



Meeting Notes

MEETING 3

- **Committee Title: SELF & Advisory at High School Level**
Date/Time: December 14, 2022 @ 4:00 PM
Location: Zoom
- **Charge of Committee & Recommendation Deadline:** Identify strengths and opportunities in both programs. Provide recommendations based on stakeholder feedback and evaluation of best practices. Recommendation Deadline is April 15, 2023.
- **Committee Members Present:** Dawn Yoshinaga, Kat Catalano, Laurie Pennington, David Cohen, Angela Amborsio, Melissa Clark, Jaime Fanciullo, David Leftwich, Selene Singares, Michalis Gordon, Michelle Steingart, Erik Olah, Ken Tinsley, Jesse Lodomirak, Christina Shimidt, 4 students
- **Review of Key Takeaways from previous meeting:**
 - The Paly Advisory Program is a collaborative and coordinated effort to provide academic planning, personal counseling, and post-high school advising to support students.
 - The development of the program integrates regular feedback from students, staff, and families that allows for ongoing reflection and revision.
 - Student community and connection are priorities for both students and staff.
 - Increased social-emotional learning (SEL) is a desire for both students and staff. However, finding balance with academic support through the Teacher Advisors (TAs) and guidance department is a challenge.
 - Students and staff value close connections between TAs and students.
 - Students would appreciate more interactive engagement with each other.
- **Meeting notes:**
 - Reviewed the charge and norms
 - Gunn Team presented on the Social-Emotional Learning and Functionality (SELF) Program. Components included, history of the program and goals, current model, curriculum at-a-glance, current feedback and areas for growth



- Partnership with counseling department highlights include the involvement of counselors in development of the SEL program. Counselors participate in activities with cohorts throughout the year and work with SELF mentors to gather input on student growth and needs. Counselors use study hall time to implement their curriculum (academic advising, SEL, & post-high school plans) to medium and large-sized groups of students.
- Highlighted goals of the SELF program included developing student empathy, resilience, and core SEL skill; building trusting relationships with peers and mentors; establishing safe and supportive spaces for students and helping students realize that they are valuable, not because of what they have achieved, but because of who they are and can become.
- Staff feedback about the program
 - Strengths included equity lessons, direct SEL instruction as part of schedule, SELF mentors applying SEL focus in other classes, and lessons clearly connected to SEL skills
 - Needs/challenges
 - Decreased frequency of SELF classes (every other week) affects student/mentor connection
 - Flow of lessons also impacted by every other week format
 - Program lacks means to report out student engagement
- Student feedback about the program
 - Strengths included: equity lessons; mentor check-ins (with food); games with peers; hearing other student perspectives; long-term connections with mentors; and alternating weekly schedule
 - Challenges included: mentor experience that varied significantly between cohorts; need for more mixing of groups during lessons; desire for more check-ins from teachers; improved matching of student and mentor; and need for increased participation and engagement from students during lessons
- Overall Growth Goals for SELF
 - Increase face time with counseling department
 - Update lessons to link to California's adopted T-SEL (Transformative Social and Emotional Learning) benchmarks
 - Publish lessons for parents, with suggestions for dinner table talk connected to SELF work
 - More robust Titan Ambassador program for 10th grade (Utilize 12th-grade students as ambassadors.)



- Train non-mentor staff on Project Wayfinder tools and support in integrating more SEL activities into traditional classes

IMPORTANT: Reserve last 10 minutes of the meeting to synthesize what has been discussed as a group, focusing on “Key Takeaways” and “Next Steps.”

➤ **Key Takeaways**

- The goals of the SELF Program focus on student empathy, resilience, and core SEL skills in a safe and supportive environment with other students and mentors. Relationships and trust are developed in this environment to support students in understanding themselves and their value as people.
- Carving out time for direct SEL instruction is a priority for Gunn.
- All students participate in SELF. Lessons are modified to enable access for all students..
- The SELF program is a reflection of the community and evolves to meet student needs and interests.
- Curriculum is revised each year and integrates student and staff feedback.
- Students and staff value the equity lessons that are part of the SELF program.
- Students and staff appreciate the long-term connections that are developed.
- Mentors and SELF TOSA have regular debriefings to reflect on lessons and plan.
- Students would appreciate more consistency in experience/training of mentors.
- Students would appreciate more face time with mentors, mixing of groups and student engagement during lessons.
- Staff valued weekly lessons over alternating weeks, while students like the balance of alternating weeks.

➤ **Next Steps**

- The committee discussed whether a survey was needed to gain more stakeholder input on the two programs. It was felt that student input was the most valuable consideration. Both programs provide routine surveying of students and staff each school year. The committee felt that it had enough feedback to make recommendations.
- The team was asked to complete a Google Doc with additional information needed prior to the next meeting, where final questions would be explored before determining recommendations.



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