

## Two Plus Two Plus Two Assessment of Behavior and Life Skills Policy

Clark Fork School has long been a place where all children are welcomed. We value the unique abilities, talents, and interests of each individual in our care and work to foster a sense of community that accepts a diversity of personalities and backgrounds. Because of our unique educational style and philosophy, we often find our classrooms delightfully full of children who benefit most from a culture that is decidedly different from the more traditional classroom with rows of desks and preset curriculum content.

Because of our open-ended curriculum style, our efforts to allow children to move at varying paces, our desire to meet individual needs as much as possible, and in some cases, our multi-aged classrooms, it is imperative the children enrolling in our program be making age-appropriate progress in the following areas that are specified in our Life Skills Continuum:

### Individual Skills

- Utilizes individual problem-solving strategies
- Practices responsibility and cooperation within the community
- Participates in routine activities
- Adapts to changes in routine
- Follows verbal and written instructions independently

### Social Skills

- Practices active and respectful listening
- Recognizes and respects different viewpoints
- Participates in group activities
- Contributes to group projects
- Handles conflict appropriately
- Takes turns and shares
- Helps others in need

### Study Skills

- Asks appropriate questions to gain information
- Keeps personal and classroom materials organized
- Completes tasks in a timely manner
- Puts forth an honest effort

While we do not expect children of all ages will have mastered these skills before entering Clark Fork School, we do expect there will be enough mastery that the individual child's behavior and skill level will foster three things:

- The individual's own ability to learn and participate in instructional activities
- The group's ability to participate in planned instruction and activities
- The individual and group's sense of social well-being in the classroom community

It is our ultimate goal to provide an excellent, well-rounded education for all of our students, and to assure that the classroom community is such that the greater good of our student population is being served while protecting the rights of the individual to be different. In other words, every child should have the right to feel safe, to feel valued, and to receive appropriate instruction, and no child has the right to impinge on those same rights of others in the community. To this end, we wish to refine and clarify our policy regarding participation in our classroom community. Please review and sign the following document describing **The Two Plus Two Plus Two Assessment Period** to acknowledge you have read and understand it. If you have further questions, feel free to contact the director, a teacher or a board member.

## The Two plus Two plus Two Assessment Period

### First Two weeks:

During the first two weeks of an individual's enrollment in class teachers will observe and take note of each community member's maturity with regard to the skill sets listed in our Life Skills continuum. If at any point during the school year there is a significant discrepancy between expectations for the age of the child and a particular child's behavior, a meeting will be held with the director, teachers and parents to discuss the following:

- The teachers' observations
- Specific discrepancies between expectations and actual behavior
- Mitigating circumstances that may be affecting behavior
- Possible modifications that may help the child develop the life skills in question

### Second Two Weeks:

In the two weeks following the before-mentioned meeting, the skills in question will again be observed and recorded. A follow-up meeting will be scheduled with the director, teachers and parents to discuss:

- The effectiveness of modifications initiated
- Alternative modifications or additional plans that may be implemented such as:
- Requirement for parent or guardian supervision while at school
  - The hiring of an additional aide at the parent's expense to meet the child's needs
  - Partial-day attendance
  - Recommendation for academic evaluation by trained professionals
  - Possibility of release from contract if it is determined that the child's unique needs cannot be met at Clark Fork School

### Third Two Weeks:

In the two week period following the second meeting with parents, the life skills of the child will again be evaluated and documented. If progress is being made by the child as a result of the adjustments initiated by parents and teachers, further meetings may be held on an as-needed basis. However, if the director, teachers and/or parents do not feel that the child's needs, in conjunction with the needs of the other students, are being met, a final meeting will determine if the relationship between student and school should be discontinued. Either party has the right to terminate the relationship at this point without financial penalty to the student's family.

Although the first six weeks of school is an important assessment period, please be aware that a child's behavior may change at any time during the school year, for a variety of reasons. Consequently, the Two Plus Two Plus Two Assessment Period may be implemented at any time during the school year.

Again, at Clark Fork School it is our desire to meet the needs of a diverse population of young individuals. However, it is also necessary for us to make decisions that uphold the quality of education for all of our students, and at times, we are not able to meet the needs of a particular child who is immature in the area of the Life Skills mentioned. We hope that this Two Plus Two Plus Two Assessment Period will provide the structure and guidance needed in the few incidences in which a student is having difficulties within our school community.

PLEASE RETURN THIS SIGNATURE PAGE TO THE OFFICE NO LATER THAN Monday, August 19, 2013. PLEASE KEEP THE BALANCE OF THIS DOCUMENT FOR YOUR REFERENCE.

*I have read the Two Plus Two Plus Two Assessment of Behavior and Life Skills Policy as outlined above and agree with its intent for the benefit of my child and of the classroom community at Clark Fork School.*

Name of child: \_\_\_\_\_

Grade: \_\_\_\_\_

\_\_\_\_\_  
parent/guardian signature

\_\_\_\_\_  
date

\_\_\_\_\_  
printed name

\_\_\_\_\_  
parent/guardian signature

\_\_\_\_\_  
date

\_\_\_\_\_  
printed name