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INFORMATION

Office of Student and Family Support and Engagement
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

September 13, 2018

MEMORANDUM

To: All Principals



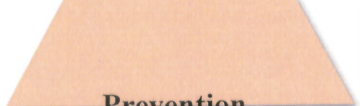
From: Jonathan T. Brice, Associate Superintendent 

Subject: INFORMATION: Physical, Social, and Psychological Supports in Montgomery County Public Schools

Summary

- Montgomery County Public Schools (MCPS) recognizes that physical, social, and psychological well-being are critical for students to reach high levels of academic performance. Ensuring physical, social, and psychological well-being is a multidisciplinary effort across many MCPS offices, including the Office of School Support and Improvement (OSSI), the Office of the Chief Operating Office, the Office of Student and Family Support and Engagement (OSFSE), and the Office of Curriculum and Instructional Programs (OCIP).
- All MCPS schools currently support students' physical, social, and psychological well-being. However, there exists much variability across schools in each of the areas in the physical, social, and psychological framework, as well as the level of support they provide for students.
- MCPS strives to ensure consistency across schools so that all students are able to access a variety of activities and programs, including those that are data-driven with demonstrated efficacy. The process of norming MCPS physical, social, and psychological supports is expected to span a three-year period.
 - **Year 1 (School Year [SY] 2017–2018):** OSFSE surveyed all schools to quantify and categorize currently available physical, social, and psychological programs and activities, which resulted in the development of the MCPS physical, social, and psychological conceptual framework.
 - **Year 2 (SY 2018–2019):** Physical, social, and psychological supports become a necessary component of the school improvement plan (see Attachment for timeline of activities).
 - OSFSE and OSSI will support schools to strengthen supports for students, monitor fidelity of program implementation, and collect data to measure students, staff member, and community feedback and engagement and the impact that these programs and activities have on students and schools.
 - October 2018 is designated as MCPS Mental Health and Wellness Month with a kick-off event scheduled for October 16, 2018 (more information will follow).

- The MCPS Health and Wellness Resource Fair is scheduled for the end of October 2018 at which time staff members and the community may learn about additional data-driven physical, social, and psychological programs and activities.
- Beginning in Year 2, and continuing into Year 3, of physical, social, and psychological support program implementation, MCPS will be engaged in training and awareness for students and staff members to learn to advocate and become advocates for students who may need additional physical, social, and psychological supports, including:
 - Teaching students to advocate for themselves and others and to recognize signs and symptoms that may indicate when they need help and how to access assistance, and training staff members to do the same for their students.
 - Teaching all MCPS staff and students the elements of the physical, social, and psychological supports core knowledge base is necessary to ensure our students learn, grow, and succeed.
 - Developing physical, social, and psychological knowledge leaders in each school and throughout the district to have a deeper, more thorough understanding of physical, social, and psychological well-being and supports.
- **Year 3 (SY 2019–2020):** Using data gathered and analyzed from the previous two years, schools will offer a robust range of physical, social, and psychological programs/activities within each level (prevention, intervention, and intensive) to support students by integrating curriculum, programs and activities, and school improvement planning to engage students so that they are available to learn.

	<u>Physical</u> Creates and maintains safe and nurturing school environments while providing opportunities for students to participate in physical activities.	<u>Social</u> Builds positive relationships between students and school staff and engages students to attend school regularly and participate in extra-curricular activities.	<u>Psychological</u> Encompasses curricula, programs, and activities to help students become aware of and learn to understand and manage their emotions.
 <p><u>Intensive</u> School and district supports and referrals to governmental and community-based organizations for students with high levels of health and wellness needs.</p>			
		Recovery and Academic Program	Referral to Crisis Center
 <p><u>Intervention</u> Programs and strategies for a small number of students that need more targeted supports than can be provided by prevention strategies.</p>	Restorative Justice* State's Attorney Truancy Program*		
	Girls on The Run Weightlifting Club		Check in Check Out Flash Passes
 <p><u>Prevention</u> Whole-school programs and strategies that serve most of the student population.</p>	Restorative Justice* Character Counts* Positive Behavioral Interventions and Supports*		
	Students Against Destructive Decisions (SADD) Every 15 Minutes	Attendance Matters	Signs of Suicide

Example: Not an exhaustive list of programs or activities.

*Some programs and activities support multiple categories of Physical, Social, Psychological well-being.

- Physical, social, and psychological well-being programs and activities are defined as follows (see below):
 - Physical** well-being programs and activities create and maintain school environments that help students feel safe and protected while also exposing students to and providing opportunities for physical activity to develop physically active and literate students.
 - Social** well-being programs and activities build positive relationships among and between students and school staff members. Positive relationships serve as pathways for the creation of a sense of community, engage students to attend school regularly and participate in

- extra-curricular activities, and assist to resolve conflicts that arise in positive and productive ways.
- **Psychological** well-being encompasses curricula, programs, and activities to help students become aware of and learn to understand and manage their emotions as they progress toward adulthood.
 - In addition, physical, social, and psychological programs and activities may be categorized in terms of the level of supports they provide to students in the building.
 - **Prevention** programs and activities include whole school strategies that serve and benefit the majority of the student in the school.
 - **Intervention** programs and activities provide a small number of students with more targeted supports to address specific needs.
 - **Intensive** programs and activities provide students who demonstrate high levels of or complex health and wellness needs with supports that could include referrals to governmental and community-based organizations.
 - A Physical, Social, and Psychological Well-being Work Group, made up of members from OSFSE, Comprehensive Health Education, Athletics, the Office of Shared Accountability, and OSSA, will work to support students and schools in ways that are connected to the physical, social, and psychological initiative and ensure alignment, efficiency, and enhanced communication within MCPS.

Questions

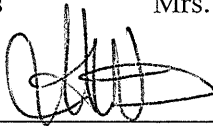
- If you have questions, please contact me at 240-314-4824 or via e-mail.

JTB:ear

Attachment

Copy to:

Executive Staff	School Admin. Secretaries	Mr. Koutsos
ESOL Transition Counselors	School Counselors	Mr. Lloyd
OSFSE Leadership Team	Special Schools Admin. Secretaries	
Parent Community Coordinators	Dr. Stanislaus	
Pupil Personnel Workers	Mrs. Cuttitta	

Approved: 
Maria V. Navarro, Chief Academic Officer

Physical, Social, and Psychological (PSP) Well-being: Year 2 Timeline of Activities

During the 2018–2019 school year, Montgomery County Public Schools (MCPS) will review, add, support, and monitor systematic physical, social, and psychological programming in all schools. A calendar of key events follows.

Time Frame	Activity
Fall 2018	<ul style="list-style-type: none"> • PPWs will use the Schools-at-a-Glance to update all school PSP programs and activities • MCPS Mental Health and Wellness Month (October) • Mental Health and Wellness Resource Fair (October) • Physical, Social, and Psychological support goals in school improvement plans • Signs of Suicide[®] implementation in all secondary schools • Personal Body Safety Lessons • Handle with Care training • Development and training of school behavioral threat assessment teams • Title IV Grant application to bring mindfulness to schools • Develop comprehensive list of PSP programming
Winter 2018	<ul style="list-style-type: none"> • Signs of Suicide[®] implementation and record-keeping
Time Frame	Activity
Spring 2019	<ul style="list-style-type: none"> • Mindfulness training for staff members at select schools
Summer 2019	<ul style="list-style-type: none"> • National Mental Health Awareness Month (May) • Mindfulness training for staff members
Ongoing	<ul style="list-style-type: none"> • Restorative justice implementation, in concert with Positive Behavioral Interventions and Supports (PBIS), in 70 schools (RAND Corporation grant) • Restorative Justice implementation in non-RAND grant schools (15 schools) • Monthly Physical, Social, and Psychological Work Group meeting • PBIS (111 schools) • Health Education classes (all schools) • OSFSE-led biweekly suspension review team meeting with offices • Monthly County Multi-Disciplinary Team meetings • Youth Mental Health First Aid • Crisis intervention and response, if needed

