



Student and Staff Supports Overview/Review

STAFF EXTENSION – TUESDAY, JANUARY 21ST, 2025

AGENDA

BEHAVIORAL SUPPORTS

Attendance

Discipline – Cell Phones

ACADEMIC & SOCIAL EMOTIONAL SUPPORTS

Academic Intervention & Graduation

Student Support Advocate

RULER

MTSS – PEER SUPPORTS

Peer Tutoring

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Daily Attendance



BEHAVIORAL SUPPORTS

KRISTINA MONTEN

&

ERIK HEINZ

JHS ATTENDANCE/ ENGAGEMENT MATTERS!

Abs Code	Description
AU	Absent Unexcused
IL	Illness
IS	In School Suspension
NC	No Contact
OFF	Office Area
PC	Parent Contact
SR	School Related
TE	Tardy
TU	Tardy (No Note)

- OSPI/District Policies (BECCA)
 - JHS Policies/Absence Codes
 - Standard Practice
- Targeted Interventions/Supports

ATTENDANCE PROCESS



School must communicate unexcused absences to students and parent/guardians; calls go out daily



Letter sent for BECCA Meeting when three days of unexcused absences are reached



Next: When seven or more unexcused absences in a month or 15 unexcused absences in a school year are reached a letter is sent



School is then required to file a petition with juvenile court

Root Causes & Interventions for Absences / OSPI Website

OSPI believes that educators have a great opportunity to get curious about why students aren't attending, to provide effective and tailored interventions that address the root cause.

Chronic absenteeism is a signal to educators and parents that a student may be experiencing barriers to attending or engaging in school. These underlying barriers or root causes must be understood to effectively support the student and family to attend and engage.

The root cause of student absences can come from one or several of these contexts:

- School (e.g. school environment does not feel welcoming)
- Classroom (e.g. curriculum does not feel relevant)
- Community (e.g. unsafe walking routes)
- Family (e.g. unreliable transportation)
- Student (e.g. motivation, anxiety)

Attendance Works offers a worksheet to use with individual students on [Understanding the Root Causes of Student Absences](#), that can help them to understand the reasons that a student may miss school.



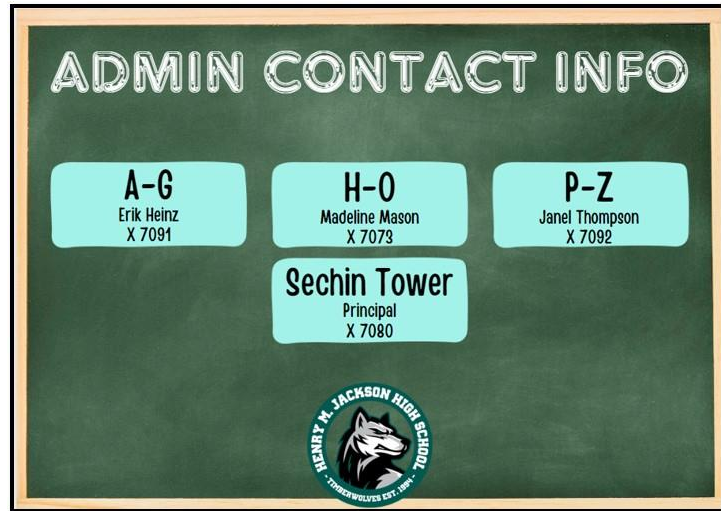
Washington Office of Superintendent of
PUBLIC INSTRUCTION

SUPPORTS

- Parent Meetings
- BECCA Meetings
- WARNS Assessment
- BECCA Attendance Packet
- CEB (Community Engagement Board) Meeting
- Court Petitions
- Referrals
- Interventions
- Supports
- Partnerships
- Coaches/Advisors
- JHS Staff

HOW CAN WE HELP

- ▶ For questions about Attendance Support
- ▶ Admin Support | Kristina R. Monten 425-385-7020 kmonten@everettsd.org
- ▶ Counselor Alphas
- ▶ A—BE Rebecca Medendorp rmedendorp@everettsd.org
- ▶ BF—E Jonathan Gerig jgerig@everettsd.org
- ▶ F-I Alfred Cain acain@everettsd.org
- ▶ J—L Sarah Williams swilliams@everettsd.org
- ▶ M-PE Paul Turner pturner@everettsd.org
- ▶ PH-ST John Lerner jlerner@everettsd.org
- ▶ SU—Z Leiann Gregg lgregg@everettsd.org
- ▶ Support Staff
- ▶ Graduation Success Coordinator Janet Britt jbritt@everettsd.org
- ▶ *ML Graduation Success Coordinator Maria Rey mreyrivera@everettsd.org
- ▶ *ML Graduation Success Coordinator Mariela Hernandez mhernandezbartolomei@everettsd.org
- ▶ Special Services Success Coordinator Holly Bryan hbryan@everettsd.org
- ▶ *Student Support Advocate Claudia Childers cchilders@everettsd.org
- ▶ Intervention Specialist Michael Keiss mkeiss@everettsd.org
- ▶ *Spanish Speaking - Hablo Español



Discipline/Referrals

*For general discipline – email admin alpha with incident, student name, and any previous action taken (parent contact, etc.)

- Admin will follow up with you, sometimes include admin support (Kristina, Mason Siddick), Lori Wirtz, counselor and any other relevant stakeholders.

*For attendance, email admin alpha, counselor and Kristina

*For immediate assistance, please call main office (x7000) or Admin for admin or security support



Cell Phones

- **1st Infraction:** Warning, phone put away, reminder of student expectations.
- **2nd Infraction:** Cell phone will be placed in a designated area chosen by the teacher for the remainder of the class period; teacher will email home and administrator to document 2nd offense.
- **3rd Infraction:** Phone will be confiscated and taken down to the office, where student can pick up at the end of the day. Teacher will contact home and administrator (to document offense). Admin conference with student required.
- **4th Infraction:** Phone will be confiscated and taken down to office where parent must pick up. Teacher will write a referral to administrator who will contact home and document offense. Behavior contract will be written for student and documented.
- **5th Infraction:** Repeat of Step 4 and student will be assigned lunch detention(s).
- **6th Infraction:** Repeat of Step 5 (PED misuse/disruption is a Type One offense where classroom exclusion is not allowed. I cannot find a step above that that would allow for classroom exclusion/ISS/STS).

When contacting admin on any number of infractions, please include Jen Larson, Lori Wirtz, and either Kristina or Mason. This is to ensure that we document accordingly in eSchools



ACADEMIC & SOCIAL EMOTIONAL SUPPORTS

JANET BRITT, CLAUDIA CHILDERS,
AND RULER TEAM (TRAVIS BIRSE &
KYLE PIHL)

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

ACADEMIC INTERVENTION & GRADUATION

OSPI Data for School Year 2024

% of students graduated within 4 Years

- Washington State: 82.8
- Everett School District: 95.2
- JHS: 98.3**
- CHS: 94.6
- EHS: 93.5
- Random Other Schools*
- West Seattle High School: 90.0
- Ellensburg High School: 89.8
- Pullman High School: 93.3
- Port Townsend High School: 88.2

Graduation Requirements

- Subject Area Credits
- High School Beyond Plan
- Pathway

Academic Interventions

- Classroom & Instructor Supports
- Family Support/Resources/Awareness
- School-Provided Opportunities & Supports



School Provided Opportunities & Supports

- High School Credit in Middle School
- Planning and Outreach
- Tutoring / Homework Help / External Resources
- One-on-One Support for Grad Tasks / Critical Assignments
- Personal Coaching
- Summer School Referrals
- ALE Referrals
- Credit Recovery Opportunities
- Competency Credit Opportunities
- Assessment Credit Opportunities



Student Support Advocate

Claudia Childers
ext. 7150

My office is
located in the
counseling
office

5 SSA's in District

- 2 middle schools (Evergreen & North)
- 3 high schools (JHS, EHS and CHS)

KIT/McKinney BPP

Resources

Did you know?

All students are welcome to meet with me for any reason (*no scheduled appointment needed*)

Referrals : ALL Staff , including KIT, and parents

A student can also self-refer

- Collaboration

Mental health/emotional support/trusted adult

Frequently encourage students to seek out counselor, complete homework, and go to class

CONTRACT: “Within the Multi-Tiered System of Support (MTSS) structure, Student Support Advocates operate primarily at the Tier 2 and Tier 3 levels of support.”

MTSS: Tier 2 is small group, standardized interventions that target academic, social, emotional, and behavioral needs using validated programs to support students identified as at-risk. Tier 3 is intensive intervention that is intensified and individualized based on student need.





Mindful Monday



We are all responsible for the energy we bring to a room.

We won't be perfect in every moment, but we can be intentional about how we want to act.

Let's set an intention.

DAILY INTENTIONS:

1. I will listen to my intuition.
2. I will speak love into myself.
3. I will respect my boundaries.
4. I will trust my decisions today.
5. I will be present in the moment.
6. I will accept things I cannot change.
7. I will prioritize what matters to me most.
8. I will allow myself to make mistakes.
9. I will let go of things that don't serve me.
10. I will open myself up to new possibilities.

Effective Hall Conversations

The goal of a good hallway conversation is to either

- *Keep* a kid engaged at a certain level *OR*
- Support a kid in re-engaging with the learning.

Literally everything we do is about student engagement.

It is easy to slip into a pattern of hall conversations being solely for behavior corrections.

Remember – some of these kids have been kicked out of class *for years*. Shift the narrative. You do have the time.

If you are mad, maybe *don't* have the conversation.

Effective Hall Conversations

All of these are things to do *before* discipline

PRAISE:

- “I just wanted to tell you _____. Nice work! Keep it up!

OBSERVATION:

- “I noticed that _____, is there anything I can do for you?”
 - Notice absences, changes in behavior
 - Regarding absences: “I prefer having you here even if you are late.
 - I’m happy to have you here and we miss you when you are gone.”

SEL Stuff:

- Stress management. Literally task kids with breathing for a minute before being in class.
- Connect students with resources, especially counseling team.
- Trainings earlier this year, especially regarding Teen Suicide awareness & prevention.

MTSS Next Steps – PEER SUPPORT

JANEL THOMPSON & THE MTSS
TEAM



Empowering Students Through Peer Mediation

What is Peer Mediation?

- A conflict resolution program where trained students help peers and teachers address challenges and misunderstandings.

Why Peer Mediation?

- Promotes communication, empathy, and problem-solving skills.
- Provides a platform for student voice.

Our Vision:

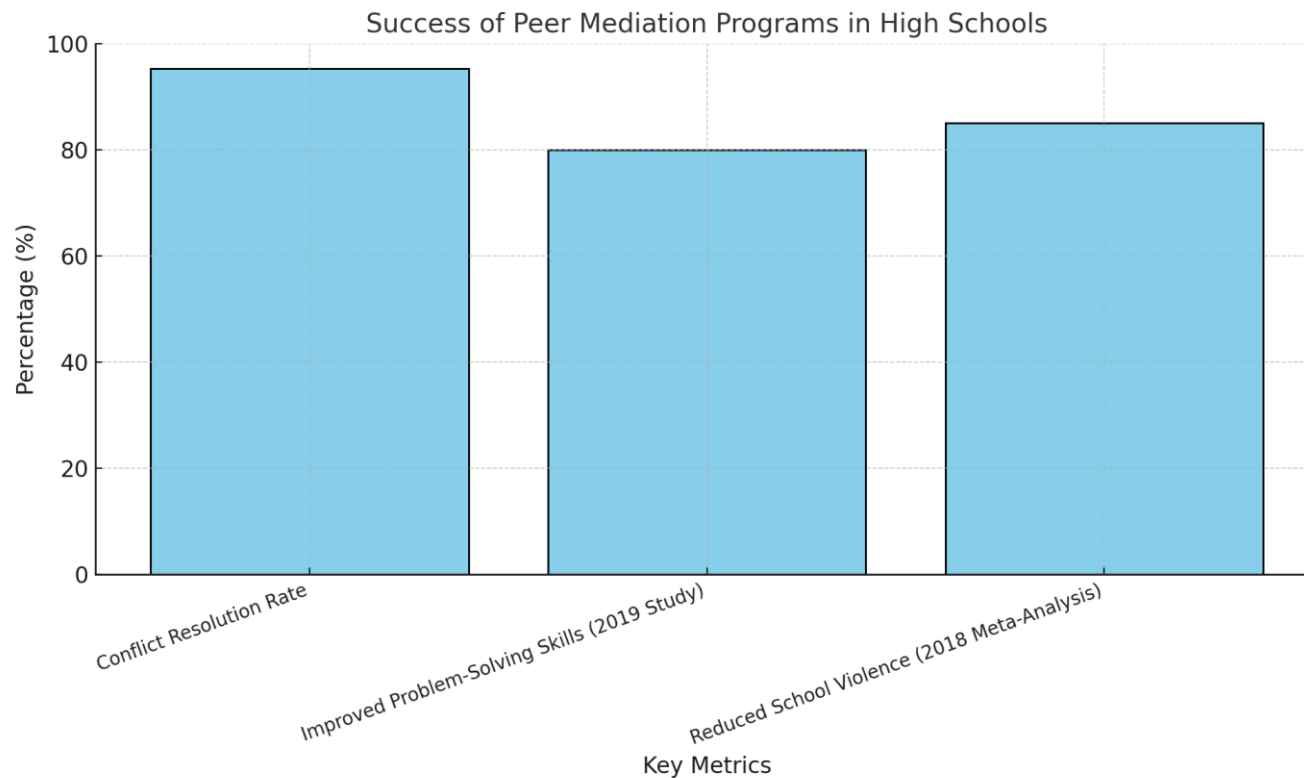
- Reduce conflicts and foster a positive school culture.

How You Can Support:

- Encourage student participation and promote awareness.



Success of Peer Mediation Programs in High Schools



Key Data:

- Conflict Resolution Rate: 95.31% of cases resolved successfully (Auburn University Study).
- Improved Problem-Solving Skills: Students gained conflict resolution and negotiation skills (2019 Study, International Journal of Instruction).
- Reduced School Violence: Programs reduced school violence and improved school climate (2018 Meta-Analysis).

Further Reading:

- 2019 Study on Negotiation Training:
<https://files.eric.ed.gov/fulltext/EJ1220189.pdf>
- 2018 Meta-Analysis on Conflict Resolution:
<https://files.eric.ed.gov/fulltext/EJ1165110.pdf>
- Auburn University Peer Mediation Evaluation:
https://etd.auburn.edu/bitstream/handle/10415/1353/Ridley_Cami_49.pdf

Welcoming the Access Project

What is the Access Project?

- A program that identifies and removes barriers for student success.

Key Features:

- Triage system for student needs.
- Referrals to community resources.
- Poetry and therapy class offering.

Our Goal:

- Provide equitable access to support services for all students.





Building a Strong MTSS Framework

Where We Are:

- New MTSS team formed to improve academic, SEL, and behavioral interventions.

Your Role:

- Collaborate and share feedback to shape our framework.

Action Step:

- Complete the MTSS Feedback Google Form (link sent via email).

Upcoming Initiatives:

- Tiered supports tailored to classroom needs.
- Collaboration across departments for unified strategies.

STAFF MTSS FEEDBACK

<https://tinyurl.com/MTSSJackson>

