**What is a Learning Concern?**

While working with the class, teachers may observe that certain students seem to be forgetting the material, asking questions that seem unnecessary, or having an unusually difficult time with certain learning activities. Examples of learning concerns include, but are not limited to:

* difficulty following oral directions
* difficulty following written directions
* reversing or omitting letters in Hebrew instruction
* holding books really close to the face
* resisting reading
* having difficulty with fine motor tasks such as writing, cutting, holding crayons, etc.

**Communication about Learning Concerns**

When a learning concern comes up in class, the teacher should report it to the Student Services Coordinator as soon as possible by filling out a grey Referral Form and speaking with the Student Services Coordinator. The form should include as much information as possible, with concrete examples. The Student Services Coordinator will take the following steps, not necessarily in order, as each student is unique and will be treated on a case-by-case basis:

1. Find out as much information as possible from the teacher(s) through the Referral Form and anecdotally (incidents that other teachers may have noticed in previous weeks or years).
2. Review student registration form for information provided by the student’s adults.
3. Observe and evaluate the student’s classroom performance.
4. Make recommendations about strategies, techniques, accommodations, materials, etc. for the teachers to use in class.
5. Work individually with the student as possible and/or assign another teacher to work individually with the student.
6. Contact the student’s adults to discuss observations and student performance and to inquire whether similar observations have been made in other learning settings.
7. Provide teachers with information gathered from adults.
8. Continue to monitor the situation throughout the year.

**What is a Behavioral Concern?**

While working with the class, teachers may observe that certain students seem to be disruptive to the other students, repeatedly seeking out attention in negative ways. Examples of behavioral concerns include, but are not limited to:

* constantly talking out of turn
* frequently making off-topic comments
* being physically aggressive toward other classmates
* refusing to participate in class activities

**Communication about Behavioral Concerns**

When a behavioral concern comes up in class, the teacher should report it to the Student Services Coordinator as soon as possible by filling out a grey Referral Form and speaking with the Student Services Coordinator. It is critical that we document the actual behavior, language used, location, people involved, and activities immediately preceding the incident on the referral form. The Student Services Coordinator will take the following steps, not necessarily in order, as each student is unique and will be treated on a case-by-case basis:

The Student Services Coordinator will evaluate the situation and determine how to proceed.

Option 1: An adult teacher will phone the child’s adult to describe the behavior.

1. In order to prepare for this conversation, the Student Services Coordinator discusses the phone call with the teacher, providing wording for describing the behavioral concern and suggesting questions for the teacher to ask the parent about the child’s behavior in other venues and how it is handled.
2. The Student Services Coordinator informs the Director of Youth and Family Education about the incident at their weekly check-in meeting. If the information is of an urgent nature, it will be conveyed immediately.
3. The Student Services Coordinator contacts the teacher during the week to ensure the conversation with the child’s adult took place. At this time, they will discuss any needed follow-up measures to take with the child the following class session.
4. The Student Services Coordinator follows up with the teacher and/or the student during or after the next class session that the child attends to reevaluate the situation.
5. The Student Services Coordinator documents all information in the student’s file and shares it with the Director of Youth and Family Education.
6. There will be continued monitoring as needed.

Option 2: The Student Services Coordinator phones the child’s adult to describe the behavior.

1. The Student Services Coordinator informs the Director of Youth and Family Education about the incident at their weekly check-in meeting. If the information is of an urgent nature, it will be conveyed immediately.
2. The Student Services Coordinator and the child’s adult discuss the behavioral concern and any necessary follow up.
3. The Student Services Coordinator relays the results of this conversation to the teacher before the next class session.
4. The Student Services Coordinator follows up with the teacher and/or the student during or after the next class session that the child attends to reevaluate the situation.
5. The Student Services Coordinator documents all information in the student’s file and shares it with the Director of Youth and Family Education.
6. There will be continued monitoring as needed.

Option 3: The Director of Youth and Family Education phones the child’s adult to describe the behavior.

1. The Student Services Coordinator informs the Director of Youth and Family Education about the incident at their weekly check-in meeting. If the information is of an urgent nature, it will be conveyed immediately.
2. The Student Services Coordinator and the Director of Youth and Family Education determine that in this case, it’s most appropriate for the Director of Youth and Family Education to contact the child’s adults.
3. The Director of Youth and Family Education reports back to the Student Services Coordinator.
4. The Student Services Coordinator relays the results of these conversations to the teacher before the next class session.
5. The Student Services Coordinator follows up with the teacher and/or the student during or after the next class session that the child attends to reevaluate the situation.
6. The Student Services Coordinator documents all information in the student’s file and shares it with the Director of Youth and Family Education.
7. There will be continued monitoring as needed.

**What is “News We Should Know”?**

In our efforts to build community in all of our Chavurot and classes, we have found that students often share information of a very personal and private nature with the group or with a trusted teacher. Sometimes the students give us information that warrants a call home to express concern, to verify accuracy, or to establish context. Examples of this type of information include, but are not limited to:

* a student or adult sharing information about a death, divorce, illness, move, change of school, or other troubling issue in the student’s family or circle of friends
* a student reporting on an upcoming extended absence that has not already been communicated to the Student Services Coordinator
* a student confiding in a teacher with information that makes the teacher feel uneasy

**Communication about “News We Should Know”**

When news of this type comes up in class, the teacher should report it to the Student Services Coordinator before leaving the building that day by filling out a blue “News We Should Know” form and speaking with the Student Services Coordinator. In addition to the exact language the student used, the form should include the names of all the teachers who heard the student’s news and/or who spoke with the student about it. The Student Services Coordinator will take the following steps, not necessarily in order, as each student is unique and will be treated on a case-by-case basis:

The Student Services Coordinator will evaluate the situation and determine how to proceed.

Option 1: The teacher will phone the child’s adult to express concern or inquire about the situation.

1. The Student Services Coordinator discusses the phone conversation or email communication with the teacher, suggesting wording and follow up questions.
2. The Student Services Coordinator informs the Director of Youth and Family Education about the concern at their weekly check-in meeting. If the information is of an urgent nature, it will be conveyed immediately.
3. The Student Services Coordinator contacts the teacher during the week to ensure that contact with the child’s adult took place. At this time, they will discuss any needed follow-up measures to take with the child the following class session.
4. The Student Services Coordinator follows up with the teacher after the next class session that the child attends to reevaluate the situation.
5. The Student Services Coordinator documents all information in the student’s file and shares it with the Director of Youth and Family Education.
6. There will be continued monitoring as needed.

Option 2: The Student Services Coordinator will phone the child’s adult to express concern or inquire about the situation.

1. The Student Services Coordinator informs the Director of Youth and Family Education about the concern at their weekly check-in meeting. If the information is of an urgent nature, it will be conveyed immediately.
2. The Student Services Coordinator relays the results of communications with the student’s adults to the teacher before the next class session.
3. The Student Services Coordinator follows up with the teacher after the next class session that the child attends to reevaluate the situation.
4. The Student Services Coordinator documents all information in the student’s file and shares it with the Director of Youth and Family Education.
5. There will be continued monitoring as needed.

Option 3: The Director of Youth and Family Education and/or a clergy member will phone the child’s adult to express concern or inquire about the situation.

1. The Student Services Coordinator informs the Director of Youth and Family Education about the concern at their weekly check-in meeting. If the information is of an urgent nature, it will be conveyed immediately.
2. The Director of Youth and Family Education will contact the child’s family and/or inform members of the clergy.
3. The Student Services Coordinator relays the results of communications with the student’s adults to the teacher before the next class session.
4. The Student Services Coordinator follows up with the teacher after the next class session that the child attends to reevaluate the situation.
5. The Student Services Coordinator documents all information in the student’s file and shares it with the Director of Youth and Family Education.
6. There will be continued monitoring as needed.