



Davis High School BECCA

How we support students with attendance pre and post COVID
Michelle McGuirk & Becky Shelton

**No Ph.D.s here-just two ladies trying to do what they can to support students*

2018-2019

DHS

Data Snapshot



Total Students

2,432



Demographics

85% Hispanic
10% White

80% Low Income



Data

67% Regular
Attendance

55% Freshman On-
Track

All Good Things Take Time

2016

DHS was formed
Common expectations
Staff training

2018

BSET and Community Truancy Board
BSET form in Skyward

2015

YSD adopted PBIS
Davis formed a Tier
1 Team

2017

Tier 1 Data shows a
need for Tier 2
supports

2019

Tier 2 Data showed a
need for Tier 3
supports

The Creation of BSET

Building Student Education Team



Administrators//

1 Principal and 5 assistant principals



Counselors//

5 Counselors, social emotional specialist, freshman transition specialist, student assistance coordinator



Specialists//

2 Migrant coordinators, school psychologist, instructional facilitator, attendance specialist



Community//

ESD Advocate
Graham-Kapowsin

DHS Truancy Process

Tier 1

Teacher/Classroom

Pirate Code

Complete request for assistance form

Tier 2

Counselors

Check-in or Tracer

Staffing

BSET Referral

Tier 3

Community Truancy Board

Attendance Agreement

Davis Health Clinic/Behavioral Specialist

Alternative Pathways Explored

Petition to the Courts

AdHoc



Tier 2

- *Check in and Check out
- *Support Plans
- *Davis Health Clinic referral



Freshman Focus

- * LINK Tutoring- Math Focus
- *YPAL
- *Check in and Check Out

2019-2020
Met with 90
families



2019-2020
75% of
students
referred to
DHC



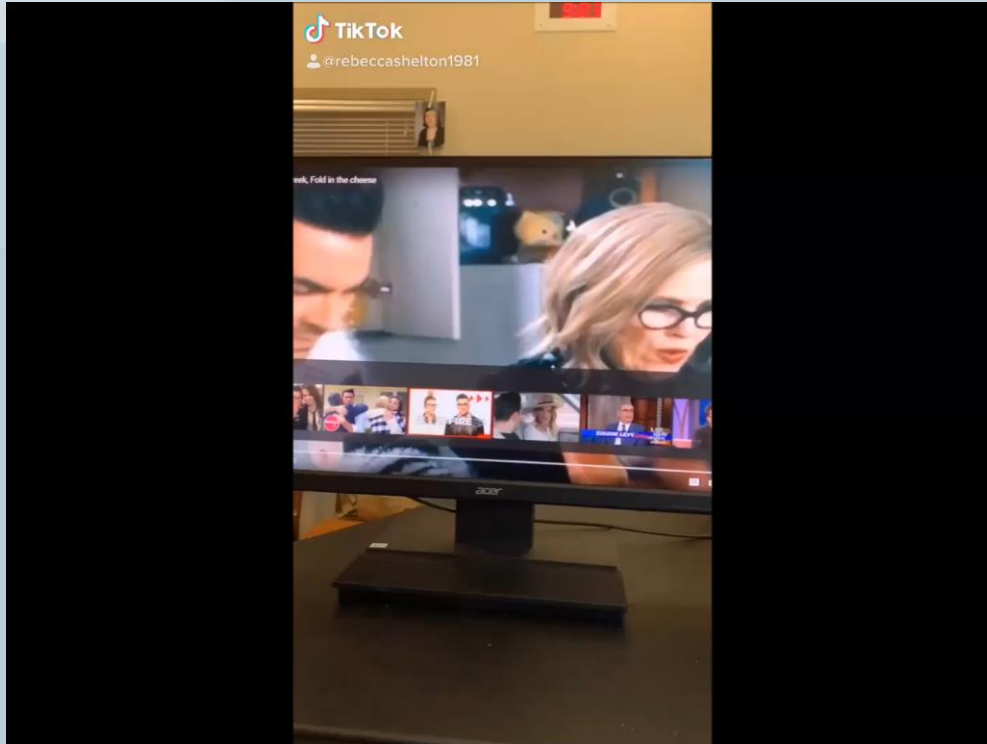
2019-2020
40 petitions
filed



**We were just starting to
find our mojo...**

Then covid-19 came along

It started like this



<https://vm.tiktok.com/ZMJadUTwu/>

Davis High School's

9 TIPS To Beat the Stress of staying @ home

Tips on how to manage stress and practice self-care while navigating Coronavirus concerns

- Breathing**
Breathing exercises can cause physiological changes that include lowered blood pressure and heart rate, reduced levels of stress hormones in the blood, reduced heart and lung capacity, increased levels of oxygen and carbon dioxide in the blood, improved immune system functioning, and increased physical energy. Increased feelings of calm and well-being.
- Exercise**
Scientists have found that regular participation in aerobic exercise has been shown to decrease physical levels of tension, elevate and stabilize mood, improve sleep, and improve self-esteem. Even low-intensity aerobic exercise can stimulate anti-anxiety effects.
- Listen to music**
Music therapy makes use of the power of music to help people with various mental health issues. It can be used to help people with various mental health issues.
- Visualization**
Visualization is a tool you can use, either that you have been at, or that you are imagining yourself to be there. Describe a peaceful place to you, and let your mind wander. It can be a place you have been, or a place you want to go. It can be a place you have been, or a place you want to go.
- Make a schedule for yourself**
Make a daily schedule and stick to it. Doing so will help you to stay on top of your work and to feel more in control of your life. It is a good idea to make a schedule for yourself.
- Take a brief vacation from your phone**
Turn off phones or other devices, and take a break from them. This will help you to feel more in control of your life. It is a good idea to make a schedule for yourself.
- Be virtually connected**
Don't let a screen be a barrier to connecting with people. Use video to stay connected with friends and family, and use social media to stay connected with friends and family.
- Relax your body**
Progressive muscle relaxation: Download guided relaxation. Take a bath or shower. Do yoga.
- Be kind to yourself**
Have the confidence to know that you will get through this tough time! We got this Pirates!

If you have any questions or need more support, please email Ms. McGuirk at McGuirk.Michelle@davis.k12.nc.us

We Started to Fold

Pirate Parent Support
Why is my student struggling and how can I support them?

Academic "Blockers"

1 Readiness to learn: The student is unprepared to do academic work.

Parent Question: Do you think any of these problems interfere with your child's readiness to learn?

- ☐ Disorganization/Lack of an orderly workspace
- ☐ Poor time management
- ☐ Lack of sleep.
- ☐ Other issue(s).

2 Academic skills: The student lacks the skills to do the academic work.

Parent Question: Do you find that your child seems to lack the skills to do assigned work?

3 Motivation/work engagement: The student is unmotivated to do the academic work.

Parent Question: Do you think any of these problems interfere with your child's motivation to do schoolwork?

- ☐ Lack of work endurance.
- ☐ Becoming overwhelmed with larger tasks.

Support strategies

1 Sample strategies to address readiness to learn include:

- ☐ Disorganization: Assist the student with a plan for storing materials and routines for orderly daily set up, and clean-up of the workspace.
- ☐ Time management: Help the student to create a daily work schedule and to check off work as completed.
- ☐ Lack of sleep: Set a fixed bedtime and wake-up time; adjust the student's school schedule to start later in the day.

2 The prime strategy to address academic skills would be:

- ☐ Ask teacher for tutoring opportunities

3 Sample strategies to address motivation/work engagement include:

- ☐ Lack of work endurance - Advise the student to work for shorter periods and to take brief breaks as needed.
- ☐ Becoming overwhelmed with larger tasks - Coach the student to breakdown larger tasks independently. Praise and encourage the student's use of the chunking strategy being bored with the work.

If you need more support be sure to ask a teacher or Ms. McGuirk 873-2376. You can also refer your student to the Davis Health Clinic.



Remote Learning
Classroom Etiquette & Expectations

DAVIS Pirates

BELOW ARE SOME IMPORTANT REMINDERS AS YOU PARTICIPATE IN CLASS FOR REMOTE LEARNING:

Be Dedicated	Be Honorable	Be Safe
<ul style="list-style-type: none"> - Stay focused on the lesson/topic. - Mute your microphone until you are called on to speak. - Listen to your teacher & classmates when they are speaking. - Speak clearly and use appropriate language. 	<ul style="list-style-type: none"> - Be on time for class meetings. - Charge your device or have it plugged in. - Find a quiet place to work without distractions. - Follow directions & complete assignments to the best of your ability. - Actively participate in lessons & discussions. 	<ul style="list-style-type: none"> - Wash your hands before using your device. - Limit food & drink around your device. - Use your device for school purposes only. - Do not share passwords or personal information online. - Take short breaks: stand up, stretch, get water.

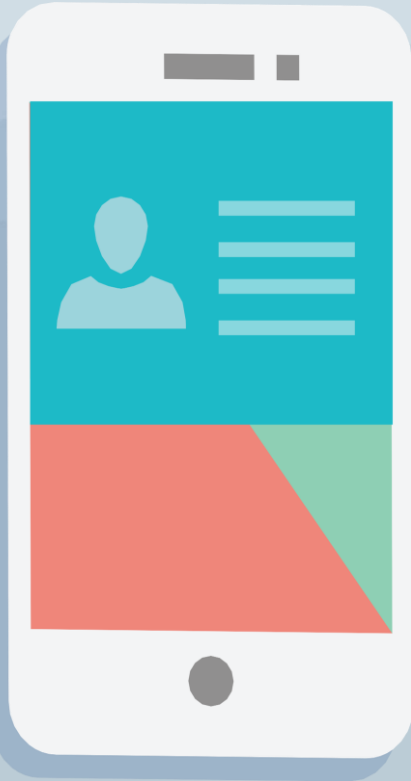
1573-2781

6 TIPS FOR STUDYING @ HOME

Hey Pirate Family! We know how stressful it is to study from home so we've put together a few tips to help. Please communicate with your teachers or counselors if you're feeling overwhelmed or need any assistance! We are here for you Pirates!

<p>CREATE A SCHEDULE</p> <p>Create a schedule for the day for each class. Be sure you have a dedicated workspace too.</p>	<p>TUNE OUT DISTRACTIONS</p> <p>Try to tune out noise by listening to instrumental music, like classical music, jazz or even movie soundtracks.</p>	<p>FOCUS</p> <p>This is hard to do, but you can do it! If you're finding it hard to focus, take a short break and get back to it.</p>
<p>SET REALISTIC GOALS</p> <p>You may have other obligations than just school work so create a goal based on what you can do.</p>	<p>REWARD YOURSELF</p> <p>If you've managed to reach your goal reward yourself with a nap or an extra hour of a show you've been watching.</p>	<p>BREATHE</p> <p>If you're feeling stressed, take a deep breath. Contact your teachers if you're feeling overwhelmed.</p>

Fold in Definition of Engagement



Student academic engagement could include, but is not limited to – submitting classroom assignments; and/or participating in class activities; and/or taking an exam; and/or participating in an online discussion; and communicating with the teacher.

This must be done DAILY by the student and is checked by the teacher.

Fold in Staff Process

If the student has not engaged by Friday attempt call to student or parent. Document in BSET.



If student still has not engaged by Wednesday. Attempt to call home for second time, fill out google form and document in BSET.

Google Form will go to **Retention Lead** who will attempt to call home and emergency contacts to find student and will document in BSET.



Fold in Supports Process

Tier 2

Retention Lead

Makes 3 attempts contact parents
Documents in BSET
Creates an engagement plan

Tier 2

Counselors

Works with students
Refers to Search & Rescue Team

Tier 3

Search and Rescue

Home visits (77)
Leave documentation
Document in BSET
Refer truancy board

BSET FORM

Yakima School District Secondary Form - Revised 7/20/2020		Student Behavior Profile		Date: 09/16/2020
Student Name: [REDACTED]		Teacher: [REDACTED]		
Student's Grade: 10		Referred By: Cynthia Hunter		
Tier 1 Classroom Supports				
Parent Communication				
Date	Topic	Staff Member		
09/16/2020	failing English 10, unable to contact Mom by phone or email	Cynthia Hunter		
09/17/2020	called mom busy signal, called gpa [REDACTED] left mess called gpa [REDACTED] left mess called gma [REDACTED] left mess	C Hernandez		
09/20/2020	did home visit gpa died now lives w mom and her husband mom # is 509- [REDACTED] she will call to get the skyward stuff so she can see what he is doing. She will talk to him re: his disconnection letter	C Hernandez and Kieth		

Behaviors/Social Skills	Academic Concerns:	Student Strengths	Strategies Used to Support Student																																																									
<p>Check all that apply:</p> <table border="1"> <tr> <td><input type="checkbox"/> Unable to follow pace of lesson</td> <td><input type="checkbox"/> Disorganized and/or messy</td> </tr> <tr> <td><input type="checkbox"/> Learning at a slower rate than peers</td> <td><input type="checkbox"/> Slow to finish work</td> </tr> <tr> <td><input type="checkbox"/> Dependent on teacher</td> <td><input type="checkbox"/> Distracts other students</td> </tr> <tr> <td><input type="checkbox"/> Needs instructions repeated frequently</td> <td><input type="checkbox"/> Aggressive behavior toward peers and teacher</td> </tr> <tr> <td><input type="checkbox"/> Frequently redirect student</td> <td><input type="checkbox"/> Afraid to make a mistake</td> </tr> <tr> <td><input type="checkbox"/> Fails to complete assignments</td> <td><input type="checkbox"/> Responds to well-structured activities</td> </tr> <tr> <td><input type="checkbox"/> Easily distracted</td> <td><input type="checkbox"/> Non-compliant</td> </tr> 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Possible Contributing Factors:
Check areas of concern(s)

<input type="checkbox"/> Trauma	<input type="checkbox"/> Personal loss
<input type="checkbox"/> Family	<input type="checkbox"/> Anxiety
<input type="checkbox"/> Rehabilitation:	<input type="checkbox"/> Incarceration Site:
<input type="checkbox"/> Group Home	

REQUEST FOR ASSISTANCE

Date	Requested by:

BSET FORM

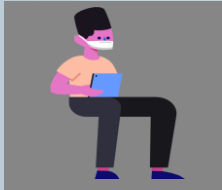
Tier 2 Support Staff			
Parent Communication			
Date	Topic	Staff Member	
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Interventions			
Intervention	By Whom	Date	Effective Y/N
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Additional Notes			
<input type="text"/>			

Additional Student Supports



Needs Assessment

1,500 students participated in the assessment
200 students need access to the food pantry
84 students need hygiene support



Worksite Learning

Students can earn an occupational credit for working during covid



Community Outreach

Madison House
Faith-Based Partnerships

