



## **Wrap Up Your Year as a GATE DAC Representative!**

As your school site's GATE DAC representative **you are the main point of contact responsible for conveying information between the District, school, and parents.** Your role is to attend and report back on the monthly GATE DAC meetings, help organize the GATE Parent Meetings at your school, and facilitate communication between the school and GATE parents.

Here is what you need to do to wrap up the year as a GATE District Advisory Committee Representative!

### **Before the end of school:**

**Meet with your GATE team at your site.** Set up a short meeting with your Principal and GATE Lead Teacher to check in and discuss with them the following.

**Hold a GATE Parent Meeting.** Your school should have held one in the Fall already, so now it is time for the 2<sup>nd</sup> meeting of the school year to update parents on the latest news. Your office should allow you to use their copy machine to print informational flyers, and help you post them on the school website or PeachJar. Ask the Principal to record a voice message to parents to advertise the meeting.

**Confirm your commitment to be the GATE DAC rep for your school for 2017-18.** Let your Principal know that you will serve as the school rep on the GATE District Advisory Committee for next year. Or help identify and recruit another parent (plus a backup) so there is someone briefed and ready to go for the first GDAC meeting on Sept 11, 2017.

**Go over the GATE Program Summary.** Principals should be receiving a circular from the District, directing them to consult with staff and parents before submitting their GATE program summaries, which will be posted on the GATE website for parents to access. Summaries should provide contact info for the school's GATE Lead Teacher and you, the GDAC rep. It also asks Principals to set dates now for 2 GATE Parent meetings at their site next year and get them on the school's master calendar.

**Get the GATE DAC meetings on your school's master calendar.** The GDAC meetings are held on the 2<sup>nd</sup> Mondays each month from 6:30-8pm at the Ballard Parent Center in Old Town. Meeting dates will be: Sept 11, Oct 9, Nov 13, 2017 and Jan 8, Feb 12, Mar 12, Apr 9, May 14, 2018, with steering committee meetings on Dec 11 and June 11, 2018. Meetings are open to all and include free parking, childcare, and Spanish translation.

**Connect with your school PTA and School Site Council.** Be sure you know who these key parent volunteers are going to be next year, so you can coordinate with them and support each other. Continue to network with GDAC reps from your Cluster schools, and with other parent activists in your Cluster.

**Spring GATE Parent Meeting Suggestions:**

Ask the principal, GATE team leader and GATE teachers to attend, and remember to invite the newly-identified families.

Work with the principal and GATE team leader to advertise the meeting in advance by contacting parents using fliers, email, and the Parent Connect phone messaging system

Bring newly identified families up to speed. Explain how and why GATE differs from the regular classroom, e.g., provide specifics of how the curriculum is differentiated.

Share handouts provided by the GDAC that are posted on the GATE website (many describe characteristics of giftedness & provide resources). Print out the poster slides found there, to create an informational poster to display.

Update parents on the closure of the GATE office, and how they should communicate with the District re GATE matters next year. (Share the letter from Jim Solo, posted on the GATE website).

Present specific opportunities for parents to get involved, including supporting school and classroom events.

Start your own parent contact list so you can easily communicate with the GATE families at your school.

## Parenting Your Differently- Wired Child

### 5 Questions to Turn Any Challenge Into a Learning Opportunity

*Scenario: You call your kiddo and say dinner is ready but he is totally engrossed in something and doesn't respond. After calling him to dinner several times, you give up in exasperation. You end up eating dinner without him, feeling annoyed that he is ignoring you and your agreement to eat together at dinnertime. Later, he finally finishes his task and comes down to eat the now-cold dinner while you fume. You are ready to start angrily lecturing him about being disrespectful.*

The next time you find yourself in a power struggle or conflict with your child, especially one where you're stuck in a repetition loop, ask yourself these five questions to help transform the conflict into growth:

#### **1: What are you making this situation mean about you?**

This is where we have to start, because if we are being triggered by our kid's behavior, it is almost always because we're making their choice mean something about us—who we are, how our child perceives us, how good (or bad) we are as a parent, etc. When we have a strong emotional reaction to something our kid is doing, we need to ask ourselves, "What am I making this mean"?

*He doesn't respect me. He shouldn't be ignoring me. He doesn't care about our shared agreement. I'm not a good parent.*

#### **2: How does the challenge or situation highlight a gap in your child's skills or abilities?**

When we look at what our child *isn't* able to do in this moment due to the way they are differently-wired, the situation stops being personal or emotional and instead becomes a chance to better see our child for who they are.

*He struggles with predicting how much time certain tasks take. He resists others placing demands on him. He has a difficult time leaving a task half-finished.*

#### **3: What can your child learn from the challenge or situation?**

Absolutely *every* conflict or challenge with our child presents an opportunity (or often times *many* opportunities) for learning or developing a skill in an area where he or she has deficits. It's important that we give ourselves the time to figure out what the most relevant lesson is in that moment and consider the best way to tilt the challenge into growth.

*He can learn that when he respectfully communicates his needs in any given situation, he cannot only avoid conflict but he can very often collaboratively develop a solution that feels good for everyone involved.*

#### **4: What can you learn about yourself through this challenge or situation?**

Yep. Our kiddo isn't the only one who gets to learn and grow. Every time we lean in, reflect, and reframe, we're learning more about our own personal triggers and response to conflict, and giving ourselves the opportunity to keep doing the important work of developing our own emotional intelligence.

*Being ignored is still a tough one for me, but when I remember to not respond emotionally in the moment, we can have a meaningful conversation the benefits both of us after the fact.*

#### **5: How can your relationship with your child deepen as a result of the challenge or situation?**

This is my favorite question. Because if we follow through on the first four questions, we are going to come out the other side of a conflict feeling more connected to our child than we did before. Empathy, respect, and being heard—for both child and parent—is the stuff that healthy relationships are made of.

*We can remember that we are both experiencing this situation through our own lens, but our values of love and respect for each other is important to both of us. We're on the same side. And when we work together, we feel more connected than ever.*

*Scenario: Later, after you give yourself some time and space to cool down, you ask him if he knew why you'd gotten upset earlier. He asks, "Because I was late to dinner?"*

*You respond, "Well, that was disappointing for sure, but the real thing I was upset about was that you were not communicating with me and instead you were ignoring me. If you had told me you were thick in problem-solving mode and asked if you could be late to dinner just this once in order to finish what you'd started, I would have been okay with that. I'm a reasonable person, don't you think?"*

*"Yes, totally!" he says. "Next time I'm going to try really hard to remember to communicate with you about what's going on. "*

*You follow up by talking some more about what happened, what he could have said, and why it's so important to be responsible for our own actions.*

*And boom. Just like that, a situation that in the past would have been a textbook power struggle has become a chance for your kiddo to learn how to respectfully communicate, advocate for himself, and take responsibility for his actions.*

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Adapted from **TiLT** - a new online destination aimed at helping parents raising differently-wired kids do so from a place of confidence, connection, and peace.

<http://www.tiltparenting.com/2016/10/20/5-simple-questions-to-turn-any-challenge-with-your-child-into-an-opportunity-for-learning-and-growth/>



### Grades K to 12 Fall Enrollment Data

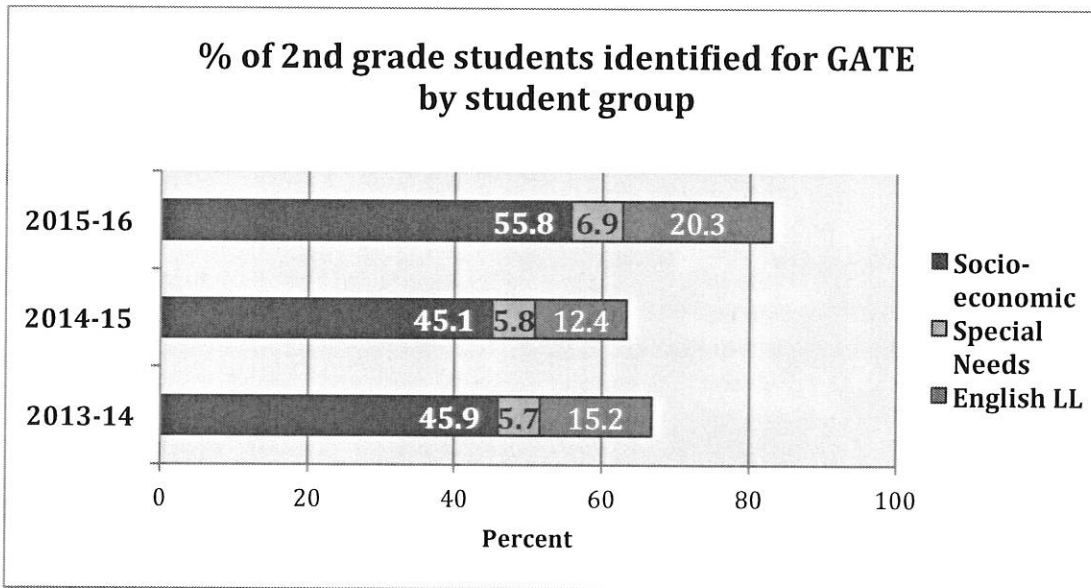
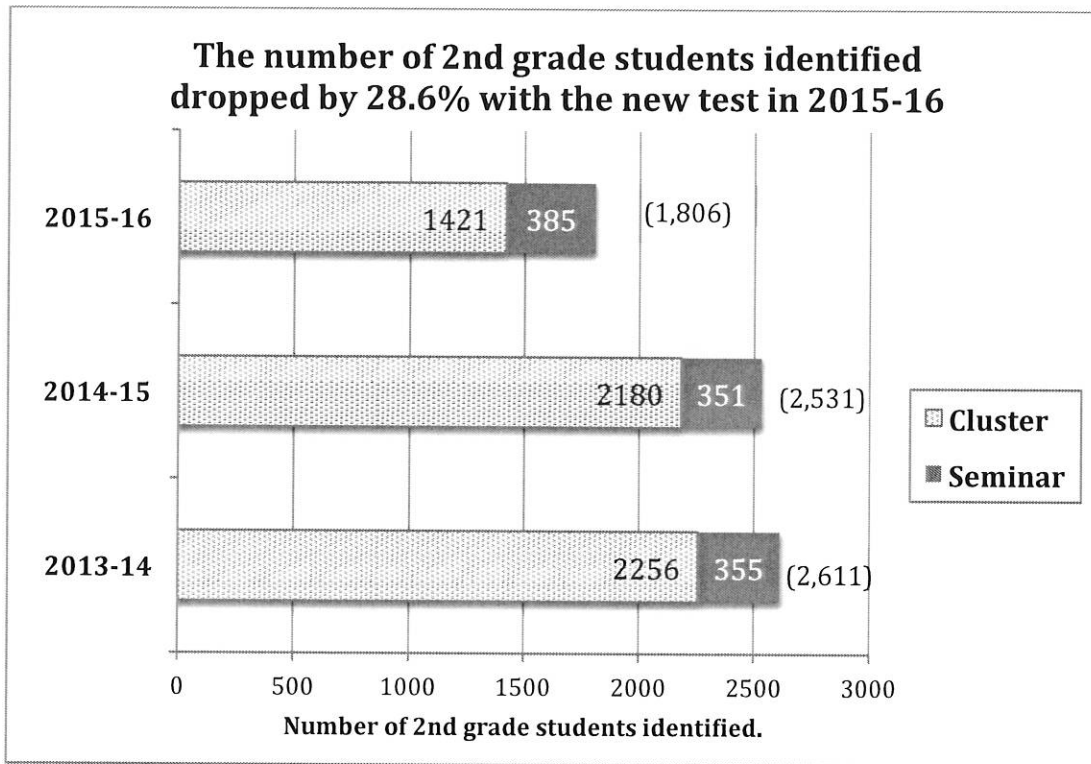
#### DISTRICT-MANAGED SCHOOLS SUMMARY

Student Group	2016-2017		2015-2016		2014-2015		2013-2014		2012-2013		2011-2012	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
<b>ALL</b>												
All Students	105,803	100.0	106,904	100.0	108,783	100.0	110,609	100.0	112,230	100.0	114,064	100.0
<b>ETHNICITY</b>												
African American	8,548	8.1	8,898	8.3	9,425	8.7	9,905	9.0	10,775	9.6	11,609	10.2
Asian	4,177	3.9	4,137	3.9	4,055	3.7	3,976	3.6	3,953	3.5	3,936	3.5
Filipino	5,232	4.9	5,527	5.2	5,791	5.3	6,074	5.5	6,515	5.8	6,867	6.0
Hispanic	47,220	44.6	47,881	44.8	49,269	45.3	50,361	45.5	51,045	45.5	51,802	45.4
Indochinese	5,454	5.2	5,566	5.2	5,715	5.3	5,840	5.3	6,007	5.4	6,112	5.4
Native American	236	0.2	265	0.2	264	0.2	265	0.2	294	0.3	335	0.3
Pacific Islander	493	0.5	564	0.5	609	0.6	638	0.6	718	0.6	763	0.7
White	25,024	23.7	25,205	23.6	25,472	23.4	25,690	23.2	26,458	23.6	26,691	23.4
Multiracial	9,419	8.9	8,861	8.3	8,183	7.5	7,860	7.1	6,465	5.8	5,949	5.2
<b>ENGLISH LANGUAGE PROFICIENCY</b>												
English Only	57,833	54.7	57,655	53.9	57,978	53.3	58,634	53.0	58,315	52.0	58,460	51.3
Initially Fluent English	5,931	5.6	6,282	5.9	6,498	6.0	6,743	6.1	7,358	6.6	7,987	7.0
Reclassified English Learner	16,555	15.6	15,869	14.8	15,827	14.5	15,638	14.1	15,304	13.6	14,423	12.6
English Learner	25,116	23.7	26,587	24.9	27,686	25.5	28,988	26.2	30,547	27.2	32,572	28.6
Other	368	0.3	511	0.5	794	0.7	606	0.5	706	0.6	622	0.5
<b>GENDER</b>												
Female	51,286	48.5	51,628	48.3	52,668	48.4	53,621	48.5	54,386	48.5	55,239	48.4
Male	54,517	51.5	55,276	51.7	56,115	51.6	56,988	51.5	57,844	51.5	58,825	51.6
<b>MEAL ELIGIBILITY</b>												
Meal-Eligible	61,932	58.5	64,386	60.2	65,221	60.0	63,763	57.6	72,963	65.0	73,265	64.2
Not Meal-Eligible	43,871	41.5	42,518	39.8	43,562	40.0	46,846	42.4	39,267	35.0	40,799	35.8
<b>GIFTED-IDENTIFIED STATUS (GRADES 3 TO 12 ONLY)</b>												
Gifted-Identified, Seminar	4,824	6.2	4,683	6.0	4,702	5.9	4,942	6.1	5,421	6.6	5,799	6.9
Gifted-Identified, Cluster	17,713	22.8	18,723	23.9	19,171	24.1	19,421	24.0	19,975	24.3	20,391	24.2
Not Gifted-Identified	55,281	71.0	54,930	70.1	55,578	70.0	56,573	69.9	56,936	69.2	58,141	68.9
<b>INDIVIDUALIZED EDUCATION PROGRAM (IEP)</b>												
With IEP	12,639	11.9	12,263	11.5	12,173	11.2	12,195	11.0	12,422	11.1	12,438	10.9
Without IEP	93,164	88.1	94,641	88.5	96,610	88.8	98,414	89.0	99,808	88.9	101,626	89.1
<b>PARENT EDUCATION LEVEL</b>												
Decline to State	12,798	12.1	14,768	13.8	17,949	16.5	8,080	7.3	11,140	9.9	12,785	11.2
Not a High School Graduate	12,086	11.4	12,113	11.3	12,199	11.2	14,959	13.5	14,075	12.5	13,884	12.2
College Graduate or Higher	42,059	39.8	40,931	38.3	39,601	36.4	41,676	37.7	41,157	36.7	40,848	35.8

Notes: (1) Summary totals for charter schools are no longer provided due to incomplete charter school enrollment data in the district's official student information system. Empower, Elevate, Ingenuity, and, beginning in 2015-16, Laurel Preparatory Academy do not enter data in the district SIS. The official fall 2016 enrollment at these four schools is 587 students; estimated enrollment for all district-authorized charter schools is 21,802. (2) Through 2012-13, Provision 2 schools were reported as 100% meal-eligible.



### GATE Student Demographics by Year



Current SWD-identified	13,269	12.5%
Current GATE-identified	22,596	21.2%
2e Students (both IEP + GATE)	1,110	1.0%
<b>Total # Students</b>	<b>106,356</b>	

SWD = Students with disabilities IEP = Individual Education Plan 2e = Twice-exceptional