



Community Resource Guide

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Thornton Creek Mission and Vision

Mission

At Thornton Creek, students are at the heart of all we do. Through Expeditionary Learning and the Responsive Classroom approach, we create a safe, supportive environment where every child feels valued and empowered to imagine, question, and explore. By intentionally weaving in multiple systems of support, we ensure that every student can access learning, grow at their own pace, and be challenged in meaningful ways.

Vision

Thornton Creek is a joyful and inclusive learning community where every child feels safe, valued, and inspired to explore who they are. Guided by curiosity and empathy, our students grow into confident learners and compassionate leaders who, together with families and community, shape a just and sustainable future.

Expeditionary Learning

Thornton Creek is a vibrant learning community with a long tradition of curiosity, creativity, and connection. Founded in 1975 as one of Seattle Public Schools' original alternative education programs, the school was built on the belief that children learn best through active exploration, meaningful relationships, and authentic engagement with their community and the world around them.

Today, we continue that legacy through our **Expeditionary Learning (EL)** approach — a model that expands and deepens the educational experience by connecting classroom learning to real-world experiences. Students engage in cross-disciplinary “expeditions” that invite them to investigate big ideas, ask questions that matter, and create high-quality work that makes a difference.

Our approach is guided by three core commitments:

- **Learning with purpose:** Students explore topics in depth, discovering how their learning connects to real-world issues and community action.
- **Learning through community:** Relationships are central to everything we do. Collaboration, reflection, and compassion help students build a strong sense of belonging.
- **Learning for growth:** We value perseverance, curiosity, and joy in learning — cultivating not just academic success, but agency, empathy, and a lifelong love of discovery.

After fifty years, Thornton Creek remains a joyful and inclusive community where students, staff, and families come together to imagine, question, and explore — shaping a just and sustainable future, one expedition at a time.

Responsive Classroom

At Thornton Creek, our commitment to joyful, inclusive learning extends beyond academics — it's woven into how we build community every day. Our Responsive Classroom approach is the foundation of our social and emotional learning, guiding how we teach, interact, and create spaces where every child feels seen, heard, and valued.

The Responsive Classroom is a research-based approach that emphasizes the strong connection between academic success and social-emotional growth. It helps us build classrooms and a school community where students learn to take care of themselves, one another, and their environment.

Our practices include:

- **Morning Meetings:** Daily gatherings where students greet one another, share ideas, and support student
- **Shared Agreements:** Classroom expectations developed collaboratively, helping students understand the “why” behind rules and routines, creating a shared responsibility within the classroom community
- **Logical Consequences and Reflection:** Guiding students to learn from mistakes and restore relationships rather than using punitive approaches.
- **Teacher Language and Modeling:** Using intentional words and actions that build trust, encourage effort, and nurture independence.

Through Responsive Classroom, students gain the tools to express empathy, resolve conflicts, and take ownership of their learning and behavior. This approach strengthens our culture of respect, belonging, and responsibility — helping every student thrive as part of a caring community.

2025-2026 School Calendar

A full, updated school calendar is available on the [TC website](#). From the 'View Full Calendar' page, you are also able to subscribe to the school calendar on your own Outlook, Google or Apple calendar.

Key Dates

All-Parent Community Meetings

7:00-8:30, in-person at TC, with a live team option

- September 16, 2024
- November 18, 2024
- February 24, 2026
- April 21, 2026
- June 9, 2026

TCPG and School Events At a Glance

Looking for a specific event you are looking forward to this year? Take a look [here](#)!

Daily Schedule

Morning

7:40am	Playground and gates open; Breakfast available
7:50am	First bell: Students line up by class
7:55am	Second bell: Students and teachers move into classrooms

Recesses & Lunch Hours

Grade	AM Recess	Lunch and Recess	PM Recess
K	9:00-9:15	10:45-11:05 and 11:10-11:30	12:25-12:40
1st	9:00-9:15	10:45-11:05 and 11:10-11:30	12:45-1:00
2nd	9:15-9:30	10:45-11:05 and 11:10-11:30	12:45-1:00
3rd	9:15-9:30	Recess 10:45-11:05 Lunch 11:10-11:30	1:10-1:25
4th		Recess 10:45-11:05 Lunch 11:10-11:30	1:00-1:25
5th		Recess 10:45-11:05 Lunch 11:10-11:30	1:00-1:25

End of Day

Mon, Tu, Th, Fri

2:25pm	End-of-day dismissal
2:35pm	Playground Gates locked
3pm	Office closes

Wed

1:10pm	End-of-day dismissal
1:20pm	Playground Gates locked
3pm	Office closes

Key Contact Information

School Administration & Staff

Title	Name	Email	Phone
Principal	Brandee Spencer	Bhspencer@seattleschools.org	206-252-5300
Vice Principal	Jenn Everman	jndickens@seattleschools.org	206-252-5300
Administrative Secretary	Shannon Westerman	smwesterman@seattleschools.org	206-252-5300
Office Assistant	Sarah Fulton	sffulton@seattleschools.org	206-252-5300
Social Worker	Channon	chagor@seattleschools.org	206-252-5300

A full staff directory, including contact information for all teachers, is available on the [TC website](#).

Thornton Creek Parent Group

Title	Name	Email
Chair	Kelsey Johnson	chair@thorntoncreekparentgroup.org
Vice Chair	Erin MacDougall	vicechair@thorntoncreekparentgroup.org
Treasurer	Ann Paisner	treasurer@thorntoncreekparentgroup.org
Secretary	Jessica Wasse	secretary@thorntoncreekparentgroup.org
Volunteer Chair	Sterling Maximo	volunteer@thorntoncreekparentgroup.org
Hospitality Chair	Corissa Allyn	hospitality@thorntoncreekparentgroup.org
Fundraising Chair	Amber Benson	fundraising@thorntoncreekparentgroup.org
Communications Chair	<i>in process</i>	communications@thorntoncreekparentgroup.org

Contact the Thornton Creek Parent Group (TCPG) if you are interested in volunteering, joining the board, or sharing ideas to support our school community. TCPG welcomes family and community voices to help strengthen events, programs, and opportunities for students.

Room Parent Leaders

Name	Email
Candace Henney Kasbarian	clhenney@gmail.com
Erin Radheshwar	erinfcalhoun@gmail.com

Contact the Room Parent Leaders if you are a Room Parent and have questions about your role.

BLT Parent Representatives

Name	Email
Margaret Woley	margaret.woley@gmail.com
Brenton Huang	brentonhuang111@gmail.com
Caleb Weaver	calebweaver@gmail.com

Parents may contact the Parent Reps with issues they would like to have discussed at the BLT. These would be school-wide issues around policies or practices on the campus.

Student Drop-Off & Pick-Up

Bus

Buses drop-off and pick-up in the loop in front of the school, off 40th Ave NE. Do not park or drop-off via personal car on this loop.

Contact [SPS Transportation Department](#) for specific questions or concerns about your student's bus transportation.

Gates

Pre-K – 1st grade students are dropped off and picked up at the gate on NE 77th St. If driving, please use this street as a one-way, heading west, towards 40th Ave NE.

2nd – 5th grade students are dropped off and picked up at the “Dragonfly Gate” on NE 80th St. If driving, please use this street as a one-way, heading east, towards 43rd Ave NE.

In the afternoon, the Dragonfly Gate will close 10 minutes after the end of school to ensure a secure campus for Decatur.

If you need to walk your student onto campus, please do not park on NE 77th St or NE 80th St as this impedes Decatur drop-off and pick-up. Utilize the parking lot, 40th Ave NE, and other side streets for parking.

During School Hours

Visitors will use the main entrance facing 40th Ave NE. Please press the security buzzer located outside the main entrance and wait for the doors to open. All visitors must sign in at the office and put on a “Visitor” sticker so you can be easily identified as a known adult in the building.

Student Attendance

The first bell rings at 7:50a.m. At that time, students will line up by the classroom and teachers will walk them into the building. The second bell will ring at 7:55 a.m. and gates will be locked at this time to ensure a secure campus. Teachers will take attendance by 8:10 a.m.

- All students coming to school after 8:00 a.m. must use the front door and check in at the office.
- Late-arriving students will be given a "Welcome to School" pass, which they must give to their teacher when they reach the classroom. Students without a pass will be sent back to the office to check in.
- If you know your student will not be in school, please contact the attendance office by calling 206-252-5304, or by emailing thorntoncreek.attendance@seattleschools.org
- If the Attendance Office has not heard from a parent or guardian regarding a student absence, the Attendance Office will contact the family as soon as possible to check in.

Excused vs. Unexcused Absences

Whether an absence is Excused or Unexcused is determined by Seattle Public Schools Policy, found [here](#). It is important to note that an absence that is marked as "Unexcused" does NOT mean that the family had failed to notify the school office of the absence. Unexcused means that the absence does not qualify as "Excused" under SPS policy in compliance with the Becca Law. In general, the following types of absences would be considered Excused or Unexcused:

Excused

- Illness or medical appointment
- Observance of or participation in a religious or cultural holiday or instruction
- Family emergency such as an illness or death in the family
- Absence directly related to a student's homeless status
- Absence directly related to deployment activities of a parent/guardian who is serving in the Armed Forces

Unexcused

- Family trip or vacation
- Family or friends visiting from out of town
- Non-school related trips to the Zoo, the Aquarium or other venue that could be considered educational

We understand that every family situation is unique and encourage you to contact the Attendance Secretary at 206-252-5304 if you have any questions or are planning for an absence.

The Source

The Source is Seattle Public Schools' online communication tool that allows parents, guardians and students access to schedules, attendance, assessment scores, and more.

Grades & Report Cards

Student progress/performance reports are available for each trimester (**DATES**).

Student Assessments

SPS students take several types of standardized assessments throughout the year. For a full list, description, and testing windows, see the SPS Assessment page linked [here](#).

Measures of Academic Progress (MAP)

MAP, or Measures of Academic Progress, is an adaptive computer-based assessment produced by Northwest Evaluation Associates, or NWEA. More information can be found [here](#). Students spend about 45 minutes on the reading and/or math tests in the Fall and Spring. The MAP test questions adapt to the appropriate level for your student's ability and as a result, each student has the same opportunity to demonstrate what they know. MAP is aligned to the Washington State learning standards and is used in school districts across the state of Washington.

State Assessments

The Smarter Balanced (SBA) ELA and Math assessments are given each spring in grades 3-8 and 10. More information can be found [here](#).

The Washington Comprehensive Assessment of Science (WCAS) is given each spring in grades 5, 8, and 11.

School Fees

Using the school's annual budget, Thornton Creek Elementary will have basic school supplies (pencils, glue sticks, construction paper, etc.) available on site for classroom use.

To support specific classroom activities and bringing Expeditionary Learning to life in each classroom, the school will typically ask for the following school fees:

Expedition Fee

This per-child fee will allow us to organize and provide a variety of hands-on learning activities where all students in a classroom will get to collaboratively learn and growth together – the heart of our Expeditionary Learning model. If your family cannot afford this fee, be assured all students will have the opportunity to participate. If you can pay some of the fee or more than the fee, that would be greatly appreciated. If there are outstanding costs for the trip, we are able to support through an EL access fund. Please reach out to your teacher or the office for more information.

Families can pay this ask, of \$100 starting in September online via SchoolPay (look for specific SchoolPay information coming in the First Day Packet or see SchoolPay, Cash Handling and School Meals section of this handbook)

Camp Fee (5th Grade only)

The 5th Grade expands their Expeditionary Learning and cooperative learning experiences by attending an overnight camp experience at Camp Seymour in October.

If your family cannot afford this per-child fee, be assured that all students will have the opportunity to participate. If you can pay some of the fee or more than the fee, that would be greatly appreciated. If there are outstanding costs for the trip, we are able to support through an EL access fund. Please reach out to your teacher or the office for more information.

SchoolPay

With SchoolPay, can pay online using your credit/debit card. You will need to log into your Source account to create a SchoolPay login. Follow the four steps below to register and/or create a single sign on account registered with the district.

Registration Steps:

1. Go to the Source and click the SchoolPay icon this October for Phase II
2. Enter your registered Source email address
3. If you don't have a valid email in the system, you will be guided to create a guest account. You will need your student's ID number (located on the source) and school name to continue. Guest accounts will not have visibility to balances due to privacy requirements but can make payments on a student's behalf. Only the approved parent will have access to all student information
4. Once logged in to SchoolPay, click "Payments" to see fee based items for the students associated with your SchoolPay account in one schools participating in Phase 1. If two or more students are associated with your SchoolPay account, click on the drop-down arrow next to "all items by name" to view items by student.

School Meals

Every day SPS offers a nutritionally balanced breakfast and lunch for our students! Culinary Services offers a variety of convenient ways to pay for school meals and have many schools and students who qualify for free school meals.

Prices

Breakfast: \$2.25

Lunch: \$3.80

Milk: \$0.75

Free Meals for Students

Breakfast and lunch will be served at no cost to those students who qualify for free or reduced-price meals.

Families must complete the free meal application every school year and will be responsible for the cost of meals provided to a student prior to the establishment of free or reduced-price eligibility.

More information about Free and Reduced Price Meals, including how to apply, can be found [here](#).

Online Payment

Student meals can be paid for with a credit card online at [MySchoolBucks](#).

MySchoolBucks requires the Student's ID number to create an account. The Student ID number can be found on report cards or by accessing The Source.

MySchoolBucks charges users a \$3 fee for credit/debit card meal payments and \$2.49 for electronic check meal payments for a maximum payment limit of \$150 per transaction.

The fee will not be applied multiple times within the same transaction when a parent is paying for multiple students. This will allow families of two or more students to make payments up to \$400 in one transaction (or even \$600 dollars if they have 3 students).

Cash or Check Payment

Culinary Services offers a variety of convenient ways to pay for school meals. Checks and cash are accepted by the school's lunchroom manager either as a pre-paid deposit to a student's account or for purchasing individual meals, milk, or other à la carte items. Checks should be made payable to Culinary Services.

Families are also encouraged to work with the lunchroom manager at their child's school to discuss paying for meals, how to apply for school meal benefits, menus, etc.

Getting Involved at Thornton Creek

Thornton Creek welcomes volunteers to our campus in many different capacities and commitment levels. Please reach out to TCPG and/or your student's classroom teacher if you are interested in volunteering.

Opportunities for Volunteering

Serve as a Room Parent

Room Parents help the classroom teacher communicate with families in the class, plan special events or parties in the classroom, work with other Room Parents to plan grade band events such as potlucks, and lead teacher appreciation opportunities at key points in the year. Each class needs at least one, but two are welcome. It's a fun position to share.

Help your student's teacher

Reach out to your student's teacher if you are interested in volunteering for the classroom.

Chaperone field trips

Every field trip needs parent chaperones to be successful. This is a great way to see the Expeditions in action and get to know your students' classmates.

Help at special events

TC has many special events, both during the school day and in the evening, throughout the year. Volunteers are critical for making these successes.

Join the TCPG Board

Contact the Thornton Creek Parent Group (TCPG) if you are interested in volunteering, joining the board, or sharing ideas to support our school community. TCPG welcomes family and community voices to help strengthen events, programs, and opportunities for students. More information can be found on their [Website](#).

How to Volunteer

Contact the teacher or staff you are interested in working with and they will get you the link to our volunteer system.

Student Dress

It is the policy of the Seattle School Board that the student and their parent/guardian hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). Schools are responsible for assuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

More information can be found in SPS's updated [Board Policy](#) on Student Dress.

SPS Prohibition of Harassment, Intimidation and Bullying

The district is committed to a safe, civil, and equitable environment that is free from harassment, intimidation, or bullying of any student. The following beliefs support this policy:

- A belief that a positive school climate built on the principles of "acceptance" and "respect" is conducive to learning and thus allows students to do their best both cognitively and emotionally.
- A belief that the district has the opportunity to create safe and positive educational environments through the implementation of policy and procedure.
- A belief that students, staff, parents, and the community have a vested interest in, and should work together to promote healthy social, emotional well-being, and learning outcomes.

This policy prohibits harassment, intimidation, and bullying of students and applies when the targeted person of harassment, intimidation, or bullying is a student enrolled in the district, and the aggressor is also a student enrolled in the district. This policy and accompanying procedure do not govern harassment, intimidation, or bullying of or by an employee, volunteer, parent/legal guardian, or community member.

As defined in Chapter 28A.600 RCW, "harassment, intimidation or bullying" means any intentional electronic, written, verbal, or physical act including, but are not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and RCW 28A.642.010, or other distinguishing characteristics, when the intentional act:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of school.

Nothing in this section requires the affected student to possess a characteristic that is a basis for harassment, intimidation, or bullying.

"Other distinguishing characteristics" may include, but are not limited to, physical appearance, clothing or other apparel, socioeconomic status, or weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

More information may be found in the SPS Board Policy [here](#).

Student Health at School

A student's health is directly related to their ability to learn. We work together to keep everyone in our community healthy. Below are guidelines from OSPI about when your child should stay home from school.

<https://ospi.k12.wa.us/sites/default/files/2025-08/when-your-child-too-sick-school.pdf>

Medications at School

Students are NOT allowed to bring their own medication to take during the day. All medication must be stored in the nurse's office and parents must fill out the Authorization for Medication to be Taken at School Form, which must be signed by parents and a doctor (even for over-the-counter medications such as aspirin, cough syrups, and cough drops). Parents may come to school to give their child medications if needed.

[Forms can be found on the SPS website linked here.](#)

Seattle Public Schools offers information and accommodation to students with serious health conditions and needs. Please see the Students with Health Conditions page on the SPS website for more information.

Life-Threatening Food Allergies

There are members of our community who have Life-Threatening Food Allergies. Our goal is to create a safe place and have a plan of action for these students. Anaphylaxis is a sudden, severe, potentially fatal allergic reaction. It can start in different ways with itching, a rash, or swelling of the lips, tongue, or mouth. Or it might start with nausea, vomiting, or a shortness of breath and a tightness in the throat.

Students and families can be a PAL (Protect a Life) by...

- Never take food allergies lightly
- Don't share food or beverages with other friends
- Wash hands with warm water and soap after eating
- Ask friends what they are allergic to, and help them avoid those foods
- If a friend with food allergies becomes ill, get help immediately

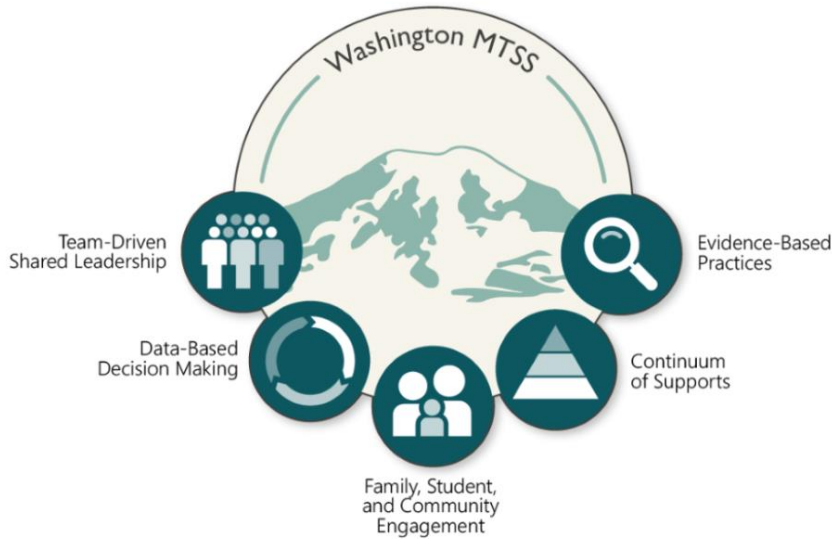
If your child has a Life-Threatening Allergy, schedule an appointment with the school nurse. By state law (RCW 28A.210.320), the student must have a Medication Authorization, required medications and a health/emergency plan in place by the first day of school attendance.

EpiPen's - Due to a shortage of EpiPen's and epinephrine, we will accept Epipens (Mylan brands) that are close to expiring and are expired up to 4 months after the expiration dates for the EpiPen 0.3 mg injector. This, however, does not apply to EpiPen Jr, according to the manufacturer.

If you have questions regarding Student Health issues, please contact our School Nurse at 206-252-5307

Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is a framework for ensuring the use of best practices in the school. While organizing the efforts of adults to be more effective, MTSS helps to ensure students benefit from nurturing environments and equitable access to instruction and supports that are differentiated to meet their unique needs.



Team-Driven Shared Leadership

Sustained Implementation of MTSS is dependent on building the capacity of the organization to lead and support the essential MTSS components. This is done by leadership teams who share the responsibility to support all adults in the school building by planning, coordinating, monitoring, and adjusting MTSS implementation activities.

AT THORNTON CREEK: This component shows up in our robust structure of teams, committees, and community working to ensure that all students have equitable access to instruction and support that is differentiated to meet their unique needs. These groups include the Building Leadership Team (BLT), Race and Equity Team (RET), Thornton Creek Parent Group (TCPG), and our community meetings.

Data-Based Decision Making

Teams at all levels of the system (district, school, grade) use multiple sources of data to plan, deliver, and improve support across the system.

AT THORNTON CREEK: Staff use multiple sources of data, continually evaluate the needs of students and the systems to support their academic and social emotional progress. Data driven planning for learning occurs in teacher's Professional Learning Communities (PLCs). Additionally, the Building Leadership Team uses various assessment data and the annual school Climate Survey to guide building-wide decisions.

Professional Learning Communities (PLCs)

At Thornton Creek, our teachers work together in Professional Learning Communities (PLCs). These are regular team

meetings where teachers look closely at student learning, share ideas, and plan strategies to help every child succeed.

Through PLCs, teachers:

- Decide on subject unit learning objectives
- Look at data to assess how students are responding
- Plan extra help or challenges so each child gets what they need

PLCs are an important part of how we support students through Response to Intervention (RTI). By working together and reviewing progress often, teachers can quickly adjust instruction and provide the right support at the right time.

Family, Student, and Community Engagement

Family and community engagement are essential to student success. This engagement includes positive relationships, two-way communication, meaningful decision-making, equity access and representation, and evaluation of family-school collaboration efforts.

MTSS, like Expeditionary Learning, emphasizes student voice in decisions about their own education and provides opportunities for choice and designing supports that fit their individual strengths and needs.

AT THORNTON CREEK: Community is at the heart of all we do. In addition to classroom communication, school newsletters, an active student leadership team, all school events, grade level gatherings, and room parent support, Thornton Creek Parent Group meetings and community meetings will occur throughout the year. See the above sections for more detailed information about this component.

Continuum of Supports

Instruction, enrichment, and intervention are delivered along a continuum to meet the full spectrum of social, emotional, behavioral, and academic needs of all students. In a multi-tiered system of support, tiers describe the intensity of support provided. Tiers do not define students.

Response to Intervention (RTI) refers to the practice of providing effective instruction and intervention across three tiers to all students. RTI is an instructional framework focused solely on student response to instruction and intervention.

AT THORNTON CREEK: All staff work together to make sure every child feels successful and supported. We use a tiered system of support, which means we start with strategies for everyone (Tier 1) and then add more support as a student needs it (Tier 2 or Tier 3). Teachers, support staff, and administrators partner closely with families at every step.

Tier I: Support for All Students

- Teachers build strong classroom communities and teach school-wide expectations for learning and behavior
- Students learn routines, social skills, and academic habits to set them up for success
- Teachers and support teams check in regularly to look at student progress
- Administrators and staff provide encouragement, feedback, and consistency across the whole school
- Families are kept in the loop about strengths, progress, and classroom updates

Tier II: Extra supports for Some Students

- If a student needs more support, teachers bring their concerns to our RTI (Response to Intervention) team

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- Together, with Administration we design a plan of support in academics or behavior
- Teachers and support staff track progress and share updates with families
- Families are partners in these plans—we share progress and adjust together

Tier III: Individualized Support for a Few Students

- For students who need more intensive support, a team of teachers, specialists, administrators, and families meet to create a plan
- Plans may include specific academic strategies, behavior support, or both
- Teachers and support staff work closely with the student every day and track progress
- Administrators ensure resources are in place and meet regularly with the team to review progress
- Families are key partners—we work together and communicate often, so supports are consistent between home and school

TC Team Approach to Behavior Support

At Thornton Creek, we believe that children learn best in safe, consistent, and caring environments. We use a tiered system of support to guide how we respond to student behaviors. This helps ensure that all students receive the support they need, and that families are partners in the process.

Level 1 – Everyday Classroom Behaviors

- Handled by the classroom teacher or staff. These are the smaller, day-to-day behaviors that come up as children learn about expectations.
- Teachers provide reminders, reteaching, and natural consequences. Ex: rest and return break or reflection sheet
- Families may be contacted to keep you informed and to partner in supporting consistency between home and school.

Level 2 – Repeated or Ongoing Behaviors

- Handled by the teacher or staff, with support as needed. These behaviors require more follow-up than everyday reminders.
- Students complete a reflection sheet, which includes their plan for repair and next steps.
- Families are contacted and receive a copy of the reflection sheet.
- Staff review these situations in team meetings to identify strategies and supports

Level 3 – Serious Behaviors

- Handled by the school administration. These are the most serious behaviors that *may require immediate adult intervention.
- Administrators work directly with students and families to address the incident.
- Families are always contacted and included in next steps.

Level 3 Protocol

At Thornton Creek, student and staff safety is our highest priority. When behaviors occur that could cause harm to students, teachers, or the classroom environment, they cannot be managed within the classroom setting.

In these cases:

- The student will be immediately removed from the space to ensure safety.
- Families will be contacted right away so they are informed of the situation.
- Before the student returns to class, a reentry plan will be created with the teacher, student, and family to repair harm, restore safety, and set clear expectations moving forward.

Examples of Level 3 Behaviors include:

- Physical harm or threats of physical harm
- Direct derogatory or discriminatory remarks
- Possession or use of weapons
- Other behaviors that significantly disrupt safety and learning

This protocol is meant to be transparent for both families and staff. Our goal is not only to respond to unsafe behaviors, but also to teach, repair, and support students so they can rejoin their classroom successfully.

Evidence-Based Practices

To increase instructional impact, it is important that practices and interventions are grounded in evidence.

AT THORNTON CREEK: Our evidence-based practices draw on three primary sources: Expeditionary Learning, Responsive Classroom, and SPS Standard Curriculums.

Expeditionary Learning

Expeditionary Learning (EL) empowers students to achieve multiple dimensions of success: mastery of knowledge and skills, character building, and high-quality work. EL is based on 10 key design principles:

1. **The Primacy of Self-Discovery:** Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
2. **The Having of Wonderful Ideas:** Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
3. **Responsibility for Learning:** Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
4. **Empathy and Caring:** Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.
5. **Success and Failure:** All students need to be successful if they are to build confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities
6. **Collaboration and Competition:** Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each

other, but with their own personal best and with rigorous standards of excellence

7. **Diversity and Inclusion:** Diversity and inclusion increases the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
8. **The Natural World:** A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
9. **Solitude and Reflection:** Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.
10. **Service and Compassion:** We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others.

Responsive Classroom

Responsive Classroom creates the conditions for social, emotional, and academic success by using practical strategies in the following four domains:

1. **Engaging Academics:** Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant and promote curiosity, wonder, and interest.
2. **Positive Community:** A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance.
3. **Effective Management:** A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.
4. **Developmentally Responsive Teaching:** Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development.

Seattle School District Curriculum

Science

- Amplify Science (2019 adoption)

English Language Arts

- Collaborative Literacy, Center for the Collaborative Classroom (2017 adoption)

Mathematics

- enVision Mathematics 2020 Common Core, Savvas Learning Company (2022 adoption)

Art

- Teaching Artistic Behaviors
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Health

- The Great Body Shop, The Children's Health Market, 1997. (2001 adoption)
- F.L.A.S.H. : Family Life and Sexual Health, King County Dept. of Health. (grade 5)

Music

- Silver Burdett Making Music, Pearson, 2005. (2011 adoption)

Physical Education

- Five For Life, Focused Fitness. (2008 adoption)
- Fit Lit, Focused Fitness. (grades PreK-3, 2008 adoption)
- Fab Five, Focused Fitness. (After school program, 2008 adoption)

Social Studies

- Since Time Immemorial: Tribal Sovereignty (2019 adoption)
- Washington Our Home (Grade 4), Gibbs Smith, 2009 (2010 adoption)