

10.5.20 District GET Agenda
6pm - 8pm

PURPOSE: District GET exists to build a community that supports a restorative culture through relationships and educational equity for all.

- I. (6:00 - 6:40) Check in: Breakout Room Discussions
 - A. Breakout 1:
 - 1. Who is taking care of you?
 - 2. How is everyone doing?
 - 3. Is anyone having a hard time?
 - B. Breakout 2:
 - 1. What are some things we should absolutely keep from District GET last year?
 - 2. What are some things we can change/improve? What does that change look like?
 - 3. We will be virtual for these meetings for the whole year - does the time still work?

- II. (6:40 - 7:40) [SEL Implementation Guide](#) - We are going to have three different break-out discussions based on the SEL Implementation Guide. During the discussion, make sure to continue referring back to Page 2 and the Competency Defined and Skills We Need Now. What do we see as the role of GET in this work? How can the District Team support the Building Teams in this work?
 - A. Practice 1: Building Classroom Community Through Daily Routines and Daily Check-in
 - B. Practice 2: Meetings Centered in Staff Wellness
 - C. Practice 3: Whole School Weekly Transformative Social-Emotional Learning

- III. (7:40 - 8:00) Check Out

Breakout 2 Note Catcher		
Group	What are some things we should absolutely keep from District GET	What are some things we can change/improve? What does that change look like?
Group 1	Religious observance calendar; book study; sharing what is happening/working in each	6-8pm feels like it might not be the best time, feels late; real conversations/resources about

	building	screens (on/off, etc.), home support, what we learn about our families and our community, etc. and how that “visibility” affects our students and families
Group 2	<p>Sharing out what is happening around the district in GET. Common reads across buildings - celebrating differences and equity and inclusion.</p> <p>Mission focused</p> <p>Another book study could be good.</p>	<p>Model courageous conversations around social justice topics. Growing this practice with intentionality.</p> <p>Intersection between social justice and SEL connections.</p> <p>Resource it with materials that teachers can use.</p> <p>Continue to build classroom libraries that are representative.</p> <p>Time still works to meet, but flexible</p>
Group 3	<p>Be true to our mission. Keep opportunities to connect and build relationships. Building community connections.</p> <p>Engage in honest conversations.</p>	<p>Provide more time to build awareness of the ongoing work in buildings. Create opportunities for the group to be resources for each other--finding potential collaborations.</p> <p>Potential meeting time shift to 5 - 7 pm.</p> <p>Potentially not on a Monday.</p>
Group 4	<p>Sharing out what is happening around the district.</p> <p>Liked the time we spent together sharing at the beginning and at the end.</p> <p>We liked the book club. It was nice getting into small groups and talking about the book.</p> <p>Love the Cultural Calendar.</p>	<p>If we did a book club, maybe it could be shorter...maybe short articles that could keep us up to date.</p> <p>Create a district-wide calendar of various GET activities around BHS</p> <p>Learning more about Black Lives Matter - how do we address it with our families/educate our community.</p> <p>During the election & after, we might need to help teachers & students work through tensions and concerns.</p> <p>Monday nights from 6-8 are hard for folks</p>
Group 5	Diversity Calendar	<p>Conversations about topics such as Black Lives Matter may be a difficult topic for some people to address. Capitalizing on talking points, dig in to open up the tough conversations to help people feel</p>

		<p>comfortable starting the conversation, create the culture authentically, as educators we need to take action-silence is deafening, you can't have the uncomfortable conversations until the safe place is created,</p> <p>Shorter articles might be better than a book study with all that is going on right now,</p> <p>Get ourselves out there! Help everyone know District GET exists...</p> <p>Utilize ourselves as a resource,</p> <p>We are saying great stuff, but we need to implement it!</p>
Group 6	<p>Norms Like to start with a welcome, opening question. Like the use of breakout room today. Share time for each building.</p>	<p>Ok, if we don't have a book study. Loved the book, but it feels like "another thing" right now (maybe start in January) Do we need to relook at the cultural calendar- to make sure you didn't miss anything? Having that on our BH website was awesome.</p>
Group 7	<p>Breakout groups/small group conversations. Share outs from building GET. Cultural Calendar. Check-ins</p>	<p>Another product like the cultural calendar. Improve communication of what GET is and what we do and are doing. More consistent communications. Continue sharing what GETs in different buildings are doing; share best practices/ideas. Like the book study but maybe this time focus on smaller articles/Ted talks to read and discuss. Potential meeting times 5-7 or 7-9</p>

SEL Implementation Guide Practice 1 Note Catcher	
Group 1	<ul style="list-style-type: none"> - Our role as District GET is to perhaps provide SEL related questions that could be asked at morning meetings for the elementary level classrooms. And at the high school level, LA teachers could have SEL related questions that act as writing prompts that connect a student's personal life to their reading.

	<ul style="list-style-type: none"> - Just “listening” - for kids to know that the adults are hearing them. - Not emphasizing grades - social and emotional can and should trump academics; make sure the kids are happy, and that we’re checking in on them. - Make sure we’re supporting ALL our kids - Bloomfield Virtual, hybrid students, high school virtual students, etc... they all need the SEL! - BV families may feel like they’re disconnected from their home schools. Find ways to support them and help them feel connected. Sense of Belonging work. - Outside time being together, while we can as the weather is warm(ish), should be encouraged.
Group 2	<p>Bower’s strength is building community through check ins. They have scheduled 15 minute time at the beginning of the day.</p> <p>Wing Lake has morning check ins in each classroom as part of the morning routine.</p> <p>SEL is not an add-on. Many people are already doing this.</p>
Group 3	
Group 4	
Group 5	
Group 6	<p>Cultivate some resources for different ways to do daily check ins so it isn’t always the same. Support staff in building classroom routines and practices to build community. Asking staff, what are some daily routines that you are playing with? What are different ways that you are exploring to do check ins. Ask staff to share these.</p>

SEL Implementation Guide Practice 2 Note Catcher	
Group 1	Send quick notes to staff in an email...allowing us more time to check in on each other. Maybe building GET should lead a portion of the community.
Group 2	Starting all meeting with check-ins, featuring a teacher during meetings (celebrating good things), have GET team updates be a part of staff meetings, feel-good stories shared, quotes
Group 3	-Bowers Academy: book clubs last spring, capitalizing on people’s interests, and acknowledging that time is different; not being daunted by SEL terminology. Everyone is at a different place, so it’s good to

	<p>have a baseline of what SEL is - an actual lesson. And once it's up and running it will feel more authentic and easy to have these SEL conversations.</p> <ul style="list-style-type: none"> - There's a time and a space for specified SEL lessons, and also a time and space for less structured discussion. -Researcher Notebook piece (at Bowers) - a great construct for engaging staff. -Care for each other in meetings; give space to each other. -Lots of check-ins at meetings. - Make sure people have the support they need. Don't just schedule meetings for the sake of meetings, but make sure the meetings are happening in teams so people have support and a sense of belonging.
Group 4	<p>Our role as a district GET could be to help provide ideas and ways to connect staff with one another. Model some of the staff wellness check ins in district GET</p>

SEL Implementation Guide Practice 3 Note Catcher	
Group 1	<p>District GET maybe could spend some time sharing what is being done at all levels. Existing activities that may be able to be tweaked at all levels.</p>
Group 2	<p>How might the District GET decide on what the themes are each month so it is responsive? How might just the themes themselves be sent out as a reminder by the District GET?</p>
Group 3	<ul style="list-style-type: none"> - Kara, at Wing Lake and DHH: working with preschool and k-1. The district lesson was about empathy, so Kara broke it down to feelings, and identifying feelings. Handwashing lessons too - it falls into SEL; a massage on the hands! - Hard to have more add-ons right now, so not sure if all grade levels have the SEL time in place already. - Eastover has had for a while a dedicated SEL time. - Find ways to make SEL time more authentic, less scripted. - At Bowers, with the small groups, SEL discussions happen every day in the morning. And there's a class dedicated to SEL - using Prepare U, etc. The social worker leads that class. She starts discussions that are authentic; it's less scripted.
Group 4	<p>Sharing of already existing programs and activities.</p>
Group 5	
Group 6	