







# 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	<ul> <li>Due upon return</li> <li>Eligible full credit</li> <li>If not ready upon return, eligible for late work policy per CLT</li> </ul>	<ul> <li>Due upon return</li> <li>Up to, but not more than, a two grade deduction is possible</li> <li>(deduction must be agreed upon by CLT or division)</li> </ul>
Formative Assessments	<ul> <li>2 days per 1 day make up time</li> <li>Eligible full credit</li> <li>If not ready after the 2 days per 1 day make up time, eligible for late work policy per CLT</li> </ul>	<ul> <li>No make-up time</li> <li>Not eligible for credit</li> </ul>

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.
  - o 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.
  - o Focus on specific changes vs. "do better."

#### Canvas:



#### ZD155 Dashboard



















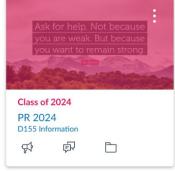






#### Published Courses (5)









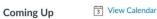


#### To Do



PR 2025

0 points • No Due Date



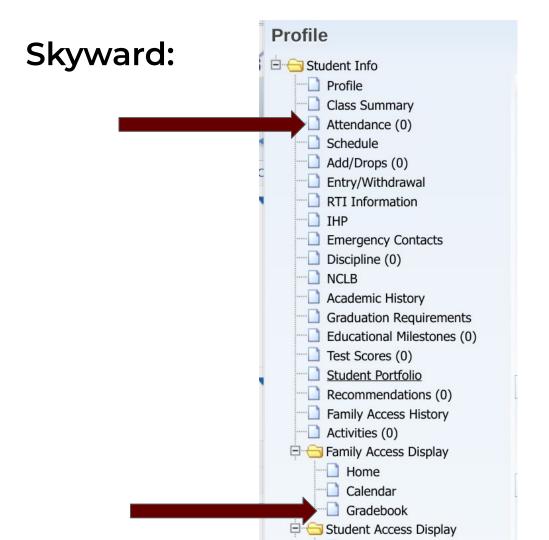
Nothing for the next week

#### Recent Feedback

Nothing for now

Start a New Course

View Grades







## 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).
- o 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

- o 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)

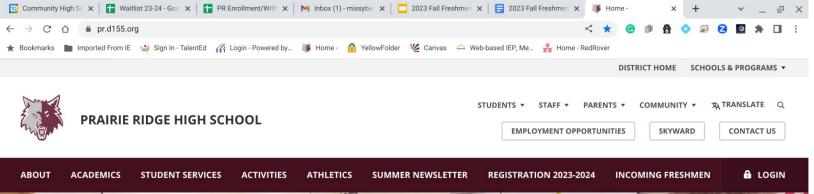
## College & Career Center

- Mrs. Rocks, Coordinator
- Drop-in Center
- Classroom lessons
- Events

#### School Links

- Career and Post-Secondary Planning
- Teachers, Student Services, Seminars











# 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.
  - o Add support vs. change conditions.
  - o Struggle = more practice, not less (accommodations).



- 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."
  - o Multiple circles of support who else might help?





