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# **Chapman School Climate Handbook**

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*Chapman Elementary School*

*Be Safe*

*Be Respectful*

*Be Responsible*

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2018-2019

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*Our community provides a nurturing atmosphere that creates global citizens, fosters self enhancement, and prepares for academic success.*

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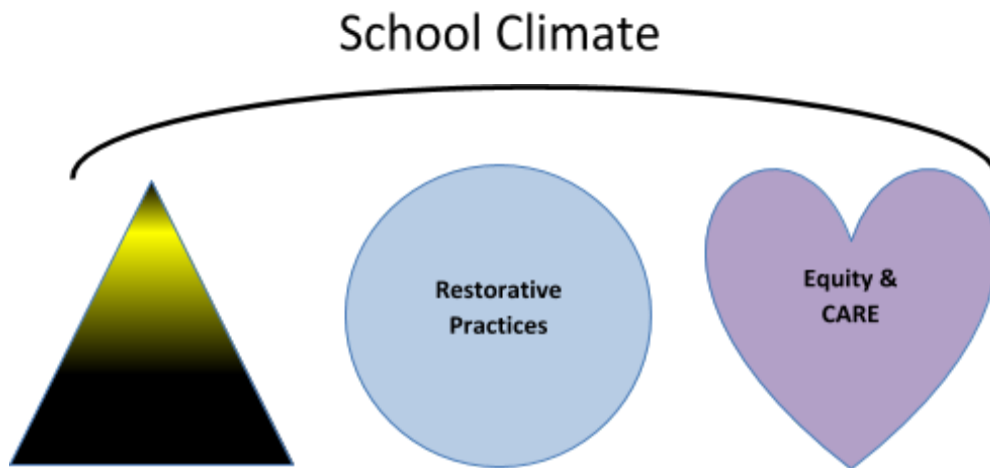
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## WHAT IS SCHOOL CLIMATE?

### SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



### CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly **teach** what is expected
2. Actively **acknowledge** kids when they are following the expectations
3. Instructionally **correct** kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.



- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

*How do we make certain that PBIS is culturally responsive?*

- We systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

### **RESTORATIVE PRACTICES**

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

### **EQUITY/CARE**

This handbook is intended to inform Chapman staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities includes eliminating racial disproportionality in exclusionary discipline..

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

*“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.*

*This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.”*

*Chief Equity Officer, Lorenzo Poe*



## THE SCHOOL CLIMATE TEAM (TIER I)

### SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Allie Penix	Data Analyst	
Administrator	Pamela Van Der Wolf	Facilitator	
Family Member	Site Council Members		
Behavioral Expertise	Tracy Bingham		
Coaching Expertise	Rian Ford		
Knowledge of Academic/Behavioral Patterns	Mark Reynolds Leah Johnson Casey Rodhe Chrishana Tucker	Minute Taker	
Knowledge of School Operations/Programs	Pamela Van Der Wolf		
Student (for HS)			

*The school's demographics are majority white and that is the makeup of the Climate Team. However, each member of the team is highly skilled in looking at systems through a racial equity lens to assist in the focus of the Team work.*

### Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	23	VDW office	Climate Team Work Session
September	Once a month mtg during committees	Counseling office	
October	Once a month mtg during committees	Counseling office	Feedback and acknowledgement system
November	Full day climate work session	VDW office	TFI Review and update. Action plan created for rest of year
December	No meeting		



<b>January</b>	Once a month mtg during committees	Counseling office	Disaggregated Behavior Data Analysis Updating signage
<b>February</b>	Once a month mtg during committees	Counseling office	TBD
<b>March</b>	Once a month mtg during committees	Counseling office	TBD
<b>April</b>	Once a month mtg during committees	Counseling office	TBD
<b>May</b>	Once a month mtg during committees	Counseling office	Full-day work session-planning for next year
<b>June</b>	Once a month mtg during committees	Counseling office	TBD

**Meeting Agenda:**

- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.

***TIER 1 IMPLEMENTATION*****Programmatic Supports for all Students**

Our school is piloting the Caring School Communities Curriculum as a universal Tier 1 support to help support positive pro-social behaviors in classrooms and across school communities.

***SCHOOL-WIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)*****Our School Values are:**

1. Be Responsible
2. Be Respectful
3. Be Safe



- These school values are important for the Chapman community, because these are the three things that help students be successful in life. Our students need to understand and exercise Chapman values on a regular basis to master the skills to be successful students and for future preparedness.
- These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year. Common Area Expectations: Be Safe Be Respectful Be Responsible

#### **Cafeteria Expectations:**

- Voice Level: 2
- Clean up after yourself
- Stay seated

#### **Hallway Expectations**

- Voice Level: 0-1
- Walk on the right
- Hands and feet to self
- Eyes forward

#### **Auditorium Expectations**

- Voice Level: 0
- Stay seated
- Hands and feet to self

#### **Bathroom Expectations**

- Voice Level: 1
- Go
- Flush
- Wash
- Leave

#### **Office**

- Voice Level: 0 (when waiting)  
Voice Level: 2 (when speaking with an adult)
- Hands and feet to self

#### **Playground**

- Voice Level: 4
- Hands and feet to self
- Take turns
- Share equipment
- Stay within boundaries

### ***TEACHING EXPECTATIONS (1.4)***

Chapman will use the linked lesson plans to teach common area expectations:



[https://docs.google.com/a/apps4pps.net/document/d/1FfuZB6P3dzWxDApfQaPRYcYg0nOH3o3yFypdrEy\\_GYw/edit?usp=sharing](https://docs.google.com/a/apps4pps.net/document/d/1FfuZB6P3dzWxDApfQaPRYcYg0nOH3o3yFypdrEy_GYw/edit?usp=sharing)

### Yearly Schedule for Teaching Common Area Expectations

Date
August-September 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide completed during rotations and school-wide assemblies.
January 2019: Review core values, student behavior, classroom expectations, and common area expectations building wide.
March-April 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Revisit and Reinforce throughout the school year by individual staff

### Active Supervision

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

### DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5)

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

<b>P R E V E N T I O N</b>	<b>Classroom Community Building/Tier 1 Supports</b>		
	<p><b>Staff responsibility for all students:</b></p> <ul style="list-style-type: none"> <li>-Greet students for a daily positive initial interaction</li> <li>-Post school-wide values and expectations in classrooms and common areas</li> <li>-Explain and practice the expectations and review them throughout the year</li> <li>-Mindful practices</li> <li>-Acknowledge positive student behavior with Swift Awards</li> <li>-Differentiated instruction for all students and specific supports for focal students</li> <li>-Build positive relationships and remain knowledgeable about students' lives</li> <li>-Classroom community activities embedded in daily routine</li> </ul>		
	<b>Stage 1 Behavior Report</b> Managed by teacher in classroom (Behavior does not warrant an office visit)	<b>Stage 2 Discipline Referral</b> Managed by teacher or referred to administrator (Teacher determines if student remains in class or goes to office. An office visit must include communication about incident).	<b>Stage 3 Discipline Referral</b> Immediate administrative assistance (Student goes to office)
<b>B E</b>	-Bothering/pestering -Cheating	-Language, Abusive/Profane -Class Cutting/Leaving without Permission	-Alcohol/drug -Arson or attempted





<p><b>H A V I O R</b></p>	<ul style="list-style-type: none"> <li>-Damaging Property</li> <li>-Excessive Talking</li> <li>-Mild Cursing</li> <li>-Mild Defiance</li> <li>-Not Following Directions</li> <li>-Play Fighting</li> <li>-Pushing or Shoving</li> <li>-Running in the building</li> <li>-Taking Other's Property</li> <li>-Talking Too Loudly</li> <li>-Teasing/Put-downs</li> </ul> <p><i><b>If the incident warrants parent contact, a Stage 1 should be written for documentation. When using typical classroom interventions, repeated Stage 1 behavior instances may result in a Stage 2 referral.</b></i></p>	<ul style="list-style-type: none"> <li>-Deliberate Misuse of Property</li> <li>-Display of Patently Offensive Material</li> <li>-Disruptive Conduct that interferes with Learning</li> <li>-Dress Code Violation</li> <li>-Forgery</li> <li>-Gambling</li> <li>-Insubordination/Willful Disobedience</li> <li>-Indecent (Obscene) Gesture</li> <li>-Interference with School Personnel</li> <li>-Intimidation</li> <li>-Loitering</li> <li>-Off Limits</li> <li>-Physical Contact, inappropriate</li> <li>-Plagiarism/Cheating</li> <li>-Possession of Prohibited Item</li> <li>-Possession/Use of Stolen Property</li> <li>-Property Damage - Minor</li> <li>-Tardiness</li> <li>-Technology, Use Violation</li> <li>-Theft: Minor</li> <li>-Trespassing</li> <li>-Truancy</li> </ul>	<ul style="list-style-type: none"> <li>arson</li> <li>-Assault/menacing</li> <li>-Battery</li> <li>-Burglary</li> <li>-Extortion</li> <li>-False fire alarm/bomb threat</li> <li>-Fighting</li> <li>-Firecrackers/explosives</li> <li>-Harassment or bullying based on: disability, gender/sexual identity, race, color, national origin, other</li> <li>-Hazing</li> <li>-Indecent exposure</li> <li>-Robbery</li> <li>-Theft; major</li> <li>-Threat of violence</li> <li>-Tobacco, use and/or possession</li> <li>-Vandalism: major</li> <li>-Weapons</li> </ul>
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	<p><b>Stage 1 Behavior Report</b> Managed by teacher in classroom (Behavior does not warrant an office visit)</p>	<p><b>Stage 2 Discipline Referral</b> Managed by teacher or referred to administrator</p>	<p><b>Stage 3 Discipline Referral</b> Immediate administrative assistance (Student goes to office)</p>
<p><b>R E S P O N S E</b></p>	<p><b>Teacher responsibility:</b></p> <ul style="list-style-type: none"> <li>-Formal verbal warning about specific behavior prior to written documentation</li> <li>-Selecting an intervention(s) for targeted behaviors for classroom intervention/support</li> <li>-Parent contact</li> <li>-Completed Stage 1 behavior documentation</li> <li>-Teacher enters Stage 1 in Synergy</li> </ul>	<p><b>Teacher responsibility:</b></p> <ul style="list-style-type: none"> <li>-Implements appropriate interventions</li> <li>-Completes Stage 2 Incident Report &amp; submits to administrator</li> <li>-Contacts parent/guardian</li> </ul> <p><b>Administrator responsibility:</b></p> <ul style="list-style-type: none"> <li>-Consults with teacher about Incident Report</li> <li>-Investigates/conferences with student if the situation warrants further investigation</li> <li>-Contacts parent/guardian</li> </ul> <p><b>Potential consequences (determined on a case by case basis):</b></p> <ul style="list-style-type: none"> <li>-Structured recess</li> <li>-Loss of privilege</li> </ul>	<p><b>Teacher responsibility</b></p> <ul style="list-style-type: none"> <li>-Completes Stage 3 Incident Report</li> <li>-Calls office and asks for assistance</li> </ul> <p><b>Administrator responsibility:</b></p> <ul style="list-style-type: none"> <li>-Consult with teacher</li> <li>-Investigation/conference with student(s)</li> <li>-Immediate parent contact</li> </ul> <p><b>Potential consequences:</b></p> <ul style="list-style-type: none"> <li>-Determined by administrator according to Student Rights and Responsibilities Handbook</li> </ul>



<b>S U P P O R T S</b>	<ul style="list-style-type: none"> <li>-Re-teach/model/practice expected behaviors</li> <li>-Review the rule with the student</li> <li>-Change seating</li> <li>-Reminders of expectations</li> <li>-Change teacher proximity</li> <li>-Loss of privilege</li> <li>-Positive reinforcement before/during/after</li> <li>-Time out in classroom calming area</li> <li>-Think sheet</li> <li>-Apology/letter</li> <li>-Restorative chat</li> <li>-Counselor consult</li> </ul>	<ul style="list-style-type: none"> <li>-Stage 1 supports ←</li> <li>-Student Intervention Team</li> <li>-Daily classroom behavior tracking sheet</li> <li>-Visual schedule/cues</li> <li>-Access to a calming area</li> <li>-Check-in/Check-out (CICO)</li> <li>-Social stories</li> <li>-Parent conference with administrator</li> <li>-Restorative process</li> </ul>	<ul style="list-style-type: none"> <li>-Student Intervention Team</li> <li>-Check-in/Check-out (CICO)</li> <li>-Safety plan</li> <li>-Restorative process</li> <li>-Parent conference with administrator</li> </ul>
<p><b>Repeated and chronic Stage 1/2/3 incident referrals with classroom community builders/Tier 1 Supports in place and appropriate teacher responses may indicate initiating a SIT referral.</b></p>			

**Defining Behaviors**

1. Student conference with teacher or staff member
2. Student/teacher or staff member conference with parent
3. Create Intervention Plan
4. Level 1 Referral
5. Level 2 Referral
6. SIT Meeting
7. Revise Intervention Plan

**DISCIPLINE POLICIES (1.6)**

- Teachers will work to identify trigger points and assist the student in becoming aware of those triggers and ways to avoid them
- All members of the community have access to school counselors to assist with behavior and academic issues
- All meetings are focused on identifying the problem and creating solutions to assist the student in their success.

**PROFESSIONAL DEVELOPMENT (1.7)**

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture and language on student behavior.

Date	Topic	Presenter
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<b>August</b>	School climate orientation: <ul style="list-style-type: none"> <li>● Mission/Vision</li> <li>● Teaching school values &amp; common area expectations schedule</li> <li>● Teaching classroom routines &amp; expectations</li> <li>● Schoolwide and classroom acknowledgement systems</li> <li>● SIT flowchart</li> <li>● Influence of race, culture and language on adult expectations and student behavior</li> </ul>	Climate Team
<b>September</b>	Caring School Communities Review of Disciplinary Process	CSC Leads: Kevin Bush, Shalonda McGhee Katy Vawter
<b>October</b>	CSC Check In and Review	CSC Leads
<b>January</b>	Threat Protocol and Critical Incident Training	Pamela Van Der Wolf SRO Hall
<b>February</b>	Safety Protocol Planning (re: Article 9)	Gwen Sullivan, Reed Clark, Pamela Van Der Wolf
<b>March</b>	CSC Next Steps Review of Tier II Interventions	CSC Leads Counselors
<b>April</b>	Review Disciplinary Data, CSC Check in	SIT Team, CSC Leads
<b>May</b>	Review of Climate Plan, TFI, Survey data	
<b>June</b>	End of Year recognitions	

### ***CLASSROOM PROCEDURES (1.8)***

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back to school night. PD time will be provided in the first two weeks of school, August, 2018

The Classroom Management Plan should cover the essential features of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

### **Guest Teacher Support System**

All teachers have emergency sub plans including student behavior expectations and who to go to for support. The front office provides guest teachers with a welcome folder with important and useful information about Chapman School and its systems.

Caring School Communities include a Guest Teacher protocol to teach and review with their class

### ***FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)***

Research shows that when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the re-occurrence of appropriate behaviors. Some schools decide to give out acknowledgement “tickets”: small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.



Description of our school-wide acknowledgement system:

- No formal system is used at this time. Individual feedback is provided on a regular and consistent basis. The Climate Team is working on creating and implementing a school-wide acknowledgement system by the end of the 2018-19 school year.

### ***FACULTY INVOLVEMENT (1.10)***

#### **Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems**

<b>Date</b>	<b>Data Shared</b>	<b>Staff Input Topic</b>
<b>September</b>	Disaggregated behavioral data	Staff conversation of notices and wonders
<b>January</b>	Disaggregated behavioral data	Staff conversation of notices and wonders
<b>March</b>	Disaggregated behavioral data	Staff conversation of notices and wonders
<b>May</b>	Disaggregated behavioral data	Staff conversation of notices and wonders

### ***PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)***

Chapman has an involved school community with an ongoing cycle of student, family, and community involvement. We have a vibrant PTA and Foundation with many opportunities for families to connect with faculty and other parents. We have a variety of family nights and community events for parents and families to attend. To see a full list of opportunities for family engagement, please visit: <https://www.pps.net/Page/3258>

#### **Schedule for family involvement activities**

<b>Date</b>	<b>Topic &amp; Group</b>	<b>Activities</b>	<b>Organizer</b>
<b>8/18</b>	Welcome Back Picnic & Ice Cream Social	School-wide late afternoon/evening event. Families can meet teachers, opportunities to learn about community programs, and socialize with new friends.	All Staff, PTA
<b>9/2018</b>	Back to School Night	School-wide information and classroom teacher info	All Staff
	PTA	Parent Teacher Association meeting about whole school events and school needs	PTA Board
	Principal's & PTA Coffee	Community building and conversation	Principal & PTA
<b>10/2018</b>	PTA	Parent Teacher Association meeting about whole school events and school needs	PTA Board



	Grandparents and Special Friends Day	All students are invited to bring a grandparent or special friend to visit them in their classrooms and join us afterward for our costume parade	Teachers
<b>11/2018</b>	Conferences	Individual Parent Teacher Conference meetings scheduled	Classroom Teachers
	Spaghetti Feed	Community-wide dinner	PTA
	PTA	Parent Teacher Association meeting about whole school events and school needs	PTA Board
<b>12/2018</b>	Winter Sing-Along	Families are invited to join us for our community sing-along	Staff
	PTA	Parent Teacher Association meeting about whole school events and school needs	PTA Board
<b>1/2019</b>	PTA	Parent Teacher Association meeting about whole school events and school needs	PTA Board
<b>2/2019</b>	Parents Night Out/Kids Night In	Evening event for students to participate in fun activities with school staff	Staff
	PTA	Parent Teacher Association meeting about whole school events and school needs	PTA Board
	Connect to Kindergarten	Informational event for families of incoming kindergartners	Kindergarten Team, Admin, PTA
<b>4/2019</b>	STEM Night	Interactive science and technology	PTA and Parent Volunteers
	Talent Show	All school event showcasing students' talents	Parent Volunteers
	PTA	Parent Teacher Association meeting about whole school events and school needs	PTA Board
<b>5/2018</b>	Art Ball	All school evening event showcasing student artwork from all classes	Staff, PTA, Parent Volunteers
	PTA/Site Council	Parent Teacher Association meeting about whole school events and school needs	PTA Board
	Musical	Student performance	Music Teacher
	Volunteer Tea	Chapman staff honors our amazing parent volunteers	Staff



## TIER I EVALUATION

### Evaluation of the Effects and Fidelity of the School Climate Practices

#### DISCIPLINE DATA (1.12)

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of positive school climate.

- Assessment component is completed three times a year in September, February and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a weekly basis

*Recent SCS data*

School Climate Action Plan (TFI):

[https://docs.google.com/document/d/1JFRreOBvfmclfkby\\_Fvk0WVuGqA-7eSres4pRHWMWFv0/edit](https://docs.google.com/document/d/1JFRreOBvfmclfkby_Fvk0WVuGqA-7eSres4pRHWMWFv0/edit)

## CHAPMAN COMMON AREA EXPECTATIONS

	Voice Level	Be Safe	Be Respectful	Be Responsible
Cafeteria	2	<ul style="list-style-type: none"> <li>• Clean up after yourself. Clean up after your class.</li> <li>• Raise hand for permission to get up</li> <li>• Hands and feet to self</li> </ul>		
Hallway/Stairs	0 - 1	<ul style="list-style-type: none"> <li>• Walk in the <b>KNOW</b></li> <li>• Keep personal space</li> <li>• Noise kept to a minimum</li> <li>• On the right</li> <li>• Walk with purpose</li> </ul>		
Bathroom	1	<ul style="list-style-type: none"> <li>• Go</li> <li>• Flush</li> <li>• Wash</li> <li>• Leave</li> </ul>		
Playground	0 - 4	<ul style="list-style-type: none"> <li>• Hands and feet to self</li> <li>• Take turns</li> <li>• Share equipment</li> <li>• Stay within boundaries</li> <li>• Line up immediately</li> <li>• Keep ALL food and drinks off of turf</li> </ul>		



<b>Auditorium</b>	<b>0</b>	<ul style="list-style-type: none"><li>• Stay seated</li><li>• Hands and feet to self</li><li>• Keep ALL food and drinks outside of auditorium</li></ul>
<b>Office</b>	<b>0 (when waiting) 2 (when speaking to an adult)</b>	<ul style="list-style-type: none"><li>• Hands and feet to self</li><li>• Wait patiently for help</li></ul>

