

HD Conference in Day

October 30, 2020



Norms

- Share the air
- Be solution oriented
- Respect each others thoughts and opinions
- Stay positive



Ice Breaker Time

- **Essentials or Favorites.** Share the most essential app on your phone, book on your shelf, or appliance in your kitchen, etc. and explain why is it essential.



Plan of the Day

- Ice Breaker
- Orientations 101
- Appointment Blocks
- Tiered Re Engagement Plan and Strategies
- Social Emotional Contracts



Orientations

1. [Orientation Video](#)
2. Parent Conversations
3. Expectations
 - a. Attendance
 - b. 1 - 2 Units/Credits per week **NOT 4 per month!**
 - c. Course Contracts
 - d. WIOA Openers
 - e. A-G Explanation and Approval Forms
4. Tone of our School
 - a. Mutual Trust, Mutual Respect, Integrity, Compassion & Resilience



Appointment Blocks

1. Housekeeping
 - a. Attendance
 - b. Course Contracts
 - c. WIOA Openers
 - d. Events
2. [Digital Planners](#)
3. Class assignments
 - a. Balance the load. Core classes!!!
 - b. THE LAW if they need math they are working on Math!
 - c. EL Students should be working on English!
 - d. Supply Pick-up ([curriculum](#)/chromebooks)
4. Student support (discussion)



Student Support Best Practices

Nightmare Before Christmas

Team: Amy, **Kim**, Jane, Sean

- Edmentum video- (Laura's video)
 - Suggestions: shorten the video
-

Hocus Pocus

Team: Jared, Cynthia, **Beckie**, Laura

- Digital Planner
- Schedules in the afternoon
- "Beckie's Place and Laura's Lab"- invitation open all day long- Opened appt for students who need help
- Edmentum- don't do discussion, activities- exempt the ones that they don't

Break TIME!

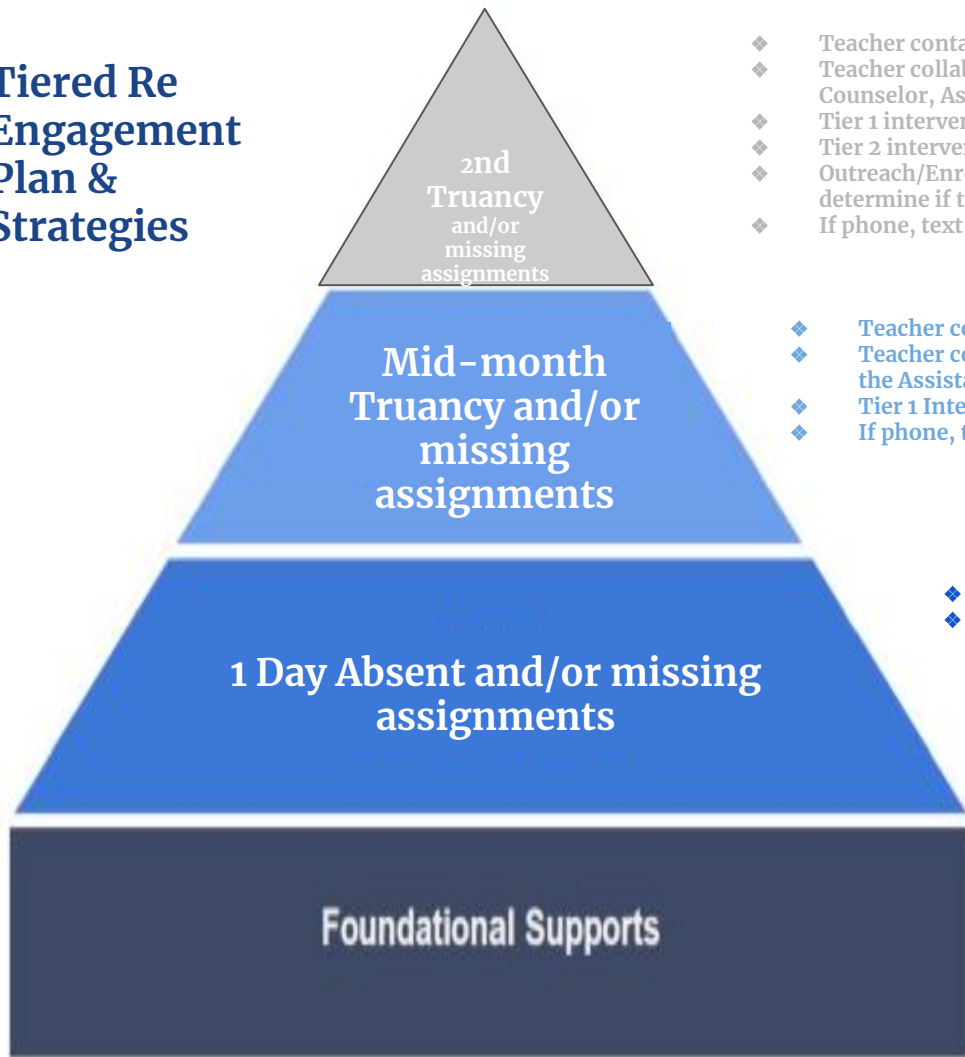


Tiered ReEngagement Plan and Strategies

Students are not meeting
expectations/goals
NOW WHAT?



Tiered Re Engagement Plan & Strategies



2nd
Truancy
and/or
missing
assignments

Mid-month
Truancy and/or
missing
assignments

1 Day Absent and/or missing
assignments

Foundational Supports

- ◆ Teacher contacts parent/guardian & schedules a meeting
- ◆ Teacher collaborates with parent/guardian, student, teacher, Postsecondary Counselor, Assistant Principal, and/or School Psychologist, as needed
- ◆ Tier 1 interventions to support students re-engagement continue
- ◆ Tier 2 interventions are discussed and considered
- ◆ Outreach/Enrollment Specialist connects with the parent/guardian and students to determine if there are homelessness, health or social services needs
- ◆ If phone, text, or email are unsuccessful, a home visit is conducted

- ◆ Teacher contacts parent/guardian & schedules a meeting
- ◆ Teacher collaborates with parent/guardian, student, teacher, Postsecondary Counselor, and the Assistant Principal
- ◆ Tier 1 Interventions for re-engagement implemented
- ◆ If phone, text, or email are unsuccessful, a letter is sent home requesting a meeting

- ◆ Teacher contacts parent/guardian
- ◆ Teacher collaborates with parent/guardian and student to prevent learning loss

Physically healthy learning environment	Enrichment activities and clubs (with virtual options)	Positive relationships between school staff, students, and families	Support for all families to facilitate learning at home
Access to tech equipment and connectivity	Access to learning supports	Predictable daily/weekly routines, rituals, and celebrations	A culture of continuous improvement
Welcoming, socially emotionally safe, trauma-informed school climate	Home rooms and/or advisory (with virtual options)	A schedule of classes and where/how they are held	Active engagement of parents and students in planning and problem solving

T1 Interventions

- Teach student how to use an assignment book to keep track of assignments and work.
- Teach student to maintain a calendar of assignments and due dates.
- Use advanced organizers to alert students to what will be included and expected from the lesson or discussion.
- Check to see if student needs help getting started.
- Arrange time to meet with student to clarify anything the student doesn't understand.
- Help student practice skills using computer based instruction.
- Read written instructions orally before starting an assignment.
- Complete sample problems or tasks to show student what is expected.
- Have student paraphrase instructions to ensure understanding.
- Combine oral instructions with pictures, words, or diagrams.
- Highlight key ideas and concepts
- Have student keep a journal or homework log that includes timelines and deadlines.
- Communicate homework assignments and expectations with parent so they can help, if needed.
- Let student use Thesaurus or Dictionary to find words to write or say.
- Give verbal encouragement/ Positive reinforcement
- Give extra examples to ensure understanding.
- Provide instruction in test testing skills
- Review the Knowledge and skills to be tested several days before the test.
- Read the instructions of the test to the student and simplify the language, if needed.

T2 Interventions

- Arrange intervention meeting with all stakeholders
- Establish a contract with input from all stakeholders that addresses student needs
- Monitor contract for compliance (suggest daily)
- Evaluate data and contract after specified time (ie 2 weeks)
- Provide positive reinforcement to ensure compliance
- Reassess based on data

Intervention Meeting Guidelines

[Intervention Meeting](#)

Documents for Meeting:

1. Planning Guide
2. Grad calculator
3. Digital Planner (contains calendar, all links, emails and phone numbers that student/parent needs)



Student Scenarios

Nightmare Before Christmas

Team: Amy, **Kim**, Jane, Sean

Scenario 1 : Jack Skeleton's Story

Young Jack once was a promising student, he would attend his appointments regularly. He also managed to meet the minimum monthly requirement with some support. Since moving to distance learning Jack seems disinterested in school and has a short attention span. He misses several appointments and his work is generally incomplete or poorly done.

What interventions would you apply based on his story.

Hocus Pocus

Team: Jared, Cynthia, **Beckie**, Laura

Scenario 2: Winifred "Winnie" Sanderson Story

Winnie is an EL student who struggled to make her minimum requirement each month. However the work she would turn in would be of a high quality. You can tell she put time and effort into her assignments. Since moving to distance learning you've learned that Winnie is now homeless.

What interventions would you apply based on her story.

Student Scenario Responses

Nightmare Before Christmas

Team: Amy, **Kim**, Jane, Sean

What can we do for Jack?

Hocus Pocus

Team: Jared, Cynthia, **Beckie**, Laura

What can we do for Winnie?

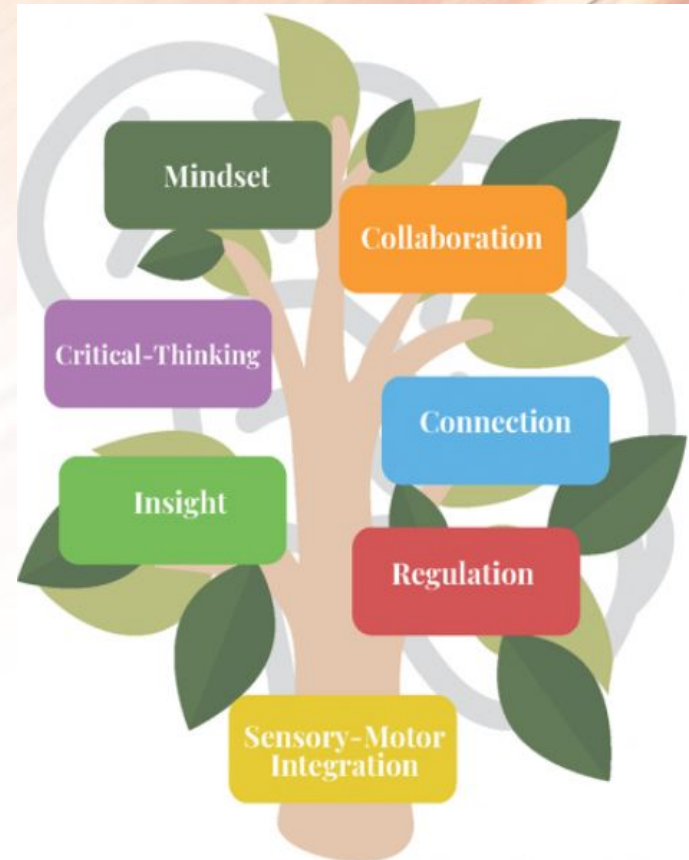
HD Buffalo Master Hub

Introducing



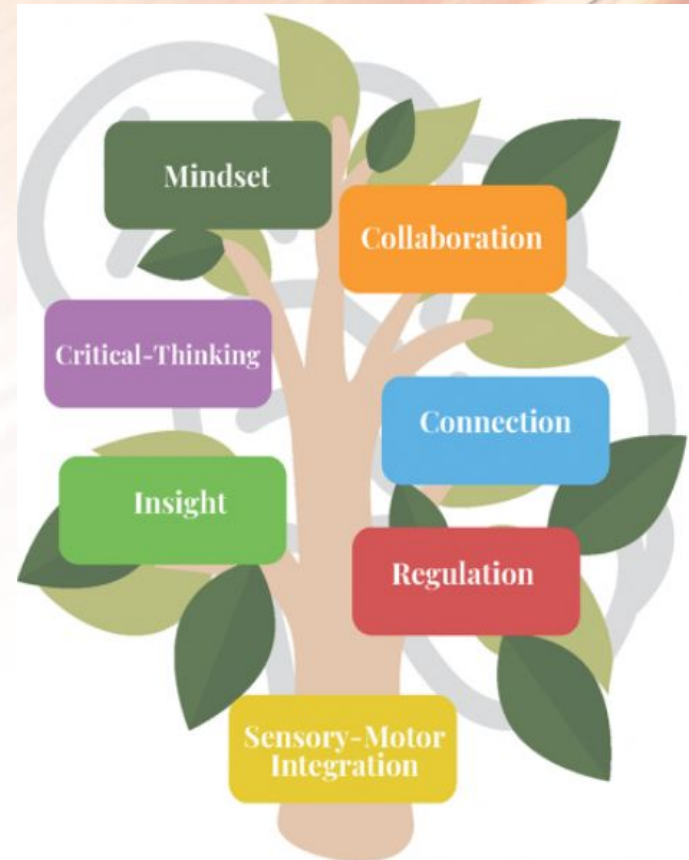
Social Emotional Contracts

- Positive mindsets lead to personal success
- Self-reflection is critical in our daily lives.
- Take a few minutes to reflect in your journals on the following questions:
 - Who are you? What defines you?
 - What is holding you back?
 - What is important to you?
- Contracts
 - Goal commitment is an essential factor that determines whether you achieve your goals or not. Explore how a goal commitment contract instills accountability and guides you to your goals.



Creating a Social Emotional Contracts

- Make a T-chart in your journal.
- Brainstorm a list of words to describe how you feel when you are having a hard time in your life. At work, at home, with friends or family or even with just yourself
- Opposite Words: make a list of words to make you feel happy again, on top of the world again, or that everything is okay and life is working. These words will be the opposite of how you feel when you are struggling or having a hard time. Use the following word bank.



Word Bank of Positive Words

Fair
Fearless
Fierce
Firm
Flexible
Forgiving
Free

Generous
Gentle
Genuine
Gracious
Grateful
Gratified
Grit
Gritty
Grounded

Happy
Honest
Hopeful
Humble

Independent
Inspiring
Intuitive
Inviting

Joyful
Joyous

Kind

Leader
Listening
Loving

Magical

Nurturing

Open
Optimistic
Outgoing
Outrageous

Passionate
Patient
Persistent
Playful
Powerful
Precious
Present
Proactive
Proud
Punctual
Purposeful

Radiant
Real
Reflective
Reliable
Resilient
Respected
Responsible
Revolutionary
Risking

Self-Accepting
Self-Assured
Self-Confident
Serene
Sincere
Spontaneous
Strong
Successful
Supportive

Word Bank of Positive Words

Accepting
Accomplished
Adventurous
Assertive
Authentic

Balanced
Beautiful
Bold
Brave
Bright
Brilliant

Calm
Carefree
Caring
Centered
Charismatic

Compassionate
Confident
Connected
Content
Courageous

Daring
Decisive
Deserving
Determined
Direct
Dynamic

Ecstatic
Effortless
Empowered
Empowering
Energetic
Expressive

Tender
Tenderhearted
Thoughtful
Transparent
Tranquil
Treasured
Trusting
Trusting (myself)

Unique
Unwavering

Valued
Vibrant
Vulnerable
Warm
Whole
Wholehearted
Worthy

Creating your Contract Cont.

- Now, from your list of positive words, choose 3 of your most strong and powerful words; these should be the words that describe how you would like to feel more of the time.
- Build your contract.
 - List the 3 words you choose for yourself to fill the blanks.
 - Choose the word leader, person, or word to describe yourself, then choose and ending. An example is listed below.

I am a (or an) _____, _____, _____ Leader or

Person (choose one) + (choose 1 of the below endings).

- a. Being my best self and living my best life now!
- b. Accomplishing all my goals and dreams now!
- c. Making a positive difference for myself and others now!
- d. (A creative ending that matches the concept of the endings above)

Word Bank on Creative Endings

Being my best self and living my best life

Accomplishing all my goals and dreams

Making a positive difference for myself and others

Believing in my greatness

Soaring to great heights with my vision

Vulnerably reaching out to others and accepting their support

Joyfully living a life of abundance and balance

Gently sharing my vision with the world

Knowing I am enough in every moment

Effortlessly living the life I dream with passion and love

Fearlessly pursuing my dreams with determination and authenticity

Vulnerably speaking my truth in unique and compassionate ways

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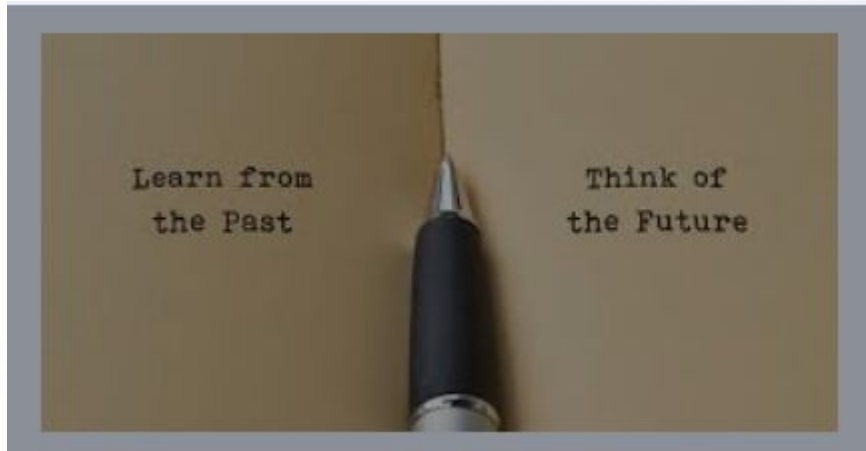
Final Contract

- Share your final contract with the group
 - Give each other positive support by clapping after each staff member reads his/her contract
- Find an accountability partner to support and keep you focused on your contract

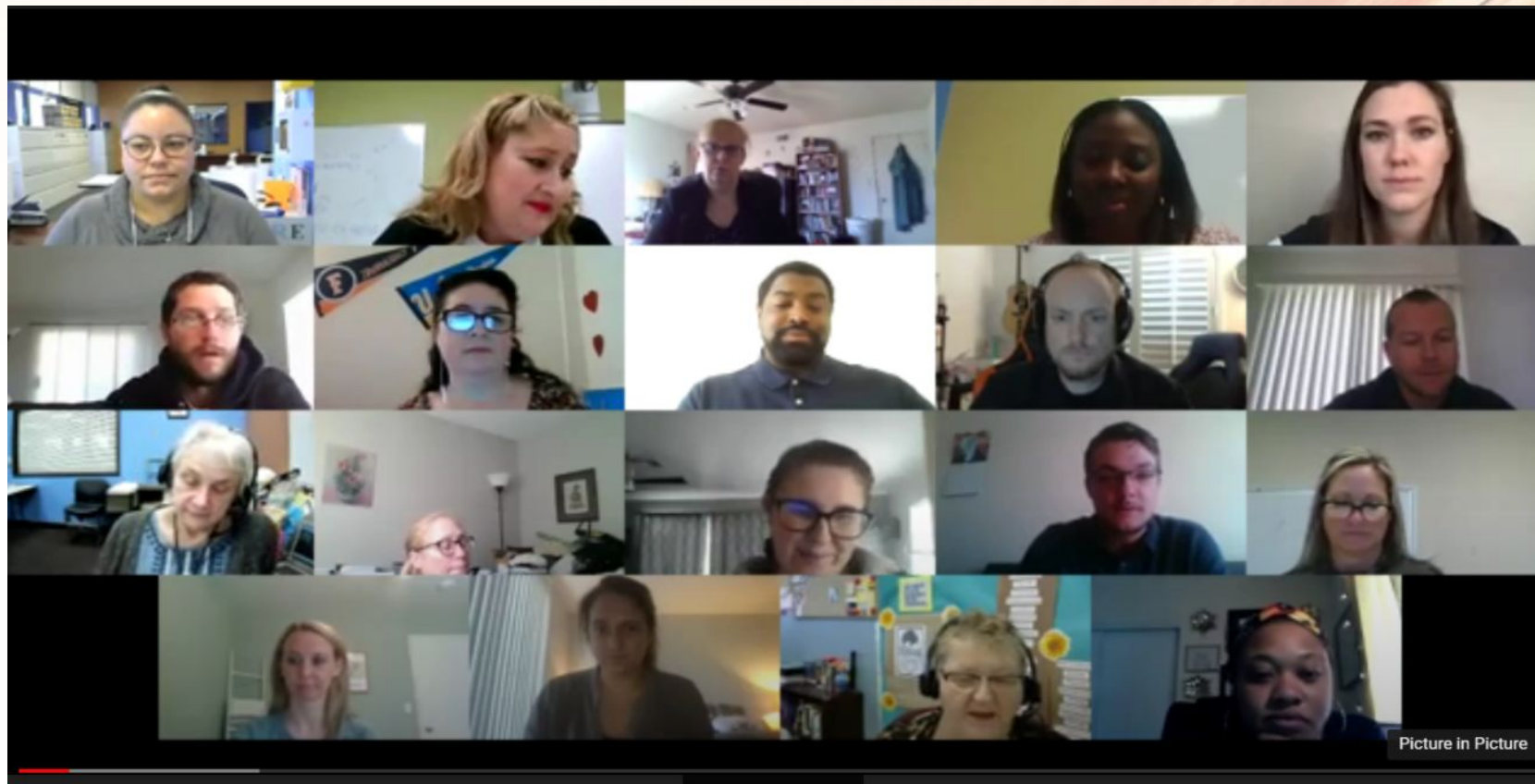


Reflection Time

- How was the experience of creating your contract?
- What did you like about the experience of creating your contract?
- How can you work towards achieving your contract?



Picture of High Desert Team



Thank you!

You now have essential tools to support you and your students to be successful in our program.

Halloween Costume Time!

