

SOCIAL-EMOTIONAL LEARNING

Q: What are some of the most important things we can do to support your student's social and emotional well-being at school?



Highline Public Schools is committed to equity in education, high expectations for all and partnerships with families and the community to ensure all children achieve their potential.

Industry:
K-12 Public Education

Location:
Washington State

Size:
18,372 students/32 schools

Use case:
Social-emotional Learning

When Highline Public Schools launched into a refresh of their strategic plan, updating strategies for student social-emotional learning was a key focus. They decided the best people to inform their approach to that topic were parents.

“They are the children’s primary teachers when it comes to that, as well as their support system,” says Chief Communications Officer, Catherine Carbone Rogers. “It was a way we could utilize the resource of our parents’ knowledge.”

The Highline team used Thoughtexchange to ask the parents and the whole community how to best support kids’ social-emotional wellness in schools. The results showed the district was doing well in some critical areas and highlighted a goal that could be improved.

“It reinforced our promise of knowing every student by name, strength, and need,” Carbone Rogers shares. “It also validated that we’re on the right track around our behavioral supports. We also learned some things about our discipline goal that we needed to revise.”

Based in part on the exchange results, Highline shifted the focus of one of its goals from reducing suspensions to building positive school cultures. Their emphasis will be on creating schools that are welcoming and supportive of student social-emotional needs.

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Catherine Carbone Rogers, Chief Communications Officer

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