

CAN Stakeholder Continuous Improvement Team Meeting Notes 3/19/19

Present: Greg Edmundson, Gillian Huebner, Christina Connolly, Wendy Grier, Ed Clarke, Jon Heiderich, Lynne Harris, Donna Hollingshead

1) County Council Presentation – Dr. Hollingshead: Summary of information presented during March Update on Child Abuse and Neglect. Wendy, Gillian, and Debbie Feinstein (States Atty) joined Greg and Donna at the presentation. Much appreciation for their collaboration.

2) Discussion regarding communications with parents - Group: Concern that limited to no information provided to parent of children who have alleged abuse. Information shared is limited by law, policy, and MOU with Police. MCPS, as well as CPS and MCPD, cannot share specifics.

- Consider adding information to the webpage about reporting to CPS and what to expect. Large district – need to establish trusting relationship with community.
- Compliance Unit has a Dropbox that is used by parents to send in concerns/questions to the office. There is information on how to access the Dropbox on the Compliance Webpage.
- Consider ways to communicate more widely that this exists for parents to share concerns.

3) Physical, Social and Psychological Well-Being Framework – Dr. Conolly:

- PSP equally important as academics – ensure the well-being of all students
- Basis for framework: CASEL – Social Emotional Learning (casel.org/impact/)
- Are all students learning enough? Meta-analysis of 213 studies showed that students who participated in an evidence based SEL program showed an 11 percentile point gain in academic achievement
- Up to 18 years later, students exposed to SEL in school continue to do better than their peers on multiple SEL indicators.
- Strategic goals for PSP framework
- Greater sense of well-being
- Improved Academic achievement
- Greater Student engagement with school
- Reduced chronic absenteeism
- Reduced disciplinary offenses
- Theory of Action – all MCPS schools and classroom will provide curriculum, programs, and strategies that intentionally foster the academic success and physical, social, and psychological growth and development of all students, grades Prek-12.
- PSP wellbeing as a student’s positive development of social and emotional skills and physical and mental health awareness
- 6 Essential – all schools, all staff, all students
- Character Ed
- Mental health and wellness
- Trauma sensitive (consider “resilience” with trauma – destigmatize trauma)
- Restorative Justice and Conflict Resolution
- Physical Health and Wellness

- Building positive relationships among and between staff and students
- Building 6 Essentials: Pyramid diagram
 - Tier 1 – ALL Schools All Students: support development of all 6 essentials for Prek-12
 - Tier 2 – Small group and individual interventions are provided for students (10-15%) that need additional support
 - Tier 3 – more personalized including referrals to community agencies, individualized counseling, wrap around, team approach (1-5% that need additional support).
- School Implementation – school staff will receive resources and Prof learning opportunities to support implementation at school:
- Curriculum materials and recommendations for embedded and stand along lessons.
- Required and recommendation program for all students and for needed interventions (PBSL, Leader in Me, etc).
- Required and recommendation strategies to build positive school culture and student development.
- All staff will receive PSP training through compliance modules.
- PSP Development and Learning Deliver: Character Education
- Curriculum (embedded in curriculum, lessons, etc)
- Programming
- Strategy
- PSP Well-Being – Parent and Public Website (suggestion to see other districts, e.g. Boston) Montgomeryschoolsmd.org/psp

4) Next meeting – May 7, 2019

5) **Agenda Items:** Update on mandatory staff compliance training modules