

Interventions/Student Support

Secondary Building

Special Education:

After executive order, special education students were offered the opportunity to come to the secondary building during DL equivalent to the services that they were receiving for hybrid. Not all families took advantage of this offer and some students were hit or miss with their attendance.

Wrap-around Meetings:

Over the last month, we have been working towards creating and implementing "wrap-around" meetings to support students who were failing three or more classes after the first quarter. Given the unique circumstances of education, we wanted to be a leader in the field in addressing the higher than normal fail rates. In conversation during our SAT meeting, this idea came to light. Its purpose right now is to provide a 25 or 30 minute time slot to connect the student, caregiver, teachers, and support staff to discuss the challenges the student is facing; whether that be academically, mentally, and/or other life circumstances. The staff are able to hear directly from the student what is going on and at the end of the meeting, we collaboratively work to establish next steps and tangible goals. In future, if this meeting concept is beneficial, we will work to have this be more of a proactive measure versus a reactive measure in student success.

Truancy:

Brooke Krohn and I has been working with the truancy review board from Waseca and the attendance review board from Steele county to mitigate truancy for some students. The process goes as follows:

Attendance warning letters are sent.

After letters, we contact the county to set up meeting with parent and student either via TRB or ARB.

Meeting with family occurs, contract created and distributed to all parties.

Other students struggling:

We have started to allow a few more students that are struggling to attend 4 days a week. Keep in mind that we need to maintain our hybrid numbers in every single class in order to do so.

What does REACH stand for?

Relationships - A safe place for students to belong, connect and be supported.

Education - Create positive learning opportunities through academic support and individual assignment modification.

Accountability - A support network with staff committed to help students succeed that nurtures student accountability with parent support.

Character - Skill building activities that encourage positive academic and personal growth.

Hard Work - Students that rise to the level of expectations.

Student Assistance Team (SAT)

The purpose of SAT meetings is to help teachers with students that they have identified as having an academic or behavior problem. The team will work together to come up with practical ideas to help these students be more successful in school. At the conclusion of the team meeting, we will put together a complete student plan to help address the student's concerns.

SAT Continued:

Together the team will:

- Assess your major concerns about the student
- Identify the one or two most important student concerns to address in team
- Set specific student goals for improvement
- Design an intervention plan with strategies to help that student improve, and
- Decide how to share information about this plan with the student's primary caregiver(s)

SAT Continued:

You should consider referring a student with problems in the following areas:

- Academic problems
- Behavioral problems
- Suspected physical/emotional/sexual abuse
- Significant family problems
- Physical/mental health concerns
- Safety concerns
- Legal problems
- Poverty

Credit Recovery:

We have been offering in-house credit recovery for several years now with success. We have gotten several students to graduated that might have not graduated through the use of Acellus and the persistence of Mrs. Eder.

GrID Days (Grade Improvement Days)

Elements of the GrID plan are:

- Teachers are asked to have their grades as current as possible by the morning of Monday, Jan. 19.
- All students with one or more failing grades (GrID group) are expected to report to school on Thursday, January 21 and Friday, January 22.
- GrID students will be considered absent if they do not take part. Distance learners will be encouraged to attend school in person on these days. If that is not feasible, group D GrID students will participate remotely.
- All non-GrID students will log in electronically for attendance during first hour ONLY, but otherwise have no designated responsibilities for the day.

GrID cont.

- Non-GrID students may, with permission from their teachers, do independent work on-line to strengthen their grades in classes of their choosing.
- All secondary teachers will align themselves in “pods” based on physical proximity. Each pod will have between 3 and 5 teachers. (SPED teachers will not join pods.)
- Both Thursday and Friday mornings, GrID students will report to their first-hour class for attendance.
- With attendance taken, special ed students will be sent to work with their typical case managers and paraprofessionals. Except for attendance, special ed students will work with special ed staff throughout GrID time.

GrID cont.

- Teachers of each pod will review the numbers of remaining students to see how evenly distributed students are within the pod. Students' physical locations will be adjusted so that all teachers in a pod have about the same number of students. (Based on fundamental numbers, there should be no more than 6 to 8 per teacher.)
- GrID students will not rotate under the typical class schedule, but stay in their pod groups the whole day.
- Teachers will act as “case managers” for the GrID students in their rooms, reviewing their current circumstances, their levels of progress and numbers of missing assignments in various courses, and offering advice as to how the students will best use the GrID time. In some instances, case managers may need to suggest that students ignore certain courses and concentrate their attention on strategically chosen classes and assignments.

GrID cont.

- Teacher pods will provide inter-staff support for one another, temporarily spelling teachers who must leave the vicinity to perform other short-term tasks.
- Supplemental transportation services may be available for removing students who accomplish GrID goals during the day.
- When GrID students need guidance or support which cannot be offered by one of the pod teachers, a selected teacher will be telephoned or emailed and asked whether s/he has time to work with (student name). If necessary, appointment slots may be arranged.
- GrID students who leave their case managers' classroom will need permission. Student planners will be used as a "pass" mechanism. Teachers are encouraged to use phones and email to coordinate student movements.

GrID cont.

- Junior- and senior-high lunches will be provided at the usual times. After lunch, attendance will again be taken by first-hour teachers, then students will return to the GrID “case managers.” (Teachers will not use JMC to submit attendance this time, but will use email to notify the office of any “missing” students.)
- At the end of the day, attendance will be taken a third time in first-hour classrooms. On Thursday afternoon, progress will be reviewed. Teachers/case managers will provide the office with the names of any students who can logically be released from GrID expectations for Friday.
- Extra flexibility will be given regarding the deadline imposed on teachers for submitting their final semester grades. For any seniors who are still receiving Fs after GrID, the guidance office should be notified ASAP.

Future next steps:

Implement Reading Intervention with 6th grade that aligns with Elementary interventions. Materials have been approved for order. Jessica Williams will train a paraprofessional and classroom teachers.

We would like to bring back the 6th graders 4 days a week. Mitigation strategies must be in place.

We want to bring back seniors 4 days a week. We need to make sure that our numbers with hybrid are able to be maintained every hour.

After school homework help - conversations started