

MUHLENBERG COUNTY SCHOOLS

EDUCATION – COMMUNITY – SUCCESS

PARENT/GUARDIAN NOTIFICATION OF PARTICIPATION IN MUHLENBERG COUNTY PUBLIC SCHOOLS' RESILIENCY POLL

Dear Parent or Guardian,

Muhlenberg County Public Schools, in partnership with Terrace Metrics, Inc., is proud to provide an innovative assessment service to students and families. This assessment is designed to examine the social/emotional strengths and needs of participating students in grades 3-12. This consent form will describe the purpose of the service. You can also view the following video as well:

<https://www.terracemetrics.org/consent-form/>

What are the Benefits of the Survey?

Research shows that schools play an important role in raising healthy children through the measurement and teaching of social emotional skills. Data from this comprehensive assessment tool gives us the ability to flag students who may be in need of intervention. Further, we would be able to identify students with strong social-emotional development. In addition, the data will help us design, implement and evaluate small group interventions that address specific student needs, as well as opportunities for students to enhance their personal strengths. Most importantly, this tool allows us to examine the needs of the **WHOLE STUDENT**, in combination with academic and other non-cognitive data.

What Should I Know as a Parent or Guardian?

- First, only students who have parent permission are allowed to participate in the assessment. To ensure that we get the highest participation rate possible, passive consent will be used. What this means is that if you **do not** wish to have your child participate, you must sign this form and have your child return it to his/her homeroom teacher within one week.
- Second, the data is de-identified, that is, all scoring and coding of data is done using student ID numbers. Your child will not enter any personal information when completing the assessment.
- Third, only designated members of our school's response team (e.g., counselors, administrators) will have access to your child's individual report. Teachers will not have access to individual data.
- Fourth, the assessment is not a diagnostic tool, and no information from this assessment will be placed into your child's education file. The purpose of this service is to inform us of how each student is functioning within specific resiliency/risk indicators.
- Fifth, you will receive a customized, easy to follow report of your child's results, along with specific recommendations that correspond with the findings.

- Sixth, the school will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).
- Finally, the tool itself is brief (approximately 10-15 minutes).

During December, January, and February, your child will have the opportunity to participate in the winter administration of the survey. The following areas may be assessed, as determined by your child's grade and wishes of the school and school district:

Grades 6-12

- Global Life Satisfaction: Overall assessment of feelings and attitudes about one's life at a particular point in time, ranging from negative to positive.
- Positive School Experiences: Assessment of a student's experiences with their learning, as well as their overall interactions with school personnel.
- School Victimization Scale: First presents a definition of bullying so that students understand what/what does not meet criteria. The student is then asked if they have been victimized or have victimized others during the current school year. The scale assesses frequency of different types of victimization (e.g., physical, social).
- Social Ostracism Scale: Items reflect the degree of perceived social isolation. The scale measures two forms of ostracism: ignoring (paying no attention to the student) or excluding (acknowledging the student but choosing not to interact with them).
- Grit Scale: Assesses the level of commitment (and tenacity) to achieve a long-term goal.
- Generalized Anxiety Scale: 7 item, self-reported questionnaire for screening and severity of anxiety.
- Children's Hope Scale: Assesses goal-directed thinking in which the student has the perceived capacity to find routes to goals (pathways thinking), and the motivation to use those routes (agency thinking).
- Depression: The scale is a multipurpose instrument for screening and assessing the severity of depression symptoms. The scale also includes an item that assesses thoughts of self-harm.
- Resiliency: This scale assesses the degree to which individuals possessed both the intrapersonal and interpersonal resources needed to overcome adversity.
- Child and Adolescent Leadership Scale: This scale assesses students' perceptions of their ability to influence others.
- Personal Standards: This scale assesses the expectations that a student has about their personal abilities.
- Self-Criticism: This scale assesses difficulties accepting mistakes and overly focusing on one's perceived faults.

Grades 3-5

While schools can select all indicators noted above, the following are typically administered to younger children:

- Global Life Satisfaction: Overall assessment of feelings and attitudes about one's life at a particular point in time, ranging from negative to positive.
- Positive School Experiences: Assessment of a student's experiences with their learning, as well as their overall interactions with school personnel.
- School Victimization Scale: First presents a definition of bullying so that students understand what/what does not meet criteria. Definition has been framed so that students as young as grade 3 can understand. Student is then asked if they have been victimized, or have victimized others during the current school year. The scale assesses frequency of different types of victimization (e.g., physical, social).
- Social Ostracism Scale: Items reflect being ignored by others.

- **Children's Hope Scale:** Assesses goal-directed thinking in which the student has the perceived capacity to develop strategies to reach goals (pathways thinking), and the motivation to use those strategies (agency thinking).

Our response team members will receive individual student reports immediately after the student completes the assessment. They will then review each report to determine the next steps for each student. If there are any concerns regarding your child's responses, a member of the school's response team will contact you by phone to discuss next steps. As a reminder, student reports will not be shared with teachers; only authorized response team members will have access to that information.

If you do NOT wish to have your student participate in the MCPS Resiliency/Risk service, you must sign and return this form indicating your refusal to grant permission. The form must be returned to the school by December 9, 2022.

STUDENT NAME:

_____ ("Student")

I _____ am the parent/guardian of Student and refuse permission for Student to participate

My consent shall be refused until such time as I provide written consent for my student to participate.

Signature of Parent/Guardian of minor, if required

Date of Consent Refusal