Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yuba River Charter School</td>
<td>Paula Barber</td>
<td><a href="mailto:paula@yubariverschool.org">paula@yubariverschool.org</a></td>
</tr>
<tr>
<td></td>
<td>Curriculum Specialist</td>
<td>530-272-6060</td>
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</table>

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Since the onset of the COVID-19 pandemic and related concerns around the health and safety of the community, the state and local restrictions and consequent restraints imposed have impacted the way students are able to access curriculum normally implemented on site, prompting the development of a Learning Continuity Plan to address ways in which Yuba River Charter School teachers can provide an equitable education and support for students, during this time.

Stakeholder Engagement
Efforts to solicit stakeholder feedback have included the formation of a faculty and staff reopening task force who have worked collaboratively to brainstorm responses to the challenges brought on by Covid-19 in the realms of Site and Safety, Academics and Assessment, Pedagogy, Early Childhood and Communication. The task force is comprised of school leadership, administrative staff, full-time faculty and part-time faculty. Additionally, seven of the twelve members are parents or grandparents of students attending the school. This established task force routinely bring their work to the entire faculty for feedback before practicing strategies and establishing protocols. Parent, Faculty and Staff surveys have been created to solicit targeted feedback that is then evaluated and incorporated into ongoing work. The school's Parent Council hosted community forums facilitating larger community conversation, promoting transparency and increased participation. Gmail accounts for all students, staff and educators have been established to enable direct access to ongoing ParentSquare communications and teacher Google classrooms. Staff have been assigned the task of solving technology and connectivity issues for students, to include providing devices and alternative modes of communication and access to those students in need. Specifically, the administrative team has conducted three community surveys as well as two surveys specifically for faculty and staff members. Middle school students were surveyed in the spring and all students were contacted through one-on-one meetings with their class teacher. All students also have the opportunity to provide feedback during the daily live interaction sessions or through private messaging with their teacher. There have been two community forums and an informational meeting. Every week there are email notifications with updates and critical information sharing as well as weekly all-school phone calls. Regularly scheduled Board Meetings as well as special meetings held as needed offer invitations for public comment. Meeting minutes, video recordings, presentation slides, and/or survey results are shared and made available to those who are unable to attend. These efforts have informed considerations in the creation of our Learning Continuity and Attendance Plan. A draft of plan was presented and feedback solicited at a public hearing hosted by the Board of Directors on September 23rd. The community was provided the specific opportunity to submit written feedback over the course of two days.

Options for stakeholder engagement have included remote participation in public hearings and local governing board meetings via teleconferencing, with meetings made accessible telephonically and through Zoom and Google Meet, pursuant to the following: A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf), published on March 18, 2020.

Early in the spring the administrative team conducted a large community survey for parents, students, faculty and staff. Throughout that survey and subsequent communications and surveys, it is abundantly clear that adhering as closely as possible to a Waldorf inspired education is critical to this community. In fact, 99% of parents responding to the survey listed it as the primary reason why they chose this school for their children. Another trend that emerged was a concern for increased student exposure to screens. Further surveys and forums
have indicated that physical safety and the social and emotional well-being of students and staff are paramount. However, the specifics of how to ensure safety and emotional well-being are inconsistent and sometimes, even opposed to one another. This has added additional challenges for the administration to create protocols that appeal to the community as a whole. Specific questions were included in the parent and faculty surveys to determine what a reopening model might look like and the trend for a 2 day on/3 day off hybrid model clearly emerged.

Feedback has revealed that divergent views regarding the best way to move forward continues to be an obstacle to planning and reopening. While differences of viewpoint remain, the vast majority of our community and staff are continuing to engage in fruitful discourse and review of shared agreements, as we thoroughly and consciously get closer to defining what in-person instruction will look like. Recent feedback from the hearing reaffirmed the division in practical aspects of the reopening plan, specifically around the wearing of face coverings and safety protocol. Additionally, there was feedback promoting outdoor classrooms that will be considered as planning for that modality continues.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

While several areas of the Learning Continuity and Attendance Plan include actions we had previously created and implemented, many were directly influenced by stakeholder input. The priority for student and staff safety directly influenced the decision to begin the school year in a total Distance Learning Model. The desire for continuance of a Waldorf inspired education as well as minimizing screen use influenced the manner in which Distance Learning has been presented and the decision to open campus to small groups in order to facilitate connection and access to a wider breadth of activities. The planning for a hybrid model has been heavily influenced by stakeholder feedback including not only the model itself but the number of hours the students will be required to attend in person and thus wear masks, the days of the week individual students will attend, and course offerings. Many of the learning loss strategies were already in place but stakeholder feedback confirmed the need for those strategies to continue to be offered during Distance Learning and throughout the hybrid model. Stakeholder input inspired additional resources and trainings offered by the school psychologist in order to address the mental health and social and emotional well-being of students and staff. Feedback from specific individuals allowed for modifications to family engagement and outreach (e.g. request for a translator, paper copies of learning materials, access to school internet connectivity). Additionally, lack of input from individuals has revealed opportunities for further engagement strategies to be implemented.

### Continuity of Learning

#### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

To ensure student learning and competency development while also considering student social-emotional well-being, as well as student and staff safety, a classroom-based instructional schedule model and Protocols for One-on-One and Small Group Meetings have been created, currently for use on a request basis, but intended to inform best practices as Yuba River Charter School transitions to a Hybrid model with
half the students to ensure distancing and a subsequent full return to campus, in future. These include protocols consistent with public health guidance, and include considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities.

To identify students who have experienced significant learning loss due to the school closures in 2019-20, Yuba River Charter School continues the practice of using regular assessments, to include universal screenings by both class and Response to Intervention (RTI) teachers, as well as class teacher implemented formative and summative assessments. When they become available, state interim assessments will also be considered. These systemic assessments, in addition to students of concern referred through processes established for attention by Student Success Teams and the Care Coordinating Group, contribute to data used to develop an instructional schedule model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.

Staff have been trained on safety protocols, and all families have received communications regarding protocols for one-on-one meetings and small group meetings so that they may have awareness for the offerings that will lead us, hopefully, to onsite learning 2 days a week for all students with half of the class, within our upcoming Hybrid model. Through September small group classes will carefully begin, following protocols for distancing, PPE expectations, scheduling for use of space as well as sanitation practices.

### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
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<tbody>
<tr>
<td>We have both purchased and received from the state PPE for students and staff including face shields and masks, both cloth and disposable.</td>
<td>7,500</td>
<td>Yes</td>
</tr>
<tr>
<td>We have invested in outdoor classroom spaces, including ongoing projects as we navigate the efficacy of such spaces in this fire season.</td>
<td>20,000</td>
<td>Yes</td>
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<tr>
<td>We have both purchased additional thermometers, plastic barriers and signage and have plans to do more in preparation for full campus opening.</td>
<td>5,000</td>
<td>Yes</td>
</tr>
<tr>
<td>We have reallocated our shared spaces, investing staff time in an ongoing effort and adaptation as needs and plans adjust through these beginning weeks.</td>
<td>2,000</td>
<td>No</td>
</tr>
</tbody>
</table>
Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Continuity of instruction and learning to ensure that pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery drives teacher planning, with equitable access at the forefront of Weekly Engagement/Daily Interaction Attendance tracking. Extra staff have been dedicated to support teachers in the creation of the best digital instruction and resource access, while also facilitating alternative non-digital instruction and resource distribution through established regular materials pick up and drop off times. Yuba River Charter School decided to begin the 20/21 academic year with a dedicated approach to Distance Learning that would firmly ensure continuity of instruction and learning for those students for whom it may become necessary to transition between in-person and distance learning.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

At the end of the 19-20 school year, our faculty engaged in trainings for Google Classroom, ahead of summer break, in preparation for the Fall with the likelihood of the necessity of Distance Learning with access through a virtual means. All classroom materials and content are provided through this common platform, ensuring ease of access for families as we all learn one modality of access. For those families who are accessing the curriculum alternatively, we have set up protocols in place as long as weekly engagement and daily participation are consistent with the classroom teacher.

Yuba River Charter School has worked to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including: Through a variety of communications including email and telephone, we have requested for families in need of devices or connectivity to contact a dedicated staff member who compiles the greatest needs and arranges for access accordingly.

Through a simple survey, the details regarding the specific needs are noted and tracked.
Families may contact our tech support through both telephone means as well as email. While our first batch of "hotspots" weren't effective for some of our remote areas, students may use their school laptop in town and download content, and work on the content at home. For both the families that were unable to access devices and connectivity at the end of the 19-20 school year and the beginning of the 20-21 school year, we have invested in the purchase of quality materials for use at home, as well as teachers preparing alternative paper packets for comparable access to curriculum. As we have lent to almost 20% of our students a device, we have placed an additional order for 30 laptops, in order to meet the needs of the parents who are just now deciding to reach out.

### Pupil Participation and Progress

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.

Weekly Engagement and Daily Interaction Attendance Tracking sheets have been created for certificated class teachers to track and monitor student progress through live contacts, and both synchronous and asynchronous instructional minutes, with components that measure participation and time value of student work.

We have adapted the CDE suggested template for student tracking, so that the teacher of record may note each student's "Daily Participation", "Classroom Presence", "Asynchronous or Synchronous Engagement", "Live Interaction", or subsequent absence if the enumerated instructional minutes are not complete.

### Distance Learning Professional Development

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

Google classroom training and video training intensives were provided to faculty and staff through on site tutorials taught by trained staff, and through participation in District workshops. Ongoing technological support is provided through consistent accessibility to knowledgeable staff as well as tech consultants for timely trouble shooting and adaptation.

### Staff Roles and Responsibilities

A description of the new roles and responsibilities of affected staff as a result of COVID-19.

As a result of COVID-19, modifications necessarily made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students include delegating staff normally devoted to on site support, no longer feasible, to tasks that support Distance Learning, such as classroom aides offering additional tutoring. For our support staff whose main
duties were directly related to support classroom teachers and students while in person, now those hours are utilized supporting the preparation of curriculum and presentation of virtual lessons. Additionally, all staff are expected to provide sanitation of their utilized spaces, as well as adhere to strict protocols for scheduling the use of campus facilities.

As we look towards welcoming back small class sizes to ensure distancing, we have been engaging staff in much needed reconfigurations of the existing spaces, care of facilities including outdoor spaces, and consolidating extensive materials packets that go home to students.

As we have created the various committees the compile the Reopening Task Force, faculty, staff, and administration have added a significant amount of time to their daily work towards creating, reviewing, and implementing protocols for safety, and the practical use of the site.

**Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Additional supports provided during Distance Learning to assist pupils with unique needs, include the following:

All students will be continually provided with quality materials, devices, and connectivity in order to ensure that access and success is possible for everyone including those with unique needs.

English learners are supported by class teachers through additional communication, distribution of hard copy materials, resources, visuals and manipulatives, and by devoting extra time to the support and coaching of parents, as well as one-on-one sessions and ongoing check ins.

Pupils with exceptional needs served across the full continuum of placements, identified through referral or assessment, are assigned support personnel to meet needs and track progress. Support staff work closely with class teachers to design, evaluate and modify instruction to accommodate needs.

Pupils in foster care and pupils who are experiencing homelessness are closely monitored for close connection and equitable access so that they do not fall through the cracks. Every effort is made to assess needs and challenges, and to link them with appropriate resources.

**Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]**

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<tr>
<th>Description</th>
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<tr>
<td>Additional copier leased and additional copy costs to meet the greater needs of materials packets</td>
<td>3000</td>
<td>Yes</td>
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<tr>
<td>Materials purchasing beyond our traditional provisions have been ongoing from all classes. Not only are materials useful for practically engaging in the curriculum, our quality supplies</td>
<td>15000</td>
<td>Yes</td>
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</table>
are meant to engage the children more deeply through arts experiences, and therefore nourishing for the student on an emotional level.

Extended contracts were provided for office staff to continue through the summer and into the start of the school year for Reopening Task Force work, as well as state and local guidelines integration and communication with community and staff.

Devices have been provided to students, and will continue to be an investment in order to ease of access to the curriculum.

We are investing in technological upgrades to classrooms so that live streaming may allow for more ease of access to on site instruction for students on Distance Learning.

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<td>8100</td>
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<td>22217</td>
<td>Yes</td>
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**Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In an effort to address pupil learning loss that may result from COVID-19 during the 2019-2020 and 2020-2021 school years, the first line of defense has been to make every effort to implement standards based curriculum with the same rigor, equity and accountability as can be managed and measured. In addition to formative assessments routinely used by class teachers, the use of periodic state interim assessments in English Language Arts and Mathematics promise to deliver summative results that will supplement universal RTI reading and mathematics assessments conducted twice a year to identify students whose learning status has been compromised by COVID-19. Mechanisms in place for response to identified students include one-on-one and small group tutoring, RTI supports with ongoing evaluative assessments, and close tracking by the Students of Concern and Student Success teams and the Care Coordinating Group. Students identified with learning and/or behavioral disabilities are referred for formal assessment by the school's Special Ed. team.
Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Every effort is made to identify, accommodate and accelerate the learning progress of English learners, low-income, foster or homeless students, and students with exceptional needs through assessment, and through meaningful live interaction regularly pursued and tracked with the help of any and all necessary modalities, to include via video conferencing, teleconferencing and/or in-person meeting. Once identified as a Student of Concern, targeted needs and interviews inform strategies to provide personnel and supports necessary through one or more of the various channels established for that purpose, such as technology and connectivity supports delivered by the school's tech. team, academic supports delivered by the school's curriculum specialist, RTI and Spec. Ed. staff, and social/emotional and behavioral support delivered by the school psychologist, who can also refer students and families to resources in the larger community, when necessary.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Action items, to include measuring the effectiveness of implemented learning loss strategies relative to benchmarks established, is embedded in every student support plan, created by staff, parent(s) or guardians, and students in some cases, depending on age. Close monitoring and tracking of implemented methods and measured student outcomes inform considerations and modifications in a follow up meeting scheduled at the time of the initiation of the instructional program. Evaluation and re-evaluation is necessary and integral to every student support plan.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

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<thead>
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<th>Description</th>
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<tr>
<td>Select part time staff have been asked to provide additional services, beyond their expected contract, for supporting the tutoring needs of all students, with an emphasis on mitigation of learning loss.</td>
<td>19000</td>
<td>Yes</td>
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Additional hiring is ongoing, as well as supports for faculty as we look towards the need for a robust staffing model in order to better meet the needs of all students, especially those most at risk for learning loss.

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<td>19000</td>
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<td>Yes</td>
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### Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

In order to monitor and support the mental health and social and emotional well-being of students and staff during the school year, and to provide the professional development and resources needed to address trauma and other impacts of COVID-19 on the school community, the school's psychologist proactively held a workshop to prepare faculty and staff for anticipated needs. A portion of the August faculty inservice meetings was devoted to presentations by both the school psychologist and the faculty staffed Care Coordinating Group, with which the school psychologist is also affiliated, that included discussions, role playing and brainstorming strategies around anticipated COVID-19 related trauma. Resources to promote wellness, generally speaking and specific to the impacts of COVID-19, were shared, and an invitation to access support by both the CCG and the school psychologist was extended. Similarly, in the larger parent community, the school psychologist shared strategies and resources in a letter published in ParentSquare, our schoolwide communication platform, and an invitation for support accessed via contact information on the school's website was extended. Regular wellness check ins for students, parents and staff are integrated in best practices at Yuba River Charter School, through live interactions and meetings, and the referral process for on site supports and services, as well as larger community resources, is well established.

### Pupil and Family Engagement and Outreach
A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.

The use of Weekly Engagement and Daily Interaction Attendance Tracking promises to leave no stone unturned and no student underserved. During Distance Learning, additional staff have been dedicated to accountability tracking, as well as to trouble shooting needs, reaching out to parents and guardians, and on-boarding students who may have fallen short of meeting compulsory education requirements. Yuba River Charter School has adopted a Three Care Streams model for student success that includes three-tiered strategies and supports that incorporate useful preventive, proactive and responsive measures. The school's Student Success Team and Care Coordinating Group referral processes use these tiers to inform both assessment and strategies for support.

School Nutrition

A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.

Our school continues to provide access to "nutritionally adequate" shelf-stable breakfast meals to all students, so that every student in need has access to this resource by contacting administration. Additionally, we have reached out to our County's central kitchen, and they have directed all of our families to access free meals every Monday for all household members of school age under 18 years. This extension of the federal program has been extended through December 31, 2020 thus far. Throughout the summer the school provided information regarding free meals offered throughout the county.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]
### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.21%</td>
<td>249,650</td>
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</table>

### Required Descriptions

For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.

Yuba River Charter School receives additional funding in order to increase or improve services for our foster youth, English Learners, and Low-Income students. We are planning to receive $249,650 for the 20-21 school year, a trend as in years' past, and an allotment that is usually reported in our annual LCAP (Local Control and Accountability Plan). As the 20-21 LCAP has been postponed due to COVID-19, this "LCP", or Learning Continuity and Attendance Plan is in its place, so that our families, staff, and other stakeholders may review and provide feedback for our Distance Learning Program, our transition to on-site learning with applicable safety protocols, our use of general funds and Learning Loss Mitigation Funds, as well as our school's continued focus on the needs of our student body as a whole, and in particular the needs of about 50% of our student population who qualify as low-income and other groups listed above.

Our school takes into consideration the unique needs of these traditionally underserved populations and then provides services for all of our students using both general and earmarked funds that will directly benefit those most in need.
Expenditures and services include the staffing of our Curriculum Specialist as liaison with our faculty as a whole as well as a liaison with our Special Education services, our Response to Intervention (RTI) program, which includes identifying students with academic needs early on in order to support our students along the way, even if they don't qualify for Special Education outright. Additionally, we have in place assistants in grades K-3, Learning Center tutoring supports, after school study hall (and now open office hours for all the grades). We also provide at no cost nutritionally adequate meals for our families, though we continue to see that partnerships with the Food Bank, local donors, as well as local school districts have produced access to meals that have been enjoyed by our community as a whole. We continue to invest in our school gardens and developing Farm, with the hopes that such access to food and education will serve all of our students for years to come.

The pandemic has been felt and experienced in different ways by all of our stakeholders. Many families have requested that our curriculum is accessed not solely through digital means, while others have expressly requested additional digital means and supports for their unique needs. Through staff and faculty training, ongoing communications with families, and weekly engagement tracking of students, we have begun to settle in to a rhythm and routine with Distance Learning, enough so that we may now look towards reopening to on-site learning, in order to more fully meet the needs of our diverse population.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

A 10% increase of services, or a 10% improvement of services, is a consistent support our students receive each year, thereby compounding the benefits through time.

Taking into consideration our families who are low-income, they likely wouldn't have the means to access additional devices or connectivity and so we have been reaching out through various means so that they may sign up for such supports directly. Our rural county has in it many hills and valleys, and so internet connection isn't always an option. We have been rolling out hotspots to families, who may choose to use these data access points in town, downloading classroom content and then working from home while offline.

Offering regular materials pick-ups and spending funds consistently on this supportive action takes into consideration that not everyone has a pencil and paper at home, let alone quality arts materials and the like. We will continue to assess the feedback from faculty and families regarding what other supports will serve our diverse population.
August 14, 2020

COVID-19 YRCS Worksite Safety Plan

Ref: covid19.ca.gov

PURPOSE

This plan is intended to maintain a safe and healthy environment for Yuba River Charter School (YRCS) staff, students and visitors. YRCS falls under the identification of limited services. Limited services include those businesses that can provide services while maintaining appropriate physical distancing from other employees or the public.

This plan is not intended to revoke or repeal any employee rights, either statutory or regulatory, and is not exhaustive, as it does not include county health orders, nor is it a substitute for any existing safety and health-related regulatory requirements such as those of Cal/OSHA. YRCS will stay current on changes to public health guidance and state/local orders, as the COVID-19 situation continues.

Worksite Specific Plan

A comprehensive risk assessment of all work areas was conducted. YRCS Safety Team members, under the direction of the Director of YRCS, will implement this worksite plan in collaboration with the Nevada County Public Health Department, 500 Crown Point Circle, Suite 110, Grass Valley, CA 95945.

The YRCS Worksite Plan will:

- Be formed from a thorough risk assessment of the site and campus buildings
- Identify training and communication on all aspects of the plan
- Provide regular evaluation for compliance with the plan and documentation and correction of deficiencies identified
- Investigate any COVID-19 illness to determine if any work-related factors could have contributed to risk of infection
- Provide and communicate information about COVID-19 outbreaks among employees (providing confidentiality)
- Update the plan as needed to prevent further cases
Topics for Employee Training

- Information on COVID-19, how to prevent it from spreading, and which underlying health conditions may make individuals more susceptible to contracting the virus.
- Self-screening at home, including temperature and/or symptom checks using CDC guidelines.
- The importance of not coming to work, or providing services in another establishment or residence, if employees have a frequent cough, fever of 100.4 or higher, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.
- To seek medical attention if their symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC’s webpage.
- The importance of frequent handwashing with soap and water, including scrubbing with soap for 20 seconds (or using hand sanitizer with at least 60% ethanol or 70% isopropanol when employees cannot get to a sink or handwashing station).
- The importance of physical distancing, both at work and off work time (see Physical Distancing section below).
- Proper use of face coverings, including:
  - Face coverings may not protect the wearer and are not personal protective equipment
  - Face coverings can help protect people near the wearer, but do not replace the need for physical distancing and frequent handwashing
  - Faculty and staff must wear a face covering while indoors
  - Employees should wash or sanitize hands before and after using or adjusting face coverings
  - Avoid touching the eyes, nose, and mouth
  - Face coverings should be washed after each shift
  - In limited situations where a face mask cannot be used for behavioral, clinical or pedagogical reasons, a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains a physical distance from others
- Employees may request information on government programs supporting sick leave and worker’s compensation for COVID-19, including employee’s sick leave rights under the Families First Coronavirus Response Act and employee’s rights to workers’ compensation benefits and presumption of the work-relatedness of COVID-19 pursuant to the Governor’s Executive Order N-62-20.

Individual Control Measures and Screening

- Employees who are sick or exhibiting symptoms of COVID-19 are encouraged to stay home.
- Face coverings required when social distancing cannot be maintained
- Face coverings must not be shared
- YRCS will take reasonable measures, including posting signage in strategic and highly-visible locations, to remind the public when they must use face coverings and to practice physical distancing and good cough/sneeze hygiene
Cleaning and Disinfecting Protocols

- YRCS will perform thorough cleaning in high traffic areas such as front office, break room, common areas and areas of ingress and egress.
- Desks, chairs, door knobs, faucets, cabinet pulls, or other touched surface in a room will be cleaned between uses.
- Employees should avoid sharing phones, tablets, laptops, desks, pens, other work supplies, wherever possible. Never share PPE.
- If a device is shared, it should be cleaned and disinfected immediately after use.
- Individuals will clean pens/pencils/scissors in public spaces after use.
- Disinfecting will include spraying with hydrogen peroxide, letting it sit for 5 minutes, wiping with paper towels.
- Hand sanitizer will be located at all shared workstations, copy machines, and public telephones.
- YRCS will use cleaning chemicals and products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions.
- Employees using cleaners or disinfectants should wear gloves or other protection as required by the product instructions.
- YRCS employees will discontinue the use of shared food, utensils, plates, cups, etc.

Physical Distancing Guidelines

YRCS will implement measures to ensure physical distancing of at least six feet between and among workers and visitors. The current physical partitions provided in workspaces meet the required 6 feet for social distancing. The reception desk, and other areas if physical distancing cannot be maintained, masks must be worn to minimize exposure between workers and visitors.

YRCS has designated employee entrances and exits to help maintain physical distancing. The front door will remain locked until further notice, with one member of the public allowed in at a time.

Employees are asked to avoid handshakes and similar greetings that break physical distance. Meetings and trainings will continue to be held over the phone or Google Meet whenever possible. When not possible, adjustments to meeting space must be made to ensure physical distancing, preferably outside.
## COVID-19 Operations Written Report

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
<th>Date of Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yuba River Charter School</td>
<td>Barbara Linares, Director</td>
<td><a href="mailto:director@yubariverschool.org">director@yubariverschool.org</a></td>
<td>Board of Directors Date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(530) 272-6060 ext. 104</td>
<td></td>
</tr>
</tbody>
</table>

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

In response to the COVID-19 emergency school closure, YRCS immediately moved to an off-site Shared Learning Program. In anticipation, class teachers compiled student materials and resources that were distributed via a scheduled drive-thru. A common Shared Learning document was published and disseminated to the school community through our communication platform ParentSquare, and teachers complied with the mandate by meeting to discuss implementation of consistent parameters/expectations and how to best share information, deliver instruction, track accountability and organize drop offs for completed assignments. Included was a plan to emphasize communication and connection with students and their families, to ensure access, given use of new and different modalities, digital and non-digital. Teachers made a practice of seeking and evaluating regular feedback, and modifying access portals and implementation, generally speaking and specific to families challenged by new delivery systems, accordingly. The school’s Curriculum Specialist worked with teachers to support adherence to school pedagogy, as much as possible, given the new paradigm largely dependent on media use formerly discouraged by the school’s established developmental model. Concurrent to this, class websites and portals were created, and the school’s website was amended to accommodate links to curricular resources. Contact information for, and communication from, the school’s psychologist was published on the school’s site, in order to promote social and emotional health. An all school survey was distributed, to solicit feedback. Regular letters and updates to stakeholders were published on ParentSquare.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Daily communication and check-ins, conducted via group Zoom sessions, conference calls and/or individually, to solicit students’ ability to access online instruction and resources, is encouraged and tracked. The school participates in regular communication with the District to source supports for students without regular and reliable access. Communication with students of concern, already on the school’s radar in regards to absenteeism, homelessness, and academic challenges, is a priority. Class teachers and the school’s Leadership team reach out to families of need, tailoring instruction and accountability tracking to better meet those needs, especially when established modes are proving unsuccessful. A spreadsheet has been created to track Students of Concern, and a system for regular follow up is practiced. Of the school’s three hundred plus students, all have been contacted and tracked, and only ten students have registered concern, prompting follow through. Regular reporting helps to steer strategizing sessions, designed to keep students and their families from falling through the cracks. Scheduled
SST, 504 and IEP meetings are now facilitated, and Plans implemented, through distance learning modalities. When necessary, SST meetings are scheduled to brainstorm strategies for families challenged by Shared Learning expectations. In all cases, expectations for academic rigor, and strong parameters established around accountability norms, are tempered by the acknowledgement of inherent challenges.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Daily Leadership, as well as weekly Faculty, Special Ed. And RTI Team meetings, have been set up to address the continued delivery of high-quality distance learning opportunities for YRCS students. Ongoing priorities include brainstorming measures to establish and track accountability and use feedback to adapt curriculum to best support students with challenges and enrich students in need of more, troubleshooting when necessary. Planning continues to be informed through consistent connection with students and families, in order to ascertain social and emotional health, as well as through the tracking of student capacity to navigate resources, connect to networks, and learn with independence and confidence. In collaboration with parents, the YRCS faculty and staff remain committed to upholding the developmentally appropriate expectations established in the school’s Shared Learning document, to include the facilitation of student engagement, parental guidance, and tutorials, when needed. Supports and necessary resources continue to be identified through consistent communication and feedback. Founded in a rich knowledge of child development and the state’s model for connection to students, attention to rhythm and respect for Waldorf inspired pedagogy remains at the forefront of planned lessons that may include assignments, activity instructions, and/or pre-recorded audio or video, depending upon grade level, and that may be differentiated according to student and family needs. Early Childhood age-appropriate assignments and assessments packets of materials, made available to families, include daily rhythm examples, stories, circle songs and games, recipes and resources to use in the home. Grades 1-3 teachers have provided and distributed assignments that include shared daily rhythms, stories, movement and artistic activities, academic review and practice, and varied resources to use at home, as they communicate primarily through ParentSquare. Grades 4-5 teachers have provided assignments and information content that includes examples of daily rhythms, stories, movement and artistic activities, academic review and practice, as well as varied resources to use at home, and have asked that student work be submitted via photographs or scans that are emailed or attached to ParentSquare. Grades 6-8 teachers have established communication of assignments and information content that includes suggested daily rhythms, artistic and enrichment activities, academic review and practice, using ParentSquare, individual teacher online platforms and emails, and have established and communicated office hours that are posted on their websites. In all Grades cases, information and materials have been disseminated using a combination of the physical distribution of packets, and online platforms.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Meal Resources at No Cost to Families: All shelf stable USDA compliant meals in stock were passed out to families in need, each Friday for the first few weeks of closure, while supplies lasted. Due to a stall in the supply chain brought on by national demand, the school's shelf stable meal provider was unable to continue filling orders. The School Director has since partnered with the FoodBank to provide free healthy snack distribution to all families, each Friday, the availability of which has been communicated weekly, through ParentSquare. This offering has been made available, throughout the campus closure. As other local districts (Grass Valley School District, Nevada Joint Unified High School District, and Penn Valley School District) were able to continue to provide meals, YRCS sent out a notice to all families, communicating how they could access this food, with directions for contact and schedules.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.
Our School Director and Preschool Director partnered with the local hospital to coordinate a full week of care for the children of essential workers, during the first week of campus closure. This service is being shared by various local sites.

As a service to our whole school, Yuba River sent out the offer of childcare for those in need, with the contact information of school staff available to support that need. No family accepted this offer, or expressed such a need, though the offer has been maintained on the school’s website.

California Department of Education
May 2020
Please complete this form to document the use of Tier 1 - Prevention and Proactive Supports to address the behavioral needs of a specific student and to develop next steps for on-site behavioral supports for this student.

Student:  
DOB:  
Completed by:  
Completion Date:  
Classroom:  
Site:  
Reviewed On:  

Please respond to EACH ITEM below. Describe the specific of each strategy used in the comments section below.

<table>
<thead>
<tr>
<th>Tier 1- Prevention/ Proactive Classroom Management Components</th>
<th>In Place</th>
<th>In Progress</th>
<th>Absent</th>
<th>Strategy</th>
<th>In Place</th>
<th>In Progress</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Behavior Expectations posted, taught, reviewed</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>9. Cross Age Support</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>3. Flexible Work Spaces/Seating</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>11. Strategic positive relationship building</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>5. Teacher mobility/proximity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>13. Competent communication w/ students – Private Meeting or Class Meetings</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Positive Notes Home/Home-School Communication</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>14. Many opportunities to respond to Teacher questions</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>6. Goal Setting/Performance Feedback Routine</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>15. 5:1 ratio-positive/negative interaction</td>
<td>☐</td>
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</tr>
</tbody>
</table>
Please review *The Care Streams Support Document for additional (but not exhaustive) interventions to try at every support level.*

**Tier 1 - Comments**
(Describe what has been used that has been effective and will remain in place. If something doesn’t seem to be working or has not been tried, why?)

<table>
<thead>
<tr>
<th></th>
<th>Effective-</th>
<th>Not Effective-</th>
<th>Not Yet Implemented-</th>
</tr>
</thead>
</table>

**Next Steps**

Have Tier 1 Strategies been effective?  Yes ☐ No ☐

Describe what will be done to follow up (e.g., Continuance of Tier 1, Move to Tier 2, Fidelity checks, new type of Tier 1 or Tier 2 supports to be tried)

Please respond to EACH ITEM below. Describe the specific of each strategy used in the comments section below.

### Tier 2- Intensified Classroom and Small Group Interventions
(Strategies applied to a specific student)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>In Place</th>
<th>In Progress</th>
<th>Will Try</th>
<th>Action Plan (What, Who, When, Follow up Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonverbal cues for expected behavior.</td>
<td>☐</td>
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<tr>
<td>Close Proximity to the teacher.</td>
<td>☐</td>
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<tr>
<td>Quiet Corner (Place to work away from other students).</td>
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<tr>
<td>Visit to a buddy classroom.</td>
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<tr>
<td>Positive Peer Remodel</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Home-School Communication System-w/ Home-School consequences and celebrations of success</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Specific twice daily mentoring (Check in, Check out-CICO)</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

Please review *The Care Streams Support Document* for additional (but not exhaustive) interventions to try at every support level.

**Tier 2 - Comments**
(Describe what has been used that has been effective and will remain in place. If something doesn’t seem to be working or has not been tried, why?)
**SST Process**

SST stands for Student Success Team. It is a very supportive process that involves a team of people gathering information and brainstorming ways to help students who are struggling in some way. The process is designed for students whose needs are not being solved through regular channels (e.g. parent/teacher conference; ongoing communication, classroom modifications/accommodations, etc.)

The outcome of an SST meeting is for the team to come up with strategies that will be put into place to help that student gain more success in the area in which he/she is struggling.

**The SST process is a function of Regular Education, not Special Education. As such, it is the classroom teacher’s responsibility to schedule the SST and distribute the necessary paperwork.**

Prior to initiating the SST Process, the classroom teacher **must:**

- Document any and all modifications, accommodations, and interventions tried in the classroom (bring documentation to SST). This is a **must**.
- Have met with child’s parents to discuss concerns. **Concerns brought up at the SST should not come as a surprise to parents.**

Currently, Paula Barber is the SST Facilitator and has all the necessary forms (see the following pages for these forms). Class teachers must coordinate with Paula’s schedule and the parents’ schedule in order to calendar the SST. Please do this early, as everyone’s schedules book up quickly.

If you have any questions about this process, please see the SST facilitator.

**Referral Process:**

1. Classroom teachers must complete SST Referral Form and return this to Paula prior to the SST meeting. They may also choose to complete the “Optional Form for Teachers” checklist, if it is helpful. This Optional Form for Teachers checklist can be used prior to the SST meeting to facilitate modifications in the classroom. The checklist can also be used at the SST meeting for brainstorming possible solutions. These forms are considered a regular education function.

2. **Classroom teachers must document levels of interventions tried in the classroom (bring documentation to SST).**

3. Classroom teacher has a conference with the parent of the child to discuss the concern prior to the SST meeting. The SST meeting should not be the first time a parent has heard about this concern.
4. Classroom teacher sets up SST meeting with parents, coordinating with the SST Facilitator (Paula). The teacher may want to consider the following invitation list:

- Jasmin Webster ~ speech and language needs
- Barbara Linares ~ discipline or attendance
- Paula Barber ~ SST facilitator
- Grace MsIntosh ~ School Psychologist
- Catherine Placke or JoAn Stikes ~ YRCS Resource Teachers
- If you wish to invite one of the people listed above, please coordinate through the SST facilitator (Paula)

5. SST Facilitator completes SST parent notice form and gives it to the secretary to mail to the parents and places copies of the notice in the boxes of team members invited. Parent completes the parent preparation form for SST and brings this form to the SST meeting (Paula has these forms).

6. SST Facilitator takes notes during the meeting – especially noting any and all strategies that are to be tried - and has everyone present sign at the bottom of the form. The facilitator makes two copies of these notes – one goes to the parents, one goes to the teacher, and the original goes in a red folder marked SST and is placed in the student’s CUME folder in the Office.

7. The team schedules a follow-up meeting before the conclusion of the SST meeting. The purpose of this follow-up meeting is to hold all team members accountable for implementation of the strategies they agree to try and also to see how these strategies are working.

8. SSTs are scheduled in order of received referral.

9. If you have any questions about this process, please see the SST Coordinator.
Student Success Team (SST) Teacher Referral

Student’s Name_________________________________ Birthdate __________________

Age________ Grade_________ Teacher___________________________ Date________

1. Please circle intervention options you have tried in working with this student:
   a. Support staff (e.g. Nurse, Counselors, Psychologist, Speech Therapist)
   b. Alternative instructional methods or materials (e.g. shorter assignments, easier materials, classroom contracts, seating adjustment, longer assignments, independent studies)
   c. Adjustment of school day
   d. Closer home and school cooperation
   e. Rearrange class schedule
   f. Available community agencies and services
   g. Tutorial programs, including peer tutoring
   h. Placement in another class or grade
   i. Other_______________________________________________________

2. School History (read Cum and Health Folder):
   Has this student attended school regularly? ____________________________
   How many schools has this student attended? __________________________
   Has this student ever been retained? _________________________________
   Does this student have vision, hearing or other health problems? __________

   ________________________________________________________________

3. When you discussed this problem with the student’s parents, what was their response?__________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

4. What is your primary concern in working with this student? ____________________________

   ________________________________________________________________

5. What are this student’s main strengths? ______________________________________

   ________________________________________________________________

   ________________________________________________________________
Student Success Team Meeting
Parent Notice

Today's Date: ________________
Student: ___________________________    Grade: ________
Teacher: ________________________    School: ________________________

Dear Parent/Guardian,

Your child has been referred for a Student Success Team (SST) meeting by his/her teacher. SST stands for Student Success Team. It is a very supportive process that involves a team of people gathering information and brainstorming ways to help students who need help in some way. The process is designed for students whose needs are not being solved through regular channels (e.g. parent/teacher conference; ongoing communication; classroom modifications/accommodations, etc.). The outcome of an SST meeting is for the team to come up with strategies that will be put into place to help that student gain more success in the area in which he/she is struggling.

The SST will be held on:

Date: __________________________________________

Time: __________________________________________

Place: __________________________________________

The purpose of this meeting is to discuss: _____________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

If you are unable to attend, please contact your child’s teacher immediately to reschedule.

Sincerely,

Paula Barber, SST Facilitator
Parent Preparation for SST
(Please complete this sheet and bring to the SST meeting – feel free to attach a second sheet to this form, if you have more to share)

I really enjoy these strengths demonstrated by my child:

_____________________________________________________________________________________

_____________________________________________________________________________________

Activities my child likes best are:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

My concerns about my child are:

At school:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

At home:

_____________________________________________________________________________________

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Other:

_____________________________________________________________________________________

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Types of discipline I find to be most effective with my child are:

_____________________________________________________________________________________

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Expectations I have for my child are:

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Stages of Implementation

Stage I, “Nesting”
2019-2020
In this stage, staff participated in training by Kim John Payne, piloted various strategies, and assembled teams to respond to students’ remedial/academic, social, and behavioral needs.

Stage II, “Fledgling”
2020-2021
In this stage, support strategies will be more widely and deeply implemented across campus.
Goals include:
- Recruiting Care Group members;
- Developing Care Group members’ skills at faculty meetings;
- **Hiring a part-time Student Support Coordinator**;
- Facilitating 12 No Blame Meetings;
- Holding 12 Support Circle Meetings;
- Engaging in Compassionate Response exercises during weekly faculty meetings.

Stage III, “Stretching our Wings”
2021-2022
If funds will allow, this will be our final year of training with Kim John Payne.
- Strengthening skills of Care Group members in common planning time meetings;
- **Continuing to fund a part-time Student Support Coordinator**;
- Facilitating additional No Blame Meetings;
- Holding additional Support Circle Meetings;
- Continuing to engage in Compassionate Response exercises during weekly common planning time meetings.

What Lies Ahead, “Full Flight”
2022-2023
Our school-wide vision:
- Fully delineated Three Care Streams processes;
- Full Care Groups;
- If funding allows, a full-time Student Support Coordinator;
- **Tradition of 7th and 8th grade participation in SSAC**; (Not sure what this means)
- A Three Care Streams process of student support that enables embodiment of the school-wide vision written in our Code of Compassion:
Code of Compassion

In a conflict, if you stop and take a step back and look at the situation from all points of view.

Most often, empathy and compassion can emerge and change the course of an interaction so all involved can be

Given the chance to truly be seen and heard.

Instead of dismissed, ignored, or left alone.

Now is the time to

Encourage each other toward peaceful, compassionate solutions.

Picture our school as a place where

Each one knows the worth and value of the other, where

Acceptance is demonstrated with big and small acts of kindness, and where

Compassion is present and practiced by everyone, everywhere, every day.

~Alice Birney SSAC, 2018-2019~
Underlying Premises of Three Care Streams Work

At Yuba River Charter School, learning is akin to a radiant, warm campfire. The wonder and awe of the fire keep many students within its ring of warmth, but sometimes students wander into the surrounding forest, or become so disoriented that they end up clear across the stream, or even over the hills in a forest far away. The work of the Three Care Streams is not to punish these disoriented students, but rather to guide them back to the fire using teams of staff, students, and parents as well as a set of tools and resources. Disorientation is viewed as an opportunity for growth and transformation as students are re-oriented socially, behaviorally, and/or academically.

Social and emotional well-being is a prerequisite for academic success. Yuba River is committed to providing support for those students who are experiencing challenges. This commitment permeates the curriculum and is the heart of our work at Yuba River. We have adopted the Three Care Streams of student support in order to provide as much support as possible for students who are experiencing social and behavioral challenges. These social and emotional supports compliment the already established means of addressing academic concerns. The Three Care Streams is based on the work of Kim John Payne, who is respected worldwide for helping children, parents, and teachers create healthy school cultures.

Our curriculum begins by meeting children at their developmental stage. Classrooms are designed to keep social and sensory complexity low, with a high degree of form and predictability. The various arts provide opportunities for learning through the head, the heart, and the hands. The implicit strategies and pedagogy serve to diminish the need for explicit interventions. All Three Care Streams’ work is based on the following principles:

- **Accountability rather than blame.** When things are going wrong, we must set them right. Every person involved can take some responsibility.

- **Empathy is essential to a life well-lived.** All work that we do seeks to develop students’ capacity to stop, step back, and look at situations from every point of view.

- **A child who misbehaves is a disoriented child.** If we realize that a child pushing the behavioral boundaries is disoriented, we respond differently - less punitive - than we do when we see their behaviors as intentionally disrespectful and disruptive.

- **Conflict is a necessary part of being human.** At Alice Birney, we do not wish to fall prey to “harmony addiction.” Conflict will occur, and most of us have learned our greatest life lessons from conflict. Our task is to be present for children amidst conflict and to guide them through their conflicts so that they can learn constructive lessons from them.
● **Our task is to remove hindrances to learning.** Children with learning challenges present us with a riddle: what is the key to unlocking their capacities? Our work as parents and as educators is to seek these keys and support the child in finding success.

● **We begin with implicit approaches before moving to explicit supports and interventions.** Implicit means “not directly expressed,” so these approaches are present, like the water a fish swims in, but students may not be aware of them. The Waldorf curriculum is rich in implicit approaches to addressing social and emotional challenges. In fact, much of the Three Care Streams approach is not apparent to parents and students because it is implicit - embedded in stories, pictures, music, theater, speech, and rhythms of the lessons. On the other hand, explicit supports and interventions directly address situations with the class, a small group of students, or an individual student.

● **When we support a child, we begin with the lightest support possible.** If that does not work, we move on to moderate support, and if necessary, more explicit, closer support.

● **The classroom milieu and the teacher’s inner work are essential for a healthy class.** Careful attention to the classroom environment is very important. In Waldorf education, classrooms are designed with deliberation and intentionality. Use of color, comfort, and space are all key factors in creating an educational experience designed around the child that inspires curiosity and embraces free-thinking.

> (https://www.waldorfdupage.org/blog/2017/2/11/waldorf-classrooms-lead-to-increased-learning)

The Waldorf curriculum is rich in implicit approaches to student support. However, precedent to and essential for the effective delivery of the curriculum is the teacher’s inner work. A teacher’s inner work energizes the curriculum. Waldorf education is not a method alone; it depends upon personal study and active involvement in the scientific nature of the human being’s development as indicated by Rudolf Steiner.

It is with this in mind that teachers should reflect upon classroom organization, lesson preparation, and personal development.

1. **Carefully reflect on classroom organization:**

   ● Is your classroom ordered and tidy? Is it beautiful? Are clutter and surface distractions kept to a minimum? Is it too sterile for your grade level?
   ● Can you and your students access materials with ease?
   ● Is there a quiet space for students to calm down?
   ● Are there flexible seating choices and alternative desks for students to use?
   ● Is there space for group work?
   ● Are rhythm and routines clear and explicitly taught and reviewed as age appropriate?
● Are expectations clear, explicitly taught, and reviewed as age appropriate?
● Are student desks adjusted to a suitable height-feet can rest solidly on the floor and shoulders relaxed if elbows are on desk.

Waldorf Resources: Soul Hygiene and Longevity for Teachers

2. Carefully reflect on lessons and do your Inner-Work:

“You can only become good teachers and educators if you pay attention not merely to what you do, but also to what you are...We must above all become conscious of this first of educational tasks: that we must first make something of ourselves, so that a relationship in thought, an inner relationship, may hold sway between the teacher and the children.” Rudolf Steiner Lecture 1 from Study of Man

● Are you spending enough time preparing your lessons? Are you spending too much time?
● Reflect on the lessons themselves. Consider the seven questions offered by Else Gottgens for teachers to ask themselves at the end of each day:

   1. Have I given them real and appropriate images or pictures in my storytelling or have I given them concepts/judgements?
   2. Have I used the night? Has it come back differently from the children? Have I properly reviewed the lesson?
   3. Has every child made at least some effort?
   4. Have I translated as much as possible from the main lesson into movement?
   5. Have I made the children laugh? Was there an ebb and flow, a real breathing, in the lesson?
   6. Have I addressed one or more of the temperaments?
   7. Have I taught something new - a new skill, some knowledge or a variation on an existing theme?

● Reflect on differentiation and meeting the diverse needs of the learners in your class.
● Consider your own temperament. Are you balanced, or does one temperament tend to dominate? Examine the potential impact of a dominating temperament.
● Consider your relationships with the class, a particular student, a student’s family, colleagues.
● How is your work with Kim John Payne’s model of the Connected Classroom?
● Reflect on your own personal implicit biases and their potential impacts on students and their families.
● Do you have a fixed or growth mindset and how does that impact your class?
● Reflect on your responses to behavior with careful consideration of the unintended rejection and intolerance-based responses and potential power struggles.
● What is your meditative life like? Do you make time to look and work inwardly? How often?
● Do you practice an end of day Ruckshau/Retrospection Exercise?
Three Care Streams Process

1. A student comes to the attention of the teacher by way of staff, parent, or student report or by the teacher’s own observation.

2. Teacher refers to Tier 1/Light Support Strategies (implicit strategies), identifies and documents which strategies have already been implemented, and selects new strategies to try. See page 14.

3. Communication point. The teacher reports to the parent (or back to the parent if the parent brought the matter to the teacher initially) to let him or her know what the teacher is seeing at school and how the teacher is addressing the student’s needs.

4. Using district email, the teacher informs specialty teachers and others involved in the student’s education of observations and classroom strategies that would be helpful and/or necessary for the teacher/adult to know when working with the student. This ensures that strategies meant to support the student are administered consistently across the campus.

5. If the student continues to experience challenges in the classroom or elsewhere on campus, after the teacher has exhausted implicit strategies and Tier 1/Light Supports (see Tiers of Support below), the teacher brings the child to the attention of the Student Care Coordinator via electronic communication using district email. If the student currently has an active IEP or 504 Plan, the teacher must notify both the Student Care Coordinator and the case manager because the case manager must participate in determining, documenting, and monitoring any additional supports that are considered for the student.

   PLEASE NOTE: Any time the level of support is elevated to Tier 2b or 3, a Student Success Team (SST)/Support Circle meeting must be held.

6. Communication point. The teacher reports to the parent that upon receiving their approval, a request for student support from the Three Care Streams will be initiated.
7. At this point, there are several options to consider when developing student supports: the teacher may meet with a Three Care Streams coordinator, be invited to a Care Coordinating Team meeting, attend a Student Success Team (SST)/Support Circle meeting, or participate in an IEP or 504 meeting

A. Three Care Streams Coordinator and teacher meet
B. Care Coordinating Team meeting: Teacher and CCT members meet
C. SST or Support Circle Meeting: Teacher, principal, parents, and if appropriate, a CCT member, meet
D. IEP or 504: Teacher, principal, parents, resource specialist and/or speech therapist or other support providers, and if appropriate, a CCT member meet

8. **Communication Point.** After an agreed upon duration of time (3-8 weeks for A. B. or C.) the class teacher or a Three Care Streams member communicates the progress of the child to the parent.

9. As needed for student success, the team will continue to explore strategies within all Tiers of Support.
Three Care Streams Overview

- **Tier 3 / Red Level**
  Intensive Individual Intervention

  Necessary for a few

- **Tier 2B / Orange Level**
  Individualized Intervention

  Needed for some

- **Tier 2-A / Yellow Level**
  Individual or Small Group Support

  Needed for some

- **Tier 1 / Green Level**
  Observation, Curriculum, Classroom, Community, Organizational, and Inner Work

  Helpful for all
When you identify that a student is struggling or disoriented, begin to work within the Waldorf curriculum and your classroom first.

1. Carefully observe the behavior:

The following questions and exercises can be helpful for this work:

- **Who needs support?** Singular student/group of students/entire class/grade level/section/school

- **What specifically is happening?** (Could you easily explain your concern to a colleague or the parent/guardian?)

- **When is it happening?** Are there patterns in the time of occurrence? Can you identify an antecedent?

- **Where is it happening?** Are there patterns in the place of occurrence?

- **Why is it happening, and why is it a concern?** Can you identify the function of the behavior (avoidance, attention, etc.)

- What is the frequency, severity, impact, and volition of the behavior(s)? See the Decision Diamond
THE DECISION DIAMOND

To help our response and support better meet the needs of the situation, rank the intensity of each of the four elements of an exhibited behavior.
2. Carefully observe the student and be mindful of:

- the child’s perceived temperament?
- their birth order?
- their birthdate and chronological placement in the class?
- the student’s relationships with other students in the class and at recess?
- your relationship with the student?
- the student’s relationship with other staff members and adults in their lives? Is it similar or different from the relationship you have with them?
- the family make-up/child’s home life?
- feedback have you gotten from the family?
- the student’s family culture and values and how do those relate to your own?
- the student’s nutrition and sleep habits?
- the students’ perceived best and worst learning modalities?
- the student’s interests in and outside of school?
- how the student responds to changes in routines, challenges, new experiences, accomplishments, expectations, and being told “No.”
- what the testing data says. Does this match with your observations and grading of classwork, homework, quizzes?
Tiers of Support

Listed from implicit to explicit

Please note: These are not exhaustive lists, rather a gathering of many strategies developed by Kim John Payne combined with existing supports commonly used at Alice Birney.

In the future digital version, clicking on an embedded links will bring up explanations and/or links to further resources

Tier 1/Light Support Strategies/Green Level

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<th>General/All Care Streams</th>
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<td>❑ Art</td>
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<tr>
<td>❑ Music/Poetry</td>
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<td>❑ Movement/Play/Games</td>
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<tr>
<td>❑ Drama</td>
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<tr>
<td>❑ Movement breaks</td>
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<tr>
<td>❑ Separate space to work</td>
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<tr>
<td>❑ Flexible learning spaces and seating options</td>
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<td>❑ Classroom meetings</td>
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<td>❑ Clear and timely feedback</td>
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<tr>
<td>❑ Positive notes home</td>
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<tr>
<td>❑ Preview/Review</td>
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<tr>
<td>❑ Clear directions</td>
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<tr>
<td>❑ Teacher’s ongoing relationship with class</td>
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<tr>
<td>❑ Teacher’s work within the Window of Social Control</td>
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<tr>
<td>❑ Governor-Gardener-Guide</td>
</tr>
<tr>
<td>❑ Post a predictable schedule and alert students to potential changes during the day</td>
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<tr>
<td>❑ Teach courtesy and respect for nature, property, self, and others</td>
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<thead>
<tr>
<th>Behavioral Care Stream</th>
<th>Social Care Stream</th>
<th>Academic and Remedial Care Stream</th>
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<tr>
<td>❑ DADD - Disapprove, Affirm, Discover, Do-over</td>
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<td>❑ Lessons on AB Code of Compassion</td>
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<td>❑ Reporting vs. tattling</td>
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<tr>
<td>❑ Crossing the Line exercise</td>
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<td>❑ Private conversation with child</td>
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<td>❑ Friend Time/Student Time</td>
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<td>❑ Restatement of directions in different terms</td>
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<tr>
<td>❑ Auditory-Visual-Kinesthetic lessons</td>
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<td></td>
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<tr>
<td>❑ Imitation, modeling</td>
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<tr>
<td>❑ Repetition and practice</td>
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</table>
- Explicitly teach and practice **responsible behaviors**
- Classroom Agreements
- Classroom order/care/rhythms
- Meaningful work
- Repetition and practice of respectful behavior
- Natural consequences that arise
- Role play discipline situations with class
- Transition routines
  - **Calling Out Scale**
  - **We directions**
  - Mindfulness practices
  - HALT - Hungry, Angry, Lonely, Tired?
  - **CALM**

- Responsible for own participation and learning
### General/All Care Streams

- Continued use of Tier 1/Green Level strategies
- Teacher’s relationship with groups of students
- Close proximity to the teacher
- Nonverbal cues and guidance
- Quiet area away from others
- Visit to a buddy classroom
- Individual movement break
- Individual meaningful will work
- Refocus activity (beeswax, drawing, jumping rope, etc.)
- Individual conversations with the student
- Teacher/Assistant coaching of appropriate behavior
- Peer coaching/support
- Evaluation of attendance data
- **On Goal/Off Goal Card**
- **Simple Change Plan**

### Behavioral Care Stream

- **Responsibility - Request - Redo**
- Individual practice of respectful behavior
- Redeeming or “making it better” with another (Simple Restorative meeting)
- Written/artistic redirection
- Role play
- Teacher/Cooperating teacher coaching of appropriate behavior
- Thinking spot form
- Class **Transition Plan**
- Individual **Preview and Review**
- Consequences that redirect
- Recess Plan (**Moderate Support - Check-in and Go**)  

### Social Care Stream

- Teasing definition
- Class Social Coaching and explicit teaching of **social skills (Unthinkables)**
- **The Way We See It (plus the printable template)**
- **Circle of Friendship**
- **Simple No Blame Meeting**
- Social Support Groups (as available)

### Academic and Remedial Care Stream

- Planner for assignments (grades 4-8)
- Separate desk to work
- Individual directions or repetition of parts of the lesson with the student
- Re-teaching to a small group
- Class helper to repeat directions
### General/All Care Streams

- Support Circle Meeting/Student Success Team (SST) Meeting
- Continued use of Tier 1 and Tier 2A
- Child Study
- School-level community service
- Daily/Weekly Teacher and Parent check-ins
- **Individual and Visual Schedules**
- On goal/off goal plan

<table>
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<td>❑ <strong>Behavior Contract</strong></td>
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<td>❑ <strong>Functional Behavior Analysis</strong></td>
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<td>❑ Evaluation for Behavior Aide</td>
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### Tier 3/ Close Support Strategies/Red Level

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<td>❑ Behavior Improvement Plan</td>
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<td>❑ Supervised transitions</td>
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<td>❑ Educational Related Mental Health Services (ERMHS) Assessment</td>
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<td>❑ Periodic check in with social worker if student qualifies</td>
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<tr>
<td>❑ Referral for mental health supports through SCUSD</td>
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*Note: Individual and Visual Schedules are essential in providing tailored support and visual aids to enhance understanding for students with special needs.*
<table>
<thead>
<tr>
<th>Connect Center</th>
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<tbody>
<tr>
<td>❑ Individual Social Coaching and explicit teaching of <strong>social skills</strong> <em>(Unthinkables)</em></td>
</tr>
<tr>
<td>❑ Explicit <strong>Teaching of Relationship Skills</strong></td>
</tr>
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</table>

| ❑ Physical Therapy |
GLOSSARY

Buddy System: the use of another class or upper grade students to be friends to a class or a student.

Calling Out Scale: assigning a number (1, 2, or 3) to a call-out that is and using one, two, or three fingers to quietly communicate to the student that the call-out was: One (finger) -- “the right thing at the right time”; two (fingers) -- “the right thing at the wrong time”; or three (fingers) -- “the wrong thing at the wrong time.”

Change plan: a meeting with a child, an adult, and SSAC member to explore what isn’t working and how we might make it better.

Check-in and go: a student who is having difficulty during a transition to another class, the bathroom, or recess and needs additional support is asked to check in with the teacher before proceeding to the destination. During this brief check-in, the student reviews the agreed-upon expectations for the transition.

Check-in and go/stay/walk with me: This support can also be used during recess with yard supervisors or SSAC members. Check in and Stay or Check in and Walk with Me provide an additional level of support for a disoriented student when they are on the playground. They are Tier 2B and/or Tier 3 supports and must be part of a formalized plan.

Circle of Friendship: a small group of people who are on the lookout for a child in need. It may include an empathetic classmate, teachers, and SSAC members.

Connected Classroom: an approach to the lesson by the teacher that begins with warm connection, moves to direction, and ends with review and closing. The four essentials of a Connected Classroom are: Collecting-Connecting-Directing-Closing.

Crossing the Line: a class discussion that leads to an agreement around when comments, gestures, or jokes become hurtful to someone.

DADD: an approach to behavior that is out of line. It begins with Disapproval (D) of the behavior, Affirmation (A) of the person, followed by Discovery (D - “What’s going on today?”) and Do-over (D - “Let’s try that again.”) Please Note: a student who has experienced trauma will not respond well to the Disapproval. It is recommended that you begin with the Affirmation and move through the process.

Escorted Transitions: a teacher escorts a student during transitions that are problematic for them.

Explicit strategies: strategies that are directly expressed and apparent to students.
**Friend Time and Class Time:** a class discussion that clearly defines and a lesson that explicitly teaches what behaviors are expected when students are in class (Class Time) and what behaviors are expected when students are participating in unstructured activities (Friend Time).

**Goals and Achievements Plan:** an agreement between a student and teacher to work on a particular behavior with frequent check-ins on progress made in each section of the day.

**Goals and Achievements Card:** A system of supporting a student with a formal agreement concerning expected behaviors. The student uses numeric values on a scale of 1-5 to rate their success at achieving a goal.

**Hearth:** a shared space outside of the classroom where a child may receive additional support, a quiet place to work, or a space to calm. (Use Room 8 at a time you have pre-arranged with Lynnette, the Student Care Coordinator.)

**Implicit strategies:** strategies that are not directly expressed or apparent to the student.

**Individual Recess Plan:** a formalized and documented plan that pre-determines what activities a student will participate in during unstructured time to set them up for success. A time limit is set for review.

**No Blame meeting:** an adult-facilitated meeting that includes all parties involved in a social conflict or discipline issue. Neutral students may be asked to attend in order to support the process. Each student involved in the conflict may be assigned an SSAC member.

**Politeness and courtesy:** a school-wide culture of thoughtful and kind words and actions

**Preview and Review:** a description of what is coming (preview) or a look at what just happened (review). Preview and review are particularly important pro-active social and guidance tools to prevent emotional flooding. When we preview and review, we give the child an inner picture and road map that they often cannot create for themselves. Inward picturing calls on the limbic system. This system has an important role in helping children cooperate. Road mapping calls on the child’s frontal lobes. This system is directly associated with cognitive learning, humor, mind-body connection, and importantly, empathy, social cooperation, and self-regulation.

**Quiet Corner:** a place in the classroom where a disoriented child can calm or “re-set.”

**Response Plan:** a teacher’s plan for meeting a child’s needs

**Responsibility-Request-Redo:** each person in a conflict accepts responsibility for what they contributed, makes a request of another, and each is given an opportunity to try again. The best agreements are small and do-able.

**Selective seating:** this can refer to the child’s position in the room in relation to the teacher, to the teacher’s choice of desk partners for the child, or to a seating location with fewer possibilities for distraction.
Student Care Coordinator: Lynnette Weaver, the person who coordinates Three Streams care.

Student Social Action Committee (SSAC): specially trained eighth-graders who support younger children at recess and in the classrooms by developing warm relationships with the students and by being present with small groups that are experiencing social difficulty. They are also assigned as mentors and as members of Circles of Friendship.

Support Circle: a facilitated meeting of adults to focus on the needs of a child, usually including the parents and class teacher.

The Way We See It: when students can’t agree on what happened during a disagreement or conflict, in a facilitated setting each draws a simple picture of how they believe the encounter occurred. They share their perspectives through the drawing and then draw a picture of how it could be better.

Threshold Event: A threshold event is a student-involved event that is so severe other tiers of support must be bypassed in order to calibrate an appropriate response. Example: student punches another person.

Timing Orientation: a visual scale in the classroom that demonstrates for students what type of classroom activity is occurring, how long it will last, and what the appropriate noise level is.
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**Weekly Engagement & Daily Participation Record for the Week of:**

- **Class/Grade:**

- **Weekly Engagement & Daily Participation Record for the Week of:**

- **Student Name:**

- **Last name | First name**

- **Monday | Tuesday | Wednesday | Thursday | Friday**

- **DP Daily Participation | CP Classroom Present | LI Live Interaction | DPS Present Synchronous | DPA Present Asynchronous**

- **Monday | Tuesday | Wednesday | Thursday | Friday**

- **CP | LI | DPS | DPA | A | | | | | |

I hereby certify that the information contained on this record is accurate and correct, that the assignments listed represent the worth of instructional minutes on each day listed, and that daily participation, including absences was verified for each student in my class.

Teacher’s Printed Name | Teacher Signature | Date