CURRICULUM COUNCIL
MEETING AGENDA

Date: Friday, November 18, 2022
Time: 9:30 to 11:30 a.m.
Location: Carroll Community College, K100 Building

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Topic</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>9:30 – 9:40</td>
<td>Greetings</td>
<td>Steve Wernick</td>
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<tr>
<td>9:40 – 11:25</td>
<td>Second Step Sources of Strength</td>
<td>Kim Muniz, Karen Bell, Heather Semies, Colleen Lippenholz, Christine Tobias, Brad Bevans, Christy Farver, and Amy Gromada</td>
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<td>11:25 – 11:30</td>
<td>Closing</td>
<td>Steve Wernick</td>
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The Charge of the Curriculum Council is to:
- Develop a working knowledge of curriculum goals, trends, and issues.
- Network with curriculum supervisors to communicate local concerns and issues regarding curriculum.
- Communicate curriculum goals, trends, and issues with individual parents, parent groups, and the home school’s administration and faculty.
- Review and recommend to the Board of Education instructional textbooks and materials proposed for adoption.
- Provide advice and recommendations to the Superintendent and Board of Education regarding issues related to curriculum as requested, or as initiated by the Council.

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WELCOME TO THE 2022-2023 CURRICULUM COUNCIL
We are excited that you are here with us today.

- Please raise your hand if you are a student.
- Please raise your hand if you are a parent.
- Please raise your hand if you are a CCPS employee.
- Please raise your hand if you are new to the Curriculum Council.

We appreciate your commitment and value your opinion for this important BOE committee to help develop and improve our curriculum and resources!
CURRICULUM COUNCIL MISSION

The Curriculum Council reviews and recommends instructional materials proposed for adoption and provides input and response to the Superintendent regarding issues facing Carroll County in its challenge to bring about continuous school improvement. Members develop a working knowledge of curriculum goals, trends and issues, and network with supervisors to communicate local concerns and issues regarding curriculum and school improvement.
ROLE OF THE CURRICULUM COUNCIL MEMBERS

• Attend Council Meetings:
  • There are four morning meetings each school year.
  • Focused on current curriculum and school improvement initiatives and issues, as well as textbook adoption.

• Develop Working Knowledge of Current Curriculum Goals, Trends, and Concerns:
  • Communicate curriculum trends and topics with individual parents, parent groups, and the home school community.

• Review and Recommend Instructional Materials Proposed for Adoption By Content Area Supervisors to Ensure Resources:
  • Meet community standards for language content;
  • Provide appropriate, accurate, and non-biased subject and grade level content;
  • Provide accurate and appropriate recognition of cultural diversity;
  • Represent appropriate and current technologies;
  • Provide for a stereotype-free presentation, except when historically appropriate.

• Network with Supervisors to Communicate and Discuss Local Topics and Concerns Regarding Curriculum and School Improvement.

• As Needed, Provide Input and Response to the Superintendent Regarding Issues Facing Carroll County in its Challenge to Bring About Continuous School Improvement.
MEETING DATES AND TIMES

18 Nov.  
November 18th

10 Mar.  
March 10th

12 May  
May 12th

January 13th

13 Jan.

(textbooks and instructional materials adoption review)

March and April

April 21
SECOND STEP AND SOURCES OF STRENGTH

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Building a Strong School Community through Second Step and Sources of Strength

Curriculum Council
November 18, 2022
Introduction

- Steve Wernick- Director of Curriculum & Instruction
- Christy Farver- Director of Elementary Schools
- Eric King- Director of High Schools
- Chris Tobias- Assistant Supervisor of Health Education
- Brad Bevans – Teacher Specialist – Health Education
- Kimberly Muniz- Supervisor of Student Services – Behavioral and Mental Health
- Karen Bell- School Psychologist
- Colleen Lippenholz- School Psychologist
- Heather Semies- Pupil Personnel Worker
Objective:

**WHAT:** We will learn how CCPS supports Social and Emotional Learning (SEL)

**HOW:** by exploring Second Step and Sources of Strength

**WHY:** in order to develop an understanding of the content and strategies in both programs.
Importance of SEL

More than 80 Percent of U.S. Public Schools Report Pandemic Has Negatively Impacted Student Behavior and Socio-Emotional Development

July 6, 2022

"SEL builds future-ready life skills that are in high-demand by employers, supports mental wellness, helps create safe learning environments, and improves academic achievement."

New National Coalition To Fight Misinformation, Protect Social and Emotional Learning in Schools
The U.S. Surgeon General’s Advisory

Issued in 2021- Protecting Youth Mental Health

What educators, school staff, and school districts can do:

"Expand social and emotional learning programs and other evidenced-based approaches that promote healthy development."
“IF A CHILD DOESN’T KNOW HOW TO READ, WE TEACH.

IF A CHILD DOESN’T KNOW HOW TO SWIM, WE TEACH.

IF A CHILD DOESN’T KNOW HOW TO MULTIPLY, WE TEACH.

IF A CHILD DOESN’T KNOW HOW TO DRIVE, WE TEACH.

IF A CHILD DOESN’T KNOW HOW TO BEHAVE, WE…. TEACH? PUNISH?

WHY CAN’T WE FINISH THE LAST SENTENCE AS AUTOMATICALLY AS WE DO THE OTHERS?”

~HERNER
Skills supported by Second Step & Sources

- Self-regulation
- Self-management Skills
- Social Awareness
- Relationship Building
- Responsible Decision Making
Where We've Been - Elementary

- School-wide positive behavior initiatives
  - Character Education
  - Positive Behavior Interventions and Supports (PBIS)
- Elementary Behavior Taskforce
- Tiers of support for students social/emotional/behavior
Program Overview

What is the Second Step program?

Second Step® SEL for K-5: A Foundation for Lifelong Success - YouTube
The *Second Step* program is a universal, classroom-based program designed to:

- Increase students’ school success
- Decrease problem behaviors
- Promote social-emotional competence and self-regulation
Second Step is research-based

Teaches skills for children to be successful in school:

- Self-regulation
- Executive-functioning
- Problem-solving
- Cooperation
- Focus
- Staying on task
Second Step outcomes

- Preschoolers who received Second Step showed significantly better EOY executive-functioning skills.
- Elementary students showed significant improvements in social-emotional, behavioral, and academic outcomes.
- Less aggression, reduction in bullying, less conflict with adults.
Second Step program materials are teacher-friendly

Kits include-
• Lesson cards
• 4 Unit Cards
• Colorful classroom posters
• Puppets (Primary)
• Media: CDs and DVDs
• Teaching materials binder
  – Listening Rules Cards
  – Following Through Cards
  – Home Link Activities
*Additional resources online
Lesson Structure

• **Brain Builders** - 5 minute games that build skills like paying attention, following directions, remembering, controlling impulses

• **Story and Discussion** - each lesson has a story, picture, and script.

• **Skill Practice** - should be utilized school-wide
  • Songs - reinforce lessons/skills; also have visuals
  • Puppets - Pk-1st use puppets to act out problems and practice solutions
  • Videos/handouts - upper grades use videos and handouts to practice skills
Home Links

- Home Links are activities that may be sent home for students to share learning with their parent/guardian.
Skills for Learning

Empathy

Emotion Management

Problem Solving
Skills for Learning

BIG IDEA

Children who can self-regulate are better able to participate in and benefit from learning. Skills for learning are necessary for having empathy, managing emotions, and solving problems.
Listening
Focusing attention
Using self-talk
Being assertive
Empathy

BIG IDEA

Students with high levels of empathy tend to make better progress in school and be less aggressive, better liked, and more socially skilled.
Empathy is feeling or understanding what someone else is feeling.

- Look at her face and body for clues.
- What is his point of view?
- How does she feel?
- How can I help?
- What is a kind thing to say?

Compassion is empathy in action!

Identifying and understanding feelings
Respecting similarities and differences
Taking others’ perspectives
Showing care and compassion
Emotion Management

BIG IDEA

Students who can recognize strong emotions and calm them down cope better and are less likely to be aggressive.
How to Calm Down

- Understanding strong feelings
- Identifying strong feelings
- Managing strong feelings
- Calming down strong feelings

Stop—use your signal
Name your feeling
Calm down:
breathe count
use positive self-talk

I can do it!
Problem Solving

BIG IDEA

Students who can solve conflicts with peers are less likely to be impulsive or aggressive. These negative behaviors can affect their success in school and life.
Problem-Solving Steps

Making and keeping friends
Solving problems
Playing fairly
Taking responsibility
Second Step

“I think it is a great program, very glad we have it in Kindergarten now.”

“This has been a wonderful and helpful curriculum that has been beneficial to my classroom and grade as a whole. I can't wait to use this curriculum this coming year...”

“This program has been absolutely amazing. The children use the vocabulary and skills on a daily basis. They make connections that I didn't even think of.”

“My students liked the program and we have valuable discussions each week. The puppets also make learning fun!”

“The kids seem very familiar with it, having had it last year. They seem to enjoy the games, songs, and lessons.”

“I think (it’s going) well!! The kids enjoy it!!”

The program is going well, I did pause to re-teach the first lesson to reinforce the skills, but otherwise the students like it and the lesson content is appropriate.
Where we are heading

• Continue implementation in grades PK-1
• Pilot grades 2-5 at 6 schools this year:
  • Freedom
  • Manchester
  • Mt. Airy
  • Parrs Ridge
  • Robert Moton
  • Taneytown

• Full school implementation beginning in 23-24 school year
Building a Strong School Community
What is Sources of Strength?

• **Mission**: Our mission is to provide the highest quality evidence-based prevention for suicide, violence, bullying and substance abuse by training, supporting, and empowering both peer leaders and caring adults to impact their world through the power of connection, hope, help and strength.

• **Vision**: We believe that many strengths are more powerful than one, and our united goal is to activate and mobilize these strengths in ways that positively change individuals and communities.
Upstream Parable and Prevention

Upstream Prevention
Sources of Strength
Primary mission

Intervention
Sources of Strength Secondary benefit. Peer Leaders are 4x more likely to refer a suicidal friend or student

Postvention
Effective postvention is effective prevention
Bridging the Gaps in Prevention

Strength Focused
Hope Helped Strength
Peer Led

Risk Focused
Sad Shock Trauma
Adult Driven
Sources of Strength Model

COMMUNITY OF STRENGTH

DIVERSE
INCLUSIVE
COLLABORATIVE

(ADULT ADVISORS + PEER LEADERS) \times \text{STRATEGIC MESSAGING CAMPAIGNS}

= \text{POSITIVE CULTURAL CHANGE}

CARING, CONNECTED, AND POSITIVE
INFLUENCE WITHIN THEIR SOCIAL GROUP
ENGAGE, INTERACT, AND APPLY

POSITIVE SOCIAL NORMING
Impact of Sources of Strength

Cluster Randomized Control Trial (NIMH, SAMSHA Funding)
18 Schools; 465 Peer Leaders; 2,700 Students

Peer Leaders
- Increased healthy coping attitudes/norms
- More connections to adults (M +1 connection)
- 4X more likely to refer peer to adults
- Largest Gains for least connected or healthy PL’s

School Population
- Increased help-seeking acceptability
- Increased perception that adults help suicidal peers
- Largest gains for students with a history of suicide attempts

Interconnected Risk and Protective Factors

- Substance Abuse
- Mental Illness
- Violence
- Suicide

- Healthy Activity
- Coping Strategy
- Trusted Adult
- Positive Friend
SPREAD MESSAGES OF
HOPE, HELP, & STRENGTH

AVOID MESSAGES OF
SAD, SHOCK, & TRAUMA
Implementation
HOPE
HELP
STRENGTH

School Support
Partnerships
Frontline Workers
Curricular Ties
Our vision is:

TO EMPOWER A WELL WORLD
Activity

• Elementary parents- Second Step

• Secondary parents- Sources of Strength
Resources

• Second Step: www.secondstep.org
• Sources of Strength: www.sourcesofstrength.org
Questions?