

Social Emotional Learning Benchmarks Workgroup  
MEETING MINUTES  
December 16, 2015

**Members in Attendance**

Annemarie Hutson, *Washington Association of School Psychologist*  
Rose Spidell, *Office of Education Ombuds*  
Dr. Todd Herrenkohl, *Higher Education Faculty Member*  
Julie Sullenszino, *School Social Workers*  
Mick Miller, *Association of Educational Service Districts*  
Ron Hertel, *Student Support, OSPI*  
Sarah Butcher, *Stakeholder Group*  
Senator John McCoy, *the Educational Opportunity Gap Oversight and Accountability Committee*  
Sherry Krainick, *School Parent Organization*  
Veronica Santangelo, *Department of Early Learning*

**Staff and Public in Attendance**

Maria Flores, *Office of Superintendent of Public Instruction*  
Jenny Plaja, *Office of Superintendent of Public Instruction*  
Nickolaus Cox, *Office of Superintendent of Public Instruction*  
Wendy Powell, *Bellevue School District*  
Randi Peterson, *Bellevue School District*  
Mona Johnson, *OSPI, Student Support*  
Tonje Molyneux, *Committee for Children*  
Jennifer Karls, *SEL for Washington*  
Ailey Katu, *Senate Committee Services*

**Members not in Attendance**

Bethany Rivard, *Washington Education Association*  
Brandon Koenes, *Washington Workforce*  
Dr. John Glenewinkel, *Republic School District*  
Juanita Hill, *Washington School Counselor Association*  
Marissa Rathbone, *Teaching and Learning, OSPI*  
Susanne Beauchaine, *Washington Association of School Administrators*  
Ashley Leneway, *Washington Education Association*  
Mike Hickman, *Association of Educational Service Districts*  
Shauna Schmerer, *Almira School District*  
Carries Basas, *Office of Education Ombuds*

**Welcome and Introductions**

The meeting was called into order at 9:15 a.m. Members proceeded with approval of November's meeting minutes, introductions, and agenda overview.

**Social Emotional Learning Program Data and Evaluation**

Dr. Todd Herrenkohl, *Professor, School of Social Work and Co-Director of 3DL Partnership, University of Washington*  
Wendy Powell and Randi Peterson, *Social Emotional Learning Curriculum Developers, Bellevue School District*

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- SEL is a fundamental aspect to teaching and being present in the classroom. In an ideal world there would be no discussion of SEL it would just be happening.
- Feelings and emotions are very much a part of the learning process
- For programs to work well there needs to be engaged leadership from the building level and district level and knowledge of what SEL is.
- There has to be some intentionality and attention to ongoing refinement once it's implemented.
- Important to partner with local groups on SEL as well since students attend them before and after school.
- Important to teach parents SEL curriculum so that they can teach it at home. Has been more effective teaching parents at a building level rather than a district level.
- The workgroup recommended that there be something in the report about SEL screening for new teachers.
- There is not always immediate results when trying to teach SEL to a student. There needs to be some follow up.

### Debrief of Data and Evaluation

- The entire building of staff needs to be trained on SEL.
- There needs to be a process for local decision making to make sure curriculum and standards are not biased, but rather culturally responsive.
- Assessing behavior whether it is positive or negative is a lot easier since you are the one observing it.

### State and National Examples targeted to Initial Benchmark Categories

- Map out and look for consistencies between all the states that are using SEL
  - Have a summary of these states.
- Looking at these different states can help the Workgroup to focus on what to make recommendations from.

### Small Group Share Out: SEL Benchmarks Brainstorm

- Looking throughout the lenses of school climate: environment and sustainable practices.
- Important to call out states have resiliency. How they structure benchmarks and what are the colleges of education teaching in SEL.
- Districts need to acknowledge that each school is going to be different.
- It can be easier for schools to deal with a student who are acting out externally with physical violence rather than a student who have a mental issue and deals with it internally.
- There needs to be some more time spent on internal behavior. What is the definition and how is it measured?

### Group Discussion: Questions to Drive the Research

- The brain development of children. We need to know the developmental stages so there can be a grade and level recommendations.
- With trauma, poverty, homelessness, mental health, and toxic stress what are the different impact levels of trauma?

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- What other states are doing for SEL programs so that the Workgroup knows where to start with to avoid repeating work that is already completed.
  - Along with that, what were road blocks other states have faced?
- In other SEL programs what components are included in the model plan for intervening for troubled students?
- How do teachers address their perceptions of students and how does that effect SEL?
- There needs to be a way to involve communities and families, how have other states done this?

### Public Comment

- Tonje Molyneaux, thanked the Workgroup for the important work they are doing. Was curious about what other states were doing and supplied the group with four districts to look into: Kent, Highline, Toppenish, and North Thurston
- Mona Johnson, very excited and supportive of this work. Also suggested that the Workgroup look into Battleground School District.

### Future Meeting Planning

- For January it was recommended to focus on what exactly other Washington state school districts are doing for SEL.
- In February the Workgroup was more interested in focusing on trauma, mental health, and toxic stress. How do you find a student who has been impacted by trauma and help them.

**With no other business to discuss the meeting was adjourned at 3:40 p.m.**