

## **MCCPTA Delegates Assembly Notes 2/26/19**

Obvious swings in the enrollment projection between FY19 and FY20

Choose Respect Montgomery by the Family Justice Center - Debbie Feinstein

- 1 in 3 teens will experience dating abuse
- 1 in 10 will be the victim of physical abuse
- 57% of teens and young people waited 6+ months before seeking help for their abuse

Expect Respect in Class Presentations:

- 45 minute interactive presentations in the health class
- Folks from Family Justice Center, Sheriff's Office

Athletic Programs

- Coaching Boys Into Men & Athletes as Leaders – equips coaches and female athletes to promote healthy relationships and end sexual violence
- Athletes as Leaders: encourages peer-on-peer coaching
- Programs at SBHS, RMHS, MBHS, NWHS, MHS, PMMS, RHS, Charles E. Smith Jewish Day School

Choose Respect PSA Video Contest

- 60 second video about dating violence

Choose Respect Conference

- April 7<sup>th</sup>
- FREE!
- Free food
- Learn about healthy and unhealthy relationships, get tips on how to help a friend, etc.

Physical, Social & Psychological Well-Being Framework - Dr. Bryce

This framework would impact every single student in MCPS – all 162,680 kids

Historically, MoCo has done an excellent job on the academic side but academic support is not enough.

Social and Emotional Learning (SEL) - process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set goals, show empathy, and maintain positive relationships,

- 2011 meta-analysis of 213 studies w/ 270k students – those who participated in SEL programs show an 11 percentile point gain in academic achievement
- 18 yrs later, students exposed to SEL continue to do better in social behaviors

Goals:

- Greater student sense of well-being
  - o Critically important: every student knows how to get the resources they need
- Improved academic achievement
- Greater student engagement with school
- Reduced Chronic absenteeism
- Reduced disciplinary effort

The end goal: school is fun, supportive, provides the resources students need

No school is doing everything we're [MCPS] asking them to do, the new framework seeks to address this disconnect

## PSP FRAMEWORK THEORY OF ACTION

All MCPS schools and classrooms will provide resources that intentionally foster the success and growth and development for all students Grades PreK-12

### ALLLLL STUDENTS

PSP = Physical, social, and psychological,

The 6 Essentials:

#### 1. Character, Education, and Empathy

a. Empathy can prevent bullying b. Students who are bullied have more chronic absenteeism, more likely to engage

in risky behavior 2. Mental Health and Wellness

a. "I'm feeling stressed about school" b. Focus on competitiveness has led us to engage in self-destructive behaviors c. -> students deal with stress by committing illegal activities d. More students are being sent to the crisis center (up about 74% over 3 years),

including students of younger ages being sent e. Arguments can foster online, end in person in the educational environment f. Mental Health days and months 3. Trauma Sensitive Schools

a. "Trauma can be anything that disrupts the normal day-to-day lives of young people" b. Not for just select students – not "just ESOL kids" or "just disadvantaged" kids

#### 4. Restorative Justice & Conflict Resolution

a. Increase in video games = decline in in-person interactions b. Decline In real-life games = decline in c. Number 1 offense for suspension = fighting d. Number 2 = physical attack on students e. Together = 1/3 of out of school suspensions 5. Physical Health and Wellness

a. The food in our cafeterias, the presence of recess b. At least one kid is caught JUULing every

day 6. Building Positive Relationships among and between staff and students

- ON DEMAND COUNSELING – every student will receive counseling when needed (not necessarily their own)

- School implementation – staff receive resources and professional learning opportunities to support implementation at each school:

- o Borrowing bullying lessons from o PBSL = personal body safety lessons – REQUIRED strategies to build positive

- o Signs of Suicide – REQUIRED in all secondary education

PSP Well-Being Parent & Public Website

Defines school psychologists!! FINALLY.

SurveyMonkey: [surveymonkey.com/r/PSPHSfeedback](https://surveymonkey.com/r/PSPHSfeedback)

MAY 14 – Presentation to the BOE

Safe Routes and Stops – Allison Gillespie

Looking for liaisons from every school (currently at 25 schools)

Mainly disseminations of schools

No school safety zones ??? Wack.

Learn about vision zero – a new way of looking at traffic safety.

Department of Transportation did a massive study on every school in the county.

Currently in Maryland, you cannot travel below 25 mph

VP of Advocacy Report –

Tomorrow is special reception at Annapolis at MSEA

Bills TOMORROW: At 1 o'clock, Senate building, talking about bonds and construction

Lowering lead toleration to 5 ppb

\*\*\*March for our Schools, March 11 – bus times vary: [bit.ly/MCEABus](https://bit.ly/MCEABus)\*\*\*

March on Annapolis to push for Kirwan! All the councilmembers and ELRICH will be there. It will be lit.

Other bills:

- State testing limited to one day in May
- Trauma-informed practices bill
- Restorative justice expansion bill

Reminder: MCCPTA can only take stances on bills if MDPTA does not oppose them, and if they are in our advocacy priorities

LGBTQ Subcommittee Update –Mark Eckstein

Forum with Dr. Smith late this spring Name-change law: one of the worst in the country, people who want to change their name must oust themselves and publicize

Gender law on license: people can choose indicated

PTA Best Practices

Studies conducted on what the best practices are between PTSAs and Principals.

Arronza LaBatt MCPS has assigned one to work with us

Original Plan: one document with best practices, but there's a LOT of info so instead will be rolling them out in partitions

We have been invited to visit MCAAP's conference in June. Draft documents in meeting materials – send feedback to Tracie

Partnership with teacher union – finding specific examples of what WORKS to connect families and schools together

Racism 101 – Cynthia Simonson

Churchill's PTSA president is a civil rights attorney – willing to visit any school!

Maryland Public Information Act Request for seeing if expansion classes for GT students, how many students identified vs placed in courses

MISA will count for graduation next year – we've delivered a letter basically stating our grievances: we don't know what score counts as "passing," we don't know how many students "passed," the time is crunched and we have no time to assess the data.

We are asking: one more year of pilot

Huge disparity in course bulletin between high schools – half don't offer regular English 9.

\\Submitted by Zoe Tishaev

### **MCCPTA Notes 10/2/18**

MCCPTA has produced an overview of the primary issues on which they intend to focus their advocacy this year. Please read, review, share, send comments, suggestions, edits etc. to the below by this Sunday, October 7th. Comments can be sent to

shivasobhani.chspts@gmail.com, or to our Cluster Coordinator, Wendy Davis, or to our MCCPTA Delegates, Norine James or Arpita Ramkaran. You can find their emails on the Parents tab of the CHS web site under PTSA Officers and Committee Chairs. PROPOSED 2018-19 MCCPTA ADVOCACY PRIORITIES Montgomery County Council of PTAs (MCCPTA) is comprised of 193 local PT(S)As representing more than 200,000 students, parents, family members, teachers, staff and administrators of Montgomery County Public Schools. MCCPTA's priority is to ensure that every student feels safe, secure and valued being exactly who they are, and that every student has the tools and supports they need to succeed regardless of income, race, ethnicity, native language and learning style. • COMMUNICATION. Continued MCCPTA-MCPS partnership is required to ensure that parents and teachers understand major policy, funding, procedural and programmatic changes proposed or implemented in schools. MCPS must also prioritize outreach, in multiple languages and non-traditional approaches as needed, to neighborhood associations to ensure community feedback when implementing any new program or policy. • CURRICULUM. MCCPTA supports MCPS's decision to provide an improved curriculum. MCPS should engage all stakeholders in this review. The curriculum should include enrichment and appropriate challenges for all children, including children with Special Needs, ESOL, and the Highly Gifted. Ample professional development for staff implementing new curriculum must be a priority. MCPS should follow evidence-based best practices by grade level for use of digital content in the classroom and review how time spent on screens relates to outcomes. • DIVERSITY AND INCLUSION. MCPS is a diverse school system, but many of our individual schools are not. We recognize the research showing that truly diverse schools enhance learning for all students. We support thoughtful approaches to make MCPS not only a diverse school system, but a system of truly diverse schools. Defining diversity in today's tense is important here as it is possible to be economically diverse and not racially, or culturally but not socially. The diversity of experience and exposure should be factored as race is since your value systems and approach to learning is not based on your skin color or race, but more so your culture, your socio-economic perspective, and your exposure to what the future may hold for you. • EQUITABLE OPPORTUNITIES. All children in MCPS should be offered equitable opportunities to engage in challenging programming, including multiple career paths. Academic options should be made available to all students as needed including distance learning, by providing transportation, or other creative solutions. Adequate support should be provided to schools when implementing the home school models for special education and enrichment especially at the primary and middle school levels. Additional resources for children in the FARMS program should be available to each child, no matter what school they attend. • FACILITIES. MCPS should publish all Key Facility Indicator data and collaborate with school communities when exploring solutions to overcrowding and aging facilities. The socioeconomic makeup of the school population should be a factor in prioritization. Because of the scarcity of funds, multiple solutions beyond building new schools and additions should be implemented to relieve overcrowding, including filling empty seats in underutilized schools by incorporating programming solutions, analyzing boundaries, and utilizing nontraditional facilities such as office and retail space. • HEALTH AND WELLNESS. MCCPTA supports an expansion of available wellness resources to MCPS students, including mental health services, suicide prevention, and supports to students addicted to substances. To ensure a healthy physical environment, MCPS should appropriately test air and water quality and use health-based standards to guide remediation if the quality does not meet standards. School fields should be appropriately installed, maintained, and monitored to ensure the safety of children during outdoor activities. Additionally, MCCPTA recommends improving the nutrition and quality in school provided meals. • KIRWAN COMMISSION. MCCPTA supports fair state

funding formulas that address MCPS's increasing enrollment, operational needs, and the needs of Montgomery County's diverse population of learners. The Kirwan Commission (Maryland State Commission on Innovation and Excellence in Education) should promote proven high-quality instruction, promote reducing class sizes in Montgomery County, and provide high-quality early childhood education. MCCPTA supports the State Constitutional Amendment to require that casino revenues supplement, not supplant, education spending. • OPERATING AND CAPITAL FUNDS. MCCPTA supports an increase in the MCPS operating and capital budgets at all levels of funding sources (local, state, and federal.). We support increasing funds per student, so MCPS may decrease class sizes, increase resources to close the achievement gap, and provide adequate, safe facilities. MCCPTA supports a Subdivision Staging Policy which includes alternative calculations of student generation to better project student enrollment and ensure that infrastructure keeps pace with development. • SCHOOL CLIMATE, SAFETY AND SECURITY. MCPS must continue to assess school climate and maintain physically and emotionally safe conditions and positive school environments that protect all students and adults from bullying, discrimination, harassment, and assault. It should expeditiously improve security in all school buildings by providing secure vestibules, expanding video surveillance across all grade levels in and around all buildings, and ensuring adequate security staff at all schools and on school busses. MCPS must also work to ensure fidelity in the implementation of policies and protocols related to child protection and safety within all schools and on school busses. MCPS should provide prompt and transparent reporting of incidents within schools and criminal activity near schools or involving students, work to reduce disproportionality in discipline, promote restorative practices, and track incidences of bias, discrimination, hate, and sexual harassment in schools and on school busses.