

SUPPORTS FOR A STRUGGLING STUDENT: PARENT WORKSHOP

FEBRUARY 2021 - 7PM
HERNDON HIGH SCHOOL

WELCOME FAMILIES!

AGENDA

- Welcome!
- Introductions
- Resource Presentation
- Whole Group Discussion/Q & A
- Feedback



THE ROLE OF THE CASE MANAGER/SPECIAL EDUCATION TEACHER: MISS BICKELMAN

- Assist teachers in understanding and implementing classroom and testing accommodations, as determined by the individual education program (IEP) team
- Serve as a resource for the student, teachers, and parents regarding issues that may arise in relation to the student's disability or needs
- Act as the liaison between parents and teachers when any questions or concerns arise
- Ensure that each teacher has access to and understands the relevant information from the student's current IEP
- Communicate information regarding student progress toward achieving IEP goals each grading quarter



THE ROLE OF THE CLASSROOM TEACHER - MRS. SPECTOR

- Develop and implement lesson plans that assist in participation and Growth of all students in the classroom, whether virtual or in-person.
- Monitor progress of student and provide feedback to Parents, Case-Manager, and Administrator.
- Meet with the Special Education team to brainstorm on accommodations and modifications for students in the classroom.
- Complete teacher narratives to provide specific input for re-evaluations or IEP goals.

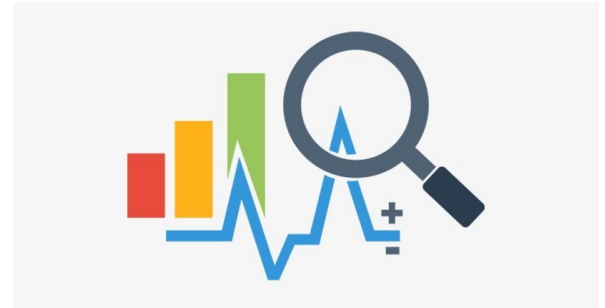
THE ROLE OF THE SCHOOL COUNSELOR- MRS. KAMENICK

- Work with students individually, in groups, in classrooms, and in large-group settings to help understand and address any barriers to learning, whether they be related directly to academic performance or indirectly as attendance or social-emotional issues
- Collaborate with special education team, teachers, families, and internal and external resources to provide additional support
- Support the development of transition and post-secondary plans
- Get Creative!



THE ROLE OF THE SOSA AND OTG - MS. BIELESKI & MR. PARDO

- Works on a whole school level.
- Monitors attendance and find solutions to barriers that may be preventing students from attending school.
- Serve as liaisons with alternative settings such as adult high school, if the traditional school setting is not the best fit for a student.
- Collaborates with the counselors and assistant principals on a regular basis to monitor students that may be in danger of not graduating.



CLINICAL SUPPORT

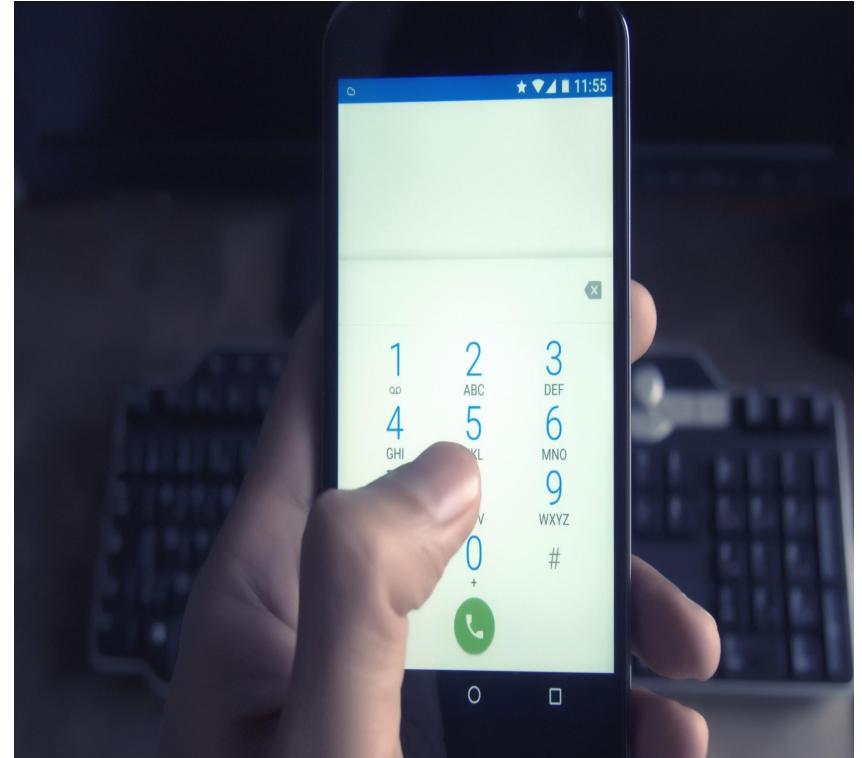
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IMPACTS OF COVID ON STUDENTS

The COVID-19 pandemic has presented many challenges to students, educators, and parents. Children already coping with mental health conditions have been especially vulnerable to the changes, and now we are learning about the broad impacts on students as a result of schools being closed, physically distancing guidelines and isolation, and other unexpected changes to their lives.

-NAMI

(<https://namica.org/blog/impact-on-the-mental-health-of-students-during-covid-19/>)



TIPS FOR PARENTS DURING VIRTUAL LEARNING:

SELF CARE

- plan for short breaks throughout the day when you can
- man at least 15 minutes of time for yourself each day
- Do not ignore your own needs-exercise, quiet time, sleep

Children's learning environment

- have a dedicated school work area
- a space free on non school materials
- quiet space, noise cancelling headphones
- comfortable chair and table space

Routine

- create a routine and repeat
- start and end each day with a ritual-stretching, meditation, game, mindfulness, prayer, exercise, etc.



PARENT INVOLVEMENT:

- Be proactive-If grades fall, talk to teacher immediately
- Make your expectations clear and stick with them
- Attend parent-teacher conferences-Students whose parents regularly attend conferences tend to perform better in school.
- Use online gradebooks-ParentVue
- Create a routine
 - examples: homework time without phones, setting rules for phone usage and video games, Take away distractions, etc.
- **The bottom line**
 - Group effort among parents, teachers, students, counselors, and social workers, if needed.
 - Parents need to be part of their children's education. The best thing you can do is be involved, be consistent, be supportive and be patient.



ADDITIONAL THINGS PARENTS CAN DO:

- Allow students to supplement school education with life skills & offer incentives
- Get outdoors as much as possible for meals, learning, breaks, exercise and chores
- Find virtual games or activities that allow youth to socialize with their peers.
- Reach out to Community Resources
- Create a Network of Support
- Ask for Help (And Ask Again Until You Receive It)
- Practice Self-Care
- Focus On Gratitude
- Carve Out Time to Just Have Fun



<https://www.fcps.edu/student-wellness-tips>

Student tips to help manage their emotions and see what to do if they are in crisis.

TUTORING/COMMUNITY RESOURCES

Herndon United Methodist Church	Algebra, Geometry Calculus, Physics	Wednesdays	7-8 PM	HUMC 701 Bennett Street	office@herndonumc.org
Herndon Writing Center	All subjects that involve writing	Mondays - Thursdays			Herndonwritingcenter.blogspot.com Facebook.com/herndonwritingcenter Twitter: @HWCHerndon
Cornerstones after school program	Tutoring, College/Career exploration, Social Emotional Learning	Monday - Friday 3:30-5:30 PM	Tutoring Tuesday & Thursday 4:30-5:30 PM	Virtual	By referral only - See your counselor
Family Support Line for Parenting Questions	County Resource	Monday - Friday	8 AM - 4:30 PM	703-324-7720	

LET'S DISCUSS! SCENARIO TIME!



SCENARIO #1

As you've watched your student attend classes in the virtual format, you've discovered that he/she has difficulty sorting through emails that teachers send and submitting assignments, online.

What could you do to support this student using the resources that we've shared?

SCENARIO #2

Your child shares that she/he is failing several classes and that they have missed several classes because she/he feels like they will not be able to catch up on assignments because the quarter is ending in a week.

What could you do to support your student, using the resources that we've shared earlier?

THANK YOU FOR ATTENDING!

Additional Questions?

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