

COSSA Core Values

Appendix A

Value(s)	Value Statement	Actions / Behaviors
*Trauma-informed “Be the trusted adult”	We are aware that many of our students and some staff come to COSSA having experienced some or significant trauma and are best served by building strong relationships through restorative practices.	Staff: “Be the trusted adult.” Build healthy relationships with each student through restorative practices to address behavioral issues before referral to REBOOT (hallway conferences, circles, etc.). Leadership: Provides staff continuing support regarding trauma and restorative practices throughout the year.
Reflective and safe	We are reflective about our teaching practices through self-examination, analyzing student data, and gathering feedback without fear of repercussion.	Staff: Use STAR data to assess student needs; utilize pre-post test data to adapt teaching practices, encourage feedback from peers, students, and administration. Leadership: Provide additional time during PD or carve out time during the week for this to occur. Reflective practices are met with a positive, psychologically safe approach.
Valued and celebrated	Every person feels valued as we find opportunities to provide positive recognition to our students and colleagues especially when they have demonstrated a COSSA Core Value .	Staff: Uses verbal recognition along with achievement certificates recognizing standards that are aligned with our COSSA Core Values. Leadership: Recognizes the hard work of all staff on a regular basis and more formally at our get-together ‘potlucks.’
Consistent and accountable	All team members provide consistent messaging about unacceptable, disruptive, and unsafe behaviors per COSSA student handbook and utilize restorative practices and REBOOT to hold students accountable.	Staff: Align your classroom policies with the school-wide discipline plan per the student handbook. When a student breaks a rule, use the restorative chat to discuss first, then refer to REBOOT when it is a repeat or serious offense. Leadership: Encourage teachers to hold repeat offenders accountable and provide more PD and support to teachers and our REBOOT coordinator. Provide the appropriate tools and training.
Trustworthy and supportive	All staff provides a positive role-model of trustworthy behavior highlighting acts of integrity amongst students and staff. Support each other with patience, compassion, and teachable moments.	Staff: Model the behavior you want to see from your students on a consistent basis; highlight trustworthy behavior of our students and ‘catch them being good.’ Support your colleagues by showing them how you achieve victories in this domain and, when appropriate, provide effective feedback. Leadership: Provide a positive role-model and celebrate instances of trustworthiness through informal and formal recognition. This can be private or public depending on the situation.