PAUSD SOCIAL EMOTIONAL LEARNING CURRICULUM COMMITTEE MINUTES

Meeting Date: September 14, 2016


Decisions Made: SCC members approved by consensus a set of community agreements that synthesized the initial proposals from the SCC retreat.

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<thead>
<tr>
<th>Action</th>
<th>Who’s Responsible?</th>
<th>By when?</th>
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<tbody>
<tr>
<td>Forward reports &amp; PowerPoint from Design Subcommittee to SCC</td>
<td>Facilitator</td>
<td>9/15</td>
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<tr>
<td>Prepare subcommittee reports on research findings</td>
<td>Curriculum, Assessment &amp; Evaluation Subcommittee</td>
<td>9/28</td>
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<td></td>
<td>Districtwide Implementation Plan Subcommittee</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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Meeting Introduction

• It was acknowledged that many SCC members continue to express concerns about the ability of the committee to complete its work within the allotted timeline. However, this is a parameter that is not negotiable and is not under SCC control. Trade-offs were made to establish a timeline that enables some aspects of implementation to begin next year. Members must accept the timeline as part of their charge and be strategic about what activities they prioritize, paying particular attention to the SCC documents outlining the charge, required criteria, and deliverables. The Deliverables document was reviewed again, and the committee was reminded that the following activities are outside SCC parameters: evaluation of current site based programs; new community surveys or needs assessment; site level implementation plans; and recommendations requiring additional dedicated personnel beyond the current PAUSD staffing budget. SCC may not have time to complete everything it would ideally want to do, but the committee’s work should be seen as part of a much longer term process for SEL development and implementation in the district.

Community Agreements

• SCC members reached consensus on the proposed community agreements listed at the end of the 9/14 meeting agenda document, which will be posted on the SCC website. These agreements define what each person wants and is willing to commit to in order to create an environment that supports collaboration, communication and trust, so that a recommendation that best meets the needs of the community can be developed. Unlike rules imposed and enforced by an external authority, SCC members were encouraged to be responsible and accountable for their own aspirations and commitments. Each SCC member considered which agreement may be especially challenging given today’s agenda, and what they might need to do in order to honor that agreement.
Respecting Differences on SEL

- SCC members discussed two articles about a controversy over SEL in West Windsor-Plainsboro, a New Jersey school district. These articles are accessible on the SCC website. The discussion focused on the diversity of values and beliefs about SEL in every community, and the implications for SCC’s recommendations in PAUSD.

- Some key points from the discussion included:
  - Community members may differ in their values and beliefs about SEL based on a wide range of complex factors, such as race, ethnicity, culture, gender, age, personal school experiences, etc.
  - Several members commented that the New York Times article profiled the passion of the Superintendent, but did not interview many Asian parents or provide much depth or nuance to their viewpoints and values.
  - There were many other cultures whose views were not represented in the article. Also missing was groups that have a religious background that may conflict with some SEL practices.
  - It is important for SCC to consider how its recommendations will be respectful and inclusive of the diversity of values and beliefs in PAUSD, not just dominant culture. How will people be informed, even if they are not in the room. How will teachers receive the recommendations and how will the work they are doing be integrated? How will more student voice be included? How much do we know about our community? A culture of caring and understanding must be created in every school, along with age appropriate skills and tools, so SEL is not just experienced as “one more thing to do.”

Design Subcommittee Research Findings

- The Design Subcommittee presented its findings on the key research on SEL frameworks, learning standards, and grade level targets. Correspondence, conversations, and reports were reviewed from Greater Good Science Center, New Teacher Center, Oakland Unified School District, Austin Independent School District, Bellevue School District, CASEL, University of Chicago/ Wallace Foundation, PAUSD surveys, and state, county, city and district policies and programs. Rather than summarizing all this information in the minutes, a detailed PowerPoint will be posted on the SCC website, along with two key reports, one from CASEL and the other from the University of Chicago/ Wallace Foundation.

- SCC members discussed the presentation and provided feedback to the Design Subcommittee to help guide them in proposing recommendations on 10/5/16. Highlights included:
  - There was a lot of discussion about the pros and cons of the CASEL vs. the Wallace frameworks, which are summarized in the PowerPoint referenced above. Many SCC members commented that they liked elements of both. Some suggested that Wallace was more dynamic and culturally inclusive, while others were concerned about it being relatively less developed and untested.
  - There was interest in trying to learn more about what the State of California is likely to develop in the coming years. Some believe CASEL is more likely to be adopted by California, so we should prioritize alignment with the state. Others see this as an opportunity to adopt something like Wallace that may be more cutting edge. Some members suggested creating our own framework and graphic combining elements from both models, or using CASEL more for elementary level and Wallace more for secondary.
  - All of the districts the Design Subcommittee interviewed emphasized the importance of building adult capacity.

Meeting Closure

- The meeting closed with written reflections and a closing circle appreciating the contributions of members, and especially the work of the Design Subcommittee. The next meeting is September 28, 6:00 – 8:30 p.m., in the District Office Board Room. The agenda will include presentations of research findings by the Curriculum, Assessment & Evaluation Subcommittee and the Districtwide Implementation Plan Subcommittee.