Obtained via MD PIA by Judicial Watch, Inc.

September 27, 2021

Mr. William F. Marshall
Judicial Watch, Inc.
BMarshall@judicialwatch.org

Dear Mr. Marshall:

I have received your Maryland Public Information Act (MPIA) request seeking copies of records from Montgomery County Public Schools (MCPS) regarding:

All records related to the development and implementation of a "Psychoeducational Lesson" related to a purported "dual pandemic" of COVID-19/systemic racism in use by the Montgomery County Public Schools. You requested email communications between MCPS officials responsible for formulating and implementing the lesson, but not limited to those communications of Cheree Price, and all other policy documents regarding its development. The timeframe for the requested records is July 1, 2020 to the present.

I am responding on behalf of the superintendent of schools who, as official custodian of records for the school system, is responsible for replies under the Maryland Public Information Act, Title 4 of the General Provisions (GP) Article.

Please find partial responsive documents to your request in the link below. The link needs to be copy and pasted into a google chrome browser:
https://drive.google.com/drive/folders/1knXNYHVXbB4YWB8KWjK5Hldly5k_POSd?usp=sharing

Please know that documents were redacted in accordance with the" inter-agency and intra-agency letters or memoranda" exception under GP § 4-344 and the "privileged or confidential by law" exception under GP § 4-301, which encompasses the attorney-client privilege.

We are working to provide the remainder of the responsive information. However, there are thousands of pages to review and redact, which require a significant amount of time.

If you believe you have been wrongly denied a public record, you are entitled to seek judicial review of this decision pursuant to GP § 4-362. In addition, pursuant to GP § 4-1B-01 et seq., you also have the option to express any concerns about this decision to the Public Access Ombudsman.

With regards,

Christopher C. Cram
Director, Department of Communications

CCC:vem

Enclosures
Copy to: Dr. Wilson, Ms. Williams

Obtained via MD PIA by Judicial Watch, Inc.

From: Christina Conolly (via Google Sheets) on behalf of Christina Conolly (via Google Sheets) <drive-shares-noreply@google.com>
To: ruschelle.reuben@mcpsmd.net
Subject: [EXTERNAL] Psychoeducational Lesson Completion form 9-29-20 (Responses) - Invitation to edit
Date: Thursday, October 15, 2020 9:18:25 PM

---

christina.n.conolly@mcpsmd.net has invited you to **edit** the following spreadsheet:

Psychoeducational Lesson Completion form 9-29-20 (Responses)

Open in Sheets

Google Sheets: Create and edit spreadsheets online.
Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA
You have received this email because christina.n.conolly@mcpsmd.net shared a spreadsheet with you from Google Sheets.

Obtained via MD PIA by Judicial Watch, Inc.

From: Christina Conolly (via Google Sheets)
To: ruschelle.reuben@mcpsmd.net
Subject: [EXTERNAL] Psychoeducational Lesson Completion form 9-29-20 (Responses) - Invitation to edit
Date: Thursday, October 15, 2020 9:18:30 PM

---

christina.n.conolly@mcpsmd.net has invited you to **edit** the following spreadsheet:

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From: Christina Conolly (via Google Sheets) on behalf of Christina Conolly (via Google Sheets) <drive-shares-noreply@google.com>
To: ruschelle.reuben@mcpsmd.net
Cc: ada.v.mirandamorales@mcpsmd.net; frances.m.frost@mcpsmd.net
Subject: [EXTERNAL] Psychoeducational Lesson Completion form 10-22-20 (Responses) - Invitation to edit
Date: Thursday, October 22, 2020 1:52:25 AM

---

christina.n.conolly@mcpsmd.net has invited you to **edit** the following spreadsheet:

Psychoeducational Lesson Completion form 10-22-20 (Responses)

Open in Sheets

Google Sheets: Create and edit spreadsheets online.
Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA
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From: Christina Conolly (via Google Sheets)
To: ruschelle.reuben@mcpsmd.net
Cc: ada.v.mirandamorales@mcpsmd.net; frances.m.frost@mcpsmd.net
Subject: [EXTERNAL] Psychoeducational Lesson Completion form 10-22-20 (Responses) - Invitation to edit
Date: Thursday, October 22, 2020 1:52:32 AM

---

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You have received this email because christina.n.conolly@mcpsmd.net shared a spreadsheet with you from Google Sheets.

Obtained via MD PIA by Judicial Watch, Inc.

From: Wilson, Janet S
To: Principals Mail List - All; Principals Mail List - Spec-Alt
Cc: ExecStaffDist; Admin Secretary - ExecStaff; Admin Secretary - HS; Admin Secretary - MS; Admin Secretary - ES; Admin Secretary - OSSI; Directors - All; Supervisors - All; LaBatt, Arronza M; Gray, Stacy E; Steele, Sharron; Dardarian, Anne M - MCAAP; Christine Handy
Subject: August 26, 2020 COVID-19 Update
Date: Wednesday, August 26, 2020 7:27:47 AM

Dear Principals,

Today's update contains a number of important items specific to protective orders, ESOL Accountability (updated from yesterday), Be Well Recovery lessons, professional development, and technology updates. Last night, you received notice that the MCPS Recovery of Education Virtual Plan for the Fall was approved by the Board of Education. As the next days and weeks unfold, collectively, we embark upon what we have never before been challenged to do. We are up to that challenge and as a learning organization, we will all learn together. As was stated many times in the Board of Education meeting – this is not a perfect plan. We know that the State Board will be weighing in on the idea of setting uniform expectations across districts and our plan may need to be adjusted in response to information intended to be made available on September 1, 2020. In the meantime, MCPS will continue to gather feedback from all stakeholders over the coming weeks and months with every intention of providing for continuous improvement to our virtual teaching and learning plan. It is with deepest gratitude, I express my thank you to the recipients of these updates, the design teams, and all of the stakeholders who have contributed their thoughts and ideas along the way. There is so much more to do and it is critically important that in all things related to the execution of this plan on behalf of our 166,000 students, their families and our school communities, we do so with the utmost care and compassion.

-

-

Guidance to schools regarding parental/custodial protective orders

Schools should consult with the Office of the General Counsel and/or Student Welfare and Compliance regarding questions about parent/custodial requests for access to school and potential Zoom events (ie. Back-to-School Night, etc.) during these times of virtual school. Non-custodial parents who request Zoom login information should **not** be granted connection information. (This could result in parents logging in to classrooms/school events and "listening in" even though they do not have visitation or contact rights. Additionally, parents should not login to Zoom classrooms and observe class when the child is not with them. If teachers note a parent logging in separately from their student, they should notify their principal who can seek support from OGC or Compliance as needed.

-

-

ESOL Accountability- Updated

This link is for the ESOL Accountability and Compliance Updates for the week of August, 24, 2020. These updates are for Administrators K-12, ESOL teachers K-12, Resource Teachers & Content Specialists grades 6-12, or anyone who is responsible for ESOL Accountability Tasks in your building. **The information for the Virtual EL Identification has been updated.** If you have questions about the information in this update, please email Leslie Chavis, ESOL Achievement Specialists, and copy Tamisha L. Sampson, K-12 ESOL Accountability Supervisor.

Be Well Recovery Student Psychoeducational Lessons and Student Well-Being Teams- ACTION

As we start the school year, all schools will continue to implement the student well-being teams that started this past spring. The teams will be there to support students and their families that are struggling with attendance and social-emotional concerns. To support students at the start of the year, all schools will be required to implement a student psychoeducational lesson during one of the school's mandatory Social-Emotional Learning (SEL) block before September 18, 2020. This lesson will provide students crisis facts about the dual pandemic (COVID-19 and systemic racism) that is occurring around the country and here in Montgomery County. It will also provide information on common crisis feelings/reactions, stress management strategies, and where to find help. Teachers will implement these lessons with coaching from the building counselors, psychologists, and other school-based mental health staff. There is also a referral form that building staff can complete if they have any concerns about student attendance and social-emotional well-being. The referral will go to the student well-being teams. Information about the student psychoeducational lessons, the referral form, and additional information can be found in this one-pager. Additional information about the mandatory SEL lessons for each school will be sent in a separate message.

-

Professional Development Opportunities Open to Staff:

Obtained via MD PIA by Judicial Watch, Inc.

As part of its recovery plan, MCPS has developed a website for staff, students and families that highlights ongoing professional learning opportunities for the virtual opening of schools.

For staff, training opportunities are focused around these key areas:

- Technology
- Curriculum, Instruction and Assessment
- Pedagogy
- Social-Emotional Well-Being and Coaching for Engagement/Success
- Accessibility Tools for Instruction and Home
- Equity
- Health and Safety
- Onboarding, Induction, Mentoring, Communication and Collaboration

The professional learning opportunities are grounded in equity and social-emotional learning to ensure that equitable environments are established in the virtual and traditional learning spaces. Professional learning opportunities will be updated throughout the year, so please check back frequently. If you are interested in Continuing Professional Development (CPD) courses for the fall semester (Fiscal Year 2021), register through the Professional Development Online (PDO) system. The fall semester runs from October 2020 through January 2021.

Office of Technology Innovation:

ParentVUE Support for Parents

- If families did not receive an email with ParentVUE activation information, they can call 240-740-7020 or email communitytechsupport@mcpsmd.org
- If parents can only see some children but not all, please complete this form and we will merge accounts: https://docs.google.com/forms/d/e/1FAIpQLSc3RJam5Fl3jdbhxmSttrSLB-ybJ3Gwp4sB8dPAwqj1VjmzNg/viewform

Taking Attendance in Synergy TeacherVUE

Here is a quick screencast on how teachers can use Zoom reports to take attendance in Synergy TeacherVUE: https://youtu.be/J3KtI4UPIsk

Principal Webinar Rooms

All secondary principals should have a webinar room assigned to them in Zoom. You should see it listed in your Zoom account. When setting up your meeting, if you want parents to join your webinar, be sure to uncheck "Authenticated Users Only" to allow non-MCPS participants. Elementary principals will have Zoom webinar rooms by the end of this week. Directions for running a webinar:
https://docs.google.com/document/d/1v8qUyK4TtbDxD3050L6RRkZT_WTkgkmG82eDf4HV-H8/edit?usp=sharing

Password Reports

Both password reports are updated and can be used to provide logins and passwords to students. All families were sent a ConnectEd email early Monday morning with login information as well.

- Student Password (Students Assigned to School Location)
  [redacted]
- Student Password (Students Assigned to Homeroom):
  [redacted]

Verifying Parent Submissions for ParentVUE Annual Verification

Parents are starting to activate their ParentVUE accounts and submit updates to their information. This is a similar process to what they did in PowerSchool with updating emergency cards. Here are directions for how secretaries and other school staff can review these updates, make edits, and approve the updates:
https://docs.google.com/document/d/1cysoQXFXYHDHlgiXwEgZgBG37CJQ7O5Hco2utNDyCTM/edit#heading=h.4noosnpaxqe
HEre is the link to the complete guide for parent submission of online registration and verification:
https://docs.google.com/document/d/1cysoQXFXYHDHlgiXwEgZgBG37CJQ7O5Hco2utNDyCTM/edit#heading=h.4noosnpaxqe

Posting a Zoom Recording in myMCPS Classroom

Here are two short screencasts for how to post a Zoom recording in myMCPS Classroom:

- Posting Zoom Cloud Recording Links in Canvas Announcements: https://youtu.be/zmx4xfTaFBQ
- How to Download Zoom Recordings and Upload Into myMCPS Classroom on a Chromebook: https://youtu.be/z2tEmzTejKo

Obtained via MD PIA by Judicial Watch, Inc.

From: Conolly, Christina N
To: Eiskant, Kelley D
Cc: Miller, Danielle L; Miranda Morales, Ada V; Corkran, Deirdre L; Reuben, Ruschelle; Frost, Frances M
Subject: FY21-170 MPIA request
Date: Monday, February 22, 2021 2:34:17 PM
Attachments: Family Guidance on the PsychoEd Lesson.pdf
High School PsychoEd Lesson-final.pdf
PreK - 2nd grade PsychoEd Lesson-final.pdf
3rd-5th grade PsychoEd Lesson-final.pdf
Middle School PsychoEd Lesson-final.pdf

[redacted]

[redacted]

Christina

Dr. Christina N. Conolly, NCSP
Director
Division of Psychological Services

240-740-5640

#BeWell365

Obtained via MD PIA by Judicial Watch, Inc.

From: Yorro, Felicia M
To: Stylos, Lisa H; Munoz Alicea, Amneris; Jones, ReGina L; Miranda Morales, Ada V; DeWitt, Gail J; Hornbeck, Loretta L; McIntire, Kelly R; Hebron, Ericka Y
Cc: Turner, Derek G; Dyson, Cheryl L; Wilson, Janet S; Reuben, Ruschelle; Koutsos, James P; Hazel, Niki T; Ahn, Natalia M; Boddy, Troy; Onijala, Gboyinde
Subject: MEETING REQUEST - FW: Message about SEL and Psychoeducational lesson
Date: Tuesday, September 15, 2020 12:25:45 PM
Importance: High

[redacted]

[redacted]

[redacted]

[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	
[redacted]	[redacted]	

[redacted]

Felicia Yorro | Admin Services Manager | Office of Engagement, Innovation and Operations | 240-740-2837

From: Turner, Derek G
Sent: Tuesday, September 15, 2020 12:10 PM
To: Morris, Diane D <Diane_D_Morris@mcpsmd.org>
Cc: Dyson, Cheryl L <Cheryl_L_Dyson@mcpsmd.org>; Wilson, Janet S <Janet_S_Wilson@mcpsmd.org>; Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org>; Koutsos, James P <James_P_Koutsos@mcpsmd.org>; Hazel, Niki T <Niki_T_Hazel@mcpsmd.org>; Ahn, Natalia M <Natalia_M_Ahn@mcpsmd.org>; Boddy, Troy <Troy_Boddy@mcpsmd.org>; Onijala, Gboyinde <Gboyinde_Onijala@mcpsmd.org>; Yorro, Felicia M <Felicia_M_Yorro@mcpsmd.org>
Subject: Re: Message about SEL and Psychoeducational lesson

[redacted]

[redacted]

Obtained via MD PIA by Judicial Watch, Inc.

[redacted]

[redacted]

Derek Turner
Chief of Engagement, Innovation, and Operations
Montgomery County Public Schools
240-740-2837 | 240-447-9030 (Mobile)
www.montgomeryschoolsmd.org | www.mcpstv.org | @MCPS

On Sep 15, 2020, at 11:55 AM, Morris, Diane D <Diane_D_Morris@mcpsmd.org> wrote:

Yes, I think so.

Diane D'Ambrosio Morris

From: Dyson, Cheryl L
Sent: Tuesday, September 15, 2020 11:54 AM
To: Wilson, Janet S <Janet_S_Wilson@mcpsmd.org>
Cc: Morris, Diane D <Diane_D_Morris@mcpsmd.org>; Turner, Derek G <Derek_G_Turner@mcpsmd.org>; Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org>; Koutsos, James P <James_P_Koutsos@mcpsmd.org>; Hazel, Niki T <Niki_T_Hazel@mcpsmd.org>
Subject: Re: Message about SEL and Psychoeducational lesson

Agreed, Janet and Diane. I've heard directly from principals and directors. Some principals have parents who want their child to opt-out from the Black Lives Matter lesson.

Sent from my iPhone

On Sep 15, 2020, at 11:51 AM, Wilson, Janet S <Janet_S_Wilson@mcpsmd.org> wrote:

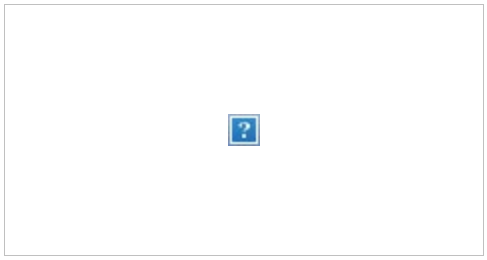
Hi,
I want to put on your radar that this may also be related to the anti-racist curriculum initiatives.
Janet

Obtained via MD PIA by Judicial Watch, Inc.

From: Beru, Bethlehem
To: Conolly, Christina N
Cc: Palmer, Michelle L; Crews, Karen D; Frost, Frances M; Reuben, Ruschelle
Subject: Re: Taped psychoeducational lesson
Date: Wednesday, September 23, 2020 8:00:07 AM
Attachments: image001.png

Good Morning!

Below is the link for the video created and shared with our teachers.
https://drive.google.com/file/d/11iAhxur6On7ZGBozoBULFLzt-Kt6sFpd/view



Teacher Tips for SEL on Covid 19/ Social Justice.webm

drive.google.com

We also shared the lesson with our families via our Principals Paw Print Newsletter.

And we have arranged for school counselors to be available for a check and connect after this lesson. We wanted to be sure we were available for any follow up support students may need.

I hope this information is helpful for other families and colleagues. Please let me know if you need anything else.

Thank you for all you do,

Bethlehem Beru, M.S
Resource Counselor
NJHS Advisor
Briggs Chaney Middle School
www.briggschaneycounseling.com
Counseling Zoom Drop In
Mon/Tues/Thurs./Fri
8:15am-9am &
2:45pm-3:15pm
Virtual Office Zoom Link
443-776-1193

Obtained via MD PIA by Judicial Watch, Inc.

From: Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>
Sent: Tuesday, September 22, 2020 2:30 PM
To: Beru, Bethlehem <Bethlehem_Beru@mcpsmd.org>
Cc: Palmer, Michelle L <Michelle_Palmer@mcpsmd.org>; Crews, Karen D <Karen_D_Crews@mcpsmd.org>; Frost, Frances M <Frances_M_Frost@mcpsmd.org>; Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org>
Subject: RE: Taped psychoeducational lesson

Yes! Thanks. We could promote the work that you are doing for the Briggs Chaney staff. I am charged with developing a manual to support teachers with this work.

Christina

Dr. Christina N. Conolly, NCSP
Director
Division of Psychological Services

240-740-5640

#BeWell365

From: Beru, Bethlehem <Bethlehem_Beru@mcpsmd.org>
Sent: Tuesday, September 22, 2020 1:50 PM
To: Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>
Cc: Palmer, Michelle L <Michelle_Palmer@mcpsmd.org>; Crews, Karen D <Karen_D_Crews@mcpsmd.org>
Subject: Re: Taped psychoeducational lesson

Hello Dr. Connolly,

Sure, I'd be happy to share. I have a pre-recorded video I made for staff, is that what you would like?

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Sent: Tuesday, September 22, 2020 11:15 PM
To: Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>
Cc: Palmer, Michelle L <Michelle_Palmer@mcpsmd.org>; Crews, Karen D <Karen_D_Crews@mcpsmd.org>; Frost, Frances M <Frances_M_Frost@mcpsmd.org>; Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org>
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Thank you for all you do,

Bethlehem Beru, M.S
Resource Counselor
NJHS Advisor
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Mon/Tues/Thurs./Fri
8:15am-9am &
2:45pm-3:15pm
Virtual Office Zoom Link
443-776-1193

From: Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>
Sent: Monday, September 21, 2020 7:39 PM
To: Beru, Bethlehem <Bethlehem_Beru@mcpsmd.org>
Cc: Palmer, Michelle L <Michelle_Palmer@mcpsmd.org>; Crews, Karen D <Karen_D_Crews@mcpsmd.org>
Subject: Taped psychoeducational lesson

[redacted]

[redacted]

Christina

Dr. Christina N. Conolly, NCSP
Director
Division of Psychological Services

240-740-5640

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Subject: RE: Taped psychoeducational lesson

Yes! Thanks. We could promote the work that you are doing for the Briggs Chaney staff. I am charged with developing a manual to support teachers with this work.

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Division of Psychological Services

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Subject: Re: Taped psychoeducational lesson

[redacted]

[redacted]

[redacted]

Bethlehem Beru, M.S
Resource Counselor
NJHS Advisor
Briggs Chaney Middle School
www.briggschaneycounseling.com
Counseling Zoom Drop In
Mon/Tues/Thurs./Fri

Obtained via MD PIA by Judicial Watch, Inc.

From: Frost, Frances M
To: Reuben, Ruschelle
Subject: RE: Taped psychoeducational lesson
Date: Wednesday, September 23, 2020 11:35:06 AM
Attachments: image001.png

[redacted]

Frances Frost
Assistant to Associate Superintendent
Office of Teaching, Learning & Schools – Student and Family Support and Engagement

---

From: Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org>
Sent: Wednesday, September 23, 2020 11:34 AM
To: Frost, Frances M <Frances_M_Frost@mcpsmd.org>
Subject: Re: Taped psychoeducational lesson

[redacted]

[redacted]

Ruschelle S. Reuben
Associate Superintendent
Office of Student and Family Support and Engagement

From: Frost, Frances M <Frances_M_Frost@mcpsmd.org>
Sent: Wednesday, September 23, 2020 11:24 AM
To: Beru, Bethlehem <Bethlehem_Beru@mcpsmd.org>; Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>
Cc: Palmer, Michelle L <Michelle_Palmer@mcpsmd.org>; Crews, Karen D <Karen_D_Crews@mcpsmd.org>; Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org>
Subject: RE: Taped psychoeducational lesson

[redacted]

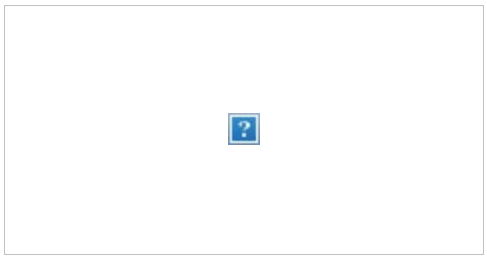
Frances Frost
Assistant to Associate Superintendent
Office of Teaching, Learning & Schools – Student and Family Support and Engagement

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Briggs Chaney Middle School
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Counseling Zoom Drop In
Mon/Tues/Thurs./Fri

Obtained via MD PIA by Judicial Watch, Inc.

From: Frost, Frances M
To: Reuben, Ruschelle
Subject: Re: Taped psychoeducational lesson
Date: Wednesday, September 23, 2020 1:12:23 PM
Attachments: [redacted]

[redacted]

[redacted]

Frances Frost
Assistant to the Associate Superintendent
Office of Student and Family Support & Engagement
Montgomery County Public Schools

On Sep 23, 2020, at 11:43 AM, Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org> wrote:

[redacted]

Ruschelle S. Reuben
Associate Superintendent
Office of Student and Family Support and Engagement

From: Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org>
Sent: Wednesday, September 23, 2020 11:37 AM
To: Frost, Frances M <Frances_M_Frost@mcpsmd.org>
Subject: Re: Taped psychoeducational lesson

[redacted]

https://www.youtube.com/watch?v=oZ4YSXv6Xkg

Ted Lasso. Dart Game

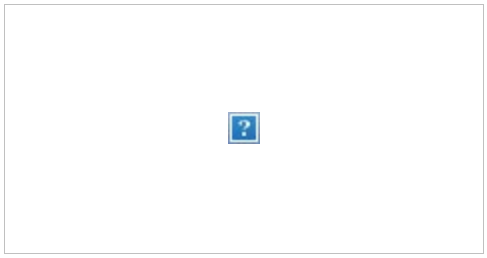
www.youtube.com

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Sent: Tuesday, September 22, 2020 11:15 PM
To: Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>
Cc: Palmer, Michelle L <Michelle_Palmer@mcpsmd.org>; Crews, Karen D <Karen_D_Crews@mcpsmd.org>; Frost, Frances M <Frances_M_Frost@mcpsmd.org>; Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org>
Subject: Re: Taped psychoeducational lesson

Good Morning!

Below is the link for the video created and shared with our teachers.
https://drive.google.com/file/d/11iAhxur6On7ZGBozoBULFLzt-Kt6sFpd/view



Teacher Tips for SEL on Covid 19/ Social Justice.webm

drive.google.com

We also shared the lesson with our families via our Principals Paw Print Newsletter.

And we have arranged for school counselors to be available for a check and connect after this lesson. We wanted to be sure we were available for any follow up support students may need.

I hope this information is helpful for other families and colleagues. Please let me know if you need anything else.

Thank you for all you do,

Bethlehem Beru, M.S
Resource Counselor
NJHS Advisor
Briggs Chaney Middle School
www.briggschaneycounseling.com
Counseling Zoom Drop In
Mon/Tues/Thurs./Fri
8:15am-9am &
2:45pm-3:15pm
Virtual Office Zoom Link

Obtained via MD PIA by Judicial Watch, Inc.

From: Conolly, Christina N
To: Reuben, Ruschelle
Subject: Re: Three Spots to change in Psychoeducational Lessons
Date: Friday, September 18, 2020 4:44:23 PM

[redacted]

Christina

Dr. Christina Conolly, NCSP
Director, Division of Psychological Services
Montgomery County Public Schools

Chairperson, School Safety and Crisis Response
National Association of School Psychologists
Sent from my iPhone

> On Sep 18, 2020, at 7:52 AM, Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org> wrote:
>
> [redacted]
>
> [redacted]
>
> Ruschelle S. Reuben
> Associate Superintendent
> Office of Student and Family Support and Engagement
> Sent from my iPhone
>
> Begin forwarded message:
>
> **From:** "Turner, Derek G" <Derek_G_Turner@mcpsmd.org>
> **Date:** September 18, 2020 at 7:44:39 AM EDT
> **To:** "Reuben, Ruschelle" <Ruschelle_Reuben@mcpsmd.org>
> **Subject: Re: Three Spots to change in Psychoeducational Lessons**
>
> [redacted]
>
> [redacted]

Obtained via MD PIA by Judicial Watch, Inc.

[redacted]

[redacted]

Derek

From: Ruschelle Reuben <Ruschelle_Reuben@mcpsmd.org>
Date: Friday, September 18, 2020 at 7:29 AM
To: "Turner, Derek G" <Derek_G_Turner@mcpsmd.org>
Subject: Re: Three Spots to change in Psychoeducational Lessons

[redacted]

Ruschelle S. Reuben
Associate Superintendent
Office of Student and Family Support and Engagement
Sent from my iPhone

Obtained via MD PIA by Judicial Watch, Inc.

From: Onijala, Gboyinde
To: Reuben, Ruschelle
Subject: RE: Updates to lessons
Date: Friday, September 18, 2020 10:52:33 AM

Awesome, thanks!! Happy Friday ☺

Gboyinde Onijala

Supervisor
Department of Communications
Montgomery County Public Schools
240-740-2837 (PIO) | 240-620-8691 (Mobile)
www.montgomeryschoolsmd.org | www.mcpstv.org | @MCPS

From: Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org>
Sent: Friday, September 18, 2020 10:46 AM
To: Onijala, Gboyinde <Gboyinde_Onijala@mcpsmd.org>; Turner, Derek G <Derek_G_Turner@mcpsmd.org>; Ahn, Natalia M <Natalia_M_Ahn@mcpsmd.org>
Subject: Re: Updates to lessons

[redacted]

Ruschelle S. Reuben
Associate Superintendent
Office of Student and Family Support and Engagement

From: Onijala, Gboyinde <Gboyinde_Onijala@mcpsmd.org>
Sent: Friday, September 18, 2020 10:42 AM
To: Turner, Derek G <Derek_G_Turner@mcpsmd.org>; Ahn, Natalia M <Natalia_M_Ahn@mcpsmd.org>
Cc: Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org>
Subject: Updates to lessons

[redacted]

[redacted]

Gboyinde Onijala

Supervisor
Department of Communications

Obtained via MD PIA by Judicial Watch, Inc.

Montgomery County Public Schools
240-740-2837 (PIO) | 240-620-8691 (Mobile)
www.montgomeryschoolsmd.org | www.mcpstv.org | @MCPS

Obtained via MD PIA by Judicial Watch, Inc.

From: Frost, Frances M
To: Reuben, Ruschelle
Cc: Conolly, Christina N; Crews, Karen D; Davis, Everett M; Neff, Steve
Subject: Response to Parents re: psychoed lessons
Date: Tuesday, September 22, 2020 11:21:14 AM

[redacted]

Obtained via MD PIA by Judicial Watch, Inc.

Frances Frost
Assistant to Associate Superintendent
Office of Teaching, Learning & Schools – Student and Family Support and Engagement

Obtained via MD PIA by Judicial Watch, Inc.

From: Yorro, Felicia M on behalf of Turner, Derek G
To: Onijala, Gboyinde; Ahn, Natalia M; Wilson, Janet S; Dyson, Cheryl L; Koutsos, James P; Morris, Diane D; Hazel, Niki T; Reuben, Ruschelle; Boddy, Troy
Subject: SEL and Psychoeducational Lesson Messaging

[redacted]

Obtained via MD PIA by Judicial Watch, Inc.

From:	Wilson, Janet S
To:	Principals Mail List - Spec-Alt; Principals Mail List - All
Cc:	ExecStaffDist; Admin Secretary - HS; Admin Secretary - MS; Admin Secretary - ES; Admin Secretary - OSSI; Admin Secretary - ExecStaff; Admin Secretary - Spec-Alt Prog; Directors - All; Supervisors - All; Steele, Sharron; Gray, Stacy E; LaBatt, Arronza M; Christine Handy; Dardarian, Anne M - MCAAP
Subject:	September 29, 2020 COVID-19 Update
Date:	Tuesday, September 29, 2020 12:59:52 PM

Dear Principals,

The updates include an update to the student well-being and psychoeducational lesson timeline and curriculum updates.

Student Well-Being Team and Psychoeducational Lesson Update

- With an understanding of the multiple requests for information to each of the schools, we are extending the deadline for two responsibilities. The organizational materials that were requested to be submitted for the student well-being teams (previous deadline, September 25, 2020) and the implementation of the psychoeducational lessons has been moved to the last day of the first quarter (November 9, 2020).
- This will allow for those schools that are in need of additional support and resources to receive coaching and training for their staff.
- In addition, a systemic data collection impact tool is being developed in order for the work of the Student Well Being Teams to be captured in a way that allows for system wide and school-based analysis and reporting. This will enhance the student tracking tool that was provided in the August 26, 2020 one-pager that discussed the psychoeducational lessons and the student well-being teams.

Action Items

- Submit the organizational materials for the student well-being teams no later than November 9, 2020.
- Implement the psychoeducational lessons no later than November 9, 2020.
- Please share these additional resources that can be found in the link below to support the teams and the lessons. [redacted]

Curriculum Updates:

Elementary *(linked below)*
Elementary ESOL Updates for Week of 9/28/20

Secondary *(linked below)*
ESOL updates
Secondary Social Studies Updates

Obtained via MD PIA by Judicial Watch, Inc.

K-12 ESOL Accountability Updates for Week of 9/28/20

Update from Montgomery County Public Libraries

Click here for messages from Montgomery County Public Libraries (MCPL) concerning their services to support instruction, as well as important information finalizing the MCPL Summer Read and Learn program. Please ask your library media specialist to disseminate the information appropriately during their library instruction or through their public facing, online presence.

OTLS Office Hours

Different from previous office hours, this Friday the OTLS team will not be answering questions on current work, rather seeking your thoughts and ideas for future work. This week's office hours will focus on **initial feedback & design considerations for small groups of students to return to in building learning experiences**. Office hours will provide an opportunity to engage in an exchange of ideas around the metrics that would be used to:

- Identify & recommend student groups to prioritize for in building learning opportunities
- Recommend schedule and instructional approaches for small groups in schools (full schedule or support).

As always, office hours are open for you to bring any member of your administrative team and teacher leader team who have an interest and involvement in the topics being shared.

- Secondary Office Hours: 11:15 am
- Elementary Office Hours: 12:30 pm

Zoom Links to access office hours

[redacted]

Elementary Schools, GT Liaisons Professional Learning:

The annual principal memorandum will be sent on Thursday, October 1, 2020. Session 1 of the GT Liaison asynchronous professional development sessions will be published on Canvas the week of October 5, 2020. Participants may access the course by enrolling in https://mcpsmd.instructure.com/enroll/KBRKEC.

Here's the notification for Dr. Wilson's daily update regarding Zoom recordings.

https://docs.google.com/document/d/1ltbqz_R2yvNHaolXDcjPbOslpkX7SnzqLZL8XdZrzvg/edit

Sincerely,
Janet

Obtained via MD PIA by Judicial Watch, Inc.

Janet S. Wilson, Ph.D.
Chief of Teaching, Learning and Schools
Montgomery County Public Schools
850 Hungerford Road
Rockville, Maryland 20850
240-740-3100

Obtained via MD PIA by Judicial Watch, Inc.

From: Conolly, Christina N
To: Reuben, Ruschelle; Lowndes, Kevin E; Wilson, Janet S
Cc: Cao, Lindsay; Palmer, Michelle L; Crews, Karen D
Subject: UPDATED SEL Re-Entry Training
Date: Friday, January 29, 2021 3:36:38 PM

MCPS Professional Development Opportunities										
Semester 2										
Title of Professional Learning	Level	Department	Type (asynchronous or synchronous)	Pay (Tier 1, 2 or Voluntary)	Recommended Audience	Training Dates	Course #	Contact Person	PD Hours (if applicable)	Notes
Example PD	Primary	CIP	Asynchronous	Tier 2	Teachers, Special Educators, Paraeducators	11/9/2020 - 1/29/2021	89435	Jane Doe	2	Access to PD can be found at this link:
Techniques to Rebuild Your Classroom: Navigating Our New Normal with Compassion and Increased Understanding of Staff and Student Behaviors	All	Michelle & Lindsay/SFSE	Synchronous then Asynchronous	Tier 1	all	TBD		Michelle Palmer/Lindsay Cao	1	
Student Mental Health: Knowing when to refer for help	All	Michelle & Lindsay/SFSE	Synchronous then Asynchronous	Tier 1	Teachers, Special Educators, Paraeducators, counselors, social workers, psychologists, ETC's, PCC, PPW's, administrators	TBD	89836	Michelle Palmer/Lindsay Cao		
Social Emotional Learning with a Focus on Leadership	All	Michelle & Lindsay/SFSE	Synchronous	Tier 1	Administrators	TBD	123303	Michelle Palmer/Lindsay Cao	1	
Implementing the Return to School Psychoeducational Lesson	All	Michelle & Lindsay/SFSE	Synchronous then Asynchronous	Tier 1	Teachers, Special Educators, Paraeducators, counselors, social workers, psychologists, ETC's, PCC, PPW's, administrators	2/1/21-2/28/21	89835	Michelle Palmer/Lindsay Cao	1	

Christina

Dr. Christina N. Conolly, NCSP
Director
Division of Psychological Services

240-740-5640

#BeWell365

Obtained via MD PIA by Judicial Watch, Inc.

From: Onijala, Gboyinde
To: Turner, Derek G; Ahn, Natalia M
Cc: Reuben, Ruschelle
Subject: Updates to lessons
Date: Friday, September 18, 2020 10:42:57 AM

[redacted]

[redacted]

Gboyinde Onijala

Supervisor

Department of Communications

Montgomery County Public Schools

240-740-2837 (PIO) | 240-620-8691 (Mobile)

www.montgomeryschoolsmd.org | www.mcpstv.org | @MCPS

Obtained via MD PIA by Judicial Watch, Inc.

From: Christina Conolly (via Google Docs) on behalf of Christina Conolly (via Google Docs) <drive-shares-noreply@google.com>
To: elizabeth.a.rathbone@mcpsmd.net
Cc: ada.v.mirandamorales@mcpsmd.net; deirdre.l.corkran@mcpsmd.net; frances.m.frost@mcpsmd.net; michelle.palmer@mcpsmd.net; ruschelle.reuben@mcpsmd.net
Subject: [EXTERNAL] Psychoeducational Lesson Update 10-22-20 - Invitation to edit
Date: Wednesday, October 21, 2020 5:16:56 PM

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christina.n.conolly@mcpsmd.net has invited you to **edit** the following document:

Psychoeducational Lesson Update 10-22-20

Open in Docs

Google Docs: Create and edit documents online.
Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA
You have received this email because christina.n.conolly@mcpsmd.net shared a document with you from Google Docs.

Obtained via MD PIA by Judicial Watch, Inc.

From: Panarella, Elizabeth G on behalf of Panarella, Elizabeth G <Elizabeth_G_Panarella@mcpsmd.org>
To: Adams, Desiree C; Adams, Seth P; Addison, Kecia L; Alexander, Siobhan M; Austin, Nancy (Budget); Avent, Carlton; Barkley, Khadija F; Barnet, Michael D; Bartee, Gary B; Beaubien, Brian H; Bell, Gregory; Bell, Teri A; Bercaw, Marie C; Bergstresser, Mary J; Berlinger, Sheila J; Blaney, Donna M; Bloetner, Sonja M; Boddy, Troy; Boden, Steven D; Bohorquez, Margarita I; Booth, Carrie D; Breiterman, Regina P; Brunson, Melissa A; Campbell, Tamitha E; Caplon, Marla R; Cardenas, Juan M; Caroscio, Victor B; Chang-Baxter, Elaine L; Chen, Susan B.; Cherry, Shella B; Chesney, E. Grace; Chia, David T; Christman, Andrea L; Clarke, Edward A; Collins, Deann M; Conolly, Christina N; Crews, Karen D; Cropp, Amy S; Crouse, Casey B; Da Silva, Valeria B; Danco, Karen E; Davis, Everett M; Dawson, Eugenia S; Dean, Kurshanna J; DeFosse, Pamela A; Dejtisakdi, Pete; Dempsey, Mary - Appeals/Transfer Team; Dougherty, Rebecca A; Dublinske, Heather L; Dwyer, Karen E; Dyson, Cheryl L; Edmundson, Greg; Edwards, Dana E; Ehsassi, Maryam; Ennis, Jane; Ferrell, Brandon A; Fischel, Faith K; Floyd, Genevieve L; Foster, Tracy; Franklin, Jeannie H; Frost, Frances M; Garcia-Ablanque, Carolina Z - Staffing; Gaudino, Margaret B; Geness, Simone A; Gomez, Dyan K; Goodson, Tiffanyann L; Grant, Cara D; Hackett, Tracee N; Hall, Julie S; Hammond, Daniel W; Harral, Barbara W; Hiltbrand, Nancy T; Hoffman, Joanne C; Hollis, Doug; Hughes, Scott M; Jenkins, Laurie C; Johnstone, Richard C; Jones, Donna Redmond; Jones, Maggie A; Karamihas, Adrienne L; Klausing, Thomas P; Kopnitsky, Stacey A; Krotchko, Hollis H; LaBatt, Arronza M; Landesman, John S; Langley, Leon; Lee, Jeanette; Lewis, Brenda; Lightsey, Jaclynn M; Lipsky, Dick; Lucas, Nancy A; Lynch, Philip A; Mangrum, Lauren A; Marcus, Kenneth L; Marshall, John C; McCarron, Susan H; Mccrea, Erika L; McGee, Chuck; McGee, Sean P; McGoldrick, Matt R; McGrath, William; McGuire, Essie; McKinnon, Tia D; McLane, Angela M; Modak, Anand R; Modarresi, Shahpar; Moore, George R; Moran, Peter O; Moreno, Rhonda C; Morrow, Adrienne L; Morrow, Melissa K; Moua, Shoua F; Murphy, Katherine A; Murphy, Scott W; Musy, Teri L; Navarro, Maria V; Neff, Steve; Nehring, Pamela R; Owens, Nichelle D; Palmer, Michelle L; Pegram, Tory (Amy); Penix, Rick S; Posner, Sandi I; Putman, Christina D; Rathbone, Elizabeth A; Reilly, Robert; Rogers, Latrice D; Rogovoy, Elizabeth M; Rumpf, Randy J; Russell, Susan P; Sampson, Tamisha L; Schultze, Michelle E; Secan, Kristin M; Shah, Darshini; Shinn, Cathrine E; Simmons, Michaele O; Sirgo, Sarah E; Smith, Claudette R; Stanislaus, Yolanda; Steele, Sharron; Sullivan, Jeffrey K; Swimpson, Inger H; Tallur, Krishnanda A; Tarasuk, Maria L; Trenkamp, Kara; Vandenplas, Francoise; Wallace, Royce A; Wang, Helen Y; Washington, Verna L; Watkins, Todd M; Webster, Jennifer L; Williams, Stephanie P; Wilson, Eric A; Winfrey Edwards, Tracy Y; Yang, Kathy; Yang, Khanny; Zarate, Lynne; Zureick, Nasser
Cc: Harris, Darlene M
Subject: August 26, 2020 COVID-19 Update
Date: Wednesday, August 26, 2020 8:14:00 AM

This is being sent on behalf of Darlene M. Harris:

Happy Hump Day!

Thanks, liz

From: Wilson, Janet S
Sent: Wednesday, August 26, 2020 7:28 AM
To: Principals Mail List - All <PrincipalsMailList-All@mcpsmd.org>; Principals Mail List - Spec-Alt <PrincipalsMailList-Spec-Alt@mcpsmd.org>
Cc: ExecStaffDist <ExecStaffDist@mcpsmd.org>; Admin Secretary - ExecStaff <AdminSecretary-ExecStaff@mcpsmd.org>; Admin Secretary - HS <AdminSecretary-HS@mcpsmd.org>; Admin Secretary - MS <AdminSecretary-MS@mcpsmd.org>; Admin Secretary - ES <AdminSecretary-ES@mcpsmd.org>; Admin Secretary - OSSI <AdminSecretary-OSSI@mcpsmd.org>; Directors - All <DirectorsAll@mcpsmd.org>; Supervisors - All <SupervisorsAll@mcpsmd.org>; LaBatt, Arronza M <Arronza_M_LaBatt@mcpsmd.org>; Gray, Stacy E <Stacy_E_Gray@mcpsmd.org>; Steele, Sharron <Sharron_Steele@mcpsmd.org>; Dardarian, Anne M - MCAAP <adardarian@mcaapmd.org>; Christine Handy <Chandy@mcaapmd.org>
Subject: August 26, 2020 COVID-19 Update

Dear Principals,

Today's update contains a number of important items specific to protective orders, ESOL Accountability (updated from yesterday), Be Well Recovery lessons, professional development, and technology updates. Last night, you received notice that the MCPS Recovery of Education Virtual Plan for the Fall was approved by the Board of Education. As the next days and weeks unfold, collectively, we embark upon what we have never before been challenged to do. We are up to that challenge and as a learning organization, we will all learn together. As was stated many times in the Board of Education meeting – this is not a perfect plan. We know that the State Board will be weighing in on the idea of setting uniform expectations across districts and our plan may need to be adjusted in response to information intended to be made available on September 1, 2020. In the meantime, MCPS will continue to gather feedback from all stakeholders over the coming weeks and months with every intention of providing for continuous improvement to our virtual teaching and learning plan. It is with deepest gratitude, I express my thank you to the recipients of these updates, the design teams, and all of the stakeholders who have contributed their thoughts and ideas along the way. There is so much more to do and it is critically important that in all things related to the execution of this plan on behalf of our 166,000 students, their families and our school communities, we do so with the utmost care and compassion.

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Guidance to schools regarding parental/custodial protective orders

Schools should consult with the Office of the General Counsel and/or Student Welfare and Compliance regarding questions

Obtained via MD PIA by Judicial Watch, Inc.

about parent/custodial requests for access to school and potential Zoom events (ie. Back-to-School Night, etc.) during these times of virtual school. Non-custodial parents who request Zoom login information should **not** be granted connection information. (This could result in parents logging in to classrooms/school events and "listening in" even though they do not have visitation or contact rights. Additionally, parents should not login to Zoom classrooms and observe class when the child is not with them. If teachers note a parent logging in separately from their student, they should notify their principal who can seek support from OGC or Compliance as needed.

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ESOL Accountability- Updated

This link is for the ESOL Accountability and Compliance Updates for the week of August, 24, 2020. These updates are for Administrators K-12, ESOL teachers K-12, Resource Teachers & Content Specialists grades 6-12, or anyone who is responsible for ESOL Accountability Tasks in your building. **The information for the Virtual EL Identification has been updated.** If you have questions about the information in this update, please email Leslie Chavis, ESOL Achievement Specialists, and copy Tamisha L. Sampson, K-12 ESOL Accountability Supervisor.

Be Well Recovery Student Psychoeducational Lessons and Student Well-Being Teams- ACTION

As we start the school year, all schools will continue to implement the student well-being teams that started this past spring. The teams will be there to support students and their families that are struggling with attendance and social-emotional concerns. To support students at the start of the year, all schools will be required to implement a student psychoeducational lesson during one of the school's mandatory Social-Emotional Learning (SEL) block before September 18, 2020. This lesson will provide students crisis facts about the dual pandemic (COVID-19 and systemic racism) that is occurring around the country and here in Montgomery County. It will also provide information on common crisis feelings/reactions, stress management strategies, and where to find help. Teachers will implement these lessons with coaching from the building counselors, psychologists, and other school-based mental health staff. There is also a referral form that building staff can complete if they have any concerns about student attendance and social-emotional well-being. The referral will go to the student well-being teams. Information about the student psychoeducational lessons, the referral form, and additional information can be found in this one-pager. Additional information about the mandatory SEL lessons for each school will be sent in a separate message.

-

Professional Development Opportunities Open to Staff:

As part of its recovery plan, MCPS has developed a website for staff, students and families that highlights ongoing professional learning opportunities for the virtual opening of schools.

For staff, training opportunities are focused around these key areas:

- Technology
- Curriculum, Instruction and Assessment
- Pedagogy
- Social-Emotional Well-Being and Coaching for Engagement/Success
- Accessibility Tools for Instruction and Home
- Equity
- Health and Safety
- Onboarding, Induction, Mentoring, Communication and Collaboration

The professional learning opportunities are grounded in equity and social-emotional learning to ensure that equitable environments are established in the virtual and traditional learning spaces. Professional learning opportunities will be updated throughout the year, so please check back frequently. If you are interested in Continuing Professional Development (CPD) courses for the fall semester (Fiscal Year 2021), register through the Professional Development Online (PDO) system. The fall semester runs from October 2020 through January 2021.

Office of Technology Innovation:

ParentVUE Support for Parents

- If families did not receive an email with ParentVUE activation information, they can call 240-740-7020 or email communitytechsupport@mcpsmd.org
- If parents can only see some children but not all, please complete this form and we will merge accounts: https://docs.google.com/forms/d/e/1FAIpQLSc3RJam5FI3jdbhxmSttrSLB-ybJ3Gwp4sB8dPAwqj1VjmzNg/viewform

Taking Attendance in Synergy TeacherVUE

Here is a quick screencast on how teachers can use Zoom reports to take attendance in Synergy TeacherVUE: https://youtu.be/J3KtI4UPIsk

Obtained via MD PIA by Judicial Watch, Inc.

Principal Webinar Rooms
All secondary principals should have a webinar room assigned to them in Zoom. You should see it listed in your Zoom account. When setting up your meeting, if you want parents to join your webinar, be sure to uncheck "Authenticated Users Only" to allow non-MCPS participants. Elementary principals will have Zoom webinar rooms by the end of this week. Directions for running a webinar:
https://docs.google.com/document/d/1v8qUyK4TtbDxD3050L6RRkZT_WTkgkmG82eDf4HV-H8/edit?usp=sharing

Password Reports
Both password reports are updated and can be used to provide logins and passwords to students. All families were sent a ConnectEd email early Monday morning with login information as well.

- Student Password (Students Assigned to School Location)
  [redacted]
- Student Password (Students Assigned to Homeroom):
  [redacted]

Verifying Parent Submissions for ParentVUE Annual Verification
Parents are starting to activate their ParentVUE accounts and submit updates to their information. This is a similar process to what they did in PowerSchool with updating emergency cards. Here are directions for how secretaries and other school staff can review these updates, make edits, and approve the updates:
https://docs.google.com/document/d/1cys0QXFXYHDHlgiXwEgZgBG37CJQ7O5Hc0ZutNDyCTM/edit#heading=h.4noosnpaxqe
HEre is the link to the complete guide for parent submission of online registration and verification:
https://docs.google.com/document/d/1cys0QXFXYHDHlgiXwEgZgBG37CJQ7O5Hc0ZutNDyCTM/edit#heading=h.4noosnpaxqe

Posting a Zoom Recording in myMCPS Classroom
Here are two short screencasts for how to post a Zoom recording in myMCPS Classroom:

- Posting Zoom Cloud Recording Links in Canvas Announcements: https://youtu.be/zmx4xfTaFBQ
- How to Download Zoom Recordings and Upload Into myMCPS Classroom on a Chromebook: https://youtu.be/z2tEmzTejKo

Running ParentVUE Activation Letters
ParentVUE activation emails and letters were sent centrally starting over the weekend. If parents need another letter with the activation code, anyone with SIS access can look up this information. Directions for accessing ParentVUE information are here: https://docs.google.com/document/d/1TLP_0lcPHmH4dbUkZyJxMSKtPQh-sPBn7e0PHrcZJjc/edit?usp=sharing

Syncing in myMCPS Classroom
All courses, including homerooms, advisories, counselors, and team should be syncing in myMCPS Classroom. These should show up by end of day today or early tomorrow.

Parent Webinar Series
More dates and times have been added to the webinar series for parents. Sessions with translators have also been added. Check out the updated flyer and visit the MCPS website for updates and links to resources.

- Flyer: https://docs.google.com/document/d/1S7qQJcm_zk4yQUtRPPZY7uoo16govBitrtMUPHljavo/edit?usp=sharing
- Website: https://www.montgomeryschoolsmd.org/parents/

Running List of Principal Technology Updates
A running list of technology updates can be found here:
[redacted]

Have a great day and stay well!

Sincerely,
Janet

Janet S. Wilson, Ph.D.
Chief of Teaching, Learning and Schools

Obtained via MD PIA by Judicial Watch, Inc.

Montgomery County Public Schools
850 Hungerford Road
Rockville, Maryland 20850
240-740-3100

Obtained via MD PIA by Judicial Watch, Inc.

From:	Miranda Morales, Ada V on behalf of Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org>
To:	Astor, Yael; Barkley, Khadija F; Barnet, Michael D; Bell, Gregory; Bohorquez, Margarita I; Cao, Lindsay; Conolly, Christina N; Crews, Karen D; Davis, Everett M; Donald, Jeffrey G; Frost, Frances M; Iszard, Stephanie R; Kelly, Sean P; Lee, Alexis R; Martin, Asashia Y; Merino, Elizabeth J; Musy, Teri L; Neff, Steve; Padilla, Norka M; Palmer, Michelle L; Perez, Anica M; Rathbone, Elizabeth A; Reuben, Ruschelle; Scott, Tia R; West, Sandra C; Wilson-Saddler, Danielle D; Arze, Beatriz; Badolato, Shari M; Chung, Mei L; Corkran, Deirdre L; Corratge, Ingrid C; East, Patricia A; Gonzalez, Jose A - Admin Secretary; Kong, Yola R; Menocal, Nelcys A; Miranda Morales, Ada V; Mourad, Benjamin G
Cc:	Reuben, Ruschelle; Miranda Morales, Ada V
Subject:	Board of Education Meeting - November 10, 2020 - Documents
Date:	Wednesday, November 11, 2020 9:33:37 AM
Attachments:	Opening Schs Recovery Ed 201110 PPT.pdf Tentative Action Policy IQD 201110 PPT.pdf Reimagination of OHRD 201110 PPT.pdf Reimagination of OHRD 201110.pdf

This email message is sent on behalf of Ruschelle

Good morning SFSE staff,

The attached documents, shared a the BOE meeting held on November 10, 2020, are being sent to you for your information. Please share them appropriately with any SFSE staff members you supervise.

Ruschelle S. Reuben
Associate Superintendent
Student and Family Support and Engagement
Office of Teaching Learning and Schools

Obtained via MD PIA by Judicial Watch, Inc.

From: Mourad, Benjamin G on behalf of Mourad, Benjamin G <Benjamin_G_Mourad@mcpsmd.org>
To: Rathbone, Elizabeth A
Subject: Categorizing Trainings that took place this summer
Date: Tuesday, September 29, 2020 8:28:10 PM

Good Evening Elizabeth,

This list of trainings took place this summer and do not yet have a Be Well essential category.

Do you have a moment to categorize them?

Innovative Schools- Mindful Day Off	
ASCA work groups for School Counselors	
Mindfulness For Educators	
PBIS Tier I and Tier II Training/Summit	
Mandatory Virtual School Counseling Training (this training will be recorded)	
Anxiety : Evidence-Based Strategies and Interventions training for school counselors during the COVID pandemic	
Psychologist Professional Development Plans (PDPs)	
REQ: Restorative Justice Training on Restorative Circles, Mindfulness, & Other Restorative Practices	
School-based Critical Staff Member Training	
Counselors as Equity Literate Leaders	
Implementing Culturally Responsive PBIS	
2020 Mindfulness for Educators- Mindfulness Curriculum Training	
New Counselor/CCIC Naviance Training	
Psychoeducational Lesson Drop-In	
Psychological Services Professional Development Monthly Meeting	
MCPS Survival Kit for Virtual Education	

Thanks, and have an excellent day!

Benjamin Mourad
Intern
Student Well-Being and Achievement
Office of Student and Family Support & Engagement
240-740-4032

Obtained via MD PIA by Judicial Watch, Inc.

From: Palmer, Michelle L on behalf of Palmer, Michelle L <Michelle_Palmer@mcpsmd.org>
To: Crews, Karen D; Conolly, Christina N; Neff, Steve; Frost, Frances M
Cc: Rathbone, Elizabeth A
Subject: draft Psychoeducational Lesson survey form
Date: Monday, September 21, 2020 4:47:01 PM
Importance: High

[redacted]

Best Regards,

Michelle

Michelle L. Palmer, Psy.S., NCSP
(pronouns: she/her/hers)
Coordinator, Division of Psychological Services (DPS)
Student and Family Support and Engagement (SFSE)
Montgomery County Public Schools (MCPS)
michelle_palmer@mcpsmd.org
Ph: 240-740-5640
FAX: 301-279-3207

#BeWell365
#BeHealthyBeKindBeYou
#BecauseUMatter

Obtained via MD PIA by Judicial Watch, Inc.

From: Conolly, Christina N on behalf of Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>
To: Batten, Kimberly M; Barnet, Michael D; Astor, Yael; Bostic, Joseph D; Chesman, Jodi A; Davis, Everett M; Gordon, Susan S; Grant, Cara D; Hernandez, Edvin M; Howard, Daryl C; Jacobus, Allison G; Landesman, John S; Larach, Helaine; Lester, Pamela; MacDonald, Samantha C; Martin, Asashia Y; Neff, Steve; Padilla, Norka M; Palmer, Michelle L; Price, Cheree K; Williams Walker, Tonya L
Cc: Crews, Karen D; Corkran, Deirdre L; Frost, Frances M; Reuben, Ruschelle; Cao, Lindsay; Lee, Alexis R; Rathbone, Elizabeth A; Merino, Elizabeth J
Subject: FW: Leader in Me
Date: Wednesday, November 4, 2020 10:24:01 AM
Attachments: image001.png

[redacted]

[redacted]

Christina

Dr. Christina N. Conolly, NCSP
Director
Division of Psychological Services

240-740-5640

#BeWell365

Obtained via MD PIA by Judicial Watch, Inc.

From: Panarella, Elizabeth G on behalf of Panarella, Elizabeth G <Elizabeth_G_Panarella@mcpsmd.org>
To: Adams, Desiree C; Adams, Seth P; Addison, Kecia L; Alexander, Siobhan M; Austin, Nancy (Budget); Avent, Carlton; Barkley, Khadija F; Barnet, Michael D; Bartee, Gary B; Beaubien, Brian H; Bell, Gregory; Bell, Teri A; Bercaw, Marie C; Bergstresser, Mary J; Berlinger, Sheila J; Blaney, Donna M; Bloetner, Sonja M; Boddy, Troy; Boden, Steven D; Bohorquez, Margarita I; Booth, Carrie D; Breiterman, Regina P; Brunson, Melissa A; Campbell, Tamitha E; Caplon, Marla R; Cardenas, Juan M; Caroscio, Victor B; Chang-Baxter, Elaine L; Chen, Susan B.; Cherry, Shella B; Chesney, E. Grace; Chia, David T; Christman, Andrea L; Clarke, Edward A; Collins, Deann M; Conolly, Christina N; Crews, Karen D; Cropp, Amy S; Crouse, Casey B; Da Silva, Valeria B; Danco, Karen E; Davis, Everett M; Dawson, Eugenia S; Dean, Kurshanna J; DeFosse, Pamela A; Dejtisakdi, Pete; Dempsey, Mary - Appeals/Transfer Team; Dougherty, Rebecca A; Dublinske, Heather L; Dwyer, Karen E; Dyson, Cheryl L; Edmundson, Greg; Edwards, Dana E; Ehsassi, Maryam; Ennis, Jane; Ferrell, Brandon A; Fischel, Faith K; Floyd, Genevieve L; Floyd-cooper, Rotunda; Foster, Tracy; Franklin, Jeannie H; Frost, Frances M; Garcia-Ablanque, Carolina Z - Staffing; Gaudino, Margaret B; Geness, Simone A; Gomez, Dyan K; Goodson, Tiffanyann L; Grant, Cara D; Hackett, Tracee N; Hall, Julie S; Hammond, Daniel W; Harral, Barbara W; Hiltbrand, Nancy T; Hoffman, Joanne C; Hollis, Doug; Hughes, Scott M; Jenkins, Laurie C; Johnstone, Richard C; Jones, Donna Redmond; Jones, Maggie A; Karamihas, Adrienne L; Klausing, Thomas P; Kopnitsky, Stacey A; Krotchko, Hollis H; LaBatt, Arronza M; Landesman, John S; Langley, Leon; Lee, Jeanette; Lewis, Brenda; Lightsey, Jaclynn M; Lipsky, Dick; Lucas, Nancy A; Lynch, Philip A; Mangrum, Lauren A; Marcus, Kenneth L; Marshall, John C; McCarron, Susan H; Mccrea, Erika L; McGee, Chuck; McGee, Sean P; McGoldrick, Matt R; McGrath, William; McGuire, Essie; McKinnon, Tia D; McLane, Angela M; Modak, Anand R; Modarresi, Shahpar; Moore, George R; Moran, Peter O; Moreno, Rhonda C; Morrow, Adrienne L; Morrow, Melissa K; Moua, Shoua F; Murphy, Katherine A; Murphy, Scott W; Musy, Teri L; Navarro, Maria V; Neff, Steve; Nehring, Pamela R; Owens, Nichelle D; Palmer, Michelle L; Pegram, Tory (Amy); Penix, Rick S; Posner, Sandi I; Putman, Christina D; Rathbone, Elizabeth A; Reilly, Robert; Rogers, Latrice D; Rogovoy, Elizabeth M; Rumpf, Randy J; Russell, Susan P; Sampson, Tamisha L; Schultze, Michelle E; Secan, Kristin M; Shah, Darshini; Shinn, Cathrine E; Simmons, Michaele O; Sirgo, Sarah E; Smith, Claudette R; Sosik, Nicole A; Stanislaus, Yolanda; Steele, Sharron; Sullivan, Jeffrey K; Swimpson, Inger H; Tallur, Krishnanda A; Tarasuk, Maria L; Trenkamp, Kara; Vandenplas, Francoise; Wallace, Royce A; Wang, Helen Y; Washington, Verna L; Watkins, Todd M; Webster, Jennifer L; Williams, Stephanie P; Wilson, Eric A; Winfrey Edwards, Tracy Y; Yang, Kathy; Yang, Khanny; Zarate, Lynne; Zureick, Nasser
Cc: Harris, Darlene M
Subject: FW: October 8, 2020 COVID-19 Update
Date: Thursday, October 8, 2020 8:36:29 AM

This is being sent on behalf of Darlene M. Harris:

Happy Friday Eve!!

Liz

From: Wilson, Janet S
Sent: Thursday, October 8, 2020 8:35 AM
To: Principals Mail List - All <PrincipalsMailList-All@mcpsmd.org>; Principals Mail List - Spec-Alt <PrincipalsMailList-Spec-Alt@mcpsmd.org>
Cc: ExecStaffDist <ExecStaffDist@mcpsmd.org>; Admin Secretary - HS <AdminSecretary-HS@mcpsmd.org>; Admin Secretary - MS <AdminSecretary-MS@mcpsmd.org>; Admin Secretary - ES <AdminSecretary-ES@mcpsmd.org>; Admin Secretary - ExecStaff <AdminSecretary-ExecStaff@mcpsmd.org>; Admin Secretary - OSSI <AdminSecretary-OSSI@mcpsmd.org>; Admin Secretary - Spec-Alt Prog <AdminSecretary-Spec-AltProg@mcpsmd.org>; Christine Handy <Chandy@mcaapmd.org>; Dardarian, Anne M - MCAAP <adardarian@mcaapmd.org>; Supervisors - All <SupervisorsAll@mcpsmd.org>; Directors - All <DirectorsAll@mcpsmd.org>; Steele, Sharron <Sharron_Steele@mcpsmd.org>; Gray, Stacy E <Stacy_E_Gray@mcpsmd.org>; LaBatt, Arronza M <Arronza_M_LaBatt@mcpsmd.org>
Subject: October 8, 2020 COVID-19 Update

Dear Principals,
Today's update contains information regarding psychoeducational lessons and curriculum updates.
Have a great day!

Obtained via MD PIA by Judicial Watch, Inc.

Psychoeducational Lessons – Drop-In Support:

All schools have been provided student psychoeducational lessons to deliver to all students prior to the end of the first quarter, November 9, 2020 (note this date has been extended from the original September date.) We have received messages from administrators and staff that those unfamiliar with psychoeducational lessons and/or uncomfortable with discussing the content and/or mental health with students would like additional support in implementing these lessons. A team of school-based and district office staff will be providing informal drop-in sessions on the following dates to provide this additional technical and professional background support to any staff or administrators.

Wednesday, October 14; Wednesday, October 21

1. 2:30 - 3:30 p.m. Psychoeducational lessons overview - [redacted]
2. 3:30 - 4:00 p.m. Psychoeducational lessons implementation - [redacted]

In anticipation of lessons related to the national elections from Curriculum and Instruction, an implementation session will also be held on Wednesday, October 28. More details will be provided.

Actions

1. Staff may join the sessions using the links provided above. Questions should be submitted ahead of the sessions using this online form: Questions - Psychoeducational Lesson.

2. We look forward to supporting all school-based staff in understanding the purpose and design of the psychoeducational lessons so that we can best support our students mental health during this crucial, and for some, confusing, time.

3. Please contact Christina Conolly, Director, School Psychology, or Frances Frost, Assistant to Associate Superintendent, Student and Family Support and Engagement, with any questions. Thank you.

Curriculum Updates:

Elementary *(linked below)*

ELA Elementary Updates

Library/Media Elementary (includes information on Coding Courses Uploaded to Canvas Commons, Social Justice Book club for grades 4-8, virtual office hours, and Destiny Drop in Support Session)

Secondary *(linked below)*

Library/Media Secondary (includes information on Social Justice Book club for grades 4-8, virtual office hours, and Destiny Drop in Support Session)

Elementary/Middle/High School *(linked below)*

Fine Arts here

Obtained via MD PIA by Judicial Watch, Inc.

OTLS Office Hours (Friday, October 9, 2020)

This week we will have an opportunity to hear from our partners in the Office of Technology Innovation (OTI) to share information about the implementation of local school standard Canvas views at schools. They will also share updates and answer questions around the real time questions school based staff are asking about technology tools, platforms, and protocols. As always, office hours are open for you to bring any member of your administrative team and teacher leader team who have an interest and involvement in the topics being shared.

- Secondary Office Hours: 11:15 am
- Elementary Office Hours: 2:30 pm

****NOTE**This is a week with an adjusted time for elementary due to the EPAT meeting**

Zoom Links to access office hours

Please click the link below to join the webinar:

[redacted]

Sincerely,
Janet

Janet S. Wilson, Ph.D.
Chief of Teaching, Learning and Schools
Montgomery County Public Schools
850 Hungerford Road
Rockville, Maryland 20850
240-740-3100

Obtained via MD PIA by Judicial Watch, Inc.

From: Frost, Frances M on behalf of Frost, Frances M <Frances_M_Frost@mcpsmd.org>
To: Neff, Steve; Rathbone, Elizabeth A
Subject: FW: PPT for SWBT
Date: Thursday, November 19, 2020 4:07:26 PM
Attachments: [redacted]

[redacted]

Frances Frost
Assistant to Associate Superintendent
Office of Teaching, Learning & Schools – Student and Family Support and Engagement



From: Rathbone, Elizabeth A <Elizabeth_A_Rathbone@mcpsmd.org>
Sent: Thursday, November 19, 2020 2:57 PM
To: Frost, Frances M <Frances_M_Frost@mcpsmd.org>
Subject: PPT

[redacted]

Elizabeth

Dr. Elizabeth A. Rathbone, NCSP
Coordinator, Student Health and Wellness

Obtained via MD PIA by Judicial Watch, Inc.

From: Panarella, Elizabeth G on behalf of Panarella, Elizabeth G <Elizabeth_G_Panarella@mcpsmd.org>
To: Adams, Desiree C; Adams, Seth P; Addison, Kecia L; Alexander, Siobhan M; Austin, Nancy (Budget); Avent, Carlton; Barkley, Khadija F; Barnet, Michael D; Bartee, Gary B; Beaubien, Brian H; Bell, Gregory; Bell, Teri A; Bercaw, Marie C; Bergstresser, Mary J; Berlinger, Sheila J; Blaney, Donna M; Bloetner, Sonja M; Boddy, Troy; Boden, Steven D; Bohorquez, Margarita I; Booth, Carrie D; Breiterman, Regina P; Brunson, Melissa A; Campbell, Tamitha E; Caplon, Marla R; Cardenas, Juan M; Caroscio, Victor B; Chang-Baxter, Elaine L; Chen, Susan B.; Cherry, Shella B; Chesney, E. Grace; Chia, David T; Christman, Andrea L; Clarke, Edward A; Collins, Deann M; Conolly, Christina N; Crews, Karen D; Cropp, Amy S; Crouse, Casey B; Da Silva, Valeria B; Danco, Karen E; Davis, Everett M; Dawson, Eugenia S; Dean, Kurshanna J; DeFosse, Pamela A; Dejtisakdi, Pete; Dempsey, Mary - Appeals/Transfer Team; Dougherty, Rebecca A; Dublinske, Heather L; Dwyer, Karen E; Dyson, Cheryl L; Edmundson, Greg; Edwards, Dana E; Ehsassi, Maryam; Ennis, Jane; Ferrell, Brandon A; Fischel, Faith K; Floyd, Genevieve L; Foster, Tracy; Franklin, Jeannie H; Frost, Frances M; Garcia-Ablanque, Carolina Z - Staffing; Gaudino, Margaret B; Geness, Simone A; Gomez, Dyan K; Goodson, Tiffanyann L; Grant, Cara D; Hackett, Tracee N; Hall, Julie S; Hammond, Daniel W; Harral, Barbara W; Hiltbrand, Nancy T; Hoffman, Joanne C; Hollis, Doug; Hughes, Scott M; Jenkins, Laurie C; Johnstone, Richard C; Jones, Donna Redmond; Jones, Maggie A; Karamihas, Adrienne L; Klausing, Thomas P; Kopnitsky, Stacey A; Krotchko, Hollis H; LaBatt, Arronza M; Landesman, John S; Langley, Leon; Lee, Jeanette; Lewis, Brenda; Lightsey, Jaclynn M; Lipsky, Dick; Lucas, Nancy A; Lynch, Philip A; Mangrum, Lauren A; Marcus, Kenneth L; Marshall, John C; McCarron, Susan H; Mccrea, Erika L; McGee, Chuck; McGee, Sean P; McGoldrick, Matt R; McGrath, William; McGuire, Essie; McKinnon, Tia D; McLane, Angela M; Modak, Anand R; Modarresi, Shahpar; Moore, George R; Moran, Peter O; Moreno, Rhonda C; Morrow, Adrienne L; Morrow, Melissa K; Moua, Shoua F; Murphy, Katherine A; Murphy, Scott W; Musy, Teri L; Navarro, Maria V; Neff, Steve; Nehring, Pamela R; Owens, Nichelle D; Palmer, Michelle L; Pegram, Tory (Amy); Penix, Rick S; Posner, Sandi I; Putman, Christina D; Rathbone, Elizabeth A; Reilly, Robert; Rogers, Latrice D; Rogovoy, Elizabeth M; Rumpf, Randy J; Russell, Susan P; Sampson, Tamisha L; Schultze, Michelle E; Secan, Kristin M; Shah, Darshini; Shinn, Cathrine E; Simmons, Michaele O; Sirgo, Sarah E; Smith, Claudette R; Stanislaus, Yolanda; Steele, Sharron; Sullivan, Jeffrey K; Swimpson, Inger H; Tallur, Krishnanda A; Tarasuk, Maria L; Trenkamp, Kara; Vandenplas, Francoise; Wallace, Royce A; Wang, Helen Y; Washington, Verna L; Watkins, Todd M; Webster, Jennifer L; Williams, Stephanie P; Wilson, Eric A; Winfrey Edwards, Tracy Y; Yang, Kathy; Yang, Khanny; Zarate, Lynne; Zureick, Nasser
Cc: Harris, Darlene M
Subject: FW: September 29, 2020 COVID-19 Update
Date: Tuesday, September 29, 2020 1:04:04 PM

This is being sent on behalf of Darlene M. Harris:

Have a great Tuesday! Liz

From: Wilson, Janet S
Sent: Tuesday, September 29, 2020 12:59 PM
To: Principals Mail List - Spec-Alt <PrincipalsMailList-Spec-Alt@mcpsmd.org>; Principals Mail List - All <PrincipalsMailList-All@mcpsmd.org>
Cc: ExecStaffDist <ExecStaffDist@mcpsmd.org>; Admin Secretary - HS <AdminSecretary-HS@mcpsmd.org>; Admin Secretary - MS <AdminSecretary-MS@mcpsmd.org>; Admin Secretary - ES <AdminSecretary-ES@mcpsmd.org>; Admin Secretary - OSSI <AdminSecretary-OSSI@mcpsmd.org>; Admin Secretary - ExecStaff <AdminSecretary-ExecStaff@mcpsmd.org>; Admin Secretary - Spec-Alt Prog <AdminSecretary-Spec-AltProg@mcpsmd.org>; Directors - All <DirectorsAll@mcpsmd.org>; Supervisors - All <SupervisorsAll@mcpsmd.org>; Steele, Sharron <Sharron_Steele@mcpsmd.org>; Gray, Stacy E <Stacy_E_Gray@mcpsmd.org>; LaBatt, Arronza M <Arronza_M_LaBatt@mcpsmd.org>; Christine Handy <Chandy@mcaapmd.org>; Dardarian, Anne M - MCAAP <adardarian@mcaapmd.org>
Subject: September 29, 2020 COVID-19 Update

Dear Principals,

The updates include an update to the student well-being and psychoeducational lesson timeline and curriculum updates.

Obtained via MD PIA by Judicial Watch, Inc.

Student Well-Being Team and Psychoeducational Lesson Update

- With an understanding of the multiple requests for information to each of the schools, we are extending the deadline for two responsibilities. The organizational materials that were requested to be submitted for the student well-being teams (previous deadline, September 25, 2020) and the implementation of the psychoeducational lessons has been moved to the last day of the first quarter (November 9, 2020).
- This will allow for those schools that are in need of additional support and resources to receive coaching and training for their staff.
- In addition, a systemic data collection impact tool is being developed in order for the work of the Student Well Being Teams to be captured in a way that allows for system wide and school-based analysis and reporting. This will enhance the student tracking tool that was provided in the August 26, 2020 one-pager that discussed the psychoeducational lessons and the student well-being teams.

Action Items

- Submit the organizational materials for the student well-being teams no later than November 9, 2020.
- Implement the psychoeducational lessons no later than November 9, 2020.
- Please share these additional resources that can be found in the link below to support the teams and the lessons. https://drive.google.com/drive/folders/1ikIv5xOqcY9qpcCqpYVSpUbFAjcv8M-s?usp=sharing

Curriculum Updates:

Elementary *(linked below)*
Elementary ESOL Updates for Week of 9/28/20

Secondary *(linked below)*
ESOL updates
Secondary Social Studies Updates

K-12 ESOL Accountability Updates for Week of 9/28/20

Update from Montgomery County Public Libraries
Click here for messages from Montgomery County Public Libraries (MCPL) concerning their services to support instruction, as well as important information finalizing the MCPL Summer Read and Learn program. Please ask your library media specialist to disseminate the information appropriately during their library instruction or through their public facing, online presence.

OTLS Office Hours
Different from previous office hours, this Friday the OTLS team will not be answering questions on current work, rather seeking your thoughts and ideas for future work. This week's office hours will

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focus on **initial feedback & design considerations for small groups of students to return to in building learning experiences**. Office hours will provide an opportunity to engage in an exchange of ideas around the metrics that would be used to:

- Identify & recommend student groups to prioritize for in building learning opportunities
- Recommend schedule and instructional approaches for small groups in schools (full schedule or support).

As always, office hours are open for you to bring any member of your administrative team and teacher leader team who have an interest and involvement in the topics being shared.

- Secondary Office Hours: 11:15 am
- Elementary Office Hours: 12:30 pm

Zoom Links to access office hours
Please click the link below to join the webinar:

[redacted]

Elementary Schools, GT Liaisons Professional Learning:
The annual principal memorandum will be sent on Thursday, October 1, 2020. Session 1 of the GT Liaison asynchronous professional development sessions will be published on Canvas the week of October 5, 2020. Participants may access the course by enrolling in https://mcpsmd.instructure.com/enroll/KBRKEC.

Here's the notification for Dr. Wilson's daily update regarding Zoom recordings.

https://docs.google.com/document/d/1ltbqz_R2yvNHaolXDcjPbOslpkX7SnzqLZL8XdZrzvg/edit

Sincerely,
Janet

Janet S. Wilson, Ph.D.
Chief of Teaching, Learning and Schools
Montgomery County Public Schools
850 Hungerford Road
Rockville, Maryland 20850
240-740-3100

Obtained via MD PIA by Judicial Watch, Inc.

From: Conolly, Christina N on behalf of Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>
To: Alomar, Lisa L; Anderson, Alondra; Arker, Emily E; Arooj, Ferwaha; Astary, Susan C; Attaway, Latia; Baggott, Allison L; Baglin, Nancy J; Bailey, Clare; Baldwin, C Yvette; Bateman, Stacy B; Batten, Kimberly M; Bellafiore, Melinda; Bellagamba, Gabriel A; Beysolow, Danielle L; Boswell, Ashley K; Braun, Lillian F; Burrows, Jennifer E; Butera, Barbara J; Campbell, Janice S; Cangelosi, Clarissa L; Caprara, Ciara W; Cariello, Christine M; Christenson, Alessa M; Coats, Elizabeth P; Cunningham, Cheryl E; Danna, John V; Dixon, Rona A; Dorsey, Niccole; Dougherty, Sue B; Drew, Margaret A; Dunn, Catherine A; Edelman, Erica J; Elmore, Madison B; Engel-Green, Leah I; Eshel, Ronit; Fegadel, Kimberly A; Fenner, Julia K; Flynn, Megan; Fraley, Kristen; Gracyalny, Kristen M; Groene, Ana A; Gruitt, Kelly S; Gutierrez, Gabriela; Hammond, Laura L; Hearn, Amanda J; Hotchkiss, Catherine A; Huang, Sharon; Hyman, Michael H; Jacobus, Allison G; Jones, Alexis L; Jones, Trellis N; Jordan, Steven M; Kamins, Matthew J; Kane, Erin F; Kaplan, Emily L; Kaur, Harman; Kim, Kristie D; Kim, Margaret J; Kim, Nayoung; Kuhn, Harriet L; Kurth-Ford, Gregory T; Laks, Jessica D; Larach, Helaine; Leong, Norman; Lester, Dawn M; Lester, Pamela; Liebling, Laura E; Linde, Rachel L; Lindenfeld, Rachel; Liu-Trofimovsky, Jia; MacVean, Heather A; Mangiacapra, Albert R; Marcoux, Linda M; Martell, Kristina; McCormack, Jeanne A; McGonigle, Kimberly M; McKeen, Sara L; Mejia, Wendy; Melchior, Sarah E; Milla, Kenneth M; Morton, Allison R; Nasios, Maria; Neff, Margo S; Nesson, Lisa M; Nguyen, Han N; Novick, Jennifer M; Nunez, Alexa M; Otis, Rebecca T; Parker, Patricia D; Parrau, Sandra S; Pearson, Jeremy; Potter, Audrey; Potter, Kyle D; Power, Elizabeth M; Price, Cheree K; Rasines, Elena; Reger, Kathryn A; Reimer, Kenneth; Reiser, Deitra; Richardson, Jataya T; Riley, Kevin R; Robinson, Todd F; Rodriguez, Jamie V; Rosen, Jolie L; Ruiz, Melissa; Ryan, Ashley M; Schwartz, Faith S; Senese, Marissa M; Shields, Julie S; Sicora, Patricia C; Simpson, Toria; Smith, Tamie L; Stefanovic, Brian; Stinney, Brittany A; Stout Powers, Sarah M; Tucker, Callie; Tyson, William C; Vaganek, Megan M; Vail, Heather J; Valenzia, Virginia A; Vekaria, Hiral B; Verron, Heather; Ward, Jodi M; Weiger, Katelyn J; Willingham, Victoria; Wu, Amy; Zolecki, Maryam; Bassan, Laurie E; Fuhrer, Robert F; Paskow, Freida S; Posilkin, Linda I
Cc: Corkran, Deirdre L; Crews, Karen D; Cao, Lindsay; Rathbone, Elizabeth A; Merino, Elizabeth J; Lee, Alexis R; Barnet, Michael D; Cropp, Amy S; Fischel, Faith K; Hall, Julie S; Hammond, Daniel W; Hoffman, Joanne C; Ingram, Damien B; Lear, Graham M; Lucas, Nancy A; Lynch, Philip A; Palmer, Michelle L; Posner, Sandi I; Reuben, Ruschelle; Russell, Susan P; Secan, Kristin M; Washington, Verna L
Subject: Psychoeducational Lesson Drop In support
Date: Friday, September 11, 2020 4:54:41 PM
Attachments: image001.png

Good evening everyone,

I wanted to share with you a resource that we shared with the principals this afternoon for teachers who are in need of support for the implementation of the psychoeducational lessons. Dr. Crews and I will be available from 11:30-12:30 on Monday. We have had a lot of staff members who have questions about the implementation of the social justice slides on the lesson. Please be available to coach and/or co-teach with a staff member that may not be at a place on their anti-racism journey to effectively teach that section of the lesson. Staff can sign up in PDO (Course Number: 89579). Feel free to share with your building teams.

If you want to attend, the zoom information is below.

[redacted]

Obtained via MD PIA by Judicial Watch, Inc.

From: Conolly, Christina N on behalf of Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>
To: Palmer, Michelle L; Crews, Karen D; Neff, Steve; Frost, Frances M
Cc: Rathbone, Elizabeth A
Subject: RE: draft Psychoeducational Lesson survey form
Date: Monday, September 21, 2020 7:41:49 PM
Attachments: image001.png

Thanks Michelle!

Christina

Dr. Christina N. Conolly, NCSP
Director
Division of Psychological Services

240-740-5640

#BeWell365

From: Palmer, Michelle L <Michelle_Palmer@mcpsmd.org>
Sent: Monday, September 21, 2020 4:47 PM
To: Crews, Karen D <Karen_D_Crews@mcpsmd.org>; Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>; Neff, Steve <Steve_Neff@mcpsmd.org>; Frost, Frances M <Frances_M_Frost@mcpsmd.org>
Cc: Rathbone, Elizabeth A <Elizabeth_A_Rathbone@mcpsmd.org>
Subject: draft Psychoeducational Lesson survey form
Importance: High

[redacted]

Best Regards,

Michelle

Michelle L. Palmer, Psy.S., NCSP
(pronouns: she/her/hers)

Obtained via MD PIA by Judicial Watch, Inc.

#BeWell365

From: Conolly, Christina N
Sent: Wednesday, November 4, 2020 10:24 AM
To: Batten, Kimberly M <Kimberly_M_Batten@mcpsmd.org>; Barnet, Michael D <Michael_Barnet@mcpsmd.org>; Astor, Yael <Yael_Astor@mcpsmd.org>; Bostic, Joseph D <Joseph_D_Bostic@mcpsmd.org>; Chesman, Jodi A <Jodi_A_Chesman@mcpsmd.org>; Davis, Everett M <Everett_M_Davis@mcpsmd.org>; Gordon, Susan S <Susan_Gordon@mcpsmd.org>; Grant, Cara D <Cara_D_Grant@mcpsmd.org>; Hernandez, Edvin M <Edvin_M_Hernandez@mcpsmd.org>; Howard, Daryl C <Daryl_C_Howard@mcpsmd.org>; Jacobus, Allison G <Allison_G_Jacobus@mcpsmd.org>; Landesman, John S <John_Landesman@mcpsmd.org>; Larach, Helaine <Helaine_Larach@mcpsmd.org>; Lester, Pamela <Pamela_Lester@mcpsmd.org>; MacDonald, Samantha C <Samantha_C_MacDonald@mcpsmd.org>; Martin, Asashia Y <Asashia_Y_Martin@mcpsmd.org>; Neff, Steve <Steve_Neff@mcpsmd.org>; Padilla, Norka M <Norka_M_Padilla@mcpsmd.org>; Palmer, Michelle L <Michelle_Palmer@mcpsmd.org>; Price, Cheree K <Cheree_K_Cain@mcpsmd.org>; Williams Walker, Tonya L <Tonya_L_WilliamsWalker@mcpsmd.org>
Cc: Crews, Karen D <Karen_D_Crews@mcpsmd.org>; Corkran, Deirdre L <Deirdre_L_Corkran@mcpsmd.org>; Frost, Frances M <Frances_M_Frost@mcpsmd.org>; Reuben, Ruschelle <Ruschelle_Reuben@mcpsmd.org>; Cao, Lindsay <Lindsay_Cao@mcpsmd.org>; Lee, Alexis R <Alexis_R_Lee@mcpsmd.org>; Rathbone, Elizabeth A <Elizabeth_A_Rathbone@mcpsmd.org>; Merino, Elizabeth J <Elizabeth_J_Merino@mcpsmd.org>
Subject: FW: Leader in Me

Good morning,

As a member of the student psychoeducational lesson development team, I want to invite you to a meeting with the company that has developed the Leader in Me curriculum. MCPS is looking at this curriculum as a *potential* Tier 1 SEL curriculum for all schools. As a member of the team that developed the lesson for students on the dual pandemic, we wanted to invite you to participate in a meeting with the SEL development team to hear more. This meeting is on Friday from 3-4pm. This is to allow the vendor to present the program to a small group of MCPS staff so that we can get some initial feedback about this from the groups that have helped to provide these types of lessons to students. I will send out a calendar invite with a zoom link once I receive the link. I understand if you cannot attend since this is last minute. We wanted to provide you the opportunity to attend. Please let me know if you have any questions. Again, this is not a required meeting.

Obtained via MD PIA by Judicial Watch, Inc.

Christina

Dr. Christina N. Conolly, NCSP
Director
Division of Psychological Services

240-740-5640



#BeWell365

Obtained via MD PIA by Judicial Watch, Inc.

From: Crews, Karen D on behalf of Crews, Karen D <Karen_D_Crews@mcpsmd.org>
To: Rathbone, Elizabeth A; Lee, Alexis R; England, Diana; Cao, Lindsay; Conolly, Christina N
Cc: Jordan, Steven M; Davis-Jones, Aara L; Longest, April D; Mann, Stephanie L
Subject: RE: Psycho ed and SEL lessons
Date: Wednesday, September 16, 2020 7:46:59 PM

Hi Diana,

The Psychoeducational lessons are due by October 2nd. The Social Emotional Learning lessons should be given throughout the school year. The library of lessons in each CASEL competency category will be available on the Be Well 365 MyMCPS site after Oct. 2nd. Sanford Harmony is on our list of SEL resources and can be used as the SEL lessons for your school.

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Please let us know if you have any additional questions.

Thanks,

Karen

Karen Crews, Ed.D
Director, Student Well-Being and Achievement
OTLS-Student and Family Support and Engagement
Montgomery Couty Public Schools

From: Rathbone, Elizabeth A
Sent: Wednesday, September 16, 2020 3:59 PM
To: Lee, Alexis R <Alexis_R_Lee@mcpsmd.org>; England, Diana <Diana_England@mcpsmd.org>; Cao, Lindsay <Lindsay_Cao@mcpsmd.org>; Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>; Crews, Karen D <Karen_D_Crews@mcpsmd.org>
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Subject: Re: Psycho ed and SEL lessons

Hello,

Adding Christina Conolly and Karen Crews as they were more directly involved in creating the lessons.

Elizabeth

Dr. Elizabeth A. Rathbone, NCSP
Coordinator, Student Health and Wellness
(MCPS Mental Health Coordinator)
Student and Family Support and Engagement
Montgomery County Public Schools
T: 240-740-5635
C: 240-620-1744

#BeWell365

The Montgomery County Hotline, 301-738-2255, is available 24/7 (with texting available from noon to midnight every day)

From: Lee, Alexis R <Alexis_R_Lee@mcpsmd.org>
Sent: Wednesday, September 16, 2020 15:56
To: England, Diana <Diana_England@mcpsmd.org>; Cao, Lindsay <Lindsay_Cao@mcpsmd.org>; Rathbone, Elizabeth A <Elizabeth_A_Rathbone@mcpsmd.org>
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3. For Psycho Ed, lessons can those be cotaught between counselors and teachers? Yes.

Alexis R. Lee
K12 Counseling Instructional Specialist
Office of Student Family Support and Engagement
850 Hungerford Drive, Room 50
Rockville, MD 20850
Office Phone (240) 740-3109/4014
Cell Phone (240) 405-9089

From: England, Diana <Diana_England@mcpsmd.org>
Sent: Tuesday, September 15, 2020 3:56 PM
To: Lee, Alexis R <Alexis_R_Lee@mcpsmd.org>; Cao, Lindsay <Lindsay_Cao@mcpsmd.org>; Rathbone, Elizabeth A <Elizabeth_A_Rathbone@mcpsmd.org>
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Thank clarifying this information?

Diana England
School Counselor
Farmland Elementary School
7000 Old Gate Road
Rockville, Maryland 20852

240-740-0660
https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsites.google.com%2Fmcpsmd.net%2Fcounselingresources%2Fhome&data=02%7C01%7CAlexis_R_Lee%40mcpsmd.org%7C2747e2e536d24b9f8d8808d859b176fe%7Cddf755e9bcd64a5ead727c378a78c6c7%7C1%7C0%7C637357966035070445&sdata=kPx5S6oKCAO63dF01Vc5EIjgDFgaeMQXlRNjkKmno10%3D&reserved=0

Obtained via MD PIA by Judicial Watch, Inc.

From: Conolly, Christina N on behalf of Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>
To: Crews, Karen D; Rathbone, Elizabeth A; Lee, Alexis R; England, Diana; Cao, Lindsay
Cc: Jordan, Steven M; Davis-Jones, Aara L; Longest, April D; Mann, Stephanie L
Subject: RE: Psycho ed and SEL lessons
Date: Wednesday, September 16, 2020 7:55:07 PM
Attachments: image001.png

[redacted]

Christina

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Director
Division of Psychological Services

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#BeWell365

From: Crews, Karen D <Karen_D_Crews@mcpsmd.org>
Sent: Wednesday, September 16, 2020 7:47 PM
To: Rathbone, Elizabeth A <Elizabeth_A_Rathbone@mcpsmd.org>; Lee, Alexis R <Alexis_R_Lee@mcpsmd.org>; England, Diana <Diana_England@mcpsmd.org>; Cao, Lindsay <Lindsay_Cao@mcpsmd.org>; Conolly, Christina N <Christina_N_Conolly@mcpsmd.org>
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Obtained via MD PIA by Judicial Watch, Inc.

From: Iszard, Stephanie R on behalf of Iszard, Stephanie R <Stephanie_R_Iszard@mcpsmd.org>
To: Neff, Steve; Rathbone, Elizabeth A
Cc: Frost, Frances M
Subject: RE: Student Well-Being Teams
Date: Friday, September 25, 2020 2:52:13 PM

Thanks for the update.

From: Neff, Steve <Steve_Neff@mcpsmd.org>
Sent: Friday, September 25, 2020 2:50 PM
To: Rathbone, Elizabeth A <Elizabeth_A_Rathbone@mcpsmd.org>; Iszard, Stephanie R <Stephanie_R_Iszard@mcpsmd.org>
Cc: Frost, Frances M <Frances_M_Frost@mcpsmd.org>
Subject: RE: Student Well-Being Teams

[redacted]

Steve

From: Rathbone, Elizabeth A <Elizabeth_A_Rathbone@mcpsmd.org>
Sent: Tuesday, September 22, 2020 11:25 AM
To: Iszard, Stephanie R <Stephanie_R_Iszard@mcpsmd.org>; Neff, Steve <Steve_Neff@mcpsmd.org>
Cc: Frost, Frances M <Frances_M_Frost@mcpsmd.org>
Subject: Re: Student Well-Being Teams

Obtained via MD PIA by Judicial Watch, Inc.

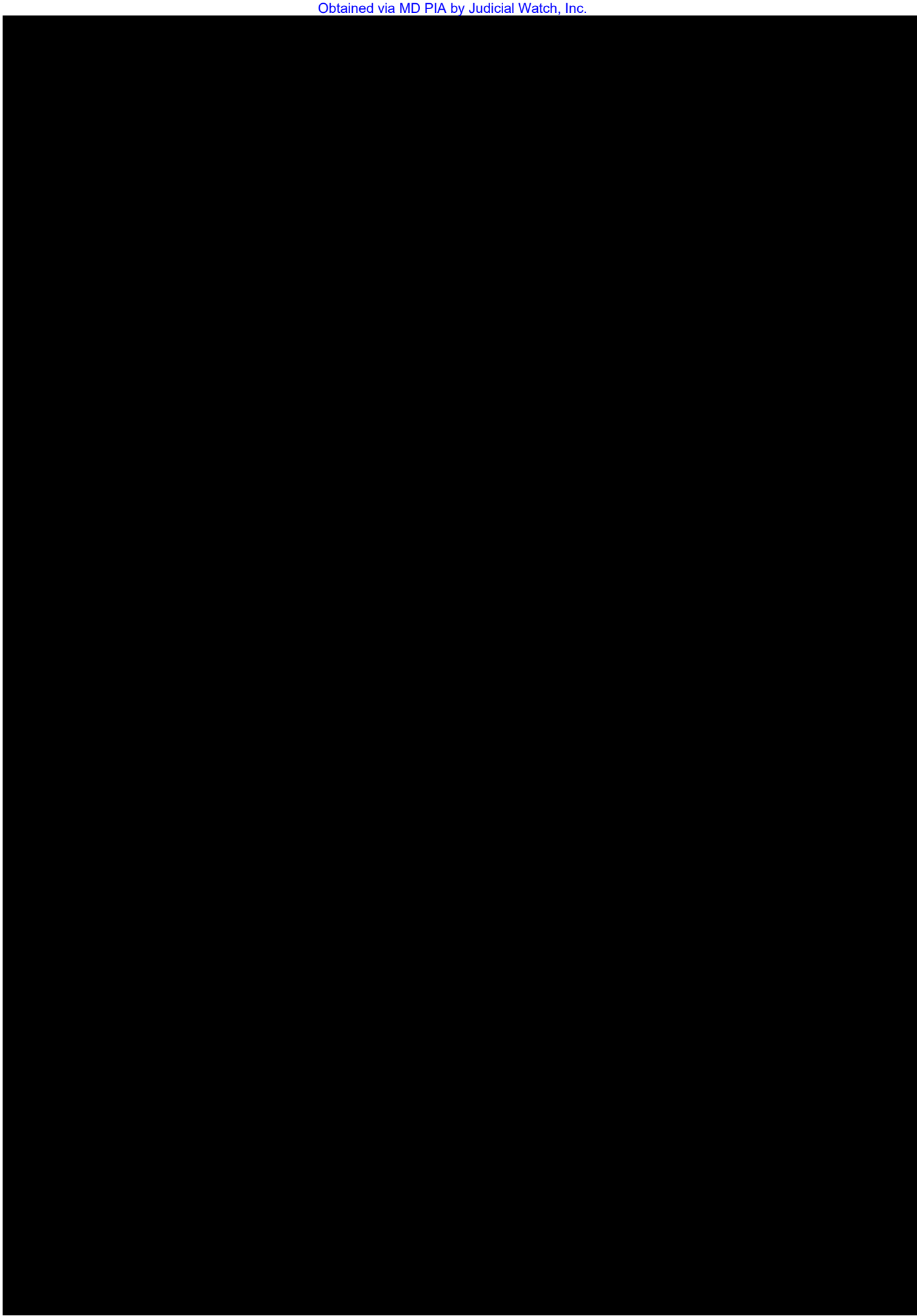
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- [redacted]
- [redacted]
- [redacted]

Ruschelle S. Reuben
Associate Superintendent
Office of Student and Family Support and Engagement

Obtained via MD PIA by Judicial Watch, Inc.

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Obtained via MD PIA by Judicial Watch, Inc.

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

Family Guidance to the Psychoeducational Lesson

MCPS Return to School



Introduction

Obtained via MD PIA by Judicial Watch, Inc.

- What is a student psychoeducational lesson?
- Why is this type of support provided to students?
- What is the framework behind the lessons?
- How where the lessons developed?
- What topics are discussed in the lesson?
- Can students receive an alternative method to participating in the lessons? Can students opt-out?
- Do you have resources to help me talk with my child(ren) about racism?

Obtained via MD PIA by Judicial Watch, Inc.

What is a student psychoeducational lesson?

- A classroom-based intervention that provides students with information and support to cope with a crisis event.
- The lessons provide direct instruction and are not intended to help students process their individual reactions or feelings of the crisis event. Students who need to process their individual reactions would be referred for an individual crisis intervention.
- The psychoeducational lessons were developed based on the PREPaRE Crisis Prevention and Intervention Curriculum. PREPaRE is an international, research-informed crisis response curriculum created by the National Association of School Psychologists (NASP). The psychoeducational lessons were developed based on the PREPaRE curriculum.

Obtained via MD PIA by Judicial Watch, Inc.

Why is this type of support provided to students?

- The mental health needs that arise from any crisis situation are unique and require multiple levels of response.
- The crisis events that have occured in the country have impacted all students and staff members. A crisis event is defined as an event perceived to be very negative, generates feelings of powerlessness, and may occur unexpectedly.
- While a crisis event has the potential for negative outcomes, providing students with positive or adaptive coping strategies can increase student resiliency and facilitate a return to emotional stability.

(Brock et al, 2016)

Obtained via MD PIA by Judicial Watch, Inc.

How where the lessons developed?

- The lessons were developed in collaboration with teachers, instructional specialists, and school psychologists from around the county
- Teachers worked at both the elementary and secondary level, with students who receive special education services, and with students who receive English for Students who speak Other Languages (ESOL).
- In addition, the lessons were vetted by a large stakeholder group in the Be Well Recovery team. This included teachers, administrators, parents, community members, and additional MCPS staff.

Obtained via MD PIA by Judicial Watch, Inc.

What topics are discussed in the lesson

- **The lesson is 30 minutes long.**
  - Provide Crisis Facts and Dispel Rumors (10 min)
    - discusses newspaper articles about the crisis
  - Normalize crisis reactions/feelings (5 min)
  - Discuss stress management techniques (10 min)
  - Discuss how to get help for the student and others (5 min)
- Let's review some of the slides from the grade levels

Obtained via MD PIA by Judicial Watch, Inc.

Elementary: Some Facts about COVID-19

- COVID-19 is a new virus that doctors and scientists are still learning about.
- Doctors and scientists are working very hard to create vaccines and medicines to help our bodies protect us from the virus. While the doctors and scientists are working, we have to do other things to protect our bodies.



Insert Reference here

Obtained via MD PIA by Judicial Watch, Inc.

Secondary: *Some COVID-19 Facts*

- COVID-19, aka “Coronavirus disease 2019” is a new virus that scientists and doctors are still learning about
- This disease has impacted the globe, showing cases in almost every country and region on Earth.
- COVID-19 is spread mainly from person-to-person, when an infected person coughs, sneezes, or even talks within 6 feet (or about two arms length) of another person and those droplets are inhaled into the nose or mouth of that individual.

Center for Disease Control (2020)

Obtained via MD PIA by Judicial Watch, Inc.

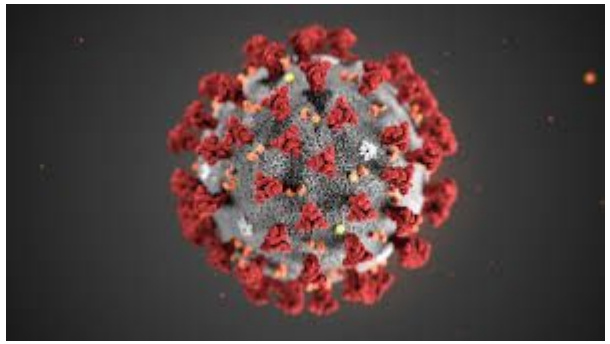
Elementary Slide

What is going on in the world?

There is a lot happening in our world right now!

Let's talk about some of the major events that are happening…

- Covid-19 ("coronavirus")
- Social Justice responses to combat racism (protests and marches)

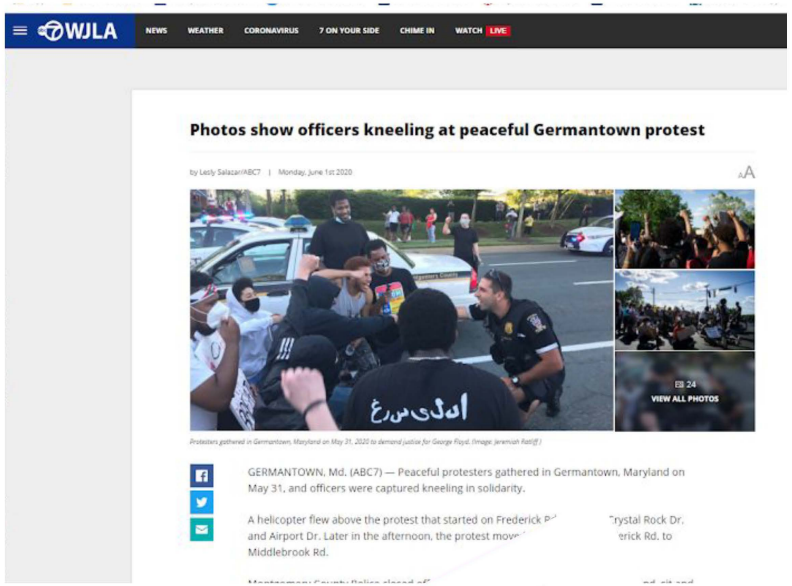


Dual (two) Pandemic (Whole World)



Secondary Slide: Dual Pandemics

Obtained via MD PIA by Judicial Watch, Inc.







UPDATED: Protesters gather in Germantown to speak out about death of man in Minneapolis

Police didn't see any local protests on Saturday, when they were tense in many U.S. cities

BY DAN SCHERE AND CAITLYNN PEETZ| Published: 2020-05-31 15:21

As protests continued for the sixth day across the country, about 200 protesters gathered in Germantown, marching for hours and demanding justice after a white officer was charged with killing a black man in Minnesota.

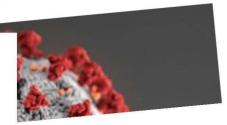
The demonstration was peaceful as



County COVID-19 case increases remain under 1% for 16 consecutive days

State continues to have higher increases

BY BRIANA ADHIKUSUMA FOLLOW @BRIADHIKUSUMA| Published: 2020-07-23 10:53



Health

What it's like to be Asian during the coronavirus pandemic

Save Share Print



Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Obtained via MD PIA by Judicial Watch, Inc.

Elementary: Read-Alouds About Race

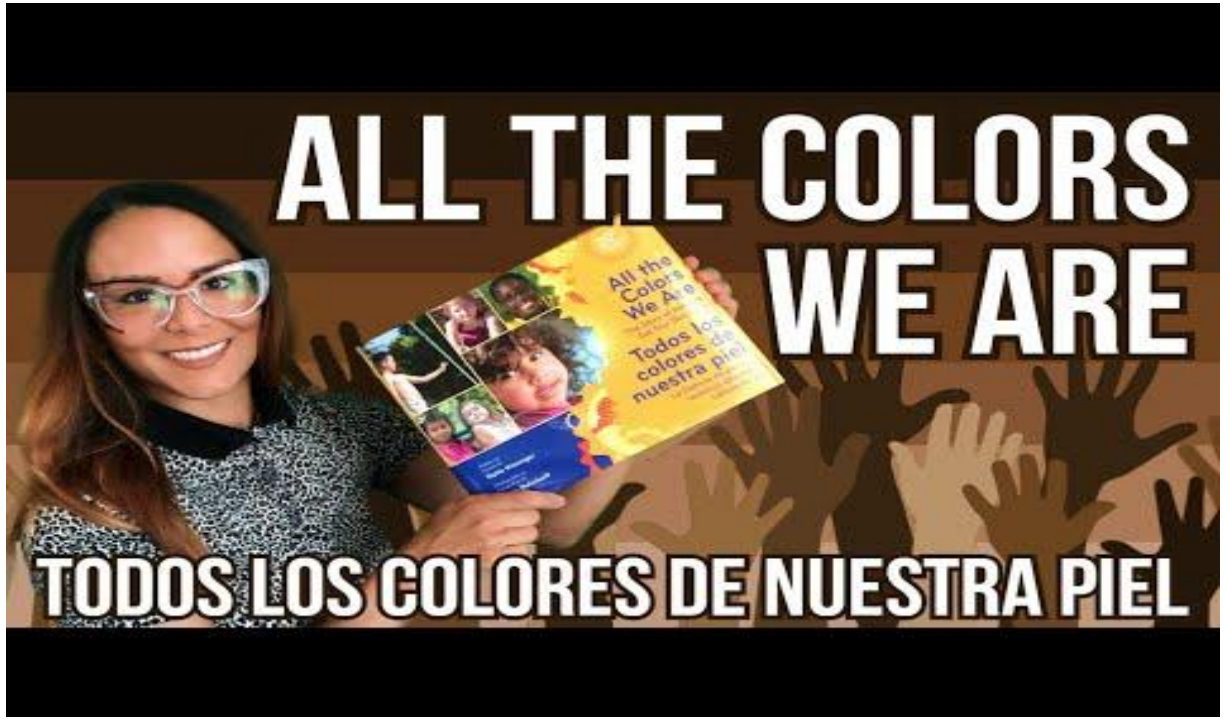
We're Different, We're The Same (Sesame Street) by Bobbi Kates



Obtained via MD PIA by Judicial Watch, Inc.

Elementary: Read-Alouds About Race (Spanish)

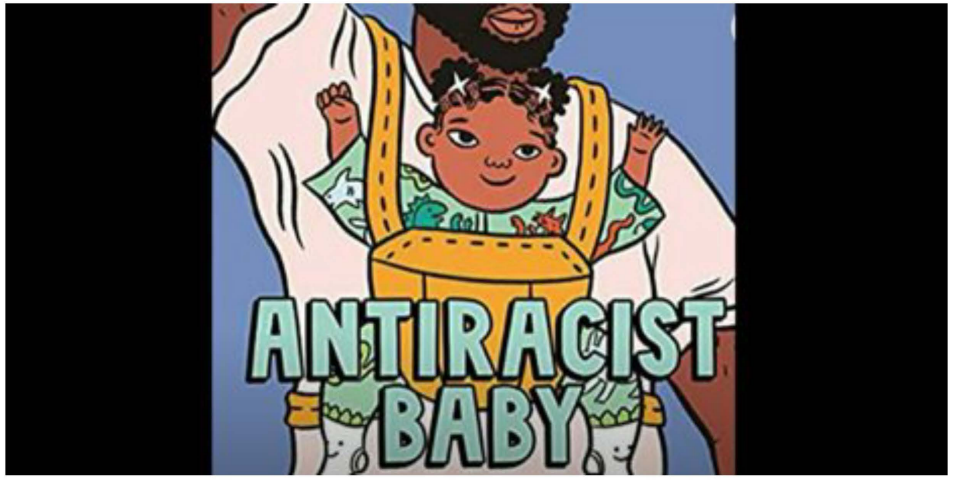
All the Colors We Are by Katie Kissinger



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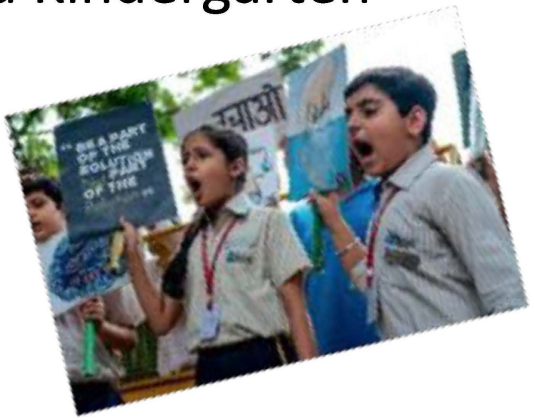
Elementary Slide: Some Facts About Racism and Social Justice



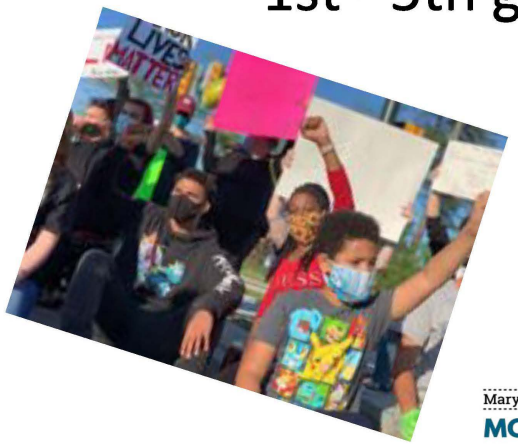


Prekindergarten and Kindergarten





1st - 5th grade





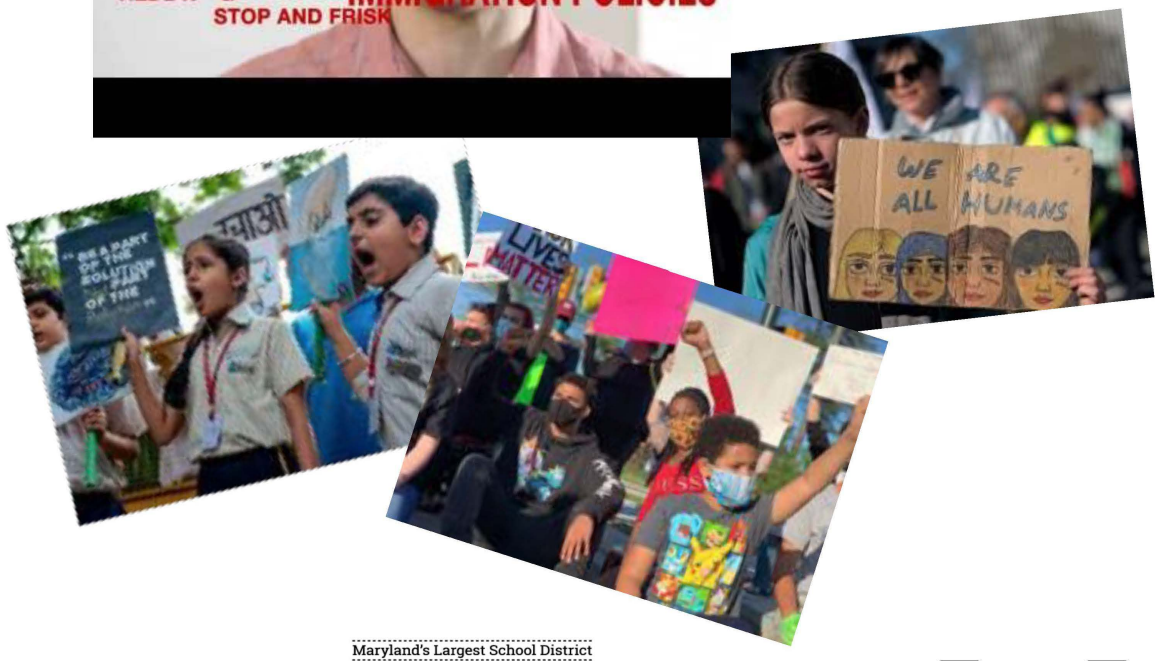
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Secondary Slide: *Some Facts About Racism and Social Justice*

- Social justice refers to the practices and structures that contribute to improved access of marginalized populations to various school programs and activities. (Brown, 2004; Marshall, 2004; Theoharis, 2008).

- There are protests happening all over our country and the world because people are **acting** on their beliefs that all people should be treated fairly and are protesting to change things that make life harder for some people.





https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice

Obtained via MD PIA by Judicial Watch, Inc.

Secondary: *A Brief Anti-Racism Glossary*

Equity is the commitment to ensure that every student and staff member, without regard to their actual or perceived personal characteristics, is given the individual challenges, support, and opportunities to exceed a rigorous common standard in order to be prepared for academic and career success.

Implicit Bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions. These biases, which encompass both favorable and unfavorable assessments, may be activated involuntarily and without an individual's awareness or intentional control.

Cultural Proficiency is the ongoing process of becoming knowledgeable of one's culture, as well as the cultures of others in order to foster an appreciation, understanding, and respect for varying cultural expressions that exist in the actions and interactions of an organization; and, to strengthen and enrich the organization and the community at large with the presence and contributions of many cultures.

Cultural Responsiveness is the ability to learn from and relate with people of one's own culture as well as those from other cultures. Culturally responsive educational systems are grounded in the belief that culturally and linguistically diverse students can excel in academic endeavors if given adequate support and resources.

Cultural Competences is the knowledge, behaviors, and dispositions necessary to effectively interact with other cultural groups (Hansuvadha, Slater 2012).

Systems of Oppression identifies inequity by calling attention to the historical and organized patterns of mistreatment. In the United States systems of oppression (like systemic racism) are woven into the very foundation of American culture, society, and laws. (Social Identities and Systems of Oppression, 2019)

Obtained via MD PIA by Judicial Watch, Inc.

Elementary: Let's talk about feelings

You may feel different emotions like….



Mad/Enojada/o



Surprised/ Sorprendida/o



Disgusted/ Disgustada/o



Happy/Feliz



Worried/ Preocupada/o



Calm/Calma/o



Scared/ Asustada/o



Sad/Triste



Confused/Confusa/o

Obtained via MD PIA by Judicial Watch, Inc.

Secondary

COMMON INITIAL CRISIS REACTIONS

EMOTIONAL

- Shock
- Anger
- Despair
- Phobias
- Terror or fear
- Guilt
- Emotional numbing
- Depression or sadness
- Grief
- Irritability
- Hypersensitivity
- Helplessness
- Hopelessness
- Loss of pleasure from activities

COGNITIVE

- Impaired concentration
- Memory impairment
- Disbelief
- Confusion
- Distortion
- Intrusive thoughts or memories
- Impaired decision-making abilities
- Decreased self-esteem
- Self-blame
- Worries
- Nightmares
- Decreased self-efficacy

PHYSICAL

- Fatigue
- Insomnia
- Sleep disturbance
- Hyperarousal
- Somatic Complaints
- Impaired immune response
- Startle response
- Headaches
- Decreased libido
- Decreased appetite
- Gastrointestinal problems

INTERPERSONAL/BEHAVIORAL

- Alienation
- School refusal
- School impairment
- Vocational impairment
- Regression in behavior
- Increased relationship conflict
- Social withdrawal or social isolation
- Aggression
- Crying easily
- Tantrums
- Change in eating patterns
- Risk Taking
- Avoidance of reminders

Note. Compiled from Speier (2000); Young, Ford, Ruzek, Friedman, & Gusman (1998).

Obtained via MD PIA by Judicial Watch, Inc.

Elementary: Things to do to feel better

- Run and Play
- Talk to a friend or family member
- Play a game with a friend or grown up
- Draw or color
- Listen to music





- Hug a stuffed animal
- Squeeze a stress ball
- Take deep breaths
- Rest
- Eat well
- Drink Water



Obtained via MD PIA by Judicial Watch, Inc.

Secondary: *Relaxation Activities*

- **Deep Breathing**: A deep breathing exercise allows you to take slower, deeper belly breaths and reach a truly relaxed state.

- **Progressive Muscle Relaxation**: tensing and relaxing muscles throughout the body.



- **Visualization Imagery**: sights, sounds, and touch sensations associated with a particularly calm scene induce a state of pleasure.

- **Meditation**: a mental exercise to train the mind and promotes relaxation.

Obtained via MD PIA by Judicial Watch, Inc.

Elementary: Who can we talk to when we need help?





Family



Friends





Teacher



Pets

Tell me two groups that can help you. Anyone else?

Obtained via MD PIA by Judicial Watch, Inc.

Secondary: Tell a Trusted Adult

- If you or a friend feel this way, tell a trusted adult:
  - At School:
    - Teacher, Administrator, Counselor, Psychologist, etc.
  - At Home:
    - Parent, Grandparent, Sibling, Guardian, etc.
- Montgomery County Crisis Hotline - Text Hello to 741741 or Call/Text 301-738-2255
- Montgomery County Crisis Center - (240) 777-4000
- EveryMind - (301) 424-0656

Obtained via MD PIA by Judicial Watch, Inc.

Can students receive an alternative method to participating in the lessons? Can students opt-out?

- Families can contact building administration to request an alternative method for students to receive the lesson due to mental health concerns.
- Students cannot opt-out of the lessons.
- Lessons are there to support students and help teachers to identify students who are in need of social-emotional support.

Obtained via MD PIA by Judicial Watch, Inc.

Do you have resources to help me talk with my child(ren) about racism?

- **PBS Article:** https://www.pbs.org/parents/thrive/how-to-talk-honestly-with-children-about-racism
- **UNICEF:** https://www.unicef.org/parenting/talking-to-your-kids-about-racism
- **Center for Racial Justice in Education:** https://centerracialjustice.org/resources/resources-for-talking-about-race-racism-and-racialized-violence-with-kids/

Obtained via MD PIA by Judicial Watch, Inc.



Obtained via MD PIA by Judicial Watch, Inc.

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

Pre-K through 2nd grade Psychoeducational Lesson

MCPS Return to School



Obtained via MD PIA by Judicial Watch, Inc.

Teacher Note



This is an initial conversation on the topics that will be discussed today. This is not an in-depth conversation that occur later. The goal of the lessons are to start the conversation, to address common reactions to the events, talk about stress management, and how to get help if needed. We understand that for many of these topics, students may have additional questions and concerns. We welcome staff to continue the conversations with their students.

This presentation is for young children. Young children will not be able to sit through this entire presentation in one sitting. We have built in breaks for stretching or movement.

Obtained via MD PIA by Judicial Watch, Inc.

Objectives:

At the conclusion of this lesson, students will be able to . . .

- recognize 2-3 common crisis reactions.
- identify resources for support.
- perform a deep breathing exercise for relaxation purposes.
- identify and use 2-3 adaptive coping strategies.

Obtained via MD PIA by Judicial Watch, Inc.

Introduction

- Hi! My name is….
- Why are we here today?
- Learning Agreements
  - *Take care of yourself*
  - *Take care of others in our learning space*
  - *Take care of our learning environment*



Obtained via MD PIA by Judicial Watch, Inc.

Zoom Classroom Expectations



Take Care of Others - While someone is speaking, please mute yourself so that we can hear what is being shared.



Take Care of Yourself – Find a space that helps you learn at your best and focus.



Take Care of Yourself - Raise your hand through the chat if you would like to share an idea.



Take Care of Others – Practice active listening by following directions and listening to others as they are speaking.

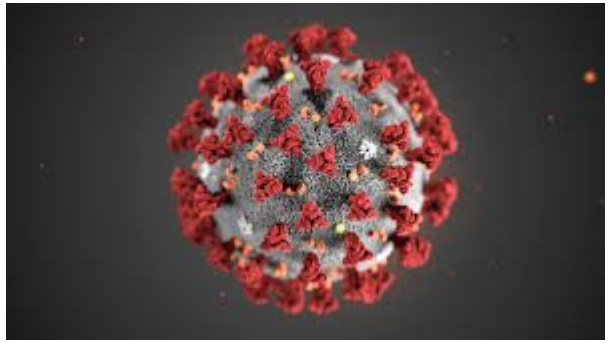
Obtained via MD PIA by Judicial Watch, Inc.

What is going on in the world?

There is a lot happening in our world right now!

Let's talk about some of the major events that are happening…

- Covid-19 ("coronavirus")
- Social Justice responses to combat racism (protests and marches)



Dual (two) Pandemic (Whole World)



Obtained via MD PIA by Judicial Watch, Inc.

TEACHER NOTE

The next slide contains two video options to discuss COVID 19. The first is intended for PreK and K students. The second one is intended for 2nd grade. First grade has the option to use either video, depending on what the teacher feels is most appropriate.

Delete the video that you do not choose to use from the slide and center the video you do use.

Obtained via MD PIA by Judicial Watch, Inc.

Some Facts about COVID-19



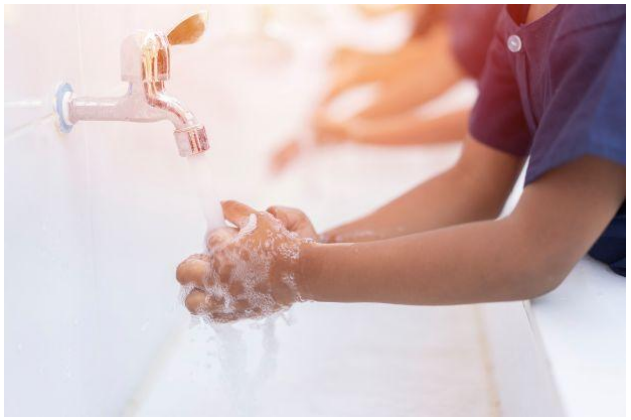
Prekindergarten and Kindergarten



1st and 2nd grade

Obtained via MD PIA by Judicial Watch, Inc.

How to Protect Yourself and Others:



Wash your hands often



Cover your coughs or sneezes



Avoid close contact with others



Stay home if you are sick.



Wear a mask when around others

https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html

Time for a Break

Obtained via MD PIA by Judicial Watch, Inc.



TEACHER NOTES

Obtained via MD PIA by Judicial Watch, Inc.

The discussion about race is uncomfortable for some people, however, it is an important discussion to have among ourselves and with our students. If you are uncomfortable with having this discussion with your students, please co-teach with your school counselor, psychologist, or social worker. Provided below are some resources for staff to support their journeys to make it easier for them to have discussions with their students:

They're not too young to talk about race!

Notes and Discussion Questions from Ibram X Kendi (author of Antiracist Baby)

> From Penguin RandomHouse (publisher): *Antiracist Baby* introduces the youngest readers and the grown-ups in their lives to the concept and power of antiracism. Providing the language necessary to begin critical conversations at the earliest age, *Antiracist Baby* is the perfect gift for readers of all ages dedicated to forming a just society. For ages baby to age 3.

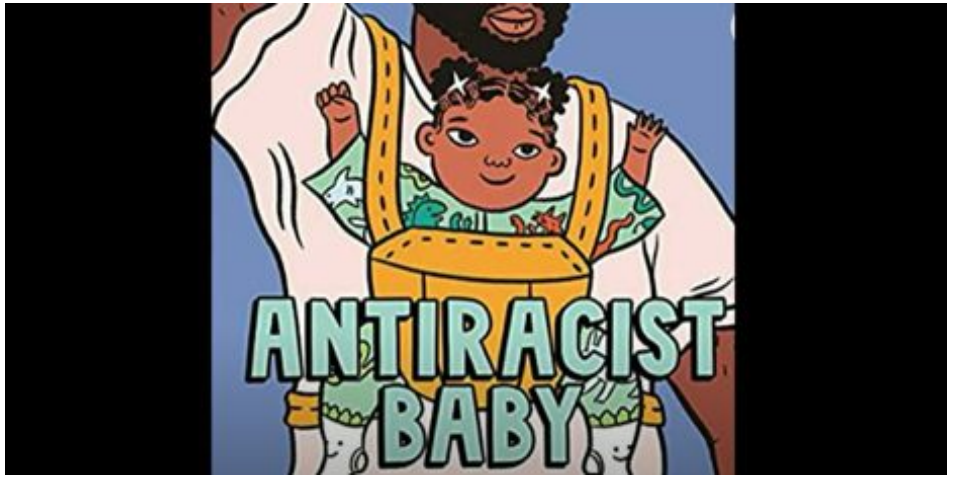
Educator and Caregiver Learning Guide from Disrupt Texts

Staff Work Playlist - Here is a self-work playlist that is available to support facilitators of these lessons engage in their own learning before engaging in these discussions as well.

Obtained via MD PIA by Judicial Watch, Inc.

Some Facts About Racism and Social Justice



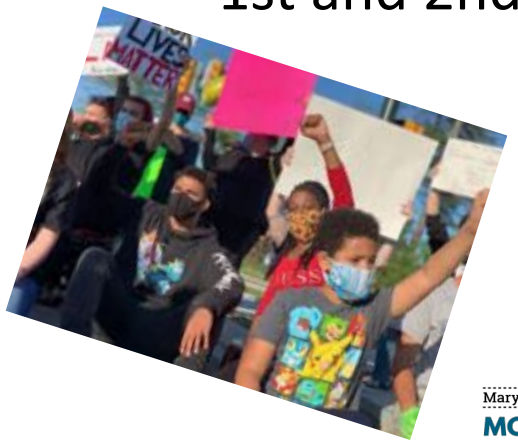


Prekindergarten and Kindergarten





1st and 2nd grade





TEACHER NOTES - KEY TERMS

Obtained via MD PIA by Judicial Watch, Inc.

Race - has to do with rules people use to group people based on their skin color.

Racism - is when people create policies or rules that are not fair to everyone because of their skin color.

Anti-Racism - helping to change policies or rules to make sure the rules are fair for everyone, regardless of their skin color.

Social Justice - believing that all people have equal rights, no matter their race or background, and doing actions to change rules or systems that cause some people to be treated unfairly

Adapted from : https://www.racialequitytools.org/resourcefiles/RET_Glossary_Updated_October_2019_.pdf and Antiracist Baby (Kendi, 2020)

Obtained via MD PIA by Judicial Watch, Inc.

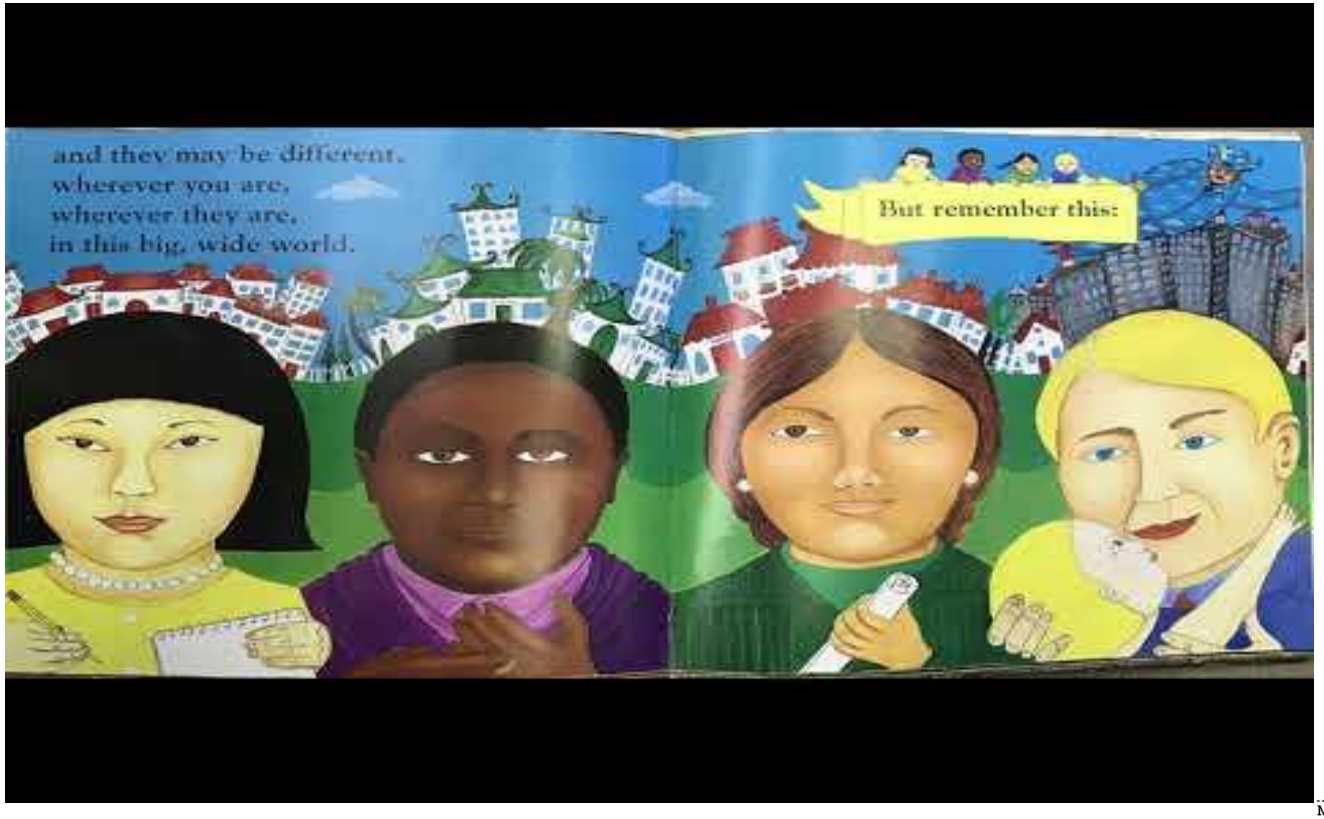
TEACHER NOTE

The next four hidden slides are optional read-aloud slides that you may find enriching for your students. The last book is bilingual (Spanish).

Obtained via MD PIA by Judicial Watch, Inc.

Read-Alouds About Race

Whoever You Are by Mem Fox



Obtained via MD PIA by Judicial Watch, Inc.

Read-Alouds About Race

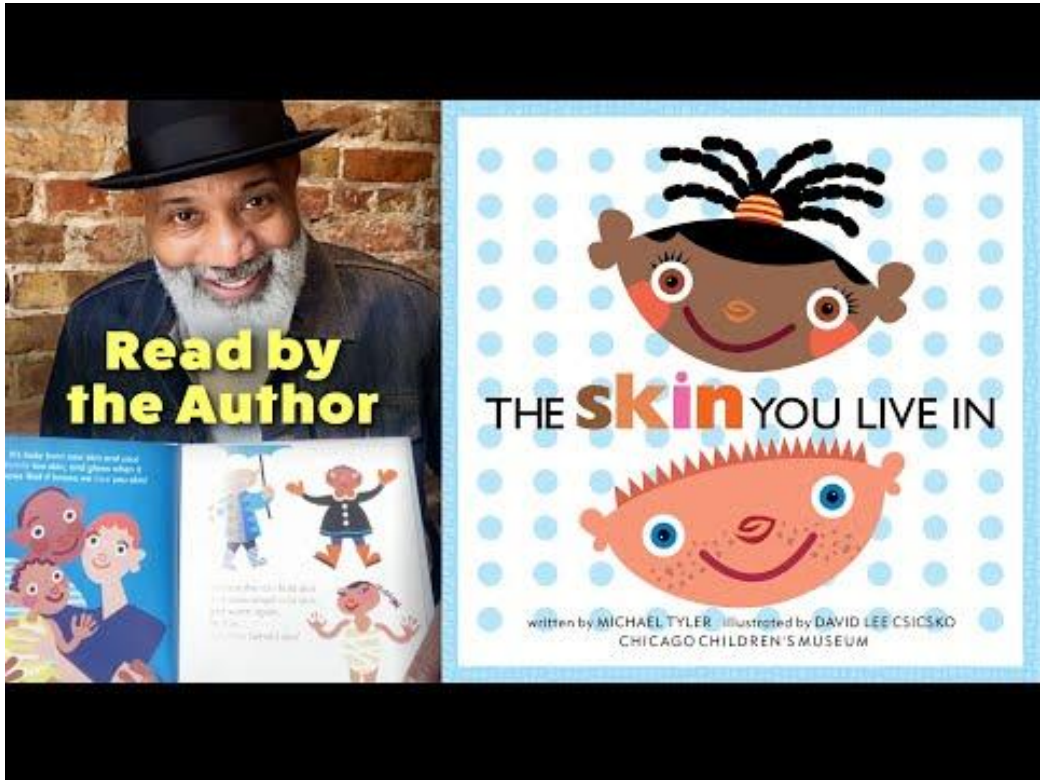
We're Different, We're The Same (Sesame Street) by Bobbi Kates



Obtained via MD PIA by Judicial Watch, Inc.

Read-Alouds About Race

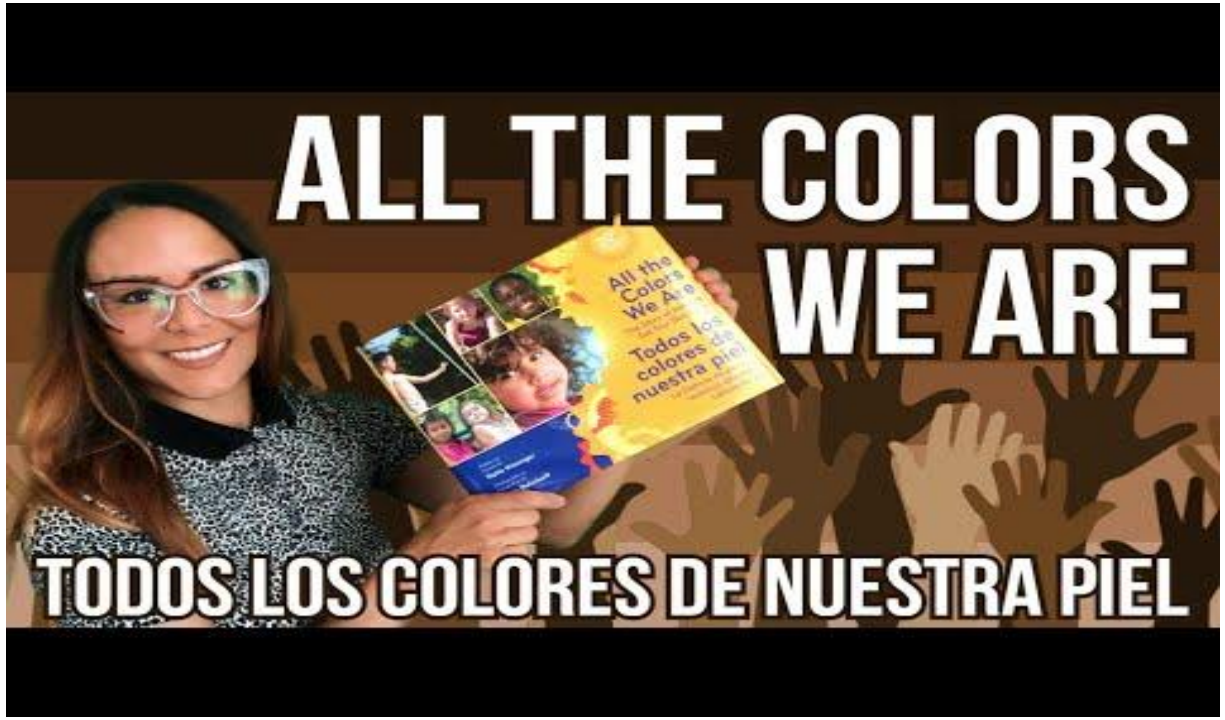
The Skin You Live in by Michael Tyler



Obtained via MD PIA by Judicial Watch, Inc.

Read-Alouds About Race

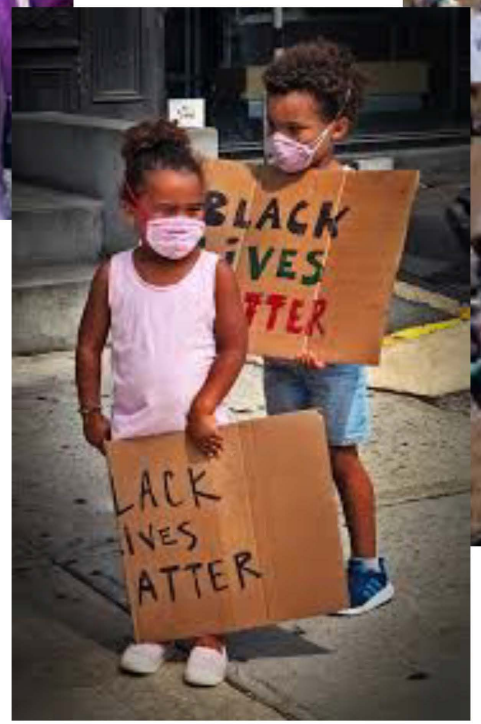
All the Colors We Are by Katie Kissinger



Obtained via MD PIA by Judicial Watch, Inc.

COVID-19 and Social Justice in Response to Racism









Obtained via MD PIA by Judicial Watch, Inc.

Time for a Break



Obtained via MD PIA by Judicial Watch, Inc.

TEACHER NOTE

The next slides will focus on feelings students may be having during these difficult times and the things they can do to feel better.

Obtained via MD PIA by Judicial Watch, Inc.

Normal Feelings when Life is not Normal

You may feel different emotions like….



Mad/Enojada/o



Surprised/ Sorprendida/o



Happy/Feliz



Disgusted/ Disgustada/o



Confused/Confusa/o

Obtained via MD PIA by Judicial Watch, Inc.

Normal Feelings when Life is not Normal

You may feel different emotions like….



Worried/
Preocupada/o



Calm/Calma/o



Tired/Cansada/o



Scared/
Asustada/o



Sad/Triste

Obtained via MD PIA by Judicial Watch, Inc.

Things to do to feel better



Draw or Color/
Dibujar o colorear



Talk with a friend or family member/
Habla con una amigo/a o familiar



Run and Play/
Corre y juega



Play a game with a friend or grown up/
Juega un juego con un amigo o un adulto



Listen to Music/
Escuchar música

Obtained via MD PIA by Judicial Watch, Inc.

Things to do to feel better



Hug a stuffed animal/
Abraza un peluche



Relax/ Relajarse



Squeeze a stress ball/ Aprieta una pelota antiestrés



Eat well/ Comer bien



Drink Water/
Beber agua



Take deep breaths/
Respira profundamente

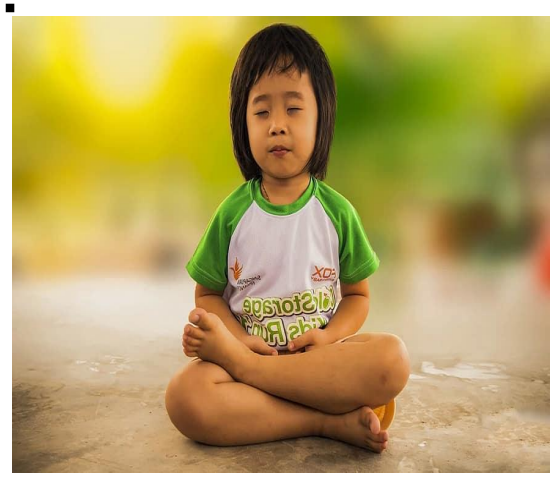
Obtained via MD PIA by Judicial Watch, Inc.

Deep Breathing Activity

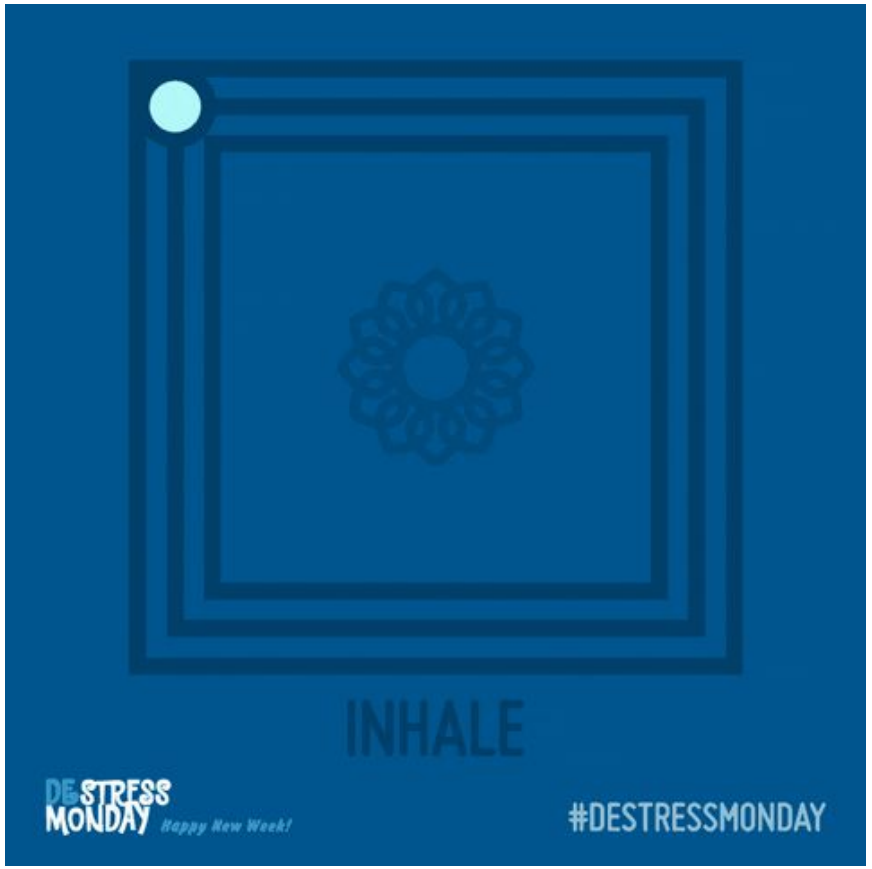
Breathe in … 2…3…4…

HOLD…2…3 …

Breathe out…2…3…4







Obtained via MD PIA by Judicial Watch, Inc.

Check for Understanding









Share a strategy that you will use the next time you feel scared, worried, or stressed.



When I feel _____, I can _____.











Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Obtained via MD PIA by Judicial Watch, Inc.

Time for a Break



Obtained via MD PIA by Judicial Watch, Inc.

TEACHER NOTE

The last slides focus on students knowing who they can talk to if they need help or are feeling sad or scared. We introduce the term ‘trusted adult’ and slide 29 is designed for real pictures of the trusted adults in schools to be substituted for the pictures that are there. Idealing the name would be added, as well. On Slide 29 you can add or subtract the trusted adults that are appropriate for your school.

Obtained via MD PIA by Judicial Watch, Inc.

Who can we talk to when we need help?





Family



Friends





Teachers



Pets

Tell me two groups that can help you. Anyone else?

Who can I talk to at school? Who are the trusted adults?

Obtained via MD PIA by Judicial Watch, Inc.



Teacher

Add name



Counselor

Add Name



Psychologist

Add name



Paraeducator

Add name



Principal or Assistant Principal

Add name

Obtained via MD PIA by Judicial Watch, Inc.

Check for Understanding







Who can you talk to at home?



Who can you talk to at school?





Obtained via MD PIA by Judicial Watch, Inc.



Obtained via MD PIA by Judicial Watch, Inc.

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

3rd through 5th grade Psychoeducational Lesson

MCPS Return to Physical Space



Obtained via MD PIA by Judicial Watch, Inc.

Zoom Classroom Expectations



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Take Care of Others – Practice active listening by following directions and listening to others as they are speaking.

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Note to the Teacher

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Obtained via MD PIA by Judicial Watch, Inc.

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- recognize 2-3 common crisis reactions,
- identify resources for support,
- perform a deep breathing exercise for relaxation purposes,
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Introduction

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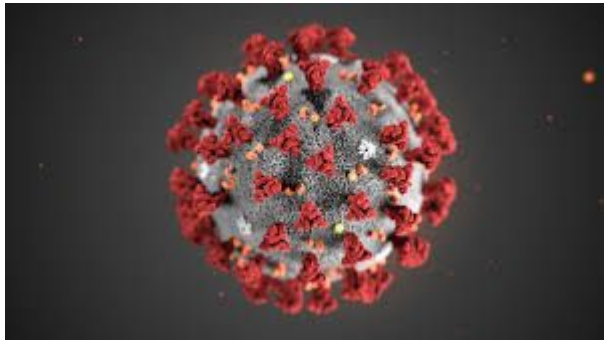
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Dual (two) Pandemic (Whole World)



Obtained via MD PIA by Judicial Watch, Inc.

Some Facts about COVID-19

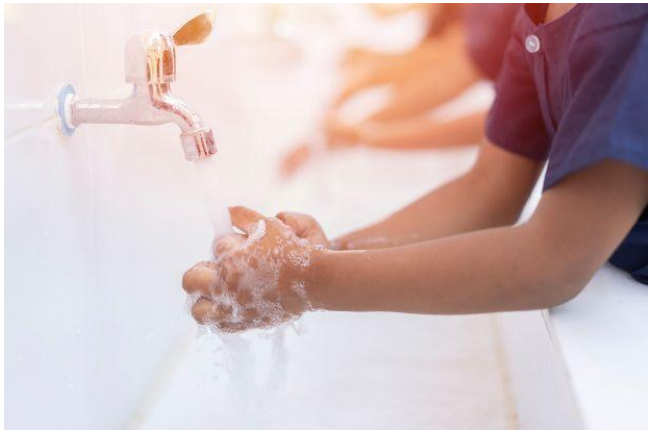
- COVID-19 is a new virus that doctors and scientists are still learning about.
- Doctors and scientists are working very hard to create vaccines and medicines to help our bodies protect us from the virus. While the doctors and scientists are working, we have to do other things to protect our bodies.



Insert Reference here

Obtained via MD PIA by Judicial Watch, Inc.

How to Protect Yourself and Others:



Wash your hands often



Cover your coughs or sneezes



Wear a mask when around others



Avoid close contact with others



Stay home if you are sick



Clean and disinfect commonly used areas

https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html

TEACHER NOTES

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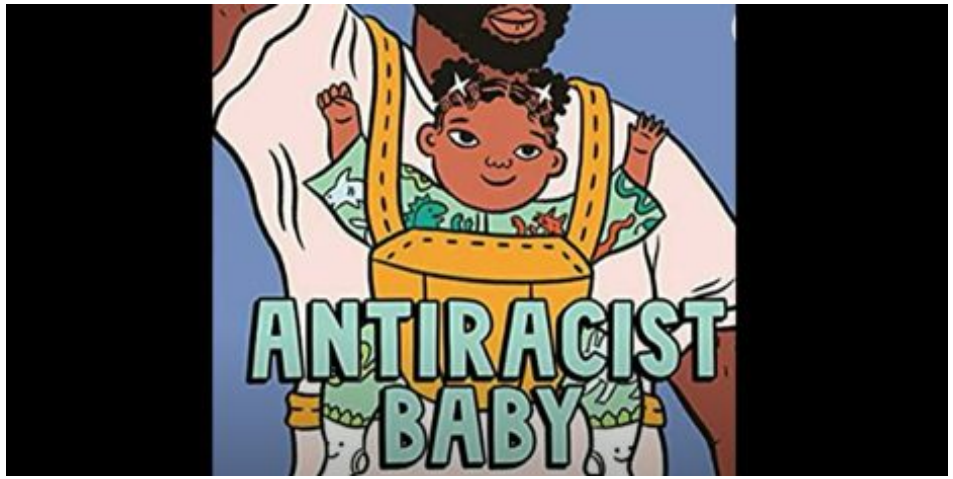
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Educator and Caregiver Learning Guide from Disrupt Texts

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Obtained via MD PIA by Judicial Watch, Inc.

Some Facts about Racism



What is racism?

Why do people have different skin colors?



Obtained via MD PIA by Judicial Watch, Inc.

Some Facts About Racism and Social Justice



Around 200 students marched around Rio in Gaithersburg for a peaceful protest on Monday, stopping sometimes to chant "Black Lives Matter" and "No justice, no peace."

Why the coronavirus looks different to black America

Present Save Read Aloud Share Hide Print Add To Text Set





NASP, 2017

KEY TERMS

Obtained via MD PIA by Judicial Watch, Inc.

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Adapted from : https://www.racialequitytools.org/resourcefiles/RET_Glossary_Updated_October_2019_.pdf and Antiracist Baby (Kendi, 2020)

Obtained via MD PIA by Judicial Watch, Inc.

COVID-19 and Social Justice

- COVID-19 has shown how unfairness can hurt people.
- People in African American and Latinx communities have been *more likely to get sick from COVID-19* because of how racism and unfairness impacts their lives.
- Because of everything happening in the world, people are experiencing many different emotions.



https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html

Obtained via MD PIA by Judicial Watch, Inc.

What have ***you*** heard?

Now is your opportunity to ask questions!

Let’s talk about your concerns and make sure you know the facts.



Obtained via MD PIA by Judicial Watch, Inc.

Let's talk about feelings

You may feel different emotions like….



Mad/Enojada/o



Surprised/ Sorprendida/o



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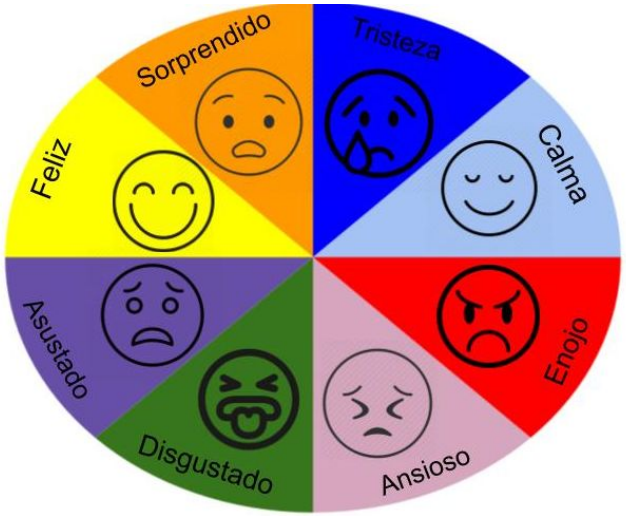
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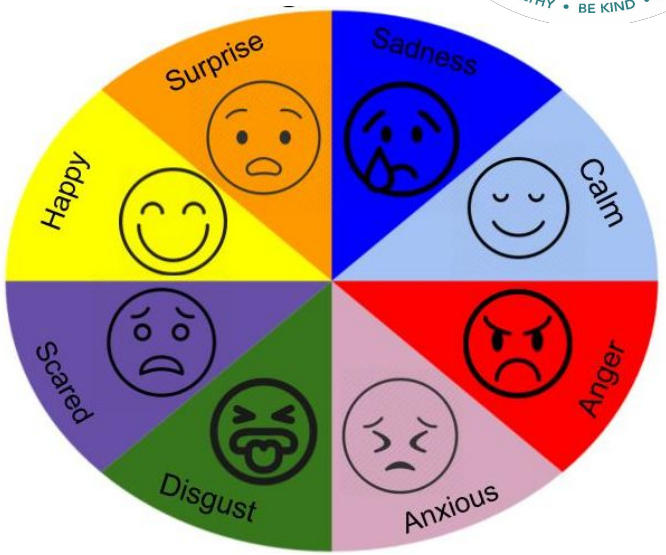
Normal Feelings When Life Is Not Normal

Obtained via MD PIA by Judicial Watch, Inc.

You may be feeling…

- Shock
- Surprise
- Anger
- Scared
- Helpless
- Sadness





Obtained via MD PIA by Judicial Watch, Inc.

Normal Feelings When Life Is Not Normal

Your brain may feel different. You might….

- Have difficulty thinking
- Forget things more often
- Feel confused
- Feel worried
- Have nightmares
- Feel guilty



Obtained via MD PIA by Judicial Watch, Inc.

Normal Feelings When Life Is Not Normal

Your body may feel...

- Tired
- Difficulty sleeping
- Aches and pains in your muscles, stomach, or chest
- Easily startled or scared



You might start acting differently. You may...

- Want to be alone more often
- Fight with your siblings and parents more often
- Cry more often
- Feel more out of control (screaming, yelling, have too much energy)



Obtained via MD PIA by Judicial Watch, Inc.

When do you need more help?

If you are still having really strong feelings and may be having thoughts of hurting yourself, you should tell a **trusted adult**. A trusted adult is someone who will listen to you and care about what you have to say.



Obtained via MD PIA by Judicial Watch, Inc.

Who can we talk to when we need help?





Family



Friends





Teacher



Pets

Tell me two groups that can help you. Anyone else?

Who can I talk to at school? Who are the trusted adults?

Obtained via MD PIA by Judicial Watch, Inc.



Teacher

Add name



Counselor

Add Name



Psychologist

Add name



Paraeducator

Add name



Principal or Assistant Principal

Add name

Obtained via MD PIA by Judicial Watch, Inc.

Check for Understanding

- Who can you talk to at home?
- Who can you talk to at school?



Obtained via MD PIA by Judicial Watch, Inc.

Things to do to feel better

- Run and Play
- Talk to a friend or family member
- Play a game with a friend or grown up
- Draw or color
- Listen to music





- Hug a stuffed animal
- Squeeze a stress ball
- Take deep breaths
- Rest
- Eat well
- Drink Water



Obtained via MD PIA by Judicial Watch, Inc.

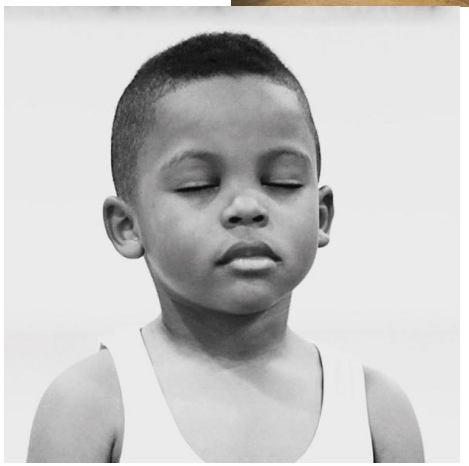
Deep Breathing Activity

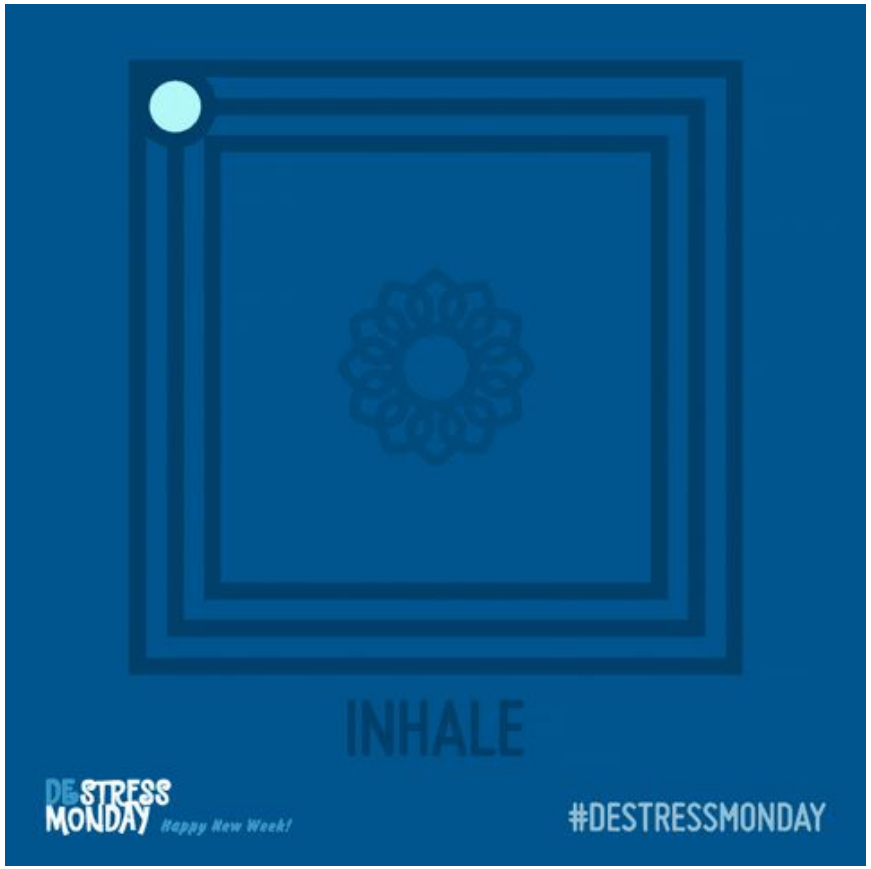
Breathe in … 2…3…4…

HOLD…2…3 …

Breathe out…2…3…4







Obtained via MD PIA by Judicial Watch, Inc.

Check for Understanding

Share a strategy that you will use the next time you feel scared, worried, or stressed.

Ex. When I feel _____, I can _____.





Obtained via MD PIA by Judicial Watch, Inc.



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Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

Middle School Psychoeducational Lesson

MCPS Return to School



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Introduction

1. Who am I?
2. Why am I here?
3. What can I do to help?

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At the conclusion of this lesson, students will be able to . . .

- Recognize 2-3 common reactions to crisis.
- Identify resources for support.
- Perform a deep breathing exercise for relaxation purposes.
- Identify and use 2-3 coping strategies.

Dual Pandemics

Obtained via MD PIA by Judicial Watch, Inc.

MONTGOMERY COUNTY PUBLIC SCHOOLS
BE WELL 365
BE HEALTHY • BE KIND • BE YOU

Photos show officers kneeling at peaceful Germantown protest

by Lesly Salazar/ABC7 | Monday, June 1st 2020



Protesters gathered in Germantown, Maryland on May 31, 2020 to demand justice for George Floyd. (Image: Jeremiah Ratliff)

GERMANTOWN, Md. (ABC7) — Peaceful protesters gathered in Germantown, Maryland on May 31, and officers were captured kneeling in solidarity.

A helicopter flew above the protest that started on Frederick Rd. between Crystal Rock Dr. and Airport Dr. Later in the afternoon, the protest moved further down Frederick Rd. to Middlebrook Rd.

UPDATED: Protesters gather in Germantown to speak out about death of man in Minneapolis

Police didn't see any local protests on Saturday, when they were tense in many U.S. cities

BY DAN SCHERE AND CAITLYNN PEETZ| Published: 2020-05-31 15:21

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The demonstration was peaceful as



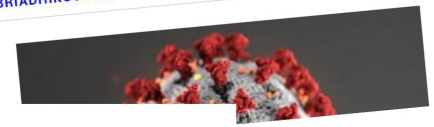


County COVID-19 case increases remain under 1% for 16 consecutive days

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BY BRIANA ADHIKUSUMA FOLLOW @BRIADHIKUSUMA| Published: 2020-07-23 10:53

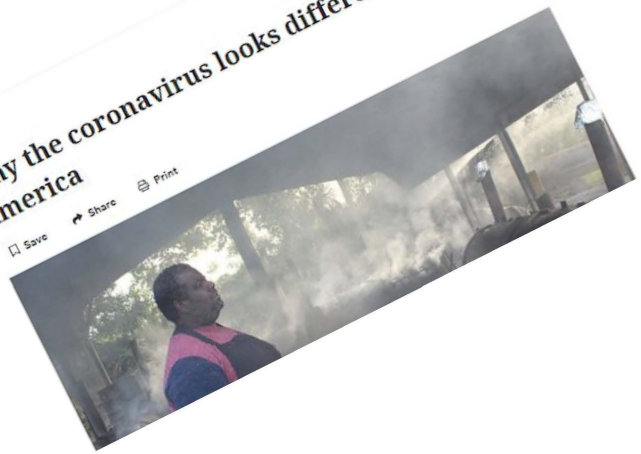
For the 16th straight day, the increase in newly reported COVID-



Health

Why the coronavirus looks different to black America

Save Share Print



Health

What it's like to be Asian during the coronavirus pandemic

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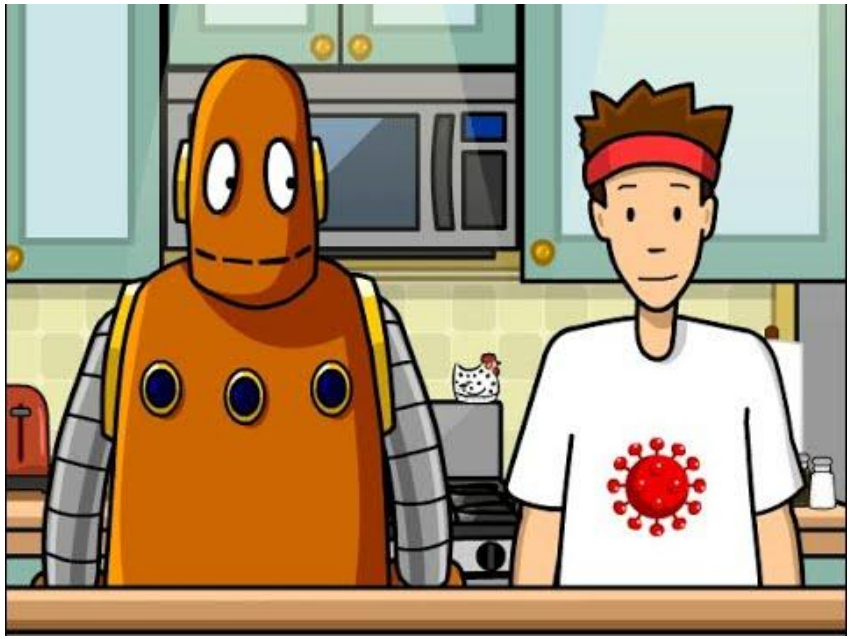
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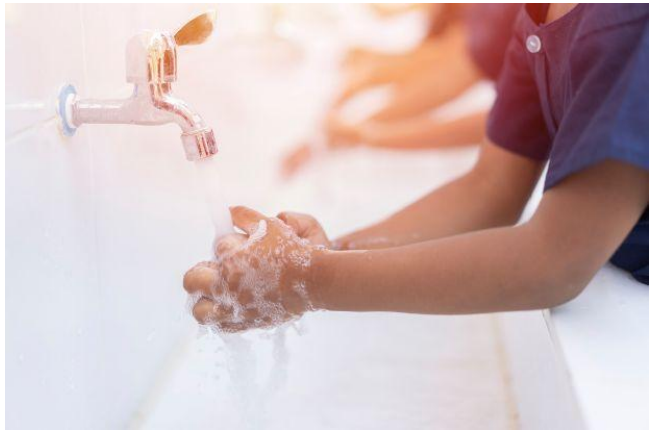
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- COVID-19 is still ongoing.



Obtained via MD PIA by Judicial Watch, Inc.

How to Protect Yourself and Others:



Wash your hands often



Cover your coughs or sneezes



Wear a mask when around others



Avoid close contact with others



Stay home if you are sick



Clean and disinfect commonly used areas

https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html

TEACHER NOTES

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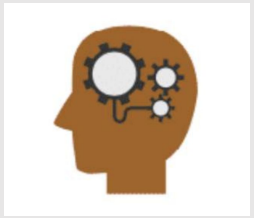
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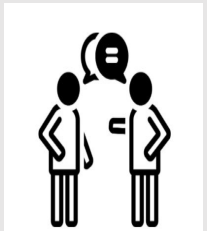
https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice

Obtained via MD PIA by Judicial Watch, Inc.

Four
Levels of Racism



Internalized Racism:



Interpersonal Racism:



Institutional Racism:



Structural Racism:

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A Brief Anti-Racism Glossary

Equity is the commitment to ensure that every student and staff member, without regard to their actual or perceived personal characteristics, is given the individual challenges, support, and opportunities to exceed a rigorous common standard in order to be prepared for academic and career success.

Implicit Bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions. These biases, which encompass both favorable and unfavorable assessments, may be activated involuntarily and without an individual's awareness or intentional control.

Cultural Proficiency is the ongoing process of becoming knowledgeable of one's culture, as well as the cultures of others in order to foster an appreciation, understanding, and respect for varying cultural expressions that exist in the actions and interactions of an organization; and, to strengthen and enrich the organization and the community at large with the presence and contributions of many cultures.

Cultural Responsiveness is the ability to learn from and relate with people of one's own culture as well as those from other cultures. Culturally responsive educational systems are grounded in the belief that culturally and linguistically diverse students can excel in academic endeavors if given adequate support and resources.

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Systems of Oppression identifies inequity by calling attention to the historical and organized patterns of mistreatment. In the United States systems of oppression (like systemic racism) are woven into the very foundation of American culture, society, and laws. (Social Identities and Systems of Oppression, 2019)

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www.blacklivesmatter.com
https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html

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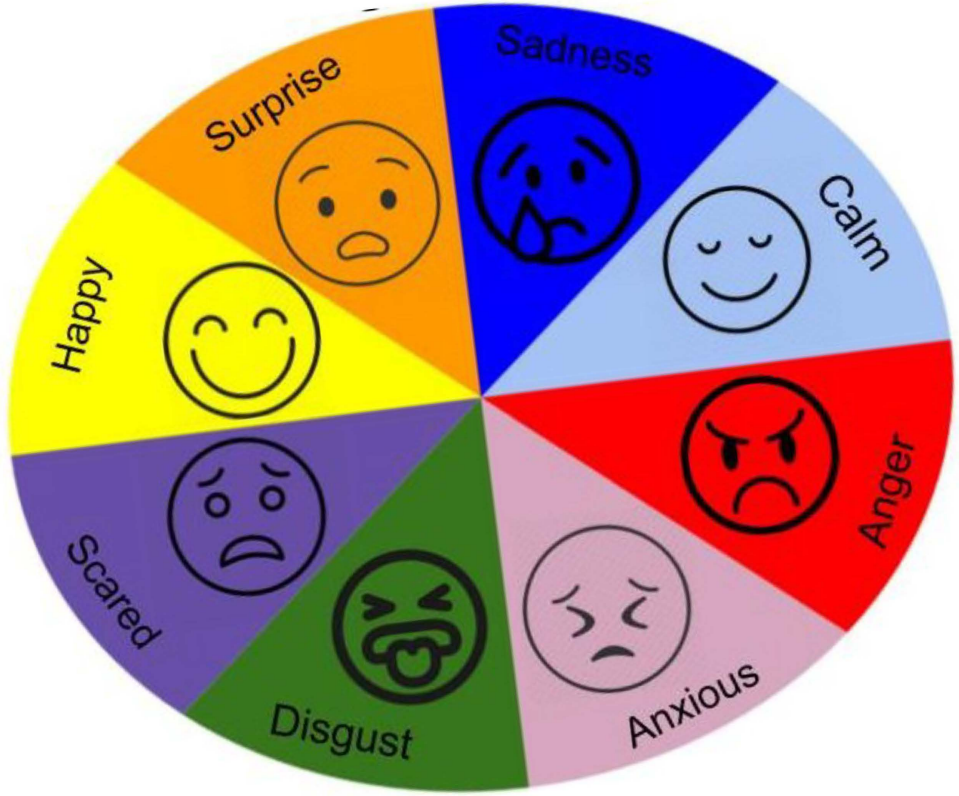
What Have You Heard?

Now is your opportunity to ask questions



Obtained via MD PIA by Judicial Watch, Inc.

How Are You Feeling?





Obtained via MD PIA by Judicial Watch, Inc.

COMMON INITIAL CRISIS REACTIONS	
EMOTIONAL	Shock, Surprise, Anger, Mad, Sadness, Despair, Sadness, Fear, Phobias, Emotional numbing, Guilt, Helplessness, Hopelessness, Hypersensitivity, Loss of pleasure, Irritability, Dissociation
COGNITIVE	Hard to think/focus, Forgetful, Confused, Worried, Nightmares, Impaired decision-making, Distortion, Intrusive thoughts, Decreased self-esteem, Self-blame, Decreased self-efficacy
PHYSICAL	Fatigue, Insomnia, Always on guard, Aches and pains (stomach, head, heart), Illness, Easily startled, Staring blankly, Impaired immune response, Decreased appetite
BEHAVIORAL	Isolated, Social withdrawal, Peer conflicts, Decreased participation, Attention seeking, Crying, Risk-taking, Aggression

Obtained via MD PIA by Judicial Watch, Inc.

How to Manage Your Stress

Many things can cause stress. At the moment, we are in the middle of a pandemic and experiencing a social justice movement, but other things can lead to stress:

- Daily Hassles
- Major Life Changes
- Life Circumstances

Stress can be dealt with in various ways, if something does not work right away, try something new!

(Therapistaid.com, 2015)

Obtained via MD PIA by Judicial Watch, Inc.

How to Manage Your Stress Continued…

Daily Uplifts: Positive experiences that make you happy

Healthy Coping Strategies: Positive actions that help to reduce or manage stress and other uncomfortable emotions.

Protective Factors: Individual characteristics or life circumstances that protect you from stress.

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Relaxation Activities

Deep Breathing: A deep breathing exercise allows you to take slower, deeper belly breaths and reach a truly relaxed state.

Progressive Muscle Relaxation: tensing and relaxing muscles throughout the body

Visualization Imagery: sights, sounds, and touch sensations associated with a particularly calm scene induce a state of pleasure.

Meditation: a mental exercise to train the mind and promotes relaxation



(Therapistaid.com, 2015)

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Great Stress Management Resources



Here are some great At Home workouts to get you up and moving!

[Kid & Teen at Home Workout]

[15 Min Kickboxing Lesson]

[30 Min Latin Dance Workout]

[30 Min Yoga]



Check out these Mindfulness and Guided Meditation videos.

[Guided Meditation]

[Seated Body Scan]

[Yoga and Mindfulness BrainPop Video]

[Calming Breathing Practices]



Here are links to some great coping strategies to try out.

[A to Z Coping Strategies]

[Grounding Technique]

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When to Seek Additional Help

- We talked about some reactions that are normal, but it can become a problem if the thoughts become persistent and invasive.

- Seek additional help if:
  - You begin to feel an overwhelming sense of sadness or anxiety that has become draining
  - You begin thinking about suicide
  - You begin thinking about harming others or homicide
  - You feel that your reaction is so significant and need to speak with someone about it
- If you or a friend feel this way, Tell a Trusted Adult:
  - At School-Counselor, Psychologist, Teacher, Admin, etc.
  - At Home- Parent, Grandparent, Guardian, etc.
  - Crisis Hotline- Text Hello to 741741 or Call/Text: 301-738-2255

Obtained via MD PIA by Judicial Watch, Inc.

Trusted Adults and Supports at School

Counselors:

Your Teachers:

Obtained via MD PIA by Judicial Watch, Inc.

Trusted Adults and Supports at School

School Psychologist and PPW:

Administration:

Obtained via MD PIA by Judicial Watch, Inc.

Check for Understanding

What coping strategies will you use when you are feeling overwhelmed?

Remember your trusted adults at school:

School Counselors:

School Psychologist:

PPW:

Administrators:

"You are braver than you believe, stronger than you seem, smarter than you think, and loved more than you'll ever know."

– A.A. Milne



Obtained via MD PIA by Judicial Watch, Inc.



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At the conclusion of this lesson, students will be able to . . .

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Center for Disease Control (2020)

Obtained via MD PIA by Judicial Watch, Inc.

COVID-19 Facts Continued…

- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.
- Symptoms vary from mild (or no symptoms) to severe. Know the symptoms.
- There are ways to protect yourself from getting COVID-19.
- Covid-19 does not recognize race, nationality or ethnicity.

Center for Disease Control (2020)

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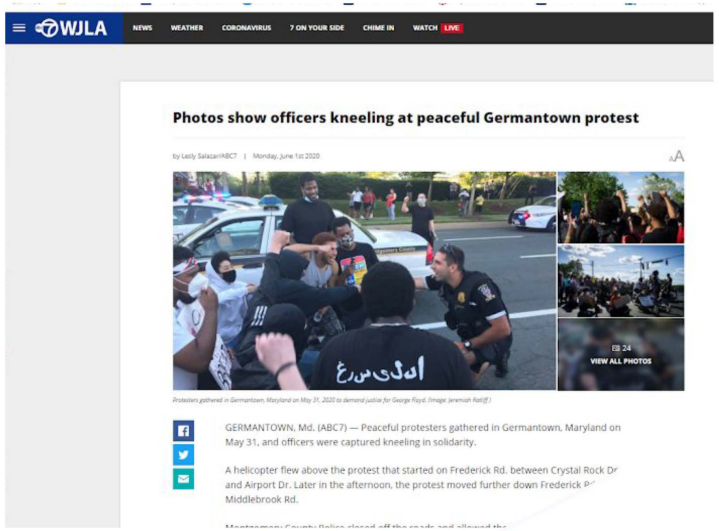
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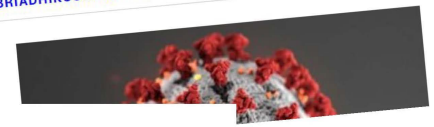


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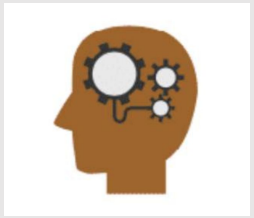
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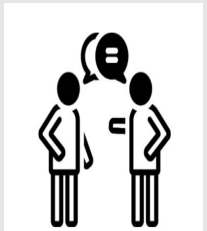
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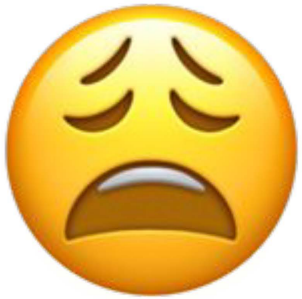
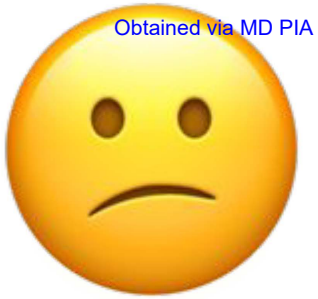
Let's Dispel Rumors

Obtained via MD PIA by Judicial Watch, Inc.



Insert Reference here

Obtained via MD PIA by Judicial Watch, Inc.






How are you Feeling?







Obtained via MD PIA by Judicial Watch, Inc.

COMMON INITIAL CRISIS REACTIONS

EMOTIONAL

- Shock
- Anger
- Despair
- Phobias
- Terror or fear
- Guilt
- Emotional numbing
- Depression or sadness
- Grief
- Irritability
- Hypersensitivity
- Helplessness
- Hopelessness
- Loss of pleasure from activities

COGNITIVE

- Impaired concentration
- Memory impairment
- Disbelief
- Confusion
- Distortion
- Intrusive thoughts or memories
- Impaired decision-making abilities
- Decreased self-esteem
- Self-blame
- Worries
- Nightmares
- Decreased self-efficacy

PHYSICAL

- Fatigue
- Insomnia
- Sleep disturbance
- Hyperarousal
- Somatic Complaints
- Impaired immune response
- Startle response
- Headaches
- Decreased libido
- Decreased appetite
- Gastrointestinal problems

INTERPERSONAL/BEHAVIORAL

- Alienation
- School refusal
- School impairment
- Vocational impairment
- Regression in behavior
- Increased relationship conflict
- Social withdrawal or social isolation
- Aggression
- Crying easily
- Tantrums
- Change in eating patterns
- Risk Taking
- Avoidance of reminders

Note. Compiled from Speier (2000); Young, Ford, Ruzek, Friedman, & Gusman (1998).

Obtained via MD PIA by Judicial Watch, Inc.

How to Manage Your Stress

- Stress is the uncomfortable feeling you get when you're worried, scared, angry, frustrated, or overwhelmed. Stress is how the body responds to any demand.
- It is caused by emotions, but it also affects your mood and body.
- **STRESS AFFECTS EVERYONE**

-Many things can cause stress. At the moment, we are in the middle of a pandemic as well as recognizing the impact of social injustices. Other situations also lead to stress.

-Everyday Responsibilities

-Major Life Changes

-Life Circumstances

-Recognize the signs of your body's response to stress, such as difficulty sleeping, being easily angered, feeling depressed, and having low energy.

Stress can be managed utilizing a variety of strategies.

Obtained via MD PIA by Judicial Watch, Inc.

How to Manage Your Stress

- ➔ Try a Relaxing Activity
- ➔ Set goals and priorities
- ➔ Don't focus on the problem
- ➔ **Always remember, just keep moving forward.**

- **Daily Uplifts**: Positive experiences that make you happy
- **Healthy Coping Strategies**: Positive actions that help to reduce or manage stress and other uncomfortable emotions.
- **Create a sense of belonging**: Feeling connected and welcomed is essential to an individual's positive adjustment, self-identification, and sense of trust in others and themselves.
- **The next time you're stressed**: take a step back, inhale and laugh. Be strong, be flexible, love yourself, and love others.

Relaxation Activities

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- **Deep Breathing**: A deep breathing exercise allows you to take slower, deeper belly breaths and reach a truly relaxed state.

- **Progressive Muscle Relaxation**: tensing and relaxing muscles throughout the body.



- **Visualization Imagery**: sights, sounds, and touch sensations associated with a particularly calm scene induce a state of pleasure.

- **Meditation**: a mental exercise to train the mind and promotes relaxation.

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Great Stress Management Resources



Here are some great At Home workouts to get you up and moving!

[Kid & Teen at Home Workout]

[15 Min Kickboxing Lesson]

[30 Min Latin Dance Workout]

[30 Min Yoga]



Check out these Mindfulness and Guided Meditation videos.

[Guided Meditation]

[Seated Body Scan]

[Yoga and Mindfulness BrainPop Video]

[Calming Breathing Practices]



Here are links to some great coping strategies to try out.

[A to Z Coping Strategies]

[Grounding Technique]

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When to Seek Additional Help?

While these reactions are normal, it can become a problem if the thoughts become persistent and invasive.

Seek additional help if:

- You begin to feel an alarming sense of sadness or anxiety is overwhelming
- You begin thinking about suicide or harming yourself
- You begin thinking about harming others.
- You feel that your reaction is so significant and need to speak with someone about it

Tell a Trusted Adult

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- If you or a friend feel this way, tell a trusted adult:
  - At School:
    - Teacher, Administrator, Counselor, Psychologist, etc.
  - At Home:
    - Parent, Grandparent, Sibling, Guardian, etc.
- Montgomery County Crisis Hotline - Text Hello to 741741 or Call/Text 301-738-2255
- Montgomery County Crisis Center - (240) 777-4000
- EveryMind - (301) 424-0656

Supports At School

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Insert pictures, names and emails of the teacher presenting, Admin, School Counselors, School Psychologist, PPW, & PCC

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Check for Understanding

What coping strategies will you use when you are feeling overwhelmed?

Remember your trusted adults at school:

School Counselors:

School Psychologist:

PPW:

Administrators:

"You are braver than you believe, stronger than you seem, smarter than you think, and loved more than you'll ever know."

– A.A. Milne



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Resources



- National Association of School Psychologists (NASP)
- Center for Disease Control and Prevention (CDC)
- Montgomery County (MD) Department of Health and Human Services

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Maryland's Largest School District
Obtained via MD PIA by Judicial Watch, Inc.
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Be Well 365 90-Day Recovery Plan
September 8, 2020

Montgomery County Public Schools (MCPS) Social Emotional Learning Lessons (SEL)

Guidance Document

I. Purpose

We recognize the traumatic impact the COVID-19 global pandemic has had on our students. During this time, many students are perplexed by grief, anxiety, and confusion while searching for a sense of normalcy. To address these concerns, MCPS, along with districts around the country, has made social emotional learning a priority. To support our schools, we have developed a Social Emotional learning framework including lessons and professional development to support the well-being of students.

II. What is SEL?

Social Emotional Learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

III. Background

- During the Continuity of Learning, a series of social emotional lessons, aligned with Be Well 365, were provided to school staff weekly in each of the CASEL framework competencies. The CASEL framework is a research based Social Emotional Learning framework based on five core competencies: Self-awareness, Self-management, Social Awareness, Relationship Skills and Responsible Decision Making. More information about CASEL is located here: CASEL Framework. Over the 2020 summer, the 90-day recovery SEL subcommittee developed the MCPS SEL 2020-2021 school plan. The sub-committee researched multiple social emotional resources and developed a library of social emotional learning lessons for the 2020-2021 school year.
- During the August 25, 2020, Board of Education meeting, OTLS-Student and Family Support and Engagement presented the SEL plan for MCPS. The presentation is located here: Board of Education Presentation

IV. Professional Development

- During the Pre-Service SEL Professional development Conference, two sessions on SEL lesson delivery were offered. The sessions were recorded and are located here:

  Part I: What is SEL? PDO course number: 89531
  Part II:Implementing SEL Lessons: Building Relationships and Identifying Student Needs PDO course number: 89529

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The presentations are also located on the Professional Development Online using the courses provided above. Professional learning will be provided monthly and sessions will be recorded. The professional learning sessions will provide support for lesson delivery and guidance on navigating student concerns during COVID-19.

V. Social Emotional Learning Lessons

- The Social Emotional Learning lessons are located in *MyMCPS* as part of the Be Well 365 course. The MyMCPS dashboard is located here: MyMCPS Dashboard

Suggestions for Delivering Lessons:

- Social Emotional Learning lessons should occur after the first three weeks of school and after Psychoeducational lessons and Psychological triage have been completed.
- Student Well-Being Teams, in collaboration with school administration, determine staff who will deliver the lessons, (who, what, when). For example, the school counselors, school psychologists, social workers and teachers may want to use a co-teaching model to implement the lessons.
- Provide Social Emotional Learning lessons for 40-45 minute sessions at least twice a week. Schools may want to consider providing the lessons during dedicated time within the schedule. For example: Advisory period, Wednesday afternoon, virtual check-in time, morning meeting time, etc.
- Social Emotional Lessons can be integrated into the academic curriculum. For example, a biology class can also discuss how trauma impacts the amygdala and the frontal lobe of the brain. A history lesson can discuss the impact of PTSD on soldiers coming home from any of the wars that have taken place. An English lesson can discuss relationship building while discussing Hamlet. A teacher can work with the school counselor, school psychologist, and/or social worker to co-teach those sections of the lesson. A student well-being team can collaborate with grade level teams to strategically schedule which social emotional lessons can be taught during certain times of the year based on the pacing guide. Resources for integrating lessons are located here: Integrating SEL into Lessons

VI. Communication to Families

- Schools should communicate with parents to highlight which topics are being taught each week. This will allow families to have follow-up discussions and answer any questions that their student may have.
- Communications could be sent in the weekly newsletter, via Canvas, etc. Each school will determine the best means of communicating the information to families.

VII. Accountability

- Student Well-being teams should keep track of which lessons their schools are implementing.

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- Teams can develop a Google Sheet that keeps track of which lessons are taught each week.
- Parents may opt their student out of a lesson, but the student well-being team should work with the student in an alternative method to ensure that the lesson objectives are understood by the student. Students may be excluded from lessons due to prior traumatic experiences, mental health conditions, religious beliefs, etc. If a student is opted out of a lesson, the student well-being team should follow up with the student and the family to determine if additional supports are needed for the student and family.