



Social & Emotional Learning Curriculum Advisory

Elementary School Team - Notes

January 3, 2018 3:00 p.m. – 4:30 p.m.
@ Cordata Elementary

Agenda Items	Key Points / Topic / Discussion / Decision
3:00	Purpose of Today's Meeting & Updates
Aspen Institute Research Brief	Trina spoke about new article from Aspen Institute about supporting the whole teacher. 2 nd in a series from Aspen Institute around research on social emotional learning. The group took a few minutes to review the article, which supports the focus on adult learning and finding ways to support teachers and staff.
	<p>Today – share additional information about Sound Discipline and Caring School Communities. Including: following up on the trip to visit the school that has implemented Sound Discipline; follow up phone conference with Caring School Communities; and new information on both programs.</p> <p>SEL curriculum is one small piece of a large picture. SEL is about how we work with kids not just a daily lesson. It needs to be school wide and part of the culture of the school as well as support of an explicit curriculum.</p>
Summarizing findings from publisher presentations and input from advisory members	<p>After reviewing yellow sheets from presentations, the two programs that rose to the surface were Sound Discipline and Caring School Community (CSC).</p> <p>As things progress, it is looking like a strong possibility is that we adopt Caring School Communities as an explicit curriculum for K-5 and create a plan for Sound Discipline training (adult learning) in all elementary schools over 5 years.</p> <p><u>Caring School Community:</u> Trina had a conference with Peter (from CSC) to discuss the differences between the old version and the new versions. It was K-2 and 3-5, the new version has specific grade level curricula and includes class meetings (this would be compatible with Sound Discipline).</p> <p>Caring School Communities has a recommended implementation and are flexible to meet the needs of the school. CSC is possible to just pick up and teach, but they have the best success with train-the-trainer models. Most common implementations are somewhere in between. Implementation PD includes train the trainers. They</p>

	<p>have online training modules available that could be delivered in staff groups or individual teachers could use them as they need them.</p> <p><u>Sound Discipline</u></p> <p>In thinking of the adult learning strand of our SEL work, the idea is to create a plan for Sound Discipline training (adult learning) in all elementary schools over 5 years. We could look at a train-the-trainer program with Sound Discipline, which would allow us to afford it and allow Sound Discipline the capacity to support our entire district and give schools the opportunity to develop staff buy-in.</p> <p>Jodi Kinzel & Kirke Mahy-Hestad visited a school tour re Sound Discipline and brought back information to share. One of the resources they brought back was a scope and sequence that Bonnie Hill Elementary put together with the Sound Discipline leads that take the lessons and map them out over the course of the year. It is possible to adopted Sound Discipline on it's own and have it be the explicit curriculum, the drawbacks to that are: buy in is essential, lessons are not grade by grade (that concern was addressed as a non-concern by staff at school visit), and the concern of "is it enough" on it's own (fully aligned/comprehensive).</p> <p>Sound Discipline encourages schools to have a strong buy-in from staff. It is much more successful with staff buy-in. A potential goal is to have a plan for over x number of years for all elementary schools to take part in Sound Discipline training and go through the school wide transformation. This would be a part of the adult learning aspect of our SEL work. In addition to this we would adopt and implement an explicit curriculum. Many schools that use Sound Discipline have Second Steps or Caring School Communities as well. A top-down approach (adopted, must do) is not an effective way to go with the transformational PD experience. Idea is to offer it, support it through funding (if possible), but not require. When schools are ready and interested it would be a supported option. Schools who already have a strong PBIS or Positive Discipline practice/system in place may or may not need the Sound Discipline training/experience.</p>
	<p>We discussed other programs that were presented by publishers, including Second Step. Most feedback showed less excitement about Second Steps. Reasons seemed to be the history and existing mix of buy in. Others were concerned about the structure, that it was too much. Caring School Communities rose above Second Steps because of the structure around class meetings and because the focus is more interwoven in the school environment and more about embedding in the culture of the school as opposed to individual lessons.</p>
<p>Communication & Input with Key Stakeholders (principals, counselors, teachers)</p>	<p>Group discussion about communicating recommendations and how to collect staff input. The idea to have optional group meetings at some of the schools (small groups that are geographically close) and review recommendations and discuss staff interest was discussed.</p> <p>Our goal is to get teachers informed about the work of the advisory and to get input related to teachers teaching the tier 1 SEL curriculum. We'd also like to specifically share the CSC curriculum structures (class meetings, cross age buddies, family connections, schoolwide community building). There was discussion on the caution of talking about both CSC and Sound Discipline, as this may seem like "two new</p>

	<p>things” in an already overwhelmed system. Our focus on the sessions this month with principals, counselors and teachers will be on the CSC curriculum. And connecting the curriculum to existing practices as much as possible.</p> <p>It was decided that we need to start with principals and counselors to update them, get their input, and gain their support in presenting to staff.</p> <p>We have two remaining advisory meetings (1/17 and 1/31). The goal will be for Trina to meet with principals and counselors prior to our 1/17 meeting, and then schedule the school based optional meetings for teachers before the 1/31 meeting. Advisory members expressed interest at being at the school based meetings to help share information and gather input.</p>
<p>Next Steps</p>	<p>To Do’s –</p> <ol style="list-style-type: none"> 1. Look for Sound Discipline alignment to CASEL 2. Find out more about emotional regulation in Caring School Community 3. CASEL alignment for Caring School Community. 4. Set-up Counselor meeting 5. Look more closely at Sound Discipline & CSC and how they’d work together 6. Find out how many schools are already doing morning meetings 7. Get on the agenda for an Elementary Level Meeting or set up a Principal meeting. 8. Look at setting up a roadshow of the curriculum recommendations at elementary schools – geographical locations. 9. Trina will see if it is possible to meet with counselors and principals prior to the 17th and look at starting the roadshow presentations after the 17th.
<p>Upcoming Meetings</p>	<p>Thursday, January 4th, 11:00 am. Phone conference with RULER. (MS focus) Wednesday, January 17, 3:00-4:30 (elem) & 4:30-5:30 (MS) Advisory Meeting Wednesday, January 31, 3:00-4:30 (elem) & 4:30-5:30 (MS) Advisory Meeting</p> <p>In addition, Trina will schedule with elementary principals and elementary counselors prior to 1/17 & school based meetings (regional) will be set up for teachers/staff prior to 1/31 meeting.</p>