Meeting Date: September 28, 2016


Decisions Made: none today

<table>
<thead>
<tr>
<th>Action</th>
<th>Who’s Responsible?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forward PowerPoints from today’s subcommittee reports to all SCC</td>
<td>Facilitator</td>
<td>10/2</td>
</tr>
<tr>
<td>Prepare draft recommendations</td>
<td>Design Subcommittee</td>
<td>10/5</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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Curriculum, Assessment & Evaluation Subcommittee Research Findings

- The Curriculum, Assessment & Evaluation Subcommittee presented its research findings to date on SEL curriculum resources, assessment and evaluation systems. They focused on the 6 programs they have reviewed so far: Six Seconds, Responsive Classroom, The Ruler Approach, Facing History, 4 R’s, and Tribes. Rather than summarizing all this information in the minutes, a detailed PowerPoint will be posted on the SCC website.

- SCC members discussed the presentation and provided preliminary feedback to the CAE Subcommittee to help guide them in proposing recommendations at a future meeting. Highlights included:
  - A number of SCC members remarked that most of the programs reviewed so far are for elementary level. The committee wants to see more secondary programs in future reports and recommendations.
  - A few additional programs that individual members said they would like to hear about included Restore 360, PBIS, and programs that focus on developing student leadership.
  - A number of questions were raised: Are we looking for new programs or focusing on building capacity within already existing programs? How do we implement SEL in 7th and 8th grade when students are seeing seven different teachers? How do we make SEL effective and aligned from elementary to middle to high school? What kind of curriculum will leverage the student community to be the first eyes of crisis identification?
Districtwide Implementation Plan Subcommittee Research Findings

The Districtwide Implementation Plan Subcommittee presented its findings to date on the key research on districtwide SEL implementation. Their PowerPoint presentation will be posted on the SCC website. Key findings included:

- Implementation Plans should begin with the end in mind (what SEL should look like)
- A phased in approach (three to five years) is recommended so that all schools are engaged, thus avoiding a pilot in which only interested schools volunteer or are selected.
- A successful implementation plan considers phasing, depth, breadth and quality of programs and is more successful when tied with district vision, goals, policies, etc.
- Build understanding and capacity for all stakeholders (teachers, parents, students, etc.) and tie SEL into academic success
- Ongoing funding and commitment to SEL is imperative
- Because this is a philosophy change, the entire district focus must include SEL
- Choose schools that already have capacity and resources to pilot the program
- Data monitoring for each group and each phase is necessary to evaluate success and make relevant change
- CASEL has influenced successful district rollouts

SCC members discussed the presentation and provided preliminary feedback to the DIP Subcommittee to help guide them in proposing recommendations at the 10/26 meeting. Highlights included:

- What would a successful SEL Implementation look like 5 years from now? It would be accepted by all stakeholders. More than a curriculum, it would be the fabric of our schools. Our district culture and climate would have changed, the entire district would be committed, and adult SEL capacity would have grown.
- What are the essential elements for year one? Capacity building, creating buy-in and awareness, parent involvement, readiness assessments, using a cultural lens and bringing more parent ambassadors into the network.
- Should new curriculum be piloted/rolled out vertically or horizontally? Various opinions were expressed for and against vertical vs. horizontal. Hybrid options were also suggested, such as a tiered rollout, starting with one or two grades at each level (elementary, middle, high) and adding grades in subsequent years.
- How to support and include all stakeholder groups? Need a way to develop the community. Develop a community of parents supporting one another in community settings. Be very clear with teachers about the long term expectation for SEL competency, and provide a pathway and training to support them in achieving it.

Meeting Closure

The meeting closed with written reflections and a closing circle appreciating the contributions of members, and especially the work of the two subcommittees. The next meeting is October 5, 6:00 – 8:30 p.m., in the District Office Board Room. The agenda will include presentation and discussion of draft recommendations by the Design Subcommittee.