

New Student Seminar

Addendum

Parent Seminar



The activities and questions in this unit are designed for you to answer through exploration, investigation and reflection.

The goal of this unit is for you, the parent, to know and understand the resources and programs available to you at your new school

We are partners.

You are your child's first teacher. . .NEWS FLASH You will always be your child's first teacher!

What is Independent Study?

Independent defined: According to the CDE, **Independent** study is an alternative to classroom instruction consistent with a school district's course of study and is not an alternative curriculum. **Independent** study is voluntary, many school districts offer this type of education, but some do not.

Study defined: the devotion of time and attention to acquiring knowledge on an academic subject, especially by means of books.

Students cannot do what they like, when they like.

ACTIVITY 1: *Reflection*

1. Can you name a teacher or class from High School that you thoroughly enjoyed. Why or why not?

2. Describe a time in highschool where you felt successful.

3. Who or What habit made you successful?

ACTIVITY 2: The Magic Word

Directions: Listen to the following recording and answer the questions below.

Earl Nightingale--The Magic Word .https://www.youtube.com/watch?v=7m1ILkNX_ik

1. Do you agree or disagree, that attitude is the greatest asset for success?

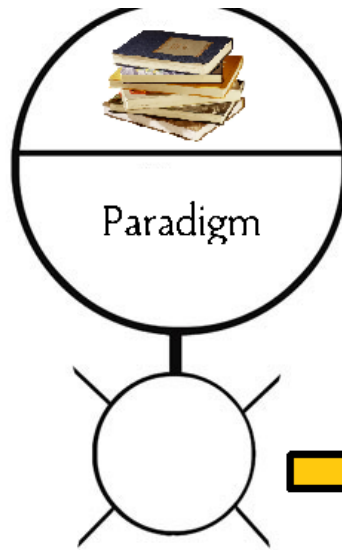
Why or why or why not?

Your Brain = Paradigm

Conscious Mind
Book-knowledge
Ability to repeat information

Subconscious Mind
Paradigms
Programming - Genetic &
Environmental

Body
Actions and results
controlled by
Paradigms



*Same old
Results*

THE THOUGHTS WE ARE THINKING PRODUCE THE RESULTS WE ARE GETTING!

1. Name three beliefs you have about Independent Study, education and/or teachers.

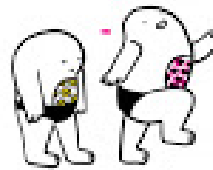
2. What are some habits/traits that are hindering your beliefs about education, school and/or teachers.

PARADIGM SHIFT

BY BOB PROCTOR

Goal Achiever Summit - July 2016

YOU SHOULDN'T WORK TO EARN MONEY, YOU SHOULD WORK FOR SATISFACTION



everything that is going on inside of you shows up on the outside

WHATEVER HAPPENS
ACCEPT IT
HAPPENED FOR A REASON
FORGET FOR THE BEST

ARE YOU TRULY WHO YOU PRETEND TO BE?

you are a SPIRITUAL being

you are gifted with an INTELLECT

you live in a PHYSICAL body

YOUR SPIRITUAL DNA IS PERFECT!

- EVER PRESENT
- ALL POWERFUL
- ALL KNOWING
- THE REAL YOU

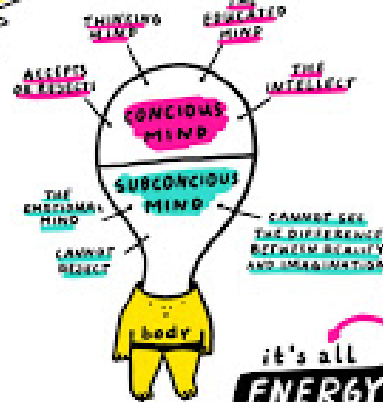
BECOME AWARE OF HOW YOU FEEL



you attract

POSITIVE ENERGY

NEGATIVE ENERGY



NO ONE CAN MAKE YOU THINK SOME THING THAT YOU DON'T WANT TO THINK

REACT VS RESPOND

THEY ARE ALL CONNECTED

on different FREQUENCIES

YOUR BELIEVE SYSTEM

YOUR SELF-IMAGE

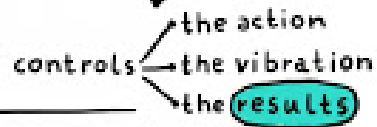
YOUR PARADIGM

PRADIGM

is formed when you are young

↳ is your program

IF YOU WANT TO CHANGE THE RESULTS, YOU HAVE TO CHANGE THE PARADIGM



If you want different results, you must change your paradigm.

3. Write a description of the person you intend to become to support your student with their Independent Study education, school and/or teacher.



ACTIVITY 3: *Reflection.* No Judgment



1. If you could design a school for your child what would it be like, look like, feel like. (hint: Dream Big)

2. What is your highest level of Education?

3. What goals have you set for your student?

4. Do you believe your student wants to be a High School graduate? Why or why not?

If High School truly isn't for your student let's talk alternatives!!! Talk to your students' post-secondary advisor regarding the following programs.



JOB CORPS
Success lasts a lifetime!



CHSPE
California High School
Proficiency Examination

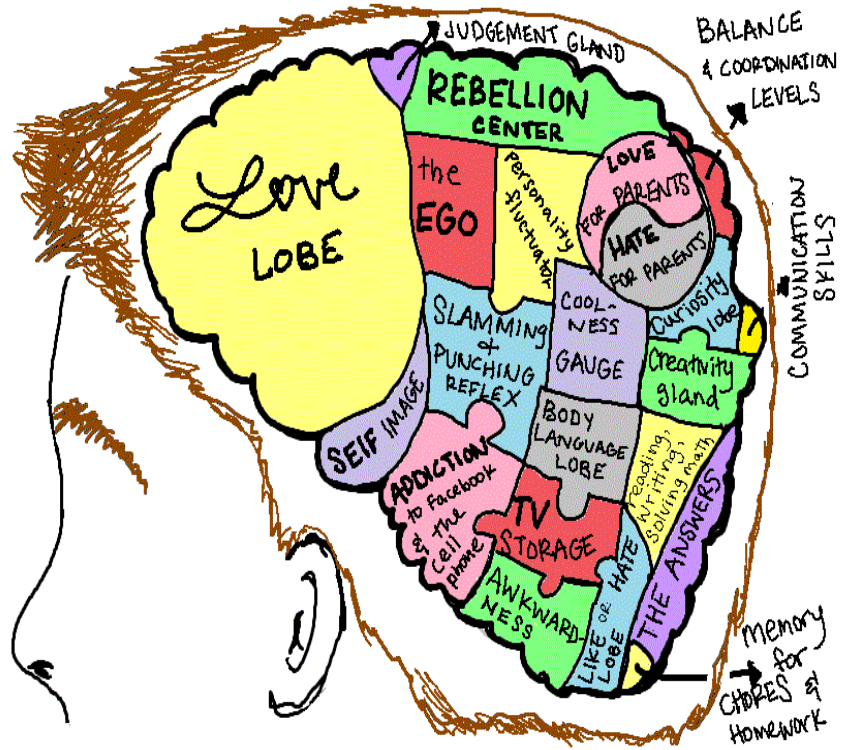


ACTIVITY 4: The Adolescent Brain



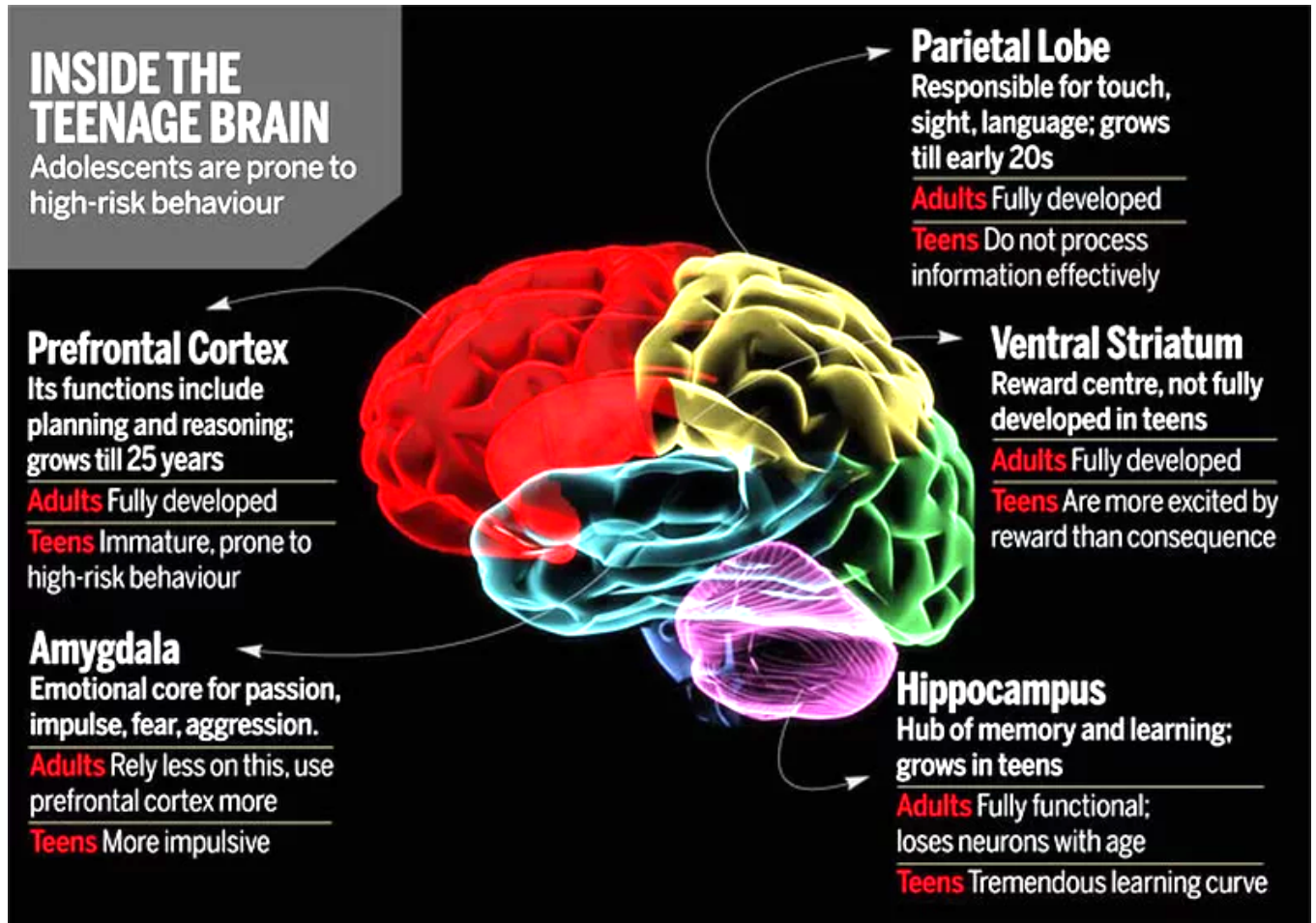
How it works

THE AVERAGE TEENAGE BRAIN



Why it doesn't work

Directions: Please take a minute to study the diagram below. Once you have studied the material answer the following questions.



1. What did you notice about the adult brain and the teenage brain?

2 At what age does the brain fully develop reasoning skills?

3. Based on this information, what have you learned about your student's reasoning ability?

They can't do this alone! They are not old enough! They are not supposed to be! Your student needs you and they need support. Successful students need SUPERVISION and STRUCTURE.

ACTIVITY 5: Communication, Why Yelling doesn't cut it!

Directions: Please read the following article excerpt. Once completed, answer the following questions.

Ming-Te Wang, assistant professor in the department of psychology and the school of education at the University of Pittsburgh, and colleagues studied 967 two-parent families and their teens in Pennsylvania. Most of the families were middle class, generally white or African American. The parents and their children completed surveys over a two-year period on issues such as parent-child relationships and mental health.

Shouting and yelling are ineffective and can be harmful, says study's author Ming-Te Wang. "This may explain why so many parents say that no matter how loud they shout, their teenagers don't listen."

Also, "Extremes of parenting don't work. The put-down parent is no more effective than the laissez-faire parent who is totally chill and sets no limits on their children's behavior."

That said, there are times where parents are justifiably angry and yell in exasperation, he says. For instance, if a teen has put himself in a dangerous situation, such as driving drunk or recklessly, a parent may scream, "You could have been killed."

"If parents are being honest, almost everybody has done that every once in a while," he says. But this study is looking at ongoing harsh discipline — putdowns, cursing, yelling. "That isn't constructive," Bernstein says.

Neither is hitting teens. "Physical intervention, especially with teenagers, is notoriously ineffective, and it's much more likely to precipitate additional problems than it is to lessen whatever problem is going on," he says. "Kids are very big on being respected. If we want to respect our kids, we don't want to set the example that we are losing our temper and hitting them."

So what does work when rearing teens?

Use constructive consequences, something that educates rather than humiliates. taking away tech toys or make-up products, but it should be done on a short-term basis to increase the motivation. Once they have proven they have learned from the consequence, return the items.

The goal is to teach children to do the behaviors that you want, Kazdin says. Harsh yelling or punishment just stops the behavior at the moment, but does not develop the behaviors that you want, he says.

What parents need to do is catch their teens doing things right and praise those behaviors. If you do that, it will increase your respectful exchanges with them and decrease the disrespectful ones, Kazdin says.

When it comes to rearing teens, "the big three are good communication, love and limits," Bernstein says. "If you consistently practice these three, chances are you'll raise a happy, healthy child."

<https://www.usatoday.com/story/news/nation/2013/09/04/teen-behavior-parents-discipline/2724361/>

1. What are some rules or strategies you currently use to discipline your student?

2. Are your rules/strategies effective? Why or why not.

3. Would you like more support/ education to support effective discipline in the home?

Every child needs to feel what Siegel and Bryson call the Four S's:

Safe: We can't always insulate a child from injury or hurt feelings. But when we give a child a sense of safe harbor, she will be able to take the needed risks for growth and change.

Seen: Truly seeing a child means we pay attention to his emotions—both the positive and the negative—and strive to attune to what's happening in his mind beneath his behavior.

Soothed: Soothing isn't about providing a life of ease, but instead teaching your child how to cope when life gets hard, and showing him that you'll be there with him along the way.

Secure: When you reliably provide safety, focus on seeing her, and soothe her in times of need, she will trust in a feeling of secure attachment. And thrive! (<https://www.tinabryson.com>)



Putting it all together.

One of the very best scientific predictors for how any child turns out—in terms of happiness, academic success, leadership skills, and meaningful relationships—is **whether at least one adult in their life has consistently shown up for them.** In an age of scheduling demands and digital distractions, this might sound like a tall order. But as bestselling authors Daniel Siegel and Tina Payne Bryson reassuringly explain, showing up doesn't take a lot of time, energy, or money. Instead, showing up means offering a quality of presence. And it's simple to provide once you understand the four building blocks (4's) of a child's healthy development.

(<https://www.tinabryson.com>)

Chances are you were a success in High School because you had a parent/guardian or other adult in your life who didn't let you produce less than your best. They were on you everyday checking that you did what was necessary for success.

We are living in a different time but the principles are the same.

Success Resources

What tools do you have to check student progress?

During Distance Learning we are doing all we can to keep students and parents in communication as much as possible.

Today we will talk about two Online Portal tools parents will be able to use to check academic progress

- Studenttrac Parent Portal
- Edmentum Sensei



What is the Parent Portal?

A new way for parents to engage with teachers and students, and take a glimpse into the day to day activities of their student's academic program.

Our parents will have access to see Guides, External Assessments, Calendar, History and Student Forms. This will facilitate parent and student dialogue on student progress.

Parent Portal Use: Access & Navigation



PLANNING GUIDE SNAPSHOT

Introducing a one stop shop to view a student's overall academic standing and program progress... The Portal's easy to read Snapshot view offers a quick glimpse into GPA, credits needed to graduate, required subject fulfillment, and much more.



DIGITAL PROGRESS REPORTS

Parents can view a student's overall course and unit grades including credit completion progress on a monthly basis. Got something to say? A comments area is also available to parents, students and teachers to share feedback on each report.



STUDENT FORMS & REGISTRATION

Parent's can review course summaries/methodologies for a student's course load, including any recently completed enrollment forms. Coming in the Spring 2020, parents will be able to register their students and sign re-enrollment documents straight from the Portal - at home or on the go - anywhere!



STATE ASSESSMENT RESULTS

Standardized test scores are now only a few clicks away. The Portal includes summarized and detailed test results in digital form -- that means no more waiting for paper mail results!

What is Edmentum Sensei?

Edmentum Sensei for Families allows you to stay connected to your child's education.

What Can I Do With It?

- View your child's current assignments and classes
- See when assignments are due
- See your child's current progress through assignments
- See how long it takes your child to complete an assignment. **NOTE:** If several days have passed and your child is still on the same assignment, you might want to check with his/her teacher.

My Students
Your student's name

Grades displayed are electronically calculated based on completed work and may not reflect actual grades. All final/official grades are submitted by the instructor.

Your student's name
Last Login Date: 03/27/20 11:39 AM
Last Login Duration: 01:22:59

Assignments | Shared Reports

US History Sem B Teacher's email in class name
Course name: (HS-ED-3004) US History Sem B V2.1 19/20
Last Accessed: 03/27/20
Current Grade: F (49.17%)
Assigned By: Teacher's name

Activities Completed: 12% (4 out of 32)
Total Time on Task: 02:11:42

Start Date: 03/25/20
Due Date: 06/12/20

Sort By: Assignment

Course Completion Due Date

Note that Current Grade represents average of 'graded' assignments.

Good to watch

Full Progress Report

Leamer Progress Report

Edmentum Sensei: Learner Progress Report

Provides a detailed report of your child's progress. Highlighted are which parts of the class your child has completed, how many tries it took him/her to pass, and how much time it took them to complete each assignment.

Below is an example:

Generated by: Your name 4/1/2020 3:50:56 PM

US History Sem B Teacher's email in class name

Learner: Student's Name
Assigned By: Teacher's Name
Start Date: 03/25/2020 Due Date: 06/12/2020

Class: US History Sem B Teacher's email in class name
Report Creation Date: 4/1/2020 3:50:56 PM

Title	Completion	Exemption	Omitted	Mastery	Completion Date	Tries	First Use Date	Last Use Date	Time On Task (HH:MM:SS)	Score
(HS-ED-3004) US History Sem B V2.1 19/20	In Progress			Not Mastered		26	03/26/2020	03/27/2020	02:11:44	
How To Edmentum	Completed			NA		0		03/26/2020	--	
Unit 6: World War II and Its Aftermath	In Progress			Not Mastered		24	03/26/2020	03/27/2020	02:04:43	
World War II	Completed			Mastered	03/26/2020	6	03/26/2020	03/26/2020	00:17:00	80
World War II: Tutorial	Completed			NA	03/26/2020	4	03/26/2020	03/26/2020	00:11:35	
World War II: Mastery Test	Completed			Mastered	03/26/2020	2	03/26/2020	03/26/2020	00:05:27	80
The Effects of World War II on the Home Front	Completed			Not Mastered	03/26/2020	4	03/26/2020	03/26/2020	00:08:47	0
The Effects of World War II on the Home Front: Tutorial	Completed			NA	03/26/2020	3	03/26/2020	03/26/2020	00:08:28	
The Effects of World War II on the Home Front: Mastery Test	Completed			Not Mastered	03/26/2020	1	03/26/2020	03/26/2020	00:00:18	0
Post-World War II Society	In Progress			Not Mastered		4	03/26/2020	03/26/2020	00:03:19	
Post-World War II Society: Tutorial	In Progress			NA		4	03/26/2020	03/26/2020	00:03:19	

Truancy/Withdrawal Policy

You don't have to stay and we don't have to keep you. Parents and schools share a responsibility to ensure students have access to opportunities for academic success. Your student is entitled to the right to an education we are here to provide it, we will not force you.

Directions: Please read the following policy and answer the question.

Truancy Policy

Per California Education Code Section 51747, the governing board of Options for Youth Duarte Public Charter School maintains this board policy establishing the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study.

Inadequate Progress

The number of missed assignments established by this policy occurs when the student fails to complete 100% of the minimum work assignments required for one school learning period, fails to verify 75% of attendance for one school learning period, **or** misses four instructor appointments without a valid reason. This is referred to as "Inadequate Progress." Pupils making Inadequate Progress are considered to be truant.

Truancy

Consequences for truancy may include interventions and/or disciplinary action, (including truancy letters, phone calls home, progress meetings, home visits, or child services and or police visits to perform wellness checks) up to and including dismissal from our program.

By law students under 18 must be in school and must be progressing in school. It is not enough to just be enrolled in school. Allowing a student to miss too much school or Special Education Services is considered Educational Neglect.

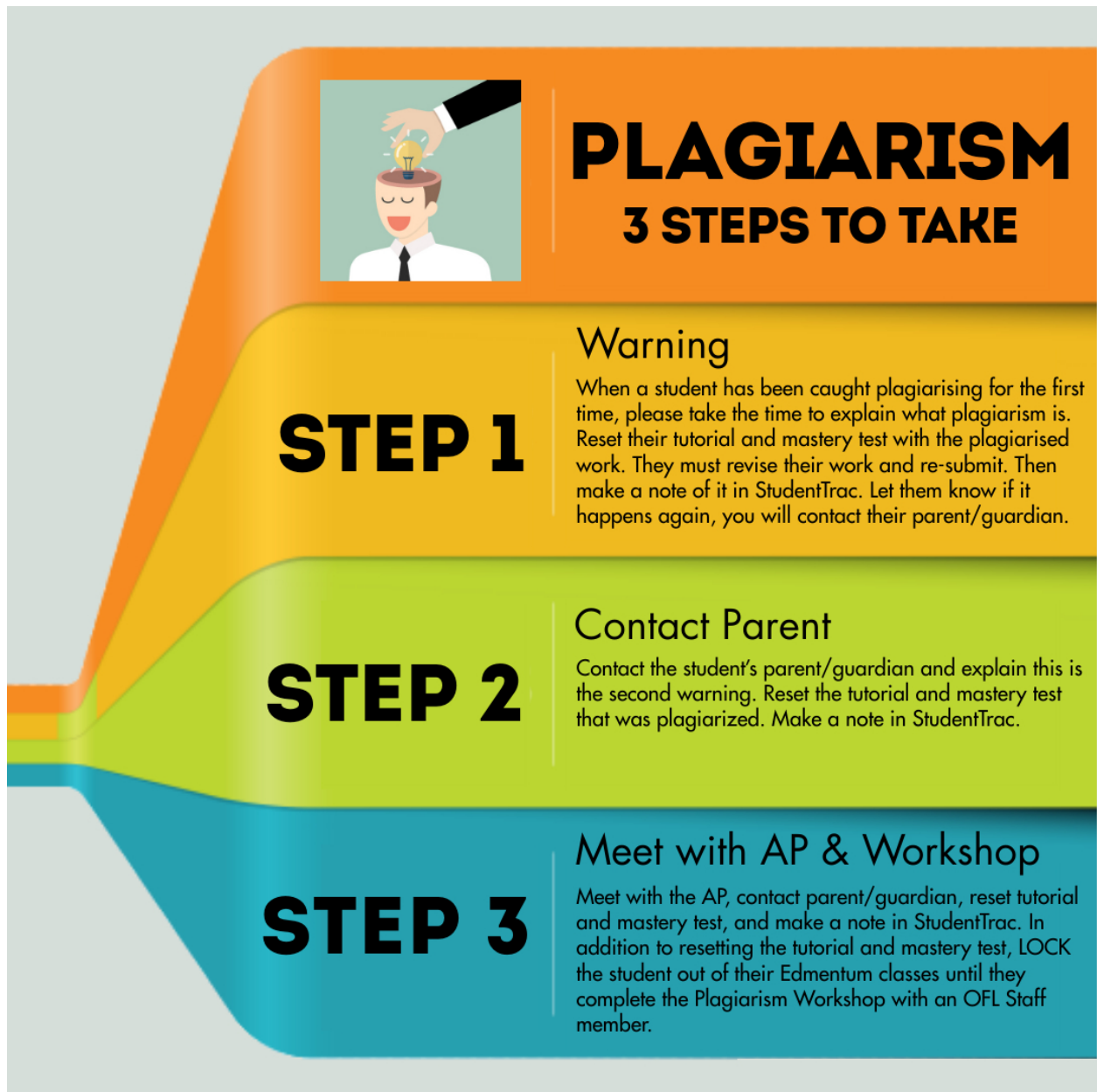
1. What happens if your student misses several appointments or does not complete their minimum requirement of school work in a learning period?

Plagiarism

Plagiarism simply taking and presenting someone else's work and or ideas and using them as your own. Students have found a way to copy and paste sample answers into their units or use the internet as a way of cheating the system.

Directions: Please read the following policy and answer the questions

OFY Plagiarism Policy



1. What happens if your student is caught plagiarizing course work the second time?

2. What happens if your student is caught plagiarizing course work the third time?

ACTIVITY 8: Parent VOICES Hour



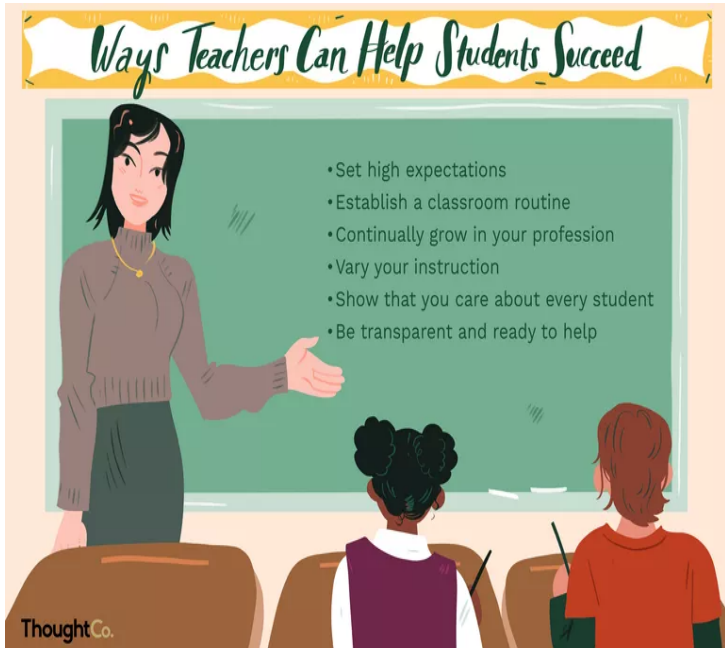
We are a partnership. We want to hear from you. Your Principal and Assistant principal have made themselves available to talk to parents at your convenience during their office hours. Please join your leadership team every 3rd Tuesday of the calendar month for office hours 3Pm - 4PM. We love to hear from you. No appointment necessary!

What strengths do you see in your student?

What areas of concern do you have regarding your student?

What supports do you believe your student needs to be successful in independent study.

What we can do



What you can do

11 Things Kids Want From Parents

- 1. Showing is better than telling** - I learn by watching you.
- 2. Love me** - Give me hugs and kisses. You can't spoil me with those.
- 3. Kind and firm discipline** - My brain is still developing and so I'm slow in learning. But I do want to learn, if you patiently and kindly teach me.
- 4. Be my safe haven** - Always be here for me no matter what.
- 5. Talk with me** - Don't just talk to me.
- 6. Hear me** - Sometimes I just want to be heard without judgement or lecture.
- 7. Accept who I am** - Don't constantly compare me to other kids.
- 8. Let me play outside a lot**
- 9. Give me food that is nutritious and yummy**
- 10. Trust me** - Let me make my own decisions on non-safety or health related things. I couldn't learn to walk without falling. I can't learn to make good decisions without making bad ones.
- 11. Encourage me** - Your praise means so much to me.

We run a different program. . . it is not for everybody.

1. Is there anything you would like me to know about your child specifically?

2. Was the information presented informative?

3. What other information would you like to know about our Program?

Thank you for choosing to partner with us towards your child's academic success. Working together, your student will succeed.

Please return this unit with your child's unit 3 of the New Student Seminar/My Learning Path course.