Agenda

- Welcome
- SEWAC Mission, Vision, and Collective Commitments
- Goal Areas - Actions
- Shared Learning Experience
  - CoVitality: Collaborative Inquiry (Goal 3)
  - What is our response: (Goal 1)
    - MTSS
    - Body of Evidence
    - Wellness Summit (Goal 2)
- Exit Ticket
The SEW Advisory Committee will provide input and direction to SCSD on how best to support all Somers students’ social and emotional wellness.
SEWAC Vision

- To advocate for children that cannot speak for themselves.
- To work in concert with families, school professionals, and community partners.
- To provide a safe place for children's voices to be elevated.
- To provide a place for learning for all about SEW.
- To ensure alignment between parent, student, and school district goals for supporting the SEW of all students.
SEWAC Collective Commitments

- Engage in understanding the impact of SEW on the whole child.
- Engage in learning current practices on how to support SEW in SCSD.
- Offer perspective and input on relevant data related to SEW in SCSD.
- Help to steer decision making regarding next steps for supporting the SEW of all children.
- Collaborate with all members of SEWAC.
- Create a safe and welcoming place for all members to be engaged in the work of SEW.
SEWAC Goal Areas and Actions 22-23

Goal 1: Ensure Awareness and Commitment of Social Emotional Wellness
Action(s):
• Provide guidance regarding opportunities for all stakeholders to be familiar with the different SEW supports in SCSD.
• Contribute to the development of the SEW master plan/structure across the district.

Goal 2: Enhance Our Individual and Collective Understanding of Social Emotional Wellness
Action(s):
• Provide feedback on the opportunities regarding the current initiatives and explore future possibilities.
• Provide insights regarding learning opportunities for students, employees, and families. (e.g. Wellness Summit)

Goal 3: Support Social Emotional Learning for All Children
Action(s):
• Provide feedback on on SEW screener implementation.
• Explore alignment with district programs. (Align with MYP – ATL skills.)
Collaborative Inquiry Protocol – Nancy Love Model

Predict
What do we predict we will see in this data?

Observe
What do we actually see?

Infer/Question
Look at the images - What inferences or questions come to mind? What additional data might we review? What tentative conclusions can we draw?

Verify Cause/Effect
What appears to be the root cause of the student learning problem - if one exists?

Develop SMART Goal
What identifiable data-driven goal will we work to achieve?

Develop Action Plan
What are the actionable steps we will take to achieve our goal?

Instruction – methods? management?
Curriculum – is something missing? or redundant?
Assessment – are our assessments accurately measuring student learning?
Equity – do all students have access to high quality instruction?
Teacher Preparation?
Critical Supports?

More data needed

Create a visual representation of the data.
Use stoplight highlights –
Red - We need to stop this!
Yellow – Caution here.
Green - Good to go!

Begin the process again – with a new data set
Remember No Because
What is our response?

- Direct Student Support Structure
  - Multi-tiered Systems of Support (MTSS)
Family and Community Support

- Family Support
  - Tusker U Wellness Summit
  - 10.27.22 – Thursday
  - Dr. Michael Furlong
    – CoVitality Developer

<table>
<thead>
<tr>
<th>Optimism</th>
<th>ZEST</th>
<th>Gratitude</th>
<th>Engaged Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotion Regulation</td>
<td>Self-Control</td>
<td>Empathy</td>
<td>Emotional Competence</td>
</tr>
<tr>
<td>Family Support</td>
<td>Peer Support</td>
<td>School Support</td>
<td>Belief-in-Others</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>Self-Efficacy</td>
<td>Persistence</td>
<td>Belief-in-Self</td>
</tr>
</tbody>
</table>
Exit Ticket

What about our time today was most valuable to you?