

January Parent Coffees

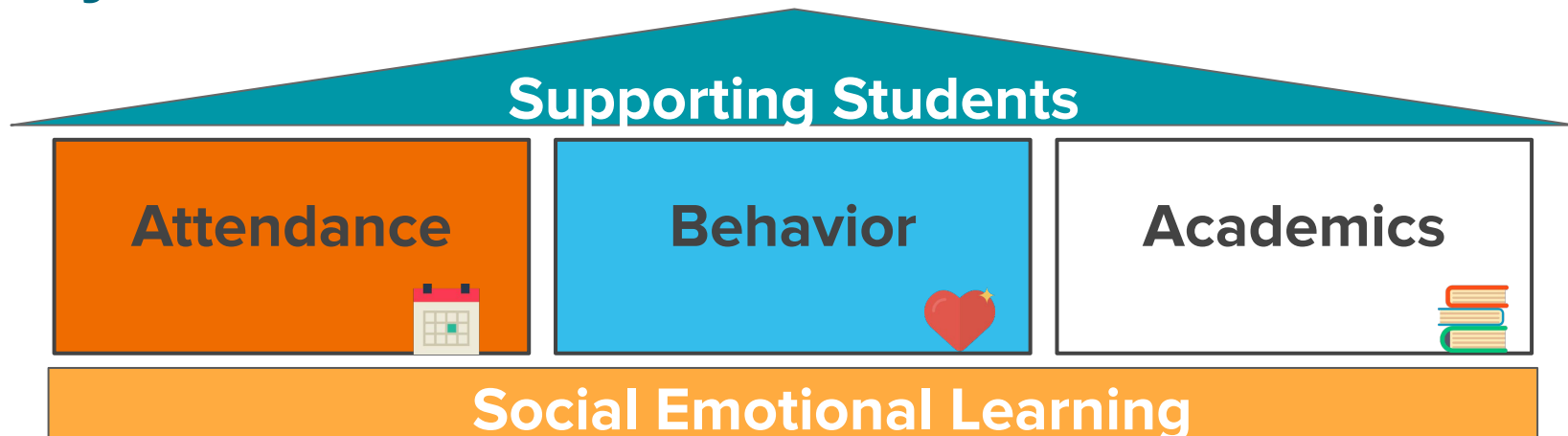
Haycock 2023-24 January 17 and 18



Understanding the Social Emotional Learning (SEL) Screenener Results



Why Focus on SEL?



- SEL leads to **improved academic outcomes** and behaviors
- SEL benefits are **long-term** and global
- Social and emotional skills **help improve lifetime outcomes**

CASEL.org

Collaborative for Academic, Social, and Emotional Learning (CASEL)

What Does the Screener Measure?



Domain	Supports & Environment	Skills & Competencies	Well-being
Topic	<p>Valuing of School Supportive Relationships Belonging Cultural Awareness & Action</p>	<p>Responsible Decision-Making Self-Management Social Awareness Relationship Skills</p>	<p>Challenging Feelings Positive Feelings</p>

3 Domains
10 Topics
18 Questions

- **Informs practices and interventions across all tiers of support**
- **Aligned with the nationally recognized CASEL framework for Social and Emotional Learning (SEL)**

Screener Topic	Topic Description	Your Student's Average Rating
Self-Management & Responsible Decision-Making	How well my school and community help me...form decisions that help me to be successful at my goals, cope with my thoughts and feelings, and behave in ways that help me manage different situations successfully.	
Social Awareness & Relationship Skills	How well my school and community help me... understand the viewpoints of others and consider how people with different experiences than me, or in different situations than me, might feel, build and keep strong and healthy relationships with adults and peers, know how to "agree to disagree."	
Emotion Regulation	How well my school and community help me...respond to a variety of emotions in a productive way.	
Supportive Relationships	How well my school and community help me...feel supported in my relationships with my peers and teachers.	
Belonging	How well my school and community help me...feel that I am a valued member of my school community.	
Cultural Awareness and Action (grades 6-12 only)	How well my school and community help me...learn about, discuss, and confront issues of race, ethnicity, and culture with my peers in school.	
Challenging Feelings	How often I feel...challenging emotions like worry or sadness. *A lower number means I feel these frequently.	

Home Resources- linked in next slide

1. [Inner Explorer @ Home App](#)



What Is It? A free mindfulness app from Inner Explorer. Hundreds of school districts use Inner Explorer's mindfulness program to help educators and students become socially-emotionally present and handle situations with calmness and resilience. [Inner Explorer @ Home](#) is specifically designed for parents and caregivers to use with their children and features daily guided mindfulness practices for all age-groups. [[Download the free Inner Explorer app](#)]

2. [Harmony at Home Lessons](#)



What Is It? A set of activities and lessons for families to use at home with children in grades PreK-6. Provided by [Sanford Harmony](#), these resources guide parents and caregivers through ways to help children practice key SEL skills such as empathy and critical thinking. Sanford Harmony offers social-emotional learning resources for teachers, administrators, program managers, and families at no cost. [[Access the lessons](#)]

3. ["Wisdom: The World of Emotions" Game](#)



What Is It? "[Wisdom: The World of Emotions](#)" is the leading social-emotional learning interactive game for children ages four to eight. Developed by [Better Kids](#), this free game is designed to build SEL skills through play. Parents and caregivers can play the game with their children and use Better Kids supplemental hands-on activities

For More Information

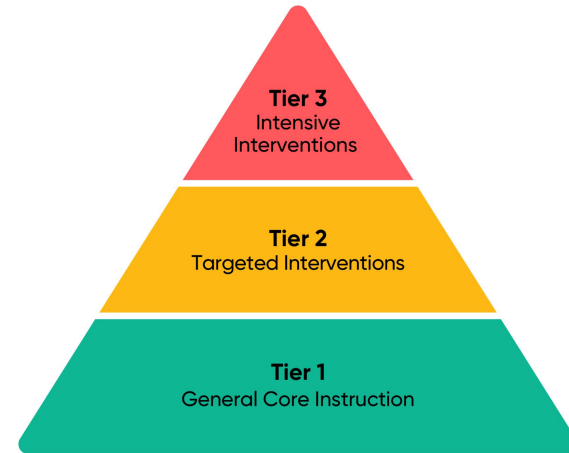
- Contact your child's teacher or school-based counselor, psychologist, or social worker for questions about your particular student.
- For general information about the screener:
 - [FCPS Social and Emotional Learning](#)
 - [FCPS Screener Report and Guide](#)
- For more information on supporting SEL at home:
 - [CASEL: Our Children Are Leaders](#)
 - [SEL At Home](#)

Multi-tiered Systems of Support (Tier 2 and 3 Interventions) MTSS



MTSS

- Tiered interventions are determined based on quarterly data conversations and student needs
- Tier 2: 2-3 days a week
- Tier 3: 4-5 days a week



Haycock Elementary Notification of Intervention Support

Date:

Student Name:

Dear Parent(s)/Guardian(s):

Fairfax County Public Schools (FCPS) is dedicated to ensuring students achieve academic, behavioral, and social-emotional success and receive high quality, differentiated instruction. Based on a review of universal screening and diagnostic data, your child currently requires a targeted intervention in the following area(s): (check all that apply)

Intervention Period:

☐ **Reading:**

- ☐ Phonological Awareness
- ☐ Phonics
- ☐ High-Frequency Words
- ☐ Vocabulary
- ☐ Comprehension: Literature
- ☐ Comprehension: Informational Text

☐ **Mathematics**

- ☐ Number and Operations
- ☐ Algebra and Algebraic Thinking

☐ **Behavior / Wellness**

- ☐ Social Emotional
- ☐ Behavior
- ☐ Wellness

This targeted intervention support, as indicated above, is provided in addition to differentiated core instruction. We welcome your support as we provide additional, meaningful instruction and skill building for your child. After the end of the intervention period, we will share an update of your child's progress. If you have concerns or questions about the specifics of the intervention plan and/or how to support your child, please do not hesitate to contact us or your child's teacher.

Thank you,

Heather Capozzi and Katie Zaccur

Instructional Support Coordinators

Intervention Letters

Haycock Elementary Notification of Intervention Progress

Date:

Student Name:

Dear Parent(s)/Guardian(s):

Your student participated in a targeted intervention in the following area(s): (check all that apply)

☐ **Reading**

- ☐ Phonological Awareness
- ☐ Phonics
- ☐ High-Frequency Words
- ☐ Vocabulary
- ☐ Comprehension: Literature
- ☐ Comprehension: Informational Text

☐ **Mathematics**

- ☐ Number and Operations
- ☐ Algebra and Algebraic Thinking

☐ **Behavior / Wellness**

- ☐ Social Emotional
- ☐ Behavior
- ☐ Wellness

This targeted intervention support, as indicated above, was provided in addition to differentiated core instruction. Your student has made (choose one and select next steps):

☐ **Positive Progress**

- ☐ Student will exit the intervention

☐ **Inconsistent Progress**

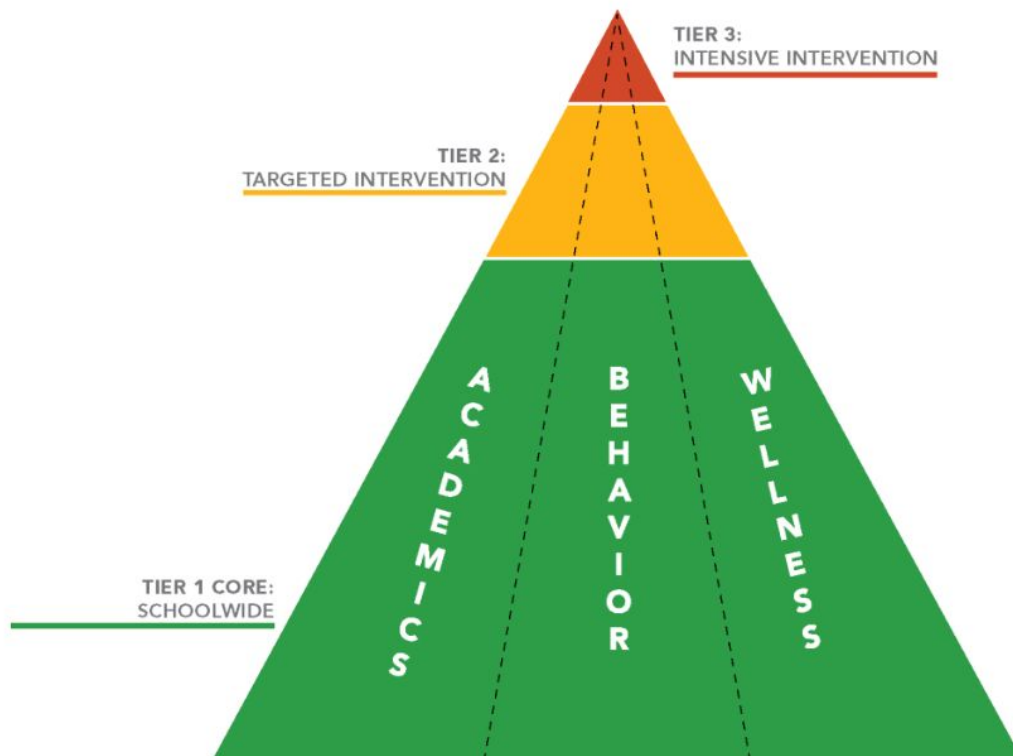
- ☐ Student will exit the intervention and continue to be monitored in the Tier 1 setting
- ☐ Student will continue in an intervention in the next round

☐ **Inadequate Progress**

- ☐ Student will continue in an intervention in the next round
- ☐ Student will be referred to the Haycock Local Screening Committee

NOTES:

If you have concerns or questions about the specifics of the intervention outcome and/or how to support your child, please do not hesitate to contact your child's teacher.



FCPS MTSS Information

Interims



The “Why” of Interims

- Another communication tool to partner with parents and let you know how your student is doing
- Indicates where the student is performing at that point in the quarter






The How of Interims

- Sent home approximately mid-quarter
- Quarters 2, 3 and 4 (Q1 Parent Conferences)
- If a student will be dropping to a 1 or 2 from the previous quarter grade

Please note:

Each progress report category includes many instructional standards- a grade that goes from a 3 or 4 to a 1 or 2 from one quarter to the next does not mean the student has “gone down” but could indicate how they are doing on a different set of standards taught that quarter.



Haycock Elementary School Interim Report

Teacher: Teacher Name ▾

Student Name:

Grading quarter: 2nd Quarter ▾

Check mark represents areas of concern this quarter.

Language Arts: No Concerns at this time ▾		Mathematics: No Concerns at this time ▾	
<input type="checkbox"/>	Listens and speaks for specific purposes	<input type="checkbox"/>	Represents numbers accurately and demonstrates an understanding of number relationships
<input type="checkbox"/>	Uses background knowledge and vocabulary to communicate ideas when listening to or reading texts	<input type="checkbox"/>	Computes numbers with fluency and makes reasonable estimates
<input type="checkbox"/>	Uses phonemic awareness and phonics to read fluently and accurately	<input type="checkbox"/>	Measures with accuracy and makes reasonable estimates of measurements
<input type="checkbox"/>	Understands texts read aloud and texts read independently	<input type="checkbox"/>	Analyzes characteristics and properties of geometric figures and demonstrates an understanding of spatial relationships
<input type="checkbox"/>	Writes with clarity and expression to convey a purpose	<input type="checkbox"/>	Uses data to describe, interpret, and predict events
<input type="checkbox"/>	Uses writing conventions in handwritten or digital work	<input type="checkbox"/>	Represents situations and mathematical relationships using algebraic symbols
Science: No Concerns at this time ▾		History and Social Science: No Concerns at this time ▾	
<input type="checkbox"/>	Investigates and demonstrates understanding of the natural world in a systematic way like a scientist and applies these skills and knowledge to solve problems	<input type="checkbox"/>	Explains how the people and events of the past have influenced the present
<input type="checkbox"/>	Demonstrates understanding of the concepts of physical science including matter, force, motion, and energy	<input type="checkbox"/>	Reads maps and understands the impact of geography on culture
<input type="checkbox"/>	Demonstrates understanding of the concepts of life science including life processes and living systems	<input type="checkbox"/>	Recognizes the structure of government and the relationship among rules, laws, and becoming a good citizen
<input type="checkbox"/>	Demonstrates understanding of Earth's patterns, cycles, changes, and Earth/Space systems	<input type="checkbox"/>	Understands economic concepts and the impact of economics on culture
Life, Work, and Citizenship Skills: No Concerns at this time ▾			
<input type="checkbox"/>	Takes responsibility for actions	<input type="checkbox"/>	Exhibits organizational skills
<input type="checkbox"/>	Demonstrates active listening skills	<input type="checkbox"/>	Completes assignments on time
<input type="checkbox"/>	Works effectively within a group	<input type="checkbox"/>	Uses time constructively
<input type="checkbox"/>	Resolves conflict effectively	<input type="checkbox"/>	Is a respectful and contributing participant in school
<input type="checkbox"/>	Identifies, pursues, and reflects on goals	<input type="checkbox"/>	Demonstrates self control
<input type="checkbox"/>	Follows directions	<input type="checkbox"/>	Follows established routines
Comments			

Attendance



Excused or Unexcused Absence- FCPS Guidance

Excused absences=

Illness

Medical procedures that cannot be scheduled outside of school hours

Religious and cultural observances

Funerals

Unexcused absences=

Family trips/vacations

Absences that are not reported by parents

Absences **ADD UP**

ELEMENTARY SCHOOL

MISSING

18 DAYS IN A
SCHOOL YEAR

or **2** DAYS EVERY
MONTH

EQUALS:

↓ **LOWER TEST SCORES**

⌚ **RETENTION IN LATER GRADES**

*used with permission of Attendance Works.

School mandated follow through:

Phone call if absence was not parent reported

After 5 days of unexcused absences

- Letter sent
- An attendance plan created documenting the reasons for the absence and potential supports

<https://www.fcps.edu/about-fcps/policies-regulations-and-notices/attendance-policies>

ATTEND TODAY

ACHIEVE TOMORROW!



Visit: www.fcps.edu/attendance

WHEN DO ABSENCES BECOME AN ISSUE?

	SATISFACTORY 9 or fewer days
	WARNING SIGNS 10 to 17 days
	CHRONIC ABSENCE 18 or more days



10+ Unexcused Absences

Multi-disciplinary team must schedule an attendance conference

Includes administrator, parent, and student

Can include a counselor or case manager

Must document the support plan in SIS



Questions? Comments?





Parent Feedback for Future Topics

<https://forms.gle/1nwhfXCUIKvCTZru8>

