

BVPAGE Meeting 12/7/18

Board members: Heidi, Amy, Christy, Catherine, Cecilia

District attendees: Kristin Asquith,

Attendance including board members: 18

Announcements

1. Upcoming Meetings and Events
 - a. January Meeting - Middle School Experience
 - b. February - MEETING CHANGE - Suicide Awareness. (For those interested in what Gifted Education looks like at each school level, there are multiple presentations about gifted education in elementary, middle, and high school in the [BVPAGE Meeting Archives](#).)
 - c. Summer Opportunities Fair - Feb 28th 7-8:30, Hilltop
 - d. Brain Blizzard - Trivia event for 7th and 8th Grade students - March 3rd, 1-3 pm. Flyer will be sent home from Gifted Teachers
 - e. Robotics Share Fair for 5th grade gifted classes - April 12th. Volunteers needed - easy volunteer day! Email Cathryn Linney from the [BVPAGE contact page](#).
2. Volunteers always welcome
 - a. BVPAGE is managed and run completely by volunteers. We are always looking for people who are interested to join us. Our committees have opportunities ranging from very minimal to moderate time commitments. Take a look at our volunteer opportunities detailed on the [Get Involved page](#) at BVPAGE.org and see what sounds interesting to you!

Meeting Topic: The High School Experience

David Stubblefield, Executive Director of School Administration for High Schools

1. David's Background - 21 years of experience. Worked in three BV high schools. Available to any high school administrator who needs support.
2. Guaranteed and Viable Curriculum
 - a. No matter who teaches a class, the topics in the curriculum are guaranteed to be covered. Teachers may cover things differently.
 - b. Every student is taught the same essential knowledge and skills. We do this by using Professional Learning Communities
3. Professional Learning Communities (PLCs)
 - a. Teachers collaborate in HS during late start. They gather to discuss student data and results to determine how to move forward. The focus is on learning rather than teaching. This keeps the district aligned across schools and classrooms.
 - b. BV West does block schedule all the time and has two late starts. Otherwise every other school has the same schedule.
4. Students
 - a. Kids get a 4-year plan. Gifted kids will get this even more. Work with gifted teachers to create the schedule and the plan. David noted from personal experience with a gifted kid in another district that there's big difference in how gifted works in BV and in other districts. This district personalized. We didn't have that experience with our older son outside of Blue Valley.
 - b. Every school during Junior year - Junior meeting - counselor and students talk about college app process, scholarship opportunities and what senior year will look like. Gifted teachers do this well ahead of Junior year with the kids.
 - c. Get involved in school. The more connected they are with the school and the building, the more success they will have. 75-85% of BV HS students participate in some sort of school activity or

club. We want them to have a place where they fit and find other students. If your student gets to high school and feels like they don't have a place, contact someone. We will help them find a place.

5. Power Hour Schedule

- a. An unstructured hour during the middle of the day at each high school. Kids have to learn responsibility and managing your own time. It is called different things at different schools.
- b. Time for the students to get involved. Lunch during that hour and then the rest is up to them. Teachers have 30 minutes of office hours to meet with teachers. Clubs are also during this time. This hour is for the students to determine how to spend.
- c. Benefits David saw as a principal at BV North - for high flying kids - they get to decompress for an hour. Also, they can get some work done during the school day.
- d. Band/Sports/Other outside school activity kids get some extra time to do homework.
- e. Social emotional effect is tremendous. Kids love this.
- f. As principal, he only had to remove the privilege one time in the past.
- g. Question: How do we help perfectionist kids who are checking their grades with teachers instead of eating lunch?
 - i. Work with teachers. Many will allow kids to bring lunch into their classrooms.
- h. Question: How do we teach kids how to handle this time?
 - i. It's a skill they need to learn. We need to help freshman figure out how to use this time.
 - ii. At beginning of year some high schools don't start with this time for freshman immediately. They hold advisory during that time for freshman. Upperclassmen talk about how they use that time. Teachers facilitate those meetings and give examples of how to use that time. They are having conversations about what that hour could/should look like for them. Not all schools do this, but the schools that have piloted this are sharing information with other schools. Northwest has 2 weeks of boot camp - kids may not take notice at beginning, but when things start to become a problem, they do.

6. Blended Learning

- a. Power Up Process - Video
- b. Discussion
 - i. Why blended learning? Meet students where they are when they need it. Different learning styles. Allows for individualization. Gives teacher data in the moment. Informs instruction in the next period in the next morning. Fast Feedback.
 - ii. Allows teachers to move at the student's pace. Differentiation. Teachers can differentiate within the class.
 - iii. Question: Same curriculum, same class, so how do you differentiate?
 1. Have to hire great teachers. Also, dive deeper. Enrichment - different work, not more work. Example: As a teacher, I would plan for the students who will be quick learners so that they have stuff in Canvas ready to go. They do that instead of the other work.
 - iv. Question: What's the impact of teachers with blended learning and differentiation?
 1. Doesn't mean more work...just means different.
 - v. Comment: Video is idealistic. Kids aren't all going to do this. Unfettered access leads to extended waste of time. Would like for there be a way to regulate.
 1. Educators are concerned about these things as well. It's why the district waited to do blended learning. We can't give this to every student without staff knowing how to use it. We have done a lot of professional learning with staff. Teachers decide when the computer is open, when it's free time, when it's closed. We had

to determine how to leverage device for learning without it being a distraction for the learning. Kids will not be on it all the time. It's blended as a combo of the computer and the teacher. There's a curriculum-based determination of when to use and when not to use. Conversations about that will continue in PLCs as well.

- vi. Question: Can we place restrictions as parents?
 - 1. If a child isn't using it appropriately, parents can work with building administrator and they will discuss with IT to do further restricting. They will already be limited to what they can use.
- vii. Question: Will there be differentiation in a classroom - honors? Group projects are whoever is at your table. Can they differentiate by allowing high achieving kids in honors classes to work on projects? It is difficult for a kid to work with people who don't care or aren't interested in having the deeper conversations.
 - 1. Learning the skill to work with other levels of kids is valuable. Teacher has to recognize that situation and intervene in a meaningful way for that kid. Your kid can always request.
- viii. Question: How are we teaching soft skills for dealing with people in groups?
 - 1. Roles are defined prior. Teachers should be trained how to handle projects. Middle school is getting more of this now, which will help high school kids down the road.

7. Social Emotional Learning (SEL)

- a. SEL is the process we go through to become aware of our own cognitive, social and emotional knowledge, attitudes and skills that allow us to model, teach and reflect with others about learning and life.
- b. Father of a gifted kid. I know that this piece is critical.
- c. Every year disorders that inhibit learning on a daily basis increase. We have to partner with outside resources and parents. We have social workers in every high school now. We acknowledge that kids need extra help in terms of mental well-being. We partner with other school districts and we are doing things like Zero reasons why and getting support from BVWell.
- d. Gifted kids - these kids do not need to be taking every AP and Honors class. It is too much stress. You need to be a well-rounded person. Be involved in school. There should be time for kids to do things outside of school.
- e. SEL Examples
 - i. Relationship skills - listen well
 - ii. Social awareness - diverse background and cultures. Perspectives, biases, acceptance, advocacy
 - iii. Self-awareness - strengths & limitations and growth mindset
 - iv. Social workers in all high schools
 - 1. Social workers provide community connections to get families help, not just students.
 - v. Suicide prevention lessons, sobriety groups, anxiety groups, diversity clubs - take advantage of all of these