# Clipboard Contents "24-25"

Here you will find all contents and materials that should be on your Clipboards

- Active Shooter Protocol
- Big & Small Behavior Interventions
- Blank Incident Injury Report
- Family Portal (LineLeader) Practice Checklist
- Missing Child Procedures (updated 7.2024)
- Name to Face Count Form
- Safety Shields Matrix
- Team Huddle Agenda- Station Rotation
- Team Huddle Agenda- Whole Group
- Refocus Form Written
- Visual Refocus Conversation Form

# Active Shooter Protocol

PDF top right to download

# Active Shooter Protocol

RIGHT AT SCHOOL

**1** Initiate a lockdown, evacuation, etc.

**2** Call 9-1-1 and provide as many details as possible.

**3** Direct program staff and students inside and outside the building to move immediately to the program's assigned space_____ for immediate lockdown.

**4** Direct students to move away from windows and doors.

**5** Keep children calm.

**6** Turn off all devices and remain quiet.

**7** Account for all students sheltered in the assigned space labeled _____ using a Name to Face form.

**8** If items are available to shield students and staff, use those available items to keep students safe.

**9** EVACUATE to _____ if/when deemed safe to do so.

**10** If an active shooter or intruder enters the use WHATEVER means necessary to keep you and your students safe. This may include any and all forms of resistance to the threat.

**11** When safe to do so, call Area Manager. If the Area Manager is not available, call the Senior Area Manager, and if the Senior Area Manager isn't available, contact the Regional Vice President.

**POLICE: 911**

**AM:** _____        **RELOCATION SPACE:**

**RM:** _____

**RVP:** _____

# Big & Small Behavior Interventions

Click here to download

# Big Behavior Interventions & Small Behavior Interventions

**RIGHT Bites**

At Right At School, SAFETY is our number one priority. There are times when we must handle BIG BEHAVIORS (severe/egregious) as well as SMALL BEHAVIORS (misconduct/escalations). Remember, we cannot control others, but we CAN respond appropriately.

## HOW DO I RESPOND?

✔ Maintain control of yourself

✔ Respond to support the safety of others

✔ Document thoroughly

## HOW? Take a step back:

✔ Restate expectations

✔ Set consequences

*take a deep* **breath**

The following Right Bites will give you examples of what to do when you need to step in and control a situation. Some will be BIG and need your urgent attention. Some will be SMALL.

RIGHT AT SCHOOL

# Big Behavior Interventions
handling severe/egregious behavior

**RIGHT Bites**

**Severe/Egregious student behaviors refer to actions or conduct by students that are particularly severe, disruptive, or in violation of established expectations within Right At School.**

**Bullying & Harassment:**
Repeated, intentional acts of aggression, intimidation, or harassment towards fellow students, which can be physical, verbal, or online.

**Destruction of Property & Theft:**
Damaging or stealing RAS or school property or the property of others.

**Physical Violence:**
Physical altercations resulting in serious injury, repeated fighting causing a hostile environment and/or injury, and threats of extreme violence in the school setting.

**Hate Speech:**
Engaging in targeted discriminatory or prejudiced speech, which can create a hostile environment for others.

**Eloping:**
Leaving the designated RAS program premises without authorization, permission, or knowledge from RAS staff members.

**Inappropriate and/or Sexualized Behavior:**
Direct or indirect gestures, comments, or actions that are sexual in nature and/or jeopardize the safety and well-being of any Right at School patrons.

**Inappropriate Items: Substance Abuse/Toy Weapons/Explicit Content:**
The use or distribution of drugs/alcohol, bringing toy weapons/inappropriate subject matter on RAS school premises.

**Bathroom and/or Hygiene Concerns:**
Repeated instances of students inadvertently soiling themselves or creating a hazardous environment due to a lack of control over bodily functions, such as bowel or bladder movements. This is especially relevant to children who cannot clean up after themselves.

# Big Behavior Interventions
## physical/verbal violence issues

**RIGHT Bites**

**IF...**

**THEN...**

### Students are fighting/being violent towards each other

**1** Give a sharp verbal command first (e.g. "STOP!")

**STOP!**

If students ignore, place arm between students & start moving your body backwards, continue to give verbal commands; natural space between students should be created by your body moving back and your arm acting as a barrier/guide.

**2** Continue to verbally direct students to locations that will keep them separate.

**3** Use reflection when calm to create restoration.

---

Green
### Students fighting over items

1) Give a sharp command (FREEZE!).
2) Remove item being fought over
3) Time out item for 1 min (set timer) & verbally remind of expectations. Give back item.
4) Time out item for rest of transition is behavior repeats.

Green
### Minor property destruction

1) Give student space; offer replacement behaviors (Let's throw this ball as hard as we can instead!). Praise if redirected.
2) If offer rejected, replay with "Okay, I will wait until you're ready". Continue to give space; offer no further attention to behavior until stopped.

Remember: ALL materials can be replaced; the safety or people is priority here.

Yellow
### Student involved in mid-level physical violence:
(Hitting, biting, scratching, pulling hair, pushing, etc.)

1) Utilize the same response structured modeled on top of the page.
2) Remember, restoration should occur after all students involved de-escalate.
3) Administer first aid or other care if needed.

Red
### Major property destruction

1) Give a sharp command (STOP!) & offer replacement behavior (Let's rip up all this paper together!). Praise if redirected.
2) If offer rejected, give ample space and clear room of other students. Continue to offer calm down strategies from afar. Call for additional help if needed.

Red
### Student threatens violence (major or minor)

1) MINOR ("I'm going to kill you!"): Offer calm down strategies and be patient. Once calm, reflect on appropriate words & practice restoration if needed.
2) MAJOR ("I'm bringing a weapon tomorrow."): Take threats seriously. Contact your Supervisor immediately & report to family at pick up.

Red
### Student causes major injury
Concussion, broken bone, excessive bleeding, etc.

1) Tend to the hurt person FIRST. Call 911 if injury is serious enough.
2) Contact your supervisor; they will contact other needed parties (licensing, inclusion, school, etc).
3) Call the family of the child who acted aggressively for immediate pick up.

# Big Behavior Interventions
## bathrooming issues

**RIGHT Bites**

## IF...

## THEN...

### Student has bathrooming issues

**1** If student can clean themselves: Offer unconditional support. Partner with family to provide extra clothes and cleaning supplies (such as wipes) if needed.

*it's okay*

**2** If child cannot clean themselves: Contact family to pick up student right away. Contact your Area Manager immediately as well.

Don't forget to write an incident report!

REPORT

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Green

**Student can't button /zip their own pants**

1) Bring student into line of site of others.
2) Ask student permission to assist; talk them through each step you help with out loud.
3) Recap with family at pick up; set goal for practice and, eventually, independence.

Green

**Student needs reminders/is scared of bathroom**

1) Set reminders to offer potty breaks. Request they try to go even if they decline.
2) Think of practical solutions (cover automatic flush if child is scared, have staff have foot in door if child doesn't like to be alone, etc).

Yellow

**Student refuses to change clothing after accident.**

1) Give student ample choices to change (discrete/non-shaming).
2) If student refuses, let them know they will not be getting privileges until clothes are changed "I'll get the legos out as soon as I see clean pants on!").
3) Call family is no resolve after 20 min.

Red

**Student cannot clean self/causes hygiene concern in environment**

1) Ensure no hazardous material is being spread around RAS space.
2) Call family for immediate pick up & write incident report.
3) Sanitize any affected space; don't forget your own safety-wear gloves!
4) Contact your Supervisor.

Red

**Student wears a diaper or pull up**

1) Call family for more information ("Can this child change themselves?").
2) If YES, confirm with family that they will send extra supplies daily. If NO, contact your Supervisor immediately and send home if in program.

Red

**Student has an accident in program space**

1) Refer to example listed on top of page; can student clean self?
2) If YES, ensure student has opportunity to clean self. offer reassurance.
3) If NO, call family for immediate pick up and contact your Supervisor. Don't forget to write an Incident Report.

# Big Behavior Interventions
## eloping issues

**RIGHT Bites**

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**IF...**

**Student elopes/runs from program space**

**THEN...**

**1** Give a sharp verbal command first (e.g. "STOP!")

**STOP!**

**2** If students ignore verbal prompt, maintain visual supervision on the student while following behind at a distance.

**3** Provide ONE more verbal prompt that reinstates your expectation and gives a choice

"Sally, I will not talk to you until you start walking back to class. You can come now with me and we can talk this out or I will wait here until you are ready."

Do not engage any further with the student.

**Missing Child Procedures**

If they leave school premises or you lose site of the student, follow missing child procedures.

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**Green**

**Student lags behind during transitions/doesn't join the group**

1) Continue to move group along; often times ignoring behavior will help the lagging student move along too.
2) Pass rest of group if needed; reinstate expectation and consequence ONE TIME. Praise if redirected. DO not engage is not & write incident report.

**Green**

**Student hides within program space**

1) Offer student alternative coping strategy (calm down space, noise cancelling headphones, etc.).
2) If not redirected, ignore behavior. Loudly praise others in group. Praise child when reintegration is chosen by them.

**Yellow**

**Student hides on campus (school/playground)**

1) Pass rest of group if needed; reinstate expectations and consequence ONE TIME to running child. Do not engage further unless child redirects.
2) Wait it out; praise and engage as soon as they follow directions.
3) Look in Supervisor and give incident report at pick up.

**Red**

**Student runs off campus (woods, street, etc).**

1) Follow student as much as possible. Give sharp commands (STOP!)
2) Call 911 and Supervisor if child does not redirect within 5 minutes.
3) Follow missing child procedures if site of child is lost.
4) Write incident reports.

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**!!! Important**

**Eloping behaviors are ALWAYS:**
**1) A reaction and flee to overstimulation of senses within the body (handled with unconditional support and accommodations).**
**2) Attention Seeking (handled with planned ignoring and expectation setting).**

# Big Behavior Interventions
## inappropriate touch/behavior issues

**RIGHT Bites**

**IF...**

**THEN...**

**Student is involved in inappropriate touch/behavior**

**1** Pull student aside for a quiet and private conversation (while still within visual proximity of others).

**2** Have a serious conversation about safety and appropriate behavior.

**3** Separate children involved and contact your Area Manager right away.

Don't forget to write incident reports and conduct a mandated report.

Mandated Reporter

REPORT

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**Green**

**Student using inappropriate language/playing explicit music or content**

PARENTAL ADVISORY EXPLICIT CONTENT

1) Remind of RAS expectations ("It might be okay to do A at home, but at RAS we do B because of ..."). AKA level with student.
2) Reinstate expectation and consequence for not complying. Hold accountable.

**Yellow**

**Student undresses self**

1) Remove all observable parties, especially other kids.
2) Give child ample space between you and child.
3) Give commands and reinstate expectations continuously ("we can go in when we put clothes back on."
4) Write incident report.

**Yellow**

**Student inappropriately touches self or exposes self**

1) Remind of RAS expectations (and name emotions (it makes others feel uncomfortable when...").
2) Practice restorative practices if needed.
3) Write incident report.

**Red**

**Inappropriate Items: Substance Abuse/Toy Weapons:**

1) Take item if possible; explain safety expectations to student.
2) Immediately call Supervisor who will loop in appropriate parties (Licensing, Inclusion, school, etc.).
3) Call family; inform them an incident report will be available at pick up.

**Red**

**Student discloses an inappropriate touch but no one saw**

1) Use empathy and unconditional support.
2) Do not ask follow up or leading questions.
3) Contact Supervisor immediately; they will loop in appropriate parties (licensing, inclusion, school, etc).
3) Get next steps from Supervisor.

**Red**

**Student inappropriately touches another student/staff**

1) Remind student of appropriate expectations.
2) Call family for immediate pick up.
3) Contact Supervisor immediately; they will loop in appropriate parties (licensing, inclusion, school, etc).
4) Get next steps from Supervisor.

**NOTE: Mandating Reporting should be conducted for ALL yellow and red colored scenarios.**

# Big Behavior Interventions
## handling severe/egregious behavior

**RIGHT Bites**

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**IF...**

**THEN...**

**Student bullies other students**

**1** Pull student aside for a quiet and private conversation (while still within visual proximity of others).

**2** Have a serious conversation about the damage of bullying; reinstate that this behavior will not be tolerated in the classroom.
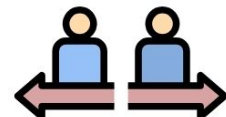
DON'T BULLY BE A FRIEND

**3** Use restorative practices to combat behavior:

"Sarah, you contributed to an unsafe classroom and now we need to make it right."

"How do you think we should do that?"

If behavior continues, separate students immediately and reach out to your Area Manager for additional guidance.

---

**IF...**

**THEN...**

**Student hurting themselves**

**1** Acknowledge student's feelings:

"Jenny, I see you are frustrated because you are hitting your head on the wall."

**2** Reinstate expectations:

"I care about you and want to help. I don't want you to get hurt."

**3** Give an alternative physical outlet:

"Why don't we throw this ball as hard as we can at the wall instead."

**4** Praise for accepting choice:

"Thank you for being safe. I bet you can't throw the ball harder than I can! Let's try."

# Big Behavior Interventions
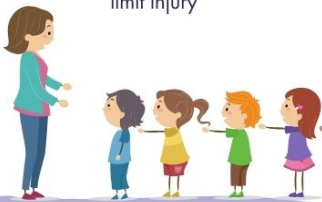## handling severe/egregious behavior

**RIGHT Bites**

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## IF...

### Student throwing objects causing safety concerns

## THEN...

**1** Move other students from space to limit injury

**2** Staff maintains a good amount of distance; while keeping eyes on student.

**3** Tell student you are ready to support them when they can use their words, even if they are messing up the classroom.

"I want to help you - please use your words."

**4** Once student stops, provide 2-3 positive & restorative calm down strategies to debrief.

inhale exhale

**5** Help student clean up the space.

If student is attempting to cause significant property damage (e.g. breaking window), DO NOT intervene and call AM immediately.

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## IF...

### Student says racist remarks towards others

## THEN...

**1** Pull student aside for a quiet and private conversation (while still within visual proximity of others).

**2** Have a serious conversation about the damage of racism & prejudice; reinstate that this behavior will not be tolerated in the classroom.

If behavior continues, hold student accountable to restorative practices before given them desired activities:

"Billy, I'm not willing to get out the Legos until we make up for the hurtful words you said earlier."

"What do you think we should do to make this right?"

# Small Behavior Interventions
## handling misconduct/escalation

**RIGHT Bites**

## Asking...
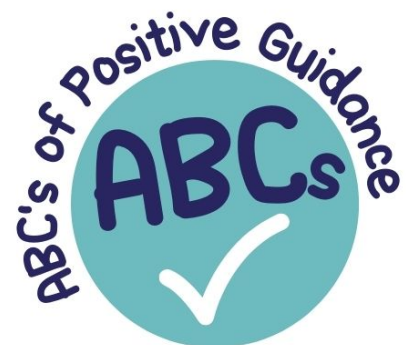
"Why are you screaming like that?!"

Why are you crying?!

"Why aren't you listening to me?!"

"Why aren't you playing this fun game?!"

...will end up frustrating everyone. Instead we'll use the...

**ABC's of Positive Guidance — ABCs ✓**

# A NTECEDENTS
What we as staff put in place to <u>prevent</u> behaviors ("Ante" = "Before").

# B EHAVIOR TEACHING/MODELING
How we set expectations and model appropriate behavior with students to reinforce positive and appropriate choices.

# C ONSEQUENCES
How we act after behavior; consequences can be positive, natural, or restorative.

# Small Behavior Interventions
## handling misconduct/escalation

**RIGHT Bites**

Here are some tips you can use in various situations for smaller behavior issues such as defiance, frustration, etc. Every situation is different, so you may need to try different techniques.

# ANTECEDENTS

What we as staff put in place to prevent behaviors ("Ante" = Before).

**Positive Guidance**

Positive child guidance is the BASELINE for all we do at RAS. Positive guidance involves using nurturing and constructive approaches to encourage appropriate behaviors and healthy development in children. It focuses on teaching and modeling what a student needs TO DO (rather than what NOT to do), sets clear and consistent boundaries, and offers positive and restorative consequences for behaviors. Above all, positive guidance starts with us: our mindset must believe all children are capable of success, even if they exhibit difficult behaviors.

**Transition warnings**

Giving a "heads up" that change is about to happen. Example-Use 5, 3, and 1 minute prior to a transition and verbally tell your kids what is happening next. PRO TIP: Don't forget to play transition games for a seamless move!

**Clear expectations & visual schedule**

Make expectations as a classroom community. Hang them up and review them (along with your schedule) so frequently that all students are able to use the same common language and understand what is expected of them. Do this at the start of program and in between transitions. Use these to hold accountability and to to praise kiddos when they follow expectations.

**Check for understanding**

When providing instructions to students, it is crucial to assess their comprehension of the given tasks. You can achieve this by employing techniques such as seeking confirmation through a thumbs-up gesture or having students repeat the information back to you.
For example, you might say, 'We will be heading outside in 3 minutes. How many minutes?' and the students respond with a resounding '3.'"

**Fidgets or sensory tools**

Used as a calm down strategy (only offered when escalated in a quiet place), an antecdent and tool to keep hands to self (only offered between transitions), or as a focus-tool (only offered during times of instruction of stillness in the classroom). Also great for sensory supports.

**RIGHT Bites**

Here are some tips you can use in various situations for smaller behavior issues such as defiance, frustration, etc. Every situation is different, so you may need to try different techniques.

# BEHAVIOR TEACHING/MODELING

How we set expectations and model appropriate behavior with students to reinforce positive and appropriate choices.

**Modeling**

Modeling expected behaviors is crucial for students because it provides them with clear examples of how to behave appropriately in various situations, fosters social and emotional learning, and reinforces expectations. It enhances their understanding and confidence, promoting consistent adherence to established standards.

Example: standing at a safe distance from the swings so as not to get hurt.

**Redirection/ Distraction/ Give leadership roles**

- "What should we be doing right now?" (Redirection)
- "I need help passing out the snack." (Distraction)
- Identify and name emotions as frequently as possible; give correlating replacement behaviors/calm down strategies if needed to assist with emotional regulation.

**Give choices / restate expectations**

- "We're playing Legos or parachute right now for the next 10 mins, please choose one to join or watch."
- "Would you like to line up now or in 30 seconds when this timer goes off?"

**Descriptive praise**

Praising students in great detail when they are completing desired tasks. Sometimes this also includes praising other students loudly for following directions when we notice another student is triggered and beginning to escalate (this may help them redirect their focus on to what they are supposed to be doing.

Example- You are doing such a wonderful job sharing your Legos! Thank you for following directions with a good attitude and making other's feel included.

**Calm Down Strategies**

Offering choices of appropriate calm down strategies is critical in teaching self-regulation. Something as simple as "Johney, you are not being safe with your body like we talked about. Would you like to take some time to yourself in the quiet corner or should I pull out Legos in your assigned seat for five minutes to give your body a break?" helps redirect students. Remember, it is okay for kids to have big feelings, but it is our job to teach them how to work through them.

# Small Behavior Interventions
### handling misconduct/escalation

**RIGHT Bites**

Here are some tips you can use in various situations for smaller behavior issues such as defiance, frustration, etc. Every situation is different, so you may need to try different techniques.

## CONSEQUENCES

How we act after behavior; consequences can be positive, natural, or restorative.

**Positive consequences**

Positive consequences are important for students because they provide motivation and reinforcement for desirable behaviors and achievements. They offer students a sense of accomplishment, encourage continued effort, and help build a positive learning environment.
Examples would be verbal praise and encouragement, privileges, additional responsibly, special recognition and group acknowledgment.

**Reflective consequences**

Reflective consequences teach that a child did not meet the expectations and acted inappropriately, resulting in a lesson needing to be learned:  Time owed of a person/place/thing (use timer) and Leadership opportunities are a great way to help a student reflect after inappropriate behavior takes place. Remember, we only use consequences after the child has completely calmed down (use calm down strategies first).

**Restorative consequences**

Restorative consequences teach a student that harm or damage has been caused, and that steps need to be taken to fix the situation:  REFOCUS forms (visual or written) are a great tool to use for inappropriate physical/verbal actions (teaches emotion coaching and reflection). The goal is to have the student come to the conclusion that an apology is needed without you telling them. Community Services (such as cleaning up the classroom) can be utilized when damage to an area has occurred.

**Natural Consequences**

Natural Consequences occur when a child does not follow expectations and a correlating event because of it. For example, if we ask a child to not kick a soccer ball at a window, but the child continues to do so and the window breaks, that is a natural consequence they now much be held accountable to. We want to name natural consequences, check for well-being after they occur, and then help with reflection and/or restoration.

## Consequences should...

### always...

- be quick, quiet, and private.
- reinforce accountability, help kids understand that everyone makes mistakes,
- teach emotional regulation and appropriate choice making for the future.

### never...

- be shaming, blaming, or isolating in nature.
- remove a child from the group (we do not believe in time out).

# Blank Incident Injury Report

Click here to download

# Incident/Injury Report

Complete a unique report for each student involved. If emergency medical treatment is required, dial 911.

Student's First & Last Name: _____

Date: _____     Time of incident/injury: _____

School:_____     Staff completing report: _____

Name of parent/guardian contacted (BS/AS only): _____ Contact time (BS/AS only):_____

School Administrator contacted (Recess only): _____

Describe the incident in detail: (use additional space/pages if needed)

_____
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_____     _____     _____
Right At School Program Manager Signature    Parent/Guardian (BS/AS)    Area Manager Signature
                                             or Admin Signature (Recess only)

# Family Portal (LineLeader) Practice Checklist

Click here to download



AM: FIRST = make sure all site's accounts activated beforehand

**RAS Family Portal Practice**
All PMs open laptops (share screens if need)

Download the Right At School App!

☐ 1. **Show how to login**
   a. www.rightatschool.com/portal (AM has password information)

☐ 2. **Show how to add staff**
   a. Manage > People > +Add > (First & Last Name, Type = Staff, no email, Default Group = Right At School > Save

☐ 3. **Show how to check self and staff in**
   a. Search > Staff Name > Check-In > Check-In at bottom > Ok > Dashboard

☐ 4. **Show how to check students in (before & after school)**
   a. AM: Remind PMs - you'll want to plan to be at the family check in/out table to help families download the Right At School App (show flyer) >
   b. Before School: Once families have the Right At School App, they can use the QR Code to check their kids in. Families click on the QR Code icon on the top right of their app dashboard and select "QR Code Check in/out. Families scan the QR Code using the in-app camera (on your site laptop or printed sign) and select "Submit". As an alternative, they can also check-in using their PIN, but we recommend using the QR Code.
   c. Need printed site QR code? Manage > People > PIN Check In > save image as & drop in Canva/Google Doc
   d. After School: Electronic: Right At School (blue text) > Not Checked In > Check-In at bottom > Ok. If need Paper: Reports > Attendance Grid by Date > date > schedule type (can select multiple) > update.

☐ 5. **Show How to find family PIN Codes**
   a. Search > type in Family name > click "Manage" > scroll down to see PIN code
   b. Can also run a Profile Report = Reports > Profile Report > Type = Family > Field = Pin Code

☐ 6. **Show how to use a punchcard if a family has forgotten to pre-schedule (or is telling you they will use in the future):**
   a. Search > student name > Scheduling > If parent/guardian doesn't pre-schedule, click on "preschedule" and put in the correct date (it can be today's date)
   b. (If pre-scheduled, students who have a scheduled punch / drop-in for that day, will appear on your daily roster)

☐ 7. **Show how to find and print Contact Roster**
   a. Reports > Contact Roster > Update (print regularly as needed for updated info)

☐ 8. **Show how to find and print Medical Info Report**
   a. Reports > Profile Report > Fields = Allergies, Important Notes, Special Needs > Update > Export CSV > Open in Google Sheets (this is your Medical Info Report)

☐ 9. **Show how to send Announcements/Messages and Notifications**
   a. Announcements and Messages will only alert those with activated Portal Accounts. Notifications are to use when you need to notify all parents. Whether they are activated or not.
   b. Messages (to connect with specific people, for ex: "need child's forms") = Message icon > New Message > Choose recipients > fill Subject > fill Body > Send
   c. Announcements (to quickly communicate with ALL families/staff, for ex: "pick-up door change") = Content > Announcements > Add > Create > Save (to edit, click 3 Dots > Edit)
   d. Notifications (to send urgent & crucial messages, for ex: "school emergency closure") = Moments (+ icon) > Moment Type (Notification & "Tag everyone") > Moment Details (Check all the boxes for Email, SMS, and Push) > fill with templated copy from the Family Engagement doc > Click "Yes, send it!" > Email will be sent from donotreply@rightatschool.com

# Missing Child Procedures (updated 7.2024)

Click here to download

## Right At School Missing Child Procedures

**If a student scheduled to attend is missing, follow these procedures IMMEDIATELY.**

Step 1: Check attendance – is student scheduled today?

Step 2: Check with school office – absent today? In another afterschool program?

Step 3: Check Name-To-Face for last recorded whereabouts.

Step 4: Check all program space; ask colleagues/other students.

Step 5: Call & text emergency contacts in order. Leave voicemails until you get a live person. Tell them steps taken so far.

Step 6: Call Area Manager: _____

**Fill in phone #'s and keep on clipboard at all times.**

If you can't get a hold of AM – call in following order:

| Regional Manager | Regional VP | Sr. Director of Risk & Compliance | Sr. VP of Operations |
|---|---|---|---|
| _____ | _____ | Penny Swift: 718-614-8627 | Leah Oliva: 312-718-1577 |

Step 7: If you cannot locate the child, call 911. Work with police until student is found.

Step 8: Inform emergency contacts and Area Manager of resolution.

updated Aug 2023

# Name to Face Count Form

Click here to download

**RIGHT AT SCHOOL**

Date: _____

School: _____

Program Time: AM □ PM □ Full Day □

Program Type: RC □ KWrap □

Camp □ PreK □

Group Name (if applicable):

_____

End of Program Verification (PM only) □

PM Signature _____

Notes:

| | Student Name | Health Check | Picked Up | Time Start | Location From | Location To | Time End | Staff/Child Ratio | Staff Initials | Staff Verified | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
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| 3 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 4 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
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| 7 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 8 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 9 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 10 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 11 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 12 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 13 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 14 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 15 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 16 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 17 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 18 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 19 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |
| 20 | | ☺ ☹ | | | | | | | | | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | \| | |

1st Staff Name: _____ Time In: _____ Time Out: _____

Break Time Start _____ Break Time End _____

2nd Staff Name: _____ Time In: _____ Time Out: _____

Break Time Start _____ Break Time End _____

3rd Staff Name: _____ Time In: _____ Time Out: _____

Break Time Start _____ Break Time End _____

# Safety Shields Matrix

## Click the link at the side of this page under attachments to download a PDF

| Safety Shields Matrix | RAS Safety Expectations Shields<br>Safety is priority number one, non-negotiables | RAS Active Supervision Shields<br>See Something, Say Something, classroom management, safe under our watch |
|---|---|---|
| Attendance & Missing Child Procedures | Must get parent/guardian or front office confirmation of student absence.<br>Parent/Guardian IDs must be checked & confirmed authorized at pick-up. | Immediately start supervised activities as soon as kids enter the program.<br>Always face the door(s) and keep secure. Greet everyone who enters the program space. |
| Transitions & Name-To-Face | Fill in according to that day's UPDATED attendance roster.<br>At least 2 students must travel with an adult. Remaining group must be in ratio. | At the door - wait for more! Kids wait for staff & next instructions at doors.<br>Never leave children unattended. Kids remain in designated program spaces. |
| Bathroom Supervision | Always go as a group.<br>Always check bathroom before (no adults) & after (no students left behind). | Always plan for Waiting Games to keep waiting students engaged.<br>Staff outside bathroom supervising by ear, checking feet under stalls, etc. |
| Incidents/Injuries | Use gloves when applying first aid (band-aids, cleaning scrapes, etc.)<br>Any head injuries – must call parent/guardian & must report to licensing. | See Something, Say Something – We are Mandated Reporters & must report if we observe any incidents/injuries or suspected abuse/neglect.<br>Stay in observable visual & auditory range of other staff when helping injuries. |
| Personal Boundaries | Appropriate interactions: fist bump, thumbs up, high five, positive guidance.<br>Never: being alone, holding hands, sitting on lap, hugging, kissing, massaging, touching privates, tickling, piggyback rides, preferential treatment, etc. | See Something, Say Something (must call out or report any observed violations).<br>Always assist by being in observable range when staff need 1:1 time with child. |
| Mandated Reporting | If you observe suspected child abuse/neglect, you must report it.<br>Mandatory reporting of child abuse/neglect is the law. | Do not "investigate" further. Leave it up to child welfare officials.<br>If you observe an employee violating policy, you must report it. |
| Outdoors/Indoors & Game Play | Kids always wait at door for Educator before going outside/gym.<br>Always remind of outdoor/indoor expectations (stay in sight of RAS staff) "If you can see me, you're in the right place." | No one's "out" (10 jumping jacks to reenter, etc.) to ensure kids stay engaged.<br>Slow games down when too active & end games on a high before kids get bored which can lead to unsafe behavior. |
| Medication, Documents & Personal Identifiable Information (PII) | First Aid Kit should always be compliant, stocked & accessible. Medications should be stored out of reach of children & emergency medications (epi-pen, inhaler) are readily accessible to staff responsible.<br>PII (student data, family info, etc.) is always protected & secure. | Medication must be administered in presence of at least 2 staff members and sign Medication Administration Log.<br>All staff must hold each other accountable that we have medication waivers, labeled medications in original containers & we're not relying on school nurse. |
| Program Space & Ourselves | We make sure our RAS polos are visible so kids know who to go to for help.<br>Always at least 2 staff at end of day. | NO PERSONAL CELL PHONE USE - We MUST always be fully aware.<br>Stagger staff throughout the space, know who & where you're supervising. |

# Team Huddle Agenda- Station Rotation

Click here to download

**Team Huddle Agenda**
☐ Station Rotation - Students Move
or
☐ Station Rotation - Materials Move

RIGHT AT SCHOOL
**FRONT**

Date:

Program:

Program Time: AM ☐ PM ☐ Full Day ☐
Program Type: RC ☐ KWrap ☐ Camp ☐ PreK ☐

Scheduled Staff (and Assigned Name-To-Face group):

Staff Reminders/Notices:

PRAISE: Shout outs, call outs, and wins!

POLISH: Current Behaviors/Needs/Other Concerns:

Staff Prep and Set-Up Assignments:

Staff Clean-Up/Tear Down Assignments:

Elective/Extra-Curricular Notes:

Staff Dismissal Times:

# Team Huddle Agenda

RIGHT AT SCHOOL
BACK

☐ **Station Rotation – Students Move**
or
☐ **Station Rotation – Materials Move**

Program Manager on Duty:

This Week's Right Bite, Curriculum Unit, and I AM:

| NOTE: PRINT ENOUGH PAGES SO EACH GROUP/N2F HAS A LINE BELOW. | Attendance, Bathroom, Snack | Town Hall, Language Adventures, Right Moves | Homework Help/ Academic Support | Playright Fitness | Daily Double A (choose one or both) | Daily Double B (choose one or both) |
|---|---|---|---|---|---|---|
| Times | _____ | _____ | _____ | _____ | _____ | _____ |
| Group : Lead: Support: | Location: | Location: | Location: | Location: | Location: | Location: |
| Group Lead: Support: | | | | | | |
| Group Lead: Support: | | | | | | |

Attention Getters & Transition Games to try out this week;

| NOTE: PRINT ENOUGH PAGES SO EACH GROUP/N2F HAS A LINE BELOW. | Attendance, Bathroom, Snack | Town Hall, Language Adventures, Right Moves | Homework Help/ Academic Support | Playright Fitness | Daily Double A (choose one or both) | Daily Double B (choose one or both) |
|---|---|---|---|---|---|---|
| Times | _____ | _____ | _____ | _____ | _____ | _____ |
| Group :<br>Lead:<br>Support: | Location: | Location: | Location: | Location: | Location: | Location: |
| Group .<br>Lead:<br>Support: | | | | | | |
| Group :<br>Lead:<br>Support: | | | | | | |
| Group 1<br>Lead:<br>Support: | Location: | Location: | Location: | Location: | Location: | Location: |
| Group 2<br>Lead:<br>Support: | | | | | | |
| Group 3<br>Lead:<br>Support: | | | | | | |

# Team Huddle Agenda- Whole Group

Click here to download

# Team Huddle Agenda
## Whole Group

Program Manager on Duty:

This Week's Right Bite, Curriculum Unit, and I AM:

**Bathroom & Snack Time:**

GROUP 1:

GROUP 2:

Game outside bathrooms:

**Town Hall, Language, Right Moves Time:**

GROUP 1:

GROUP 2:

Right Moves activity:

**Homework Help Time:**

GROUP 1:

GROUP 2:

Quiet activities:

**PlayRight Fitness Time:**

GROUP 1:

GROUP 2:

Activities:

**Daily Double A and/or B:**

GROUP 1:

GROUP 2:

Activities:

**Self Directed Inquiry Time:**

GROUP 1:

GROUP 2:

Activities:

Attention Getters & Transition Games to try out this week:

# Refocus Form Written

Click here to download

**RIGHT AT SCHOOL**

**RAS Positive Student Guidance: *Refocus Conversation Form***

Student Name _____

Date _____ RAS Group/Setting_____

*We're sitting down together to talk because something you did went against our expectations to be* **respectful, active, fun, and safe.**

*We'll use this form to help you understand what you need to do differently to rejoin the group.*

Read aloud if needed, having student check off which apply:

_____I hurt somebody physically.　　　　_____I hurt somebody's feelings.

_____I ran where I was supposed to walk.　　_____I was interrupting the teacher.

_____I was disrespectful to an adult.　　　_____I was disrespectful to a student.

_____I was not following directions.　　　_____My voice was too loud.

_____I was unsafe in some way (specify): _____

_____I mistreated materials, equipment, furniture, or someone else's belongings.

_____Other (specify):_____

*Do you know why you chose this behavior?*　　　□ yes　□ no

　　　If yes, invite student to talk seeking a root cause to build insight, help problem-solve, and support. Still complete this form for the student's personal responsibility and future success.

*From now on, I will...*

_____Keep my hands and feet to myself.　　_____Use kind, respectful language with others.

_____Be an active, respectful listener.　　　_____Walk when and where I am supposed to.

_____Follow directions.　　　　　　　　_____Use the voice level I am supposed to use.

_____Leave others' belongings alone.　　　_____Be safe with myself and others.

_____Treat materials, equipment, furniture with care.

*Do you understand the expectations you just checked off above?*　　　□ yes　　□ no

*Are you ready to rejoin the group following these expectations?*　　　□ yes　　□ no

Student Signature: _____

Staff Signature_____

Date of parent communication _____PM Initials_____

Notes:_____

# Visual Refocus Conversation Form

Click HERE to download

# Child Inclusion Visual Instruction Sheet

## Visual Refocus Conversation Form

No two learners are alike. Some learn better through listening, or auditory input, some learn better through reading/seeing, or visual input, and some learn better through doing. For younger students and those with developmental differences, who are still learning to communicate and understand what people in their environment are communicating to them, it is especially important to present information in ways that match each student's learning style and optimizes their ability to learn. This **Visual Refocus Conversation Form** can be used as an alternative to the **Refocus Conversation Form**.

### When to Use:

- In place of traditional **Refocus Conversation Form** – this form is used as a part of the **Right At School Progressive Guidance Steps** after you have had an **I-ESCAPE Conversation**.

### Different Ways to Use:

- Always pull the student to the side to make sure this is a private conversation, and that there are no other students present.
- Fill out the top of the form before beginning the conversation, and make sure to indicate how many forms you have filled out that day (upper right corner).
- Go through the entire form (front and back) with the student. Allow the student to circle the appropriate answer(s) to each of the **four** questions that are posed if they can. Otherwise make sure the student is attending to the form as you circle the responses they provide.
- Combine verbal and nonverbal throughout form (e.g., pointing to the pictures as you read the words).

### Example Conversation Using this Form:

1. Introduce the form: *We're sitting down together to talk because something you did went against our expectation to be respectful, active, fun, and safe. We will look at some pictures to help you understand what you need to do differently to rejoin the group. Are you ready?*
2. *What happened?*
   a. If the student responds verbally, you can say *That's right. You were shouting, and some of our friends are still doing their homework…*
   b. If the student does not respond verbally, point to each picture while you label, e.g., *Were you talking, were you running…*
3. *How do you feel?*
   a. Have the student point to what they are feeling or go through each emotion aloud, while pointing, to help them identify their feeling(s).
4. *What can you do differently next time that would be (safer/kinder/etc.)*
5. *Now that we've talked about this, are you ready to rejoin the group? You can tell me with your words or point to the thumbs up or thumbs down.*

RIGHT AT SCHOOL

## Visual Refocus Conversation Form

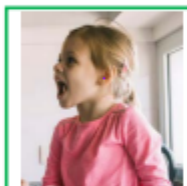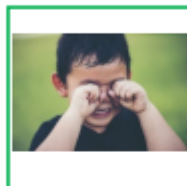**Student Name** _____   **Date** _____

**RAS Group/Setting** _____

*We're sitting down together to talk because something you did went against our expectation to be respectful, active, fun, and safe. We will look at some pictures to help you understand what you need to do differently to rejoin the group.*
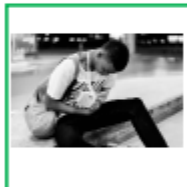
### What happened?

I wasn't sharing     I was talking     I was unkind     I was shouting

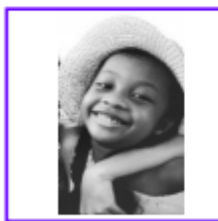I was being rough with materials     I hurt somebody     I wasn't listening     I ran
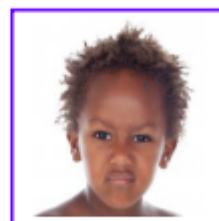
### What am I feeling?
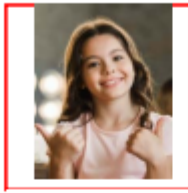
Confused

Sad     Happy     Angry

Embarrassed     Hurt     Scared

## What can I do next time?


**Hands to myself**


**Listen**


**Be safe**


**Use kind words**


**Walk**


**Share**


**Be quiet**


**Wait Patiently**

## Are you ready to rejoin the group?


**Yes**


**No**

**Staff Signature** _____

**Date of Parent Communication** _____ **PM Initials** _____

**Notes:** _____
_____
_____

**My Name:**