CHAPTER A.

Positive School Climate: Background & Overview

Chapter Highlights:
- Samples of California Healthy Kids Survey Questions
- Breakdown of Assets, Youth Development, Resiliency models
- Assets Link to Educational Outcomes

A-1-2  Background Information for School Climate: Goal 4, Asset Building, Positive Behavior Strategies
A-3-4  Overview: Goal 4 of the Academic Site Plan
A-5    SFUSD Flow Chart for Goal 4 of the Academic Site Plan
A-7-8  Frequently Asked Questions: Goal 4, Asset Building, Positive Behavior Strategies
A-9-10 California Healthy Kids Survey Overview: External Assets: Caring Relationships, High Expectations, Meaningful Participation
A-11   Search Institute 40 Developmental Assets
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SHPD School Climate Guide
Tools and strategies for creating a caring school climate and youth-centered environment that prioritize the positive development of young people.

Research and experience has proven that a positive school environment that intentionally develops assets and adopts a youth development approach can provide the skills that youth need to improve their grades and test scores and develop into healthy adults.

Goal 4 of the academic plan, with an asset building, resiliency and youth development approach, is useful in planning all aspects of the school day, including after school programs. The approach can be used:

- As the foundation of your school’s philosophy to establish emotionally, physically safe and engaging learning environments
- As a framework for creating engaging classroom activities that offer meaningful participation and build skills
- As an approach for increasing youth involvement and youth buy-in within the school
- As a professional development component and part of a job orientation for all staff

The three areas highlighted in this overview are encouraged as key strategies for creating a positive school climate.

The five core areas required for the safe school plan include:

- Policies and procedures
- Research validated curriculum implementation
- Emergency/Crisis response protocol
- Support Services infrastructure, e.g. Coordinated Services Team, Student Assistance Program, Student Success Team, Student Attendance Review Team, Student Attendance Review Team
- On-site resources, e.g. Health Advocate, Health School Team, Health Promotion Committee

GOAL 4 of the SFUSD Academic Plan- This component of the Academic Plan delineates best practices and strategies for creating a safe school climate. Prioritizing elements of this safe school plan and sharing it with staff provides a school site with direction in enhancing the school’s climate. Providing professional development related to priorities can move the school site in a positive direction.
SFUSD School Health Programs Department encourages the following Asset Building, Resiliency and Youth Development core principles for working with young people as measured by the California Healthy

- All young people need the same types of positive resources:
  - Caring, Respectful Relationships
  - High, Clear and Fair Expectations
  - Meaningful Opportunities to Participate and Contribute

- All young people need adults in their lives

Positive Behavior Strategies are key to creating a positive school climate. These strategies can assist in fostering academic success for all students by managing students’ behavior in a more effective way that highlights the positive parts of behavior, rather than always focusing on the negative.

- School wide expectations are posted throughout the school, classroom expectations are posted in each classroom
- Consistent consequences are clearly defined and communicated to all students and staff
- A rewards system is established and implemented on a regular basis throughout the school e.g. public recognition, special privileges, positive phone calls home
- A referral and communication system is in place for students who need support and resources related to behavioral issues, e.g. SAP, SST

OTHER TERMS (as defined by Search Institute and Community Network for Youth Development):

★ Asset Based Approach- Comprehensive approach that addresses supporting the whole child in building the strengths (externally and internally) that young people need to grow up to be healthy and responsible.

★ The Search Institute’s 40 Developmental Assets™ are personal skill building blocks that focus on positive experiences that young people receive from the people and institutions in their lives. The development of both external and internal assets is vital to the resiliency that an individual demonstrates both as an adolescent and as an adult; school settings offer an ideal environment to build upon these assets.

★ External Assets- The positive experiences young people receive from the world around them (Support, Empowerment, Boundaries and Expectations, Constructive Use of Time).

★ Internal Asset- The important roles that families, schools, congregations, neighborhoods, and youth organizations play in promoting healthy development (Commitment to Learning, Positive Values, Social Competencies, Positive Identity).

★ Deficit Based Approach- Deficit based programming focuses on preventing or reducing specific problem behaviors among groups of young people who are at risk for these particular behaviors. Deficit programs tend to be narrowly focused interventions; program success is defined as the reduction or elimination of the particular negative behavior.

★ Resiliency- The quality that allows young people to “bounce back”, recover from negative experiences or overcome obstacles and risk factors in their lives.

★ Youth Development- The process through which all young people seek ways to meet their basic physical and social needs and to build knowledge and skills necessary to succeed in adolescence and young adulthood.
Goal # 4 of the Academic Plan

Use this tool to assess where your school site is according to the minimum expectations of the Goal #4 of the Academic Plan:

☐ DATA Conclusions:
- Analyze various sources of data/information on site (e.g. attendance, referrals, suspension/expulsions, incident and injury reports), and trend data from the District California Healthy Kids Survey (CHKS) and Youth Risk Behavior Survey (YRBS).

☐ Objectives:
- Address identified areas of concern/conclusions resulting from review of data.
- Have appropriate measures that indicate how the achievement of objectives is measurable.
- Address the 5 core areas required for a Safe School Plan for School Climate: 1) policies and procedures, 2) health education research validated curriculum implementation, 3) emergency/crisis response, 4) support services and infrastructure, and 5) resources such as Health Advocate, Healthy School Team and Health Promotion Committee.

A complete Goal # 4 of the Academic Plan includes the following:

4.1
- A description of how policy practices are established and school-wide rules are reviewed, shared, posted and enforced related to safety and school climate.
- A description on how the site creates and maintains safe transitions for students before, after and between classes by providing adequate supervision around campus, in hallways, especially during passing periods.
- Evidence that all students receive mandated health related education as per SFUSD policy and ensure implementation of research-validated curricula related to school climate safety and drug prevention.
- Evidence that the school site has a Student Assistance Program/Care Team that meets on a weekly basis and that SSTs are scheduled to support identified students who are at risk.
- Evidence that a Crisis Response Team (CRT) has been formed and trained and that the manuals have been placed in a central location for easy access in the event of a crisis.

4.2
- Evidence that all staff receives training on State/SFUSD policies and school site rules relating to safety and school climate for example: Child Abuse Reporting, Emergency and Crisis Response Protocols, Sexual Harassment, Suspension/Expulsion, Anti-Slur Policy implementation, and other procedures on School Discipline.
4.2 cont.

☐ Evidence that a Health Advocate (elementary), Healthy School Team (middle school) or Health Promotion Committee (high school) are identified and positions are filled yearly. In addition, there should be evidence that all staff receives information about health related workshops including youth development/asset building workshops and that professional development time is allocated to address school climate issues during staff meetings.

4.3

☐ A description of how routine methods of communication are established between school site and parents/guardians for example to receive SFUSD Parent/Student Handbook and how families are notified in a timely manner about their children’s absence.

☐ A description of professional development opportunities for parents/guardians related to school climate e.g. behavior modification, positive communication, and health education curriculum is available for review. In addition, evidence that safety and positive school climate related resources are provided to families.

4.4

☐ A description of how after school program and regular school day staff align their safety plans for sites with after school activities.

☐ A description of Health Advocate, Healthy School Team, and Health Promotion Committee programs/activities such as Violence Prevention Health Awareness Event and Gay Pride Celebration.

☐ A description of health related resources/programs e.g. LSP, Wellness, etc.

4.5

☐ A description of how school climate related data is captured, analyzed and utilized for on-going improvement of school climate.
Review and provide copies of the Goal 4 School Climate of the Academic Plan for your staff (Aug/Sept.)

In Collaboration with staff, prioritize 2-3 key activities related to school climate for the school year

Review data on an ongoing basis (attendance, referrals, grades, etc). Ensure implementation of a Coordinated Services Team (CST), Student Assistance Program (SAT), Student Success Team (SST), and Student Attendance Review Team (SART).

Re-visit Goal 4 midyear (Jan/Feb). Assess School Climate. Evaluate how priorities have moved forward. What activities need to occur to enhance school climate?

In collaboration with the School Site Council and students, identify revisions of Goal 4 for the next school year (spring)
What does a school that effectively implements Goal 4 of the Academic Plan look like?

- A trained Crisis Response Team is in place.
- Student Success Team (SST), Student Assistance Program (SAP) and Student Attendance Review Team (SART) are in place.
- Health Advocate, Healthy School Team or Health Promotion Committee roles are identified and programs and activities are implemented, e.g. HIV prevention, Gay pride/Respect promotion, Positive alternatives to drug use months.
- Students receive mandated health-related education using research validated curriculum.
- The After School Program is aligned with the school day.
- All staff receive training on state/SFUSD policies and school site rules related to safety and school climate, e.g. Child Abuse Reporting, Emergency/Crisis response, Sexual Harassment, Suspension/Expulsion, and Anti-slur policy.

What does a school that encourages Asset Building, Resiliency and Youth Development look like?

- Adults are in hallways, cafeteria and yard during transition times, lunch, and after school to greet students and encourage safety and respect at school.
- Opportunities are provided for all youth to build caring relationships with adults and peers, participate in meaningful ways, and successfully meet high expectations.
- Student and school successes are regularly recognized (daily shout-outs, youth awards, peer appreciation board, student incentive systems).
- Youth choose activities (e.g. lunchtime activities, after school program, school site council votes) and are provided with different types of clubs and enrichment activities.
- Youth have an opportunity to assist in school activity planning (e.g. giving activity ideas, participating in focus groups, youth surveys).
- Community building activities, community circles, and youth forums are incorporated to give youth a fun and safe place to share information about themselves and learn about their peers.
- Accomplishments, completed projects, and successes are showcased through school events/showcases, newsletters or bulletin boards.
What does a school that uses positive behavior strategies look like?

- Easy-to-remember and easy-to-understand behavior expectations and consequences are posted in hallways for all members of the school community. Staff/youth consistently share and implement expectations.

- Staff use language that focuses on the positive rather than the negative, i.e. “Walk” rather than “Don’t run,” or “Use safe language” rather than “Stop swearing,” etc.

- Staff focus on the students who are following directions, not the students who aren’t, and point out to the entire group when students are choosing the good behavior, i.e. “Great job Jessie and Billy for following directions and sitting quietly at your desks.”

- Staff use a consistent rewards system for good behavior that motivates students to follow behavior expectations.

- Staff are willing to try different methods to support student behavior depending on what works and what doesn’t for each student.

- Staff model the expected behavior at all times.
External Assets
Since 1991, SFUSD has implemented the California Healthy Kids Survey. One section of the survey includes the Resilience and Youth Development Module (RYDM), which measures 11 external assets, also known as the developmental supports and opportunities or protective factors. The RYDM asks students their perceptions of each of the three key protective factors – Caring Relationships, High Expectations, and Opportunities for Meaningful Participation – in each of the four key environments of school, home, community and peer group. SFUSD’s main focus of environment is the school.

Caring Relationships
The RYDM asks students how they perceive caring relationships by asking about the extent to which adults or peers in their lives engage in the following activities:
• Taking interest in, talking with, listening to, helping, noticing and trusting. Resilience research has documented that these transformative caring relationships can be with a family or extended family member, a teacher, a neighbor, a clergy member, or a friend. No matter which environment is examined, however, the characteristics of caring relationships remain fairly consistent.
• For example, At my school, there is a teacher or some other adult...who really cares about me; who notices when I’m not there; who listens to me when I have something to say.

High Expectations
The RYDM asks youth their perceptions of the messages they receive from adults and peers around:
• Their ability to follow rules, be a success, do their best, try to do what is right, and do well in school.
• For example, at my school, there is a teacher or some other adult...who tells me when I do a good job; who always wants me to do my best; who believes that I will be a success.

Meaningful Participation
The RYDM asks youth about their opportunities:
• To make decisions in their families and schools, to do fun and interesting things, and to participate in a way that makes a difference in their families, schools and communities.
• For example, at school...I do interesting activities; I help decide things like class activities or rules; I do things that make a difference.

Scoring and Reporting System
For all of the items in these scales, students had a choice in indicating how true each statement was for them or how much it applied to them as follows:
4: Very much true  3: Pretty much true  2: A little true  1: Not at all true
The values (4,3,2,1) attached to each response option were averaged across all participation for all the items in the scale and then students were classified as being High, Moderate, or Low in assets. These scale categories were derived as follows:

- **High** percent of students with average item response above 3;
- **Moderate** percent of student with average item response of at least 2 and no more than 3; and
- **Low** percent of students with average item response below 2.

In addition, CHKS aggregates all the scores across the scales to report total assets in each of the four environments (total school assets, total community assets, etc.) and then again across all four environments (total external assets). The chart below indicates SFUSD’s 2004-05 results from the RYDM for grades 5,7,9,11:

### Percent of students Scoring High in Assets (%) – SFUSD and CA Results

**California Healthy Kids Survey Results 2004/05**

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<th></th>
<th>Grade 5</th>
<th>Grade 7</th>
<th>Grade 9</th>
<th>Grade 11</th>
<th>Non Traditional</th>
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<td><strong>SFUSD CA</strong></td>
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<tr>
<td><strong>Total External Assets</strong></td>
<td>69</td>
<td>70</td>
<td>47</td>
<td>59</td>
<td>40</td>
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<tr>
<td><strong>Caring Relationships</strong></td>
<td>75</td>
<td>77</td>
<td>47</td>
<td>61</td>
<td>43</td>
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<td><strong>High Expectations</strong></td>
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<td>83</td>
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<td>69</td>
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<td>18</td>
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<td><strong>School Environment</strong></td>
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<td>34</td>
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<td><strong>Caring Relationships: Adult in School</strong></td>
<td>59</td>
<td>62</td>
<td>26</td>
<td>34</td>
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<tr>
<td><strong>High Expectations: Adult in School</strong></td>
<td>53</td>
<td>60</td>
<td>43</td>
<td>49</td>
<td>33</td>
</tr>
<tr>
<td><strong>Meaningful Participation</strong></td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>17</td>
<td>12</td>
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</tbody>
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Adopted from SFUSD West ED CHKS Report 2004-2005, RYDM Module B.
## 40 Developmental Assets™

Search Institute® has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

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<thead>
<tr>
<th>Category</th>
<th>Asset Name and Definition</th>
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<tbody>
<tr>
<td><strong>Support</strong></td>
<td>1. Family Support - Family life provides high levels of love and support.</td>
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<td>2. Positive Family Communication - Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</td>
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<td>3. Other Adult Relationships - Young person receives support from three or more nonparent adults.</td>
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<td>5. Caring School Climate - School provides a caring, encouraging environment.</td>
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<td>6. Parent Involvement in Schooling - Parent(s) are actively involved in helping young person succeed in school.</td>
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<td><strong>Empowerment</strong></td>
<td>7. Community Values Youth - Young person perceives that adults in the community value youth.</td>
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<td>8. Youth as Resources - Young people are given useful roles in the community.</td>
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<td>9. Service to Others - Young person serves in the community one hour or more per week.</td>
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<td>10. Safety - Young person feels safe at home, school, and in the neighborhood.</td>
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<td><strong>Boundaries &amp; Expectations</strong></td>
<td>11. Family Boundaries - Family has clear rules and consequences and monitors the young person's whereabouts.</td>
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<td>12. School Boundaries - School provides clear rules and consequences.</td>
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<tr>
<td><strong>Constructive Use of Time</strong></td>
<td>14. Adult Role Models - Parent(s) and other adults model positive, responsible behavior.</td>
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<td>16. High Expectations - Both parent(s) and teachers encourage the young person to do well.</td>
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<td><strong>Commitment to Learning</strong></td>
<td>17. Creative Activities - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</td>
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<td>18. Youth Programs - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</td>
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<td>19. Religious Community - Young person spends one or more hours per week in activities in a religious institution.</td>
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<td>20. Time at Home - Young person is out with friends &quot;with nothing special to do&quot; two or fewer nights per week.</td>
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<td><strong>Positive Values</strong></td>
<td>21. Achievement Motivation - Young person is motivated to do well in school.</td>
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<td>22. School Engagement - Young person is actively engaged in learning.</td>
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<td>23. Homework - Young person reports doing at least one hour of homework every school day.</td>
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<td>24. Bonding to School - Young person cares about her or his school.</td>
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<td>25. Reading for Pleasure - Young person reads for pleasure three or more hours per week.</td>
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<td><strong>Social Competencies</strong></td>
<td>26. Caring - Young person places high value on helping other people.</td>
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<td></td>
<td>27. Equality and Social Justice - Young person places high value on promoting equality and reducing hunger and poverty.</td>
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<td>28. Integrity - Young person acts on convictions and stands up for her or his beliefs.</td>
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<td>29. Honesty - Young person &quot;tells the truth even when it is not easy.&quot;</td>
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<td>30. Responsibility - Young person accepts and takes personal responsibility.</td>
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<td>31. Restraint - Young person believes it is important not to be sexually active or to use alcohol or other drugs.</td>
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<td><strong>Planning and Decision Making</strong></td>
<td>32. Young person knows how to plan ahead and make choices.</td>
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<td>33. Interpersonal Competence - Young person has empathy, sensitivity, and friendship skills.</td>
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<td>34. Cultural Competence - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</td>
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<td>35. Resistance Skills - Young person can resist negative peer pressure and dangerous situations.</td>
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<td>36. Peaceful Conflict Resolution - Young person seeks to resolve conflict nonviolently.</td>
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<td><strong>Positive Identity</strong></td>
<td>37. Personal Power - Young person feels he or she has control over &quot;things that happen to me.&quot;</td>
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<td>38. Self-Esteem - Young person reports having a high self-esteem.</td>
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<td>39. Sense of Purpose - Young person reports that &quot;my life has a purpose.&quot;</td>
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<td>40. Positive View of Personal Future - Young person is optimistic about her or his personal future.</td>
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### The Relationship between Current Educational Issues & Building Developmental Assets

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<tr>
<th>Current Education Issue</th>
<th>Connection to Building Developmental Assets</th>
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| Accountability and test scores (the pressure on schools to raise standardized achievement test scores) | • The more students experience the developmental assets, the more their grades improve.  
• Research shows that various assets, especially those we’ve identified as ones schools can most directly affect, are associated with higher achievement scores and with greater levels of other personal traits and environmental conditions that lead to higher performance. |
| Closing the achievement gap (between White, African American, Asian, Native American, and Hispanic students; and between poor and more affluent students) | • The top assets predicting school success (Achievement Motivation, School Engagement, and Youth Programs) are the same across all racial/ethnic groups Search Institute has studied.  
• Other research shows that when schools use practices such as interdisciplinary curricula, team teaching, advisor-advisee guidance, heterogeneous grouping rather than tracking, and other practices that help build youth’s developmental assets, grades and achievement test scores among underachieving and higher-achieving youth become more similar – because underachievers do better, not because high-achievers do worse. |
| Connecting school with real world needs (preparing students for work) | • Asset development encourages the use of experiential education approaches such as service-learning that widen young people’s circle of relationships with other adults.  
• There is evidence that such approaches, done well, are associated with greater caring about others’ welfare, greater commitment to doing schoolwork, and other positive outcomes. |
| Site-based management (increasing teachers’ voices in school decision making) | • Building developmental assets is everyone’s responsibility.  
• A study of 11,000 students in more than 800 high schools found that schools in which staff have a strong collective responsibility for student success, “students learn more, and learning is more equitably distributed.”  
• According to the researchers, what makes the difference in these schools is a commitment to building strong, caring relationships among staff, among staff and students, and among school, family, and community – exactly the kind of relationships that are the foundation of the developmental assets framework. |
<p>| “Values education”, “moral education,” “character education” (schools and morality) | • Positive norms and values are implied throughout the 40-Asset framework. For example, the Cultural Competence asset implies that youth should respect the experiences, values, and beliefs of people who are of a different race or culture from their own, the Caring School Climate asset implies that students should care about each other, and the High Expectations asset implies that teachers should push students to be the best they can be. Building the developmental assets is consistent with school promotion of such norms and values. |</p>
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| “Back to basics” (cutbacks in arts, health, and “extra”-curricular activities) | - In the attempt to focus more on “core” curricula, too many schools have chosen to cut back in recent years on art, music, health, physical education, and “extra”-curricular programs.  
- Search Institute’s research shows that time spent in youth programs truly is co-curricular, in that Youth Programs is one of the three assets that most strongly predict school success.  
- Recent reports also show that students’ participation in art and music - expressed by the Creative Activities asset - can also have positive effects on their school achievement.  
- Health education, too, is generally associated with a host of important outcomes and is specifically the discipline in which students gain the most experience with the assets in the social competencies category. Building developmental assets reinforces all these curricular and co-curricular areas. |
| Schools’ role in community partnerships (connections between schools and community) | - “Community” and “full-service” schools connect – in one location – education, health, social services, recreation, and other activities in support of the healthy development of children and youth, and they usually do so through arrangements that keep school buildings open and used for extended hours in the evenings and on weekends.  
- This simultaneous attention to multiple parts of young people’s worlds is supported by the breadth of the developmental assets framework and its attention to family, school, peer, and community influences on children and youth, as well as its specific addressing of strategies such as youth programs and service-learning. |
| Safe and drug-free schools and communities, school violence (reducing students’ involvement with violence and drugs) | - As assets go up, experiencing or committing violence goes down, as does problem use of alcohol and other drugs.  
- Students in schools that enforce clear values, rules, and expectations, and that are perceived by students as caring schools, experience less violence.  
- The assets explicitly include a focus on reinforcing students’ values against drinking alcohol or having sexual intercourse while still a teenager, and developing effective, nonviolent conflict resolution skills.  
- According to the Principles of Effectiveness adopted by the U.S. Department of Education, school districts receiving or pursuing funding under the Safe and Drug-Free Schools and communities Act may now also use data associating developmental assets with reduced risk behaviors to demonstrate that building developmental assets “shows promise” as an effort to reduce drug use and violence. |
The Correlates of Effective Schooling and the Developmental Assets

Effective schools research defines seven characteristics evident in schools that meet the standards of effectiveness. This matrix illustrates that numerous assets in Search Institute’s developmental asset framework connect to the seven correlates of effective schooling.

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<td>Opportunity to Learn &amp; Student Time On Task</td>
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<td>12. School Boundaries</td>
<td>Frequent Monitoring of Student Progress</td>
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<td>14. Adult Role Models</td>
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<td>15. Positive Peer Influence</td>
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**SFUSD Sponsored School Wide Behavior Management Programs**

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<td><strong>Overview:</strong></td>
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<tr>
<td><em>Best Behavior</em> is a research validated integrated system of school-wide, classroom management, and individual student supports. The program provides proven, effective management methods for all students.*</td>
<td><em>The goal of <em>Best Behavior</em> is to facilitate the academic achievement and healthy social development of children and youth in a safe environment that is conducive to learning.</em></td>
</tr>
<tr>
<td><strong>Level:</strong> K-12</td>
<td><strong>★</strong> Improve school-wide practices</td>
</tr>
<tr>
<td><strong>Training:</strong></td>
<td><strong>★</strong> Improve classroom management effectiveness</td>
</tr>
<tr>
<td><em>Best Behavior</em> provides a standardized staff development program aimed at improving school and classroom discipline and reducing associated outcomes such as school violence and alcohol, tobacco and other drug use. It is based on the Positive Behavioral Support (PBS) approach. Schools are invited to implement the Best Behavior program by first sending a team representing the school site to the 2-day training. Training also includes on-site support and additional training sessions.*</td>
<td><strong>★</strong> Improve support systems for individual students</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td><strong>★</strong> Collaborate effectively with all parents in the school</td>
</tr>
<tr>
<td><em>Best Behavior, Building Positive Behavior Support in Schools</em> (Jeffrey Sprague, Ph.D. &amp; Annemieke Golly, Ph.D.), Sopris West Educational Services, 2005</td>
<td></td>
</tr>
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SFUSD Sponsored School Wide Behavior Management Programs

**Program Information**

**Program Title:** Caring School Communities (CSC)

**Contact Information:** Lori Murakami, SFUSD Teaching and Learning Dept. (415) 355-7391

**Funding:** SFUSD Sponsored Program

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<td>CSC is a research-based program that builds classroom and school-wide community. It consists of a set of lessons, activities, skills and structures that integrate community-building efforts across the school day in all content areas and throughout the curriculum. The program consists of four components designed to work together to build community in the classroom and the school: Class Meetings, Cross-Age Buddies, Homeside activities and Schoolwide Community Building activities.</td>
<td>Influencing the decisions and behaviors of teachers and students every day are these 4 goals:</td>
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<tr>
<td><strong>Level:</strong> K-6</td>
<td>★ Create respectful, supportive relationships among students, teachers and families</td>
</tr>
<tr>
<td><strong>Training:</strong></td>
<td>★ Provide frequent opportunities to help and collaborate with others</td>
</tr>
<tr>
<td>In high implementation of Class Meetings, teachers learn specific teaching and facilitation skills to engage students; build unity throughout the day and during content area instruction; how to give students a more meaningful voice in the classroom; ways to build students’ social skills and commitment to responsibility, helpfulness and respect. Students learn how to set class norms and goals, create plans, make decisions and solve problems related to classroom life and instruction; and learn how to better understand and empathize with other students through real experiences as well as content instruction.</td>
<td>★ Provide frequent opportunities for autonomy and influence</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>★ Emphasize common purposes and ideals</td>
</tr>
<tr>
<td>CSC Training Guide and Level Modules</td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td>Developmental Studies/Caring School Community Website:</td>
<td>Providing professional development and support opportunities for teachers, teacher leaders, principals and site support personnel to reflect and refine their own practice while providing tools, instructional strategy skills and integrating facilitation techniques, cooperative structures into content area instruction to help them build caring classroom communities.</td>
</tr>
<tr>
<td><a href="http://www.devstu.org/csc/videos/index.shtml">http://www.devstu.org/csc/videos/index.shtml</a></td>
<td><strong>Features:</strong> With Cross-Age Buddies, teachers learn an approach that goes beyond tutoring to create respectful relationships between older and younger buddies. Students learn how to give and receive help, how to experience themselves as caring and competent individuals through content area instruction activities.</td>
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<td>In Homeside activities, teachers learn ways to create a cycle of learning that starts in the classroom, continues at home, and concludes in the classroom. Students learn the experiences and perspectives of other families and cultures.</td>
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<td></td>
<td>For School-wide activities, teachers learn collaborative activities they can use to promote academic growth and school wide community; ways to link students, parents, the school and the community at large. Students learn how to help responsibly, how to collaborate with one another and how to appreciate cultural differences.</td>
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# SFUSD Sponsored School Wide Behavior Management Programs

## Program Information

**Program Title:** TRIBES

**Contact Information:** SFUSD, Student Support Services Division in collaboration with Carol Rankin, CenterSource Systems, LLC at 800-810-1701 or carol@tribes.com

**Funding:** SFUSD Sponsored Program

## Program Overview

### Levels: K-12 (New Initiative with WestEd K-5)

### Training:

The learning of academic material and self-responsible behavior is assured when school staff utilizes methods based upon brain-compatible learning, multiple intelligences, cooperative learning and social development research. Teachers and administrators also engage in the participatory democratic process and creative collegiality of Tribes, thus promoting a positive school climate.

### Resources:

* **Tribes, A New Way of Learning and Being Together**  
  (Jeanne Gibbs, 2001)

Carol Rankin, Program Development, CenterSource Development, LLC (see contact information above)

## Goals & Highlights

### Goals:

Tribes is a step-by-step process to achieve specific learning goals. Students learn a set of collaborative skills so they can work well together in long-term groups (tribes). The focus is on how to:

- Help each other work on tasks
- Set goals and solve problems
- Monitor and assess progress
- Celebrate achievements

Four agreements are honored:

- Attentive listening
- Appreciation/No put downs
- Mutual respect
- Right to participate/pass

The Tribes process includes a wide variety of strategies that cover the following themes:

- **Inclusion**
  - Presenting Self
  - Social Skills
  - Agreements

- **Influence**
  - Problem Solving
  - Resolving Conflict
  - Goal Setting

- **Community**
  - Energizers
  - Celebrations

- **Academics**
  - Formats for subject content

### Highlighted Strategies:

- I-Messages
- Group Agreements
- Community Circles
- Tribes (groups)
# School Wide Behavior Management Programs
in Collaboration w/ Community Agencies

## Program Information

**Program Title:** CHAMPS/Edgewood Classroom Management System (CMS)

**Contact Information:** David Mulig Coordinator of School Based Services (415) 681-3211

**Funding:** CBO Collaboration – cost is negotiated with community agency; usually funded through grant and/or school site budget.

## Program Overview

**Overview:**

The Edgewood Center for Children and Families’ approach to classroom management is to offer techniques and strategies that can improve student behavior, attitude and motivation not based solely on discipline.

Using materials from CHAMPS, a proactive approach to classroom management, and information gathered at Edgewood, the CMS program gives teachers tools and flexibility to make decisions about how they want to run their classrooms.

**Level:** K-12

**Training:**

Specific classroom strategies are presented in 6 different, 2 hour training modules which focus on the program basics, organization, teaching expectations, motivation, and understanding and responding to misbehavior.

Edgewood’s training structure is as follows:

- 12-15 hours of onsite instruction
- Video, peer work groups, exercises & discussions
- Individual observation, debriefing, feedback & coaching

**Resources:**

- **CHAMPS: A Proactive and Positive Approach to Classroom Management** (Sprick, Garrison, and Howard, 1998.)
- **Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools** (Singleton, Linton, 2006)

## Goals & Highlights

**Goals:**

- Increase student responsibility
- Higher rates of work completion
- Reduce frequency of misbehavior

The above stated goals will enable teachers to spend more time on instruction and less time on managing problem behavior.

The CHAMPS materials are utilized and integrated into the CMS.

**Principles of CHAMPS**

- Classroom organization has a huge impact on student behavior; therefore, teachers should carefully structure their classrooms in ways that promote responsible student behavior.
- Teachers should overtly teach students how to behave responsibly in every classroom situation.
- Teachers should focus more time, attention and energy on acknowledging responsible behavior than on responding to misbehavior.
- Teachers should preplan their responses to misbehavior to ensure that they will respond in a brief, calm and consistent manner.
School Wide Behavior Management Programs
in Collaboration w/ Community Agencies

Program Information

Program Title: I-RISE Training

Contact Information: Michael “Chappie” Grice, (415) 722-4348, mcg@nothingbutquality.com

Funding: CBO Collaboration – cost is negotiated with community agency; usually funded through grant and/or school site budget.

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<td>IRISE Training – Protocols Achievement Model and Classroom Management System is research validated, piloted in San Francisco (1996-2002), and can be implemented in K-12, content neutral settings. It is an approach to designing effective teaching and learning experiences and relies on three key strategies:</td>
<td>IRISE Training is a research-based professional development model that enables teachers to make sound decisions for teaching and learning and achieve specific learning goals.</td>
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<tr>
<td>◦ Rigorous and Relevant Curriculum</td>
<td>Students learn a set of protocols so they can work well in groups and as individuals. The focus is on how to recognize and affect the virtues: truth, justice, propriety, reciprocity, balance, harmony, and order.</td>
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<tr>
<td>◦ Engaging Learning Environment</td>
<td>The emphasis is on achievement, achievement motivation, and measurable progress via more focused purpose and effort. The strategies accelerate student achievement by helping students better understand their roles as learners and their opportunities as citizens</td>
</tr>
<tr>
<td>◦ High-quality Relationships</td>
<td></td>
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<tr>
<td><strong>Level:</strong> K-12</td>
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<tr>
<td><strong>Training:</strong></td>
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<tr>
<td>IRISE Training... has several components that enable teachers to reduce the amount of time that, too often, must be devoted to “managing and disciplining” students. This is lost instructional time.</td>
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<tr>
<td>The IRISE Protocols Achievement Model and Classroom Management System is a simple “values-centered” student responsibility model that attempts to enhance the teachers’ effectiveness by providing better “tools” to do the job.</td>
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<tr>
<td>Training time negotiated directly with Michael “Chappie” Grice.</td>
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School Wide Behavior Management Programs in Collaboration w/ Community Agencies

**Program Title:** Omega Boys’ Club School Adoption Program

**Contact Information:**
Joseph Marshall Jr, PH.D, Executive Director  
Patrick Mugalu, Executive Assistant  
P.O. Box 884463  
San Francisco, CA 94188  
(415) 826-0284  
pnm@street-soldiers.org

**Funding:** CBO Collaboration – cost is negotiated with community agency; usually funded through grant and/or school site budget.

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| The Omega School Adoption Program assists a school in transforming its environment to become a place where teachers can teach and students can learn. School Adoption accomplishes this by providing training and technical assistance to school faculty and staff in the Omega/Street Soldiers Violence Prevention Methodology, with the goal of infusing this methodology into the fabric of the school. | ★ Reduce the number of fights in school  
★ Provide a more positive school environment for students and teachers  
★ Improve academic achievement  
**Sampling of School Initiated Activities:** |
| **Level:** K-12 | ★ Special weekly group with Omega staff.  
★ Student leaders who are trained and become ambassadors for the Omega model.  
★ Violence prevention messages over the school’s public address system.  
★ Recognition and incentives for classes completing 10, 20 or 30 days with no destructive language in the classroom.  
★ School wide assemblies in which Omega staff speak and/or teachers teach through skits.  
★ School-wide violence prevention lessons.  
★ Poster, art and essay contests.  
★ Student and staff speaking on the Street Soldiers radio show.  
All activities share the goal of teaching about the Omega model and making the school free from violence and improving the learning climate. |
| **Training:** | **Requirements for Implementation:** |
| Training requires several hours of instruction outside the classroom. The faculty is expected to look at their own values and their own risk factors for violence and to change themselves so they can change the students. The number of hours/days of training is negotiated with Dr. Marshall. | ★ Support from administrators  
★ An active steering committee to guide the implementation of Omega activities  
★ An agreement to have all faculty trained  
★ An agreement to infuse Omega teachings into the curriculum and create activities that affect the entire school |

**Resources:** Omega Institute Training Manual
San Francisco Unified School District
Health Education Curriculum

Elementary School

District Policy #19-245pl: 20 class lessons per grade per year. Recommended implementation:
- 5 lessons of self-esteem, mental/emotional health, personal/social skills, violence prevention;
- 5 lessons of puberty for 4th and 5th grades, and HIV prevention;
- 3 lessons substance use prevention;
- 2 lessons of family diversity;
- 2 lessons of nutrition;
- 3 remaining lessons based on student needs/concerns such as hygiene, dental health, fitness, etc.

Professional Development: Ongoing district-wide professional development or professional development opportunities for new and veteran teachers focusing on strategies, content alignment and curriculum delivery offered to grade level teachers from each elementary school. Professional development or support should also be available at each school site by Health Advocate and Health Education Teacher Leaders.

Middle School
Curriculum: *Teen Health* (Glencoe, McGraw-Hill, 1996); *SFUSD Developed HIV/AIDS, Sexuality, and Diversity lessons* (SHPD, 1993); *Positive Prevention: HIV/STD Prevention for CA Youth* (American Red Cross, 2000); *Personal and Social Skills, Level 1* (ETR); *Project Alert* drug education (BEST Foundation, 2000); *Second Step* violence prevention education (Committee for Children, 1997); *Portion Control* (Human Relations Media, 2005)

District Policy #19-245pl: 30 class periods per grade per year. Recommended for implementation:
- 5 periods of self-esteem, mental/emotional health, and personal/social skills;
- 5 periods of family life, sexuality education, STD/HIV and pregnancy prevention;
- 6 periods of substance use prevention;
- 7 periods of diversity education and violence prevention;
- 5 periods of nutrition and physical activity promotion;
- 2 remaining periods based on student needs/concerns such as personal health, consumer health, injury prevention etc.

Professional Development: Ongoing district-wide professional development for new and veteran teachers focusing on strategies, content and curriculum delivery offered to science and health education teachers from each middle school. Onsite professional development and support by Health Liaisons and Health Education Teacher Leaders.
San Francisco Unified School District
Health Education Curriculum

High School
Curriculum: Towards No Drug Abuse (Project TND, 2002); Health (Holt, 1994); Choosing Health High School (ETR 1999); The Teen Files (AIMS, 1998-2000); Personal and Social Skills Level 2 (ETR 2000); Positive Prevention, Level B: HIV/STD Prevention for CA Youth (American Red Cross, 2000); Prevention for Special Populations: HIV/STD Prevention for CA Youth (American Red Cross, 2004); Safe Dates (Hazelden, 2005); Bloodlines HIV video, 2005; Binge Drinking Blowout: The Extreme Dangers of Alcohol Abuse video, The Health Connection

District Policy #19-245pl: 90 class periods of health education. Recommended for implementation:

- 15 periods of self-esteem, mental/emotional health, and personal/social skills;
- 15 periods of family life, sexuality education, STD/HIV and pregnancy prevention;
- 15 periods of substance use prevention, including 6 of tobacco prevention;
- 10 periods of diversity education and violence prevention;
- 10 periods of nutrition and physical activity promotion;
- 25 remaining periods based on student needs/concerns such as personal health, consumer health, injury prevention etc….

Professional Development: Ongoing district-wide professional development for new and veteran teachers focusing on strategies, content and curriculum delivery offered to health education teachers from each high school. Onsite professional development and support by Health Liaison.

ExCEL After School Programs

Elementary
Curriculum: KidzLit (Developmental Studies Center, 2001)

Professional Development: Professional development offered by Developmental Studies Center for interested school sites.

Elementary, Middle, and High School

Policy: (per day) 1/3 Academic
1/3 Enrichment
1/3 Recreation

To fulfill the 1/3 Academic Requirement:

- 10 Nutrition/Literacy Activities promoting healthy eating habits at school and at home
- 2 hours per week Literacy instruction for targeted students
- Offer 1 elective that incorporates math and/or science

To fulfill the 1/3 Enrichment Requirement:

- 10 Youth Development Activities per year promoting self-esteem, mental/emotional health, personal/social skills, violence prevention and diversity education
- 10 Health Promotion Activities promoting positive whole body health practices emphasizing substance use prevention, hygiene, dental health, and diversity education
- 2 electives per semester focusing on the visual or performing arts

To fulfill the 1/3 Recreation Requirement:

- 10 structured Physical Fitness Activities promoting ongoing physical fitness, healthy bodies, and healthy lifestyles

Professional Development: Monthly professional development opportunities (or, requirements) for Site Coordinators and Lead Teachers about how to integrate ExCEL policies and enrich after school programs.