

HCL Parent Advisory

November 26, 2019



Welcome



Introductions



Purpose of Parent Advisory



HCL Updates



Overview of Agenda

HCL Student & Family Survey

Spring 2019

Summary & Themes

Presented to HCL Parent Advisory, November 26, 2019

Survey Response THEMES



Social-Emotional

Tier 1 Social Emotional Learning curriculum at ES gives students consistent language & tools.

New to MS & HS.

Youth mental health is key area of community concern & focus.



Communication

Individual Student Learning Plans:

Meet individual student needs

Foster communication b/t student & teacher

Allow for differentiation

Important to know if student has one, how to access, how to revisit

High School & Beyond Plan might be a great tool for MS & HS students



Services & Professional Development

SLPs drive differentiation.

ES: services & differentiation PD is most consistent

MS: assessment is consistent, services are evolving

HS: variety of classes & activities meet more individual needs; differentiation would still be appreciated (and is largely unperceived).



Family support:

School-family & family-to-family connection critical to student wellbeing

Communication

Current Tool: Student Learning Plans



Students

- “What is an SLP?”
- “I’d like to see it/revisit it more often”
- “I want more challenging work”
- “I like setting goals”
- “I would like my teachers next year to know me. I want them to know who I am and what works for me.”
- “It’s good to set goals. I like knowing where I’m heading. Know what you are working for.”



Parents

- Want to understand the SLP*
- “Is my child in a special class?”
- “What is the SLP?”
- Acknowledge that as SLPs are individualized, so are the communication needs of families:*
- “I believe this needs to work for the families and each family has different needs. It should be up to the teacher to make sure they are communicating in a way that works for all parties. One approach will not work for all.”



Teachers

- Request time to meet to create & revisit the SLP.*
- “Communication as needed on a student by student basis.”

Growing Forward: Role of High School & Beyond Plans

Services

At all levels:

1. Desire for increased understanding & practice of differentiation
2. Appreciation for transparent process for identification, acceleration
3. More challenging work vs. busy work or more work

Elementary

- All parents had examples of support & services
- Unified request for more differentiation
- PD request: build teachers' skills to differentiate
- Focus on SEL for students

Middle

- 60% of parents can't provide example of support
- SLPs, Future Problem Solvers, compacted math
- Increase understanding of psychology of students identified as highly capable
- Increase SEL supports for students

High

- 23% of parents can't provide examples of support
- Choice in schedule opens up possibilities (learning pathways like Running Start, AP)
- Little differentiation perceived in HS classes
- More teachers understanding of student-based and project-based learning
- SEL for students

Family support:



**Family-school
connection**



**Family-to-family
connections**



**How do we welcome
families new to the
community?**

Social-Emotional Health

Students identified as highly capable likely benefit from increased & specific mental health supports.

Elementary

CARING SCHOOLS

- Social-emotional curriculum adopted district-wide
- Professional development ongoing
- Leads to consistent language around emotions & social needs: quotes from 3rd-5th grade students refer to classroom learning

“When I’m faced with an issue I like to use a method that my teacher taught me– to not flip my lid.”

“Oftentimes when I am feeling too challenged, I get very frustrated. I throw a fit.”

Middle

RULER

- New adoption of SEL curriculum
- Includes PD for staff
- Consistency in language & skills for students is still emerging: quotes from our middle schoolers split between skills learned at school vs. learned at home.

“I just have to do it. My mom gives me ideas for coping.”

“my older brothers have taught me over the years how to not be socially awkward and how to work hard”

“I’m socially ‘typical’”

“We have a chart for moods and what to do in them.”

High

Tier 1 curriculum not yet in place

- Inconsistent language & attention to SEL
- Transition from middle to high school is challenging academically and socially
- Increased risk to youth mental health

“None of this information or preparation was presented to me, as a person who really needed it.”

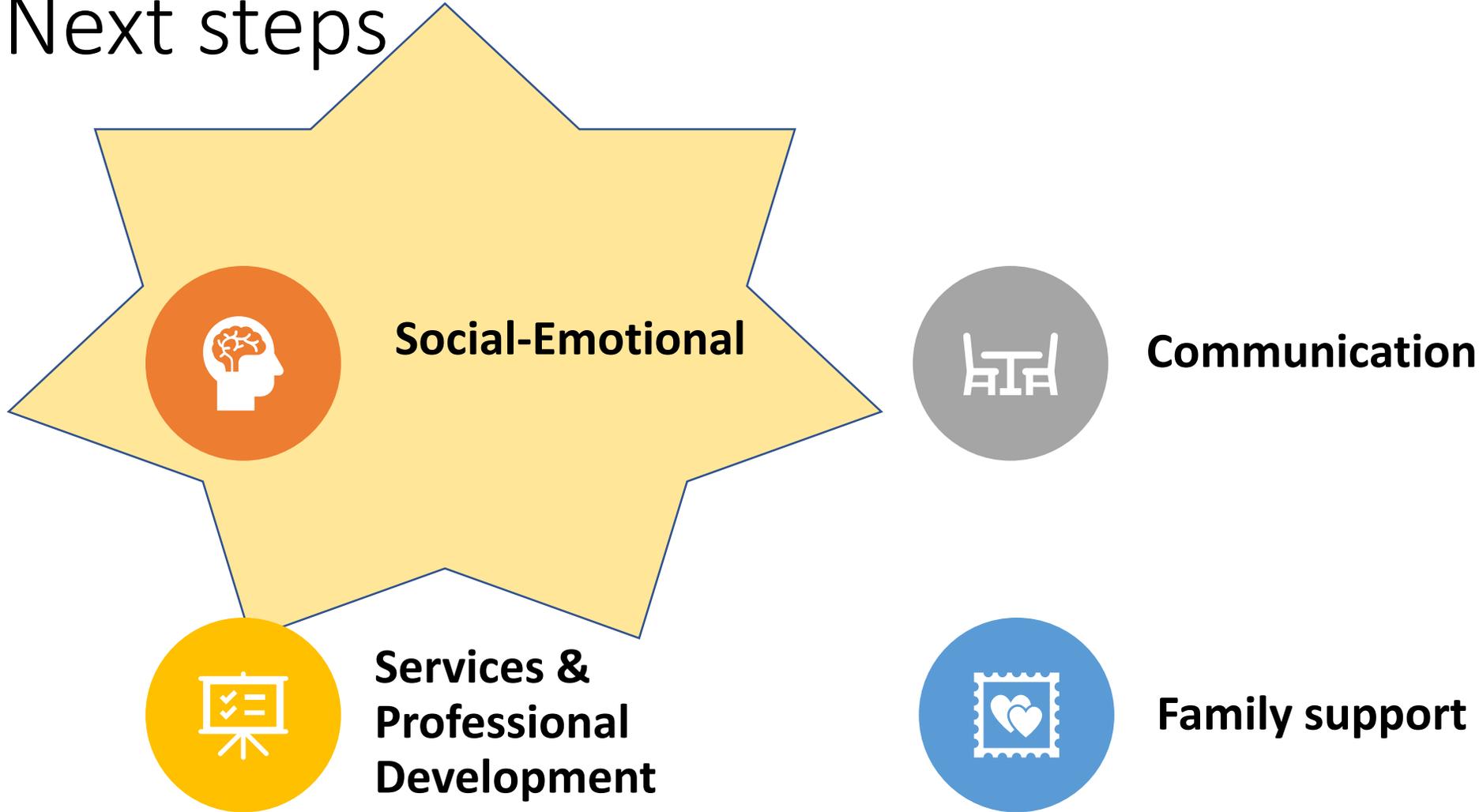
“I try not to make enemies of other kids or teachers.”

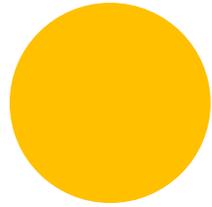
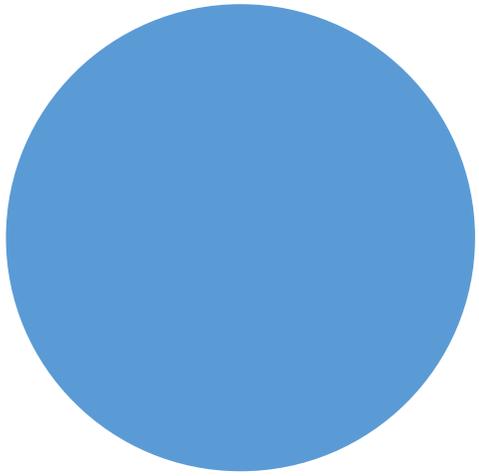
“I want friends.”

“I just suck it up”

“I work with my therapist outside of school”

Next steps





Presentation

Dr. Sara White on
Anxiety

Social
Emotional
Learning



Competencies

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



Processing Social & Emotional Needs



Tell us about your child's social emotional development-- what is going well, what is challenging, what are your concerns?



What supports do you feel your child needs in the school environment to promote healthy social emotional development?



What do families need to know to support their child's social emotional health?



Processing
& Goal
Setting

Tell us about your child's social emotional development.		
What is going well for your child?	What is challenging for your child?	What are your concerns?

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What supports do you feel your child needs in the school environment to promote healthy social emotional development?	What do families need to know to support their child's social emotional health?	Other Thoughts, Ideas, Concerns, Wonders

*Thank you for
coming*

Next Meeting:

1. explore HCL topics in the media
2. continue with SEL focus
3. look at group goals

Highly Capable Learners Parent Advisory (HCL PAC)

Four meetings are scheduled for the HCL Parent Advisory for the 2019-20 school year. These meetings are opportunities for parents of students identified highly capable to come together to learn together, share resources, and to discuss various topics related to highly capable students' supports, funding for services, and topics brought up by the group for discussion. Meetings are open to all, please come join in the learning, sharing and connection. No RSVP needed, just come and join in!

2019-20 Highly Capable Learners Parent Advisory Meetings

9:45 – 11:00 a.m. at the District Office

Tuesday, November 26, 2019

Tuesday, January 7, 2020

Tuesday, March 17, 2020

Tuesday, May 19, 2020

<https://bellingshamschools.org/program/family-events-hcl-resources/>