Forward in Excellence

Somers Central School District
SEWAC 2.8.23
Agenda

- Welcome
- SEWAC Mission, Vision, and Collective Commitments
- Shared Learning Experience
  - Explore Tier 2 Interventions (Goal 1 and 3)
- SHAPE (Goal 2)
  - Establish our Benchmarks
- 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 on SEW screener implementation.
• Explore alignment with district programs. (Align with MYP – ATL skills.)
**Q2 What opportunities do you believe SEWAC could pursue?**

<table>
<thead>
<tr>
<th>#</th>
<th>RESPONSES</th>
<th>DATE</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Tier 2 supports at SMS for social skills</td>
<td>11/30/2022 5:05 PM</td>
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<tr>
<td>2</td>
<td>Highlight more of “preventions” and its importance on the results of an intervention</td>
<td>11/30/2022 5:03 PM</td>
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<td>3</td>
<td>Expanding upon small group counseling in secondary grades, more structured play and activities at recess. We just started this at SHS with the support of SEPTA/PTA! :)</td>
<td>11/30/2022 5:03 PM</td>
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<td>4</td>
<td>I believe SEWAC could pursue the opportunity of making kids more aware and comfortable talking about these situations.</td>
<td>11/30/2022 5:03 PM</td>
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<td>5</td>
<td>Mentorship opportunities are offered and nurtured for all students at all levels. Advisory lessons at the HS. More PD on responsive classrooms (therapeutic responses for educators - modeling thinking and language). More awareness on DBT lessons for all teachers</td>
<td>11/30/2022 5:03 PM</td>
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<td>6</td>
<td>Extending programs to different levels/schools</td>
<td>11/30/2022 5:02 PM</td>
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<td>7</td>
<td>I think SEWAC could further help the students at somers to succeed socially and academically</td>
<td>11/30/2022 5:02 PM</td>
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<td>8</td>
<td>More tier 2 interventions in SMS and SHS.</td>
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<tr>
<td>9</td>
<td>Looking at ways to provide Tiered interventions in a consistent way across the building</td>
<td>11/30/2022 5:02 PM</td>
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<td>10</td>
<td>We need to pursue preventing instead of waiting until intervention.</td>
<td>11/30/2022 5:01 PM</td>
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<td>11</td>
<td>I believe that SEWAC could help bring more advancements and opportunities to the students and help the staff understand them more.</td>
<td>11/30/2022 5:01 PM</td>
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<tr>
<td>12</td>
<td>More tier 2 opportunities in Middle &amp; High School</td>
<td>11/30/2022 5:01 PM</td>
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<tr>
<td>13</td>
<td>Looking into ways to support students in small groups at all levels</td>
<td>11/30/2022 5:01 PM</td>
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<tr>
<td>14</td>
<td>Expanding our secondary level small group supports</td>
<td>11/30/2022 5:01 PM</td>
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<td>15</td>
<td>How to expand tier 2 opportunities in secondary schools</td>
<td>11/30/2022 5:01 PM</td>
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<tr>
<td>16</td>
<td>Expanding existing interventions into other buildings</td>
<td>11/30/2022 5:00 PM</td>
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Explore Tier 2 Options

- Pyramid of Intervention

MTSS Overview Document – Close Read
- What strengths do you see?
- What opportunities are available?

Work at tables to complete the school “interventions matrix for Tier 2 interventions”.
How do we improve our Social and Emotional Wellness Systems?

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

SHAPE users map their school mental health services and supports
Assess system quality using national performance standards
Receive custom reports and strategic planning guidance and resources
Utilize additional SHAPE features including the Screening and Assessment Library and Trauma-Responsive Schools Assessment and Resources
Use district and state/territory dashboards to collaborate with schools and districts in your region
Exit Ticket