



FORWARD IN EXCELLENCE

Social-Emotional & Physical Wellness

Somers Central School District
October 6, 2026



Elements of Excellence

SOCIAL-EMOTIONAL & PHYSICAL WELLNESS

Goal: SCSD will nurture social-emotional and physical wellness in all learners.

2026-2027 District Priorities:

01

Support executive functioning to enhance district practices that promote student wellness.

02

Develop opportunities for students to set goals, reflect, and monitor their own growth across academic and personal domains.

03

Continue to ensure a consistent, aligned, developmentally appropriate progression of social-emotional and physical wellness skills K-12.



SOCIAL-EMOTIONAL & PHYSICAL WELLNESS

Support executive functioning to enhance district practices that promote student wellness.

Tri-State Visit - Spring 2027

The **Tri-State Consortium** is an alliance of public school districts committed to systems thinking and collaborative inquiry as pathways toward continuous improvement. Working together as colleagues and critical friends, we apply the standards of the Tri-State model to benchmark member districts' progress in advancing teaching and learning.

Consortium members support each other through external peer review of programs and practices, study groups, conferences and topic-based seminars designed to deepen professional learning.

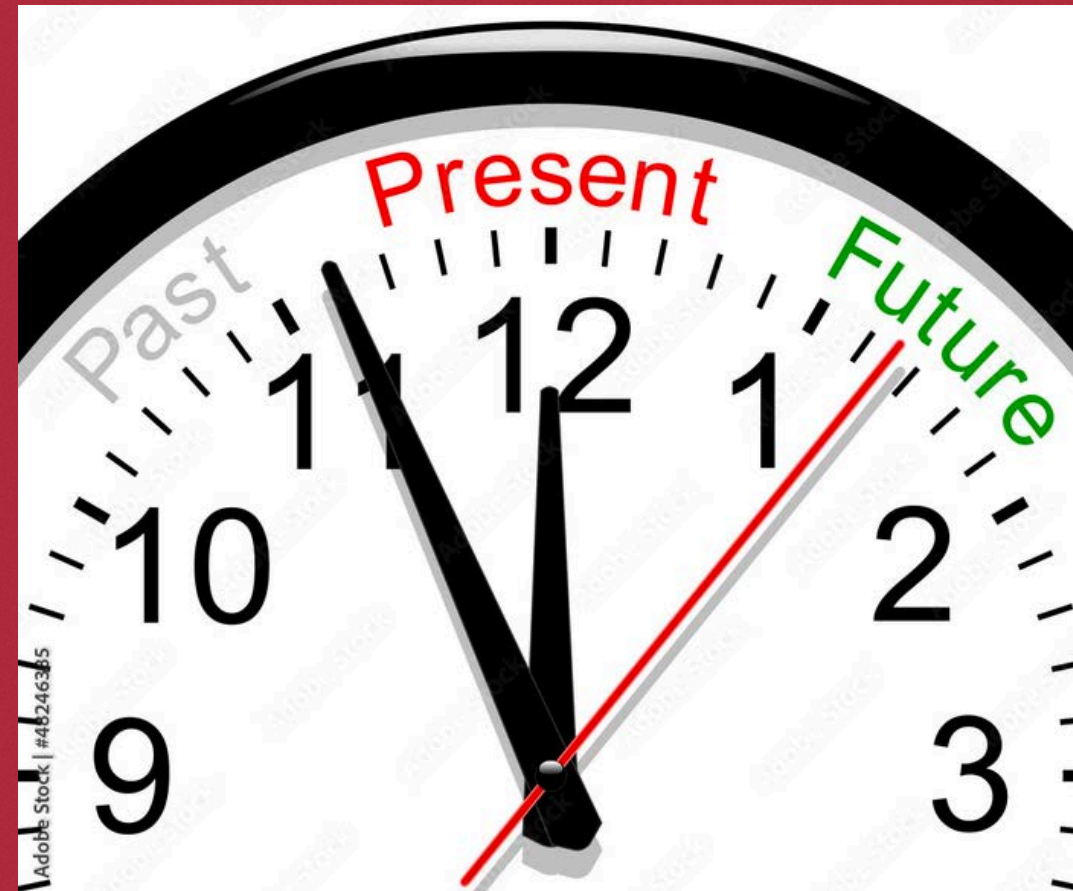
In 2025, membership in the Consortium had grown to 55 districts, 54 full members and 1 ex officio member. To date, the Consortium has conducted more than 250 district visits. It currently conducts, on average, fifteen district visits each year.



Tri-State
Consortium



WHAT IS EXECUTIVE FUNCTIONING?



Your Brain's Self-Management Tools: 11 Core Executive Functioning Skills

These skills can grow with support at any age.

- | | |
|---|---|
|  Planning
Setting goals and steps. |  Working Memory
Holding information temporarily. |
|  Time Management
Using time purposefully. |  Emotional Control
Managing strong feelings. |
|  Task Initiation
Getting started on tasks. |  Impulse Control
Pausing before acting. |
|  Organization
Keeping things in order. |  Attentional Control
Focusing on what matters. |
|  Problem-Solving
Figuring out solutions. |  Self-Monitoring
Checking in on progress. |
|  Cognitive Flexibility
Shifting with change. | |

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When you know you have something important to do (like completing homework, cleaning your room, or remembering something you need to bring to school), how often do you picture yourself doing that important task ahead of time?

☒ MULTIPLE CHOICE

☒ A. Always

☐ B. Sometimes

☐ C. Rarely

☐ D. Never



SOCIAL-EMOTIONAL & PHYSICAL WELLNESS

Develop opportunities for students to set goals, reflect, and monitor their own growth across academic and personal domains.

The Four Dimensions of Self-Management

Dimension	What It Looks Like in Practice
Organization	Planning tasks, managing time, and tracking materials. Includes preparation.
Task Initiation & Completion	Starting and sustaining work independently without waiting to be told what to do next.
Use of Feedback	Actively using teacher, peer, and self-feedback to revise and improve work. Includes proactively seeking help.
Reflection & Goal Setting	Looking back honestly at strengths and challenges and setting meaningful goals for growth.

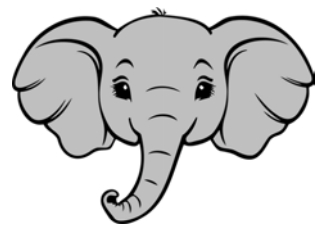
Self-management is the capacity to take ownership of one's own learning – to plan, organize, persist, reflect, and grow with increasing independence. It is not a single skill but a constellation of habits and mindsets that allow students to direct their effort and improve their work over time.



SOCIAL-EMOTIONAL & PHYSICAL WELLNESS

Continue to ensure a consistent, aligned, developmentally appropriate progression of social-emotional and physical wellness skills K–12.

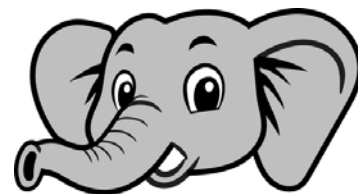
We're continuing to build a seamless progression of health education by adapting the standards and concepts from the middle and high schools for PES and SIS students in age-appropriate ways. Additionally, we are implementing a Health & PE Transition Plan to ensure continuity when students enter a new school building.



Primrose Elementary School

PES will provide handouts and online resources for teachers and staff to incorporate in their classwork and lesson planning. Topics include:

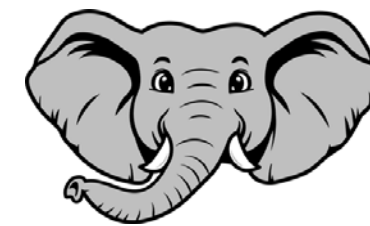
- Physical Activity and Fitness
- Germ Fighting/Hygiene
- Nutrition and Healthy Eating
- Outdoor Safety and Injury Prevention



Somers Intermediate School

SIS students will have health teachers push into classrooms monthly to teach on topics like:

- Heart Health
- Fighting Germs
- Hygiene
- Respiratory System
- Nutrition
- Outside Health & Safety
- Exercise
- Circulatory System
- The Importance of Sleep



Somers Middle School

SMS students will continue learning about the aforementioned health topics, in addition to:

- Human Growth
- The Dangers of Substance Use

DBT STEPS-E



Skills Training for Emotional Problem Solving in Grades K-5 is a comprehensive social-emotional learning program designed to equip elementary students with vital skills in emotion regulation, behavioral control, interpersonal relationships, and decision-making. Rooted in empirically-based Dialectical Behavior Therapy, this program extends the successful adolescent curriculum, DBT STEPS-A, and aligns with the five CASEL competencies.

This year, our elementary counselors and social workers are implementing the self-regulation strategies from DBT STEPS E into classroom lessons for all students. The central goal of these lessons is to support students' ability to independently manage their emotions. When students can manage their emotional experiences, they can more effectively engage in their daily learning and social experiences. Introducing these ideas in a developmentally appropriate way in grades K-5 will create alignment and common language with our existing DBT STEPS A curriculum in grades 6,8 and 10.



My friend didn't sit with me today. She **NEVER** wants to hang out with me.



SIDE A

I feel left out



SIDE B

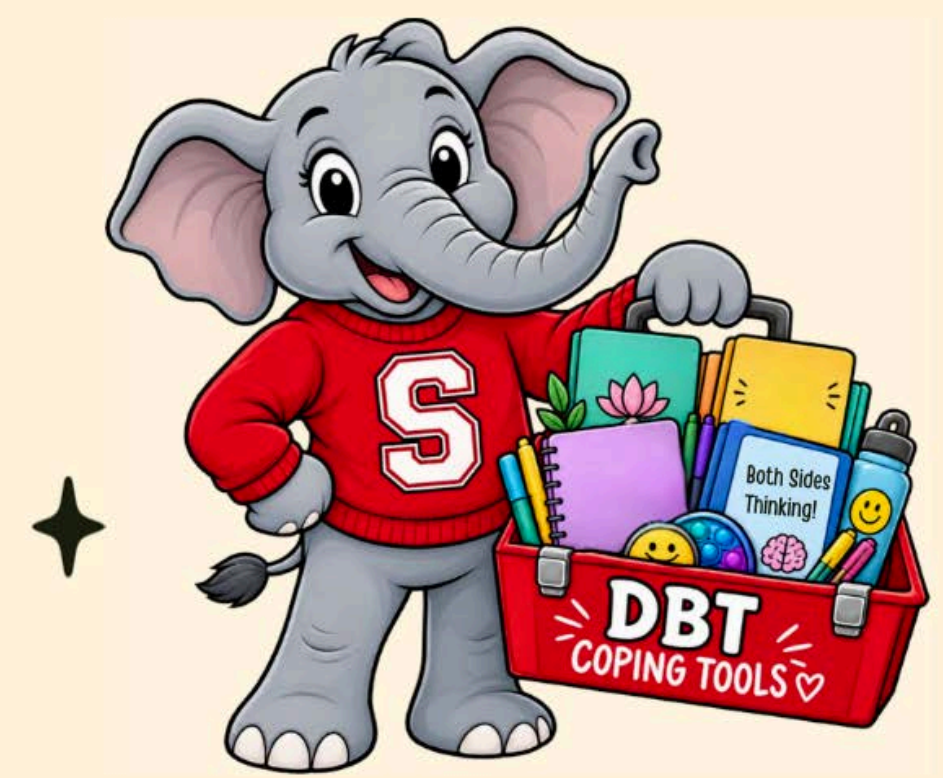
My friend can play with other people and still be my friend!



Your brain just discovered...

BOTH SIDES THINKING

I made a mistake **AND** I learned from it.



THANK YOU!



SOMERS
Central School District
Forward in Excellence