Meeting Date: November 2, 2016

Members Present: Sumit Bhargava, Josh Bloom, Letitia Burton, Courtney Carlomagno, Brenda Carrillo, Elizabeth Darby, Judy Dauberman, Teri Gilbert, Wendy Goodridge, Denise Herrmann, Jerry Hong, James Lubbe, Anmol Nagar, Christina Schmidt, Indira Selvakumaraswamy, Miriam Stevenson, David Sitzer, Rika Yamamoto, Scott Yarbrough, Yvonne Yeh. Members Absent: Christine Chan, Libby Horn, Vidhu Navjeevan Support Staff Present: Ken Yale, Johanna Gonzalez

Decisions Made: none today

<table>
<thead>
<tr>
<th>Action</th>
<th>Who’s Responsible?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidate notes from Interim Board report and send to SCC</td>
<td>Brenda &amp; Christina send notes to Johanna, who will compile them</td>
<td>11/30</td>
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<tr>
<td>Consolidate small group notes on focus groups &amp; meet to plan next steps</td>
<td>Denise, Elizabeth, Josh, Judy</td>
<td>11/30</td>
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<tr>
<td>Prepare draft recommendations for next SCC meeting</td>
<td>Curriculum, Assessment &amp; Evaluation Subcommittee</td>
<td>11/30</td>
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<tr>
<td>Assist in conducting focus groups</td>
<td>Anmol, Brenda, Courtney, Denise, Elizabeth, Indira, James, Jerry, Josh, Judy, Letitia, Rika, Scott, Yvonne</td>
<td>Dec. or Jan.</td>
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<tr>
<td>Continue to develop and implement SCC subcommittee action plans</td>
<td>All subcommittees</td>
<td>ongoing</td>
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Consensus 101

- The committee deepened its understanding of consensus process in preparation for the decision making phase of its work in the upcoming months. SCC’s goal is to make the final SEL recommendations by consensus of all members, rather than by a vote, where there are winners and losers or a majority and minority position. SCC wants to be able to say we engaged in a fair, inclusive and rigorous process; we did our best to address complex and controversial needs; and we can all stand behind the recommendations because they will benefit the district community.

- A group using consensus commits to finding solutions that everyone actively supports or at least can live with. Members may not necessarily get what they each want, or be enthusiastic about every decision, but they agree to support decisions that are in the best interests of the whole. Consensus is a cooperative process in which the input of every participant is carefully considered and there is a sincere effort to address all legitimate concerns.

- Each individual needs to be self-reflective and selective about when to step up or step back in a consensus process. At times, a member may need to stand firm against the will of the group, such as when a core value or issue of integrity is at stake. At other times, members may need to yield to the will of the group or the needs of others, such as when they recognize they are being overly focused on their personal opinions and interests.
• Every decision making method has certain benefits and challenges. While it is more time consuming to develop consensus recommendations, SCC is using consensus because it will give our recommendations more power and credibility, support all SCC members to be public advocates for this work, and model that people can unite across differences for the academic, social and emotional well-being of the community.

**Interim Board Report Debrief**

• SCC discussed the presentation of the Interim Board Report and the feedback received at the previous night’s Board of Education meeting. A number of people took notes on the meeting, and these will be compiled by Johanna and shared with the full committee.

• Some highlights of the SCC debrief included:
  - The Board was generally supportive and appreciative of SCC’s work, and wanted more details on a number of issues.
  - SCC needs to take extra steps to ensure the public develops a shared understanding of the terminology and concepts we have been studying.
  - The issue of weighted grades was also on the agenda, so many students were present or watched the interim report on TV, and asked follow up questions of SCC student reps the next day.
  - The Board asked whether the timeline was adequate for SCC to complete such a comprehensive charge. SCC won’t extend its timeline, but others will need to continue developing and implementing the SEL work when the committee terminates in February. Research from other districts shows this is at least a 5-10 year process or more.
  - There were questions and comments about consistency of SEL programs across schools, and what will happen to already existing SEL programs. At some point the district will need to look more closely at the currently existing programs and how effectively they are being implemented, but this is beyond SCC’s charge and timeline, and could be part of SCC’s recommended implementation plan.
  - A number of questions were raised related to curriculum, including what SEL looks like in the classroom, alignment with Common Core standards, the impact on current curriculum, whether SEL will stand alone or be embedded, etc.
  - SCC members want to make sure the Board and public understand SEL is not just about what happens in a class, but includes much more, including school and district culture, leadership, policies, support structures, etc. This means that the responsibility for SEL implementation can’t just be on teachers, but that all members of the community need to have a role.
  - SEL does not only fall within PAUSD’s Wellness and Safety goals, but also is part of Academic Excellence and Equity & Access.

**Community Outreach and Feedback Plan**

• SCC discussed ways to broaden and deepen 2-way communication with the PAUSD community, through both outreach and feedback.

• Community outreach to date has taken 3 forms:
  - the SCC website makes all minutes, reports, key documents and research available to the public
  - the Interim Board Report presented on 11/1/16 was widely seen by the PAUSD community
  - presentations are being planned to various groups to inform them about SCC’s work, e.g., PAUSD counselors, school psychologists, elementary and secondary principals, Paly Site Council.
• SCC discussed how much time and capacity members have to do outreach presentations. Members are encouraged to do presentations within their networks, such as parent groups, staff meetings, community organizations, Cabinet, etc. Ongoing outreach and community education about SEL will need to be part of SCC’s recommendation for the long-term implementation plan.

• Community feedback to SCC has come primarily in two forms so far. First, is a variety of already existing SEL-related survey data collected by the district and made available to the committee by the PAUSD Research, Evaluation and Assessment department. Second is the feedback from yesterday’s Board of Education meeting.

• The next step for community feedback is developing a plan for focus groups on SCC’s preliminary recommendations after they are more fully developed in December. SCC broke into small groups to discuss which constituencies should have focus groups, the kinds of questions that might be asked, and what personnel might be tapped to help both within and outside the committee.

• Some key points from the discussion included:
  o Focus groups and outreach presentations should be led by people who can relate to that group, e.g., students presenting to students, etc.
  o There is a need for culturally responsive outreach and feedback to culturally diverse groups.
  o The goals, format, structure and timeline of the focus groups need to be further refined.

• Denise, Josh, Elizabeth and Judy will review the notes from the small group discussions and develop a plan for focus groups that SCC will review at the next meeting. 13 SCC members volunteered to help with the focus groups and the committee will also ask for support from the PAUSD Research, Evaluation and Assessment department.

Meeting Closure

• A meeting observer shared several concerns and questions. First, that procedures be put in place to prevent personal data collected through SEL surveys and testing from being transferred to state and federal databases. Second, that in his opinion, many SEL tools have questionable reliability and validity, so processes should be in place so teachers are qualified to interpret assessment results, and active parental permission is required for SEL assessments. Finally, how can we guarantee that SEL competencies will not become primary goals in themselves, independent of their impact on academic achievement?

• The meeting ended with a closing circle appreciating the contributions of members, and especially all of those who presented and contributed to the Interim Board Report. The next meeting is November 30, 6:00 – 8:30 p.m., at Paly’s English Writing Center. The agenda will include presentation of draft recommendations by the Curriculum, Assessment & Evaluation Subcommittee and a review of the proposed plan for focus groups.