Be Well 365: The Framework to Support the Physical, Social, and Psychological Well-being of All Students

Montgomery County Board of Education
May 14, 2019
Definition

Be Well 365 is a framework to provide students with the knowledge, skills, and abilities in six essential areas of physical, social, and psychological development that support academic growth and lifelong personal and career success.
Strategic Goals for Be Well 365

Greater student sense of well-being
Improved academic achievement
Greater student engagement with school
Improved student attendance
Reduced disciplinary offenses
All Schools, All Staff, All Students
Framework Workgroups

Framework Development

- Offices of:
  - Chief Technology Officer
  - Curriculum and Instructional Programs
  - School Support and Improvement
  - Student and Family Support and Engagement
  - Special Education
  - Shared Accountability
  - Chief Operating Officer
- Division of Early Childhood Programs and Services
- Department of Communications
- Compliance Unit
- Editorial, Graphics and Publishing Services

Curriculum Writing Teams

- Representing Grades K-12
- Teachers
  - Science
  - Social Studies
  - Art
  - Health
  - Physical Education
  - ESOL
  - Special Education
- Counselors
Diverse Input and Feedback

- Students
- MCCPTA, Parents and Guardians
- Principals
- Teachers
- Central Office staff members

Psychologists, ESOL Transition Counselors, Pupil Personnel Workers, Parent Community Coordinators

Counselors

Advisory Groups (AASAAG, LSAAG, APISAAG)

Representatives from Montgomery County Association of Administrators and Principals; Montgomery County Education Association

MCAAP Advisory Group (MAG)

NAACP and 1977-II

Athletics

Montgomery County Department of Health and Human Services

MCEA Councils on Teaching and Learning (CTL)

Faith Leaders
How Children Learn

“Integrated curricular approaches that build social, emotional and academic skills are consistent with how brains take in and process information.”

Source: Aspen Institute 2017, “Putting It All Together”
How Children Learn

• According to a 2011 meta-analysis of 213 studies involving more than 270,000 students, those who participated in evidence-based social-emotional learning (SEL) programs showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs.

• Up to 18 years later, students exposed to SEL in school continue to do better than their peers on a number of indicators: positive social behaviors and attitudes, skills such as empathy and teamwork, and academics. They have fewer conduct problems, less emotional distress, and lower drug use, among many other benefits.

Source: https://casel.org/impact/
Where We Have Been

2004  Creation of Equity Unit
2013  The Strategic Planning Framework, *Building Our Future Together: Students, Staff, and Community (Social Emotional Learning)*
2015  Personal Body Safety Lessons
       Give Me 10! (middle schools)
2016  Child Abuse and Neglect Prevention training
2017  Cultural proficiency professional development
       Coordination with MCCPTA Health and Wellness subcommittee
       Systemwide wellness committee
Where We Are Now

2018  Local school wellness councils
      Implicit bias professional development
      Restorative justice and practices
      Trauma-informed practices
      Suicide prevention (secondary schools)

2019  Launch of *Be Well 365*
      Interrupting Implicit Bias professional development
Where We Are Going
All Schools, All Staff, All Students
Curriculum, Instruction, Programs, and Strategies

• **Learning Experiences embedded** within MCPS Curriculum—Science, Art, Social Studies, Health and Physical Education—with emphasis on the 6 Essentials

• **School Counselor** lessons based on the needs of the students in their school, in three domains: Academic, Personal/Social, and Career
Curriculum, Instruction, Programs, and Strategies

• **Explicit Instruction** on certain topics for all students
  • Existing: personal body safety, suicide awareness and prevention (secondary schools)

• **School-Based Programs and Strategies** related to social-emotional development that meet the needs and interests of students in each school
Embedded Learning Experiences

• Examples developed by teams of teachers (Grades K-12, special education, ESOL) and counselors

• Emphasize the 6 Essentials at relevant points in existing curricula for Health, Physical Education, Art, Science, and Social Studies

• Short activities (ex.: activators, exit tickets, etc.) which add to lessons, not replace
Example: Learning Experiences for Grades Kindergarten–5

- **Content Curriculum:** Grade 1 Science
- **Be Well 365 Essential:** Trauma-Informed Practices
- **Activity:** Teach children about the amygdala, which is like an alarm in our brain, always checking to see if they are safe. Use mental imagery and pretend they are a rabbit getting chased by a dog. Draw a picture of what they would do when they first saw the dog? Once the dog is gone, what can the rabbit do to calm itself back down (dance, deep breaths, talk to an adult, draw a picture about his/her feelings)?

Example: Learning Experiences for Grades 6–8

• Content Curriculum: Middle School Art
• Be Well 365 Essential: Character Education and Empathy

• Instruction to teacher: In support of the Grade 7 Holocaust unit, the teacher should select 2–3 artworks from the provided link.

• Independent Practice: Students should pretend they are talking to the artist and write an empathetic statement to them after looking at their artwork. Students can also be paired up and structure the activity as an interview. One student is the artist and the other is the interviewer.

A YOUNG BOY FROM BELSEN CONCENTRATION CAMP, 1945, 1945, ERIC TAYLOR
https://www.iwm.org.uk/history/artists-responses-to-the-holocaust
Example: Learning Experiences for Grades 9–12

- **Content Curriculum:** U.S. History
- **Be Well 365 Essential:** Mental and Emotional Health
- **Exit Ticket:** How were Vietnam War veterans impacted by their experiences in the armed forces during the war? Be specific. What supports did the US government have for war veterans? List and explain at least two. Were these supports sufficient due to the trauma experienced by veterans? Why or why not?
Mental Health Awareness Week (November)

- Entire school and all students are engaged
- Convey consistent messages to increase awareness about mental health and reduce stigma of seeking help
- Schools select culturally responsive programs and activities that address the needs and concerns of their students
Communications Plan

• Ongoing collaboration with employee associations, parents/guardians, and community/stakeholder groups
• **Be Well 365** webpage launch and promotion
• Print materials
• Digital platforms (e.g., *The Bulletin, QuickNotes*)
• Social media
Public Webpage

- Explains *Be Well 365*
- Defines physical, social, and psychological development
- Explains importance/contribution of social-emotional development to academic success
- Lists strategic goals and the 6 Essentials
- Includes a list of schools with programs and professional staff
- Provides online resources for more information
Professional Development

- Administrators and Supervisors presentation (June 26, 2019)
- **Be Well 365** Online Module (two hours) paired with Equity Training Module (Summer 2019)
- Salary Day professional learning opportunities for teachers (July-August 2019)
- **Be Well 365** Learning Experiences curricula resources
Online Professional Development for Teachers
Lessons for Students

CALLING A SUICIDE HOTLINE Lesson Plan

OBJECTIVES
- Students will develop a suicide prevention plan for themselves and others.
- Students will be able to identify suicide warning signs and know how to respond.
- Students will understand the importance of seeking help when necessary.

TASKS AND REQUIREMENTS
- Students will complete a worksheet on suicide prevention.
- Students will engage in a group discussion on the importance of recognizing and responding to suicide warning signs.

SCENARIOS
The following scenarios describe different situations in which someone may be at risk of suicide. Each scenario includes questions and answers to help students understand what they should do in each situation.

SCENARIO 1: A Friend is Suicidal
-Scenario:
A friend of yours has been acting differently lately. They seem sad and withdrawn. They confide in you that they have been feeling very hopeless and have been thinking about self-harm.

-Questions:
1. What are some signs of suicide that you should be aware of?
2. How can you help your friend if you suspect they are suicidal?
3. What should you do if your friend refuses to talk about their feelings?

ACT: ACT, CARE, TELL

school can be exciting, but it can also feel overwhelming as everything changes at a fast pace. It seems to go by so fast and you find yourself looking back and realizing how quickly you’ve grown.

NEWSLETTERS
- Next

SUPPORT YOUR STUDENT
- Next
Internal Monitoring Dashboards

**Internal Monitoring Dashboards**

**PROGRAM IMPACT**

Schools that adopted the use of Student Response (SR) cards in order to provide appropriate follow up. These measures compare student follow-up data based on whether the SR cards were implemented.

**41,235**

Participating Students

**PROGRAM EVALUATION**

After the implementation of the SOS program, data was collected to assess the extent to which it met its goals and the value added.
Be Well 365: Restorative Justice
Discussion