

# WSCSD Social-Emotional Wellness

*Coping with the impacts of COVID-19 on student mental health, building resilience, and learning social skills for life*

West Senior High School  
6:30-8:00 p.m.  
5/4/2022




# Housekeeping

- 6:30 p.m.-8:00 p.m.
- Refreshments
- Restrooms
- Question cards
- Resource table
- Confidentiality and norms
- Introductions



# Agenda

- Mental health trends
    - Coping with COVID and beyond
  - Re-establishing healthy routines and adjusting to “new normal”
    - School refusal and attendance
    - Available supports at school
  - Social Media
  - Social-Emotional Learning (SEL)
  - Wrap up and questions
  - Gift card drawing!
- 

# The last pre-COVID school year

For students  
currently in...

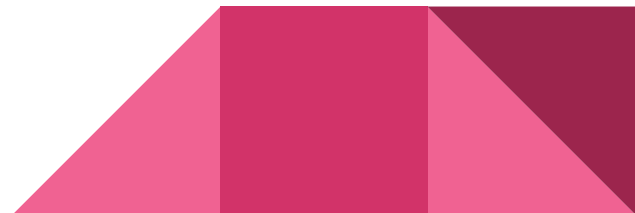
was...

12th Grade	→	Grade 9
11 <sup>th</sup> Grade	→	Grade 8
10 <sup>th</sup> Grade	→	Grade 7
9 <sup>th</sup> Grade	→	Grade 6
8 <sup>th</sup> Grade	→	Grade 5
7 <sup>th</sup> Grade	→	Grade 4
6 <sup>th</sup> Grade	→	Grade 3

5 <sup>th</sup> Grade	→	Grade 2
4 <sup>th</sup> Grade	→	Grade 1
3 <sup>rd</sup> Grade	→	Kindergarten
2 <sup>nd</sup> Grade	→	Never
1 <sup>st</sup> Grade	→	Never
Kindergarten	→	Never
Pre-School	→	Never

# Current Trends

- The American Psychological Association (APA) reports that nearly 81% of Gen Z teens (ages 13–17) experience more intense stress due to COVID-19
- Since the start of the pandemic, hospitals have seen more mental health emergencies among kids. Between March and October 2020, the percentage of emergency department visits for children with mental health emergencies rose by 24% for children ages 5-11 and 31% for children ages 12-17. There was also a more than 50% increase in suspected suicide attempt emergency department visits among girls ages 12-17 in early 2021 as compared to the same period in 2019.
- In a review of studies on children's mental health during the pandemic, conducted in the summer of 2020, the authors found that studies indicated high rates of anxiety, depression, and posttraumatic stress symptoms (de Miranda, da Silva Athanasio, de Sena Oliveira, & Silva, 2020)
- In parents surveyed between March 15 and March 17, 2020 in New York City, 45.6% observed signs of distress in their children, though the majority said such distress was **manageable** (Rosen et al., 2020)



## Mental illness has been rising since before the pandemic



**75%** of all mental illnesses develop by age 24

Before the pandemic, up to **1 in 5** children had a diagnosed mental health disorder



Common mental illnesses among young people are **anxiety & depression**

Recent trends show rising rates of Major Depression



**74%**  
Increase in depression for children aged 12-17 between 2004 & 2019

Adolescent girls are over **2x** as likely to have had an episode of major depression

## Impact of the pandemic on children's mental health

The pandemic has created a perfect storm of stressors for children and youth and experts warn that it may negatively impact mental health

### Stressors:

- Uncertainty
- Social isolation
- School closures
- Familial challenges & economic instability
- Losing a family member to COVID-19

### Barriers to Care:

- Lack of internet or technology limiting telehealth access
- Fewer mental health screenings due to school closures & delayed pediatric care

The share of mental health-related ED visits among all pediatric visits increased between mid-March and October 2020 compared to the same period in 2019



**24%**  
among children aged  
5-11 years



**31%**  
among adolescents  
aged 12-17 years

# Coping with COVID-19 and Beyond



- Young Children
  - Tension/changes at home, at school, with friends
  - Changes in their routines
  - Breaks in continuity of learning
  - Breaks in continuity of health care
  - Missed significant life events
  - Lost security and safety (e.g., housing and food insecurity, increased exposure to violence and online harms, threat of physical illness and uncertainty for the future)



# Coping with COVID-19 and Beyond

- Older children/adolescents

- Outside events or situations in the media
- Problems with friends and/or peers at school
- Romantic relationships
- Pressure of substance use and alcohol
- School demands and frustrations
- Negative thoughts or feelings about themselves
- Changes in their bodies
- Unsafe living environment/neighborhood
- Separation or divorce of parents
- Chronic illness or severe problems in the family
- Death of a loved one
- Moving or changing schools
- Taking on too many activities or having too high expectations
- Family financial problems



# Coping with COVID-19 and Beyond: Signs of Stress

## Young children may:

- Have frequent tantrums or irritability much of the time
- Talk frequently about fears or worries
- Frequent stomach aches or headaches with no known medical cause
- Are in constant motion and cannot sit quietly
- Sleep too much or too little, have frequent nightmares or seem sleepy during the day
- Are not interested in playing with other children or have difficulty making friends
- Struggle academically or recent change in grades
- Repeat actions or check things many times out of fear that something bad may happen

## Older children/adolescents may:

- Show a loss of interest in things they once enjoyed
- Have low energy
- Sleep too much or too little, or seem sleepy throughout the day
- Spend more and more time alone, and avoid social activities with friends and family
- Fear gaining weight, or diet or exercise excessively
- Engage in self harm behaviors
- Smoke, drink, or use drugs
- Engage in risky or destructive behavior alone or with friends
- Have thoughts of suicide
- Have periods of elevated energy and activity, and require much less sleep than usual
- Say that they think someone is trying to control their mind or that they hear things others don't

# Coping with COVID-19 and Beyond: Coping with Stress

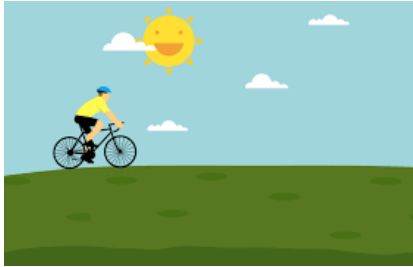
- **Sleep well.** Sleep is essential for physical and emotional well-being. Experts recommend 9 to 12 hours of sleep a night for 6 to 12-year-old kids. Teens need 8 to 10 hours a night. Sleep needs to be a priority. Limit screen use at night and avoid keeping devices such as cell phone, tablet, and laptop in the bedroom.
- **Physical activity** is an essential stress buster for people of all ages! The U.S. Department of Health and Human Services recommends at least 60 minutes a day of activity for children ages 6 to 17.
- **Talk it out.** Talking about stressful situations with a trusted adult such as a parent, teacher, coach, or therapist can help kids and teens put things in perspective and problem solve.



**NY Project Hope**  
Coping with COVID



# Coping with COVID-19 and Beyond: Coping with Stress



- **Balance fun and quiet time.** Just like adults, kids and teens need time to do what brings them joy. While some children can be balls of energy, others need more quiet time. Find a healthy balance.
- **Get outside.** Spend time in nature! It is an effective way to relieve stress and improve overall well-being. Researchers have found that people who live in areas with more green space have less depression, anxiety and stress.
- **Write about it.** Research has found that expressing yourself in writing can help reduce distress and improve your mood. Writing about positive feelings such as expressions of gratitude can ease symptoms of anxiety and depression.
- **Stay Flexible.** Resilience involves maintaining a flexible attitude. Finding this balance in your life as you deal with stressful circumstances and traumatic events is key to building resilience.



# Coping with COVID-19 and Beyond: How Parents Help

- **Model healthy coping.** Caregivers can talk with children about how they've dealt with their own stressful situations. Discussing appropriate personal problems and steps toward resolving and/or coping normalizes distress in life.
- **Let kids be problem-solvers.** It's natural to want to fix your child's problems. Try not to solve every little problem with reasoning and logic. Instead, encourage them to process their feelings and work on coping skills to help manage the difficult time. Let your children try to solve their low-risk problems on their own. This will improve confidence!
- **Promote media literacy.** Kids and teens spend a lot of time online, where they can run into questionable material, cyberbullying or other peer pressures. Parents can help by teaching their children good boundaries and ways to navigate digital pressures.
- **Combat negative thinking.** *"I'm terrible at science."* ... *"I hate the way I look."* ... *"I'll never get the job!"* Children and teens can easily fall into the habit of negative thinking. When children find themselves stuck on negative thoughts, don't just refute the thought. Ask them to challenge the negative thought. What evidence do you have for that? If you had to make the argument for the opposite, what would that sound like? Learning to process these thoughts positively will help them develop resilience to stress.



**NY Project Hope**  
Coping with COVID



# Coping with COVID-19 and Beyond: How Parents Help

With young children:

- Give words to feelings
- Find your child's triggers
- Stick with what they enjoy
- Be present and understanding
- Practice skills with them—deep breathing, taking a break, grounding
- Offer praise when implementing skills
- Appropriately model how you cope with stress



# Coping with COVID-19 and Beyond: How Parents Help

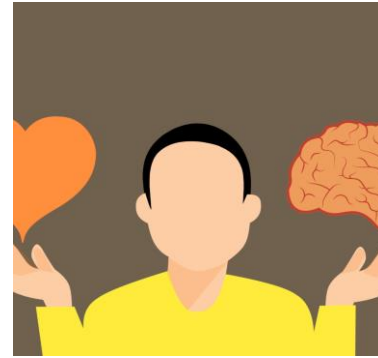
## With older children/adolescents:

- Talk it out
- Take a break
- Do something they enjoy
- Support involvement in sports and other pro-social activities
- Learn and model stress management skills
- Monitor if stress is affecting their teen's health, behavior, thoughts, or feelings
- Listen carefully to teens and watch for overloading
- Engage in positive self-talk, practice gratitude
- Pay attention to sleep, exercise, eating
- Assist with problem solving and thought challenging
- Role play
- Encourage boundary setting by saying “no”
- Continue to provide structure, stability, and predictability
- Within reason, stick to the same rules, roles, and routines



# Mental Health in School: Where can students receive support?

- Building-level school psychologists, school social workers, and school counselors in each building
  - See contact sheet on resources table
- District-level mental health support staff
  - BESST team, outreach social worker
- School Resources Officers in each building
- Student Services
- Classroom push-ins and lessons
- Building-wide initiatives (Be a Better You, PBIS)
- Individual counseling sessions
- Small Group counseling sessions
- Extracurricular activities, sports or clubs
- School wide assemblies & presentations





# Elementary Level Supports

- Classroom lessons on SEL topics:
  - emotion regulation
  - communication skills
  - community building
  - social media/internet safety
  - mindfulness
  - friendship skills
- Skill-building small groups:
  - friendship
  - emotion management
  - basic social skills
  - self esteem
  - self-control
  - conflict resolution
- Building wide:
  - PBIS (NW and WP)
  - Be a Better You (WE)
  - Various before and afterschool clubs to build connections and relationships.
  - School wide assemblies to strengthen school community.



# Middle School Supports

- Individual and group counseling
- Can provide "safe spaces" for students to gather during their lunch times
- Check-ins to help students more options to feel safe and supported
- Case management for parents in need of resources, counseling, food, housing, etc.
- Classroom visits (Mindfulness, Practicing Kindness, Stepping up to be a Leader, Getting to Know Each other)
- Career Chats
- Mindfulness Center in Student Services
- Team Days/Field Days
- Spirit Weeks
- Dances/Activity Nights
- Celebrations for Grades & Character
- West Fest - UPCOMING
- Many clubs, sports & intermural
- Upcoming - Erie County DA Cyberbullying presentation



# High School Supports

- Individual counseling and crisis intervention
- Mental health assessments and appropriate referrals
- Lethality and risk assessments
- Collaboration with teachers and administrators
- Communicate with parents and provide appropriate supports
- Student Services has SSW and SC available throughout the day for support
- Spirit Weeks
- Dances/Proms
- Celebrations for Grades & Character
- Clubs and sports
- Attendance support
- Family and student engagement
- College and career planning





# School Resource Officers

The West Seneca Police works closely and in collaboration with the West Seneca Central Schools to maintain a safe school environment:

- Five school resource officers
- Close collaboration with Pupil Personnel Services (PPS) team to identify areas of concern and create action plan to mitigate risks:
  - Social Workers
  - Psychologists
  - School Counselors
- Work closely with support building and district administrators to develop safety plans
- SROs assist building emergency/safety teams

# Resources on WSCSD website

## Family Support

Select a category below to view more information. To view all information, select *Expand All*.

[Request for Support](#)

[Social Workers by Building](#)

[Emergency Assistance](#)

[Food and Clothing](#)

[Parenting Assistance](#)

[Support for Families](#)

[Lesbian, Gay, Bisexual, Transgender & Questioning \(LGBTQ\)](#)

[Social Media](#)

[Expand All](#)



## Workshops for Parents



### Parent Night Forum

by WSCSD  
Year Published:

[View](#)  
[Flyer](#)



### Suicide Q&A

by NIMH  
Year Published:

[View](#)  
[flyer](#)



### Mental Health Providers and Resources

by undetermined  
Year Published:

[View](#)  
[Flyer](#)



### Explore & More

by exploreandmore.org  
Year Published:

[View](#)  
[Flyer](#)



### PPP Discussions

by The Prevention Council  
Year Published:

[View](#)  
[flyer](#)

# Attendance

# Student Attendance Matters

Building strong, trusting relationships between school and homes was important pre-pandemic, but it's even more critical now.

**Chronic absenteeism can stem from a variety of issues including:**

- Illness whether Covid-related or not
- Transportation difficulties
- Mental health or behavior challenges
- Appointments outside of school
- Fallen out of the habit of coming to class after months of online learning
- Some simply don't want to be here because they feel overwhelmed
- Basic needs (food, shelter etc.) not met - instability at home

Relationships before rigor.  
Grace before grades.  
Patience before programs.  
Love before lessons.

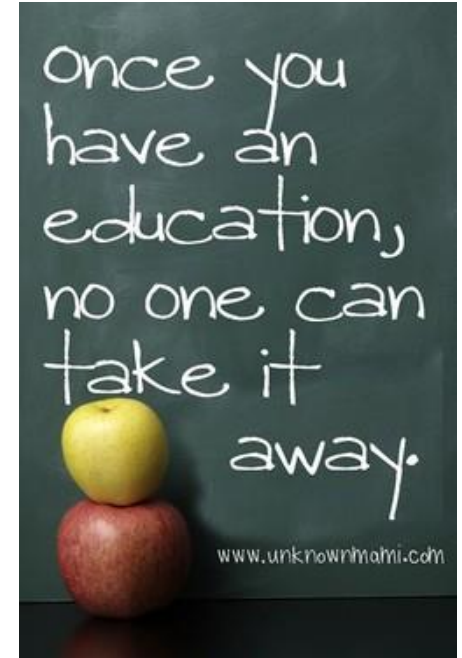


- BRAD JOHNSON

# Student Attendance Matters

When students are absent, they're missing out on opportunities to connect with their peers as well as valuable classroom time to help them recover from learning loss from the previous year.

- Frequent absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other difficulty.
- Missing 10%, or 2 days a month, over the course of the school year, can affect a student's academic success. Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month.
- Chronic absenteeism in kindergarten, and even preK, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores.
- Between 8th and 12th grade, a student who is chronically absent is 7.4 times more likely to drop out.





# What does it take to get a child to school every day?

## 1. Family Practices

Families nurture a habit of attendance at home

## 2. Social Capital

Helpers who are relatives, friends, neighbors

## 3. Schools

Teachers, nurses, counselors, bus drivers, administrators, etc.

## 4. Community Services

Availability of services like transportation, health services, affordable stable housing, etc.

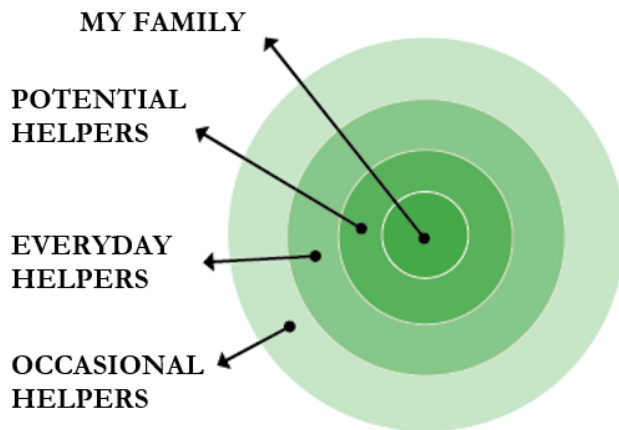
# 1. Family Practices

- **Build regular routines** for bedtime and the morning
- **Lay out clothes and pack backpacks** the night before
- **Talk about the importance of regular attendance** and about how your child feels about school
- **Don't permit missing school** unless your child is truly sick. Use a thermometer to check for a fever. Remember that stomach aches and headaches may be signs of anxiety.
- If your child seems anxious about going to school, **talk to teachers, school counselors, social worker or other parents** for advice on how to make him/her feel comfortable and excited about learning.
- **Avoid medical appointments and extended trips** when school is in session.
- **Keep a chart** recording your child's attendance at home. At the end of the week, talk with your child about what you see.

## 2. Social Capital

### MY HELP BANK

CREATE BACKUP PLANS FOR GETTING TO SCHOOL



1. **My Family:** List who lives in your house.
2. **Everyday Helpers:** Identify who you can call on to help you get to school or resolve a problem. These are people like friends, neighbors, school staff, and relatives who can help regularly.
3. **Occasional Helpers:** Identify people who probably cannot help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.
4. **Potential Helpers:** Identify people who are part of your school community, place of worship or neighborhood who are able to help if you ask.

### 3. Schools

WSCD is able to assist in many ways to assist you in maintaining your child's attendance. School Social Workers, Counselors, Nurses, Administrators, and Teachers are willing to help. Please contact us if there are barriers impeding your child's participation in school.

## 4. Community Services

**Seek support** from school staff or community groups to help with transportation, mental health or behavioral concerns, or basic needs (food, clothing, housing etc.) School personnel can reach out to state, county, and community partners to help our families obtain services that can improve family concerns and reduce barriers.

# My child is refusing school. Why? And what can I do?

## **More positive reinforcements at home**

Things outside of school are more positive experiences for students, such as watching tv, playing video games, sleeping, friends, etc. and they don't want to go to school to pursue the more positive experiences.

Interventions: Contract with rewards for attending school and consequences for not attending, restrict social activities for not attending, remove the positive reinforcers that are keeping the student from school.

## **To avoid negative feelings or experiences with school**

Certain situations may be causing uncomfortable feelings and/or somatic symptoms that the student is trying to avoid (bullying, teachers, etc.)

Interventions: Make sure their school is aware, buildings have several interventions to assist. Relaxation exercises, gradually exposing them to school, positive self-talk or referral for medication evaluation if there is depression anxiety or other mental illness.

## **To avoid social situations**

The student may be avoiding social situations they may be evaluated such as talking in class, working with other students, etc.

Interventions: Reaching out to school personnel, teacher, SSW, school counselor etc., reframe negative thoughts, develop social skills, gradual exposure, coping strategies.

## **Attention seeking**

They may be seeking positive reinforcements such as sympathy or attention. They may have tantrums, cling, cry or display separation anxiety.


Interventions: Ignoring inappropriate behaviors, don't engage in excessive attention seeking behaviors, be clear on their messages and expectations, evening and morning routines, rewards and consequences, forced attendance unless truly sick.



# Social Media Trends

- Kids ages 8-18 spend **7 hours and 38 minutes** per day online
- If a child sleeps 8 hours per night, that means **ONE HALF** of the time that he or she is awake is spent online
  - 33% Online
  - 33% Offline (awake)
  - 33% Asleep

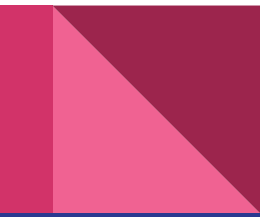
Source: National Cyber Security Alliance

- 60% of online teens ages 13 to 17 say they have created accounts their parents do not know about
  - 39% say someone has been mean or cruel to them when they were online or using apps over the past year.
  - Only 13% of teens report that their parents are completely aware of the full extent of their activities
- 

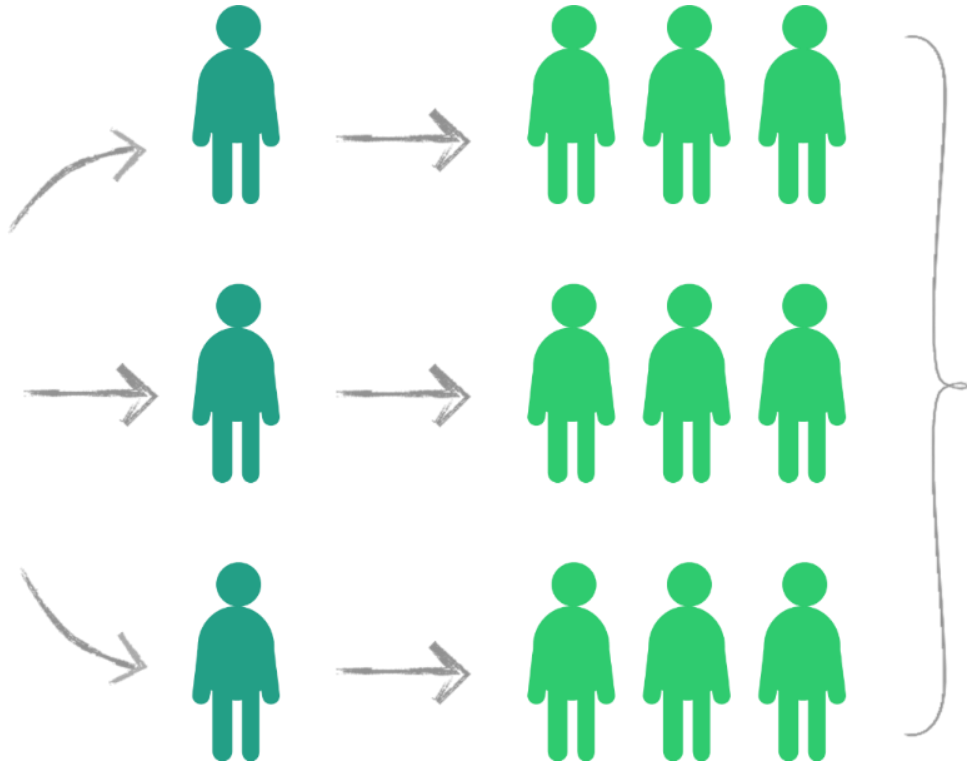




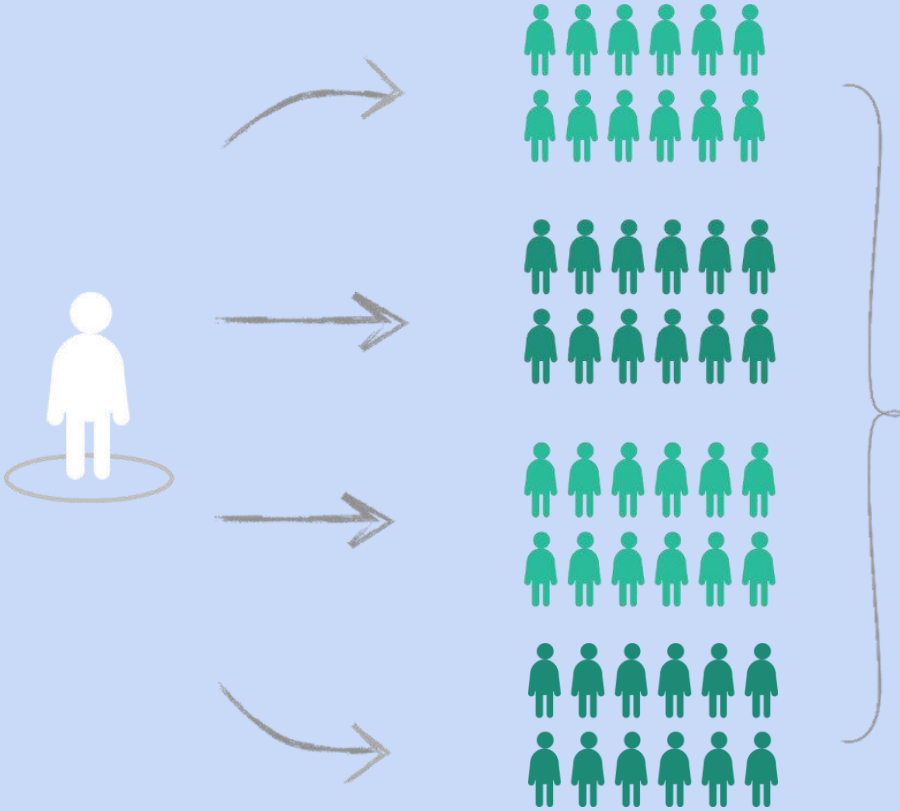
THE TRUTH BEHIND  
**SOCIAL**  
MEDIA



# One Message Before Social Media



# One Message After Social Media



# AN EASY TOOL FOR BULLYING

The statistics below are from [DoSomething.org](https://www.dosomething.org), one of the largest .orgs for young people and social change! Over 4.2 million youths have signed onto this site to pledge their support to **STOP ONLINE BULLYING.**

Nearly 43% of kids have been bullied online. 1 in 4 has had it happen more than once

Over 80% of teens use a cell phone regularly, making it the most common medium for cyber bullying.

81% of young people think bullying online is easier to get away with than bullying in person.

Only 1 in 10 victims will inform a parent or trusted adult of their abuse.

Girls are about twice as likely as boys to be victims and perpetrators of cyber bullying.

Bullying victims are 2 to 9 times more likely to consider committing suicide.

# Dignity for All Students Act (DASA)

*The West Seneca Central School District recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting and intimidation. The District therefore strives to create an environment free of discrimination and harassment and promotes civility in the schools to prevent and prohibit conduct that is inconsistent with the District's educational mission. To this end, the District has a comprehensive policy regarding the Dignity for All Students Act ("DASA"), which prohibits bullying, discrimination and harassment of students in specific circumstances. The policy is available on the District's website and at our District office. Questions regarding DASA can be directed to the District's appointed Dignity Act Coordinators:*

## Submit a Bullying Report or General Inquiry

---



Allendale Elementary



Clinton Street Elementary



Northwood Elementary



West Elementary



Winchester Potters Elementary



East Middle



West Middle



East Senior



West Senior

# Online Monitoring Suggestions

**STUDENT**

EDUCATION

TALK ABOUT IT

USE SOCIAL MEDIA

PRIVATIZE

TURN IT OFF

**PARENT**

EDUCATION

TALK ABOUT IT

USE SOCIAL MEDIA

SIGN INTO ACCOUNTS

TURN IT OFF

**SCHOOL**

EDUCATION

TALK ABOUT IT

USE SOCIAL MEDIA

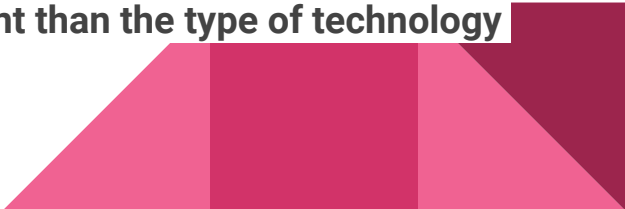
KNOW THE TOOLS

TURN IT OFF

# Talk about it: Tips for a meaningful conversation

- Discuss with kids of every age what “good judgment” means and the consequences of poor judgment such as bullying someone online or sending inappropriate images may get reported to their school or even the police.
- Make a point of discouraging kids from gossiping, spreading rumors, bullying or damaging someone’s reputation using texting or other tools. Discuss how they can report any harmful or inappropriate content or behavior that they encounter online - empower them to take control themselves.
- Make sure your child knows they can come to you if they’re upset by something they’ve seen online and make sure that you listen without judging, don’t overreact and don’t threaten to take away their devices. The important thing is that they have come to you for help and support.
- Allowing them trust to do the right thing rather than over monitoring their internet use.
- Talk to them about how much time they spend online and make sure this is balanced against other activities.

# Setting limits for younger children

- Preview programs, games and apps before allowing your child to view or play with them.
  - Seek out interactive options that engage your child
  - Use parental controls to block or filter internet content.
  - Make sure your child is close by during screen time so that you can supervise his or her activities.
  - Ask your child often what programs, games and apps he or she has played with during the day.
  - Encourage unplugged, unstructured playtime.
  - Establish clear rules and set reasonable limits for your child's use of digital media.
  - **A one-size-fits-all approach doesn't always work, parents need to decide how much media to let your child use each day and what's appropriate.**
  - **The quality of the media your child is exposed to is more important than the type of technology or amount of time spent.**
- 



# Setting limits for older children

- Create tech-free zones or times, such as during mealtime or one night a week.
- Set and enforce daily or weekly screen time limits and curfews, such as no exposure to devices or screens one hour before bedtime.
- Consider using apps that control the length of time a child can use a device.
- Keep screens out of your child's bedroom and consider requiring your children to charge their devices outside of their bedrooms at night.
- No matter how smart or mature you feel your child is, monitor his or her online and social media behavior. Your child is bound to make mistakes using media. Talk to your child and help him or her learn from them.





Thanks for invading our privacy.

JACK  
VALE  
FILMS

# Knowledge is power!

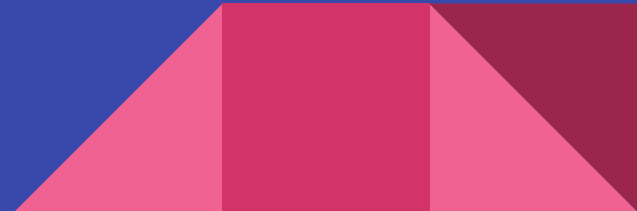
Vault apps keep your private photos, videos, and messages safe from prying eyes. To access, you must input a password. In some cases, these apps are disguised as other types of apps, such as a calculator or calendar, to make them harder to detect. Parents concerned about vault apps can take proactive measures by enabling parental controls.

For families with iPhones, parents can screen apps before they are downloaded to their children's iPhones with a feature called Ask to Buy.

By turning on Ask to Buy, whenever a child wants to download an app (whether free or paid), it sends a request to the parent's iPhone, and the parent can then approve or deny the download. The steps, which are available on Apple's website, involve setting up each iPhone with Family Sharing and then enabling Ask to Buy for the child's iPhone.

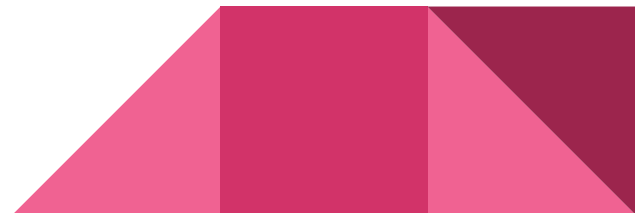
For families with Android devices, parents can enable parental controls inside Google Play's app store to allow children to download apps only at a certain maturity level.

For stricter controls, parents can download an app called AppLock on the child's device and lock down any app suspected to be a vault app with a PIN code.



# The disconnect between parents and teens

	Parents of Online Teens (13-17)	Online Teens (13-17)
There are limits to the kinds of personal information the child is allowed to post on social networks	62%	39%
Child has to ask permission before downloading a new app or game or joining a social network	54%	16%
Child is required to share passwords to online accounts with parent	50%	16%



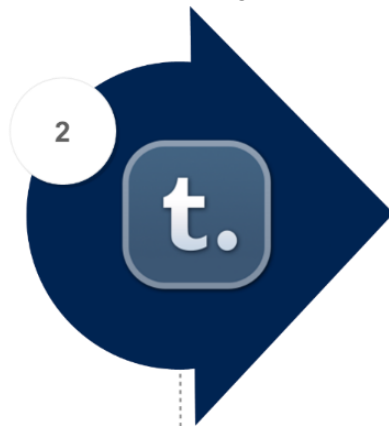
# Popular Alternatives

Many parents think they are safe simply limiting their child's data plan or by not seeing what may be considered the "popular" apps.



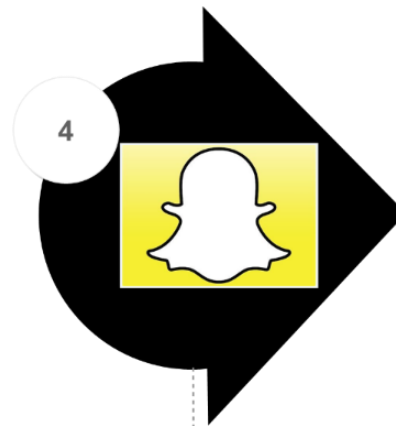
## Kik Messenger

lets kids text for free. It's fast and has no message limits, character limits, or fees if you only use the basic features. Because it's an app, the texts won't show up on your kid's phone's messaging service



## WhatsApp

lets users send text messages, audio messages, videos, and photos to one or many people with no message limits or fees



## SNAPCHAT

Snapchat is a messaging app that lets users put a time limit on the pictures and videos they send before they disappear. Most teens use the app to share goofy or embarrassing photos without the risk of them going public.

# It's not all bad...

## **Social media can also...**

- Reduce feelings of isolation
- Stay connected to friends and family
- Be a source of authentic support
- Allow for personal expression, creativity and sharing ideas with friends
- A tool for gathering information
- Be fun!
- Help kids be equipped to be active citizens in society
- Develop real world skills to help become more independent



# What is Social-Emotional Learning?

“SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”

**SEL offers a means to support one another by developing crucial abilities relating to *empathy*, *resilience*, and *relationship-building* that students and adults need.**





# Social-Emotional Learning: The Key to Lasting Resilience





# THE CASEL 5

Five broad, interrelated areas of competence



## self-awareness

Understand one's own emotions, thoughts, and values and how they influence behavior across contexts.



## self-management

Manage one's emotions, thoughts, and behaviors in different situations and to achieve goals and aspirations.



## social awareness

Understand the perspectives of and empathize with others, including those from diverse backgrounds.



## relationship skills

Establish and maintain healthy, supportive relationships and effectively navigate settings with diverse individuals/groups.



## responsible decision-making

Make caring and constructive choices about personal behavior and social interactions across diverse situations.

SEL **boosts academic** performance and deepens engagement with content.

It is **not** a distraction from academics.

SEL builds relationships and skills that promote **healthy well-being**.

It is **not** therapy.

SEL helps students **understand different perspectives** and share ideas.

It is **not** a way to teach students a specific political agenda.

SEL is shaped by local priorities set by **schools, families, and communities**.

It is **not** one-size fits all.

# Why focus on SEL?

**Social Emotional Learning (SEL)** makes a difference. We know this from the research, which demonstrates that an education that promotes SEL has a positive impact on a wide range of outcomes, including academic performance, healthy relationships, mental wellness, and more.

## Social-Emotional Learning

Self-Awareness

Self-Management

Social Awareness

Relationship Skills

Responsible Decision-Making

Future Self



# Community Partners

WSCSC engages the resources of community partners to support the wellbeing of students, teachers, families, and our larger school community



TOWN OF  
**WEST SENECA**  
"PROUD PAST - UNLIMITED FUTURE"



**NY Project Hope**  
Coping with COVID



Get Connected. Get Help.™



**CRISISservices**  
*this moment forward*



**Family Justice Center**  
WHEN ABUSE ENDS, HOPE BEGINS.



**SpectrumHealth**  
& Human Services



**C.A.R.E.S. TEAM**

CRISIS AND RE-STABILIZATION  
EMERGENCY SERVICES

**best|self**  
BEHAVIORAL HEALTH

# Looking Ahead

- Future workshops for parents
  - Feedback card
- Stronger focus on SEL district-wide
- Continue strategic partnerships with community agencies
- Monitor student needs





# Please, Contact Us!

- Assistant Superintendent of Exceptional Education
  - Jacquelyn Fowler [jfowler@wscschools.org](mailto:jfowler@wscschools.org)
- Director of Pupil Personnel Services (PPS)
  - Dr. Sharon Loughran [sloughran@wscschools.org](mailto:sloughran@wscschools.org)
- Behavioral Emotional Social Support Team (BESST)
  - Katie Falana, School Psychologist [kfalana@wscschools.org](mailto:kfalana@wscschools.org)
  - Lisa Gill, School Social Worker [lgill@wscschools.org](mailto:lgill@wscschools.org)
- Outreach Social Worker
  - Melissa Brind-Amour [mbrindamour@wscschools.org](mailto:mbrindamour@wscschools.org)
- Contact list on resource table for specific contacts at your child's school and in our community



# Gift Card Drawing!

