

Background:

Sources of Strength (SOS) is a program already utilized in the Coeur d'Alene School District middle and high schools. At the secondary level, students can choose to be involved in Sources of Strength by electing to take courses that use their curriculum and approach. These courses focus on creating student-initiated "campaigns" focused around increasing students' awareness of eight different sources of strength:

- Mental Health
- Family Support
- Positive Friends
- Mentors
- Healthy Activities
- Generosity
- Spirituality
- Physical Health

For example, a generosity [campaign in December 2020](#), saw CHS and LCHS students collect 41,34 pounds of Food and \$2,821.11 for the Coeur d'Alene Food bank.

On their [website](#), Sources of Strength call themselves, *"a best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support (protective factors) around young individuals so that when times get hard they have strengths to rely on."*

In addition, Sources of Strength has been promoted by the Idaho State Department of Education through their [Idaho Lives Project](#).

Now, the Idaho State Department of Education is promoting an [elementary Sources of Strength curriculum](#). In a [press release](#), the Idaho SDE wrote that the elementary program *"cultivates supportive relationships with adults and reinforces the protective strengths children need, such as hope, persistence and the understanding that it's OK to ask for help," Superintendent of Public Instruction Sherri Ybarra said. "Sources of Strength teaches positive, proactive strategies to protect students from dangers such as bullying, substance abuse, violence and suicide."* *"Sadly, elementary schoolchildren aren't immune to these dangers, and Sources of Strength helps students in grades 3 through 6 develop the skills, understanding and inner strength they'll need through their teen years and beyond."* *[There is no known press release for the K-2 curriculum].*

The Coeur d’Alene School District has been offered the opportunity to use the elementary curriculum and train counselors in the use of this curriculum without cost. **Four elementary schools have counselors trained in Sources of Strength: NExA, Skyway Elementary, Atlas Elementary, and Winton Elementary.**

Therefore, the Coeur d’Alene School District assembled a curriculum committee, approved by the School Board at the July 11, 2022 Board Meeting, to investigate the possibility of adding this curriculum to the district’s elementary schools **as part of its health curriculum.** After several meetings (please see attached notes), the committee voted 5-1 (with two members absent) to move forward with recommending the curriculum to the Board. Through email, one absentee member indicated he would have voted “no” to moving forward with the curriculum, and one absentee member indicated she would have voted “yes” to moving forward with the curriculum.

Committee Members:

The committee meetings were facilitated by Katie Graupman, curriculum coordinator, who was not an actual voting or participating member of the committee. The following eight individuals comprised the committee:

- Erika Doud, Parent
- Jason Wood, Parent
- Marliam Dannenberg, Parent
- Troy McCollum, Community and Long Range Planning Committee Member
- Keith Orchard, District Mental Health Coordinator
- Raelynn Loken, District Mental Health Specialist
- Azure Wilson, Woodland Middle School Teacher, **District Secondary Sources of Strength Coordinator**
- Rebekah Comstock, Atlas Elementary Teacher **who has used Sources of Strength in the classroom.**

Process:

To begin the process, the committee started by identifying what would matter most in curriculum such as this. Through multiple discussions and drafts, this resulted in the following committee-created rubric:

	0	1	2	3
	Does not address criteria or is an area of concern.	Does not fully meet expectations or criteria.	Meets expectations or criteria.	Exceeds expectations or criteria

Promotes Student Wellness: <ul style="list-style-type: none"> Beneficial to all students, especially those who need additional support. Does not force students to over-expose themselves to their peers. Helps students feel safe and comfortable. Staff are properly trained to provide appropriate responses or resources if a student has questions or needs additional support. 				
Research Based: <ul style="list-style-type: none"> Has had verifiable results. Proven to be effective 				
Aligned with State Standards: <ul style="list-style-type: none"> Resources connect with curriculum standards. Clear objectives that build over time and can be taught easily. Standards are believed to be acceptable to the community. 				
Precise and Concise: <ul style="list-style-type: none"> The materials make common sense. Skills taught are readily applicable. The materials presented are factual, accurate, and verifiable. 				
Provides Transparency for Families <ul style="list-style-type: none"> Demonstrates non-bias It is transparent for families Puts the family as a first resource 				
Age Appropriate <ul style="list-style-type: none"> It is relatable to an elementary audience. Materials are easily understood. 				
Relevant <ul style="list-style-type: none"> Forward thinking Current Positive and uplifting material 				
Cost Effective <ul style="list-style-type: none"> It requires minimal instructional time and is "time effective". It is "turn-key" ready. 				

Through multiple discussions and over time, each person rated the K-2 and 3-6 curriculum resources.

Summary:

Each participant read the curriculum with these criteria in mind. The discussion resulted in the following scores. Each person's score is represented by an "x". **Marliam Dannenberg was unable to attend this meeting and therefore her scores are not reflected in these rubrics.**

Criteria K-2	0 Does not address criteria or is an area of concern.	1 Does not fully meet expectations or criteria.	2 Meets expectations or criteria.	3 Exceeds expectations or criteria
Promotes Student Wellness: <ul style="list-style-type: none"> Beneficial to all students, especially those who need additional support. Does not force students to over-expose themselves to their peers. Helps students feel safe and comfortable. Staff are properly trained to provide appropriate responses or resources if a student has questions or needs additional support. 	XX		XXX	XX
Research Based: <ul style="list-style-type: none"> Has had verifiable results. Proven to be effective 	XX	XXXX	X	
Aligned with State Standards: <ul style="list-style-type: none"> Resources connect with curriculum standards. Clear objectives that build over time and can be taught easily. Standards are believed to be acceptable to the community. 	X	X	X	XXXX
Precise and Concise: <ul style="list-style-type: none"> The materials make common sense. Skills taught are readily applicable. The materials presented are factual, accurate, and verifiable. 	X	X	X	XXXX
Provides Transparency for Families <ul style="list-style-type: none"> Demonstrates non-bias It is transparent for families Puts the family as a first resource 	XX	X	XX	XX
Age Appropriate <ul style="list-style-type: none"> It is relatable to an elementary audience. Materials are easily understood. 	X	X	XX	XXX
Relevant <ul style="list-style-type: none"> Forward thinking Current Positive and uplifting material 	X	XX		XXXX
Cost Effective <ul style="list-style-type: none"> It requires minimal instructional time and is “time effective”. It is “turn-key” ready. 	X		X	XXXXX

Criteria 3-6	0 Does not address criteria or is an area of	1 Does not fully meet expectations or	2 Meets expectations or criteria.	3 Exceeds expectations or criteria
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	concern.	criteria.		
Promotes Student Wellness: <ul style="list-style-type: none"> Beneficial to all students, especially those who need additional support. Does not force students to over-expose themselves to their peers. Helps students feel safe and comfortable. Staff are properly trained to provide appropriate responses or resources if a student has questions or needs additional support. 	X	X	XX	XXX
Research Based: <ul style="list-style-type: none"> Has had verifiable results. Proven to be effective 	XX	XXX	XX	
Aligned with State Standards: <ul style="list-style-type: none"> Resources connect with curriculum standards. Clear objectives that build over time and can be taught easily. Standards are believed to be acceptable to the community. 	X	X	X	XXXX
Precise and Concise: <ul style="list-style-type: none"> The materials make common sense. Skills taught are readily applicable. The materials presented are factual, accurate, and verifiable. 	X	X		XXXXX
Provides Transparency for Families <ul style="list-style-type: none"> Demonstrates non-bias It is transparent for families Puts the family as a first resource 	XX	X	XX	XX
Age Appropriate <ul style="list-style-type: none"> It is relatable to an elementary audience. Materials are easily understood. 	X	X	X	XXXX
Relevant <ul style="list-style-type: none"> Forward thinking Current Positive and uplifting material 	X	X	X	XXXX
Cost Effective <ul style="list-style-type: none"> It requires minimal instructional time and is “time effective”. It is “turn-key” ready. 		X	X	XXXXX

The following two modifications were voted on to the curriculum:

There is a lesson (4.2b) that mentions suicide and would be used if that were relevant to a class or group. The following motion was made regarding that lesson:

Motion (Keith Orchard): Motion to keep 4.2b in the curriculum; require parents to be notified and provide opportunity to opt-out.

Azure Wilson seconded

In favor: Jason Wood, Marliam Dannenberg, Azure Wilson, Raelynn Loken, and Keith Orchard.
 Opposed: Erika Doud (preferred that it be opt-in).

There is an instructor's note that mentions gender-specific bathrooms.

Motion (Jason Wood): 2.2 Motion to strike note on gender-specific bathrooms (student use of other gendered bathroom, lesson 2/2, page 28 instructor note).

Keith Orchard seconded.

In favor: Erika Doud, Jason Wood, Marliam Dannenberg, Azure Wilson, Raelynn Loken, and Keith Orchard.

Opposed: None

The following represents the overall motion to recommend this curriculum to the Board:

Motion (Jason Wood): Put forward the recommendations to adopt, as modified, the Sources of Strength curriculum (3rd -6th)

Marliam Dannenberg seconded.

In favor: Jason Wood, Marliam Dannenberg, Raelynn Loken, Keith Orchard, Azure: Wilson

Opposed: Erika Doud

Motion (Jason Wood): Putt forward the recommendations to adopt the Sources of Strength curriculum (K- 2nd with proviso that the final product does not contain reference to gender identity or suicide in the final version. If it does, that the curriculum be modified to follow recommendation of the committee for 3rd-6th curriculum)

Raelynn Loken seconded.

In favor: Jason Wood, Marliam Dannenberg, Raelynn Loken, Keith Orchard, Azure Wilson.

Opposed: Erika Doudd

Troy McCollum could not attend the final meeting but emailed that he would have voted against these last two motions. Rebekah Comstock could not attend the final meeting but emailed that she would have voted in favor of these last two recommendations.

Arguments in Favor of the Curriculum (Majority vote --5):

- This promotes student well being by using a strengths-based approach. It helps students identify their strengths and ways to build resilience rather than focusing on deficits or trauma.
- While there is no research on this curriculum at the elementary level because it is new, there is research on the approach of this curriculum and its components as well as its use at the middle and high school levels.
- It is aligned with the health standards as they exist.
- Promoting student well-being by encouraging mental health, family support, positive friends, mentors, healthy activities, generosity, spirituality (as determined by the family), and physical health makes common sense and is supported by research.
- Teachers and counselors are seeing an increasing need to help well-being for all students in order to create safe and collaborative classrooms where all students can learn. This curriculum helps address that need.

- We can provide transparency to families because all counselors would be using the same curriculum, and counselors, schools, or teachers can share topics to be discussed through newsletters home.
- It is precise and concise and does not create additional difficulty for counselors or teachers to use.
- It is age appropriate and discusses topics in age appropriate ways.
- The curriculum is cost effective as it is free to the District.

Arguments in Opposition to the Curriculum (~~Minority Vote—1~~):

- Questions in circle time are too intrusive and might result in students over-exposing themselves to peers. **There are also concerns about Policy 2140 - Student and Family Privacy Rights – Instruction and the Pupil Privacy Protection Act.**
- The apologizing section has students learning how to apologize in public, which might not be safe or comfortable **for the student being apologized to, who does not have control over what is being shared. Also, with focus being placed on making the student who made the mistake feel better, will this lead to an environment where students feel they can repeatedly “make a mistake” or bully and simply apologize with no other consequences?**
- There are concerns about **the way emotional regulation is taught. It does not seem to account for normal development of children and it has kids playing games to get their energy up so they can be “dysregulated”. It teaches children that they are either regulated or dysregulated, that teaching students to regulate their emotions. It is teaching that** normal emotional responses should be regulated and any time that you’re happy or sad, it’s wrong and needs to be managed. **The regulation tools seem unlikely to be of benefit to well developing children, nor enough for those who need extra support. It does not feel like it is age appropriate and easily understood by students—i.e. The Brain Tree.**
- There are no research studies about its use at this level. We don’t have data from our own experiences within this district or other schools in Idaho about its use or the relationship to outcomes related to bullying rates, drug use, or suicides. **There are no references or sources to support the “science” or approaches.**
- While the lessons meet state standards, the lesson mentioning suicide goes beyond the grade level.
- Terminology would need to be shared with parents since it might not be familiar to families.
- While this is free, there is always the potential for future costs.
- Recommended changes would essentially require a rewrite of the entire curriculum, and/or would not have left enough content to make it a meaningful offering for the intended purpose.

Based on these conversations, discussions, etc., the majority of the committee are now asking to put this out for public comment and to be brought back at the October Board meeting for a decision.

Appendix A: Research Referenced

Appendix B: Meeting Minutes

Appendix A: Research and Additional Documents Referenced During Discussions

- Curriculum Samplers (Full Guides Available at District Office)
 - [3rd-6th Grade Curriculum Sampler](#)
 - [Kindergarten Unit 1 Sample](#)
- Field Guide for Secondary:
<https://drive.google.com/file/d/12N8lgGgucXhOVv-AE0QMoxY3kycklqmC/view>
- Sources of Strength Study:
<https://docs.google.com/document/d/1eq9lkxIU-ROgYkMQvm5lfUdjX2o2vQckNQYjG4V6v6U/edit>

Additional Research:

[Sources Evidence Base Summary.pdf](#)

[PositiveThemeSuicPrevMessagesSLTB.pdf](#)

[Pisani2012-J Youth Adolescence-Associations Between Suicidal High School Students Help-Seeking and Their Attitudes and Perceptions of Social Environment.pdf](#)

[Pisani2012 J Youth Adolescence-Emotion Regulation Difficulties Youth-Adult Relationships and Suicide Attempts Among High School Students in Underserved Communities.pdf](#)

[Peer-adult network structure and suicide attempts in 38 high schools implications for network-informed suicide prevention.pdf](#)

[AJPH Study Sources of Strength.pdf](#)

Appendix B: Meeting Minutes

July 28, 2022

Health Curriculum Meeting

Midtown, 3 pm,

Present:

- Marliam Dannenberg
- Erika Doud
- Azure Wilson
- Keith Orchard
- Raelynn Loken
- Jason Wood

Absent:

- Troy McCollum
- Rebekah Comstock

Notes:

Marliam: no modifications

4.2b recommendation: should be some notification of topic discussion (prior); counselors notifying parents of lesson to make lesson part of the curriculum (option for opt-out vs opt-in)?

Given as a preventative subject rather than a follow-up lesson following an occurrence of suicide?

Appropriate to implement by 3rd grade and after?

Confirmation by DO?

Wait for lesson to be required? Opt-in

Opt-out: child can be removed from lesson; lesson will be given unless parent says otherwise

Opt-in: lesson will be given, provided parents want to sign their child up

Motion (Keith) → keep 4.2b in the curriculum; require parents to be notified and provide opportunity to opt-out

Azure seconded

Jason, Marliam, Azure, Raelynn, Keith in favor

Erika opposed: prefer to be opt-in

Keith: no changes or modifications

Azure: no changes or modifications

Erika: no specific recommendations

Jason: 2.2 (pg 28 instructor note) recommendation: strike restriction note on gender-specific bathrooms (student use of other gendered bathroom)

“Get the point across, but remove the negatives”

Motion (Jason) → remove gender bathroom statement from pg 28 instructor note from 2.2

Keith seconded

Unanimous favor – none opposed

Overall Discussion for Curriculum

Keith: curriculum is not research-based (do we know if it works?). Do we have permission to evaluate; how would we do this?

Raelynn: research shared with committee (Idaho ranks 5th for youth who have experienced 3+ ACES).

Jason: in terms of social engineering – whoever discusses the content should pay special attention to the terms used (be aware of defined terms, and how their negative connotations might be addressed).

***Troy: against entire curriculum (regardless of modification)*

***Rebekah: in favor of adopting the curriculum*

Committee Recommendations for Board

Motion (Jason) → put forward the recommendations to adopt, as modified, the Sources of Strength curriculum (3rd -6th)

Marliam seconded

Jason, Marliam, Raelynn, Keith, Azure: favor

Erika: against

Motion (Jason) → put forward the recommendations to adopt the Sources of Strength curriculum (K- 2nd with proviso that the final product does not contain reference to gender identity or suicide in the final version. If it does, that the curriculum be modified to follow recommendation of the committee for 3rd-6th curriculum)

Raelynn seconded

Jason, Marliam, Raelynn, Keith, Azure: favor

Erika: against

***Katie will present to Board*

July 13, 2022

Health Curriculum Committee Notes

Present:

- Troy McCollum
- Keith Orchard
- Rebekah Comstock
- Azure Wilson
- Raelynn Loken
- Erika Doud
- Jason Wood (5:31)

Criteria Promotes Student Wellness

Troy: 0

Keith: 2

Rebekah: 2

Azure: 3

Raelynn: 3

Erika: 0

Conversation:

Points of concern: Is this therapy? Troy feels this is not age appropriate.

Keith: This is not a therapy

Troy: Not enough pushback on parents to step up to the plate

Azure: We can't expect that. Parents have given up.

Troy: You have to make the effort

Keith: 100% agreement with parents. This curriculum, is healthy for kids and is developmentally appropriate for their age.

Erika: Little help for those kids who are normally developing, well adjusted; little help for those with behavioral issues.

Concerns about the apologizing section: Feeling safe and comfortable and overexposing. In circle time. Emphasis is on helping the kid who made the mistake feel better. Doesn't take into consideration the student it happened to. The student who is being apologized to has no control over what is shared.

The questions in circle time are too intrusive. Teaching that normal emotional responses should be regulated. Any time that you're happy, sad, it's wrong and needs to be managed. Lots of things about overexposing kids to their peers. Brave space - children and adult feel able to be vulnerable.

How students regulate and what they use for support could be very personal and private.

What do teachers do if it's not effective?

Azure: Teachers are supplementing. It's the meat of the lesson, but this is a guide. The teacher would supplement this.

Rebekah: A big part of this is being connectors to help. They're not therapists. Trained therapists. So if you notice something in a conversation, the teacher can double back and seek other outside things. The point of this is to connect to help. We as teachers are not therapists.

Erika: A lot of this is about tools for regulation. Is there a pathway to talk to those parents?

Raelynn: I know what it's like to have a five and six year old right now, and these are skills I want reinforced at school as well at home. I fully trust CdA Schools to make those decisions.

She hasn't experienced trauma, she still has hard days at schools.

Troy: Clarified that this is curriculum for the counselors.

Erika: On the emotional regulation piece, Psychology Today says lack of regulation can be mental health and personality disorders. This makes it feel like every student needs that referral.

Keith: I hope not, gosh no. If you talk to kindergarten teachers. They teach them how to regulate constantly - how to stand in line, etc. Giving them language that's universal. Yes, we're comfortable with you while teaching this. We want to know what you're teaching.

Raelynn: Probably talking about disorganized attachment. All of us are dysregulated at some point during the day. When we're talking about regulation on this, we're talking about regulation that everybody has.

Research Based:

Troy: 0

Keith: 1

Rebekah: 1

Azure: 2

Jason: 1

Raelynn: 1

Erika: 0

Rebekah: It hasn't had enough time to get its feet beneath it in terms of data.

Keith: We have data from high school version that helps its results But not enough.

Troy: One study, isn't enough in life for anything to base a large decision on.

Raelynn: Each of the components have been researched. We don't have research on the whole program, but there's research and evidence behind each component. I'm confident in this curriculum, and I don't have concerns about it. Ultimately gave it a one because I'm sticking to what this rubric says.

Erika: No studies at this level. We don't have data from our own experiences within this district or other schools in Idaho. I'd be looking at impact to other outcomes (bullying rates, drug use, and actual suicides). I don't know the credentials of SOS. Who are they as an organization and what is their expertise?

Azure: The gentleman who started this in North Dakota, saw a high number of suicides in their areas and wanted to know why. Did a lot of research on why so much suicide at one time. Family life, stresses, people didn't find hope in these areas. Individuals didn't have support in any components of the wheel. Worked w/ Rochester to put together research in this program. Finding a guide to help secondary. Students will speak to other students before they talk to another adult. Does not want students to have overwhelming stress of other students' burdens. Students should be able to feel hope. Mark Lomerie. In field guide.

Jason: I gave it a 1, 1.5 because it's building from the other models. We're trying to move up and slowly teach them about the different facets of the wheel, and we're building on those as they are able to take in what they can. I do believe there is research behind it. The question is, will this be applicable for K-2nd grade. It's definitely at a lower level than the 3rd through 6th on purpose. Pulling on other more tested vehicles.

State Standards:

Troy: 1

Keith: 3

Rebekah: 3

Azure: 2

Jason: 3

Raelynn: 3

Erika: 0

Azure: The standards and this curriculum match up perfectly. Standard meeting curriculum.

Raelynn: I gave it a 3, but ultimately at the last meeting we had I struggled with being a voice for this whole community. At mental health meeting, there is a lot of support. I don't like that bullet, and I would give it a 3 for the other 2, ignoring the third bullet.

Rebekah: The community piece hung me up. I'm exactly where Raelynn is at. We learned about patience and generosity, and how this fills your own cup. I would say three for the other ones, too. Every grade level has their own health standards. This covers all of it, except for the little bit of puberty talk we do, but we do this secondarily with families. Clear objectives, very well written. Even has extension activities. Books, lessons, etc. Really great as far as clear objectives built over time.

Keith: I gave it a three, standards change but according to the standards we have now, they're a 3. Teachers don't have to pull and fight to find other resources they have to pull from. Teachers draw from this. That's why we invited a diverse crowd to the committee. We wanted people from diverse backgrounds to give their input and have a voice. Yeah, these lessons on finding positive friends are aligned with my values. I don't have a problem with any of these lessons. I would ask for you to speak for yourself and to judge the curriculum according to your values rather than try to guess what the community will think or say. You can't speak for everyone.

Raelynn: Our community will have an opportunity for voices to be heard. 90-95% of this will say yes. It's the 5%-10% around social engineering people will have concerns with.

Jason: Are we allowed to just remove a section?

Azure: We asked if the section around suicide could be only used during a certain scenario. Yes. Certain pieces aren't meant to be taught unless there's a certain scenario. Certain lessons that are A or B, depending on their scenario.

Jason: I don't have much faith in most people, so I want there to be something that holds people accountable. When my wife and I first started volunteering at Dalton, something that was shocking were amount of kids who came to school without food, from broken homes, couldn't read, etc... And yet, it's no different than Orange County or Florida. I like this because I believe it will allow us to deal with issues students are coming into schools on a daily basis. We'll be able to be more efficient with the time we have so that every kid can learn at a more efficient rate. If we can get 20-30 minutes of time per/day, it will have huge benefits. 90% should be getting taught at home any way. I don't want everything.

Troy: Regarding State standards being somewhat fluid. Within K-2, I brought up the point of Casel being behind this to a certain degree. I got some pushback on this. The fact is this, in the introduction or regulation page, it says, "The social emotional focus section focus of each unit, aligns with the core social emotional competencies in the model provided by the model from CASEL." When I said the fluidity of the state standards, I think there might be an issue with CASEL being behind it. Person on her social media website posted she's a firm believer in BLM and trans.

Jason: That's why I was asking if we could cherry pick. I still believe people can write good things even though they have evil intent.

Troy: This has to be looked at with a better focus.

Raelynn: The five competencies have nothing to do with BLM. I would hope to be able to separate these two things. One example of the competencies is self-awareness. I think we can all agree that self-awareness is important. A lot of SEL curriculums are based off of CASEL's

five competencies. It would be challenging to find any curriculum that doesn't use these same terms.

Jason: One of my concerns is I love that we're building, but I don't want to build to that. I want to build that I am a self-aware individual. I don't want the district to be talking about issues of sexuality.

Raelynn: In the Mental Health Field, and in the realm of SEL, the term self-awareness is about the body. It is completely separate from gender identity and sexual orientation. I am glad you mentioned this because it's clear many are misunderstanding the terminology.

Keith: If in the writing there is something we are aware of, we should take it out. Do you see anything in the writing that shows that? Then we should take it out.

Troy: That's what I'm pointing to. If it flips, you don't really notice it.

Raelynn: It would be really be nice to know. As parents.

Erika: This was zero for me. I do agree this meets the standards, but I think that it goes beyond. I think there are some things that we could pull out. Social emotional learning has been misused over the last few years. I think there will be concerns. There are themes from CRT that I see within this, depending on who is leading it would look different. The outcome is different in each district. I rated it a 0 for some concerns. There was something on preferred bathroom use and preferred pronouns...I thought it was in k-2. School policy 2140 Student and Family and Privacy Rights and Protection of Pupil Rights Amendment about things you can't survey students about...political affiliations, or beliefs of students; mental or psychological problems, anti-social behaviors, privileged relationships, religious practices, beliefs, etc. That's what this is.

Azure: Spirituality isn't about religion. If the child's very spiritual, though, and wants to go to church and talk about God to his teacher, he can. I tell them my religion, I tell them why I stand. I don't push it on them. I don't tell them what they should believe. I heard spirituality piece. We're trying to equip them with tools in their toolbelts to be an asset to their friends. They talk to their peers about sex, drugs, relationships. We want to train their peers to talk to peers first.

Azure: What connections did you see to CRT?

Erika: Restorative Justice practices stood out.

Azure: Is that related to apologizing? I teach my son to seek forgiveness.

Erika: I think genuine apologies are important. It does say it's based on restorative justices and restorative practices. If you research it's related to CRT.

Jason: There is a need, and we have teachers doing what they want, is having a resource, if we can pare it down a better alternative than what we have now.

Troy: I would likely agree with that. That would be quite a task. To mine or pare down the best of the best points out of this, and use it more as the guide. Would do better service to the kids to simplify it a lot more.

Erika: I agree with a standard resource. If it's going to be in the school, there's a debate about if this should be in the school. There's a debate.

Jason: You have an intact family. I have an intact family. You're teaching your son what you want him to be taught. I'm also teaching my sons that. What I've found is that unfortunately, we're becoming fewer and fewer and yet our kids are being thrown into the crock pot with kids who have no family life. Do I want schools social engineering? No, but I want schools abandoning their primary position. But I also don't want crazy whack jobs on the left or right

throwing in biases. So if there is a way we can take 70, 80, 90% of this. If we can conservatively deal with some of these principals, the academics end of helping.

Precise and Concise:

Erika: I didn't think for K-2 the brain tree example was clear at all. It didn't seem very age appropriate. Some of the skills will be easy to apply. The factual, accurate and verifiable, that's a big zero for me. There are no references for information. I didn't feel like brain development was factored into this. Brain regulation and dysregulation. Misused the idea of dysregulation, is that really factual and relevant? I put under this one, too, because of the relevance of this, they do play games to put into that energized mode, they classify as dysregulated and then do calming exercises and name it dysregulated. And then definitions throughout: healthy activities, mental health, and conflict didn't seem to have accurate definitions. They changed them.

Troy: I agree to a certain extent on the common sense aspect. I think it hits a lot of common sense points. A lot more so than kindergartners and counselors. Especially when you start hitting them with the concept of a brain tree. As far as materials being verifiable, we've already beat that horse, so I'll leave it there.

Provides Transparency for Families:

Rebekah: Have letters that can be sent home to families. As an educator, it was an expectation in my building it is an expectation is that we send home what we're doing in our classrooms. It's an expectation that we send that home in newsletters to families. We're in the business of families, that is our first and primary main thing, and when it talks about putting the families as a first resource, yes, please. I think teachers are begging to have families as first resource. I try as hard as I can. Been in district for 17 years. I gave it a 2 just because it doesn't say this. The expectation would be parents would be communicated with. We do that with any curriculum. Please take it, look at it, tell me what you think. How do you love one another but not necessarily agree. How do you do that? You can love another human, how do we have discourse, how do we agree to disagree? How do we have conversations. I wish I could protect my kids. It takes a village. Has to be transparent for parents.

Jason: I would like there to be more of an affirmative teacher, sending something home talking about it. Don't always have that. So if it's a requirement as part of the curriculum, I would prefer that.

Troy: I think that addresses the point made earlier. How do we push

Azure: To add to that, I know counselors send out monthly newsletters.

Troy: Is that a requirement?

Keith: It is not a requirement. I think we could add that as an expectation for counselors so that parents know what lessons are being taught.

Erika: I said zero. I agree with communication to parent is important, if there are behavior issues. So I have questions about that. The policy on privacy and the pupil privacy protection act was kind of has an impact on the score for me on this one for me.

Jason: I think that's a great question.

Age Appropriate

- Erika: Zero because it is an area of concern. Content not seeming developmentally appropriate. Taking into consideration they are learning to focus and follow directions and pay attention. It didn't seem like normal development was part of this. Asking kids to sit on carpet and meditate when a better alternative might be recess. Reflective practices also at this age and using regulation/dysregulation k-2 is it appropriate for the classroom setting for all of these kids.
- Keith: For me, all of those things our teachers teach already. I trust them. They know how to reach and teach kids. I trust teachers to make it age appropriate. The idea of regulation and dysregulation, we teach that to parents of pre-k kids, so we actually have to practice it. So we get you excited through a game, and then we have practice calming down. Other kids need thousands of reps at school. They get more and more reps, basic brain science of repetition. Really helpful, that's the research they're taking with this.
- Raelynn: They've had a lot of training from our district learning about neuroscience. Teaching them something without knowing you're teaching it. Learning a skill. Can actually participate in lessons.
- Erika: I think some of the game concepts are good. The terminology is not terminology we've been using at home.
- Rebekah: I talk to my kids about being mindful. Stop and noticing. There's birds chirping. When there's words like that that are buzzwords. And we can take the word out like meditation. Those are easy things we can teach to. It's about educating our kids how to take care of themselves, too. There are a lot of really great things in your life to notice and name. This stuff is happening. If there are buzzwords, I hate that sometimes the baby gets thrown out with the bathwater. But we stop and be mindful. We learn how to breathe and be aware.

Relevant:

- Jason: I gave it a one on the possible negatives associated with forward thinking. I think a lot of the material is great, age appropriate, helps from an individual and group standpoint. For relevancy it's a three. My concern is I want to be conservative in the approach of the implementation. I think I had a concern "forward thinking" needs to be how we want children to be about how we want students view as adults. Relevance desperately needed in today's society.
- Keith: I hope maybe I can sway you. I have these kids who I don't know what to do with. We got hired because we had a whole pile of suicides years ago. And people said we need to do something. Every program I look at, every SEL program is very similar. Some people have said that by talking to my kid about his mental health, you make him sicker, you're making him worse. I would disagree with that. However, this curriculum does the opposite. Instead of discussing problems, it asks What is going well in your life? What is healthy? What is positive? What are your strengths. It's the polar opposite of what most do. In that way it's positive and uplifting to a degree others are not. This is forward thinking and upstream. This is preventative. They have resilience that can help balance that. We have more resilient kids. That's why of all the programs we could put forward, we're putting this one forward. This is more positive.

- Erika: Things like, we're doing an activity to get us hyper to regulate. That's one reason I ranked it low. Forward thinking I had trouble with. What are the unintended consequences of this? Apologies, circle time, sharing, all of the feelings and emotion what are the negatives that come from that. There are good concepts throughout. Generosity, good use of names, those are positive and uplifting. Looking at this from a lens of how might this not best serve some of the students. Chosen family, regulation dysregulation, I don't know if these are terms being used at home. Things intended to be positive or uplifting...if you don't have that strength, you might feel like you're missing something. Could be isolating when some of those questions are asked.

Cost Effective

- Jason: I gave this a hopeful three, we claw back more efficient use of time. It's an expectation that I have without the evidence behind it. I would actually love to see a study of those districts that have put this in place for five years or more. The goal of this is to have a student population more connected to society and themselves, I believe the byproduct of this will be higher academics, higher test scores.
- Troy: My low score is unfortunately based on life experiences through industries I've been in my life. I've seen way too many free programs blow up.
- Azure: We've invested for three years. We invested in this program to start. They're just blessing us. We were trying to find money. They just came out and blessed us big time. Before, we were trying to get all schools trained, because other schools. We invested a lot of money to start.
- Keith: So this is new, no research behind it. The teaching of regulation skills has a lot of information behind it. Better conflict, better regulation skills. Not just in the next year. When you teach those things.
- Erika: How different do you feel this is? How different is this for teachers? It's not?
- Rebekah: Notice and name. District wide, expectation to be doing morning meetings. Making time more intentional. Common language.
- Jason: Have you seen positive academics, positive outcomes that lead to a better learning environment.

June 20, 2022

Curriculum Committee Notes

Present:

Raelynn Lokken

Azure Wilson

Erika Doud

Troy McCollum

Jason Woods (via Google meets)

Absent:

Keith Orchard
Rebekah Comstock
Marliam Dannenberg

Rubric Discussion:

- Criterion three, bullet point three changed to: Standards are believed to be acceptable to the community

Azure made motion
Troy McCollum seconded.
Approved 5-0.

- Add under precise and concise: The materials presented are factual, accurate, and verifiable.

Azure made motion
Raelynn seconded it
Four in favor, Jason abstained.

- Cost Effective:
Move the third bullet under precise and concise to cost-effective and then add a bullet under "Cost Effective" to turn key ready.

Raelynn Motioned
Approved 5-0

- Azure motion to accept the rest of the rubric as-is.
Jason seconded the motion.
Approved 5-0.

Discussion about the Curriculum:

Erika asked about the "why" behind this curriculum. Azure explained that this was brought into our district two years ago to help address needs of students by recognizing strengths. LMS brought it in eight-nine years ago. Supt. Steve Cook brought it from Colorado.

Four years ago, brought it on with positive outcomes. Adults and community members were involved. Schools four years ago brought elementary grant on. Four schools piloting it: Skyway, Atlas, NExA, and Winton. Grant provided zoom call training for two days.

It's been used for 8-9 years at Lakes: Verifiable results. Students have brought the community together. Trauma at the school.

Jason would like to see data around verifiable results. Pre-Covid data on suicides.

Katie will share links of the study to committee members.

Troy: Is the intent to use Sources of Strength steadfastly as a curriculum and program?

Azure: Whatever works best for the school. We try not to force it on people.

Troy: From school to school, they could pick and choose, what, if any, they want to use?

Azure: All the elementary counselors want to be part of this. The counselors are the teachers for this material.

Troy: Are they doing it where they have a once-a-week session?

Azure: Counselors come in twice a month as part of a special. The counselor runs the majority of the lesson or meeting. The teacher supplements. Six are doing it right now. Trying to fulfill the rest of the five.

Jason wanted to analyze three main units at the next level. Possible concerns. Jason is okay with what they're saying now, but would like to see the next level.

Azure: No written curriculum for the secondary level. They create "campaigns".

Jason: Three things attacked: Brain and body science, transitions, and physical health. Would like to see what they look like down the road. Concern is the social engineering aspect. Look at attack points.

Troy: On the Middle School and Higher Level—using a field guide. Why not just have field guides instead of curriculum for elementary?

Azure: Field guides are meant for students who are developmentally mature enough to be able to design and create campaigns on their own.

Troy: Page 3. 3-5 The Collaborative of Academic, Social, and Emotional Learning (CASEL). When the community sees CASEL and SEL, they're going to want to hit the breaks. Why are you going to these lengths to pull stuff here that is social engineering and looks like group therapy. That's what you're going to be up against.

Erika: Suicide is mentioned in 4.2b. Would we use this?

Discuss adaptations being only part of upper school, younger if specific to a need.

Azure shared this would be free to the District.

Paying for training to be hosted here and curriculum.

Training: For schools who have already been through training, curriculum is free from the company.

Motioned to adjourn at 7:20.