

BLUE VALLEY SCHOOLS

Board Advisory Committee

Health and Wellbeing

MEETING MINUTES

April 23, 2025 @ 4:30 pm

Board of Education Room

MEMBERS IN ATTENDANCE

Sarah Cullor, Colleen Cunningham, Anna Custer-Singh, Dawn Greer, Rachel Johnson, Renee Meares, Nat Milgrim, Jennifer Nowak, Melanie Shashindranath, Mark Schmidt, Jodie Dietz, Jim McMullen, Kathy Weldon (clerk)

WELCOME / SUPERINTENDENT SEARCH UPDATE

Presenter: Mark Schmidt

- The meeting began with a welcome message and information about the new superintendent, Dr. Gillian Chapman.

TIER 1 COUNSELING AND MIDDLE SCHOOL ADVISORY SUPPORTING DURABLE SKILLS

Presenter: Mindy Wells

- The focus was on **Durable Skills**, defined as lifelong, transferable competencies that support student adaptability and success.
- Tier 1 instructional methods include:
 - Counselor-led lessons across all grade levels
 - Advisory and Flex time lessons (MS/HS)
 - Classroom integration
 - Assemblies and guest speakers

TIER 1 COUNSELING SCOPE AND SEQUENCE

Presenters:

- Elementary: Sara Talley
- Middle School: Allyson DiNitto
- High School: Kristi Dixon

Key Highlights:

- Presentation of grade-specific scope and sequence for teaching durable skills
 - Emphasis on social-emotional learning (SEL), soft skills, character development, and behavioral strategies
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MIDDLE SCHOOL ADVISORY

Presenters: Chris Legleiter, Phoebe Lewis, Dylan Owings

Focus Areas:

- Structured use of FLEX Time for explicitly teaching durable skills weekly
 - Lesson development by a collaborative committee including counselors, teachers, and administrators
 - Examples of key lessons:
 - **Test-Taking Strategies**
 - **Perseverance**
Time Management
 - **Social Media Awareness**
 - Resources included scripted, high-quality lesson plans and slides, developed during summer work
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APPRECIATION

- Special thanks were extended to members concluding their service after two terms.
-

Meeting adjourned at 6:00 pm



Health & Wellness Advisory Council

4.23.25



Superintendent Search – Update

Welcome

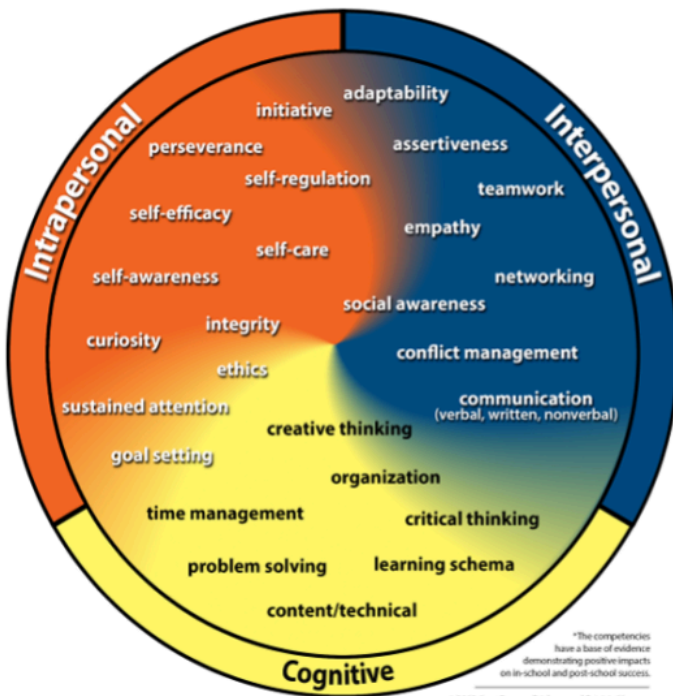
Dr. Gillian Chapman

Tier 1 Supports–Durable Skills & Postsecondary Preparation

Durable Skills:

Transferable, timeless abilities that remain relevant across various roles, industries, and stages of life.

Unlike technical or job-specific skills, which may become obsolete with technological advancements or industry shifts, durable skills are foundational competencies that help individuals adapt, collaborate, and thrive in diverse and dynamic environments.



Social-Emotional Character Development Standards





Tier 1 Instruction of Durable Skills

- Counselor Lessons (All levels)
- Advisory/Flex Lessons (MS/HS)
- Integrated into classroom lessons
- Assemblies/Speakers



Tier 1 Scope & Sequence

ELEMENTARY

Sara Talley

Elementary Counseling Lessons: Scope and Sequence

- Ideal: 16 lessons (8 lessons per semester)
- 8 of these lessons were created by the curriculum writing team to address [Suicide prevention](#), [bullying prevention](#), [anxiety/stress management](#), and [personal safety](#) competencies. These 8 lessons are aligned with [SECD](#), [ASCA](#) and [KS-SCCS](#) standards.
- The remaining 8 lessons will be created by each counselor. These lessons will continue to follow the sequence of competencies provided, and will align with [SECD](#), [ASCA](#), and [KS-SCCS](#) standards.
- The rate at which lessons are delivered are left to building discretion. However, the sequence in which they are taught will align across all buildings.

1st Semester			2nd Semester		
Competencies Addressed	Lesson	Standard(s) * SECD * ASCA * KS-SCCS	Competencies Addressed	Lesson	Standard(s) * SECD * ASCA * KS-SCCS
1 Ethical and Performance Principles (expected/unexpected, group plan, expectations/rules, respect, personal values/principles, Community/school/family)		Character Development (2013-14), (2014-15) Social-Emotional Dev. (2013-15) Career Development (2013-15) Self-management Learning Strategies Social Skills Social-Emotional Dev.	9 Confidence and Self-esteem	Suicide Prev. Lesson 1	Social-Emotional Dev. (2013-15) Academic Dev. Social-Emotional Dev.
2 Anxiety, Brain States, and Coping Strategies	Anxiety and Coping Lesson 1	Social-Emotional Dev. (2013-14) Self-management Social-Emotional Dev.	10 Self-awareness, problem solving, identifying safe people	Suicide Prev. Lesson 2	
3 Emotion Regulation (identifying body signals, thoughts, feelings and actions in relation to coping skills)		Social-Emotional Dev. (2013-14) Self-management Social-Emotional Dev.	11 Healthy Habits and Technology (choices/consequences) * 15th (grade Mapping Lesson) *	Video Lesson	Social-Emotional Dev. (2013-14), (2013-15) Self-management Social Skills Career Development Social-Emotional Dev.
4 Recognize, Report, Refuse Bullying (October)	Bullying Lesson 1	Character Development (2013-15) Social-Emotional Dev. (2013-15) Self-management Social Skills Social-Emotional Dev.	12 Sunflower House (Feb/March)	Sunflower House Lesson Days	Social-Emotional Dev. (2013-14) Self-management Social Skills Social-Emotional Dev.
		Character Development			



Tier 1 Scope & Sequence

MIDDLE SCHOOL

Allyson DiNitto

Middle School Counseling Lessons: Scope and Sequence

- Ideal: 8 lessons (4 lessons per semester)
- 4 of these lessons were created by the curriculum writing team to address [suicide prevention](#), [bullying prevention](#), [anxiety/stress management](#), and [personal safety](#) competencies. These 8 lessons are aligned with [SECD](#), [ASCA](#), and [KS-SCCS](#) standards.
- The remaining 8 lessons will be created by each counselor. These lessons will continue to follow the sequence of competencies provided, and will align with SECD, ASCA, and KS-SCCS standards.
- The rate at which lessons are delivered are left to building discretion. However, the sequence in which they are taught will align across all buildings.

1st Semester			2nd Semester		
Competencies Addressed	Lesson	Standard (s) SECD ASCA KS-SCCS	Competencies Addressed	Lesson	Standard (s) SECD ASCA KS-SCCS
1 Introductions/Self-Advocacy/Asking For Help 6th: Who are Counselors/SW? Self-Referral: Reasons to Ask for Help: How to Ask For Help: Minute Meetings 7th: Refresher of 6th grade 8th: Refresher of 7th grade	August 1 check in per grade, may be large group	11.A. Develop, Implement & Model responsible decision making skills. 1. Consider multiple factors in decision-making including ethical & safety factors, personal & community responsibilities & short-term & long term goals. WS. Belief in using abilities to their fullest to achieve high-quality results and outcomes Social-Emotional Dev.	4 Enrollment Preparation & Information	January/February	Self Awareness, Personal Preferences, Personality Traits, Abilities Understanding PS Education & Life Long Learning are important, Goal Setting, Informed Decisions Academic Dev. Social-Emotional Dev.
2 Stress Management & Coping Skills for Emotional Regulation 6th: Learning About Your Brain & Anxiety Perspective Taking, Working with Others in a Group 7th: Brain & Anxiety. Review the brain centers, how the amygdala affects the body & coping strategies to support anxiety/stress 8th: Self Control & Self Care. Review brain structure, neuroscience	September	11.B Problem Solving Skills, Self Awareness & Personal Development, Strategies to Coping Manage Self Belief in Whole Self, Healthy Balance for Well Being, Self Discipline, Coping Strategies, Collaboration & Cooperation, Social Maturity Social-Emotional Dev.	7 Personal Safety	January/February	Personal Safety Skills, Digital Citizenship, Skills for Health & Wellbeing Personal Safety Skills Social Emotional Development



Tier 1 Scope & Sequence

HIGH SCHOOL

Kristi Dixon

High School Counseling Lessons: Scope and Sequence

- Ideal: 6 lessons
- The remaining 8 lessons will be created by each counselor. These lessons will continue to follow the sequence of competencies provided, and will align with SECD, ASCA, and KS-SCCS standards.
- The rate at which lessons are delivered are left to building discretion. However, the sequence in which they are taught will align across all buildings.

1st Semester			2nd Semester		
Competencies Addressed	Lesson	Standard (s) SECD ASCA KS-SCCS	Competencies Addressed	Lesson	Standard (s) SECD ASCA KS-SCCS
1 College & Career Planning 9th: Xello (Advisory) Study Skills & Habits 10th: Xello Advisory Workplace Skills & Attitudes 11th: Xello Advisory Defining Success 12th: Xello College & Career Admissions & Applications	August/September	Self Awareness, Personal Preferences, Personality Traits, Abilities Understanding PS Education & Life Long Learning, Goal Setting, Informed Decisions Social-Emotional Dev.	6 Stress Management	February/Advisory	Self Awareness, Coping Skills Emotional Identification/Regulation, problem solving Academic Dev. Social-Emotional Dev.
2 Bullying Prevention 9th: Good Friends Vs. Toxic Friends 10th: Cyberbullying 11th: Bystander Effect/Empathy 12th: Kindness & Inclusion All include refusal, reporting, & advocacy skills Suicide Prevention 9th: Strength Check In 10th: Positius Mental	October/Advisory	11.B Problem Solving Skills, Self Awareness & Personal Development, Strategies to Coping Manage Self Belief in Whole Self, Healthy Balance for Well Being, Self Discipline, Coping Strategies, Collaboration & Cooperation, Social Maturity Social-Emotional Dev.	7 Personal Safety	March/April/Counselors	Personal Safety Skills, Digital Citizenship, Skills for Health & Wellbeing Personal Safety Skills Social Emotional Development

Middle School Durable Skills

Social Emotional Learning

Soft Skills

Social-Emotional Character Development

Behavior and Social Emotional Learning



Social Emotional Learning:



Social Emotional Learning in middle school supports students in developing essential life skills such as responsible decision-making, effective communication, emotional regulation, and empathy. These skills help students build positive relationships, manage challenges, and contribute to a respectful, inclusive school environment—preparing them for success in both academics and life.

Soft Skills



A soft skill is a personal quality or behavior that helps someone work well with others and navigate everyday situations. Examples include communication, teamwork, problem-solving, empathy, and adaptability.

For middle school students, teaching soft skills is important because:

1. They're in a critical stage of social development – Middle school is when students start forming deeper relationships and learning how to navigate more complex social dynamics.
2. Soft skills support academic success – Skills like organization, time management, and collaboration help students manage their workload and work more effectively with peers and teachers.
3. They prepare students for real-world success – Whether in future jobs, college, or community life, soft skills are often just as important as technical knowledge.
4. They promote a positive school climate – Teaching things like empathy, conflict resolution, and self-awareness helps create a safer, more respectful school environment.

Social, Emotional, and Character Development

Social, Emotional, and Character Development (SECD) is the process of helping students develop the skills and values they need to be respectful, responsible, and caring individuals. It combines **social-emotional learning** (understanding and managing emotions, building positive relationships, making good decisions) with **character education** (developing traits like integrity, perseverance, and empathy).



Behavior and Social-Emotional Learning



Behavior and Social-Emotional Learning refers to the development of skills that help students manage their actions, understand and express emotions in healthy ways, build positive relationships, and make responsible decisions. It also includes learning how to handle conflict, set goals, and navigate social situations respectfully.

Why it's important to teach middle school students:

1. **Middle school is a time of big change** – Students are growing emotionally, socially, and academically. Teaching behavior and social-emotional skills helps them manage these transitions with confidence.
2. **It supports better learning** – When students can focus, manage frustration, and work well with others, they're more prepared to learn.
3. **It promotes positive behavior** – Clear expectations and strong emotional skills lead to fewer disruptions and stronger school communities.
4. **It prepares students for life beyond school** – Being respectful, responsible, and emotionally aware are key traits for future success in relationships, careers, and citizenship.

When do we *explicitly* teach durable skills (in middle school)?

FLEX Time

- Born from a district-wide conversation among middle school administrators about the need for more structure during Flex.
- Flex looks different across buildings, but we all recognized the same opportunity: Use this time to teach something meaningful.
- We implemented one day a week dedicated to explicitly teaching durable skills
- Lessons are intentional, grade-level specific, and built by a team of passionate teachers guided by administrators.

We believe these skills matter and they're worth making time for.

Who developed these lessons?

- District Office/ Middle School Administrators
- Counselors/Teachers: all Grade Levels, Elective
- Casey Krouse:
- Committee: All schools represented
- Summer Work
- Who Teaches It: Counselors and flex teaching
- Highly Quality Instructors developed engaging and scripted lessons.



Helping Our Kids Grow: Important Life Skills for Middle Schoolers

Directions:

1. On the sticky note provided, write down **life skills or lessons** you believe are important for middle school students to learn.



Helping Our Kids Grow: Important Life Skills for Middle Schoolers

Directions:

As a table, **discuss your ideas** and choose the **top five** to share with the group.

Use your camera, to open up the padlet

Under Subject: Put your group number

Then type your five top items and publish

<https://padlet.com/kicalland/bsel-note-capturing-5welpn6htrz16610>



Topics Covered

6 th Grade	7 th Grade	8 th Grade
(6.1.1) Classroom Culture Builder	(7.1) Classroom Culture Builder	(8.1) Classroom Culture Builder
(6.1.2) Canvas Beginners 1	(7.2) Organization: Canvas/Planner	(8.2) Time Management
(6.1.3) Canvas Beginners 2	(7.3) Organization: Google Drive	(8.3) Canvas: Inbox / Messaging
(6.1.4) Understanding Middle School Grades	(7.4) Email Etiquette	(8.4) Leadership (School Community)
(6.1.5) Digital Citizenship - Media Balance 6	(7.5) Digital Citizenship - Media Balance 7	(8.5) Digital Citizenship - Media Balance 8
(6.1.6) XELLO - School Subjects at Work	(7.6) XELLO - Discover Learning Pathways	(8.6) XELLO - Skills

Topics Continued

6 th Grade	7 th Grade	8 th Grade
(6.2.7) XELLO - Time Management	(7.7) XELLO - Jobs and Employers	(8.7) XELLO - Self-Advocacy
Prior to 1st Q reflection- Admin have Math and ELA teachers prep Fastbridge and iReady scores!!!		
(6.2.8) 1st quarter reflection/Goal Setting for iReady & FastBridge	(7.8) 1st quarter reflection/Goal Setting for iReady & Fastbridge	(8.8) Q1 reflection/Goal Setting for iReady & Fastbridge
(6.2.9) Digital Citizenship - Privacy & Security 6 (Don't Feed the Phish)	(7.9) Digital Citizenship - Privacy & Security 7	(8.9) Digital Citizenship - Privacy & Security 8
(6.2.10) Gratitude	(7.10) Active Listening	(8.10) Study Skills • Review Learning Styles in Xello
(6.2.11) Digital Citizenship - Digital footprint & Identity	(7.11) Digital Citizenship - Digital Footprint & Identity	(8.11) Digital Citizenship - Digital footprint & Identity
(6.2.12) Grappling with Stress & Anxiety	(7.12) The Science of Gratitude	(8.12) Taking a Break

Topics Continued

6 th Grade	7 th Grade	8 th Grade
(6.3.13) Respect	(7.13) Time Management	(8.13) Mindset of Success
(6.3.14) Digital Citizenship: Chatting Safely Online	(7.14) Digital Citizenship: Relationships and Communication	(8.14) Digital Citizenship: Digital Connections Part 1
(6.3.15) Empathy	(7.15) Healthy Friendships	(8.15) Leadership (Community Volunteer)
(6.3.16) Digital Relationships: Digital Drama	(7.16) Digital Citizenship: Digital Drama	(8.16) Digital Citizenship: Digital Connections Part 2
(6.3.17) Accountability	(7.17) Test Taking Strategies	(8.17) Building a Resume: Part 1
(6.3.18) Overcoming Burnout	(7.18) Perseverance	(8.18) Building a Resume Part 2

Topics Continued

6 th Grade	7 th Grade	8 th Grade
(6.4.19) Self Celebration!	(7.19) Growth Mindset	(8.19) Apathy Busters
(6.4.20) Digital Citizenship: News & Media Literacy	(7.20) Digital Citizenship: News & Media Literacy	(8.20) Digital Citizenship: News & Media Literacy
(6.4.21) 4th quarter reflection/Goal Setting for iReady & FastBridge	(7.21) End of Year Accomplishment Bingo	(8.21) Basic First Aid
(6.4.22) Apathy	(7.22) What Would You Do? Doing the Right Thing	(8.22) Letter to Future Classes
(6.4.23) Taking Care of our School and Community	(7.23) Taking Care of our School and Community	(8.23) Taking Care of our School and Community

Flex Lessons Developing Durable Skills with students

1. Test Taking Strategies:

- Why prepare (student conversation)
- Strategies to manage time (teacher facilitation with slides)
- Steps to follow before turning in test (teacher facilitation with slides)
- Importance of reflecting on your preparation (teacher facilitation with slides)
- Exit ticket: next steps for student (independent student work)

https://docs.google.com/document/d/1runk0omC3QzaBLKXo6d_c0zjvbkCjXk3_ktQUPfSM0Y/edit?usp=sharing

Examples of Developing Durable Skills with students

2. Perseverance

- Describing what it is (teacher facilitation)
- When students use this skill (class discussion)
- Strategies to implement (teacher facilitation)
- Scenarios (small group collaboration)
- Exit Ticket on next steps (independent work)

<https://docs.google.com/presentation/d/1P9l5iWHeGJVC6wLnb-5pD-9TFq0lISW9/edit?usp=sharing&ouid=104629038967548452385&rtfpof=true&sd=true>

Examples of Developing Durable Skills with students

3. Time Management

- What is time management (small group discuss)
- Share strategies (teacher facilitation)
- Each strategy: student applies to school and home (small group conversation)

<https://docs.google.com/presentation/d/1aukS0zuAmAsJXd7up9mXPelQzZ6j7QEL/edit?usp=sharing&ouid=104629038967548452385&rtfpof=true&sd=true>

Examples of Developing Durable Skills with students

4. My Social Media Life

- Lesson from *Common Sense* education
- https://docs.google.com/document/d/1yr9hh7U8VEB--3p3IT4Yeg8aAhAq4z9D9rc_vGEBfpo/edit?usp=sharing

Behavior and Social-Emotional Learning refers to the development of skills that help students manage their actions, understand and express emotions in healthy ways, build positive relationships, and make responsible decisions. It also includes learning how to handle conflict, set goals, and navigate social situations respectfully.

Positive Relationships	Co-Regulation	Serve and Return
Brain Science	Structured Expectations	Lack of Skills
Dr. Minahan	Feedback to Students	Discipline Data
Counselor Lessons	Interaction Strategies	Flex Lessons
Mental Well Being		

SCHOOL-WIDE EXPECTATIONS: IN OUR PLEASANT RIDGE ERA

	Empathy	Respect	Accountability
Classroom	<ul style="list-style-type: none"> • Understanding and respecting others' differences. • Show compassion. • Speak positively. 	<ul style="list-style-type: none"> • Listen and speak kindly. • Take care of personal and others' property. • Treat school property with care. • Use appropriate language, tone, and volume of voice. • Follow adult directives. • Recognize when to contribute and speak. 	<ul style="list-style-type: none"> • Be on Time and Prepared (charged Chromebook, materials, completed homework). • Be present (eyes on the teacher, participate in class activities, take notes, work on daily class work, keep cell phones put away). • Take responsibility for words and actions. • Demonstrate responsibility and reliability in collaborative efforts.
Hallways/ Pod	<ul style="list-style-type: none"> • Show compassion. • Speak positively. 	<ul style="list-style-type: none"> • Keep hands, feet, and personal belongings to yourself. • Treat others with care and kindness. 	<ul style="list-style-type: none"> • Walk mindfully and purposefully (shortest distance, others around you, walking). • Keep cell phones put away. • Use Level 2 Voices and appropriate language.
Lunchroom	<ul style="list-style-type: none"> • Include others. • Clean up messes when finished. • Show compassion - towards custodian, kitchen staff, lunchroom monitors, peers. 	<ul style="list-style-type: none"> • Say Please and Thank You. • Treat others with care and kindness. • Use food appropriately. • Use table manners (chew with mouth closed, napkins, food stays on the plate). 	<ul style="list-style-type: none"> • Use Level 2 Voices and appropriate language. • Sit properly in your seat and remain seated while eating. • Clean up after yourself and others. • Wait patiently in line for dismissal.
Bathroom	<ul style="list-style-type: none"> • Be aware of others and maintain boundaries. • Show compassion - towards custodial staff and others using the bathroom. 	<ul style="list-style-type: none"> • Clean up after yourself. • Use discretion and privacy. • Use toilets and sinks appropriately. • Treat school property with care (Bodily waste stays in the toilet, maintain the cleanliness of the stalls). 	<ul style="list-style-type: none"> • Take the most direct route. • Report problems to an adult. • Keep cell phones put away. • Take responsibility for words and actions.

I will...	Be Safe	Be Kind	Be Responsible
Classroom	Walk. Keep hands, feet, and objects to myself. Stay seated.	Use appropriate volume. Follow adult directions. Treat all peers and adults with kindness. Respect one voice. Allow my classmates to learn.	Clean up after myself. Respect the space and property of others. Come to class prepared for learning. Follow classroom procedures.
Community Spaces	Walk. Keep hands, feet, and objects to myself.	Use appropriate volume. Follow adult directions. Treat all peers and adults with kindness.	Clean up after myself. Respect the space and property of others.
Lunchroom	Walk. Keep hands, feet, and objects to myself. Stay seated. Wait in line patiently.	Keep conversations to my own table. Follow adult directions. Treat all peers and adults with kindness.	Keep my food in my own space. Clean up our space. Push in our chairs when leaving. Dispose of trash in trash can.
Bathroom	Keep hands, feet, and objects to myself. Report problems.	Use appropriate volume. Follow adult directions. Respect the privacy of others. Treat all peers and adults with kindness.	Keep the bathrooms clean. Dispose of trash in the trash can. Be considerate of time used.
Technology	Report unsafe or unkind technology use.	Treat all peers and adults with kindness.	Put personal devices away during the school day. Use school technology for educational purposes. Take care of school and personal devices.

***Community spaces are: hallways, office, vestibule, parking lot, bus loop, foyer, library

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Video to Showcase





**THANK YOU
TO THOSE LEAVING
AFTER TWO TERMS**

