

LMSD Wellness

2023-24 ISC HOT TOPICS

SOCIAL

PHYSICAL

EMOTIONAL

INTELLECTUAL

PERSONAL

ENVIRONMENTAL

OCCUPATIONAL





Agenda

Historical Perspective

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LMSD's Wellness Work

...

Wellness Committee

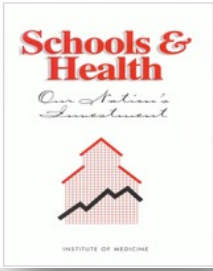
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Next Steps





A Long Look Back



Late 1700-early 1800s – Health Education; Physical Wellness – “Captive Audience” – Vaccines

Early 1900s – Expansion of School Nurses for examinations; layered in physical training “gymnastics” as well as instruction in “temperance” and hygiene

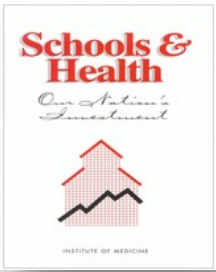
1960s – School Health Education Study defined health as a dynamic, multidimensional entity and outlined 10 conceptual areas of focus that over the years have often been translated into 10 instructional content areas including human growth and development, personal health practices, accidents and disease, food and nutrition, mood-altering substances, and the role of the family in fulfilling health needs. The primary publication from this initiative, School Health Education Study: A Summary Report, provided the basis for most of the current legislation on school health education.

Although the Great Society programs of the 1960s and 1970s brought an influx of funding for school health, many of these programs focused largely on disadvantaged and special populations. As these programs grew, the perceived importance of school health for mainstream students may have begun to decline. In addition, with the publication of *A Nation at Risk* (Goldberg and James, 1983) and the emergence of the "back to the basics" movement during the early 1980s, the role of health and physical education in the curriculum also came under question. Should these courses be considered part of the core curriculum or did they intrude on and distract from "academics"?





A Long Look Back

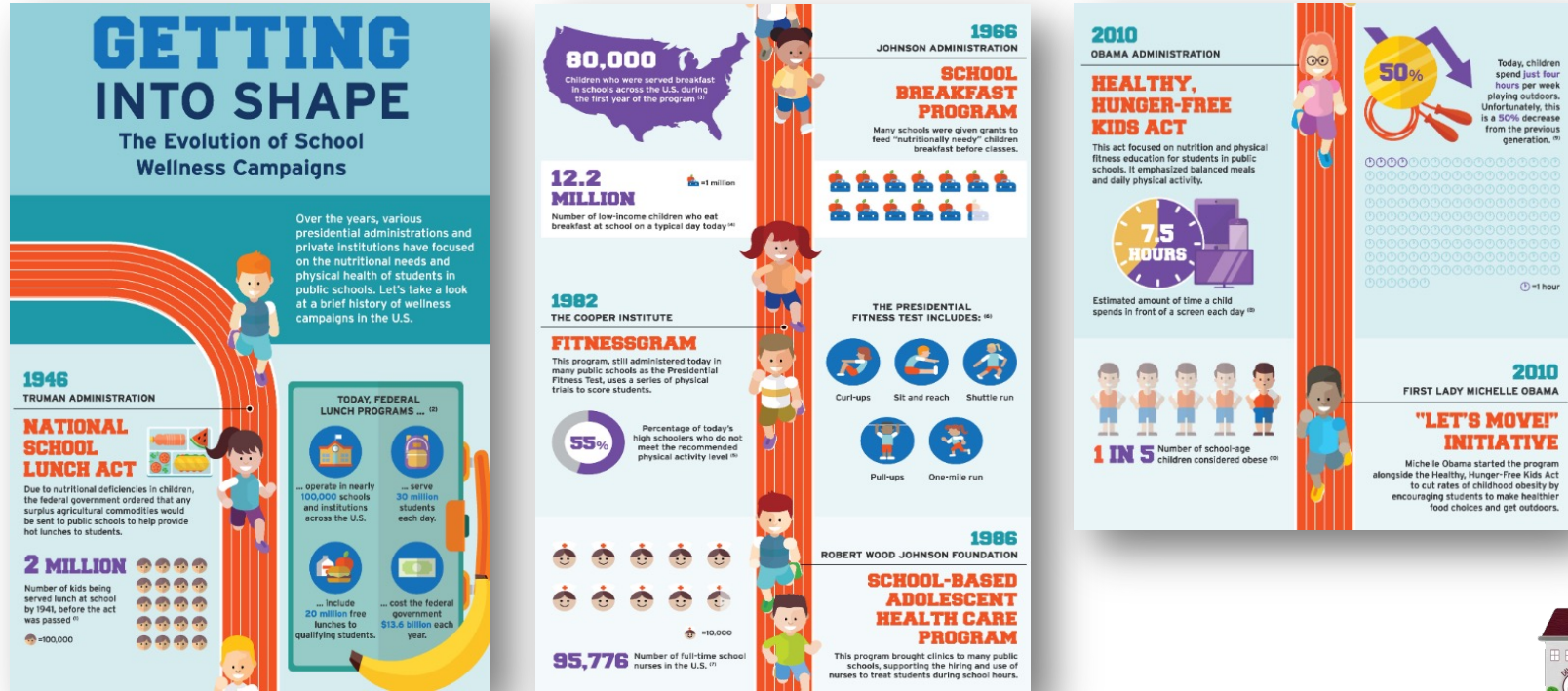


“The problems that confronted school health programs a hundred or more years ago—disease, physical defects, poor sanitation, inadequate nutrition, poverty, parental illiteracy, exploitation of children—were as critical in their time as current problems are today. However, yesterday's problems lent themselves more readily to well-defined permanent solutions—immunizations, eyeglasses, better personal health habits and nutrition, improved sanitary conditions, child labor laws. In contrast, many of today's new social morbidities are amorphous, chronic rather than acute, mental as much as physical. Individual behavior and societal norms have replaced disease pathogens and sanitation as major contributors to health problems, and solutions are not clear-cut. The schools of yesteryear were not expected to solve the health and social problems of the day by themselves; the medical, public health, social work, legislative, and philanthropic sectors all pitched in. Given the scope and complexity of the health problems of today's children and young people, it is again likely that schools will not be able to provide solutions without the cooperation and support of families, community institutions, the health care enterprise, and the political system.”





A Long Look Back





LMSD's On-Going Commitment

Health Services

Health Services are available in each of our ten schools to support student health, learning and achievement. The Health Services team is composed of certified school nurses, staff nurses and consultants (dentist and physician). In addition to providing direct services to students, school nurses promote health and risk reduction and plan and coordinate ongoing, comprehensive health care programs and services for students in collaboration with families and treating medical professionals.

Benefits of a Wellness Council

- Improve student performance and attendance
- Provide a way for community members and schools to collaborate in creating a health promoting environment.
- Provide a forum for sharing information and utilizing community resources.
- Address the six CDC student risk factors
 1. Tobacco
 2. Nutrition
 3. Intentional and Unintentional Injuries
 4. Sexual Behaviors
 5. Physical Activity
 6. Drugs and Alcohol
- Provide healthy messages through the Comprehensive School Health Program model using the eight (8) components:
 1. Comprehensive School Health Education
 2. Physical Education
 3. Health Services
 4. School Environment and Safety
 5. Staff Health Promotion
 6. Food Services and Nutrition
 7. Counseling, Psychological, and Mental Health Services
 8. Family and Community Involvement
- Respond to changing health priorities within the district.

<https://www.lmsd.org/departments/health>

Nutritional Services

LMSD Nutritional Services provides more than 3,250 meals per day in the District's 11 public schools. This includes a full service breakfast and lunch program. The department also offers extensive catering services for meetings, banquets and special events.

Menus, Forms & Resources

Resources

- **Healthy Fundraising**
- **Classroom Parties & Holiday Celebrations**
- **Healthy Rewards for Children**
- **Ways to Increase Your Vegetable Intake**
- **How Many Fruits and Vegetables Do You Need?**
- **25 Healthy Snacks for Kids**
- **Choose Nutrient Rich Foods (American Dietetic Association)**
- **Policy 254 - Student Wellness**
- **Admin Regs 254 - Student Wellness**

For more information on healthy eating, visit the USDA website at [ChooseMyPlate.gov](https://www.choosemyplate.gov).

For more information on the districts nutritional program, download [LMSD's Guidelines for Nutritional Standards](#).

<https://www.lmsd.org/departments/nutritional>

School Counseling

School Counseling Curriculum

The **American School Counseling Association** (ASCA) as well as the **Pennsylvania School Counseling Association** (PSCA) asserts that school counseling is an integral part of the overall educational experience. Lower Merion School District's school counseling department is committed to providing all students with a comprehensive school counseling program which systematically addresses the three areas of academic, career, and personal/social development. It is our belief that in doing so, we assist students in exploring, planning, and realizing their individual interests, abilities, and goals, thus helping them to reach their full potential as productive members of society.

Resources

Basic Needs	Drug & Alcohol	Mental Health	Suicide Prevention	Other Offices
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Ada Mutch Community Center (Food, Shelter, Employment related Services) Local Community Center run through a collaboration of ElderNet of Lower Merion and Narberth and the Southeastern Regional Services Network. Services available include care managers, nurses, and food cupboard. Food cupboard is open Tuesdays and Thursdays 10am-2pm and 2pm-4pm, but you must call for an appointment. The "Ask a Nurse" program is available Tuesdays and Thursdays from 10am-1pm.

Laurel House Shelter and domestic violence counseling for women and children.

Narberth Community Food Bank - (484-278-4579)

Eldernet - (610-525-0706)

Anyone, regardless of income level or life situation, can go to Eldernet and get food from their pantry.

Ardmore food pantry at St. Mary's Episcopal Church (610-649-1486)

<https://www.lmsd.org/departments/counseling>





LMSD's On-Going Commitment

Clinical Services

The District has school psychologists and school counselors in each school to address students' educational and behavioral needs. Additionally, there are school social workers at the secondary schools to support students in school and to assist families in accessing community based services.

Home & School Visitation

The Lower Merion School District believes that regular school attendance significantly effects student achievement and wellbeing. Student Services supports students' attendance and compliance with state requirements, through the involvement of a School Visitor/Social Worker (HSV/SSW). The HSV/SSW works with students and parents when school attendance is a concern. Support and interventions with students and families are developed and implemented and referrals are made to community resources to work with the family and student.

**Join Lower Merion School District's Ongoing
Equity Efforts**

Digital Citizenship

[Websites](#)[Books](#)[Podcasts](#)[Try With Your Kids](#)[Kids Safety Products](#)[Glossary](#)

Crisis Response Teams

Members of the District staff have been trained in responding to atypical events and in meeting the needs of students and staff when schools are faced with an emergency situation. Crisis response teams are available across the District with varying membership depending on the situation. Team members may include school psychologists, school counselors, social workers, nurses, and administrators. In addition to responding to the immediate situation, members of the team are available for subsequent support and counseling to students, families, and staff. Student Services organizes and coordinates the Crisis Response Team, collaborating with school staff and other District staff as determined by the event at hand.

LMSD Reporting Form

**SAFE SAY
SOMETHING**





LMSD's On-Going Commitment

Elementary School

As a child's first exposure to structured learning, the elementary school experience is a critically important one. Our priority is to engage and excite children about their entire school experience. Building strong academic and social skills during the pivotal K-4 years provides a pathway for long-term success. The emphasis is on providing foundational skills in each core academic area, encouraging curiosity and exploration, fostering academic confidence and enthusiasm and delivering an appropriate balance of individual and group learning settings.

To help ensure competence and genuine engagement in learning, our elementary school program emphasizes active learning experiences in a nurturing and supportive environment.



Spotlight: School Families

Middle School

The middle school years are a time of extraordinary social, emotional, physical and academic growth for students. Our focus is on creating a safe, supportive learning environment where students can explore their interests and passions as they navigate the journey from early adolescence to young adulthood.

UNIFIED TRACK & FIELD



BEST BUDDIES

Interscholastic Teams

High School

Both Harriton and Lower Merion high schools offer a rigorous, personalized program of studies designed to prepare all students to achieve post-high school goals. At the heart of the program is a classic liberal arts curriculum that provides a broad foundation for learning, balanced with opportunities for independent study and in-depth exploration. Students may choose from more than 200 distinct and varied courses, from the introductory to college level. Harriton's International Baccalaureate Diploma program provides additional options for highly motivated students.

At the conclusion of their high school careers, all students engage in a "Senior Project." This self-directed, experiential capstone course enables students to explore a topic of interest and serves to illustrate the skills and knowledge gained during their years in Lower Merion School District.



Late Bus Runs



Black Rock Club/Activity Information

**Please be sure to check the Daily Announcements for the most up-to-date information on daily after school club offerings and cancellations.*



Bala Cynwyd Middle School Clubs and Activities



Welsh Valley Club/Activity Information

**Please be sure to check the Daily Announcements for the most up-to-date information on daily after school club offerings and cancellations.*



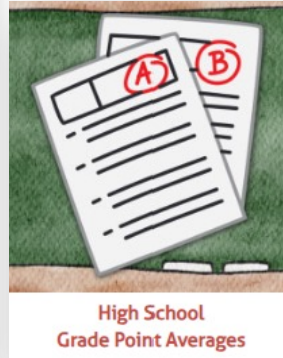
LMSD's On-Going Commitment



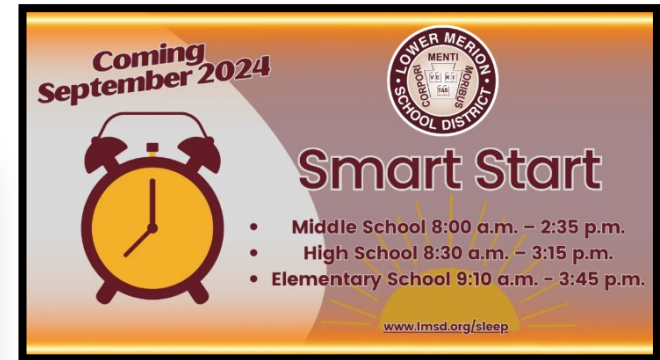
Mental Health Supports



Restorative Practices



High School
Grade Point Averages

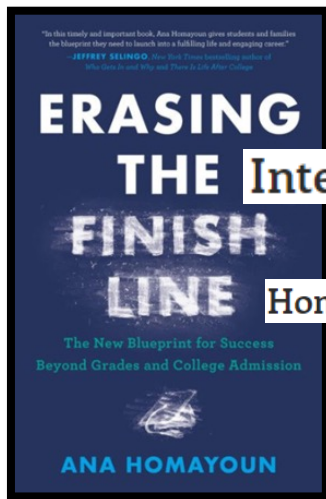




LMSD's Key Partnerships



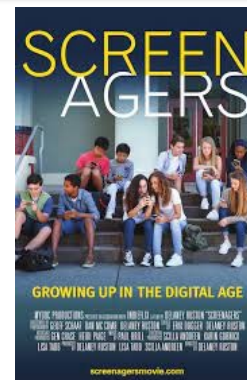
Committee for Special Education



Interschool Council
Hot Topics

Home & School Association

CARE Committee





Wellness Committee Work

2022-23 Highlights

- Policy Development - Student Wellness
- Personal Devices in Schools; developing Community Partnership

End-of-Year Planning

- “It takes a village” – Connections to New & On-Going Efforts
- Survey and 23-24 Subcommittee Creation





Wellness is Multidimensional

Social

Lower Merion School District

Policy No.:
Section:
Title:
Date Adopted:

254
STUDENTS
STUDENT WELLNESS
1/12/16

The Lower Merion School District is committed to a multidimensional approach to wellness in our community. Wellness, as we consider it, is both a sustained state and an ongoing, active process, rather than a single point in time. Wellness includes emotional, social, physical, academic, personal, environmental, and occupational fulfillment.¹

Educational programs and activities (see policy/ARK 104 - Equity): Those features of our system are designed to foster a sense of belonging for all members of our school communities, which is a critical component of overall student wellness.

Why is this important? When we consider wellness as a holistic concept, we are better positioned to understand the relationship between various dimensions of wellness and their impact on student growth. We want to foster student agency, and to create an environment in which developmentally appropriate opportunities to exercise that agency empower students to take ownership of their own wellness. This is critical not only to their experience in this community, but to their quality of life as they move into the next phase of their lives after they graduate.

With this understanding, we also are able to implement practices in service of overall student wellness by positioning resources – including funding, programs, policies, initiatives, and supports – to target those needs on personal and systemic levels. It is imperative that these include both proactive efforts to promote student wellness as well as responsive measures to address individual, group, or district-level needs.

Occupational

Intellectual

Environmental

Personal





2023-24 Review & Reflect

A Few Highlights:

- ☐ Making Practices Public
- ☐ **Start Time Readiness/Implementation**
- ☐ **Belonging Survey for Students and Staff**
- ☐ Organizational Health – Renewed focus on teaching and learning; restorative practices
- ☐ Policy Development –
 - ☐ Connections to Student Wellness – e.g., Activities Policy
 - ☐ Grading and Reporting of Grades – Leverage interests and reduce stress
- ☐ **Personal Devices in Schools**
 - ☐ Continuing Community Partnerships
 - ☐ Joint presentations – e.g., Screenagers
- ☐ Other District/School-level Efforts





Subcommittee Work

4 Subcommittees



Nutrition



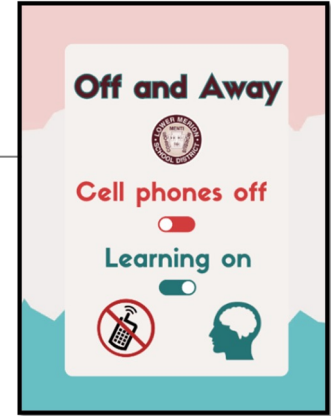
Social Media & Personal Devices



Belonging & Connection



Healthy Sleep Practices





Subcommittee Share-out





Healthy Habits: Nutrition

- ☐ Children's nutritional habits and preferences are shaped by what they learn, see and do, during the school day, in after-school programs, and at home
- ☐ Promote healthy food choices in and out of school for students and families
- ☐ The committee typically organizes 2-3 tasting events during the school year
- ☐ Tasting events focus on introducing fresh fruit and vegetables





Healthy Habits: Nutrition

****New Project****

Grab-and-Go Breakfast Cart at Black Rock
Offering breakfast for students who are running late

Students in the seventh-grade leadership class atook on
the challenge of increasing participation in the school
breakfast program

Teachers, Principal, and Nutritional Services Department
collaborated to make this great idea possible

Planning to expand to BCMS next





Healthy Habits: Nutrition

Tasty Tuesday

Elementary Students tasted and voted on 2 different types of hummus and veggies

GRADE	Snap Peas		Cucumbers		Total Number of Participants	First Time Trying Pizza Hummus	First Time Trying Garlic Hummus	Which Did you prefer?	
	Yes	No	Yes	No		#Yes	#Yes	Garlic	Pizza
K									
1						22	24	23	5
2						31	25	13	18
3						31	18	18	12
4						37	16	22	9





Belonging & Connection

How does belonging impact health and wellness? How do we make explicit these connections for students, staff, and families? How do we elevate this as a community conversation?





Belonging & Connection



Belonging vs Fitting In





Belonging & Connection

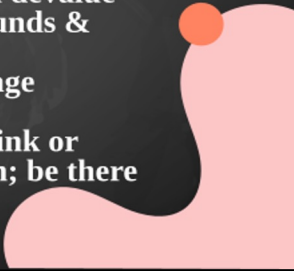



**Stop telling
people they
belong!**





Belonging & Connection

To Create a True Sense of Belonging
- Do This NOT That



- Do This**
 - ☐ Ask/Learn students' stories and journeys
 - ☐ Validate and affirm cultural background & experiences
 - ☐ Understand the process of second language acquisition (SLA)
 - ☐ Allow the use of students' home language
 - ☐ Keep the bar/expectation high --provide scaffolding
- Do NOT do This**
 - ☐ Do not assume you know their story (dangers of a single story)
 - ☐ Do not ignore and devalue students' backgrounds & experiences
 - ☐ Do not be a language oppressor.
 - ☐ Do not let them "sink or swim" on their own; be there for them.





Belonging & Connection

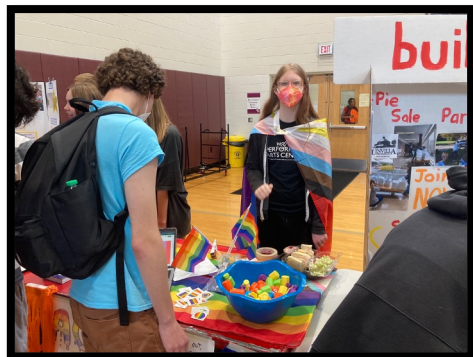
Identifying and Organizing the Work

- Cultivate your cultural competence.
- Support people who do not share your identity markers.
- Pay attention to those who have marginalized identities, watch how they engage and communicate, and observe how others communicate with them.
- Aim to create safe-ish environments. Watch how people with power and of the dominant culture engage.
- Create optional affinity spaces and identity groups.
- Develop norms and processes to uphold norms that are inclusive.
- Complete inclusion checks: Whose voices are missing?
- Gather Feedback.
- Build community.
- Build support systems.





Belonging & Connection

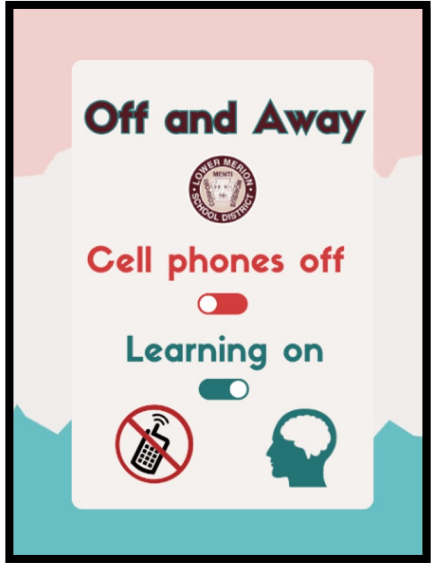


Student Voice Activities Fair





Social Media & Personal Devices





Healthy Sleep Practices

What's Our Why?

With the onset of puberty, changes occur in the biological systems that regulate the sleep/wake cycle. Teens' natural urge to sleep is delayed until later in the evening than children or adults. This shift, when coupled with early start times, makes the prospect of getting a good night's sleep challenging for many teenagers. Major medical and health organizations, recognizing the toll that sleep deprivation takes on student health and wellness, recommend beginning secondary school classes no earlier than 8:30 a.m. to give adolescents the best opportunity to get the sleep they need to start the school day and stay alert and ready to learn.

2024-25 Schedules At-A-Glance



	MIDDLE SCHOOL				HIGH SCHOOL				ELEMENTARY SCHOOL			
	AM	PM	TOTAL	DIFF.	AM	PM	TOTAL	DIFF.	AM	PM	TOTAL	DIFF.
CURRENT	8:15	3:05	6h50m	NA	7:30	2:40	7h10m	NA	9:00	3:35	6h35m	NA
2024-25	8:00	2:35	6h35m	-15m	8:30	3:15	6h45m	-25m	9:10	3:45	6h35m	NC





Healthy Sleep Practices: New Start Times & What Else?

Implementation Plan At-A-Glance

TOPIC	TASK	WHO/HOW	TIMELINE
STUDENT WELLNESS	How do we encourage students to use this time for sleep? Not just about changing time; need to change practices.	Wellness Committee/School/Student Services Teams	Ongoing
COMMUNICATION PLAN	Share logo/brand/hashtag; website explanation	Communication Team	By Aug 31, 2023
SCHEDULES	Transition all schedules from current to Alternate #4	Teams by level	By Nov 1, 2023
POLICY	Review Policy/AR #810 to determine whether any efficiencies can be created in order to decrease time between runs and maximize instructional time.	Admin/Transportation/Board	By Nov 1, 2023
STAFF SURVEY	 Survey staff regarding change and accommodations to determine impact on staffing, EPER, and overall wellness.	Human Resources Team	By Dec 1, 2023
STUDENT SURVEY	 Survey students regarding wellness practices, including sleep (Challenge Success?)	Admin/School Teams	By Mar 30, 2024
TRANSPORTATION	Route students in anticipation of earlier notice period	Transportation Dept.	By June 30, 2024





Where Do We Go From Here?

Organizational Health & Individual Wellness

Our Wellness Work – Communicating for Consistency & Connection

Universal Prompts Keep Wellness in Focus

Student Survey – Sleep, device use, wellness



Questions?

