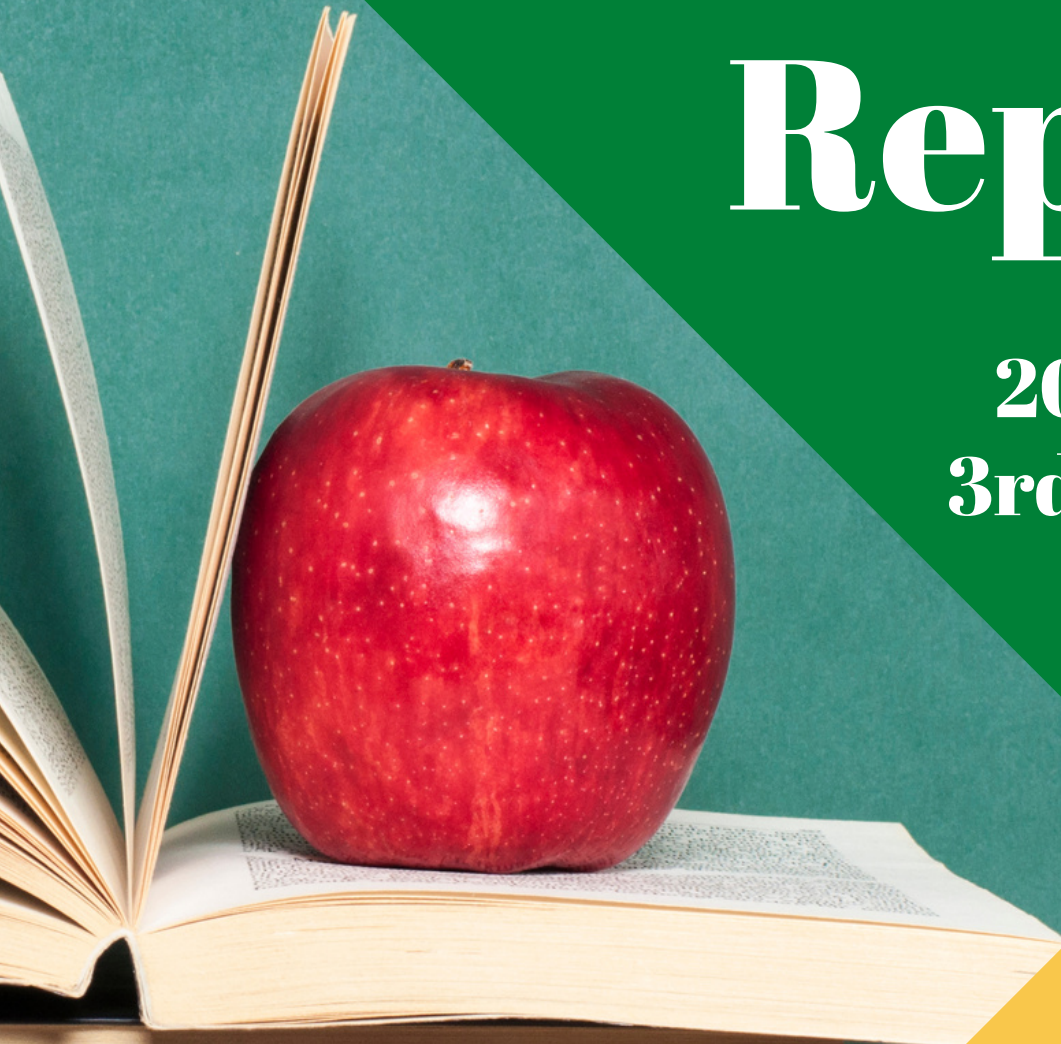




Community Care

# Zone Report

**2023-2024  
3rd Quarter**



**Prepared By:  
D49 Community  
Care Team**

# Community Care Team

# 01

## 3RD QUARTER

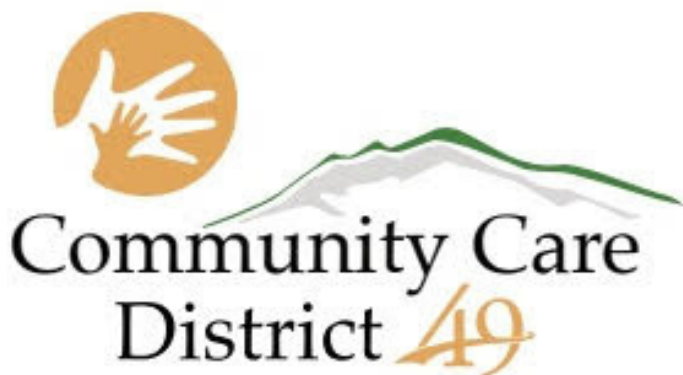
I would like to thank everyone for their participation in the '23-'24 Culture and Climate Survey.

This is a collaborative project among the departments of Communications, Data & Performance, and Community Care. This year's survey resulted in 997 workforce members participating in the survey. Survey data will be presented through various channels in the near future.

I wish you all a very safe and blessed Spring Break!

-Jason White

Coordinator of Community Care

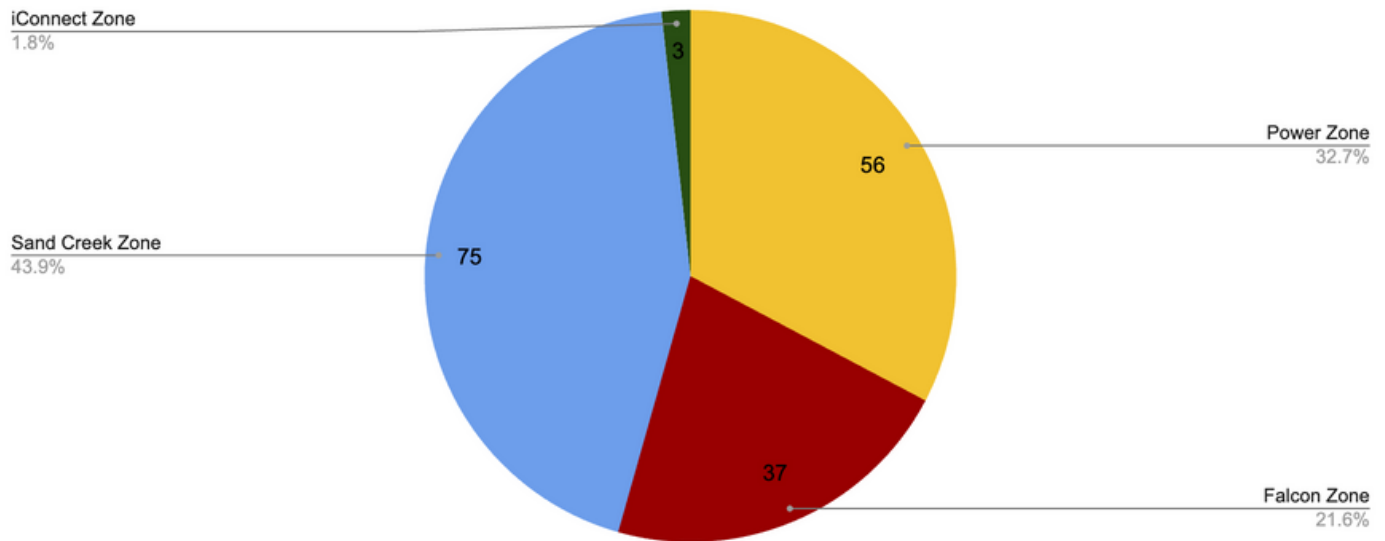


# 02

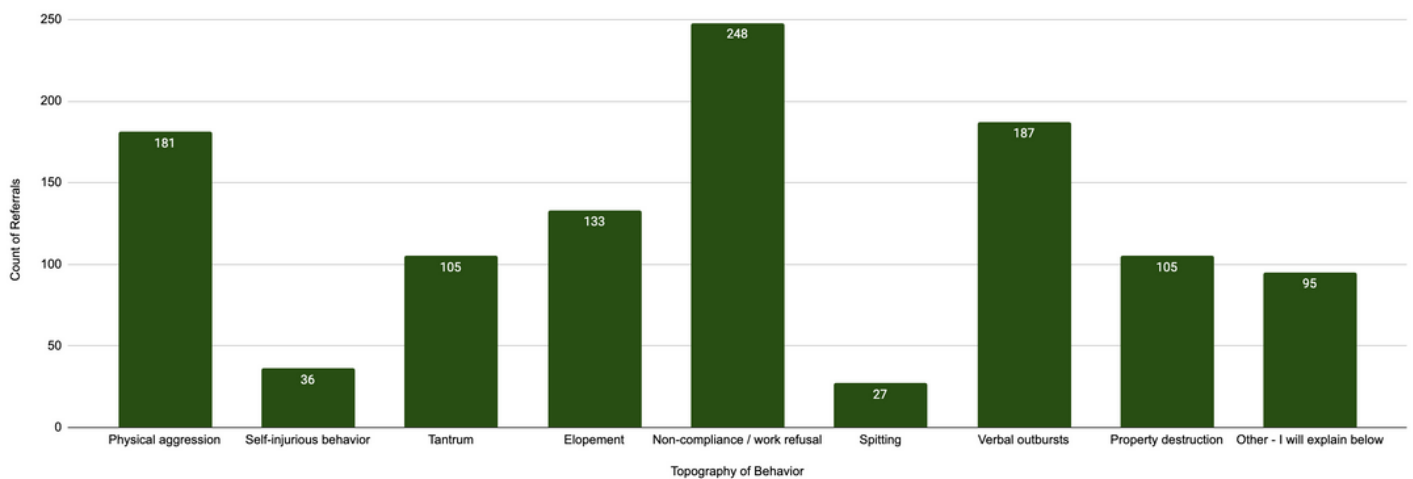
## District Behavior Analyst Team Data

3RD QUARTER

DBA Referrals By Zone



Behaviors Supported Through Referrals



# Functional Communication Training

# 03

## 3RD QUARTER

### Ashlee Pape Thorpe, District Behavior Analyst

As a teacher, you are the leader and role model of your classroom. Your students are looking to you for classroom structure and expectations, a warm and welcoming classroom environment, and to feel safe and loved. Below is a list of classroom management strategies and supports that will help you make your classroom a positive learning environment for all of your students.

1. Plan for anything and everything. The more a teacher plans, the more confident they feel. Plan for your lessons, activities/units, classroom entrance and exit expectations, class rules or charter, other expectations (such as: transitions, how to ask to go to the bathroom or get water, what hand symbols to use and for what, how to address disruptive behaviors, and how to reward positive behaviors for the whole class and individuals, parent communication etc).

2. One of my favorite strategies is to "CHAMPS" out all of my expectations and procedures before school starts. I make posters for each classroom expectation and procedure and post them after we discuss them. I refer to them several times a day. "CHAMPS" looks like:

**C**-What should the conversation level be for this activity? ( Ex. voice level 1-inside voice)

**H**-How do you get help if you need it? (Ex. Raise my hand to be called)

**A**-What is the activity we are doing? (Ex. Creative Writing/Independent work)

**M**-What does the movement look like during this activity? ( Ex. I can get up to get a pencil or stand up by or sit down at my desk to work)

**P**- What does participation look like during this activity? ( Ex. I am completing my creative writing activity)

**S**- What does success look like? (Ex. I persevered and tried my best. I then turned in my assignment in the red bin.)

3. Follow through with your expectations and your class rules. Be sure to review your expectations and class rules frequently throughout everyday.

4. Build Relationships with your students. Get to know your students and what motivates them. Motivation is what drives and directs goals and behaviors.

5. Give students choices. (Ex. Do you want to use a red pen or a blue pen? Would you rather do your work at this seat or at that table? Offer flexible seating, give them a choice on how to greet you in the morning, or let the student's vote on which brain break to do next, etc).

6. Use First and then language (Ex. First you do these problems on your sheet and then you can play with the Magnatiles for 3 minutes, or First you go to math and then you go to recess.)

7. Have Fun! A mentor teacher once told me, "If you are not having fun, your students will not have fun." It is so important to teach material in a fun and engaging way.

8. Reward positive behavior and be consistent. Have a whole class reward system (Tier 1), a reward system to use if you are focusing on a group of students (Tier 2) and a reward system/s to use if you need to motivate individual students in your classroom. It is okay to change your system if you feel it isn't motivating anymore or even after school breaks.

9. Have a visual schedule posted on your wall and refer to it frequently. It is important to tell and show your students what they are doing each day.

10. Build relationships with your admin, co-workers, and parents of your students. "Good communication is the bridge between confusion and clarity" .-Unknown

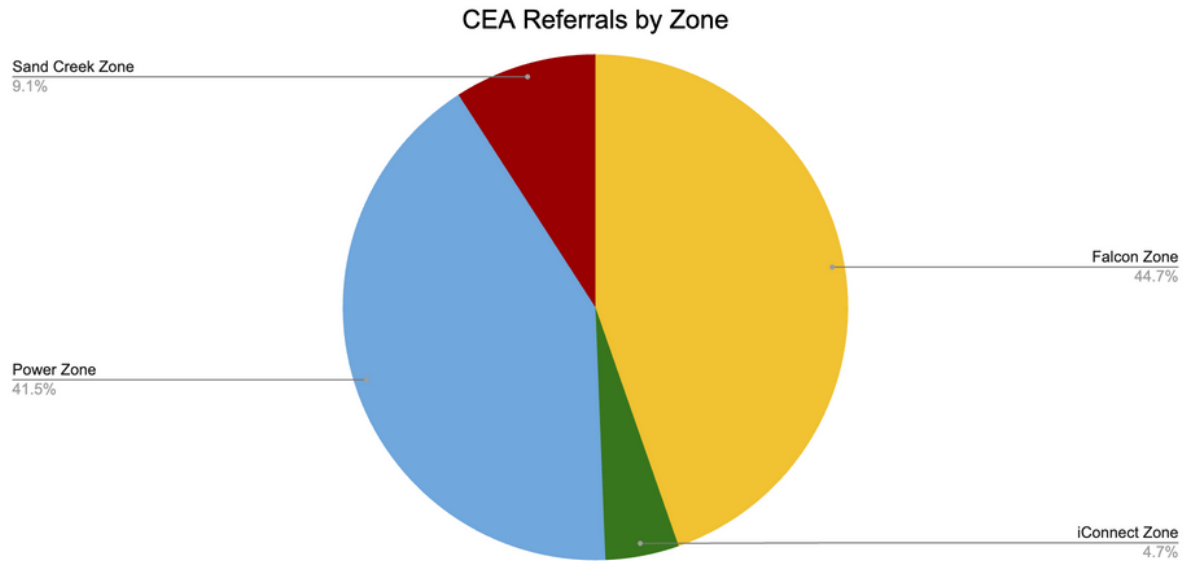
**Here is a link to our District Behavior Team Toolkit that has tons of resources!**

[https://drive.google.com/drive/folders/1CDkh17QDgyq6cGOBZeyjSuSDgjoPoEGF?usp=drive\\_link](https://drive.google.com/drive/folders/1CDkh17QDgyq6cGOBZeyjSuSDgjoPoEGF?usp=drive_link)

# 04

## Community Engagement Advocates Data

### 3RD QUARTER



Month	# Of Referrals	# Of Closed Referrals	# Closed in 10 Days or Less	% Closed in 10 Days or Less	# Desired Intervention Met
<b>Totals</b>	<b>425</b>	<b>416</b>	<b>382</b>	<b>93%</b>	<b>383</b>
Feb 2024	19	13	13	100%	11
Jan 2024	79	76	70	92%	72
Dec 2023	34	34	31	91%	31
Nov 2023	65	65	59	91%	47
Oct 2023	48	48	42	88%	42
Sep 2023	101	101	91	90%	101
Aug 2023	79	79	76	96%	79



# April is Month of the Military Child!

# 05

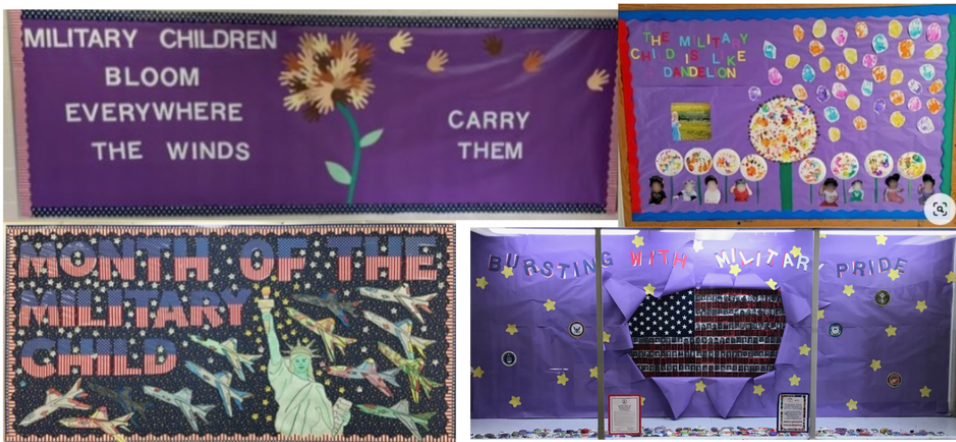
## 3RD QUARTER

### Suzanne Teke, Military Student Transition Coordinator

We're planning some wonderful district-wide celebrations for our military-connected students and their families. As the month approaches I urge you to think of creative and meaningful ways to recognize the military-connected students you work with. I love the "Dandelion Poem" (you can find it with a quick Google search) that espouses the resiliency of military kids. However, when we only celebrate military kids for being resilient, unique, adaptive, and well-rounded we aren't doing the tough work to truly understand these students. Did you know that a military-connected student can expect to move between 6-9 times in their K-12 school year? These moves often occur in the middle of the year, between states, and sometimes across the world. This can leave kids with academic gaps, emotional trauma, and can make it difficult for families to maintain support systems, and numerous other impacts.

## School-Based Activity Suggestions

- **Bulletin Boards**
  - Create at least 1 purple bulletin board in your building to celebrate military-connected students. Below you will find a couple samples, but feel free to go wild with your creativity!
  - I have also created a paper version of a wall hanging popular among military families. These would be created by an entire family. It doesn't necessarily have to just be military-connected families.
- **Art work, poems, & other creative activities about military life.**
  - Selected works will be displayed at the Military Family Appreciation & during a school board meeting in April.
- **Military Child Recognition Ceremony or certificates of appreciation**



# 06

## April is Month of the Military Child!

3RD QUARTER

Suzanne Teke, Military Student Transition Coordinator

### District Wide Events & Activities

- **Military Family Appreciation Day** - April 20, 2024 from 9am - Noon at Vista Ridge High School
  - Crafts, activities, vendors, and resource organizations for military-connected families! Veterans, active duty, guard, reserve, DOD civilians, & retirees that have students in D49 are encouraged to attend!
- **Purple Up for Military Kids!** - April 15th, 2024
  - Wear purple to celebrate & show support for military-connected kids!



Resources and links can be found in the "Month of the Military Child" section of the D49 military families website:  
<https://www.d49.org/militaryfamilies>



# CCT Training Opportunities

# 07

**Please let us know if you would like any trainings to support student behaviors this school year! We would love to continue to partner with all buildings and staff!**

## TRAININGS AVAILABLE

- ABC Data Collection
- Antecedent Strategies
- Applied Behavior Analysis
- Behavior 101
- Behavior Teaching Strategies
- BIPs & Escalation Cycle Management Plans
- Building Relationships
- Class-wide Reinforcement Systems
- Classroom Management Strategies
- Contracts (Student)
- Counselor Behavior Training
- Data Collection
- Discrete Trial Training (DTT), Errorless Learning, & Reinforcement
- Early Childhood Behavior Training
- Functions of Behavior/Functional Behavior Assessments
- Group Contingencies
- Guest Teacher Behavior Training
- Paraprofessional Behavior Training
- QPR Suicide Prevention
- Reinforcement & Punishment
- Social Stories
- Teaching Replacement Behaviors
- Token Boards
- Visual Schedules
- K-2 Behavior Interventions
- 3-5th Grade Behavior Interventions
- Secondary Behavior Interventions
- Secondary Absenteeism & Truancy
- Verbal De-escalation Strategies

***We would be happy to put together a specific training based on your needs!***

**IF YOU WOULD LIKE TO GET A  
TRAINING ON THE CALENDAR  
FOR NEXT SCHOOL YEAR,  
PLEASE FILL OUT OUR TRAINING REQUEST FORM!**

**<https://forms.gle/hXkaDVf4DxjCehBa6>**



# 08

## Community Care Team

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### COORDINATOR OF COMMUNITY CARE

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### MILITARY STUDENT TRANSITION CONSULTANT (MSTC)

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### Behavior Support Technicians (BST)

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Brandi Pry

Samuel Freeman

Samantha Suggs

Nicole Davis

Monica Rosario-Sanchez

