Meeting Date: August 24, 2016


Support Staff Present: Alison Green, Ken Yale, Myrna Zendejas

<table>
<thead>
<tr>
<th>Action</th>
<th>Who’s Responsible?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read 2 articles about cultural differences on SEL in West Windsor-Plainsboro, New Jersey</td>
<td>All members</td>
<td>9/14</td>
</tr>
<tr>
<td>Continue to develop and implement SCC subcommittee action plans</td>
<td>All subcommittees</td>
<td>9/14</td>
</tr>
<tr>
<td>Email retreat PowerPoints and updated contact information to all SCC members</td>
<td>Facilitator</td>
<td>8/25</td>
</tr>
</tbody>
</table>

Additional Notes:

Meeting Introduction

• This meeting was a full day retreat. New SCC members were introduced. Everyone engaged in a team building activity, sharing how their personal experiences and backgrounds impacts their work in SCC.

• There was a brief follow up report on several issues from last meeting. The wording of the SCC charge will not be changed, but systemic climate, culture and capacity issues related to social and emotional well-being can be addressed in the recommendations for a districtwide implementation plan. The Participation Agreement all members signed, committing them to attend all meetings of the full committee, will be enforced as a condition of SCC membership. However, an exception will be made for those who noted schedule conflicts as a result of changes to the original SCC meeting schedule.

Community Agreements

• Committee members began the process of developing community agreements for how they will work together. How SCC members are in relationship to each other impacts their ability to successfully accomplish their charge on behalf of the district community. The group discussed the differences between “rules,” “norms” and “agreements”, noting that community agreements come from a consensus about what each person wants and is willing to commit to. Then members began discussing agreements for establishing an environment that supports collaboration, communication and trust, so that a recommendation that best meets the needs of the community can be developed. The facilitator will synthesize the themes that emerged from the small groups and present a draft of proposed agreements for approval at the next meeting.
Data Orientation Part 2

- The PAUSD Research, Evaluation and Assessment department followed up on its presentation from the last meeting, answering questions about the types of SEL-related data collected by the district, how SCC can access it, and how the department will be supporting SCC’s work.

- Information provided in response to questions included:
  - IEP data is not within the scope of what can be accessed
  - The department can help analyze data as requested by SCC subcommittees
  - The Stanford report includes a broader group of students than just those in PAUSD
  - The Developmental Assets Survey for 5th, 7th, 9th, and 12th grade will be administered this year
  - Sources of Strength, a suicide prevention program at Paly and Gunn, provides another source of data that might be useful to SCC

Conversation With Superintendent Max McGee

- The Superintendent met with SCC to ensure that members fully understand the committee’s charge and parameters, and where its work fits into a larger vision and plan for SEL within PAUSD. Some key points from the discussion included:
  - Many people focus on the importance of SEL at the high school level, but student assets and competencies need to be developed systematically and from an early age.
  - PAUSD rates of suicide ideation and depression are lower than some surrounding districts, however the percentage is not acceptable.
  - Elements of the PAUSD Strategic Plan and Annual Goals related to SEL were reviewed.
  - SCC was formed to make SEL recommendations rather than relying only on experts or district administrators because SCC representatives are closer to the students. Funding is available for SCC to consult with experts.
  - More conversation is needed about the social and emotional needs of adults.
  - A February deadline was set for SCC recommendations so they can begin to be phased in over the summer and implemented in the fall.
  - There is a lot of support for this work throughout the district. Additional briefings will be needed at the sites.
  - The Superintendent wants a unified SEL framework for the district. Grade levels should have similar standards, learning targets and materials. There is room for innovative delivery at the sites. Capacity building will need to be phased in over time.
  - The schedule can’t be changed next year, but it could be a recommendation considered in the future.

Conversation With Dr. Vicki Zakrzewski, Education Director, Greater Good Science Center, UC Berkeley

- Dr. Zakrzewski, an SEL expert consultant, met with SCC to help members develop a shared foundational understanding of the key research on social and emotional well-being. She distributed several handouts and her PowerPoint will be sent to all SCC members.

- In addition to the information presented in the materials above, some of the key points in the group discussion included:
  - Cognition and emotions are strongly connected
  - The most important childhood predictors of life satisfaction in adulthood are emotional health and prosocial behaviors
  - Lack of social-emotional well-being can be caused by trauma, lack of secure attachment to an adult, academic pressures, students equating their academic success with their self-worth, and a lack of meaning or purpose in life
The terminology around “regulating emotions” is changing to “the ability to work with one’s feelings, thoughts and behaviors” because suppression of feelings is not a good strategy.

A lot in the SEL field is created by dominant culture, so it is very important to bring cultural differences into the conversation.

SEL focuses on skills development; character education focuses on an ethical framework; and mindfulness focuses on brain development and capacity building to use the skills. These approaches are beginning to come together. Vicki believes one of the best curricula combining all three is Jubilee Center, University of Birmingham, UK. But the cultural aspect should be checked out.

Oakland Unified has a well-developed SEL program that began with preparing the adults in the first year.

Student representatives emphasized a number of points. Teacher buy-in is very important and students know if teachers aren’t bought in. SEL shouldn’t just be a one-shot class, but something that is incorporated into multiple classes and years. SCC needs to communicate directly with students about its work during the process.

Subcommittee Action Plans

- Four SCC subcommittees were established. Participation is voluntary, but they are the main drivers of SCC’s work. They empower members to work more deeply on the areas they most value, distribute leadership throughout the committee, and enable SCC to meet its timeline.

- Each subcommittee identified goals, set next meetings, and drafted a preliminary action plan:
  - The Design Subcommittee is scheduled to report on its findings at the next SCC meeting. They will have a draft of a framework and standards and maybe learning targets to share with the group. They scheduled several meetings.
  - The Curriculum, Assessment & Evaluation Subcommittee will provide a document with all evidence-based programs, and then present the categories and a description of how each is evaluated. The subcommittee will subdivide by Pre K-5 and 6-12. They plan to consult with experts and visit schools with SEL programs both within and outside PAUSD. Meeting dates will be set via email.
  - The Districtwide Implementation Plan Subcommittee will collect information that already exists and contact other districts that are already implementing SEL. They will store information in a Google Doc and Dropbox. Three meeting dates were scheduled.
  - The Communications Subcommittee is primarily focusing on writing the interim and final Board reports. Most of their work will happen during the middle and late stages of the process. They reviewed a Board packet as a guide for the reports. Another meeting is scheduled.

Meeting Closure

- The retreat closed with written reflections and a closing circle appreciating the contributions of members and what was accomplished today.

- The next meeting is September 14, 6:00 – 8:30 p.m., in Paly’s English Writing Center (in the library). The agenda will include finalizing the community agreements, a discussion on cultural differences related to SEL, and a presentation of research findings by the Design Subcommittee.