

MARCH & APRIL 2023

DEAR TROJAN FAMILIES:

Spring Semester is off to a smooth start. On January 30th, we officially rolled out our “**Be On Time, Every Time**” campaign and our students have responded well. They have responded with a calm urgency to make it to classes on time, and to be respectful in those moments when they happen to arrive late. Our teachers have done a great job explaining to our students why it’s important for them and for the entire class to be able to start the learning on time. When learning gets off to a good start, we have a much better opportunity of bringing all learners along so that more students can experience success in their daily lessons, with less distractions. Teaching and learning is our primary focus at AHS. Our students have responded well, and I’m very proud of them.

To update you on how we are managing punctuality **our steps go like this:**

Each teacher maintains a separate unexcused tardy count for their students.

- 1st unexcused tardy** = Documented **warning** and quick conversation with the student.
- 2nd unexcused tardy** = Email or phone notification to families, a conversation with the student, and a **30 min lunch detention**.
- 3rd (or more) unexcused tardy** = **Referral** to the student’s administrator. A **30 min lunch detention** will be assigned. Administrators may increase the number of lunch detentions or may assign a 90 minute after school detention, should a student have multiple tardy referrals.

Students are held accountable and once they are referred to an administrator, problem solving and the challenges of being on time are discussed.

Students who don’t follow up with their lunch detention are assigned to more time after school and parents are notified. Continuing to disregard assigned time can culminate into 2-Hour Saturday School, Friday After School Campus Beautification, or an in-school suspension for students who continue to avoid their accountability responsibility. Our administrators will endeavor to make this more about learning than it is just giving up time.

Individual tardy counts are maintained for each class and students will go back to zero at the end of 3rd quarter (after Spring Break()). Students are provided two hall passes for each class, including Troy Time each quarter. This provides them 14 out of class passes each quarter, as the hall pass count starts over at the start of 4th quarter. Students with documented medical accommodations will practice their individualized plan. Teachers located at the far ends of our campus and up on the 3rd floor provide their students an extra minute, or two as the hallways are crowded and we have a large campus. Overall, our students are doing so much better this semester and our teaching staff is feeling much more supported with their instruction.

HOME TROY TIME - INTERVENTION TROY TIME - REQUEST TROY TIME

Troy Time, in case you didn’t know, is a 30-minute period that takes place between 3rd and 4th periods four days per week. All students at AHS have a “**Home**” **Troy Time** where they work on their **High School and Beyond Plan** (a Washington State graduation requirement) and learn and are reminded about school-wide expectations while creating a tightly knit supportive community that helps all students navigate high school.

Whenever students have low grades (below passing) they are assigned, by our **On Time Graduation Specialist Ms. Edith Andrade Hernandez**, to attend what we call “**Intervention**” **Troy Time**. This would be with one of their core subject teachers (Language Arts, Math, Science, or Social Studies) and students would attend their Intervention Troy Time daily until they get their grade up to at least a “C-.” Our students may also request support during Troy Time from one of their other teachers if they are not scheduled into an Intervention Troy Time. We are able to offer this flexibility for our students because they have done a nice job following the protocols. So, a student can receive that extra support within the school day to move that C to a B, or a B to an A.

We call this “**Request**” **Troy Time**. All your student(s) needs to do is email their **requested teacher** and include their Home Troy Time teacher and our Attendance Office (bshipe@auburn.wednet.edu) in the email. When the Requested Troy Time teacher replies back to all with an approval, the student then attends their requested Troy Time on that same day or planned day later that week.

Our students started this request practice in early December and have done a great job following through and being smart about how to use their Troy Time schedule. On average we have about 30-40 students request a specific teacher for their Troy Time each day. *We believe that the two hours a week that we have set aside for your students in a Troy Time structure are vital in navigating the high school experience.*

Now that you know a little more about our three types of Troy Times, be sure to ask your student how their Troy Time experience is going and are they using this time wisely to support their learning? Additionally, in Troy Time students earn a .5 elective credit each year, because we value this time and want our students to value it as well. Daily attendance and completing their High School and Beyond Plan in Troy Times (Period 8) is key to earning this credit.

As always, feel free to email or call, should you have questions or just want to share your insights with me.

Thank you for your support!



Mr. Jeff Gardner - AHS Principal
jgardner@auburn.wednet.edu
(253) 931-4880

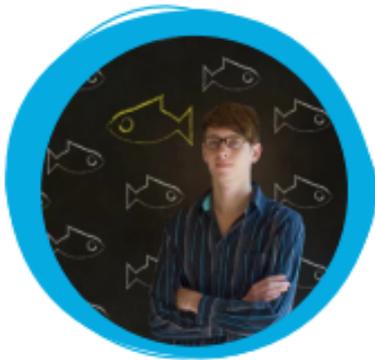
If you continue to scroll down I have included two Capturing Kids’ Hearts Family Newsletters for **March on stepping up and showing COURAGE**, and for **April focusing on finishing strong, doing hard things, and PERSEVERING**. I hope you’ll find the resources helpful, as there are some great conversation starters in each of them.

Step Up

Develop strength to face something difficult.

This month we are focused on helping students understand that courage is not a magical remedy for fear. Instead, courage is a choice to push through fear, self-doubt, and anxiety to do things that feel hard or frightening. **We are partnering with you this month to grow your child's courage.**

This month's activities will help your child understand that courage can equip them to make a positive impact at home, at school, and in the community.



1 Engage: Courage Role Play

Discuss having the courage to do the right thing. As a family, role-play situations with your child where they might have to demonstrate courage. For example, role-play what it would look like if they saw a friend being rude to someone else at school. What would they do? How can courage help them stand up for what is right?



2 Empower: Roles at Home

Create a list of household chores. Assign the various chores to each family member. Discuss any additional tools or support needed to accomplish each job. Have a weekly family check-in to celebrate success in completing each job by taking turns giving each family member an affirmation. Rotate chores and ask what additional support is needed.



3 Excel: Try Something New

Ask each family member to share something positive they want to do but have been afraid to try. Discuss what fears are getting in the way and steps to overcome those fears. Encourage everyone to try something new this month. Don't forget to celebrate each family member when they do!

Conversation Starters

- ♥ Describe a time when you were fearful at school, but you were able to overcome it because of your courage. What helped you to be courageous?
- ♥ Who is someone you consider to be courageous? What are some ways they show courage?
- ♥ Think of a recent failure at school. What was a lesson you learned from this experience?

Finish Strong

Give extra effort to make it through to the end

This month we are challenging students to work hard and stay determined. **We are partnering with you to acknowledge your child's achievement of goals- big and small!** By helping your child develop perseverance now, you can prepare them to learn from their future failures and work hard to achieve future successes. This month, look for opportunities to teach and model the power of perseverance!



1 Engage: The Power of Yet

Ask each family member to write down a list of things they would like to learn to do but just haven't done yet. For example, "I haven't learned _____." Choose a few phrases from each family member and repeat these phrases, adding the word "yet" to the end. Remind your family that we must work daily to learn new things and keep trying even when it's hard.



2 Empower: The Best Version of You

Ask each family member to think of a word that describes the best version of themselves or a word they would like to live out. It may be a word from their class or family Social Contract. (For example., respectful, responsible, a good listener, etc.). After each member decides on one word, ask everyone to identify three actions they can take to persevere and model their word to ensure they become the best version of themselves. Have weekly check-ins to see how things are going.



3 Excel: Winning Over Weeds

This spring, plant a garden as a family. It can be big or small! Discuss the daily commitment needed to help this garden grow and the patience necessary as you wait for the final product. Weed this garden together and as you do, discuss how this garden is like many challenges in life. Perseverance helps us to win over weeds!

Conversation Starters

♥ What is something you're good at that took a lot of hard work and practice?

♥ What is something you're still learning to do in school that is difficult?

♥ Who is someone at school you feel comfortable asking for help from when you need it?