**ADOPT A CHILD PROGRAM…
**SENIOR CITIZENS GREETING CHILDREN AT SCHOOL

Depends on the student body. Not all students are at the same level or learn the same way.

Gate students might be more challenging work. Regular students needs to see that they are normal and C's are OK. ie. high achieving students get a C in a hard class (science 8th grade) and it's not good enough - Basic parent emotional support.

Basic principles of being a student - attend class, listen to the teacher, participate, do the homework and turn it in.

Possibly electronic reading devices for students who struggle. Re: dollars - having a text book.

Re: electronic devices - keep it in the room. Students are not responsible with their backpacks, etc. (only responsible students and in a case)

Student should not operate a device with the internet unless the parents know how - possible parent forums on basic computer skills
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Q2 What do students need to success given their unique circumstances?
MS Special Ed - self-responsibility to be prepared. With the "pushing in" students must still see their case manager - don't eliminate all the special ed classes. Keep the learning lab as a schedule period.

Don't cut counselors at the school ie. Dad's in jail or homeless, etc. (Link schools to community resources)

GATE - more field trips including in-house field trips / more STEM classes

Regular student - access to counselors for support / advice with school career

AGREE WITH: STUDENTS NEED A CONNECTION TO SCHOOL

MOST IMPACTFUL: Having learning lab type class where low achieving or special ed students have access to a teacher / case manager. By doing so, self-responsibility and connection to the school will begin to take place.

MODERATELY IMPACTFUL: access to counselors for all levels of students. ie. K-5 are not there every day.

LEAST IMPACTFUL:

Question: What do students need to succeed?

Positive environment - feel safe to be themselves, supportive, all students have tools they need (computer access, supplies)

Support for students that aren't keeping up - not just 'at risk' help available

--Balance between school and extra curric

--Support for parents/family that are unable to help students with academic and personal issues.

-----ie parents may have the same learning disability as their student

--System needs to be able to identify and help students quicker - before a student falls far behind.

Question: What do students need to succeed given their unique circumstances?

Be flexible and aware of the unique circumstance without invading privacy.

-- can we have a permission slip to disclose health issues, etc. so we could help more

ESL classes for families

Computer training for families

Family drop in center for info, assistance. with translators

Find a way to get families to communicate their issues so we can help with additional sensitivity to diverse cultures.

Question: Prioritize List:

Most impactful - Identifying issues - whole child (academic, emotional, socio-economic, etc) early and revisit and re-evaluate every year

Moderate impactful- Readily accessible support for student and family

Least Impactful - Training for families - computer, esl (available from other sources)

Key Question: What do students need to succeed?

Technology

An amazing learning environment from the gate children to those in SDC.

They need enough staff available for them to feel safe and that they can go to anyone on campus for help. In order to do this, staff needs to be educated in Common Core Standards. This means all staff from Certificated to Classified need to know the standards.

Parent involvement and have parents know the standards we promote so that they can help their children be balanced between school and home. Better communication with families, their teachers and their after school programs on campus.

Social Accountability.

More attention to assessing children in a fairly quick manner to get at-risk children identified and get them help ASAP. This will benefit not only the child, but the entire classroom environment.

Key Question: What do students need to succeed given their unique circumstances?

Sharing information ie: All staff needs to know everything and be on the same page throughout the district. We are all on the same team and there to help the children; and linking this to other county and community programs for helping students.

Someone who can mentor the child, that is on campus, for them to go to or be referred to so they get help. Often times the child needs to gain trust in a person before they will open up about what they need help in - their red flags so to speak.

CHILDREN NEED A CONNECTION AT SCHOOL!

Understanding the different cultures in the family to be supportive of them and how we can help if needed.

Training for certificated staff on confidentiality so children are not labeled and their future is determined before they even get a chance from grade to grade.

Key Question: Prioritize List:

ADOPT A CHILD

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Moderately Impactful:

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Least Impactful

1. **What do students need to succeed?**
   a. A safe, clean and healthy learning environment.
   b. Good quality nutrition.
   c. Complete access to state of the art learning tools (ie technology, books, web-based learning, engaging in the community, etc..
   d. Caring, supportive, and knowledgeable teachers who also continue with their own education.
   e. Emotional and academic support at home.
   f. A feeling of caring and support of their fellow students and school community.
   g. Education for parents on parenting, health, etc…
   h. Discipline for accountability, responsibility for actions and accomplishments.
   i. Social accountability to build confidence in social circles.
   j. Recognition that not all students are going to four year colleges; what do we do for those students that are not? How can/do we support them?
   k. Academic support and identification of issues in the early grades.
2. **What do students need to succeed given their unique circumstances?**
   a. Early intervention program and identification of at risk students. Such as Special Education testing, counseling, financial needs, etc…
   b. Train personnel on what to look for and who to report to for assistance for students and parents/guardians.
   c. Know what our community organizations and resources are to be able help our students and parents/guardians.
   d. Inclusive community - include all to make us all one.
   e. Connecting with an adult to make you feel important.
   f. Confidentiality among staff so that there is no preconceived ideas among staff when they get that student in their class.
   g. Adopt a child programs that include just plain fun, no academics.
   h. Senior citizen greeters for elementary schools.
3. **Most Impactful:**
   a. Caring, supportive and knowledgeable teachers who also continue with their own education.
   b. Early intervention program and identification of at risk students. Such as special ed testing, counseling, financial needs, etc…
   c. Train personnel on what to look for and who to report to for assistance for students and parents/guardians.
   d. Complete access to state of the art learning tools (ie technology, books, web-based learning, engaging in the community, etc..
   e. Emotional and academic support at home.
   f. A feeling of caring and support of their fellow students and school community

g. Recognition that not all students are going to four year colleges; what do we do Academic support and identification of issues in the early grades.

h. for those students that are not? How can/do we support them?

i. Connecting with an adult to make you feel important.

4. **Moderately Impactful:**

a. A safe, clean and healthy learning environment.

b. Good quality nutrition.

c. Education for parents on parenting, health, etc…

d. Discipline for accountability, responsibility for actions and accomplishments.

e. Social accountability to build confidence in social circles.

f. Know what our community organizations and resources are to be able help our students and parents/guardians.

g. Inclusive community - include all to make us all one.

h. Confidentiality among staff so that there is no preconceived ideas among staff when they get that student in their class.

5. **Least Impactful:**

a. Adopt a child programs that include just plain fun, no academics.

b. Senior citizen greeters for elementary schools.

Bottom line students need competent, caring, engaged adults in their lives (teachers, counselors, support staff and not least of all parents and guardians) who want nothing but the best for them be it going to a four year college, vocational school, military or working environment (or sometimes just surving another day).. They need the tools to succeed the above which include technology, hands-on experiences, mentoring, books, field trips, etc...