
PARENT ADVISORY COMMITTEE

January 28, 2020

GROUP NOTES

ATTENDEES:

Board of Education

- Michael Lukas, Member

School system staff: Amy Hollstein, Deputy Superintendent; Dr. Linda Gill, Executive Director of Schools, Marvin Jones, Executive Director of Schools; Kathy Kiessling, Director of Student Services, and Angel Willett, Executive Assistant

Community Partner: Linda McLaughlin, EACC President

Sixteen parents representing eighteen schools, one Board Member, five staff members, and one community partner attended the January 28, 2020 Parent Advisory Committee (PAC) meeting.

WELCOME AND GREETINGS

Marvin Jones welcomed the parents in attendance, introduced staff, and provided a brief overview of the meeting agenda.

AGENDA

NAME THAT TUNE

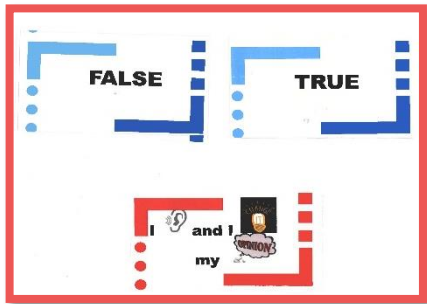
Mrs. Hollstein introduced the group warm-up activity. Ice breakers are an effective tool for meetings and the classroom. A good ice breaker helps meeting participants get engaged and increases meeting participation. Ice breakers in the classroom encourage engagement, learning retention, and increased performance. These activities help to build relationships within the classroom and they are fun.

BOOK STUDY – FOSTERING RESILIENT LEARNERS

Recently State Superintendent of Schools, Dr. Salmon, attended a principals' meetings where she observed CCPS leaders engaged in discussion and activities centered around the book study. Dr. Salmon was so pleased with what she observed, she asked Superintendent Hill to share how CCPS is implementing the book study with all school Superintendents in the state of Maryland.

BOOK STUDY – FOSTERING RESILIENT LEARNERS

ACTIVITY I:



Parents read a claim made by the author of “Fostering Resilient Learners.” Individual responses to the claim were true or false—agree or disagree. The group discussed their perspective of the claim.

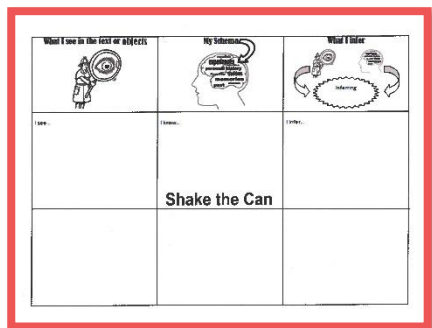
Claim: “Students should receive consequences based on their individual circumstances not based on consistency for all.”

Some community members believe the Code of Conduct should be revised with harsher consequences for all students involved in the incidents. Educators feel that different consequences are given for alike or similar referrals. Overall, the parent advisory group feels that non-aggressors should not get the same punishment as the aggressor. Consequences are not one size fits all. Suspending students for five days does not work.

Parents were allowed to change their response after hearing the counter-arguments—I hear, and I change my opinion.

BOOK STUDY – FOSTERING RESILIENT LEARNERS

ACTIVITY II:



The author of the book talks about giving kids grace. She feels grace goes farther than punishment.

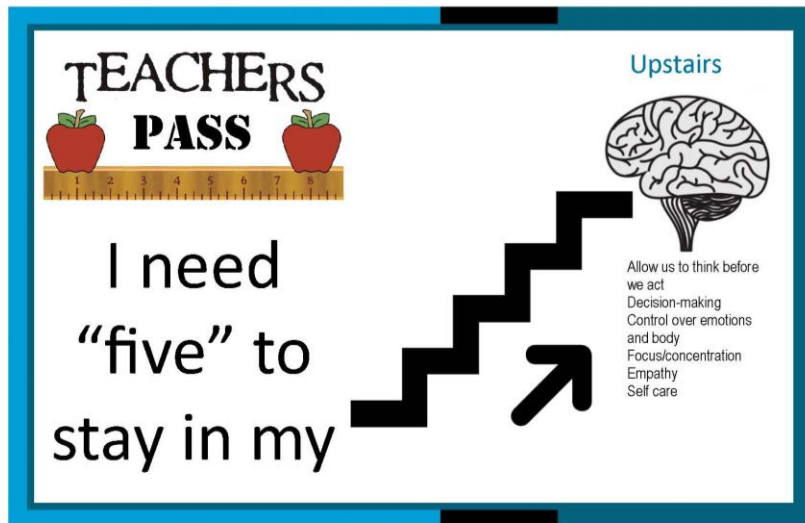
To demonstrate, each parent had a can of soda, and they were asked to journal, “I see..., I know..., and I infer...” responses. What do they observe (I see...), what do they know (I know...), and what do they conclude (I infer...) about the can of soda? Afterward, each parent was asked to shake their can of soda.

Noting the appearance of the can did not change, they inferred what was happening inside the can. Most likely, the can was pressurized, and to open the can would result in an unfavorable outcome. Likewise, our students may come to school looking the same on the outside, but they are not the same on the inside. We do not always know the trauma kids are exposed to outside of school. We must realize kids can easily explode as a soda can under pressure. We must understand that what we say and how we say it matters. If a student’s triggers are known, don’t aggravate them. The Shake the Can activity gives a visual of stop and think before the power struggle. Pause to know the student.

Parents connected the two activities, reiterating their opinion that the same consequences should not be given to all, especially in cases of first offenses.

These types of activities in the classroom are another strategy that allows discussion on tough topics. The process teaches kids to listen to other viewpoints and to perhaps change their opinion.

One parent spoke specifically about the lower and upper brain. Teachers need a break when an incident occurs, too. It is counter-productive if both the teacher and student are in their downstairs brain. Teachers should be allowed to take a break.



MENTAL HEALTH INITIATIVES – KATHY KIESSLING

The Director of Student Services, Kathy Kiessling, gave an overview of the student supports available in our schools. She spoke specifically about the layers of support and wrap around services. Parents were given an opportunity to ask questions and share out with the group. For additional details, please see the Layers of Intervention slides below.

CHARLES COUNTY PUBLIC SCHOOLS

Mental Health

Layers of Intervention

JANUARY 14, 2019



(Presentation slides continue on next page.)

Restorative Practices Resources/Highlights

- EACC's "Creative Discipline" Professional Development series (2016-17)
- Introduction to Restorative Practices/Effective Use of Circles (IIRP) (2017- present)
 - ❑ Courses offered- 2017 (5), 2018 (14), 2019 (13), 2020 (4 currently offered)
 - ❑ Train the Trainer Cadre created- 13 CCPS trainers trained
- ❑ Restorative Justice Conferencing (1 course) and Train the Trainer module (10 trainers)
- Implementation consultant Barbara Grochal, Director of the School Conflict Resolution Education Program, summer workshop, July 2018
- "Circle Forward" book in every school and with every trainer
- Restorative Approaches presentation to CCPS Teacher mentors

Training data:

- ❖ Total 851 currently trained/75 registered and/or on wait list
- ❖ 1 ES fully trained (JC Parks), 1 MS in progress (Mattawoman)
- ❖ Total admin trained- 98
- ❖ Total guidance trained – 38
- ❖ Total teachers – 551
- ❖ Total Resource Teacher/Instructional Specialist category – 56
- ❖ Total "Other" (specialists, BOE member, compliance facilitator, ISR IA, PPW, teacher mentor) – 49
- ❖ Total IA – 48

Mental and Emotional Health Curriculum

Standard 1 of Health Education in all grades:

"Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance wellness."

▪ Grades K-2

- Students focus on recognizing different methods of communication, examining emotions, responding to situations, decision-making and identifying positive and negative character traits.

▪ Grades 3-5

- Students focus deepens to recognizing both verbal and non-verbal communication, identifying how emotions might influence behaviors, the importance of expressing feelings, coping with stress, developing strategies to promote components of personal well-being, and applying the decision-making process to personal issues.

Mental and Emotional Health Curriculum

▪ Grades 6-8

- Students are demonstrating effective listening and speaking skills, analyzing components of personal well-being, establishing how personal assets and strengths contribute to uniqueness, identifying reasons to advocate for the needs and rights of others, and analyzing barriers to communication and positive coping mechanisms.

▪ Grades 9-12

- Student focus is conflict resolutions skills, demonstrating and evaluating ways to manage stress, analyzing health concerns that require collaborative decision making, applying effective communication skills, and applying strategies and skills needed for lifelong health.

Increased Mental Health Staffing

- Increased staffing of School Psychologists
 - ☐ Each secondary school has at least one full-time school psychologist (except Piccowaxen)
 - ☐ Seven elementary schools have full-time school psychologists
- Mental Health Coordinator
- Expansion of Behavior Specialist (six positions)

What Services Do We Provide?

- School psychologists complete on average:
 - ☐ 4,500 individual or group counseling sessions per year
 - ☐ 8,500 behavioral consultations per year
 - ☐ Approximately 350 risk assessments per year
- School Psychologists offer yearly professional development presentations to staff on topics such as suicide awareness, avoiding power struggles, verbal de-escalation, and recognizing trauma in students.
- School Counselors provide guided lessons to classrooms on a monthly basis on topics including anti-bullying, mental health, social skills, dating violence, and suicide awareness and interventions. Lessons are curriculum based using Second Step curriculum.

Community Partners

- **Tri-County Youth Services Bureau**
 - ☐ Provides counseling services to all elementary and middle schools
 - ☐ Tri-County Counseling Services expanded to all high schools using grant funding
- **Center for Children**
 - ☐ Currently offered at John Hanson Middle School and Thomas Stone High School
 - ☐ Provides services focusing on social-emotional learning

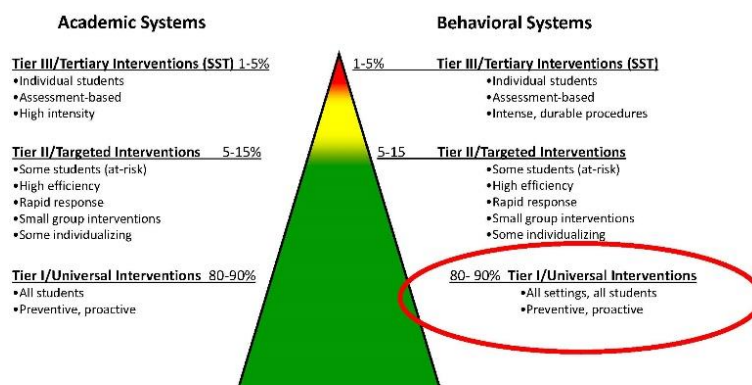
SAFE Screenings, Risk Assessments, & Threat Assessments

- Established formal Threat Assessment Guidelines
 - ❑ All school administrators and student service staff have been trained on the guidelines
- Expanded data collection around SAFE Screenings & Risk/Threat Assessments
- School Year 2019-2020 data as of January 7:
 - ❑ 488 SAFE Screenings
 - ❑ 123 Risk Assessments
 - ❑ 36 Threat Assessments

MTSS – Multi-tiered System of Support

- A system to assist with the early identification and support of students with learning and behavior needs.
- The **MTSS** process begins with high-quality instruction and universal screening of children in the general education classroom.

Where Are We In The Triangle?



Student Support Teams (SST)

- Multi-disciplinary teams that address individual student concerns such as learning difficulties, poor attendance, behavioral and social emotional concerns, health concerns, school climate, or substance abuse
- Teams develop individualized supports for students with learning and/or behavioral challenges
- Student progress is monitored after 6-8 weeks of implementation; goals are modified if needed
- Upon completion of 12 weeks of interventions, a referral to IEP or 504 is made if the student is not making progress

Additional Mental Health Interventions and Initiatives

- Therapeutic ISI (In-School Intervention Room) All secondary schools have an ISI intervention room
- Second Step – Social skills curriculum provided by counselors
- Zones of Regulation – Social skills program provided by counselors
- PEERS Program – Social skills program provided by speech-language pathologists and school psychologists
- RENEW - Structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.
- Handle With Care
- HERO's mentoring program in four elementary schools (Ryon, Eva Turner, Brown and Indian Head)
- Training: Restorative Practices, ACE's, Mental Health First Aid, CPI(Crisis Prevention Institute), system-wide book study, and summer course (Mending Fences & Building Bridges) training available for staff
- Safety & Security Advisory Group Mental Health Sub-Committee
- CCASC Mental Health Advisory Council established; first meeting in mid-January with Student Services

New Initiatives

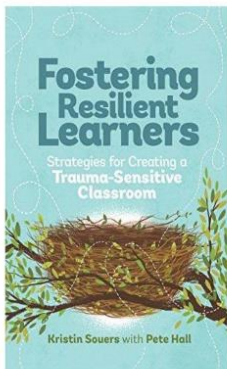
Move This World: Elementary SEL Curriculum

- A social emotional learning program developed to encourage, enhance and build safe and supportive learning environments.
- Curriculum is delivered through evidence-based, developmentally appropriate videos used to open and close instructional time.
- Students develop social skills and strengthen emotional intelligence.
- Currently in practice at Indian Head Elementary School
- Partnership includes piloting in all elementary schools this school year.

BASE Education (Behavioral Alternatives to Suspension Education) – Secondary SEL Curriculum

- Social-emotional software that addresses the mental health of students
- Covers 50 different topics such as suicide, digital citizenship, anger management, talking to peers, self-esteem, exploitation, and substance abuse
- Provides administrators with up-to-the-minute access to student responses
- Firewords are triggered if the student writes something that indicates harmful or suicidal thoughts
- Meets the standards and core competencies of MTSS (Multi-tiered Systems and Support), PBIS (Positive Behavioral Intervention and Supports), and CASEL (Collaborative for Academic, Social, and Emotional Learning)
- Piloted in six secondary schools through a grant funded partnership

County-wide Book Study



- All teachers and administrators are participating—common understanding and language
- Major topics include:
 - ☐ Trauma-sensitive classrooms
 - ☐ Manifestation of ACES in our classrooms
 - ☐ The Power of Relationships
 - ☐ Practical strategies
 - ☐ Self-care
- Staff earn one CPD credit
- The authors of the book are scheduled to present as the keynote speaker at the 2020 Leadership Institute

RESTORATIVE CIRCLE DEMONSTRATION – LINDA McLAUGHLIN

Charles County Public Schools is bringing restorative practices to the classrooms. We can train our own staff. Restorative circles build communities and trust. Circles help kids be comfortable talking to their peers and staff. The group participated in two different types of circles. For more information or a presentation at your PTSSO meeting, contact Jenn Conte, Coordinator of Student Interventions at jconte@ccboe.com or Linda McLaughlin, EAAC President at lmclaughlin@mseane.org.

Definition of Restorative Practices

- ▶ "The emerging field of restorative practices is the study of **restoring and developing social capital, social discipline, emotional well-being, and civic participation** through **participatory learning and decision making.**"

International Institute for Restorative Practices (IIRP) <http://www.iirp.edu/news/1894-definition-of-restorative-practices?highlight=WjlkZWZpbn0kZWwujQ=>

The Theory

- ▶ -a philosophical shift away from the traditional, punitive approach to wrongdoing.
- ▶ -views misbehavior as an offense against relationships.
- ▶ -maintains a focus on accountability of actions with a specific emphasis on empathy and repairing of harm
- ▶ Restorative Practices is a framework and set of practices used for the **prevention** of rule breaking and as an **intervention** after a rule is broken

Restorative questions (given in the training)

To Respond to Challenging Behavior:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To Help Those Harmed by Others' Actions:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

CLOSING

Questions * Responses * Comments * Reminders

- Parents were polled about future agenda topics. Subjects included family engagement, curriculum, CCPS communications, technology, discipline, and safety. Of the responses received, seven parents selected family engagement as their first choice and four parents selected curriculum and discipline as a first choice.
- Some parents penned other topics such as
 - An opportunity for parents to talk freely with CCPS leadership
 - Time to resolve problems
 - Fundraising / grant proposals
 - Literacy magazine for student work
 - Staff handbook policy vs. student handbook policy
 - Curriculum support for parents
 - Teacher support / prevention of teacher shortage
 - Standardized testing
 - Open to questions
- Please finish reading the book, “Fostering Resilient Learners” in preparation for the spring meeting.
- The next Parent Advisory Committee meeting is Thursday, April 30, 2020.

Our vision for Charles County Public Schools is to create the best environment where all students experience academic success, develop personal responsibility, and achieve career readiness for the 21st century.

The mission of Charles County Public Schools is to provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership, and prepares for life, in an environment that is safe and conducive to learning.

The Charles County public school system does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age or disability in its programs, activities or employment practices. For inquiries, please contact Kathy Kiessling, Title IX/ADA/Section 504 Coordinator (students) or Nikial M. Majors, Title IX/ADA/Section 504 Coordinator (employees/adults), at Charles County Public Schools, Jesse L. Starkey Administration Building, P.O. Box 2770, La Plata, MD 20646; 301-932-6610/301-870-3814. For special accommodations call 301-934-7230 or TDD 1-800-735-2258 two weeks prior to the event.