Agenda

- Welcome
- SEWAC Mission, Vision, and Collective Commitments
- Shared Learning Experience
  - CoVitality Questions (Goal 3)
  - Multi-tiered Systems of Supports (MTSS) (Goal 1 and 2)
- SHAPE
- Exit Ticket
Social Emotional Wellness Advisory Committee

MISSION: (Why we exist.) The SEW Advisory Committee will provide input and direction to SCSD on how best to support all Somers students’ social and emotional wellness.

VISION: (How we want to exist.)
- Advocate for children that cannot speak for themselves.
- Work in concert with families, school professionals, and community partners.
- Provide a safe place for children's voices to be elevated.
- Provide a place for learning for all about SEW.
- Ensure alignment between parent, student, and school district goals for supporting the SEW of all students.

Collective Commitments to Each Other:
- 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 SEW screener implementation.
- Explore alignment with district programs. (Align with MYP – ATL skills.)
How do we understand the Social/Emotional Wellness of our children?

- **CoVitality** – [Question Discussion](#)

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<tr>
<th>Optimism + ZEST + Gratitude</th>
<th>= Engaged Living</th>
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<tr>
<td>Emotion Regulation + Self-Control + Empathy</td>
<td>= Emotional Competence</td>
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<td>Family Support + Peer Support + School Support</td>
<td>= Belief-in-Others</td>
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<td>Self-Awareness + Self-Efficacy + Persistence</td>
<td>= Belief-in-Self</td>
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What system do we have in place to ensure our students are supported?

**Whole Child Success Team (WCST)**

**What**
Proactive, collaborative team approach to support the social, emotional, physical, and academic growth of our students

**Why**
To ensure that our students receive the support they need to be successful, life-long learners

**Who**

- Classroom Teachers & Support Staff
- Mental Health Team: Counselors, Psychologists, Social Workers
- Interventionist & Specialists: AIS, Speech, ENL, OT, PT, School Nurse
- Administrative Team: Building Principals, Assistant Principals, Dean of Students
- Families
What “body of evidence” do we use to guide our support services for children?

Whole Child Success Report
What is our response?

- Pyramid of Intervention

Work in tables and learn more about each program from the members of your team.

Identify the Tier for each program.

What strengths do you see?

What opportunities exist?
How do we improve our Social and Emotional Wellness Systems?

School Health Assessment Performance Evaluation
(University of Maryland School of Medicine)
Exit Ticket