Meeting Date: August 3, 2016


Decisions Made:

- All SCC members present decided to continue serving as committee members per the revised charge & membership participation agreement.

Issues Bin:

- Is it possible to modify the SCC charge by replacing “all PASUD students” with “all of the PAUSD learning communities”?
- To what extent does SCC’s charge extend beyond SEL curriculum and student competencies to incorporate issues of culture and climate?

<table>
<thead>
<tr>
<th>Action</th>
<th>Who’s Responsible?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review data sources presented and record questions on Google Doc</td>
<td>All members</td>
<td>8/19</td>
</tr>
<tr>
<td>Make necessary arrangements to attend the retreat</td>
<td>All members</td>
<td>8/24</td>
</tr>
<tr>
<td>Read 2 articles about cultural differences on SEL in West Windsor-Plainsboro, New Jersey</td>
<td>All members</td>
<td>8/24</td>
</tr>
<tr>
<td>Bring binders to all meetings</td>
<td>All members</td>
<td>Every meeting</td>
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Additional Notes:

Meeting Introduction

- SCC members and support staff introduced each other and engaged in a team building activity, sharing reactions to quotes about social emotional learning.

- The role of the facilitator was clarified. The facilitator is not an SEL expert and will not advise, advocate, or decide on any SCC recommendations. Instead, his role is to create a safe and collaborative space to have hard conversations across differences; guide a fair, rigorous and productive process; and support members to develop consensus on SEL recommendations that best serve the PAUSD community.

SCC Orientation Part 2

- SCC members reviewed a binder with a series of core documents about SCC’s basic purposes, processes, operations, structure and membership requirements. These documents will all eventually be posted on the SCC website, which is currently under construction.

- The following clarifications were made about the core documents in response to SCC questions:
  
  o SCC is charged with recommending a framework, standards, learning targets, curricula and a plan for developing the social and emotional competencies of all PAUSD students.
  o All recommendations must meet the required criteria articulated in the charge document.
  o The two major deliverables of the SCC charge are an SEL curriculum map and a districtwide implementation plan.
  o SCC will research and make recommendations of existing curriculum, but can adapt it based on PAUSD needs.
  o SCC has flexibility to make systemic recommendations about how to cultivate SEL capacity, climate and culture within PAUSD. These recommendations will be supportive, but not prescriptive of what should happen at each individual site.
  o SCC can recommend the type of SEL training needed, to what extent it should be ongoing, and which PAUSD staff should receive it.
  o There will be a specific subcommittee researching the assessment and evaluation system, supported by a staff member from the PAUSD Research, Evaluation and Assessment office.
  o SCC is an advisory body, so it can recommend what it believes should happen, but it can’t decide what will actually be implemented.
  o SCC will work toward making recommendations by consensus to give them more credibility and model the importance of community members with diverse perspectives, needs and roles uniting around the best interests of the district community.

- Because a number of changes had been made since SCC members originally applied, including a revised and extended meeting schedule, everyone was asked to reconsider their ability to serve as SCC members. All members present signed a participation agreement, committing to prompt and consistent attendance at required meetings of the full committee. Most members also signed up to volunteer on subcommittees that will drive SSC’s work and bring key issues, findings, and proposals for consideration by the full committee.
**Data Orientation**

- The PAUSD Research, Evaluation and Assessment office shared 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.

- SCC members were asked to review the data after the meeting and record their questions on a Google Doc so they can be addressed at the retreat.

**Why SEL?**

- SCC members discussed two questions in small groups: Why is it important for PAUSD to develop a unified, districtwide approach to social and emotional learning? Why convene SCC to provide SEL recommendations rather than relying primarily on SEL experts and district leaders to develop them?

- Some big ideas shared out from the small group discussions included:
  - The importance of having a unified approach to promote shared language and common values. This builds buy-in and provides a way for the community to heal together.
  - Each school currently has its own curriculum with different philosophies, so a districtwide approach is needed.
  - It’s important to identify ways to incorporate parents into the curriculum.
  - Wondering about whether all teachers are invested in SEL?
  - SCC is needed because it’s important to be inclusive of all groups.
  - Character is more important than “A” transcripts.
  - Being in Silicon Valley we should strive for an innovative approach and look to do things differently by integrating ideas that corporations are embracing in this community.

**Meeting Closure**

- SCC members appreciated: the safe space to ask questions and share a multitude of perspectives; coming together & learning as a team; the facilitation & organization of the meeting; the diverse representation within the group, including student voices; the healing of the community; everyone’s passion & commitment; the data provided; one-on-one conversations; and knowing we are all coming together to make a difference.

- Next meeting is a retreat on August 24th, 8:00 – 4:00 p.m., at William & Flora Hewlett Foundation, 2121 Sand Hill Road, Menlo Park.