



# Compassionate Campus Companion

*“yes is a world  
& in this world of  
yes live  
(skillfully curled)  
all worlds”*

*e.e. cummings*

# The Compassionate Campus Companion

*Acknowledgment to the following individuals as sources of information and inspiration:  
Dr. Ross Green, Sura Hart, George Hoffecker, Eric Jensen, Bonny River*

## Table of Contents

Introduction.....	4
The CCC.....	4
CC Core Principles.....	5
Joy and Security.....	5
Universal Empathy.....	5
School Life as Real Life.....	5
Broader Elements of Compassionate Campus.....	6
Tremble Diamond.....	6
Tremble Diamond Explained.....	8
Nonviolent Communication.....	8
P1, P2, P3.....	9
Principled Decision- Making: Putting Content into Context.....	9
Level 1- Principle:.....	10
Level 2- Process.....	10
Level 3- Priorities.....	11
Group Skills.....	11
Efficacy.....	12
Flexibility.....	12
Craftsmanship.....	12
Consciousness.....	12
Interdependence.....	13
Calm and Return.....	14
Kindergarten.....	14
Grades.....	14
Playground Guidelines.....	16
MMCS Group Process.....	17
Background.....	17
Purpose.....	17
Policy.....	17
Possible Future Endeavors and Training.....	19
Endeavors.....	19
Training.....	19
Terminology.....	20
Resources.....	23

## Introduction

*“How we feel about being in school and these larger group trends shape learning and student development. Peer-reviewed educational research has consistently demonstrated that a positive school climate is associated with academic achievement, effective risk prevention efforts and positive youth development”*.--<http://www.schoolclimate.org>.

The Compassionate Campus (CC) model is a program integrating socially effective and compassionate ways of human-to-human interactions campus wide. MMCS's CC has drawn inspiration from a similar program developed by Bonnie River, the former Director of Live Oak Charter School in Petaluma, California. The CC model is based on evolving neuroscience research substantiating the need for consistent, positive modeling for effective emotional regulation. It embraces the philosophy that the development of social-emotional intelligence is essential to maximize academic success.

### **The CCC**

The Compassionate Campus Committee (CCC) investigates and promotes practices that strengthen skills in social negotiation and how that fosters academic success. The mission statement is as follows:

The CCC recognizes that social-emotional health is essential to academic success. The CCC strives to support existing and evolving practices of social negotiation with children, staff, and families in a healthy school environment through education, resources and assessment.

The Companion is a reference guide to Compassionate Campus that was developed by the committee. It is a living, working document. No doubt there are gaps, as there always are working from the inside out. Please feel free to bring comments to the CCC Chairs. The co-chairs are Sarah Levin and Conna Meader

One of our goals is to make this document as accessible as possible to all members of the community. The first part of this guide addresses the core concepts of Compassionate Campus. However, in the later part you will find some of the richest detailed information.

## **CC Core Principles**

Our Compassionate Campus model flows from the first three core principles of our charter: joy and security, universal empathy, and school life as real life.

### ***Joy and Security***

Children will learn and grow successfully in a safe, accepting, and welcoming environment, where they experience joy. If children are motivated to be at school, the motivation will extend into the opportunities for learning. Children can achieve more, intellectually, when their whole self is growing through exercise and challenge, including the physical body and emotions. In order for them to grow into adults capable of sharing peace and joy with others and experiencing peace and joy themselves, their emotional intelligence must ripen. Therefore the curriculum includes physical components, as well as discussion, arts, and other expressive components.

### ***Universal Empathy***

Empathy and compassion are taught (learned) through modeling, self-regulation, and communicating integrated into the curriculum. It includes interactions of socially effective and compassionate ways of interactions campus wide as well as other components. As our global community faces new opportunities and obstacles, it is more essential than ever that citizens be able to communicate and collaborate across ethnic and cultural boundaries in order to participate in a democratic society. To this end, the curriculum of Mountain Mahogany will include the study of the world's cultures, religions, and ways of life, as well as focusing on the diversity of the school community. The policies, procedures, and pedagogy of the school will evolve to offer both empathy training and a deep, authentic intercultural education that embraces the democratic principles of justice, equity, and engaged citizenship for all.

### ***School Life as Real Life***

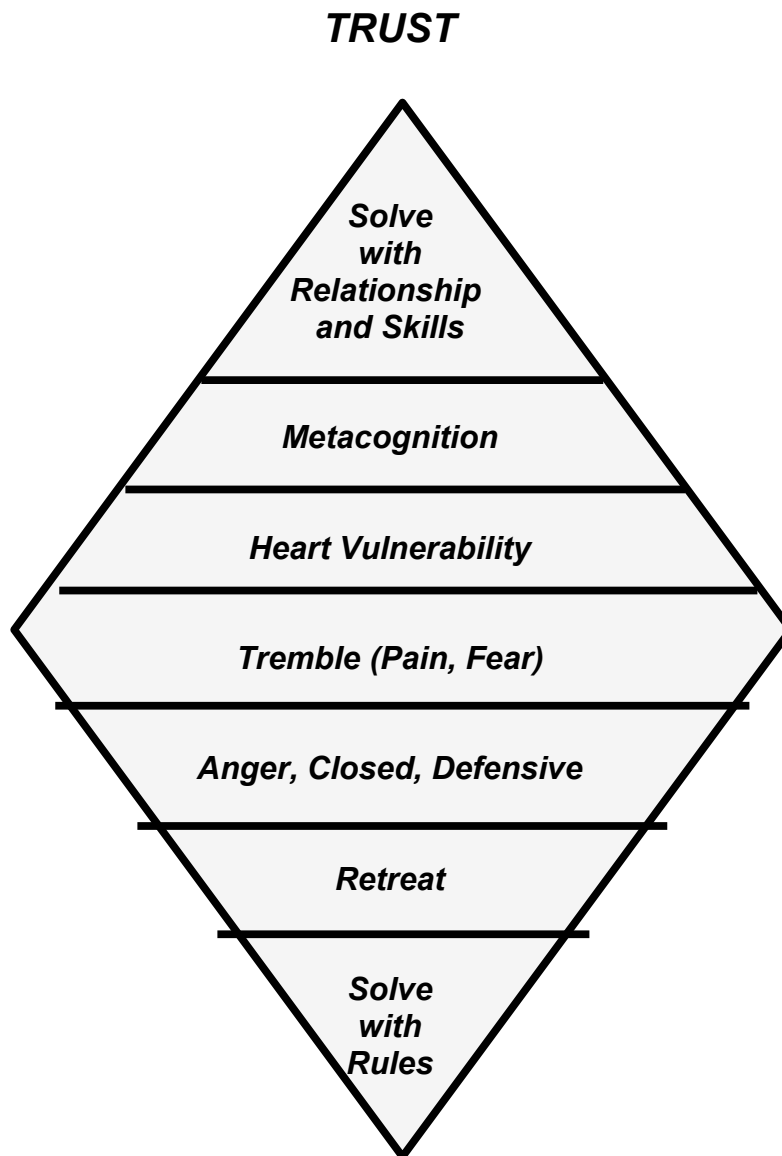
A school involved with families and community, with families and community also involved in it, demonstrates that learning and growing is the essence of human life, not something isolated from the rest of life. A school that includes students' families and the greater community will feel safe, welcoming, alive, joyous and relevant, and be important to the students. The curriculum therefore includes community involvement (which is expressed differently for younger and older children). The school is also welcoming to families and will strive from a partnership approach, to offer families opportunities to learn and grow. Our teachers and staff are essential and this school will hold their health and well being of utmost importance.

## **Broader Elements of Compassionate Campus**

MMCS's Compassionate Campus program is more than just a single principle or procedure. It encompasses a range of techniques and insights that have become an integral part of how MMCS operates campus-wide. The following sections include the key parts of the Compassionate Campus philosophy and practice.

### ***Tremble Diamond***

The Tremble Diamond is a graphic depiction of the directions an individual(s) may move through when experiencing stress, or “tremble”. It lays at the foundation of Compassionate Campus.



# ***DISTRUST***

## **Tremble Diamond Explained**

The diamond represents contrasting directions for problem solving and alternative methods for guiding behavior.

The middle bar, Tremble, represents a person's initial reaction to a perceived threat or discomfort. Individuals here in the MMCS community, who have used this model for some time are often heard saying things like, "I am in tremble." This means that whomever is in tremble is experiencing a physical, neurological response to a perceived threat in his or her environment. The one in tremble is feeling unsafe. The heart of this model is the idea that most behaviors that create disharmony emanate from a state of tremble. No true resolution can happen until whoever is in tremble recognizes his or her need to find trust.

The down triangle represents the movement through the stages leading to relational distrust. The up triangle depicts behavioral change influenced by restoring the sense of safety/security through empathy (heart vulnerability), cultivating the skills needed to solve the problem (metacognition) and, finally, solving the underlying problem in an effective relational context (solve with relationship and skills). Dr. Ross Greene, psychologist, referring to the significance of the relational context, describes it in the following way:

“If you are going to help a kid, you are going to need a helping relationship to accomplish the mission. Time and time again, research (and practical experience) has shown that the most reliable factor leading people to change—by far—is the relationship they have with the person helping them change.<sup>1</sup>”

## ***Nonviolent Communication***

Nonviolent Communication is a way of communicating that leads us to give from the heart. To arrive at a mutual desire to give from the heart, we focus the light of consciousness on four areas—referred to as the four components of the NVC model. - Marshall Rosenberg “Nonviolent Communication: A Language of Compassion”.

First, we observe what is actually happening in a situation: what are we observing another person saying or doing that is either enriching or not enriching our life? The trick is to be able to articulate this observation without introducing any judgment or evaluation—to simply say what people are doing that we either like or don't like.

The four components of NVC are:

- Observations
- Feelings

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<sup>1</sup> Greene, Ross. *Lost at School, Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them*. New York, Scribner, 2008. See also [www.explosivechild.com](http://www.explosivechild.com).

- Needs
- Requests

### **P1, P2, P3**

*From DELIBERATE SUCCESS by Eric Allenbaugh, Ph.D.*

#### **Principled Decision- Making: Putting Content into Context**

“To make a difference, leaders need to convert values from a mere concept into tangible actions in every element of the organization. Each decision provides a choice point in which leaders and team members are encouraged to align values with actions by addressing these two critical questions:

- Is what I am doing right now bringing us closer to where we want to be?
- Is what I am doing right now honoring the spirit of the values we say are important?

(Ray Disney says, “Decisions are easy when values are clear”)

It is not the circumstances that determine who you are; it is your response to those circumstances that speaks volumes about what you really value. Making principle- centered, value-driven decisions- in other words, “walking your talk”- characterizes peak-performing individuals and organizations”.

Allenbaugh only emphasizes what organizational leaders from Margaret Wheatley and Peter Senge to Robert Fritz and David Cooperrider have been saying for over thirty years. Critical for success is the need for the group to perform in a way that reflects core values of the organization. Allenbaugh deepens this line of thought with his P1, P2, P3 paradigm. He says:

“Principle-centered, value-driven (organizations) integrate everything they do within the context of their philosophy. Who they are and what they do reflect the core ideologies within their carefully defined context of principles, process, and priorities.

Value-driven decisions require three levels of engagement:

#### Level 1- Principles: The Guiding factors

- Mission: What is our purpose?
- Vision: Where are we going?
- Culture: What do we value?

#### Level 2- Process: The Being factors

- How we function as a team.
- How we communicate.
- How we honor differences.
- How we support creativity.
- How we handle conflict.
- How we apply decision-making criteria.
- How we solve problems.

### Level 3- Priorities: The Doing factors

- Identifying priority issues.
- Exploring viable options.
- Solving problems creatively.
- Developing action plans.
- Evaluating results.

### Level 1- Principle:

This big picture perspective provides a navigational guide to align mission, vision and culture with team planning and decision-making. The guiding factors unite even diverse people behind a shared purpose and determine what we say “yes” to and what we say “no” to. These guiding principles provide a big-picture context into which priorities can later be placed.

Teams often make a serious mistake by impatiently skipping principles and process to immediately address their priorities. On the surface the team has appeared to save time by rapidly addressing the issue and pounding out a solution. Team members often feel good in getting “something tangible accomplished”, only to later learn that the “solution” lacks ownership and commitment. In fact, team members often complain( in the parking lot) that their ideas were not listened to, that alternative solutions were not explored, and that overly directive leaders forced solutions on them.(my italics)

Over the long run, their short-cut approach ultimately consumes more time and resources as leaders now have to back-track in an effort to open up communications, build trust, deal with strained interpersonal issues, and finally readdress the original issue. An old Native-American saying seems to capture the essence of this dilemma: “Go slow-go fast. Go fast-go slow.”

### Level 2- Process

This perspective emphasizes the “Being” elements: how the team interacts in addressing principles and issues. Level 2 focuses on the intangible, yet critical elements of fostering trust, supporting open communication, honoring differences, building a spirit of partnership, practicing win-win conflict methods (my italics), and enhancing creativity. Within Level 2, teams also benefit by taking the time to agree on appropriate problem-solving methods and decision-making criteria. Do not proceed to level 3 until the team has a clear understanding of and commitment to (my italics) the context of levels 1 and 2.” ( Here Allenbaugh cautions against what he calls over-processing or engaging in “analysis paralysis”. He is strong, however, on emphasizing the importance of “taking the time to develop shared context which greatly facilitates addressing the actual issues and saves time in the long run” (emphasis mine).

### Level 3- Priorities

This perspective ultimately addresses the actual task or “Doing” factors. In working through the issues, you have the context of P1 and P2 to operate within. Making decisions within the framework of your principles and process greatly facilitates the creation of quality decisions while building unity of purpose and clarity of direction. In this stage, you and your team identify issues, explore options, participate in creative problem-solving, develop action plans, and explore appropriate follow-up and evaluation methods.”

Allenbaugh’s model benefits from the Appreciative Inquiry approach to initially coming to commonly held values and shared meaning . (See Cooperrider et al) Within that approach, group members are provided the opportunity to explore what it is that gives meaning to them within the work/group experience. As Margaret Wheatley says in Turning to One Another “we don’t fear those whose story we know”. Coming to common judgment relies upon each member in the group feeling safe enough to express their true feelings, thoughts, observations, needs and strategies for meeting those needs. Dialogue can help establish “safe space” even within the context of formal meetings. (see attachment on dialogue, discussion and decision).

### *Group Skills*

Group skill (efficacy) takes time and practice to build- and commitment from each member of the group. Organizations, as well as individuals, move,(evolve) in the direction of the images they hold(Cooperrider, et al). We see what we expect to see. Part of becoming skilled as a group is to take on practices that can help each member to become more aware of what his/her “reality” is. What are his/her assumptions? What images do individuals hold about the organization and members within the organization? A place and a time needs to be provided where members can safely explore these domains. Organizations are also not always aware that there are different interpretations of what is said or done because of the notion of multiple concurrent realities. (Hammond/Mayfield-Naming Elephants)...”people can see and hear the same thing at the same time in completely different ways. The reason is that every individual sees and hears through his or her own personal filters. In an effort to keep the world manageable, people often see what they want to see and ignore information that does not fit their preconceptions.”

In Cognitive Coaching: A Foundation for Renaissance Schools Costa and Garmston identified five human capacities or “states of mind” that build capacity for high performing groups:

- Efficacy
- Flexibility
- Craftsmanship
- Consciousness
- Interdependence

### **Efficacy**

The group believes in its capacity to produce results and stays the course through internal and external difficulties to achieve goals. The group aligns energies within itself and outside itself in pursuit of its outcomes.  
is motivated by and is committed to achieving shared goals  
focuses its resources where it can make the biggest difference  
learns from its experience and shapes itself accordingly  
productively manages the tension between the vision of the desired state and the realities of the existing state (current reality)  
knows what it doesn't know( or do) and develops strategies for attainment

### **Flexibility**

The group regards situations from multiple perspectives, (Rudolf Steiner advocated no less than twelve perspectives!) works creatively with uncertainty and ambiguity, values and utilizes differences within itself and the larger community of which it is a part (Wheatley et al). The group attends to rational and intuitive ways of working.

- collectively shifts perspective
- honors and utilizes diversity within the group
- navigates internal tensions related to confusion and ambiguity
- when stuck generates and uses multiple options for moving ahead
- attends to rational and intuitive ways of working
- accesses a wide repertoire of thinking and process skills

### **Craftsmanship**

The group strives for clarity in its values, goals, and standards. It applies these as criteria for its planning, actions, reflections, and refinements. It attends to both short and long term time perspectives. It continuously refines communications processes within and beyond the group.

- creates, holds, calibrates and refines performance and product standards
- continuously refines inter and intra group communications
- honors the pathway from novice to expert performance
- envisions and manages multiple time orientations
- invests energy in honing and inventing process tools

### **Consciousness**

The group monitors its decisions, actions and reflections based on its values, norms and common goals. Members are aware of the impact their actions have on each other, the total group and persons and groups beyond this immediate group.

- is aware of how its own assumptions and knowledge interferes with its learning
- is aware of and stands outside of itself to reflect on its processes and products

- is explicit and aware of its criteria for decision making
- monitors congruence with its meeting standards
- is aware of its core values, norms and group identity

### Interdependence

The group values its internal and external relationships. It seeks reciprocal influence and learning. Members treat conflict as opportunities to learn about themselves, their own group and other groups. The group trusts its interactions and processes of dialogue.

- values its interactions and trusts the processes of dialogue
- envisions the potential of the group
- regards disagreement and conflict as a source of learning and transformation for the group
- is aware of its relationships and how its webs of interconnections are sources of mutual influence
- regards knowledge and knowing as fluid, provisional and subject to improvement from information outside of itself

The above “group states of mind” could be valuable Board/Faculty study material. Becoming skilled group workers takes time. But it is worth it!

## Calm and Return

### *Kindergarten*

When children have received two nonverbal, verbal, or physically-prompting (i.e. a light touch on shoulder) redirections, they will be escorted to a slightly removed space in the classroom, the “Calm Space”, for an appropriate length of time, as determined by the classroom teacher.

### *Grades*

Calm and Return processes below represent all the possible steps. A step may be bypassed at the teacher’s discretion.

1. First Verbal Request: Student receives verbal request for conduct from teacher.
2. Second Verbal Request & Visual Reminder: The second verbal request is accompanied with visual reminder.
3. Third Request: The third request is for student to find their calm in the C&R area in the classroom. The student spends whatever amount of time there the teacher deems appropriate and then is invited to rejoin the class. The teacher may skip the three requests for chronic behaviors.
4. Fourth Infraction: Upon the fourth infraction, the teacher fills out a blue student tracking form (now often referred to the blue slip) and the student is escorted by the class Educational Assistant to either a parallel desk or to the Calm and Return Room (C&R), whichever the teacher deems most appropriate and likely to work. If the EA is unavailable or the situation warrants it, Teacher will call for assistance.
  - Blue Student Tracking Form: The Teacher fills this out to indicate where the student is going, how long the student should stay, why he or she is there and any other pertinent info. Details of this form and an example will follow.
  - Parallel Desk: The parallel desk is in another class room. If the child is in one of the middle grades, he/she is usually sent to the lower grades to “help out” or the upper grades to “observe and learn” proper conduct.
  - Calm and Return Room: The child visits C&R), bringing the blue slip along. At some point during the visit, the C&R staff will ask the student what brought him/her to C&R and note it as close as possible in the child’s own words on the blue slip. The staff will engage the student about other options for behavior, such as, “Next time maybe you could ask the teacher when you don’t understand something” or “You could use words to tell John that you feel mad rather than your body.” These will also be noted on the Tracking slip. The child returns to the room at the requested time.

5. Sudden Frequent Visitors: When a student comes in a number of times in a short period of time without having done so before, the Director will be notified. It is recognized that some students will necessarily need to go to C&R more frequently than others.
6. Frequent Conduct Infractions and Behavior Contract: When a child has frequent conduct infractions with no improvement, the director will meet with the parents and teacher(s). If it is a student with an IEP, other concerned parties may also be present. A campus behavior contract is drawn up. Consequences to non-compliance include home based and school based interventions that are in alignment with the MMCS Charter and Vision Statement.
7. Frequent Non Compliance to Behavior Contract: A student continuing to be in non-compliance with his or her behavior contract three or more times in a short period of time is suspended for a designated period of time. This step can be repeated for increasing amounts of time.
8. Expulsion: Record of behavior is logged in the student's cumulative file and District Personnel work on formulating a behavior contract with the ultimate consequence of expulsion from MMCS to another program within the district that will better serve the students needs.

## **Playground Guidelines**

The mission of the playground committee is to foster creative, imaginative and physical play in a safe environment.

With this mission in mind the playground committee is recommending that the school adopt the following as it playground rules:

All interactions with bodies of living things, language, playground, equipment and materials must be respectful, well intentioned, peaceful, safe and gentle.

(Each interaction must fulfill all criteria)

We arrived at this by distilling the current rules. We came to the touchstones, which are respect, well intentioned, peaceful, safe and gentle interactions with the playground components. The playground components are Bodies of all living things (plant and animal), the playground (boundaries etc), language, equipment, and materials.

We also believe that this should be the expected behavior anywhere on campus, not just the playground.

## **MMCS Group Process**

Approved by: Governing Council on April 24, 2007 (original)

Effective Date: 4/24/07

Revision Date(s):

### ***Background***

Forged in the intention to maximize stakeholder participation and harmony in decision-making, the founding charter explored and suggested several group processes. Over the years, consultants and experience have influenced the evolution of the normative group processes of the school. This policy delineates the current practices.

### ***Purpose***

- To clarify and promote the usage of proven effective group processes throughout all levels of meetings on campus.
- To uphold the value of inclusive collaborative decision-making.
- To recognize the CCC as the campus resource for emergent social negotiation group practices.

### ***Policy***

When groups gather on MMCS campus for discussions, particularly ones that lead to decision-making, the use of the following group process practices are expected:

- Nonviolent Communication (NVC) or equivalent. Over the years, the school has gravitated toward and invested in NVC training and will continue to do so. Resource materials are available on campus for stakeholder edification and use.
- Principle based decision-making. In this process, the group reviews and comes to consensus on both the principles underlying the issue (P1) in question and behavioral agreements between the parties in dialogue (P2). From that vantage point, group decisions are made (P3). See Attachment 1 for further descriptive details. Trainings in this process have been conducted by the school's leadership and will continue.
- Practices that foster active participation by all parties gathered in discussion. One such practice used and currently promoted is Appreciative Inquiry (AI). It applies dyadic interviews and small group formats to prompt sharing on the subject by all participants. See Attachment 2 for more description. The school leadership will continue to use resources to further AI and/or similar training.
- Special settings. In those settings where strong emotion arises, practices promoted by the CCC, in addition to the above (especially Nonviolent Communication), are advocated. These practices include, but are not limited to:

- Using an emotional pulse taker or “feeling check in.” Depending on the situation, this may take only a few seconds to acknowledge the energy change and no further action would be needed. In other situations, it might entail breaking into small groups of two or three to have a feeling check in. The essential component is to have this process take no longer than 5 minutes. Losing the business at hand to the emotional processing might negatively impact the overall functioning of the meeting.
- Checking for consensus to move forward. After whichever emotion identifying process has concluded, the question would be asked, “May we continue?” If yes, the business would go on. If no, those most affected can be given options. The options might include, but are not limited to, having a small group separate from the bulk of the meeting to hear feelings and attempt to identify unmet needs using NVC tools (e.g., feeling and needs cards or lists). Another would be to take consensus on having the entire meeting address the energy shift further. Another would give the most affected parties an opportunity to leave the meeting; as adults we all reserve the right to handle our feelings however we desire. If the latter option were chosen, perhaps a feelings check in would be warranted over the loss of members for that particular meeting. Another would be a call for someone to serve as an ally for the most affected parties after the meeting. It is hoped that the affected parties be allowed to make suggestions or choose options towards resolution and that group consensus be sought. It is of note that the immediate goal is to allow for the feelings to be heard and to seek to understand. At no point is the goal psychological problem solving; it is deemed beyond our scope.
- Using allies. The Allies Program, further described in the Compassionate Campus Handbook, allows for trained volunteers to facilitate communication between parties as advocates for fuller communication, not as trained mediators.

## Possible Future Endeavors and Training

### *Endeavors*

- Develop Ally volunteer training.
- Monthly community nights focusing on Compassionate Campus education (i.e. potlucks, guest speakers, conversation, practicing techniques that focus on Compassionate Campus tools).
- Parent volunteers for playground support.
- Classroom Liaisons: upper classroom families matched with lower classroom families. New families could be matched with another family in the classroom. The liaison would “orient” families and welcome them to the community.
- Phone tree specifically for recruiting parent volunteers and following up on parent volunteer opportunities. This phone tree should be more specific to Compassionate Campus needs. (Calling volunteers will not restrict list to their own child’s class. This will enable families to communicate with the community-at-large.)
- Grant writing and Foundation support
- Creatively enhance communication between staff and parents (guardians)
- for example, Giving information re: the best time to reach a teacher, the best method to contact a teacher, responding in a timely manner).

\*A parent and staff member of the CCC will oversee volunteers related to the above opportunities.

### *Training*

- Educational Assistant training for conflict resolution
- Staff training in de-escalation and share information for parent training.
- Child training: assemblies during school, role-playing conflict resolution or strategies to prevent social conflict.
- Uniform presentation of Compassionate Campus tools.
- Adult role-playing with calm space, parallel sends, C & R with tracking cards.
- Regularly scheduled parent-education nights.

## Terminology

These are the terms and common language that you might hear on campus at any given time. They refer to different aspects of Compassionate Campus.

**Ally**-is an objective person who accompanies another during difficult conversation to provide objective support. The ally's role is to assist in perceiving the experience by facilitating listening using reflective listening techniques. The ally offers support in a non-judgmental manner.

**Blue Slip**- is a form used to record behaviors and interventions.

**Bubble** - is the term used by the lower grades to describe the area immediately surrounding a child's body. Another person must receive permission before entering this space.

**Calm and Return (C&R)**-is a staffed room where any MMCS student may go for various reasons (disregulation, emotional needs, peer conflict, etc). The goal of C&R is to help the child to regulate so he/she can return to optimal learning in the classroom. Calm and Return is provided as means to support and enhance the teacher in implementing a compassionate classroom. The C&R process is covered in detail in the appendix.

**Calm Space** - a pre-designated area in a classroom that a child may use to help redirect behavior or find comfort. This space is used at the teacher's discretion.

**Curative or Lesson Stories**- provide feedback or support about a child's situation in an indirect manner using stories that are generated from text or personal experience.

**Donut**- is discussion around a specific topic that is observed by others. The participants in the discussion sit in an inner ring surrounded by those observing in an outer ring. When a donut chair is vacated a person on the outer ring may take the seat to participate in the discussion. There is fluidity moving in and out of the donut to share comments and thoughts.

**Emotional Check In**-occurs when someone calls an 'Emotional Pulse' when the emotional tone of participants in a meeting shifts. This is addressed in greater detail the MMCS Group Process Policy in the appendix.

**Feelings and Needs Cards**-A deck of cards developed by Kindle-Hart Communication, with words or pictures identifying emotional states and universal needs. The cards are used to help one to name feelings and needs.

The cards are used individually, in small-group peer conflict, and in social circles.

**Fishbowl**-is a group of individuals (sitting in a circle surrounded by the larger group) that freely discuss a topic. The fishbowl allows others to observe the processes and responses of the group regarding the topic in an honest and nonjudgmental venue. Unlike The Donut, the observing group does not participate in the conversation of the group.

**Modeling**-is when an individual encountering a student or adult chooses to exemplify standards of Compassionate Campus behavior.

**No-Fault Game**-is a game developed by Kindle-Hart Communications that uses the Feelings and Needs cards resolve peer conflict.

**Nonviolent Communication (NVC)**- is a method of communication developed by Marshall Rosenberg. It involves four components, observation, feeling, needs and requests. See the appendix for more detailed information.

**P1, P2, P3**- refers to an approach and method to decision making commonly used in MMCS meetings. Described in detail in the appendix.

**Parallel Send**- a child spends time in another class to either observe or model classroom behavior. It is used at the teacher's discretion when a child needs to redirect behavior.

**Reflective Listening**-is a communication strategy involving two key steps: seeking to understand a speaker's idea, then offering the idea back to the speaker, to confirm the idea has been understood correctly. The purpose of this technique is to make sure that the communication is accurate and mutually understood.

**Student Assistance Team (SAT)**- the SAT is a group of parent(s) and educators that convene when a child is struggling in any area (social-emotional, academic, etc.). The SAT strategizes about how to support an individual student. This is a state mandated process that requires the school to follow official procedures.

**Social Circles**-a tool used in the classroom by the teacher to discuss social and emotional issues.

**Talking Stick**-is an object used to designate a speaker. The intent is to facilitate communication through empowered speaking and conscious listening. The person holding the stick is the sole speaker. Every one gets an opportunity to use the stick.

**Tremble Diamond** - The diamond represents contrasting directions for problem solving. A more detailed explanation is included in the above section.

## Resources

**Compassionate Campus Companion-** This should be the first resource consulted if questions arise regarding Compassionate Campus. Many questions can be answered here.

**Parent/Student Handbook-** This handbook is designed to provide a comprehensive view of school policies that foster the principles of Compassionate Campus along with overall school policies.

### Parent Library

1 Systematic checkout in office separate from the library system (Move parent books from library to office.)

2 Examples of books: Ross Greene (Explosive Child ) Sura Hart (Nonviolent Communication), Alfie Kohn (Punish by Rewards), A.J. Ayres (Sensory Integration and the Child), Jan Kranowitz

**Compassionate Campus Committee (CCC)-**Concerns should be directed to the co-chairs of the committee, Sarah Levin and Conna Meader

**Faculty -** Questions regarding how Compassionate Campus is integrated in your child's classroom should be directed to your child's teacher.

**Parents on Campus Alliance-POCA** works directly under the CCC as volunteers on campus and have received specialized training. They can answer questions regarding CCC tools and processes that are implemented on campus. The POCA parents could serve as allies.

**Student Assistance Team (SAT)-** The SAT is a group of parent(s) and educators that convene when a child is struggling in any area (social-emotional, academic, etc.). The SAT works together to strategize how to support an individual student. This is a state mandated process that requires the school to follow official procedures.