



Cougar Connections and Conversations

01/23/25



Connecting - Family Photo Challenge

Instructions:

- Share a favorite family photo on your phone with your table group or a few people nearby.
- Explain why it's special to you (a trip, a celebration, etc.).



05:00

Connecting - Family Photo Challenge



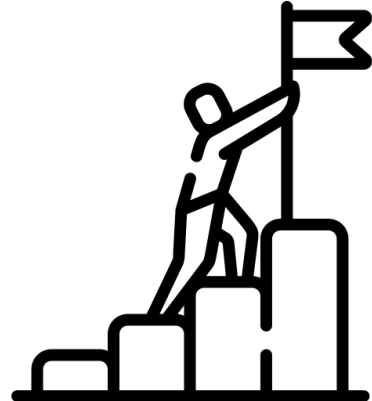
SEL

Partnering to Support
Our Students



Our Time Together

- Define SEL
- Review the what/why of the SEL Screener
- Understand Individual Student Results
- Understand Our Schoolwide Results
- Share Current School Supports for SEL

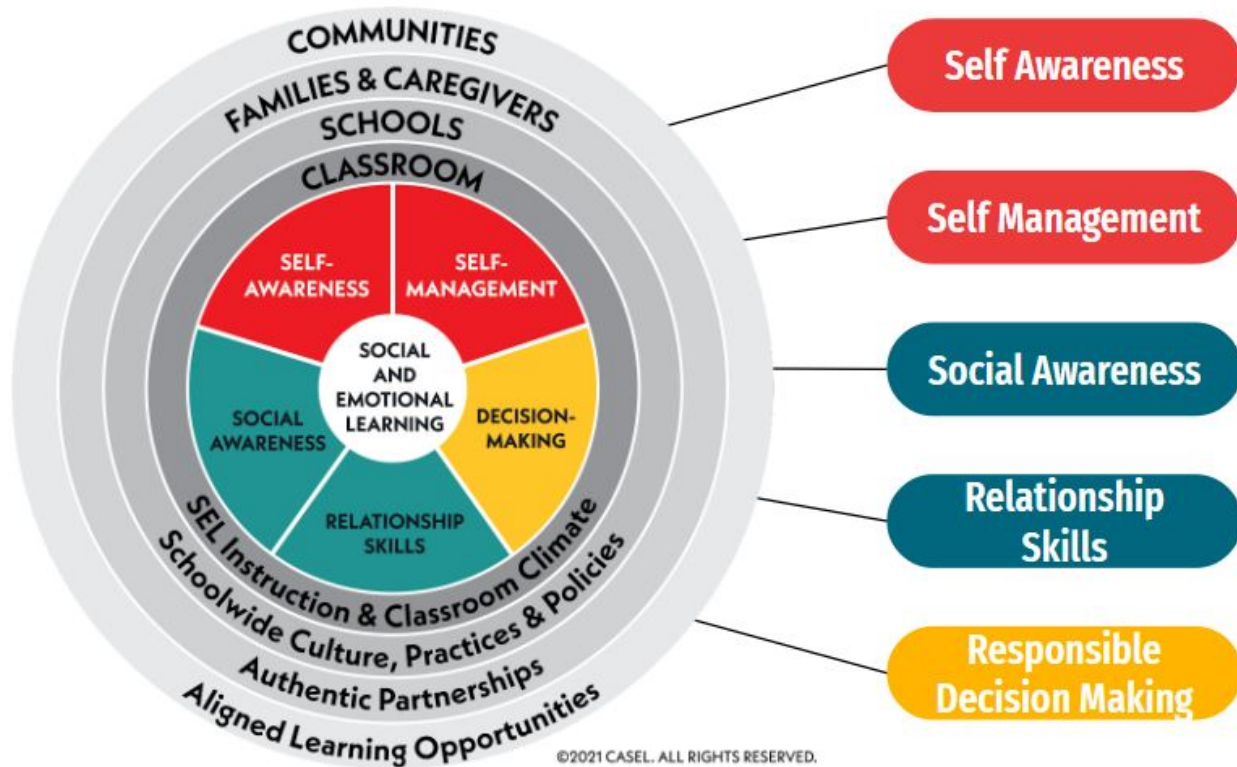


What is SEL?

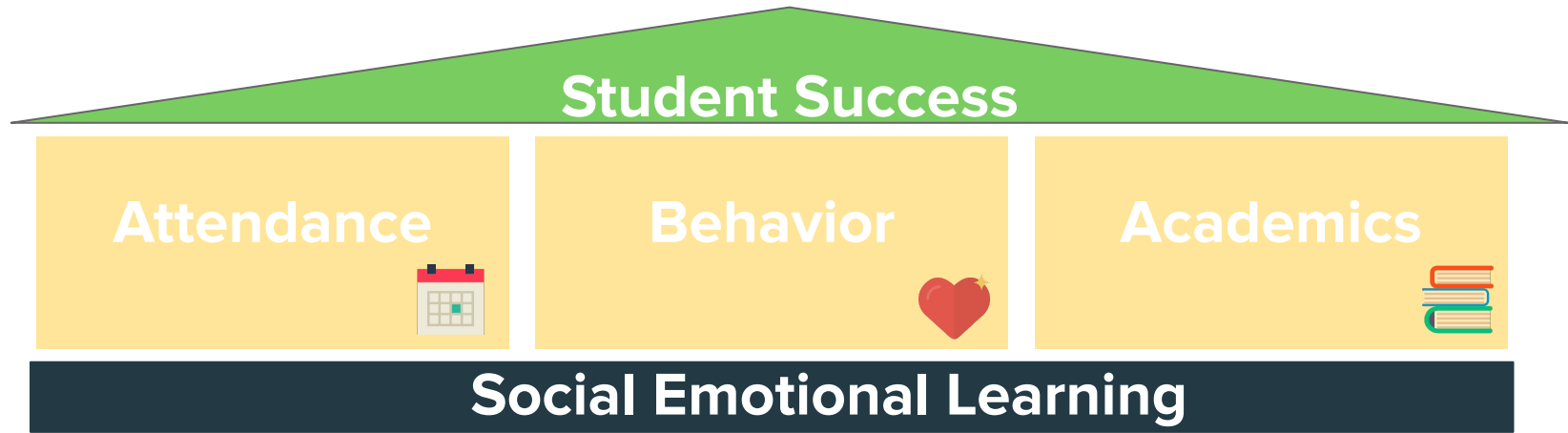
Social-emotional learning (SEL) is the process through which **all young people and adults** acquire and apply the knowledge, skills, and attitudes to:

- develop healthy identities
- manage emotions
- achieve personal and collective goals
- feel and show empathy for others
- establish and maintain relationships
- make responsible and caring decisions

What is SEL?



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**

What Does the Screener Measure?



Supports & Environment

Supportive Relationships

Belonging

Cultural Awareness & Action*

*Grades 6-12 only



Skills & Competencies

Self-Management & Responsible Decision-Making

Social Awareness & Relationship Skills

Emotion Regulation



Well-being








Challenging Feelings

Topic

Item

EX: “Overall, how much do you feel like you belong at your school?”

Topic: Belonging

Topic	How We Define It
Supportive Relationships 	<p>How supported students feel through their relationships with friends, family, and adults at school.</p>
Self-Management and Responsible Decision-Making 	<p>How well students manage their emotions, thoughts, and behaviors in different situations.</p>
Challenging Feelings 	<p>How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.</p>
Social Awareness and Relationship Skills 	<p>How well students consider the perspectives of others and empathize with them.</p>
Sense of Belonging 	<p>How much students feel that they are valued members of the school community.</p>
Emotion Regulation 	<p>How well students regulate their emotions.</p>
Cultural Awareness & Action <i>*6-12 only</i> 	<p>How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school.</p>

Considerations

The SEL Screener is...

- a report of your student's experiences at *a particular moment in time*
- a display of student strengths as they relate to SEL

The SEL Screener is not...

- a stand-alone assessment
- an evaluation of mental health

Understanding Your Student's SEL Screener Results



SEL Screener Parent/Guardian Report

Report includes:

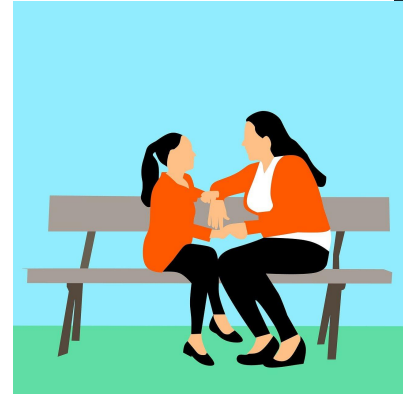
- Name of Topics with a Description
- Average Ratings by Screener Topic

Ratings	Description
4.30-5.00	High Strengths
3.50-4.29	Strengths
2.00-3.49	Medium Strengths
Below 1.99	Low Strengths
“No Rating”	Student did not respond to questions for the topic.

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.	

Talking With Your Student about the Screener

- Focus on strengths
- Follow your student's lead
- End on a positive note
 - What did your student learn about themselves?



Supportive Conversations

Check out the [FCPS Family Guide](#) for:

- Conversation starters
- Skill building strategies
- Additional resources to support SEL at home

Translated versions are available [here](#).



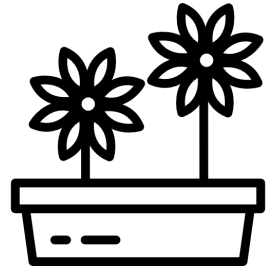
Understanding Our School's Screener Results



SEL Screener Strengths

Our schoolwide strengths on the SEL Screener include...

- Self Management and Responsible Decision Making
- Sense of Belonging
- Challenging Feelings
- Social Awareness
- Emotional Regulation



SEL Screener Areas for Growth

Our areas for growth/focus on the SEL Screener include...

-Supportive Relationships

(this includes peer relationships, adult relationships in school and adult relationships outside of school)



SEL at Haycock

Strategies for all students/our community:

- Morning Meeting
- Responsive classroom strategies
- Welcoming Inclusions, Engaging Strategies & Optimistic Closures (CASEL's 3 Signature Practices)
- Monthly classroom lessons from school counselors
- Second Step lessons on Wellness Wednesday
- Share common language around SEL with families and staff
- Review SEL Screener data in MTSS and CTs with staff
- Have access to one on one support from school counselors

Currently some students participate in:

- Staff/student mentorship program
- A peer mentoring program (Cougar Buddies)
- Small groups (structured and unstructured)
- Paw Pals - therapy dog program
- One on one interventions

Looking for More?



For general information about the screener:

- [FCPS Social and Emotional Learning](#)

For more information on SEL in FCPS:

- [SEL in FCPS](#)

Keep in Touch!

Have questions?

Veronique Lilienthal, School Counselor

Teresa Padgett, School Counselor

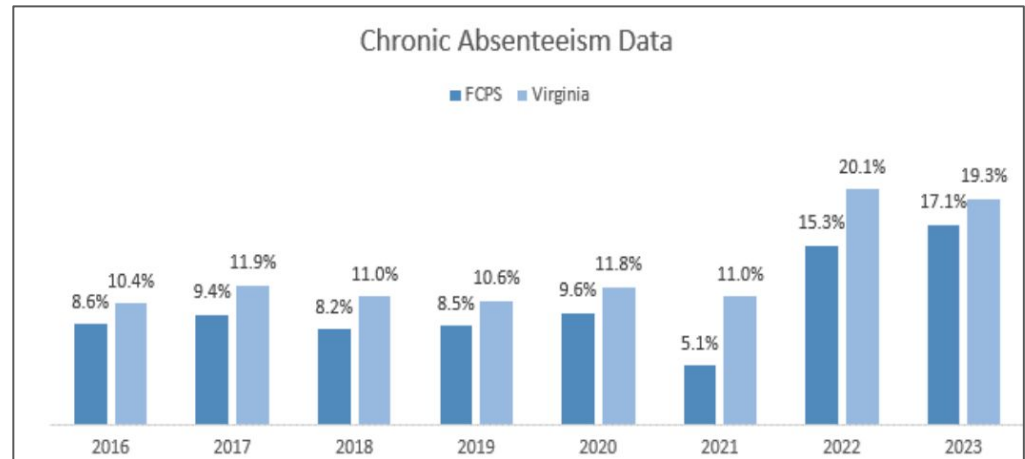
Sarah D'Elia, School Psychologist

Haley Narins, School Social Worker



The Importance of Attendance

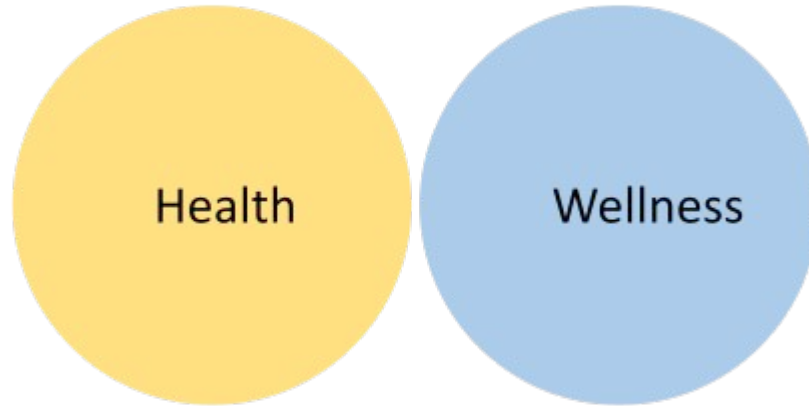
- ★ FCPS monitors all students' attendance and schools are responsible for notifying parents of absenteeism concerns and working with families to improve attendance for any student regularly missing school.
- ★ Ultimately, each school in Virginia will receive a rating at the end of the year related to student performance, student growth, and absenteeism.
- ★ **Attendance rates impact school accreditation!**



If Your Child is Absent

- Call the school's attendance line (703) 531-4040. or [report directly through SIS ParentVUE](#) to report the absence or email: HaycockElem.Attendance@fcps.edu
- Check in with teachers on missed instruction.
- If a chronic medical condition is impacting your child's ability to attend school regularly, contact the school social worker regarding homebound instruction.
 - Reach out to members of the school attendance team for consultation and support when you have concerns regarding your child's attendance.

A message from our Public Health Nurse Sharon Sanchez



Early Release Mondays- 1:05 Dismissal

How these can support our attendance efforts

Monday, February 24

Monday, March 17

Monday, April 28

Monday, May 19

The Reason for the Early Release Mondays

The Virginia Literacy Act

Requires teachers to complete 27 hours of additional training on EBLI (Evidenced Based Literacy Instruction)



thank you

al warren