



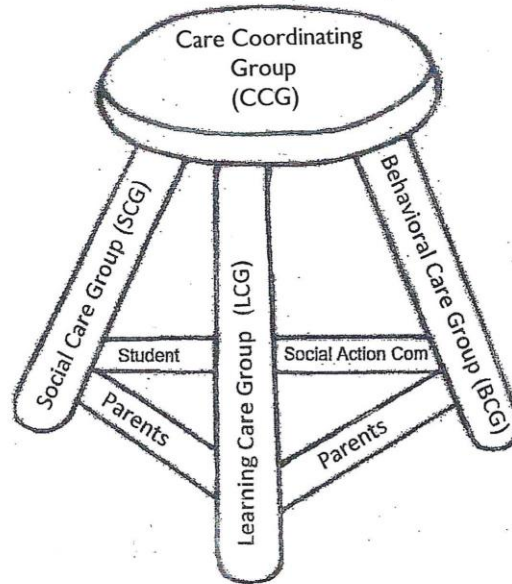
THREE STREAMS OF STUDENT SUPPORT

The Care Coordinating Group Guidebook

By Kim John Payne

Edited by RSSAA

The Three Legged Stool



The Care Coordinating Group is made up of:

- The Social Care Group Lead
This is also the Student Social Action Committee Lead
- The Behavioral Care Group Lead
- The Learning Care Group Lead
- Lower School Coordinator
- Early Childhood Coordinator
- Other designated Faculty members

FYI Members

- Pedagogical Chair
- All school Administrator
- Curriculum Support Committee Coordinator

The Student Social Action Committee (SSAC) is made up of . . .

- Upper grade volunteers
- A coordinator from the Social Care Group

Each Care Group (SCG, BCG, LCG) is made up of . . .

- The Lead
- One or more faculty members

Parents are essential in all three streams of support

Care Coordinating Group (CCG) Mandate

Care Coordinating Group (CCG) holds the overall Mandate, authority and responsibility for all three streams of *The Three Stream Process* for student support.

When a student is exhibiting challenges in the classroom or in campus social settings they are referred to the CCG who will decide which of the Three Streams (Social, Behavioral, Learning) will best serve to support the student.

Responsibilities include:

- Develop, publish and enliven a “Process Document” for each of the Three Streams that includes a Policy (Overview) – Procedure (Communication and Responses) – Practice (Action Plan).
- Construct policies regarding the social, learning, and behavioral health of the students.
- Consider students extra needs and decide what kind of care they require to be healthy and safe at school by following the Response and Support Level process laid out in each stream’s policy.
- Identify students in need of extra support through teacher initiated referral forms, Quiet Room/Office logs, the expressed concerns of parents and teachers.
- Provide tools and strategies to help colleagues support children.
- Track students by documenting goals and outcomes; share this information with faculty and parents.
- Initiate and facilitate Support Circle meetings and the preparation and follow up needed.
- Coordinate the Student Social Action Committee made up of Middle School volunteers.

Members: A representative from the Social Care Group, Learning Care Group, Behavioral Care Group, the Learning Support Coordinator and the Lower School Coordinator and Early Childhood Coordinator.

Decision Making: Decision making will be done by consensus within the group according to the School Governance model. The committee can approve regular upkeep and minor changes, larger changes should be referred to the appropriate faculty group for consideration.

Accountability: Early Childhood and Lower School Carrying Group

Behavioral Care Group (BCG)

Roles and Responsibilities

Roles:

- Develop student BCG plans by following the BCG Policies and Support & Response Levels.

ALSO...

- Attend faculty meetings and parent evenings to explain BCG and processes
- Work with teachers proactively to help develop strategies to manage classroom climate and student behavior needs
- Meet regularly in order to study and further develop BCG policies and culture.
- Identify students in need of BCG support by means of faculty observations and referrals, Incident Reports (yellow/pink slips, Quiet Room/Office Log, Recess Guardian Alert)
- Assist and support faculty and parents when a child requires behavior support extending beyond the traditional classroom/school day and initiate communication with faculty involved and parents
- Coordinate BCG Support Circle Meetings
- To communicate plans and expectations to faculty and students' parent(s)
- Determine if regular meetings are necessary with students who need more support to reduce behavioral incidents
- Manage progress including goals, change plans, achievement cards and check-in/check-out program
- Prevention program education for parents and teachers as directed by the Care Coordinating Group

Purpose/Mission:

The BCG supports all teachers and parents in finding pro-social, restorative, and inclusive based ways to help reorient a child in need of guidance. The BCG also assists when the school must make discipline and guidance decisions in response to general or acute incidents contravening the school's discipline and guidance policies and where the Care Coordinating Group feel support is needed.

Members:

Behavioral Care Group (BCG) Lead, Social Care Group (SCG) Lead, Learning Care Group (LCG) Lead, (and/or L.S. Coordinator, E.C. Coordinator, a Learning Support team member)

Authorization:

Create Support Circles as needed.
Create student plans and communicate with parents.

Accountability:

Care Coordinating Group

Resources:

- Care Coordinating Group members
- Social Care Group members (SCG)
- Learning Care Group members (LCG)
- Other Student information or documentation such as educational and other evaluations and student change plans.
- Outside student support providers
- Police Department if needed

(Rev. 9/5/19)

Behavioral Care Group

(BCG)

Response and Support Levels

The faculty, parents, and where appropriate, the student, will receive communication as to which of the following response and support levels are being implemented.

Light Holding:

The Holding Team discusses implicit pedagogical, curriculum-based approaches and decides which will be used. Communication Point: Progress is reported to the faculty and parents.

If this is unsuccessful in bringing change in 3-4 weeks...

Social Care or Learning Care Support is considered:

Even if the student remains on BCG track, BCG group may reach out for Social Inclusion or Learning Care Group for support. They would make this recommendation to the Care Coordinating Group. In this way the Care Coordinating Group can ensure the two or even three support streams are working well together and that good communication occurs.

If this is unsuccessful in bringing change...

Moderate Holding:

A Support Circle meeting may be called if appropriate. This meeting will include parents of the student and some representation from the Care Coordinating Group. The BCG will give the parents periodic updates.

The student is carried in the meditative life of the BCG.

Strategies for the student can include:

- *D.A-D.D.* Disapprove, Affirm...then later...Discover, Do-over. Please see the handout for this highly effective behavioral tool.
- *Preview/Review.* The student briefly and privately previews with the teacher what is expected of him/her before the beginning of each lesson. A subtle signal is agreed if the student is getting off track with the agreed behavioral aim. At the end of the lesson the teacher very briefly reviews with the student, with emphasis on what went well.
- *Movement Breaks.* The student is allowed to signal that he/she needs a movement break. They need to agree to do this quietly and without disruption.
- *Alternate Desks.* The student is allocated a "quiet desk" where he/she can work if disruption is beginning. It is important that this is arranged beforehand.
- *Redirecting Into the Familiar.* If disoriented behavior starts to become felt by the student or seen by the teacher it is very effective to redirect the student away from the space and task that is being done by the rest of the class, and into something familiar where he/she feels safe and competent. This might include other quiet activities such as drawing or reading, and can also be doing some purposeful work within or often outside the classroom. If the student is being redirected into purposeful work outside the classroom it needs to be anticipated and set up before the class begins.
- *Check-in and Go.* If the problem is happening during transitions and recess, the student can be put on a Check-in & Go process whereby he/she needs to check in with the Recess Monitor about how they are going to transition or where and how they are going to play. The student is directed to stay in this play area throughout recess and not "free range" in the playground.

If this is unsuccessful in bringing change in 3-4 weeks...

Firm Holding:

The student is carried more strongly in meditative life of the BCG.

Consequences may include a reparative activity, loss of privileges, or a student may need to be sent home with their parents.

At this stage most strategies that are used will involve meeting with the student and Class Teacher and sometimes the parent/s. In serious matters, it helps convey the gravity of the situation if the Class Teacher is also joined by a Support Team member in this meeting.

Strategies for the student can include:

- *Implementing a Behavior Change Plan.* Some BCG members along with the parents will help a student complete a plan that outlines the student's plan to change behavior.
- *A Goals-and-Achievements Agreement.* A student is helped to create a plan for change and then charts his/her progress for meeting these goals on a written form. This is more formal than the Change Plan and carries with it consequence for behavior dropping below the agreed standards. It also involves a lesson-by-lesson evaluation by both the student *and* the teacher. The agreement is reviewed at the end of every day and the parent initials the card associated with the agreement, every night.
- *Check-in and Stay.* If the problem is happening during transitions and recess, the student can be put on a Check-in & Stay process whereby he/she needs to check in with the Recess Monitor Captain.
 - o The student is directed to transition only in the company of an adult.
 - o The student is directed to stay in a designated, closely supervised play area throughout recess.
- Other consequences may include a reparative activity, loss of privileges, or younger students may need to be sent home with their parents.

However, if the parents do not share the picture of this strategy being needed, the child's continued presence within the school is discussed by Care Coordinating Group and a recommendation is made to the Carrying Group.

Threshold Events:

We recognize that at times an egregious act such as disrespect of property, people, community/environment and physical aggression may warrant an immediate reaction that bypasses response levels. The class teacher in conjunction with the Care Coordinating Group may at these times find it necessary to deviate from the order of responses laid out above, or to take other steps not outlined here.

- Extreme disrespect towards other students, teachers or faculty members.
- Extreme disrespect or destruction of property
- Self-harm
- Emotional crises

Social Care Group (SCG)

Roles & Responsibilities

Roles:

- To assist and nurture an environment of mutual respect, safety and inclusion within our school community.
- To assist and integrate the Social Care processes into our school's policies, procedures and practices.
- To support our teachers with Social Care issues.
- To support our students, teachers and parents in developing healthy conflict understanding and resolution strategies.
- To assist and monitor the 'social health' of the school community and make recommendations.
- To help the 'Code of Compassion' be active in day-to-day life of the school community.

Purpose/Mission:

The SCG assists and nurtures an environment of mutual respect, safety, and inclusion within our school community. It also advises the Student Social Action Committee which is comprised of middle school students.

- To develop practices that supports the implementation of the Social Care Process.
- To orient existing and new faculty in Social Care practices.
- To develop the skills needed to discern and implement the support level responses.
- In consultation with Care Coordinating Group, to write a "Social Care Process." This includes Policy, Procedure and Practice.

Members:

- SCG Lead
- Lower School Faculty member
- Lower School Coordinator

Authority:

- Care Coordinating Group

Input Procedures:

- Provide opportunities for students, teachers and parents to voice their concerns and suggestions.
- SCG members to monitor the 'social health' of the classes and/or school via regular check-ins with teachers, recess monitors, and other support staff.
- Receive feedback from Incident Reports, Guardian Alert forms, and Lower School Discipline forms

Reporting Responsibilities:

- Set and communicate the yearly goals.
- Report the accomplishments and areas requiring improvements in weekly faculty meetings.

Success Measures:

- Follow up with the child(ren), teacher, coordinator, and/or parent to determine if the issue(s) has been resolved.
- Children feel safe to tell teachers and parents of any issues they are encountering.
- Faculty utilizes the SCG for support with social inclusion issues.
- Trained facilitators are utilized to hold "No-Blame" meetings.

Social Care Group (SCG)

Response & Support Levels

This description is meant to describe the processes in place for supporting students in social need in the school. Not all social tensions will be resolved to the mutual satisfaction of every party, but we strive to be clear and transparent in our process and to address concerns and questions promptly as they arise.

Issues brought to the Social Care Group Lead will be logged, tracked, and handled in as expedient a manner as possible. The SCG Lead will bring any issue reported to us to the class teacher immediately and the Care Coordinating Group.

1. Light Holding- A An informal private conversation will take place with the student(s) involved, using the DADD (Disapprove, Affirm, Discover, Do-over) method with students from the SSAC. This conversation is normally initiated by the Classroom or supervising Teacher or Care Coordinating Group. This level is handled in the pedagogical/classroom realm. Parents may be informed or involved.

If the above has not brought resolution...

2. Light Holding- B A Care Coordinating Group meeting/s may be called in which the Class Teacher, L.S. Coordinator, E.C. Coordinator, and the SCG lead, discusses the student/s situation. After this meeting the Care Coordinating Group decides what kind of support is needed and which stream will be primarily involved (i.e. SCG, LCG, BCG)

If the Social Care stream is needed...

3. Moderate Holding A- A range of moderate intervention tools will be used with the student(s) involved, such as “Crossing the Line” exercises; “The Way We See it” artistic perspective-taking exercises; a “Circle of Friends” may be formed, a “No Blame” meeting may be held, a “Goals and Achievement” card may be implemented, and/or a referral to an Individual Transition & Recess Support Plan (Check in & Say/Go). Which tools are used will depend on the nature of the incident and the age of the student involved. This level is handled collaboratively by the Class or Specialty Teacher, and the SCG Lead.

Note: A Circle of Friendship can be started as a social support network at any time, with or without incident.

If the above has not brought resolution Parents are informed and...

4. Moderate Holding B- A “Support Circle” formed in which the Class Teacher, Leadership Team of the Care Coordinating Group, and parents discuss the student/s situation.

If the above has not brought resolution Parents are informed and...

5. Firm Holding A – A formal “Change Plan” will be initiated with a specific timeline for expected outcomes. The Change Plan’s goals will be reviewed regularly with the student(s) by the Class Teacher, with input from subject teachers, and recess monitors. Progress and setbacks will be shared with the parents. In Classes 1-3, this is modified for age appropriateness. The Class Teacher, SCG Lead, and/or LS Coordinator guide the activity to bring self-reflection with an end of day conversation with the student. A student of the SSAC can be asked to help the student(s). Selected tools from the previous response level will likely continue and intensify.

6. If the above Change Plan has not brought resolution, the situation is brought to the Carrying Group to determine appropriate next steps, including the possibility of suspensions and/ or conditional enrollment.

Note: Behavioral Care Group or Learning Care Group may be called on at any stage in the Support Levels.

Learning Care Group (LCG)

Roles & Responsibilities

Roles:

- Develop student Developmental Learning plans by following the LCG Policies, Support & Response Levels (light, moderate, or firm)

ALSO...

- To compile a list from faculty of children in need of learning support and to develop plans for identified children.
- To support the work of the class and subject teachers through discussions, peer observation and/or child study and to provide referral sources if necessary.
- To meet weekly for studying and planning.
- To guide and support the Class teacher's preparation for a child study/focus.
- To identify community professionals in a referral list for parents and faculty and to develop relationships with community health professionals to further the goals and efforts for children with learning and developmental/therapeutic needs.
- To assist and support teachers in interaction with parents, and carry out assessment and developmental support for students.
- To be an active part in initiating and implementing learning/developmental support plans.
- To be active in calling Support Circle meetings.
- To be responsible for the Multi-Tiered Support System (MTSS) or Light – Moderate – Firm Holding process
 - Assessment oversight
 - Progress Monitoring
- To be responsible for keeping a record or timeline of meetings, and all communication with parents, faculty, administration, and/or other outside professionals.

Purpose/Mission:

The LCG is a group of teachers and staff who commit to supporting the academics and learning of needs of students who need something beyond what is already offered in the classroom.

Members:

LCG Lead, the Learning Care Teachers, (other LCG personnel)

Authorization:

The LCG is authorized by the EC and LS section Carrying Group to work with teachers and parents to develop a program to meet the needs of children who may be challenged in their ability to learn and cope with the school environment.

Accountability:

Care Coordinating Group

Resources:

Learning Care Group Lead
Learning Care Group Team Members
Occupational Therapist
Other support staff
Tutors
Outside Resource/Referral List

All members of the LCG meet during school time or scheduled all-committee meeting time.

Learning Care Group (LCG)

Response & Support Levels

This response description describes the processes in place for supporting students who need developmental learning care. This can include remedial, emotional, and developmental support plans and referrals.

Issues brought to the LCG Team Member will be logged, tracked, and handled in as expedient a manner as possible. The Lead will bring any issue reported to the class teacher immediately (within 24 hours) and the Care Coordinating Group at the next meeting.

- 1. Light Holding** - After a class time visit from the LCG Team Member to observe the student, class and subject teachers working with the student meet with the LCG Lead to discuss easily implemented classroom support strategies, extra support, and/or lighter touch emotional support strategies existing within teachers' typical teaching methods.

If the above has not been effective...

- 2. Moderate Holding A** - For learning support, this level of care can involve changes to a child's *work space* (such as working alone at a quiet desk, with a partner, or in a small group);
 - Changes to the amount of time a child works (such as extra time for all or specific assignments, shortened periods for work times with additional breaks, time-limited homework);
 - Changes to what is expected regarding the child's stillness and/or movement (movement breaks, previously agreed-upon signals a child gives a teacher to indicate the need for movement, quiet time, time in a less stimulating environment, time engaged in alternative activity);
 - Changes to a child's physical environment to better address sensory needs (noise-cancelling headphones, cozy corner, vestibular seat cushion, one-legged stool, heavy bean lap bag, balance board, standing desk, etc.).
 - Emotional support may include extra teacher attention (daily check in to preview and review the challenging and successful parts of the day);
 - Special time with another teacher or in another class (such as spending part of each day helping in another classroom, with a SSAC buddy, or spending part of each day doing a special job for a specialty teacher).

If the above has not been effective...

- 3. Moderate Holding B** - The Care Coordinating Group and Class Teacher meet to discuss what possible individual remedial support may be given such as tutoring in specific academic areas, or increased home support to meet emotional needs. A Support Circle meeting may be called where school and home life strategies are planned. Support work at this level may be done either at home or at school, and may include support in reading, writing or math; extra painting; gardening or yard care; animal care; work with clay or beeswax; movement work such as Zoo Exercises, Bal-A-Vis-X, or Brain Gym exercises; journaling; or suggest ways to strengthen healing home rhythms.

If the above has not been effective...

4. Moderate Holding C - Evaluation alternatives are explored for the purpose of gaining information that will best serve the child. Types of evaluation are discussed with Care Coordinating, teacher, and parent. (Evaluation types include medical, basic educational, educational psychological, neuropsychological, occupational therapy, speech and language, psychological. They may be privately conducted or conducted through the local Public School system.) An evaluation type is decided upon, supported, and scheduled.

If the above has not been effective...

5. Firm Holding A - When possible, recommendations arising from evaluations are discussed with evaluators, so that they become manageable and practical both at home and school. A plan is created to implement evaluation recommendations. A timeline is created for more complex strategies requiring more resources so that expectations for the plan are clear. An even more individualized learning plan is put into place. The student may be given more focused small-group or one-to-one support, and may stop attending some overly challenging subject areas.

If the above has not been effective...

6. Firm Holding B -- Other educational environments are explored that better suit the student and his or her needs.

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Threshold Events - We recognize that at times an egregious act such as disrespect of property, people, community/environment and physical aggression may warrant an immediate reaction that bypasses response levels. These events include:

Self-harm

Emotional crises

Prolonged school refusal

Illegal activity

(Revised 09/0519)