

## **Social Determinants Work Group Breakout Session Notes**

### **Breakout Group A: Raye Jones-Avery Moderator**

- Notes Lost.

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### Breakout Group B: Kelly Sherretz Moderator

Notetaker: Dawn

Spokesperson: Tamara

Karen E, Dawn A, Tamara S, Kelly S, Teri L, Roger H, Eleanor, Dr. Blackson, Kyle,

- Safety-Address and ensure core components related to safety and security
- Wellness center in every school,
- Examine & implement the CDC's HI-5 recommendations-  
<https://www.cdc.gov/policy/hst/hi5/index.html>
- Mindfulness-thinking wholistically-Robust system and services
- Culture of care-multigenerational-health & wellbeing to support purposeful living to support education, career & Quality of life. Schools would be hubs for the community where families could access supports and servicesTrauma informed services/approach; Trauma of racism; Trauma responsive
- For Families-literacy, quality of life markers, financial literacy,
- All staff are knowledgeable about resources for families and children
- Invite businesses to attend school events-become partners
- Cultural competence-
  - Develop the awareness of implicit bias; this must be a robust part of their training
  - What is included vs. excluded in the curriculum? History, social studies, materials, classrooms, libraries, what is on the walls in the hallways?
- States can work with publishers to craft what is taught/what is in the texts
- We must all embrace life-long learners-
  - Our biases and understandings-
  - We all have room to grow
  - We must all reflect and continue to learn
  - None of us have arrived
- Science-STEM & engineering
- Outside resources
  - Libraries
    - Books, events, materials, resources
  - Bringing in non-profits and businesses
  - Limited access to information about careers and opportunities
- Dual generation solutions
  - Parenting partnerships
  - Supports for all adults
  - Someone to check-in with for families
- School to prison pipeline
- Classroom 180-with Teri Lawler
- Revisiting processes of discipline
- Maslow's hierarchy of needs
- Are the physiological needs of the child met?
  - Belonging

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- Self-esteem
- Mastery
- Self-actualization
- Help our young people expand their vision
- Expand the adults' thinking
- We MUST start with the adults (teachers, paras, admin, therapists, bus drivers, etc). The adults must have "buy-in." Real/compassionate relationships with our students are critical.
- Universal access to learning for our students-remote learning

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### Breakout Group C: Haley Qaissaunee Moderator

Notetaker:

Spokesperson:

Dr. Payne

Important to think differently. Schools situate the bottom caste,

We would be structurally resituated. "My school would teach that."

"A better structural awareness."

"Grounded around PAR."

"Acquiring reading, writing, data analysis."

"Mostly black school would have mostly black teachers."

Reality pedagogy- meeting the student where they are in their own culture. How they learn best.

Look at what other support would be needed outside of just academics.

Dan Shelton

How do students spend their entire day?

Mark Pruitt

Simple excuses need to be overcome.

Senator Sokola

Seat time rather than performance. Should be based on performance.