“Few people are powerful, persuasive, persistent, consistent, and charismatic enough to change the world all at once, but everyone has the ability to affect the three feet around them by behaving more ethically, honestly, and compassionately toward those they meet.”

- Sharon Salzberg
Unified School District Registration Form

Student Last Name
First Name
Middle Name
Gender [ ] Boy [ ] Girl

Student Date of Birth
Age
Grade
Place of Birth

Current Street Address
City
Zip Code

Mailing Address, if different
City
Zip Code

Home Phone ( )
Cell Phone ( )
Work Phone ( )

Parent E-mail Address

By Court Order, this child may not be legally released into the custody of:
(We will need a copy of this court order for our files)

Last School Attended
Name of School
Date Last Attended
Grade
City/County/State

Has student previously attended school? * [ ] Yes [ ] No

Name of School *

Family Information (Write your First and Last Name)

[ ] Circle One
[ ] Father / Stepfather
[ ] Foster / Caregiver / Guardian
[ ] Mother / Stepmother
[ ] Foster / Caregiver / Guardian

Check if student lives with

[ ] Phone
[ ] Number

Other Children Living At Home
Name (First and Last)
Date of Birth
Grade
School

Past Behavior
[ ] My child has
[ ] My child has not

Health Information
Check all that apply:
[ ] Heart Problem
[ ] Physical Re
[ ] Diet Restrict
[ ] Seizures

***Requires D
Comments:

Special Education
Check any of the boxes that apply to the child’s former or child’s current SPED classification:
[ ] Resource Spe
[ ] Special Day
[ ] Autistic
[ ] Severely Ha
[ ] Emotionally
[ ] Visually Ha
My Daily Behavior Chart

Name: HUCK

1 - Good Day!! ★
2 - Could have been better

1 2

My Daily Behavior Chart

Name: HUCK

1 - Good Day!! ★
2 - Could have been better

1 2

My Daily Behavior Chart

Name: HUCK

1 - Good Day!! ★
2 - Could have been better

1 2

My Daily Behavior Chart

Name: HUCK

1 - Good Day!! ★
2 - Could have been better

Practice
listening.

1 2
Hello families,

Today for Patriot's Day, September 11th, I shared with your student that a sad event occurred in our country many years ago. We talked about the brave first responders, as my focus was on the heroes. I showed students the slide presentation, "We Remember" that was specifically prepared for kindergartners- 2nd graders. For less dramatic images, I edited the slide. They did not see slide #4, 5, 6, 7, or 8. If you see an eye crossed out, in the presentation, this means this slide was not included. [https://docs.google.com/presentation/d/16OinPK0M2MnuZTUSknU4Bjuhuqu6x1fQ-BfEA9vLc58/edit?usp=sharing/edit?usp=sharing](https://docs.google.com/presentation/d/16OinPK0M2MnuZTUSknU4Bjuhuqu6x1fQ-BfEA9vLc58/edit?usp=sharing)

Still many room 19 students saw the debris in the pictures and wondered what happened. I had a number of tough questions, that I answered without much of any detail. For most questions, I explained to them that they could ask their families. I also had a room 19 parent volunteer
What we worked on in class today is important to me: Latino Males 167 Responses

Graph showing responses from September 23 to January 16 with data points ranging from 2.8 to 3.7. The graph indicates a general trend with fluctuations, and a median of 3.15 for the first 10 data points.

Sonoma County Office of Education
INTRADISTRICT TRANSFER REQUEST

I hereby request an intradistrict school transfer for my son/daughter during the 20___-20____ school year, in grade______

Student’s Name

<table>
<thead>
<tr>
<th>Special Education Student</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If yes, check one:  

- RSP  
- SDC  
- SLI

Father’s Name (or Guardian) (Last) (First)

Mother’s Name (or Guardian) (Last) (First)

Address (Street) (City) (State) (Zip Code)

School of Choice:

Reason for request:

- New Request
- Continuing at same school
- Sibling—Same Sch.
- Other (explain)

First Choice

Second Choice

- School of Residence Impacted
- Child Care (on site – private)
- Sibling-Other District Sch.
- Transportation/Carpooling
- Prefer All Day Kinder Program
- Prefer alternate program
- Prefer proximity to residence
FOR STUDENT SERVICES USE ONLY

Outgoing School

Incoming School

Student Services: □ Approved □ Denied

Reason for denial:

Rev July 2018 mg

Grid Code _____ E.C. _____
## Checklist for Video Classroom Sessions

### Prepare yourself for the meeting:
- Are you dressed for the day?
- Are you in a quiet space with no distractions?
- Are you in a comfortable chair to sit in through the meeting?
- Do you have your materials (books, paper, pencil)?
  - Do not change your background.
- Have you logged in a few minutes before the meeting?
  - Do not use your first and last name?
  - No made up names.

### During the meeting:
- Am I focused?
  - Eat and drink before or after the meeting. No food or drinks during the meeting.
  - Do not talk with friends, text or play video games.
  - Take notes on paper as needed. DO NOT type on your keyboard or write on the slides unless directed to by your teacher.
  - Stay in the chair - do not lay down or move the iPad around.
  - Is the microphone on mute when it’s not my turn?
    - Unmute only if the teacher has called your name, then mute again.
- Am I raising my hand when I have a question, answer, or comment?

### Limit distractions:
- Am I in my chair?
  - Stay put. Walking away from your screen and returning can be distracting.
- Am I sitting still?
  - Try to keep your movements to a minimum. Too much jumping around or moving things can be a distraction.
said to his knowledge, thus far no elementary student or parent has come forward with such a complaint.

“Some of the concerns that some of the students brought forward related to finances or mental health would of course lead to flexibility on the part of the teachers,” said, adding he’d read many of the comments left by signers of the petition. “This isn’t about penalizing them, this is about our moral imperative to prepare students for next year.”

Among the comments by signers of the petition were several pleas for leniency.

“My family has just lost two jobs and we can’t worry about five to seven periods worth of work while figuring out how we are going to pay our insurance bill,” wrote Chadd Zimmerman, a CHS senior.
Karpman's Drama Triangle

- Hero
- Villain
- Victim
Karpman’s Drama Triangle

- Hero
- Villain
- Victim
karpman’s drama triangle

Hero

Villain  Triangle  Victim
karpman’s drama triangle

Villain

Victim
what have you not faced? including what have you not faced about how you are keeping it going?
FEEL
<table>
<thead>
<tr>
<th>Emotion</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>fear</td>
<td>something in environment is threatening my safety</td>
</tr>
<tr>
<td>anger</td>
<td>something in environment is blocking me from reaching my goal</td>
</tr>
<tr>
<td>sad</td>
<td>something I care about is lost and I can't get it back</td>
</tr>
<tr>
<td>joy</td>
<td>I have obtained a want or desire</td>
</tr>
</tbody>
</table>
what have you not allowed yourself to feel?
what do you not allow others to feel?
what do you really want?

3 biggest yeses and nos
what do you really want?

3 biggest yeses and nos

wanting ---> willing ---> committing
what do you really want?
menu of options

say something unarguable
menu of options

say something unarguable
make a request “would you be willing to”
menu of options

say something unarguable
make a request “would you be willing to”
change an agreement
menu of options

say something unarguable
make a request “would you be willing to”
change an agreement
express appreciation
30 Days of Appreciation Challenge
say something unarguable
make a request “would you be willing to”
change an agreement
express appreciation
build an “us”
“Few people are powerful, persuasive, persistent, consistent, and charismatic enough to change the world all at once, but everyone has the ability to affect the three feet around them by behaving more ethically, honestly, and compassionately toward those they meet.

- Sharon Salzberg