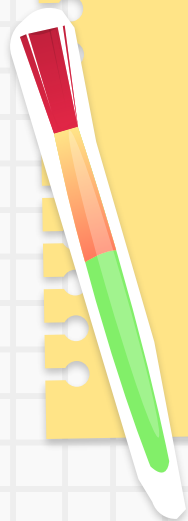


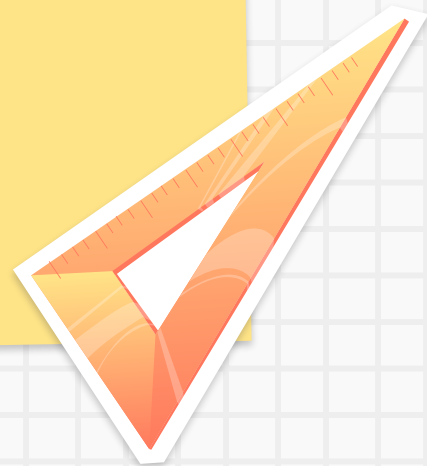
School Highlight Presentation

1. Provide an opportunity for members from each school to share about their school and the work that is happening every day.
2. Presentations share work connected to School Improvement Plans.
3. Presentations will take approximately 10-12 minutes.
4. There will be an opportunity for School Committee Members to ask questions.



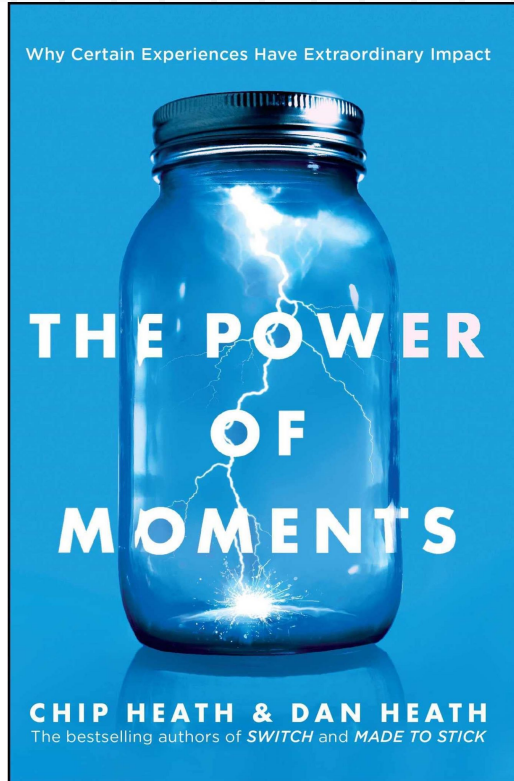
Welcome to Remington!

The Power of Moments



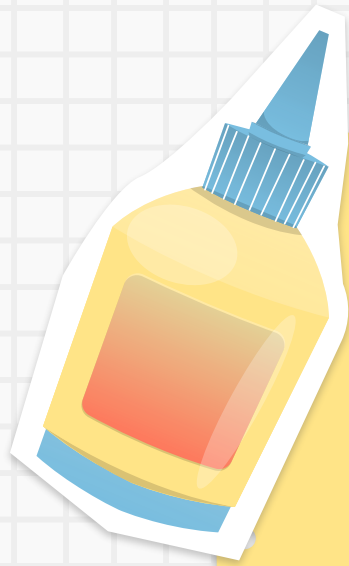


“The Power of Moments”

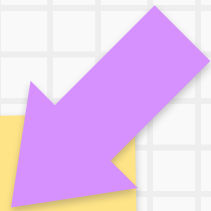


Moments can...

- Elevate
- Provide Insight
- Invoke Pride
- Connect

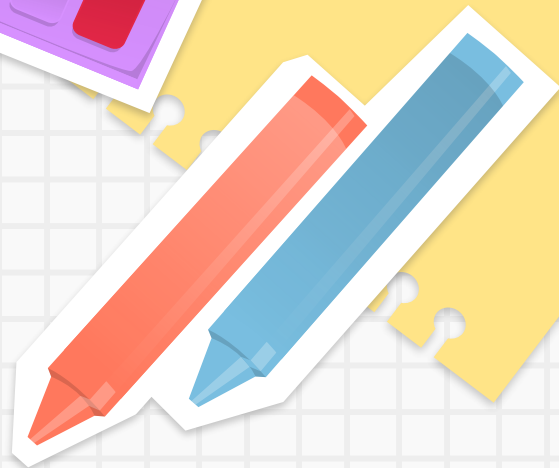


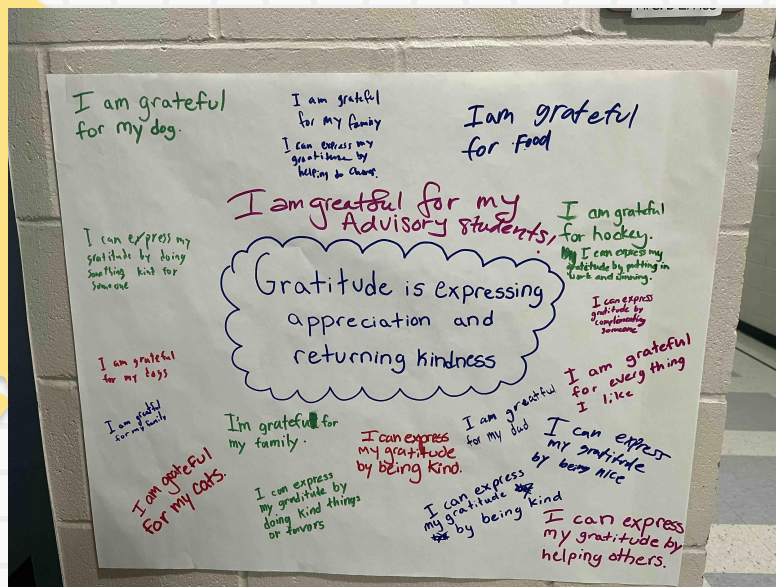
**How do we use “the
power of moments”
to achieve our
goals?**



01

Advisory



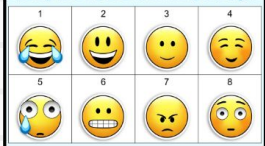


Advisory

Wednesday,
September 7, 2022

MORNING CHECK-IN

HOW DO YOU FEEL TODAY?



QUESTION OF THE DAY

If you opened a store, what would you sell?
"If I opened a store I would sell..."

TODAY IS

Day 5

FUN FACT OF THE DAY

The footprints on the moon will be there for 100 million years.



SHARE OUT



It's important to think about others and be aware of their feelings. What's something you can do to show someone you care about them?

"One thing I can do to show someone I care about them is ..."

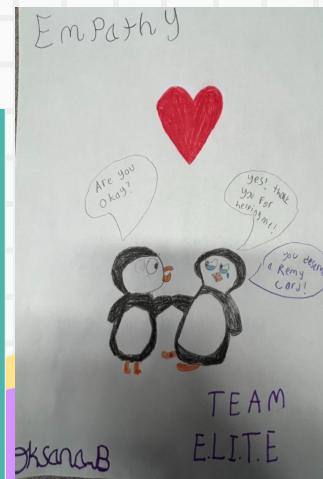
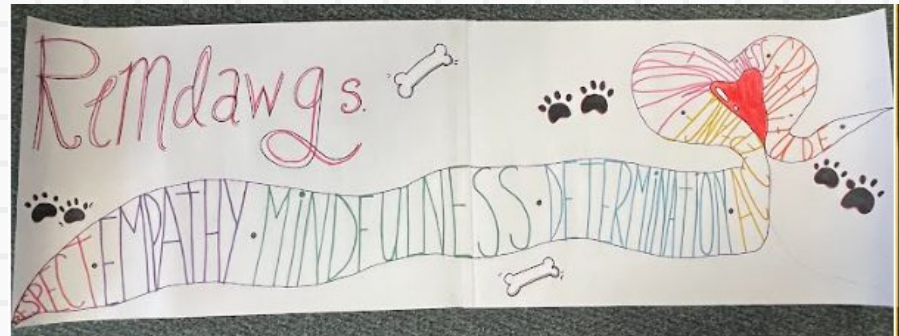
Our Favorite Coping Strategies



What do you think?

Our goal:

- In order to make Remington the best school it can be, the Student Advisory Board will serve as a student voice in this process
- Students will share feedback on what is happening in school and suggest solutions, and act on those solutions
- We need to...
 - Ask questions
 - Share your/your peers' thoughts
 - Communicate with your peers before and after these meetings!



| | |
|--|---|
| Guardrails: <ul style="list-style-type: none">• All grades• Around 1 class period• Free/minimal money• Can be held in gym and/or cafeteria | Purpose: <ul style="list-style-type: none">• Celebrate student success• Opportunity for positive connections• |
| Examples | Non-examples |

Schoolwide Event

Poster Contest

A way to bring our values to life

Step 1: Review the "Assignment Guide" with a partner

Step 2: Answer the following questions with your partner

- What do you like about the idea?
- What concerns do you have about the idea?
- How can we make it better?



02

Supporting Student Behavior

You've earned a REMMY!
Congratulations

You've earned a Remmy for

R - Respect

E - Empathy

M - Mindfulness

D - Determination

A - Acceptance

W - Worthiness

G - Gratitude



Keep up the great work! From,

The Big Rules

- USE SUPPORTIVE, POSITIVE AND INCLUSIVE LANGUAGE IN ALL OF OUR INTERACTIONS WITH EACH OTHER
- MAINTAIN PERSONAL SPACE AND KEEP THEIR BODIES TO THEMSELVES.
- USE TECHNOLOGY AT DESIGNATED TIMES FOR SCHOOL DRIVEN PURPOSES ONLY. CELL PHONES AND RELATED TECHNOLOGY ARE KEPT IN BACKPACKS OR LOCKERS.
- FOLLOW THEIR SCHEDULE SO THAT THEY ARRIVE ON TIME AND ARE IN ASSIGNED SPACES
- RESPECT THE SCHOOL ENVIRONMENT BY USING THEIR OWN ASSIGNED MATERIALS AND RESOURCES FOR ACADEMIC PURPOSES AND CLEANING UP THE SPACE AROUND THEM

Discussion Questions

What rule is being broken?

Why do you think the student is breaking the rule?

What is the impact on the teacher, other students, and learning environment?

How can the teacher help the student meet the rule?

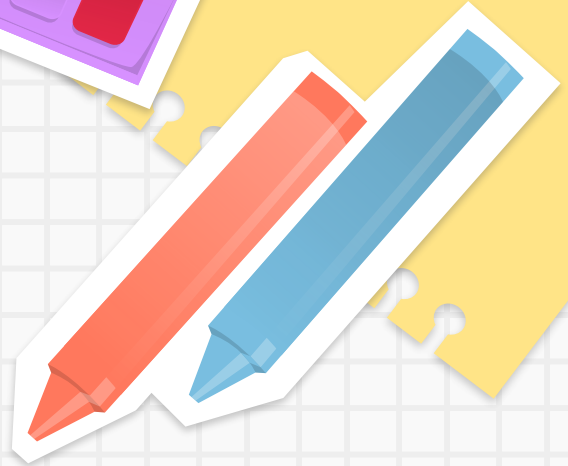
What strategy could the student use to follow the rule?

Physical Interactions at school

5/12/22 ASBS

03

Staff Culture/ Development

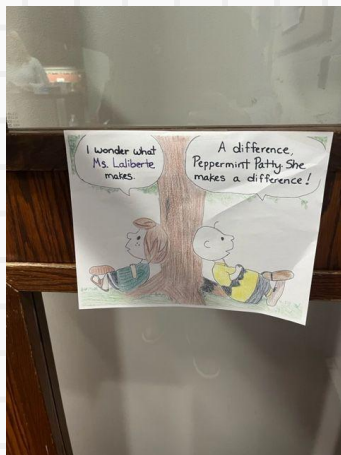


Define the Purpose of these Meetings: Part of our MTSS

Identify and address strengths and needs of all students

Be proactive and data driven in our decision making

Implement a variety of interventions and monitor progress



Directions: Please follow the step by step directions to build your understanding of Universal Design for Learning.

Step 1: Self Assess: Where is your understanding of Universal Design for Learning?

- *Option A:* It will be helpful to understand the Universal Design for Learning Framework holistically. I really want to get an understanding of the "Big Picture" of Universal Design for Learning
- *Option B:* I understand the "Big Picture" of Universal Design for Learning and want to start digging deeper into our first focus: Engagement

Step 2: Choose your learning path!

| Option A: "Big Picture" UDL | Option B: Principle #1--Engagement |
|--|---|
| Step 1--Engage (2:25-2:45): Choose one of the following sources to review | Step 1--Engage (2:25-2:45): Choose one of the following sources to review Engagement |
| Video: <ul style="list-style-type: none"> • John Spencer: What is Universal Design for Learning? • CAST: UDL at a Glance Articles: | Video (Watch all): <ul style="list-style-type: none"> • UDL LA: Introduction to Engagement • Recruiting Interest • Sustaining Effort • Self Regulation |

New Teacher Academy

Student Engagement

—When teachers understand what students know and can do, and then use that knowledge to make more effective instructional decisions, the net result is greater learning for students and a greater sense of satisfaction for teachers.

—Bright and Joyner (2005, p. 2)

DEI Connecting Tip: What is Neurodiversity?

This week's quick tip or resource to help you connect with our district and school Diversity, Equity, and Inclusion work will focus on



Neurodiversity itself is a biological fact: all brains are unique. The neurodiversity movement advocates for the acceptance and inclusion of people with different neurotypes. This includes autistic people, people with ADHD, people with dyslexia, and more.

Universal Design for Learning

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning



Check any academic interventions that you have done so far (if applicable)

- ☐ Chunking assignments
- ☐ Flexible groupings during in class instruction
- ☐ Extra skill reinforcement through alternative assignments
- ☐ Other: _____

Check any behavioral interventions that you have done so far (if applicable)

- ☐ Proximity, Physical prompts, and Cues during class time
- ☐ Change of seating/location
- ☐ 1:1 behavior conference
- ☐ Colleague/Service provider observes in class
- ☐ Other: _____

Check any social/emotional interventions that you have done so far (if applicable)






- ☐ Individual check in
- ☐ Whole class student reflection/feedback

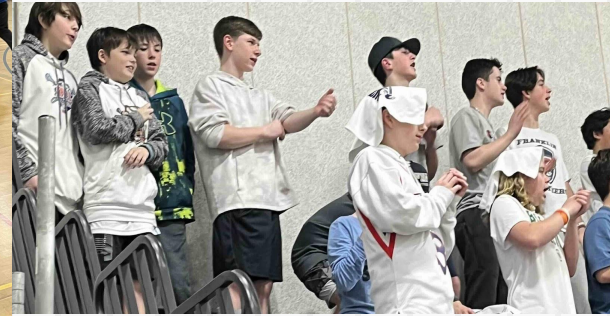


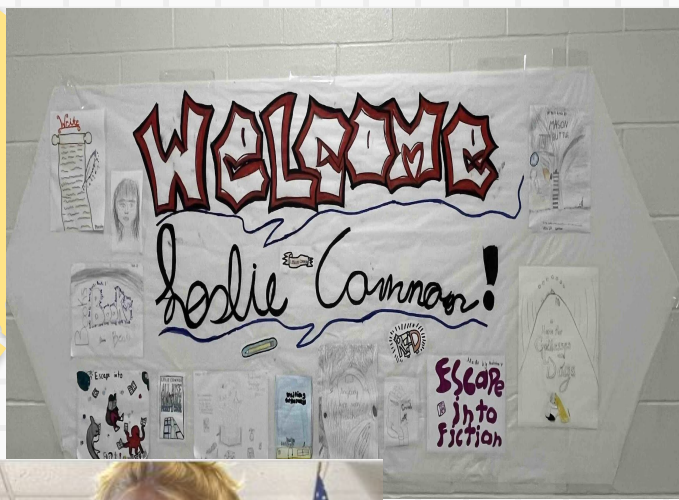
04

Community Events

Spirit Week: 3/13-3/17: Brought to you by the Student Advisory Board

| Monday March 13th | Tuesday March 14th | Wednesday March 15th | Thursday March 16th | Friday March 17th |
|---|--|--|---|---|
| <p>Pajama Day/Comfy Clothes Day</p> <p>Wear your comfiest, coziest attire.</p>  | <p>Duo, Trio, or Group Day</p> <p>Dress up as a member of a duo, trio, or group. OR</p> <p>Dress up as a member of the Remington Community Group by wearing your RMS gear.</p>  | <p>Tropical/Beach Day</p> <p>Bring on the warm weather!</p> <p>Wear the clothes you would wear on a beautiful sunny day!</p>  | <p>Jersey/Uniform Day</p> <p>Wear your favorite jersey or uniform</p>  | <p>Green Day</p> <p>In honor of St. Patrick's Day wear your green or other St. Patrick's Day themed clothes</p>  |





Workshop choices to include:

Physical Well-being: Cross-fit, Yoga, Nature Walk

Mindfulness: Zentangle, Meditation, Playlists, Gardening

Educational Tips/Strategies: Nutrition, Healthy Balance with Technology, Officer Gove and Ben



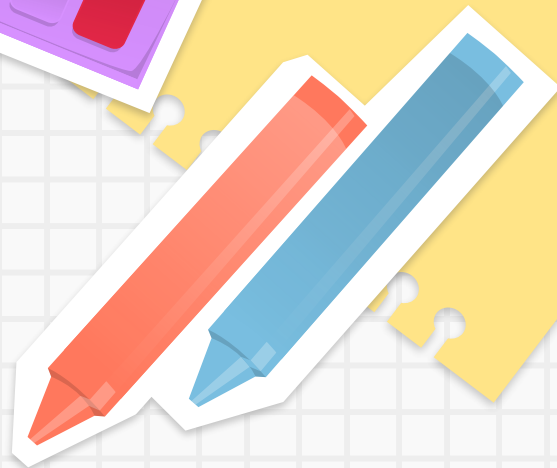


REMDAWG Rally



05

**In the
Classroom...**





06

**Still to
Come...**

Mathematics

Goal: have above an 8 in every subject current grade 89.5

Talking Points : 13

Links to Artifacts to Share:

[delta example \(show them a few\)](#)
[khan show a few](#)

| Glows | Grows |
|---|--|
| I am proud of the fact that with some help i could figure out how to solve ratios | I was challenged by learning multiplication of fractions and division of fractions |
| I learned about ratios, area and surface area | For term 3 I want to improve at asking for help when i am stuck |
| I enjoyed learning about ratios | |
| I improved at simplifying ratios and ratio problems | |

ENGLISH/LANGUAGE ARTS

GOALS: My goal is to not get distracted by my peers.

Links to Artifacts to Share:

[Where I'm From Poem](#)

[Amina's Voice](#)

Talking Points :

| Glows | Grows |
|--|---|
| I am proud of my "Where I'm From Poem" | I was challenged by not writing banned words in my writing since I used to use a lot of them. |
| I learned about conjunctions and complete sentences. | |
| I enjoyed writing my Amina's Voice story. | For term 3 I want to improve at raising my hand more in class and filtering up when I am called on. |
| I improved at not using banned words in my writing. | |

Student Led Conferences

GENERAL BEHAVIOR SELF-REFLECTION

For each of the categories below, rate yourself based on how you feel you are mastering each on a scale of 0-5 in ELA class.



| | |
|---------|---|
| 0 | This is something that I really need to work on in ELA class. |
| 1, 2, 3 | This is something that I don't think I have mastered yet, and I need to continue to work on this in ELA. |
| 4 | I have almost mastered this in ELA. |
| 5 | I have mastered this and don't even need to think about doing it in ELA because it comes naturally to me. |

| student rating | positive student behaviors | teacher rating (if different than student rating) |
|----------------|--|--|
| 0 - | effort - My work is always completed to the best of my ability and is a good representation of my understanding of the content in ELA class. | |
| 0 - | participation - I actively and consistently participate in the lessons, follow class routines, and contribute appropriately to all activities in ELA class. | |
| 0 - | attitude and engagement - I always show a positive attitude, and I am enthusiastic about my learning experiences in ELA class. | |
| 0 - | focus - I always focus on the discussions, activities, and work in ELA class. I am not distracted, and I do not distract my peers. | |
| 0 - | responsibility - I independently follow class routines and expectations in ELA class. | |
| 0 - | respect - I always treat others and the teacher with respect in ELA class. | |

Many more moments...

**Mental Health Awareness
ADL Peer Leader Lessons
Field Trips
End of Year Events**



**Thank
You!**



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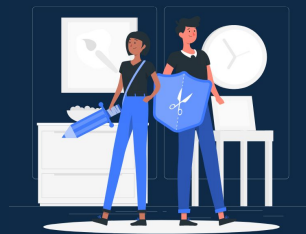
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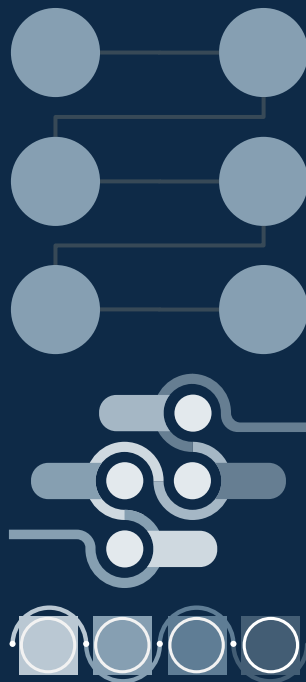
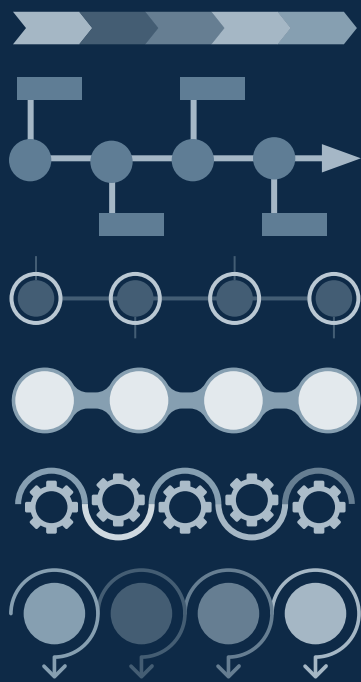
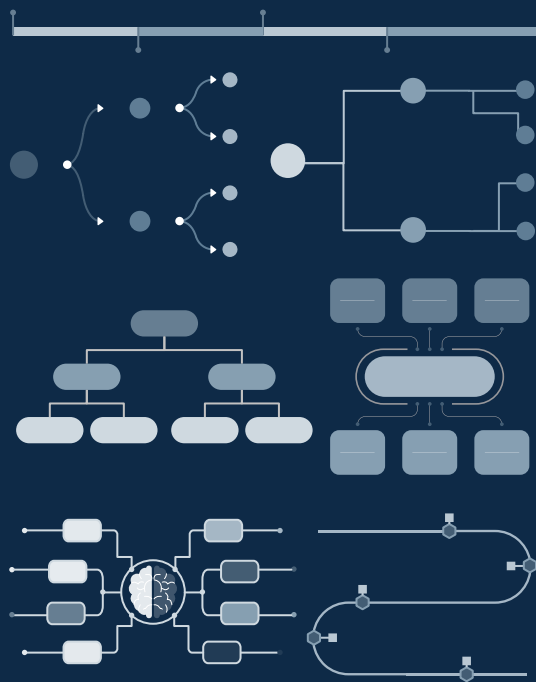
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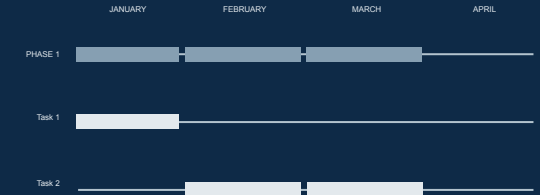
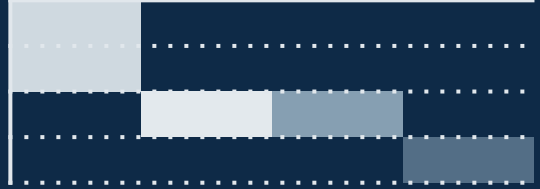
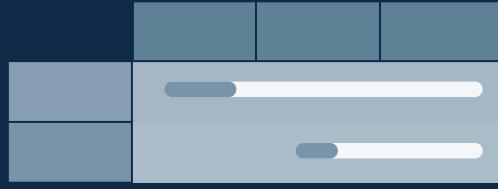
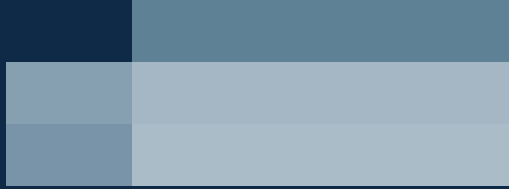
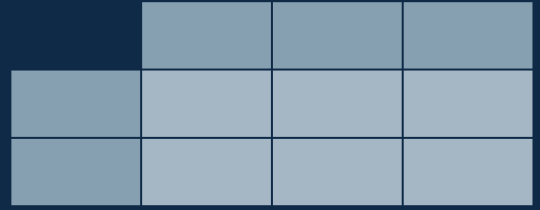
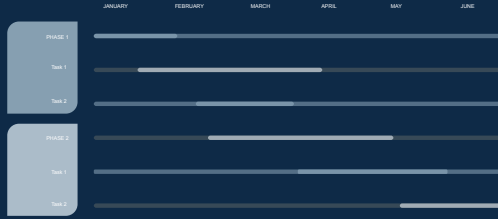
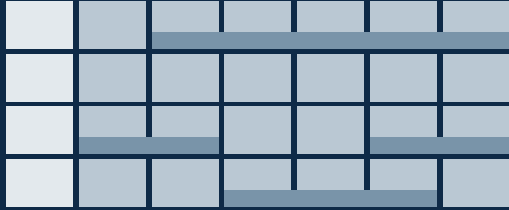
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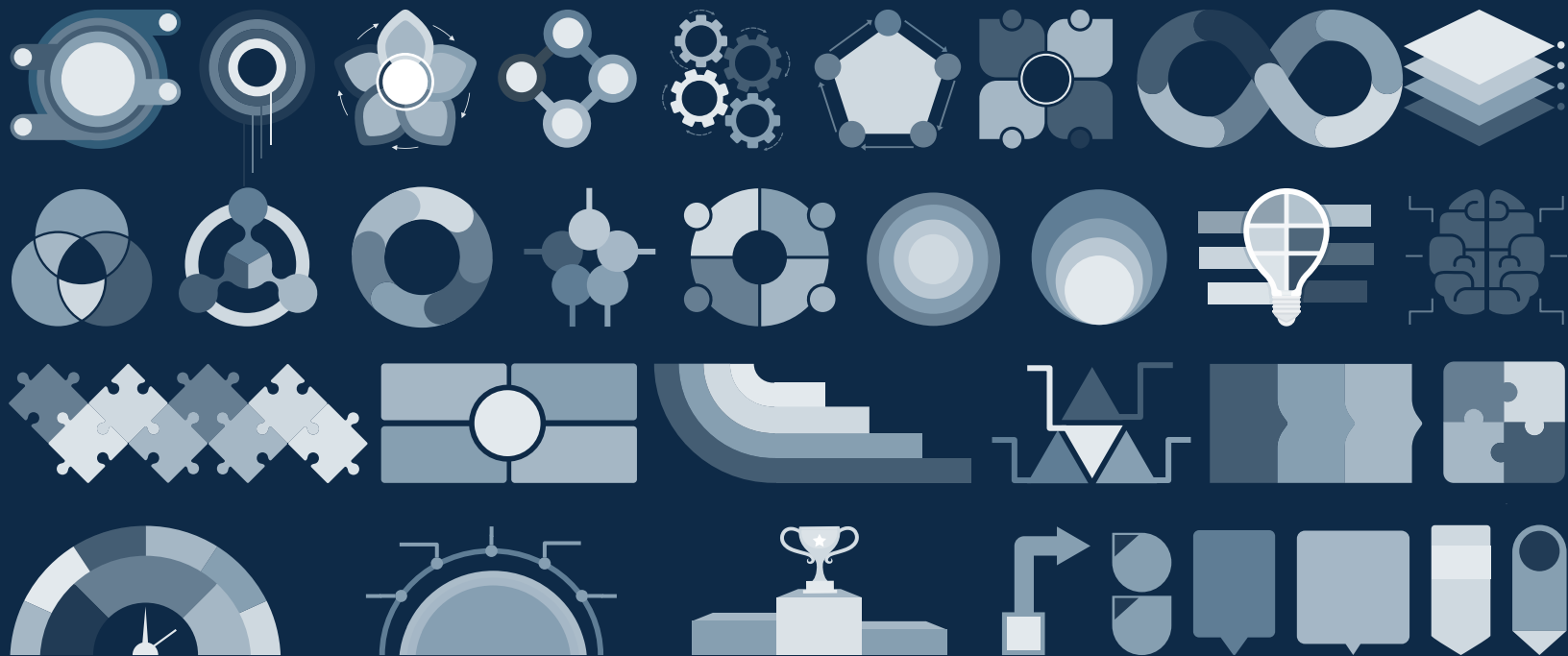
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