

## Broad Based Planning Committee

Thursday, January 16, 2020

Board Room

Sara Hunter welcomed everyone at 6:30 p.m. A quick introduction was made by all members. Members present included: Nicole Wilson, Amy Maharas, Laura Samide, Leila Rostam, Jack Lloyd, Cathy Lloyd, Mary Burkhart, Matt Shockley, Kristin Hwang, Savannah Hwang and Sara Hunter.

What an amazing kickoff to the Book Study Club we had in November! We had roughly 130 in attendance in the evening meeting and roughly 30 in the morning session. Both sessions had some great conversations!

We are here tonight to set the tone for the book club. We need to work together to establish how we will facilitate such a large book club, and to be ready with guiding questions to keep the evening on task. We may have to adjust our plans after the first meeting, but we will focus on all three nights tonight.

Why host a Family Book Club? Because this committee has reviewed the feedback surveys received and noted that there is a need from both parents and students for more social and emotional support plans. This book club will bring people in our community together, by providing space and time for discussion on this common theme.

At the kickoff meeting, we asked parents to write down on provided poster boards their answers for the following questions:

- What do you hope to get out of this book club?
- What are your biggest concerns for your high ability child?
- What additional support do you need as a parent/guardian to support your child?

And at the evening meeting, we also asked our students in attendance for their responses to these questions:

- What do you hope to get out of this book club?
- What are your biggest concerns about high ability or advanced classes?
- What additional support do you need as a student?

We have brought the poster boards here tonight. Let's spend ten to fifteen minutes, walk around the room with a paper pad provided, and jot down common themes that you see.

After fifteen minutes, the group was asked what common themes they noticed. Organizational skills, perfectionism, time management and anxiety were seen on a lot of the boards. Parents accepting failure and strategies to decrease friction were also common. These responses can be seen on page 16 of *Smart but Scattered* also.

Sara asked the group to break into three groups to make discussion questions. We need to keep it simple. We can send the questions ahead of time via ParentSquare, so attendees can think about their

answers beforehand. These can also be valuable tools for parents/students even if they are unable to attend, or have not read the book yet. Family discussion time can be centered around these questions.

Regarding the logistics of room setup, Sara asked Savannah Hwang and Jack Lloyd their thoughts on having tables set aside for students only. Savannah felt more comfortable with a mixed group while Jack thought some students may feel more comfortable at a table with only students. The group thought a facilitator at the student only tables might be a good idea and perhaps trying to keep certain grade levels together.

Part 1: What Makes Your Child Smart but Scattered. Executive skills and the brain. Child and Parent rating scales of strengths and weaknesses and how they interact. Matching the child to the task. There are scenarios at the end of the first chapter to help with the discussion of parent and child strengths and weaknesses.

Part 2: Laying a Foundation that Can Help. There are ten principles for improving executive functioning skills and the ABC's (antecedent, behavior, consequence).

Part 3: Putting it all Together. There are thirteen chapters in this section with a specific focus in each with actionable steps/plans. What's ahead? Communication strategies are found on page 302 of the book. We will have the corresponding pages for both books available.

We will need "Captains" for the questions. For Part 1: Kristen Hwang, Part 2: Mary Burkhart and Part 3: Sara Hunter. Ten minutes were given for teams to work on questions. At 7:22, Sara brought the group together for discussion.

For Part 1: Kristen Hwang, Savannah Hwang and Leila Rostam worked together and came up with these ideas on Strengths and Weaknesses: What interacts with your strengths/weaknesses? On Executive Skills: Does fear hold you back? A weakness with executive skills can cause anxiety in self or others. It is okay not to master ALL skills.

For Part 2: Mary Burkhart, Matt Shockley, Jack Lloyd and Cathy Lloyd. What score did you get on the questionnaire? With the ten principles, do some resonate or are there some you now see that you have not considered in the past? Parenting style: micro-managing may not be as effective now. What are the child's executive skills? Motivate those executive skills. Open for discussion and sharing.

Part 3: Nicole Wilson, Amy Maharas, Laura Samide and Sara Hunter. With thirteen chapters, many areas to focus on: time management, organization skills, anxiety and perfectionism. Perhaps two stations with these themes?

- What have you tried?
- What do you want to try?
- What have you found successful?
- What have you found to be a struggle?
- Share what you are working on for success.
- What was your "Ah Ha!" moment?
- What is the next step?
- Conclude
- Then give a survey at the end to share results with parents and schools

The group then worked on logistics. Cathy thought we can start with large tables for larger groups at the first meeting and then move towards smaller groups after the first book club, if needed. We will also need a table for parents to sign out a book if they did not pick one up yet. Yes, but it cannot block others from coming in, we do not want to create any bottlenecks. How about student tables? Start with two? Keep closer together and perhaps at the front of the room. We will be able to place name tags, pens, post-it notes on the tables beforehand with the book mark and maybe some ice breaker questions to start the evening. The idea was given to send out the questions on ParentSquare beforehand so that can serve not only as a reminder, but allow families to review the questions beforehand. For now, we will book the Multi-Purpose Room at AMS South, but may need to change venue after the first session.

As for the agenda, we will have Sara welcome everyone for coming, with ice breaker questions on the tables and on the projector screen. Next will be the questions for the groups to answer and discuss at their table. Can we share out themes? Absolutely! Sara can ask for volunteers to share and BBPC members can walk around and either get the question if they do not want to speak up or allow them to speak out for all to hear. The last item will be for the participants to take a book mark with them to write down their thoughts or questions. We want this to be a community activity.

So more logistics. Doors open at 6:00 for BBPC members to set up. 6:30 p.m. start time and try to start wrapping up the evening at 7:45 so that we can maintain the goal of leaving at 8:00 p.m. We may have younger children in the audience and need to respect evening hours.

Session One and Session Two will have similar formats. Session Three will take on a different format altogether. We will send out discussion questions before each session. We will also urge people to talk and think outside the box. Session Three will be totally different – ready for what speaks to you.

Sara asked if anyone in the room was comfortable to be a facilitator for the student tables? Both Laura Samide and Nicole Wilson volunteered. Thank you Laura and Nicole!

Barb will send out a questionnaire for members to complete so we know who will be able to attend these meetings and which nights you are available. Thoughts?

Sara thanked everyone for their work. This is going to be an exciting adventure! The meeting adjourned at 7:54 p.m.