MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools

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

Summary

This memorandum provides an overview of Be Well 365, a Montgomery County Public Schools (MCPS) framework and initiative to address the physical, social, and psychological well-being for MCPS students, which research has demonstrated helps support academic growth and lifelong personal and career success. This work began in the 2017–2018 school year with the documentation of programs and activities in schools that support physical, social, and psychological well-being. The work continued with the formation of a collaborative interoffice work group (Attachment 1) that evolved the framework and identified essential supports for students. A digital platform is being developed that will be previewed today with the launch scheduled in late June.

Going forward, Be Well 365 will work to ensure that students have the necessary skills to:

- Become positive members of the school and broader community;
- Manage their emotions;
- Build academic and social resilience;
- Identify and access support for themselves or a friend;
- Peacefully resolve conflict; and
- Make positive decisions.

Be Well 365 aims to provide students with the knowledge, skills, and abilities in six (6) essential areas (Attachment 2):

1. Culturally Responsive Relationship Building
2. Mental and Emotional Health
3. Trauma-informed Practices
4. Restorative Justice and Restorative Practices
5. Physical Health and Wellness
6. Character Education and Empathy
Strategic goals of the framework include a greater student sense of well-being; improved academic achievement; greater student engagement with school; improved attendance; and reduced disciplinary offenses. Be Well 365 will be phased in across the district in a multiyear approach and will incorporate ongoing feedback from stakeholder groups (Attachment 3) and school-based staff members.

**Background**

*Rationale for Be Well 365*

MCPS data document the social-emotional needs of our student population. During the 2017–2018 school year, more than 116,000 school counselor visits were recorded for social-emotional reasons, and psychologists spent more than 42,000 hours supporting student mental health. Students have expressed heightened concern for physical and emotional safety, and a lack of access to mental and emotional health services in schools. This led to initial changes in practice, especially in secondary school counseling offices where a counselor on call is designated each day so that students can always access a school counselor for support, as needed. Other student concerns include the need for Lesbian, Gay, Bisexual, Transgender, and Questioning student support and issues related to equity. Additional information on the relationship between physical, social, and psychological well-being and academic achievement is included in Attachment 4.

During a three-year period, the Montgomery County Crisis Center reported a 74 percent increase in student referrals. Nationally, similar trends and concerns have been reported. For example, it was estimated that, between 2007 and 2015, the number of 5- to 18-year-olds who were evaluated for a suicide attempt or suicidal ideation doubled with no significant increase in the overall number of visits to emergency rooms for this age range (Burstein, Agostino, and Greenfield, 2019).

The aim of Be Well 365 is for all MCPS students to attend schools where the curriculum, programs, and strategies foster academic success and physical, social, and psychological growth and development in the 6 Essential areas. The focus on student health and wellness, especially on physical and mental health, also has been driven by Maryland law. Laws have established requirements to support students’ physical health, physical safety, and mental health (Attachment 5).

*Where We Have Been*

MCPS has been committed to the physical, social, and psychological health and well-being of students for several years. Among our efforts, we have implemented the following lessons and programs districtwide (Attachment 6), including:

- Personal Body Safety Lessons to teach students safety, appropriate interactions with others, awareness of child abuse and neglect, and responses if an individual makes them feel uncomfortable.
- An evidence-based suicide prevention program to teach secondary school students the warning signs of depression and self-harm, and what to do if they are concerned about themselves or the safety and welfare of a friend.
Lessons for school counselors to deliver in classes in three broad topic areas: academic, personal/social, and career, based on the current needs of the students and school community, such as character education and bullying (Attachment 7).

Individual and small group sessions led by school psychologists, when possible.

Where We Are

Schools currently engage in many strategies to support student physical, social, and psychological health and well-being. Approximately 110 MCPS schools employ the Positive Behavior and Intervention Supports framework. Restorative justice and restorative practices are being implemented systematically in 107 schools. In 2018, MCPS Regulation JPG-RA, Wellness: Physical and Nutritional Health, was revised to incorporate updated Maryland State Department of Education nutrition standards for all foods sold in schools. As a result, MCPS established the Systemwide Wellness Committee and required that all schools work to establish a wellness council.

Individual schools implement programs and activities based on the needs of their student body and school community. Some schools have a Students Against Destructive Decisions chapter and engage in activities to raise awareness of the dangers of substance use. Other schools have embraced mindfulness practices, support daily mindfulness in class, and have created mindful spaces for students who need a safe space to self-regulate and regroup. The programs that schools have reported that support physical, social, and psychological well-being are identified on the Be Well 365 webpage.

Next Steps

Where We Are Going

MCPS strives to be a district of best practices and Be Well 365 is an opportunity for schools to share these practices with each other. MCPS is developing a project plan, in conjunction with partners and stakeholders, to implement Be Well 365 and the 6 Essentials. To implement an integrated approach, it is imperative that learning about the 6 Essentials occur within the context of the regular course curriculum, in addition to explicit lessons provided by school counselors, school psychologists, health education and other content area teachers, and programs. Three teams of teachers and school counselors were formed, representing elementary, middle, and high schools, to prepare learning experiences that integrate into the existing MCPS curriculum (Attachment 8). Nearly 1,000 teachers will have the opportunity to implement aspects of the 6 Essentials in their classrooms, based on enrollment in the Be Well 365 summer salary day, and work in Art, Health, Physical Education, Science, and Social Studies. MCPS also is collaborating with principals and administrators to co-construct monthly themes to implement and emphasize the 6 Essentials. In the month of November, MCPS will designate one week to highlight health and wellness.

The future work of Be Well 365 will include the expansion of opportunities to implement evidence-based districtwide programs and activities, and for central services staff to identify and convene emerging practices to be shared across schools. Additionally, schools will be supported as they examine their practices and identify strengths and gaps within their implementation
of the 6 Essentials. This is ongoing work that will require continued input from stakeholder groups and will be phased in during multiple years. As an additional facet of Be Well 365, MCPS also will explore opportunities to partner with the MCPS Educational Foundation, Inc. to implement Active Minds, a school-based club activity for MCPS high school students. Active Minds is a national organization that supports mental health awareness and education for students. The project plan will include activities related to communications, professional learning opportunities, and monitoring and support.

Communications

In the months and years to come, MCPS will focus on communicating the Be Well 365 framework to students, parents, guardians, and the school community. Examples include:

- Ongoing collaboration with employee associations, parents/guardians, and community/stakeholder groups;
- Be Well 365 webpage launch and promotion;
- Print materials (e.g., posters, stickers, flyers);
- Digital media (e.g., The Bulletin, QuickNotes);
- Social media.

Professional Learning Opportunities

Additional professional learning opportunities will be offered to staff members to build their knowledge of the 6 Essentials and provide them with strategies and tools to promote their development, beginning in the summer of 2019 with salary day training (Attachment 9).

Monitoring and Support

During the first year of Be Well 365 implementation, student, staff member, and school feedback is critical. Schools’ instructional leadership teams will be asked to complete a Climate and Culture plan during summer 2019 as part of the School Improvement Plan. Students and staff members will provide feedback on the 6 Essentials and Be Well 365 implementation. To facilitate data collection in real time, schools will be asked to collect student data on all referrals using one system, myMCPS, and secondary students will complete some lessons online.
The Core Be Well 365 Work Group Members

Dr. Jonathan T. Brice, associate superintendent, Office of Student and Family Support and Engagement (OSFSE)
Dr. Kecia L. Addison, supervisor, Applied Research Unit, Office of Shared Accountability (OSA)
Ms. Sonja M. Bloetner, supervisor, PreK–12 Instruction and Programs, Office of Curriculum and Instructional Programs (OCIP)
Mr. Troy E. Boddy, director, Equity Initiatives Unit, Office of the Chief Academic Officer
Ms. Margarita Bohórquez, supervisor, International Admissions and Enrollment, OSFSE
Ms. Denise Bracalilly Stultz, director, Student, Family, and School Services, OSFSE
Mrs. Marla R. Caplon, director, Student Wellness Initiatives, Office of the Chief Operating Officer
Mr. Juan M. Cardenas, assistant to the associate superintendent, OSA
Dr. Betty J. Collins, acting associate superintendent, OCIP
Dr. Deann M. Collins, director, Title I and Early Childhood Programs and Services, OCIP
Dr. Christina N. Conolly, director, Psychological Services, OSFSE
Mr. Christopher C. Cram, business operations supervisor, Public Information and Web Services (PIWS)
Mrs. Melisha A. Creef, instructional specialist, Pre-K Programs, OCIP
Dr. Karen D. Crews, supervisor, School Counseling Services, OSFSE
Mrs. Frances M. Frost, assistant to the associate superintendent, OSFSE
Ms. Cara D. Grant, supervisor, Pre-K–12 Health and Physical Education, OCIP
Ms. Niki T. Hazel, associate superintendent, OCIP
Mrs. Eleni O. Kretikos, communications specialist, PIWS
Mr. Philip A. Lynch, director, Office of Special Education Services (OSES)
Dr. Peter O. Moran, director of learning, achievement, and administration, Office of School Support and Improvement (OSSI)
Mr. Scott W. Murphy, director, Secondary Curriculum and Districtwide Programs, OCIP
Mr. Steve Neff, director, Pupil Personnel and Attendance Services, OSFSE
Dr. Elizabeth A. Rathbone, coordinator, Student Health and Wellness, OSFSE
Ms. Ruschelle Reuben, director, Restorative Justice, School Counseling, and Student Leadership, OSFSE
Mrs. Jennifer R. Strouble, instructional specialist, OSES
Ms. Valerie Stuart Hughes, communications, OSFSE
Dr. Kara B. Trenkamp, director, Technology Integration and Support, Office of the Chief Technology Officer
Mr. Eric A. Wilson, director of learning, achievement, and administration, OSSI
## The 6 Essentials

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<tr>
<th>Essential Area</th>
<th>Sample Skills, Programs, and Supports</th>
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<tr>
<td><strong>Culturally Responsive Relationship Building</strong></td>
<td>• Healthy relationship establishment and maintenance&lt;br&gt;• Social and interpersonal skills&lt;br&gt;• Seeking and offering help and assistance</td>
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<td>• The ability to establish and maintain healthy relationships and understand social and interpersonal skills by creating positive climates that support equity for and the diversity of all students.</td>
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<td><strong>Mental and Emotional Health</strong></td>
<td>• Emotional well-being development&lt;br&gt;• Stress management and coping skills&lt;br&gt;• MCPS Mental Health Day and Month&lt;br&gt;• Suicide prevention&lt;br&gt;• Youth Mental Health First Aid</td>
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<td>• The ability to employ healthy mental and emotional skills to enhance self-concept and cope with adversity in an adaptive manner.</td>
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<td><strong>Trauma-informed Practices</strong></td>
<td>• Trauma-informed care&lt;br&gt;• ACEs and their impact</td>
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<td>• The ability to understand the effects of trauma on physical and psychological development and to use strategies to reduce their impact on students.</td>
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<td><strong>Restorative Justice and Restorative Practices</strong></td>
<td>• Community circles&lt;br&gt;• Restorative circles&lt;br&gt;• Student efficacy and leadership</td>
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<td>• The use of strategies to build empathic relationships between students and adults and resolve conflicts in an equitable manner that restores relationships and repairs the harm that may have been caused.</td>
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<td><strong>Physical Health and Wellness</strong></td>
<td>• Comprehensive Health Education&lt;br&gt;• Physical education&lt;br&gt;• Personal Body Safety Lessons&lt;br&gt;• Nutrition</td>
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<td>• The development of lifelong positive health-related attitudes and behaviors that includes physical fitness, relationship-building, and decision-making.</td>
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<td><strong>Positive Character Development and Empathy</strong></td>
<td>• Positive Behavioral Interventions and Supports (PBIS)&lt;br&gt;• Bullying prevention&lt;br&gt;• Social media digital citizenship</td>
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<tr>
<td>• The ability to be empathic, accept responsibility, and behave in a safe, positive, and ethical manner.</td>
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Stakeholder Groups Solicited for Feedback
During Development of the Be Well 365 Framework

MCPS Offices

- Office of the Chief Financial Officer
  - Budget Unit
- Office of the Chief Operating Officer
  - Athletics Unit
  - Editorial, Graphics, and Publishing Services
  - Office of Employee Engagement and Labor Relations
- Office of the Chief of Staff
  - Department of Communications
  - Compliance Unit
- Office of the Chief Technology Officer
- Office of Curriculum and Instructional Programs
  - Pre-K–12 Health and Physical Education
- Office of Human Resources and Development
  - Department of Certification and Staffing
  - Department of Professional Growth Systems
- Office of School Support and Improvement
- Office of Shared Accountability
- Office of Special Education
  - Division of Prekindergarten, Special Programs, and Related Services
- Office of Student and Family Support and Engagement
  - College/career information coordinators
  - English for Speakers of Other Languages (ESOL) transition counselors
  - Parent community coordinators
  - Psychologists
  - Pupil personnel workers
  - School-based ESOL counselors
- Office of the Superintendent of Schools
  - Cabinet
  - Senior Leadership Team
School-based Groups

- Curriculum writing teams
- Health education teachers
- Montgomery County Region of the Maryland Association of Student Councils
  - Executive Board
  - John F. Kennedy High School
  - Redland Middle School
  - Student Member of the Board Advisory Committee
- Physical education teachers
- Principals
- School counselors
- Student groups

Central Office-based Groups

- Associate superintendents’ Professional Learning Communities
- Associations/Deputy Superintendents/Chief Operating Officer
- Child Abuse and Neglect Continuous Improvement Team
- Councils on Teaching and Learning
- Montgomery County Association of Administrators and Principals
- Montgomery County Education Association
- Service Employees International Union (SEIU) Local 500

Community-based Groups

- 1977 II
- African American Student Achievement Action Group
- Asian Pacific American Student Achievement Action Group
- Associations/Deputy Superintendents/Chief Operating Officer
- Faith leaders
- Labor Management Collaboration Committee
- Latino Student Achievement Action Group
- Montgomery County Collaboration Council
- Montgomery County Council of Parent-Teacher Associations, Inc.
  - Delegates Assembly
  - General Meeting
  - Health and Wellness Committee
- Montgomery County Department of Health and Human Services
- MCPS Wellness Committee
- National Association for the Advancement of Colored People
The Relationship between Physical, Social, and Psychological Well-being and Academic Achievement

Be Well 365 grew out of the work of the Collaborative for Academic, Social, and Emotional Learning (CASEL) which defined social emotional learning as, “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” A meta-analysis of decades of research found that social, emotional, cognitive, linguistic, and academic domains of human development are inextricably intertwined neurologically and behaviorally and that all five domains are critically important to support learning. A strength or deficit in one domain either enhances or negatively affects learning and development in the other domains. One conclusion of the study was that education must necessarily focus on the development of all five skill areas, even though research also has demonstrated that social and emotional development often have been excluded from, or viewed as extraneous to, academic and learning practices (Jones and Kahn, 2017). Research clearly has established a relationship between social emotional learning and positive student outcomes. Improved social emotional learning skills have a positive effect on academic achievement and, if staff members in schools want to enhance the academic progress of their students, social emotional learning must be a component.

A recent report from the Aspen Institute (2019) stressed the importance of academic, social, and emotional learning as the foundation of education, and successful instruction and teaching. The report recommended that schools and communities focus on:

- A broader definition of student success to prioritize the whole child;
- A learning environment that is safe and supportive for all students;
- Explicit instruction on social emotional skills and embed them into the curriculum and schoolwide policies and practices;
- Adult understanding and knowledge of child development and learning;
- Alignment of resources and partnerships with community agencies to focus supports on the whole child; and
- The connection between research and practice.

Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) found that students who participated in social emotional learning programs demonstrated significant academic achievement gains when compared with students who had not participated in social emotional learning programs. Students also demonstrated improved behavior in school, increased coping strategies, and higher self-esteem. Payton, et al. (2008) also found that students who participated in social emotional learning programs and activities demonstrated significant gains in academic performance, prosocial behavior, attitudes toward self and others, while exhibiting significant declines in conduct and emotional problems. Social-emotional skills in kindergarten were correlated with positive adult outcomes, including high school and college graduation, employment status, public assistance, criminal justice involvement, and substance use, up to 19 years after the initial assessment (Jones, Greenberg, and Crowley, 2015). Strong social emotional learning skills were associated with work productivity, long-term employment, and increased earning potential.

1 The Collaborative for Academic, Social, and Emotional Learning, https://casel.org/what-is-sel/
in adulthood (Jones and Kahn, 2017). Social emotional learning, along with school attendance and engagement, was an important predictor of adult health and wellness.

Positive, caring relationships, empathy, and character development also have been demonstrated to correlate with increased academic achievement, engagement and connectedness to school, ethical attitudes, and comprehension of the consequences of behavior and actions (Elias and Arnold, 2006; Snyder, et al., 2010; Zin and Elias, 2007). Likewise increased physical fitness correlates with improved academic achievement (Grissom, 2005).

Exposure to childhood traumas among the MCPS student population is receiving more attention. The Substance Abuse and Mental Health Services Administration defines trauma as, “an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being.”

Data from the 2016 Youth Risk Behavior Survey, the most recent data available to Maryland and MCPS, indicate that 9.1 percent, 5.4 percent, and 6.3 percent of MCPS high school students self-reported experiencing sexual violence of any kind, or sexual or physical dating violence, respectively. Students also self-reported that 28.5 percent of high school students and 23.5 percent of middle school students felt sad or hopeless for at least two weeks in the 12 months preceding the survey.

A 2017 report (Bethel, Davis, Gombojav, Stumbo, and Powers) noted that 46.3 percent of children had experienced one or more Adverse Childhood Experiences (ACEs); (e.g., parent/guardian divorce, death, or incarceration, witness to domestic violence, residing with a family member with either a substance use or mental health disorder, etc.) and 21.7 percent had experienced two or more ACEs. In schools, exposure to ACEs was correlated with negative social-emotional skills, including coping and self-regulation skills, school engagement, peer relationships, and attention to task and to negative adult outcomes, including increased risk of mental health and substance use disorders (Choi, DiNitro, Marti, and Choi, 2017; Dube, Felitti, Dong, Chapman, Giles, and Anda, 2003), suicide attempts (Merrick, Ports, Ford, Afifi, Gershoff, and Grogan-Kaylor, 2017), and long-term physical health problems (Monnat and Chandler, 2015).

References


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2 Substance Abuse and Mental Health Services Administration, [https://www.samhsa.gov/trauma-violence](https://www.samhsa.gov/trauma-violence)


Examples of Signed Legislation That Support Be Well 365

2019 Legislative Session (Pending Signature)

- SB0541/HB0486 Personnel Matters–Child Sexual Abuse and Sexual Misconduct Prevention (passed in both House and Senate)
- SB0766/HB0725 Student Discipline–Restorative Approaches (passed in Senate 3/31; first reading in House 3/31)
- SB0895 Tobacco Products and Electronic Smoking Devices–Revisions (passed)
- HB0316 Vaccination Reporting Requirements–ImmuNet
- HB1208 Board of Restorative Practices in Schools–Establishment and HB1229 Restorative Schools Fund and Grants–Establishment (passed in both House and Senate)

2018 Legislative Session

- SB1257 Safe Schools Act of 2018 (went into effect on June 1, 2018)
- SB1265 Maryland Safe to Learn Act of 2018
- HB1072 Child Sexual Abuse Prevention–Instruction and Training (went into effect on July 1, 2018)
- HB0798 Visual Impairments–Requirements for Student Vision Screening and Information (went into effect July 1, 2018)
- HB1136 Student Hearing and Vision Screenings–Reporting Requirements (went into effect October 1, 2018)
- HB/0622/SB0161 Public Schools–Students With Sickle Cell Disease–Guidelines (went into effect July 1, 2018)
- HB0251/SB0402 Family Life and Human Sexuality Curriculum–Boundaries and Consent (went into effect July 1, 2018)

2017 Legislative Session

- HB0920 Certificated School Personnel–Training Requirement (went into effect July 1, 2017)
- HB1082/SB1060 Heroin and Opioid Education and Community Action Act of 2017 (Start Talking Maryland Act of 2017; went into effect July 1, 2017)

2016 Legislative Session

- HB0771 Administration of Diabetes Care Services–Guidelines (went into effect July 1, 2016)
- HB0072 Sexual Abuse and Assault Awareness and Prevention Program–Development and Implementation (went into effect July 1, 2016)
2015 Legislative Session

- HB097 Professional Standards and Teacher Education Board–School Counselors–Certification Renewal Requirement (Lauryn's Law; went into effect July 1, 2015)

2014 Legislative Session

- SB0503/HB1366 Cardiopulmonary Resuscitation and Automated External Defibrillator Instruction (Breanna’s Law; went into effect July 1, 2014)
- HB0427 Maryland Sudden Cardiac Arrest Awareness Act (went into effect July 1, 2014)
- HB0812 Middle Schools–Automated External Defibrillators (went into effect July 1, 2014)

2012 Legislative Session

- SB0621 Epinephrine Availability and Use–Policy Requirements (went into effect on July 1, 2012)

2010 Legislative Session

- HB0294 Immunizations–Children Entering Seventh Grade or Higher (went into effect July 1, 2010)
- HB1160 Safe Schools Act of 2010 (went into effect July 1, 2010)

2005 Legislative Session

- HB0143 Use of Asthma Drugs and Related Medication (went into effect October 1, 2005)
- HB0407 Safe Schools Reporting Act of 2005 (went into effect July 1, 2005)

1986 Legislative Session

- SJR 7 and HJR 47 (Joint Resolution 1 and Joint Resolution 6) required schools establish youth suicide prevention programs.
## Examples of District-led Be Well 365 Initiatives

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<thead>
<tr>
<th>Year</th>
<th>Initiative</th>
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| 2019 | - Launch of Be Well 365  
       | - Interrupting implicit bias professional learning opportunity |
| 2018 | - Local school wellness councils  
       | - Implicit bias professional learning opportunity  
       | - Restorative justice and practices  
       | - Trauma-informed practices  
       | - Suicide prevention (in all secondary schools) |
| 2017 | - Cultural proficiency professional learning opportunity  
       | - Coordination with the Health and Wellness subcommittee of the Montgomery County Council of Parent Teacher Associations, Inc.  
       | - Systemwide wellness committee |
| 2016 | - Child abuse and neglect prevention training |
| 2015 | - Personal Body Safety Lessons (at all grade levels)  
       | - Give Me 10! (in middle schools) |
| 2004 | - Creation of the Equity Unit |
| 2002 | - Collaboration with the Mental Health Association of Montgomery County to create Red Flags, a suicide awareness program to be implemented during Health education. (Red Flags was piloted in middle schools in 2002, adapted for and piloted in high schools in 2006, and implemented fully in 2009.) |
Sample School Counselor Lesson Topics

- Character education
- Bullying prevention
- Career
- Conflict resolution
- Diversity, cultural competence, race, and equity
- Growth mindset and behaviors
- Learning styles
- LGBTQ resources
- Middle school transition
- Mindfulness
- PBIS
- Personal Body Safety Lessons
- Restorative practices (e.g., class meetings and dialogue circles)
- SEL
  - Anxiety and worry
  - Citizenship and social responsibility
  - Compassion, empathy, kindness
  - Decision-making
  - Fairness
  - Respecting individual differences
  - Stress management
  - Teamwork
  - Teasing, rumors, gossip
- Social media
- Social skills
- Study skills
- Substance use prevention
- Trauma
Curriculum Development Teams

**Elementary Schools**

Ms. Nadya A. Briggs, staff development, Cannon Road Elementary School  
Dr. Jennifer A. Jones, school counselor, Lake Seneca Elementary School  
Mrs. Katie M. Lazo, ESOL, Somerset Elementary School  
Dr. Katherine J. McGrady, school counselor, Somerset Elementary School  
Mr. Alexander J. Mueck, physical education, Burtonsville, Kemp Mill, Twinbrook, Weller Road, Woodlin Elementary Schools

**Middle Schools**

Mrs. Rebecca H. Best, school counselor, Thomas W. Pyle Middle School  
Mrs. Jennifer L. Delorge McKeown, ESOL and Multidisciplinary Education, Training, and Support Program, Springbrook High  
Ms. Whitney E. Geller, social studies, Julius West Middle School  
Ms. Heather Giovenco, physical education content specialist, Col. E. Brooke Lee Middle School  
Mrs. Charylann E. Maas, social studies, Westland Middle School  
Mrs. Dana K. Pelzman, art, Eastern Middle School

**High Schools**

Ms. Belinda Campbell, ESOL, Gaithersburg High School  
Ms. Maigan S. Campbell, health education, Paint Branch High School  
Ms. Alexander K. Cullen, social studies, Montgomery Blair High School  
Mrs. Megan Hamouch, arts and technology, John F. Kennedy High School  
Mr. Daryl Howard, counselor, Montgomery Blair High School  
Mr. Christopher J. Ohm, special education resource, Damascus High School  
Ms. Batya Toso, intervention support, Gaithersburg High School

**Additional Supports**

Ms. Sonja M. Bloetner, supervisor, PreK–12 Instruction and Programs  
Ms. Cara D. Grant, supervisor, Pre-K–12 Health and Physical Education  
Mrs. Sandra N. Mackin, instructional specialist, ESOL  
Mrs. Jennifer R. Strouble, instructional specialist, OSES
Be Well 365 Climate and Culture Action Plan

School climate and culture are essential components for staff members, students, parents, and guardians to thrive. The climate and Be Well 365 action plans should be developed collaboratively with the school leadership team using several data sources (e.g., employee climate survey; student and parent/guardian surveys; discipline data, including office referrals, suspensions, bullying, intimidation, or harassment reports; counselor visits; referrals to the Montgomery County Crisis Center, etc.). Additional data from students and families may be included, as appropriate. Schools should plan to complete a mid-year survey or review of progress to adjust the plan, as needed.

Be Well 365
The Be Well 365 portion of the action plan is student-focused. Please consider existing programs, practices, and strategies in your school that address the physical, social, and psychological well-being for all students that are reported at https://www.montgomeryschoolsmd.org/departments/studentservices/wellbeing/index-new.aspx. If there are no existing programs or services that address the 6 Essentials, please indicate the desired, future programs and a timeline for their implementation.

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<tr>
<th>6 Essentials</th>
<th>Existing programs, practices, and strategies in one or more Essential category.</th>
<th>Future programs, practices, and strategies in one or more Essential category (indicate year of planned implementation)</th>
<th>What data will you use to measure success of schoolwide implementation, student perceptions, and student outcomes in each of the 6 Essential areas?</th>
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<tbody>
<tr>
<td>Culturally Responsive Relationship Building</td>
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<td>Character Development and Empathy</td>
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**Climate Action Plan**
The climate action plan is staff member-focused and should use climate survey data and any additional data, as appropriate. The climate action plan is an internal document developed and monitored by school leadership. The climate action plan will be reviewed by the director of learning, achievement, and administration periodically throughout the year.

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<th>Questions</th>
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<th>Area of Focus (Category or Theme)</th>
<th>Action Step (Task or Practice)</th>
<th>Person(s) Responsible</th>
<th>Measure of Success and Artifacts (to demonstrate evidence of growth)</th>
<th>Monitoring Date and Person(s) Responsible (when, how, and by whom this action plan will be reviewed)</th>
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