

MVCSC Whole Child Advisory Committee

Board Report
May 16, 2022





Committee Composition & Commitment

Invitation to apply to serve on committee went out in October.

- 14 parent/community members applied and were invited to serve
- 14 school employees (administrators, teachers, counselors, behavior specialists) participated in the committee

Committee members were asked to serve on 4-5 (90 min.) sessions



Purpose & Focus of the Committee

Purpose:

- Share our approach to addressing the needs of the whole child and why it is important to us at Mt. Vernon

Focus Areas:

- Academic-Based → Curriculum & Programs
- Social/Emotional Wellness → SEL (Second Steps, MindTrek, TBRI)

Scope of Work



Session 1: Framing the Why Behind Our Whole Child Approach (Dec. 2)

Session 2: Curriculum and Programs (Jan. 13)

Session 3: Social Emotional Learning (Jan. 27)

Session 4: SWOT Analysis of SEL (Feb. 17)

Session 5: Wrap-up Session (Apr. 7)

Essential Skills



What skills would you like your child to have when they graduate high school and are sent out into the world?

Mentimeter



Hard vs. Soft Skills



Hard Skills – specific abilities, or capabilities, that an individual possesses or can demonstrate in a measured way (technical or knowledge-based)

Examples: project management, programming or coding, teaching or instructing, bookkeeping, analytical, marketing, technical

Soft Skills – personal attributes that enable someone to interact effectively with others (often referred to as employability skills).

Examples: critical thinking, creative thinking, communication, problem solving, conflict resolution, work ethic, interpersonal skills, leadership, responsibility

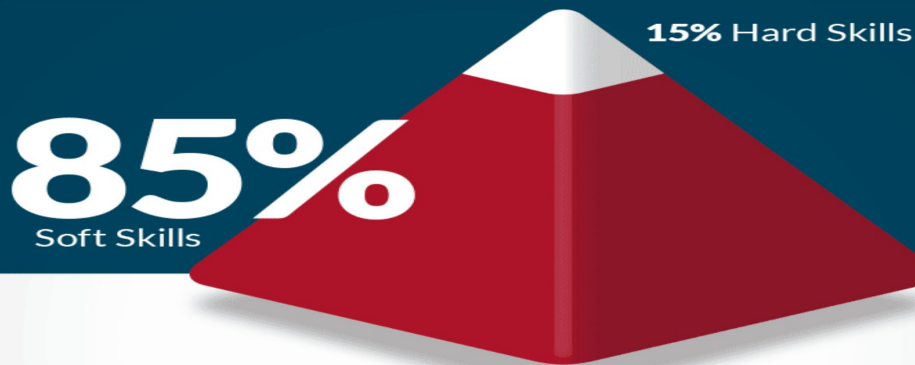
Impact of Soft Skills



Research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center, has all concluded that

85% of job success comes from having well-developed soft skills and people skills, while only 15% of job success comes from technical skills and knowledge (hard skills).

NEEDS



Social/Emotional Wellness



Social & Emotional Learning

Primary (PreK - 5)

Quarterly Breakdown



QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
The Brain/Regulation	Using Your Good Words	Conflict Resolution	Growth Mindset
Stick Together	Gentle & Kind	Accepting No	Goal Setting
No Hurts	Empathy	Decision Making	Self-Confidence
With Respect	Self-Awareness	Managing Worry	Focus on Your Task
Bullying	Social Awareness	Self-Management	Responsibility
Listen & Obey	Asking or Telling	Choices & Consequences	Compromise

Social & Emotional Learning

Middle School (6-8)

Quarterly Breakdown



QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Bullying/Cyber Bullying	Responsibility	Values	Career Exploration
Cyber Safety	Body Safety	Decision Making Process	College Exploration
Regulation	Growth Mindset	Peer Pressure	Leadership
Empathy	Grit	Drug Prevention	Self-Awareness
Respect	Trustworthiness		
Conflict Management	Goal Setting		
Collaboration/Communication			



Putting it Into Perspective

Time Spent w/ Direct Focus on Social/Emotional Learning (Second Steps & MindTrek)

- ❖ **Elem:** 40 mins/week; 10 mins/day (sans Wednesdays)
Average instructional minutes/wk. = 1700m (340m/day)

2.3% of the total amount of instructional mins./wk.

- ❖ **MVMS:** 25 mins/week (every Monday)
Average instructional minutes/wk. = 1900m (380m/day)

1.3% of the total amount of instructional mins./wk.



SWOT Analysis of Our Approach w/ SEL

Strengths

- Common language that kids learn and staff use
- Intentional with soft skills
- Putting kids first
- Staff are being trained
- Topics seem more appropriate than what was once thought
- Clear framework
- Curriculum is clear

Weaknesses

- Communication on the website; knowing what is on the website
- Lack of SEL programming at MVHS
- Funding for snacks, water, etc.
- Lessons are not consistent
- The MS website has a lot about SEL but is missing some things



SWOT Analysis of Our Approach w/ SEL

Opportunities

- Give teachers clear guidelines on what they can/can't talk about with students
- Hire more trained staff
- Compile resources for families for additional support
- Support and educate with our families
- If we use the letters SEL, we should educate our families on what that means at MV.

Threats

- Social misconceptions
- Social media - causing a divide in our community
- Teachers going outside of guidelines and it not being reported
- Changing SEL to a different name would look like we are hiding something.
- Personal beliefs should be taught at home; staff should not teach personal beliefs

Action Steps (Weaknesses & Opportunities)



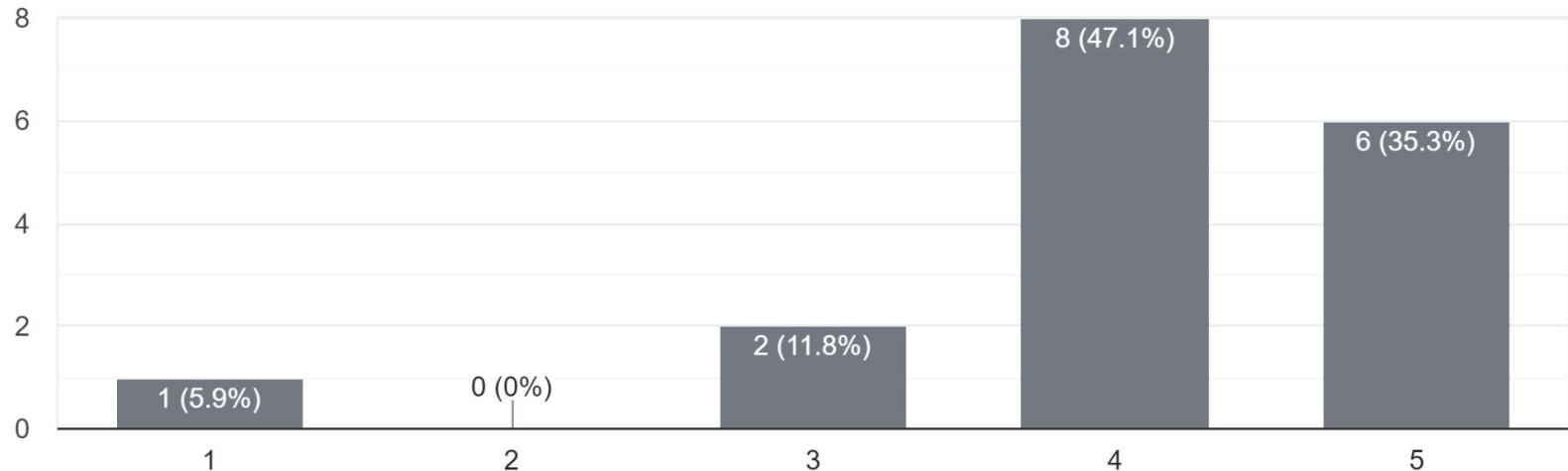
- ❖ **HS Program** – implement an SEL-based program that supports the social/emotional wellness of our students in grades 9–12
- ❖ **Communication**
 - Clarify to MV staff the scope of responsibility and share with the district's school attorney to ensure they are within the laws for schools.
 - Share message with parents on our approach and where they can access the curriculum being used (TBRI parent training, videos, newsletters, website) to support social/emotional wellness
- ❖ **Staff Training**
 - Train principals and counselors on the scope of responsibility and how to share that information with their staff.
 - Equip staff with the training and resources to deliver the content appropriately (neutral & unbiased)

Exit Survey Feedback



Based on what you learned about Mt. Vernon's approach to curriculum and programs, how do you feel we are doing addressing the whole child's needs in this area?

17 responses



Exit Survey Feedback



Based on your rating above, why do you feel this way?

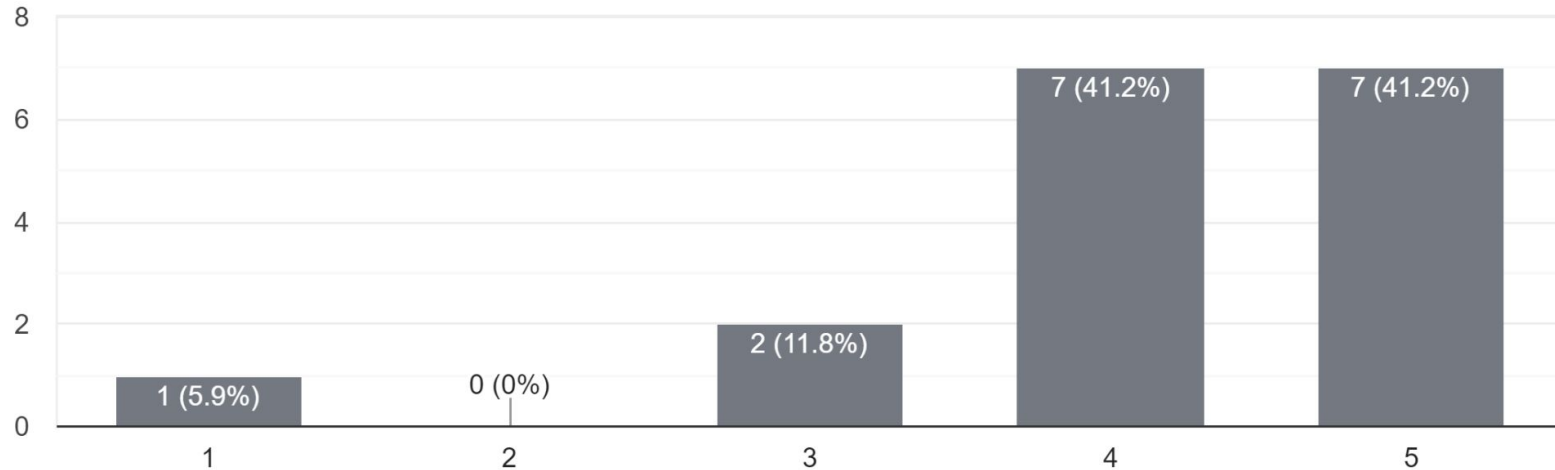
- *“We are very intentional and put the kids first.”*
- *“You are transparent and intentional. Mental health is an enormous issue that needs addressed. Children cannot ever have too much support. Not everyone has a stable home environment and we can’t pretend they do. These issues are imperative to create functioning and successful adults.”*
- *“Please continue on this path! It is needed!”*
- *“I feel confident that you have assessed the data and have created appropriate content to attempt to address these issues.”*
- *“I rated this a 4 due to lack of training in TBRI for 7th grade staff and up and a lack of support and intentional practices at the high school.”*

Exit Survey Feedback



Based on what you learned about Mt. Vernon's approach to SEL, how do you feel we are doing addressing the whole child's needs in this area?

17 responses



Exit Survey Feedback



Based on your rating above, why do you feel this way?

- *“They are constantly growing and improving what is in place.”*
- *“Explicit instruction, providing PD to build teacher capacity, transparency with school community.”*
- *“I think intentions and the curriculum are good, but the program needs to be a bit more strict and buttoned up so as to not get off topic.”*



Exit Survey Feedback

Based on what you've learned about Mt.Vernon's approach to SEL, how should we define SEL at Mt.Vernon?

- *"I like our current definition."*
- *"Do not change the name or you will never gain the trust of parents."*
- *"I love that the committee is called whole child. That means we are looking at the child as a WHOLE. Schools are not just about education."*
- *"I wouldn't change how it's been shared with the committee; I think the explanation/goals are clear and research driven."*
- *"Addressing the emotional needs of school age children."*