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

STUDENT AND FAMILY SUPPORT AND ENGAGEMENT
OFFICE OF TEACHING, LEARNING, AND SCHOOLS

STUDENT WELL-BEING TEAMS:

A FRAMEWORK

STUDENT WELL-BEING TEAMS

Student Well-being Teams (SWBTs) are collaborative, multi-disciplinary teams whose charge is to support students and families by reducing barriers to learning. As Montgomery County Public Schools (MCPS) moves towards in-person learning for select groups of students, problem-solving and support for students who are demonstrating mental and behavioral health concerns, and the outreach to, problem-solving for, and support of the families of students who are not sufficiently attending or engaging in any platform of their educational program will become increasingly important. In addition, students and families in need of school and community resources should be reviewed by members of the SWBTs.

SWBT PROCESSES

Referrals

When students and teachers return to school buildings, teachers will continue to have primary responsibility to reach out initially to parents, guardians, and students, when appropriate, to determine what supports students may need to become more actively engaged in learning. If this initial outreach does not result in an improvement in engagement, or the student demonstrates behaviors suggestive of a possible mental health concern, the teacher should make a referral to their school's SWBT. Each school should have an SWBT referral process that is communicated clearly to all school staff members.

Team Members

SWBT members should be well-versed in collaborative problem-solving, root cause analysis, mental health needs, attendance and engagement interventions, and community resources. Suggested team members include:

✓ Administrator or designee
✓ Pupil personnel worker (PPW)
✓ School counselor (or counseling department)
✓ School psychologist
✓ Parent community coordinator (PCC), ESOL transition counselor (ETC), or school-based ESOL counselor (SBEC), if assigned to the building
✓ Staff members who have particularly strong connections to the students, families, and school community

SWBT PROCESSES **(Continued)**

Meeting Schedule

As student groups return to in-person learning, it is recommended that the SWBT meet at least bi-weekly.

Functions

The primary functions of the SWBT are collaborative problem-solving around unique student needs, and parent, guardian, or caregiver outreach. Student and Family Support and Engagement (SFSE) staff members, including PPWs, PCCs, ETCs, and school counselors, are particularly skilled at creative ways to engage families and should be employed when families have not responded to initial school-based staff member outreach efforts.

In collaboration with parents and guardians, SWBTs should engage in collaborative problem-solving and root cause analysis to identify barriers to student engagement and mental health. SWBTs also may be used when families need intensive community resources. Targeted school-based and community resource interventions then may be engaged to address barriers to learning. Many families will still need direct support in connecting with community partners and resources.

PPWs, PCCs, ETCs, and school counselors are critical for providing these warm handoffs.

As specific student populations are slated to return to in-person learning, SWBT members should schedule re-entry or intake meetings with the families of students who demonstrated school attendance and engagement challenges, both before and during virtual learning. Re-entry meetings also may be scheduled for students for whom it is anticipated there may be concerns related to social-emotional or behavioral issues upon their return. Meeting participants should include the student's counselor, administrator, and PPW.

Data

Data collection and monitoring are critical for supporting student success. SWBTs should continue to use the SWBT Data Collection Tool to document the student groups referred most frequently, the interventions employed most often, and the cases that have been resolved successfully. Data analysis should occur regularly to consider and implement school-wide strategies to address targeted populations.

CENTRAL SERVICES SUPPORT

Support for the implementation of SWBTs may be obtained from SFSE and the school's director of learning, achievement, and administration, School Support and Improvement.

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