Welcome to Prairie Ridge, Freshmen Parents!

A little intro...

We are not just raising a child...
We are <u>also</u> raising
the adult he or she will become.

Experience

Practice

Supportive Environments

Think about it like this...

First we do it **for** them,
Then we do it **with** them,
Then we **watch** them do it (and give feedback).
And, finally, they do it **independently.**

Now is the time to **watch and give feedback.**

What does feedback look like?

- Praise.
- Constructive criticism, the red pen.
- Redirection.
- Grades.
- Being hired. Being fired.
- Making the team, getting the lead.
- Getting cut from the team, not getting the call back.
- Sitting the bench.
- Referrals, calls home, dean contact, team meetings.
- Consequences.

Feedback simply tells them if their current system is working...or not.

Good news:

- Attendance
- Daily Practice
- Use of Resources

1. Attendance: why is it important?

Nothing replaces missed **instruction.**

And, **make-up work** can be stressful.

Attendance policies and procedures:

- **Attendance line**; call to report absence.
- **9 parent excused**/semester.
- **Appointments**, provide documentation.
- **Sick** at school, go through the nurse.
- **Leave Early or Arrive Late**, pass through dean's office, and call.
- **Planned Vacation**: online form, call in.
- Vacations, appointments, mental health days, career and college visit days, civic day...

Attendance make-up work policy

	Excused Absence	Unexcused Absence
Summative Assessments	• Due upon return • Eligible full credit • If not ready upon return, eligible for late work policy per CLT	• Due upon return • Up to, but not more than, a two grade deduction is possible (deduction must be agreed upon by CLT or division)
Formative Assessments	• 2 days per 1 day make up time • Eligible full credit • If not ready after the 2 days per 1 day make up time, eligible for late work policy per CLT	• No make-up time • Not eligible for credit
MTSS team will determine any exceptions to these expectations for exceptional student / family circumstances		

Attendance continued:

- **School Hours**:
  - 7:25 - 2:50 Tuesday through Friday.
  - 8:10 - 2:50 Mondays
- **Transportation:**
  - Bus drop off/pick up.
  - Parent drop off/pick up (warning about Mondays).
  - Bike rack.

Attendance includes engagement:

- **Medication**: nurse's office, form online.
- **Dress code**: hats-yes, hoods-no, no drug/alcohol.
- **Tardies**: policy, beware of Monday mornings.
- **Cell phones:** policy, not in classrooms.
  - Replacing - communication, connection and coping.
  - Parents not 7-3; multiple circles of support.
- **Distinguished Graduate:**
  - Attendance, citizenship, academic rigor, school participation and volunteering.

2. Daily Practice: why is it important?

Practice of a skill; tells the student if they know the information/how to do it...or not (feedback).

Sport/performance analogy.

In order to keep up with the daily work:

- **Formative, summatives.**
  - Different, both important.
- **Canvas** (student).
  - Similar to Google Classroom.
  - Teachers will help students.
- **Skyward** (parent).
  - Grades, attendance, report cards, teacher contact info.
- **Monitoring grades**: (feedback).
  - Student driver, no "for" or "with."
  - Canvas more accurate, schedule a time.
  - Focus on missing work vs. overall grade.
  - Focus on specific changes vs. "do better."

Canvas:

Skyward:

Profile

- **Student Info**
  - Profile
  - Class Summary
  - ← Attendance (0)
  - Schedule
  - Add/Drops (0)
  - Entry/Withdrawal
  - RTI Information
  - IHP
  - Emergency Contacts
  - Discipline (0)
  - NCLB
  - Academic History
  - Graduation Requirements
  - Educational Milestones (0)
  - Test Scores (0)
  - Student Portfolio
  - Recommendations (0)
  - Family Access History
  - Activities (0)
  - **Family Access Display**
    - Home
    - Calendar
    - ← Gradebook
  - **Student Access Display**

Daily work strategies: (handout)

- **Setting/focus:**
  - Think classroom desk, hard surface, designated space.
  - No cell phone, not bedroom.
- **Organization:**
  - Folders, binder/dividers (no school supply list).
  - Check Canvas, skyward, email daily.
- **Planning/Time Management:**
  - Planner: Canvas = what, not when; structure time.
  - Map out week, cross off when not available.
  - Pomodoro Technique (intentional breaks).
- **Resources...**

3. Use of Resources: why is it important?

High school is stressful, academically and socially. Struggle is inevitable.

Remember, our role = watch & give feedback.

Our role is not to protect, it is to help **prepare**.

Resources at PR: Academic Supports

- **Attend** (instruction)and do the **daily work** (practice).
- **Canvas**
  - Videos, resources, answer keys, COVID.
- **Teacher**
  - Meet one-on-one, ask specific questions.
- **Division Leaders**
  - Ongoing struggles, additional resource.
- **Support Periods**
  - Math, English Help Desk, Guided Study Hall
- **Student Services**
  - Organization, time-management strategies.
  - Classroom lessons at each grade level.

Resources at PR: Social Supports

- **Student Services**
  - Counselors, SWs, Psychologist, Nurse
  - Check-ins, Group, Triage, Referrals
  - Classroom Lessons
- **Small Group**
  - Dean, Counselor, SW, Nurse Team
  - Meet weekly to discuss supports/interventions
- **School Resource Officer**
  - Safety, classroom presentations, resource

My Student's Team:

Counselors:

A-Fi   Mrs. Berg

Fj–Le   Mrs. Smits

Li-Re   Mrs. Nemshick

Rh-Z   Mr. Dusenske

Deans/Social Workers:

A-Le   Mrs. Langelund & Mrs. Mattingly

Li-Z   Mrs. Roeder & Mrs. Stocker

Additional Resources:

- **Website**
  - Parent and Student tabs (show)
- **College & Career Center**
  - Mrs. Rocks, Coordinator
  - Drop-in Center
  - Classroom lessons
  - Events
- **School Links**
  - Career and Post-Secondary Planning
  - Teachers, Student Services, Seminars

PRAIRIE RIDGE HIGH SCHOOL

STUDENTS ▼   STAFF ▼   PARENTS ▼   COMMUNITY ▼   🗛 TRANSLATE   🔍

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ENTER WITH PROMISE.
LEAVE WITH PURPOSE.

Reminder and Final Tips...

- We are not just raising a child but **also the adult he or she will become.**

- Allow them the **experience and practice, only way to competence & confidence.**

- Our job is to **watch & give feedback.**

Some tips to help them...and us...

- **Prepare the child** for the path, not the path for the child.
  - Add support vs. change conditions.
  - Struggle = more practice, not less (accommodations).

- **Allow successful failures.**
  - They learn through experiences.

- Encourage your child to do **"differently"** vs. do "better."
  - Have them commit to one thing.

- All **emotions,** even unpleasant ones, are useful.
  - Let them feel, so often leads to problem solving.

- **Listen with the intent to understand,** not fix.
  - "Listen without getting involved."
  - Multiple circles of support - who else might help?