

PITTSFORD CENTRAL SCHOOLS COMMITTEE CHARTER

All Pittsford Central School District Committees shall:

- establish a process for maintaining compliance with relevant laws, contracts, policies and regulations
- operate in a manner that is fiscally responsible
- support the Vision and Values of the District
- provide orientation to new members

Committee Name:	“Social and Emotional Learning Committee”
Contact Name:	Coordinator for Social and Emotional Learning
School Year:	2023-24
Committee Type: (see definitions*)	Standing Committee
<p>Purpose: In a brief statement, describe:</p> <ul style="list-style-type: none"> • the committee’s function • how the committee contributes to desired student outcomes • whether the committee is advisory, and to whom, or, decision-making 	<ul style="list-style-type: none"> • The purpose of the Social and Emotional Learning Committee is to advise and make recommendations to the Assistant Superintendent of Instruction related to the development of a comprehensive plan that supports social emotional learning, positive behavior interventions and supports a welcoming and affirming school community. • The committee is charged with the following goals, in order to bring continuity to services across the District: <ul style="list-style-type: none"> ○ Developing and executing a shared vision, goals, and plan for systemic SEL implementation. ○ Reviewing and recommending resources and strategies that will ensure the integration of SEL within a continuum of supports related to both instruction and school mental health teaming. ○ Strengthening adult SEL competencies and capacities. ○ Identifying, implementing, and monitoring progress towards annuals goals through the use of data collection resources and tools.
<p>Membership: In a brief statement, indicate:</p> <ul style="list-style-type: none"> • the number of members and the constituency each represents • how members are chosen, expected tenure and planned rotation of members 	<ul style="list-style-type: none"> • Coordinator of Social and Emotional Learning, Chair • Director of Student Services • Director of Special Education, or designee • Three Administrators (1 Elementary, 1 Middle, 1 High) • One classroom teacher representative from each building, from building SEL team if possible • Mental Health Standards Leaders (Counseling, Psychology, Behavior Specialist) • Three School Counselors (1 Elementary, 1 Middle, 1 High), one to include Standards Leader • Two PTSA representatives, one from elementary and secondary • Nurse Standards Leader • At least two student representatives, up to four, with at least one from each high school • One Community Mental Health Representative <p>Members are selected by various processes approved by each constituent group, for a minimum three-year term. If a committee member vacates mid-term, the incoming member will finish out the current term in progress.</p>

<p>Operation: In a brief statement, indicate:</p> <ul style="list-style-type: none"> • how meeting minutes are kept and distributed • the time commitment for committee members • how the agenda is set (by whom) • the tasks participants may perform • the “ground rules” by which the committee operates 	<ul style="list-style-type: none"> • An onboarding will be provided for new members to include an overview of the committee charter, recent work in process and understanding of content related to committee work, and basic operation. • Meeting minutes will be taken by the Committee Chair or a designated representative. • Regular meetings will be held monthly from 1:00 to 4:00 PM. Additional meetings may be added as needed. • The agenda will be set with input from the committee members at each meeting for subsequent meetings. Meetings will model best practices aligned with adult and student SEL competencies. • Committee members may be asked act as timekeeper or recorder, engage in active participation, come prepared with agreed upon materials related to goals of the group, and serve on a subcommittee. • All members will review and sign the District Committee Code of Conduct.
<p>Accountability: In a brief statement, indicate:</p> <ul style="list-style-type: none"> • the individual committee members responsible for reporting and to whom they report • which committee or individual the committee reports? 	<p>Social and Emotional Learning Committee representatives are responsible for timely reporting to their respective groups. At the building level, this must include the building ILT.</p> <p>The committee reports to the ILC and Assistant Superintendent of Instruction as needed.</p> <p>Committee members who are also members of the ILC are responsible for maintaining effective communication between both groups.</p>
<p>Evaluation: In a brief statement describe:</p> <ul style="list-style-type: none"> • how the committee evaluates its operational functioning • how the committee evaluated its contribution to the District’s Vision and Values • how those impacted by the work of the committee will assess the impact of the committee 	<p>The Social and Emotional Learning Committee will use the District Committee Evaluation Rubric to assess content and process.</p> <p>Annual review of work completed is benchmarked against the District’s Vision and Values, Strategic Initiative and the Committee purpose.</p> <p>The Social and Emotional Learning Committee, in coordination with Building ILTs and/or the ILC, will establish an ongoing process to gather and respond to input and feedback about the effectiveness and focus of the committee’s work.</p>

*** Definitions:**

Standing Committee: Operates for multiple years, is expected to remain active; operates from a charter

Ad Hoc Committee: Operates for a short-term, has a specific, special purpose, disbands at completion of a task, operates under a standing committee charter or a specific charge from the Superintendent.

Subcommittee: Operates from a charge from a standing committee, is made up of members of that committee, could be short or long-term