

Review of Social and Emotional Learning at the Local and National Level

Renton Technical College, Rm C-111

3000 NE 4th St

Renton, WA 98056

9:00 a.m. – 4:00 p.m.

- 9:00 – 9:30 Introductions, Agenda Overview, and Approval of December Meeting Minutes
- 9:30 – 11:00 Panel: Washington State Social Emotional Learning (SEL) Based Programs
Tacoma School District
Dr. Jennifer Kubista, *Director, Student Life*
Marysville School District
Christy Anana, *School Counselor*
Kyla Curtright, *School Psychologist*
Dr. Anthony Craig, *Director, Cultural Competency and Student Support*
Battle Ground School District
Mark Hottowe, *Superintendent*
Sean Chavez, *Communications Manager*
- 11:00 – 11:15 *Breaks*
- 11:15 – 11:45 Debrief: Local SEL-Based Programs Panel
- 11:45 – 12:00 *Public Comment*
- 12:00 – 12:15 *Break (get lunch)*
- 12:15 – 1:00 Working Lunch: SEL in Every Student Succeeds Act (ESSA)
Jolene Stanislawski, *Research Analyst II, Title II, Part A and Special Programs*
- 1:00 – 2:00 Crosswalk: Other States Social Emotional Learning Benchmarks
Renee Noby, *Research Analyst II, Title II, Part A and Special Programs*
- 2:00 – 2:45 Debrief: Other States' SEL-based Benchmarks
- 2:45–3:00 *Break*
- 3:00–3:15 *Public Comment*
- 3:15–3:45 Future Meeting Planning
- 3:45–4:00 Final announcements, Conclusion

Social Emotional Learning Benchmarks Workgroup (SELB)
MEETING MINUTES
January 20, 2016

Members in Attendance

Annemarie Hutson, *Washington Association of School Psychologist*
Lyon Terry, *Washington Education Association*
Dr. Todd Herrenkohl, *Higher Education Faculty Member*
Dr. John Glenewinkel, *Republic School District*
Juanita Hill, *Washington School Counselor Association*
Julie Sullenszino, *School Social Workers*
Marissa Rathbone, *Teaching and Learning, OSPI*
Mick Miller, *Association of Educational Service Districts*
Ron Hertel, *Student Support, OSPI*
Sarah Butcher, *Stakeholder Group*
Sherry Krainick, *School Parent Organization*
Rose Spidell, *Office of Education Ombuds*

Staff and Public in Attendance

Maria Flores, *Office of Superintendent of Public Instruction*
Nickolaus Cox, *Office of Superintendent of Public Instruction*
Jolene Stanislawski, *Office of Superintendent of Public Instruction*
Renee Noby, *Office of Superintendent of Public Instruction*
Randi Peterson, *Bellevue School District*
Kathy Sarin, *Edmonds School District*
Tonje Molyneux, *Committee for Children*
Christy Anana, *Quil Ceda Tulalip Elementary*
Kyla Curtwright, *Quil Ceda Tulalip Elementary*
Molly Bright, *Edmonds School District*
Anthony Craig, *Quil Ceda Tulalip Elementary*
Holly Wyrulich, *Thrive Washington*
Kim Beeson, *Puget Sound ESD*
Christie Perkins, *NW PBIS Network*

Members not in Attendance

Brandon Koenes, *Washington Workforce*
Carries Basas, *Office of Education Ombuds*
Senator John McCoy, *the Educational Opportunity Gap Oversight and Accountability Committee*
Susanne Beauchaine, *Washington Association of School Administrators*
Veronica Santangelo, *Department of Early Learning*

Panel: Washington State Social Emotional Learning (SEL) Based Programs

Tacoma School District

Dr. Jennifer Kubista, Director, Student Life

Marysville School District

Christy Anana, School Counselor

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Dr. Anthony Craig, Director, Cultural Competency and Student Support

Social Emotional Learning Benchmarks Workgroup (SELB)

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Battle Ground School District

Mark Hottowe, Superintendent

Sean Chavez, Communications Manager

- Social Emotional Learning is not Special Education and needs to be recognized outside of that, it is for everybody.
- Trauma doesn't just happen because of an event, it has always been there and always will be.
- Trauma is different for every kid so as staff from teachers to custodians you have to have a toolbox available of things to try.
- Important to know the difference between a student who is frustrated because they are angry vs. a student who is frustrated because they don't understand math.
- It is very important to be connected with the community and culturally competent when introducing SEL into schools.
 - There are some tools that some students may not be able to do due religious views.
- There is resistance to change sometimes with teachers, but time and energy has been places so that staff know they are being supported.
- Some concern was expressed over percentages being used as a goal. States and districts can be very black and white when looking at percentage results.
- Setting high standards is critical, but it is bigger than SEL. The end goal of what SEL is connecting the dots for is very important.
- Measuring where somebody is in any standards is difficult, but measuring where somebody is across language and cultural barriers is even harder.

Debrief: Local SEL-Based Programs Panel

- The benchmarks are going to just be a piece of what is being presented. The Workgroup needs to guide the people looking at the report how to look at the benchmarks.
- It might be less important how many goals the Workgroup defines, but rather attaching it to other existing standards.

Public Comment

- Kathy Sarin, told the Workgroup about her Edmonds School District adopting a SEL program. Expressed a concern over making sure the Workgroup is culturally competent and not making that just an add on. This should be a thing that is going to help teachers be able to teach better in their classrooms.

Working Lunch: SEL in Every Student Succeeds Act (ESSA)

Jolene Stanislawski, Research Analyst II, Part A and Special Programs

- Nothing in the ESSA specifically mentioned SEL, however there mentions of: bullying and at risk-youth which is a step forward.
- There is lots of language around trauma.
- ESSA wants to put more accountability system in at the state level.
- There was a concern brought up over what rural districts will do with the new ESSA and where the money is going to come from.

Social Emotional Learning Benchmarks Workgroup (SELB)

MEETING MINUTES

January 20, 2016

Crosswalk: Other State Social Emotional Learning Benchmarks

Renee Noby, Research Analyst II, Title II, Part A and Special Programs

- The Workgroup was interested in Kansas. Their plan is short and sweet and may help give smaller districts more room to do things differently than larger districts.
- There is power in how the language is being used. We don't want this to turn into a system that penalizes kids.

Debrief: Other States SEL-based Benchmarks

- The consensus of the small group work was that the Workgroup should use Alaska and Kansas as a layout for Washington's SEL.
 - Still need to set this apart from other state structures so the Workgroup still needs to be intentional with language.
- It is very important that in these benchmarks people understand how much trauma affects students.
- Key words to use when creating benchmarks: developing, merging, and consistently demonstrating.

Future Meeting Planning

- DEL, how they got to where they are at and the process for how they got their final document.
- ACES/Trauma presentation.
- The workgroup was interesting in having a meeting in Eastern, WA.

With no further business the meeting was adjourned at 3:30 p.m.

Brain Storm Synthesis

What benchmark categories do we need to define?	What's in them?	What are we missing?	Considerations?
Self-management	Cooperation	Culture/gender/ethic	Ultimately, we must understand these skills will always be culturally and contextually embedded
Mindfulness	Negotiation of conflict	Relevant and informed	CASEL
Social Awareness	Self-advocacy	Context for skills use	3DL
Relationship skills		Skills reaching beyond school	CORE Districts
Self-regulations		Life-long learning	Coalition for Community Schools
Empathizing with others			Include resiliency skills
Understanding the nature of consequences			Professional development for staff
			Family/community engagement
			Applying culturally competent lens
			ACE's report results
			Illinois, Pennsylvania, and Kansas
			PBIS

Identifying State and National Examples targeted to Initial Benchmark Categories Synthesis

Guidelines Law/Policy	Descriptors	Context/How it is Used	What do you Find Useful
Illinois, Pennsylvania, Alaska, and Kansas SEL Comp.	SEL Comp. standards based on CASEL	State example of what we are looking at school wide	The SEL Comp./standards are already in place
Ruler (YALE)	SEL Curriculum		Comprehensive, easy to communicate, offers school/family component
BSCA			
Teaching Tolerance	Cultural considerations		Provides research on cultural identity in schools
Second Step/Committee for Children	SEL Curriculum	School wide	The vignettes allow adult/peer modeling for students
Positive discipline	Working with students of trauma in the classroom	School wide and in classrooms	Include brainwork research for students to understand emotions
CASEL Guide	States that have SEL and indicators for K-12		Perhaps we as a Workgroup can do a thorough review of state SEL's to adopt sections in WA
ACE – Adverse Childhood Experience	Study on ACE showing a connection to poor health outcomes	Educate, plan programs, and develop outcomes	ACE's study results are used to inform policy and resource development
Early Learning and Development Guidelines	For children aged B-3 rd grade	Foundational guidelines for development	Guidelines can be used to assess and plan age appropriate activities for children B-3 rd
WA-Kids	Development alignment age for Pre K-Kindergarten		
PBIS	Positive Behavior Intervention Supports	Train staff/use to teach/model for students	School climate
CBO	Training for CBO's to link to work don't at school		
Compassionate Schools	A framework of professional development and Technical Assistance to help school staff	Provides context for staff; a team of 4-6 individuals that lead school staff	Can be a professional learning guide
Meta-Analysis	Research funding on SEL	Background	Foundation

Guidelines Law/Policy	Descriptors	Context/How it is Used	What do you Find Useful
WIOA Funding	Training and job search funding is available for low-income, unemployed adults, and youth 16-24 years old	Provide training for in demand occupations to fill open job positions in the current job market	Target specific populations: low-income, unemployed, and youth
National Construction Career Day	Opportunities for construction and apprenticeships to connect with high school students and educators	Career days where construction companies and apprenticeship programs gather to allow students hands-on opportunities with tools	Hands on approach, industry and student interaction, bridging the gap, not everyone needs to go to college
Social thinking	Curriculum focuses on externalizing feelings	Individual/small groups	Allows these really hard to reach student an opportunity to reflect and provide words to support their individual and unique needs
RCW 28A.320.127	Recognition of emotional behavioral stress	School district procedure	Plan for response
RCW 28A.300.285	Prevents bullying, harassment, and intimidation	In all levels of school	School accountability
Bellevue SEL	School district learning standards	Teachers in Bellevue	Model from real life
3DL Partnership	Local work looking at SEL and environmental/contextual issue		Strong focus on WA schools and communities
Yale Center for Emotional Intelligence (RULER)	Programs used in a lot of WA and Puget Sound region schools		Regional presence in out school
Massachusetts Behavioral Health and Public schools Taskforce Report	Incorporate SEL but uses the lens of mental health and well being		Tied SEL into mental health and well-being. Good job of tying it into other priorities
Rebuilding for Learning	The PD focuses on team approach, but individual schools have struggled with operationalizing/evaluating	Trauma – informed comprehensive learning supports	Team model

Guidelines Law/Policy	Descriptors	Context/How it is Used	What do you Find Useful
Los Angeles Unified School District	Public – private partnership focused on community health	Provide physical and mental health services to entire community	Schools as valuable community partners health as overarching concept
Defunct Bill 5688	Previously established SEL skills	Teaching skills	Category of skills to strive for teaching universally
Children’s Resilience Initiative (ALASKA)	Utilizes ACE’s research in district to address students SEL needs	Ass staff trained and respond to students from ACE’s perspective	Gives permission for staff to set aside academics momentarily to address SEL
Collaborative Problem Solving	Provides model of problem solving between teacher and student	When a problem occurs	Allows teachers to access a simple model for problematic students

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Carries Basas, *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*
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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*

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*

Social Emotional Learning Benchmarks Workgroup

MEETING MINUTES

December 16, 2015

- 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?

Social Emotional Learning Benchmarks Workgroup

MEETING MINUTES

December 16, 2015

- 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.

Social Emotional Learning Benchmarks Workgroup

Local SEL-Based Programs – Panel Questions

JANUARY 20, 2016

1. Please briefly describe (<5min) the SEL-based school-wide or classroom strategies/curricula being utilized in your school.
2. Describe the implementation process in terms of:
 - SEL program/curricula selection,
 - School/district-wide buy in,
 - Staff capacity, and
 - Training.
3. How do you address cultural competency/cultural responsiveness in your SEL-based strategies?
4. How does trauma/adversity in the lives of students impact the implementation/delivery of SEL programming for all students?
5. What barriers or challenges have you experienced in the implementation of SEL and what were/are your strategies to overcome them?
6. How do you engage students, families, and communities in SEL?
7. How do you assess/teach/enforce SEL competencies with the adult school staff (e.g. bus drivers, food service staff, playground personnel, teachers, administration, etc.) in your school?
8. From what you've learned through implementation of SEL, do you have recommendations for this committee on the development of statewide SEL benchmarks? How would benchmarks be most useful for you?
9. Are there SEL templates, models, or implementation tools that you utilize you think would be beneficial for this committee to obtain in creating benchmark recommendations?
10. Is there anything else you would like to share?

Title, Section, and Topic	Excerpt of ESSA	Affected Populations
Title I, Part D, Sec 1401 <i>Programs for At-Risk Students</i>	PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK.	Neglected or delinquent children
Title II, Part A, Sec 2101 <i>Establishing teacher standards</i> (A) OSPI may fund 1 or more activities in (B) once appropriations for other Acts have been funded (A) – this is a Hold Harmless section; the activities may be implemented in conjunction with other higher education state agencies and carried out via grants or contract with for-profits or nonprofits. (B) Types of activities include: <ul style="list-style-type: none"> • Providing training for all school personnel; • Addressing the transition to elementary school; • Professional development on how-to integrate career and technical education content into curriculum. 	“(A) IN GENERAL.—The State educational agency for a State that receives an allotment under subsection (b) may use funds not reserved under paragraph (1) to carry out 1 or more of the activities described in subparagraph (B), which may be implemented in conjunction with a State agency of higher education (if such agencies are separate) and carried out through a grant or contract with a for-profit or nonprofit entity, including an institution of higher education. “(B) TYPES OF STATE ACTIVITIES.—The activities described in this subparagraph are the following: [items omitted for purposes of this table] “(xv) Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse. “(xvi) Supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness. [items omitted for purposes of this table] “(xviii) Supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand State and regional workforce needs and transitions to postsecondary education and the workforce.	Teachers

Title, Section, and Topic	Excerpt of ESSA	Affected Populations
<p>Title II, Part A, Sec 2103 <i>Local Uses of Funds</i></p> <p>(B) Funds for districts may be used to develop and implement initiatives to recruit, hire, and retain effective teachers, particularly in low-income schools with high percentages of low-performing students and ineffective teachers. Such initiatives may include:</p> <ul style="list-style-type: none"> • Mentoring programs to improve classroom instruction and student learning and achievement; <p>(E) Funds for districts may be used to provide evidence-based professional development to teachers and other school leaders focusing on improving teaching and student learning and achievement, including training on how-to effectively engage parents and community</p>	<p>[items omitted for purposes of this table]</p> <p>“(B) developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B)¹, such as initiatives that provide—</p> <p>[items omitted for purposes of this table]</p> <p>“(iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—</p> <p>“(I) improve classroom instruction and student learning and achievement; and</p> <p>[items omitted for purposes of this table]</p> <p>[items omitted for purposes of this table]</p> <p>“(E) providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—</p> <p>[items omitted for purposes of this table]</p> <p>“(iii) effectively engage parents, families, and community partners, and coordinate services between school and community;</p> <p>“(iv) help all students develop the skills essential for learning readiness and academic success;</p> <p>[items omitted for purposes of this table]</p> <p>[items omitted for purposes of this table]</p>	<p>Teachers and other school personnel</p>

¹ “how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (except that nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system);

Title, Section, and Topic	Excerpt of ESSA	Affected Populations
<p>partners, and help students develop the skills for learning readiness and success.</p> <p>(H) Funds for districts may be used for assessments.</p> <p>(I) Funds for districts may be used for in-service training for school personnel on:</p> <ul style="list-style-type: none"> Referring students affected by trauma, mental illness, or other issues affecting student learning; <p>Referring students to treatment and intervention services.</p>	<p>“(H) providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;</p> <p>“(I) carrying out in-service training for school personnel in—</p> <p>“(i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;</p> <p>“(ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;</p> <p>“(iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and</p> <p>“(iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;</p>	<p>Teachers and other school personnel</p>
<p>Title IV <i>21st Century Schools Safe and Drug-Free Schools and Communities Act</i> Title IV, Sec 4107 <i>Activities to Support Well-Rounded Educational Opportunities</i></p>	<p>“(a) In General.—Subject to section 4106(f)², each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a)³ shall use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that—</p> <p>“(1) are coordinated with other schools and community-based services and programs;</p>	<p>Teachers and other school personnel</p>

² “SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).”

³ “ALLOCATIONS TO LOCAL EDUCATIONAL AGENCIES.—

Title, Section, and Topic	Excerpt of ESSA	Affected Populations
<ul style="list-style-type: none"> Districts shall coordinate with (or partner with) other schools or other entities to create well-rounded educational experiences. 	<p>“(2) may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this section; and</p> <p>“(3) may include programs and activities, such as— [items omitted for purposes of this table]</p> <p>“(J) other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.</p>	Teachers and other school personnel
<p>Title IV, Sec 4108 <i>Activities to Support Safe and Healthy Students</i></p> <p>Districts shall use funds in coordination with other schools and community-based services and programs to develop, implement, and evaluate comprehensive programs and activities that:</p> <ul style="list-style-type: none"> Foster safe/healthy environments and support academic achievement 	<p>“Subject to section 4106(f)⁴ each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a)⁵ shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that—</p> <p>“(1) are coordinated with other schools and community-based services and programs;</p> <p>“(2) foster safe, healthy, supportive, and drug-free environments that support student academic achievement;</p> <p>“(3) promote the involvement of parents in the activity or program;</p>	Students, teachers, and administrators using community-based programs

⁴ (“(f) Special Rule.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).),

⁵ (“(a) Allocations To Local Educational Agencies.—

“(1) IN GENERAL.—From the funds reserved by a State under section 4104(a)(1), the State shall allocate to each local educational agency in the State that has an application approved by the State educational agency under section 4106 an amount that bears the same relationship to the total amount of such reservation as the amount the local educational agency received under subpart 2 of part A of title I for the preceding fiscal year bears to the total amount received by all local educational agencies in the State under such subpart for the preceding fiscal year.

“(2) MINIMUM LOCAL EDUCATIONAL AGENCY ALLOCATION.—No allocation to a local educational agency under this subsection may be made in an amount that is less than \$10,000, subject to subsection (b).

“(3) CONSORTIA.—Local educational agencies in a State may form a consortium with other surrounding local educational agencies and combine the funds each such agency in the consortium receives under this section to jointly carry out the local activities described in this subpart.)

Title, Section, and Topic	Excerpt of ESSA	Affected Populations
<ul style="list-style-type: none"> Promote parental involvement <p>(A) Funds for districts may be used for evidence-based drug and violence prevention programs and, where appropriate, intervention or referral for rehabilitation.</p> <p>(B) Funds for districts may be used for school-based mental health services, including services conducted in partnership with public or private mental health or health care entities, particularly for trauma-informed practices.</p>	<p>“(4) may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; and</p> <p>“(5) may include, among other programs and activities—</p> <p>“(A) drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including—</p> <p>“(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and</p> <p>“(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention;</p> <p>“(B) in accordance with sections 4001⁶ and 4111⁷—</p> <p>“(i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; and</p> <p>“(ii) school-based mental health services partnership programs that—</p>	<p>Students, teachers, and administrators using community-based programs</p>

⁶ “GENERAL PROVISIONS”

⁷ “RULE OF CONSTRUCTION”

Title, Section, and Topic	Excerpt of ESSA	Affected Populations
<p>(C) Funds for districts may be used for programs or activities that:</p> <ul style="list-style-type: none"> • Integrate health and safety practices into school or athletic programs; • Support a healthy, active lifestyle to maintain the well-being of students; • Address chronic disease management for students; • Help prevent bullying and harassment; • Improve instructional practices for developing relationship-building skills; • Provide mentoring and counseling to all students; • Establish or improve school dropout and re-entry programs; • Establish skills for school readiness and academic success, such as by providing integrated systems of student and family supports. 	<p>“(I) are conducted in partnership with a public or private mental health entity or health care entity; and</p> <p>“(II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—</p> <p>“(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available);</p> <p>“(bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and</p> <p>“(cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise;</p> <p>“(C) programs or activities that—</p> <p>“(i) integrate health and safety practices into school or athletic programs;</p> <p>“(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students;</p> <p>“(iii) help prevent bullying and harassment;</p>	<p>Students, teachers, and administrators using community-based programs</p>

Title, Section, and Topic	Excerpt of ESSA	Affected Populations
<p>(D) Funds for districts may be used for high-quality training for school personnel, including specialized instructional support personnel, related to:</p> <ul style="list-style-type: none"> • Suicide prevention; • Trauma-informed practices in classroom management; • Crisis management and conflict resolution techniques; • Human trafficking; • Violence prevention strategies; • Drug abuse prevention; • Bullying and harassment prevention. 	<p>“(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment;</p> <p>“(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse;</p> <p>“(vi) establish or improve school dropout and re-entry programs; or</p> <p>“(vii) establish learning environments and enhance students’ effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports;</p> <p>“(D) high-quality training for school personnel, including specialized instructional support personnel, related to—</p> <p>“(i) suicide prevention;</p> <p>“(ii) effective and trauma-informed practices in classroom management;</p> <p>“(iii) crisis management and conflict resolution techniques;</p> <p>“(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102));</p> <p>“(v) school-based violence prevention strategies;</p>	<p>Students, teachers, and administrators using community-based programs</p>

Title, Section, and Topic	Excerpt of ESSA	Affected Populations
<p>(E) Funds for districts may be used for child sexual abuse awareness and prevention programs or activities.</p> <p>(G) Funds for districts may be used for implementing schoolwide positive behavioral interventions and supports.</p> <p>(H) Funds for districts may be used for designating a site resource coordinator to provide services, such as:</p> <ul style="list-style-type: none"> • Establish and strengthen community partnerships to provide resources and support for schools; • Ensure service and community partners are aligned with the academic expectations of the specific school; or 	<p>“(vi) drug abuse prevention, including educating children facing substance abuse at home; and</p> <p>“(vii) bullying and harassment prevention;</p> <p>“(E) in accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—</p> <p>“(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and</p> <p>“(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child;</p> <p>[items omitted for purposes of this table]</p> <p>“(G) implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning;</p> <p>“(H) designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as—</p> <p>“(i) establishing partnerships within the community to provide resources and support for schools;</p>	<p>Students, teachers, and administrators using community-based programs</p>

Title, Section, and Topic	Excerpt of ESSA	Affected Populations
(I) Funds for districts may be used to pay for success initiatives aligned with the purposes of Sec. 4108.	<p>“(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and</p> <p>“(iii) strengthening relationships between schools and communities; or</p> <p>“(I) pay for success initiatives aligned with the purposes of this section.</p>	Students, teachers, and administrators using community-based programs
<p>Title IV, Sec 4205 <i>Local Activities</i></p> <p>Community Learning Centers may use funds to pay for activities that support student success and academic achievement, including programs that:</p> <ul style="list-style-type: none"> • Enable students to be eligible for academic credit recovery or attainment; • Support a healthy and active lifestyle; • Promote parental involvement and family literacy; <p>Provide assistance to students who have been truant, suspended, or expelled.</p>	<p>Local Activities [This is in reference to what Community Learning Centers can provide as subgrantees] “(a) AUTHORIZED ACTIVITIES.— Each eligible entity that receives an award under section 4204⁸ may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including— [items omitted for purposes of this table]</p> <p>“(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment; [items omitted for purposes of this table]</p> <p>“(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs; [items omitted for purposes of this table]</p> <p>“(10) parenting skills programs that promote parental involvement and family literacy;</p> <p>“(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; [items omitted for purposes of this table]</p>	Students, teachers, and administrators using Community Learning Centers

⁸ LOCAL COMPETITIVE SUBGRANT PROGRAM

Crosswalk: Other States Social Emotional Learning Benchmarks

Presenter: Renee Noby, Research Analyst 2
OSPI Title II, Part A and Special Programs
Date: January 20, 2016

Links to SEL Standards



Alaska

School Climate and Social and Emotional Learning:

<http://alaskaice.org/school-climate/sel/>



Connecticut

Early Learning and Development Standards:

<http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726>

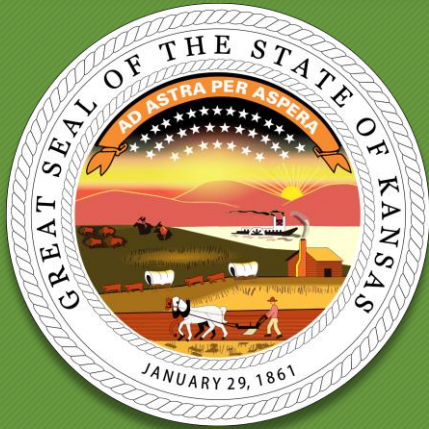


Illinois

Social Emotional Learning Standards:

http://www.isbe.net/ils/social_emotional/standards.htm

Links to SEL Standards



Kansas

Social, Emotional, & Character Development Standards:

<http://www.ksde.org/Default.aspx?tabid=482>



Massachusetts

Standards for Preschool and K Social & Emotional Learning

<http://www.doe.mass.edu/kindergarten/SEL-APL-Standards.pdf>



West Virginia

School & Community Social Skills Standards

<http://wvde.state.wv.us/healthyschools/ElectronicManual4373New.html#SchoolandCommunitySocialSkillsStandards>

Standards & Benchmarks

Examples of how other states have structured their SEL Standards and Benchmarks

Alaska (Anchorage SD K-12 SEL Standards)

<http://www.asdk12.org/media/anchorage/globalmedia/documents/professionallearningdept/SELStandardsAppend.pdf>

4 Standards:

1. Self-awareness
2. Self-management
3. Social Awareness
4. Social Management

Student Indicators:

- Early elementary (K-3)
- Late elementary (4-6)
- Middle school (7-8)
- Early high school (9-10)
- Late high school (11-12)

Example of Benchmarks:

Self-awareness	
1A.	Student demonstrates awareness of his/her emotions.
1B.	Student demonstrates awareness of his/her personal traits.
1C.	Student demonstrates awareness of his/her external supports.
1D.	Student has a sense of personal responsibility.

Connecticut

5 Standards:

Early learning experiences will support children to...

1. Develop healthy attachments & relationships with primary caregivers.
2. Develop self-regulation.
3. Develop, express, recognize & respond to emotions.
4. Develop self-awareness, self-concept & competence.
5. Develop social relationships.

Student Indicators:

- 0-6 months
- 6-12 months
- 12-18 months
- 18-24 months
- 24-36 months
- 3-4 years
- 4-5 years

Connecticut Cont.

Example of Benchmark:

Benchmarks Associated with Learning Standard “Develop self-awareness, self-concept & competence,” within Age Level

Sense of Self		
0-6 Months	React when hearing their own name through movement or expressions	Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth
6-12 Months	Consistently respond to their name	Show awareness of body parts of self and others
12-18 Months	Demonstrates self-awareness through response to name and use of “me” and “mine”	Recognize self in mirror
18-24 Months	Identify own family members by relationship and/or name	
24-36 Months	Identify self, family members, teacher and some peers by name	
3-4 Years	Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	
4-5 Years	Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)	

Illinois

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

1. Identify and manage one's emotions & behavior.
2. Recognize personal qualities & external supports.
3. Demonstrate skills related to achieving personal & academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

4. Recognize the feelings & perspectives of others.
5. Recognize individual & group similarities & differences.

4. Use communication & social skills to interact effectively with others.

5. Demonstrate an ability to prevent, manage, and resolve personal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

8. Consider ethical, safety, and societal factors in making decisions.
9. Apply decision-making skills to deal responsibly with daily academic & social situations.
10. Contribute to the well-being of one's school & community.

Illinois Cont.

Example of Benchmark:

Benchmarks Associated with Learning Standard 1A: “Identify & Manage One’s Emotions & Behavior,” within Grade Level

Student Indicators:

- Early elementary
- Late elementary
- Middle school
- Early high school
- Late high school

Early elem.	Late elem.	Middle school	Early h.s.	Late h.s.
Recognize & accurately label emotions & how they are linked to behavior.	Describe a range of emotions & the situations that cause them.	Analyze factors that create stress or motivate successful performance	Analyze how thoughts and emotions affect decision making & responsible behavior.	Evaluate how expressing one’s emotions in different situations affects others.
Demonstrate control of impulsive behavior.	Describe & demonstrate ways to express emotions in a socially acceptable manner.	Apply strategies to manage stress & to motivate successful performance	Generate ways to develop more positive attitudes.	Evaluate how expressing more positive attitudes influences others.

Kansas

<http://www.ksde.org/Portals/0/Learning%20Services%20Documents/Fact%20Sheets/Social,%20Emotional,%20and%20Charcter%20Development%20Standards.pdf>

3 Standards:

1. Character development
 - a. Core principles
 - b. Responsible decision making & effective problem solving
2. Personal development
 - a. Self-awareness
 - b. Self-management
3. Social development
 - a. Social awareness
 - b. Interpersonal skills

Student Indicators:

- Grades K-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Example of Benchmark:

Self-Awareness		
	Knowing	Doing
A.	Understand & analyze thoughts & emotions.	
B.	Identify & assess personal qualities & external supports.	

Massachusetts

10 Standards:

Goal 1: Self-awareness

1. Recognizing, Identifying & Expressing Emotions
2. Accurate Self-perception
3. Self-efficacy (confidence/competence)

Goal 2: Self-management

4. Impulse Control & Stress Management

Goal 3: Social Awareness

5. Empathy

5. Respect for Others

Goal 4: Relationship Skills

7. Communication
8. Social Engagement & Relationship Building
9. Conflict Management
10. Seeking Help & Offering Help

Goal 5: Responsible Decision Making

1. Personal, Social, & Ethical Responsibility
2. Reflection & Evaluation

Massachusetts Cont.

Example of Benchmark:

Benchmarks attached with Learning Standard 1: “The child will be able to recognize, identify, and express his/her emotions,” within Grade Level.

Student Indicators: Pre-K & K

By the end of Preschool, a child may...

Recognize and label basic emotions & associate them with words, facial expressions, &/or gestures

Begin to develop a rich vocabulary to emotions/feelings

Express a range of emotions appropriately through gestures, actions, drawing, or language, with modeling & support

Demonstrate beginning understanding of connection between feelings & behaviors (e.g., “If...,then...”)

By the end of Kindergarten, a child may...

Label basic emotions & recognize some complex emotions, & associate them with facial expressions, body language, & behaviors

Use richer & more specific vocabulary to the nuances of emotions

Express & share own feelings in a variety of ways

With support, describe reasons for own feelings & situations that cause them (stimuli/provocations)

West Virginia

3 Standards:

1. Self-awareness & Self-management
2. Social awareness & Interpersonal Skills
3. Decision-making Skills & Responsible Behaviors

Student Indicators:

- Grades PK-1
- Grades 2-4
- Grades 5-8
- Grades 9-12

Example of Benchmarks:

Grades 2-4	Self-awareness & self-management
Objective:	Students will:
2-4.1.01	Describe a range of emotions & the situations that cause them.
2-4.1.02	Describe & demonstrate ways to express emotions in a socially acceptable manner.
2-4.1.03	Describe personal skills & interests that one wants to develop.

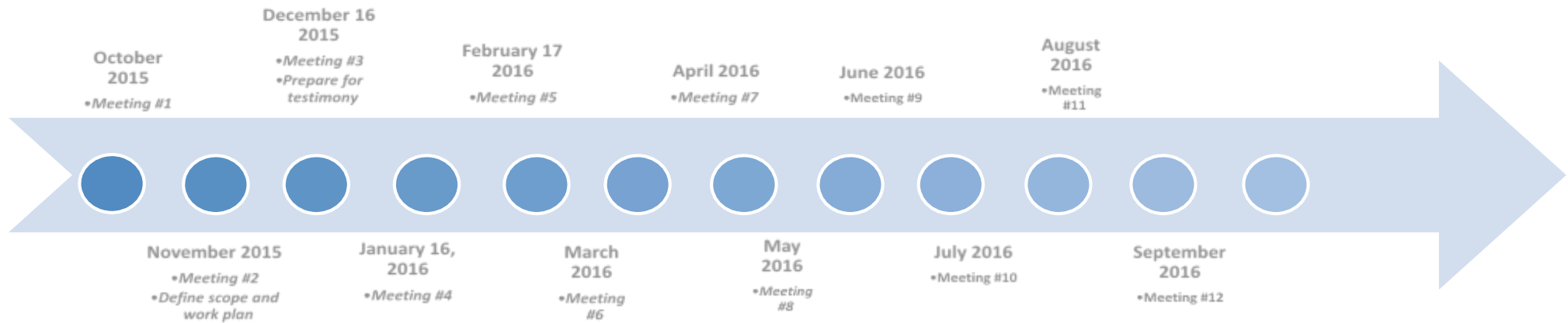
Crosswalk: Other States Social Emotional Learning Benchmarks									
States with free-standing K-12 social-emotional learning standards...									
State	Process	No. of standards	No. of benchmarks per standard	Student indicators specific to grade levels?	Includes resiliency/trauma guidelines?	Includes cultural competency guidelines?	Includes professional staff development?	Includes community engagement?	Integrated into curriculum and/or other standards?
Alaska	Academic, Social, & Emotional Learning Act. Year: 2009 Built upon Anchorage School District SEL standards. Alaska ICE received federal funding for a longitudinal evaluation done in partnership with the American Institutes for Research, and in turn helped to fund the Anchorage SEL standards project. Districts also draw on the federal Safe and Drug-Free Schools and Safe Schools/Healthy Students programs to support SEL.	4	6-8	Yes	No	Yes	Yes	Yes	Content & Performance Standards, 4 th Ed; Alaska Initiative for Community Engagement (Alaska ICE); Bullying Prevention - Resolving Conflict Creatively Program
Illinois	Developed in accordance with IL Public Act 93-0495, Sec. 15(a). Year: 2004	10	10	Yes	No	Yes	No	No	
Kansas	Social-Emotional Character Standards approved by the KS Board of Education. Year: 2012 Developed using CASEL standards, Anchorage SEL standards, Illinois SEL Standards, and Character.org 11 Principles of Effective Character Development	3	5	Yes	No	Yes	No	No	KS Multi-Tier System of Supports; Positive Behavioral Interventions & Supports; KS Common Core; College & Career Readiness; Safe & Supportive Schools Initiative; 21 st Century Skills
West Virginia	Expected Behavior in Safe & Supportive Schools (Policy 4373) approved by WV Board of Education. Year: 2012	3	5-8	Yes	No	Yes	No	No	WVBE Policy 2315 – Guidance & Counseling; 21 st Century Content Standards for WV Schools

Crosswalk: Other States Social Emotional Learning Benchmarks	
States with free-standing K-12 social-emotional learning standards...	
State	Primary supporting research
Alaska	Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing student's social and emotional learning: A meta-analysis of school-based universal interventions. <i>Child Development</i> , 82, 405-432.
Illinois	<p>Denham, S.A., Ji, P., Hamre, B. (2010). Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures. Retrieved from: http://www.isbe.net/learningsupports/pdfs/sel-compendium.pdf</p> <p>Shochet, I.M., Dadds, M.R., Ham, D., Montague, R. (2006). School Connectedness Is an Underemphasized Parameter in Adolescent Mental Health: Results of a Community Prediction Study. <i>Journal of Clinical Child and Adolescent Psychology</i>: 35(2), 170-179.</p> <p>Snyder, F.J., Flay, B.R., Vuchinich, S., Acock, A., ..., Li, K-K. (2010). Impact of a Social-Emotional and Character Development Program on School-Level Indicators of Academic Achievement, Absenteeism, and Disciplinary Outcomes: A Matched-Pair, Cluster Randomized, Controlled Trial. <i>Journal of Research on Educational Effectiveness</i>: 3(1), 26-55.</p> <p>Way, N., Reddy, R., Rhodes, J. (2007). Students' Perceptions of School Climate During the Middle School Years: Associations with Trajectories of Psychological and Behavioral Adjustment. <i>American Journal of Community Psychology</i>: 40, 194-213.</p>
Kansas	<p>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing student's social and emotional learning: A meta-analysis of school-based universal interventions. <i>Child Development</i>, 82, 405-432.</p> <p>Elias, M. J. (2009). Social-emotional and character development and academics as a dual focus of educational policy. <i>Educational Policy</i>, 23, 831-846.</p> <p>Lickona, T. & Davidson, M. (2005). <i>Smart and good high schools: Integrating excellence and ethics for success in school, work, and beyond</i>. Cortland, NY: Center for the 4th and 5th Rs (Respect and Responsibility)/Washington, DC: Character Education Partnership.</p> <p>Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). <i>Building academic success on social and emotional learning: What does the research say?</i> New York: Teachers College Press.</p>
West Virginia	Primary supporting research not provided.

Crosswalk: Other States Social Emotional Learning Benchmarks										
States with free-standing Early Learning social-emotional learning standards...										
State	Age Range	Process	No. of standards	No. of benchmarks per standard	Student indicators specific to age or grade levels?	Includes resiliency/trauma guidelines?	Includes cultural competency guidelines?	Includes professional staff development?	Includes community engagement?	Integrated into curriculum and/or other standards?
Connecticut	K-3	Kindergarten through Grade 3 Social, Emotional, & Intellectual Habits Framework. Year: 2015	7	4	Yes	No	No	No	No	CT Early Learning & Development Standards; CT Common Core
Massachusetts	Pre-K & K	MA Standards for Preschool & Kindergarten Social & Emotional Learning, & Approaches to Play & Learning. Year: 2015 Standards developed by MA Early Ed & Care, MA Dept. of Elementary & Secondary Ed, & Institute for Community Inclusion at UMass Boston. The team held 2 focus groups, 3 public hearings, an online survey to provide feedback on the initial draft, and provided it to national early learning experts for review, prior to adoption by the state.	12	2	Yes	No	Yes	No	No	Race to the Top Wrap Around Zone Initiative; Bullying Prevention & Intervention Model Plan; MA Model for Comprehensive School Counseling; Service Learning
States with free-standing Birth – Pre-K social-emotional learning standards...										
Connecticut	Birth – Pre-K	CT Early Learning & Development Standards. Year: 2014	5	2-3	Yes	No	No	No	No	
Kansas	Birth – Pre-K	Social-Emotional Character Standards approved by the KS Board of Education. Year: 2012	5	6	Yes	No	Yes	No	No	

Crosswalk: Other States Social Emotional Learning Benchmarks	
States with free-standing Birth – Pre-K and Early Learning social-emotional learning standards...	
State	Primary supporting research
Connecticut	Primary supporting research not provided.
Massachusetts	<p>Aronson, J. (Ed.) (2002). Improving academic achievement: Impact of psychological factors on education. New York, NY: Academic Press.</p> <p>Bear, G. G., & Watkins, M. (2006). Developing self-discipline. In G. Bear & K. Minke (Eds.), Children's needs III: Development prevention, and intervention (pp. 29–44). Bethesda, MD: National Association of School Psychologists.</p> <p>Center on the Social and Emotional Foundations for Early Learning (CSEFEL). (2005). What works brief: Helping express their wants and needs. Retrieved from http://csefel.vanderbilt.edu/briefs/wwwb19.pdf</p> <p>Center on the Social and Emotional Foundation for Early Learning (CSEFEL). (2008). Inventory of practices for promoting social and emotional competence. Retrieved from http://csefel.vanderbilt.edu/modules/module1/handout4.pdf</p> <p>Center on the Social and Emotional Foundations for Early Learning (CSEFEL). (2014). What works brief. Role of timeout: A comprehensive approach for addressing challenging behaviors in preschool children. Retrieved from http://csefel.vanderbilt.edu/briefs/wwwb14.pdf</p> <p>Domitrovich, C., Dusenbury, L., & Hyson, M. (2013). Beyond academic competence: The foundations of school success. Retrieved from www.nga.org/files/live/sites/NGA/files/pdf/2013/1303EduPolicyForumNonCogniti</p> <p>Epstein, A. S. (2003). How planning and reflection develop young children's thinking skills. Young Children, 58(5), 28–36.</p> <p>Galinsky, E. (2010). Mind in the making: The seven essential life skills every child needs. New York, NY: William Morrow.</p> <p>Kagan, S. L., Scott-Little, C., & Reid, J. L. (2013). Massachusetts Department of Early Education and Care alignment study deliverable V: Summary of findings and recommendations.</p> <p>Kagan, S. L., Moore, E. & Bredekamp, S. (Eds.). (1995). Reconsidering children's early development and learning: Toward common views and vocabulary. National Education Goals Panel Report.</p> <p>Malsch, A. M., Green, B. L., & Kothari, B. H. (2011). Understanding parents' perspectives on the transition to kindergarten: What early childhood settings and schools can do for at-risk families. Best Practices in Mental Health, 7(1), 47–67.</p> <p>Massachusetts Department of Elementary and Secondary Education. (2011). Guidelines on implementing SEL curricula. Retrieved from http://www.doe.mass.edu/bullying/SELguide.doc</p> <p>National Scientific Council on the Developing Child. (2004). Children's emotional development is built into the architecture of their brains. Working Paper #2. Boston, MA: Harvard University, Center on the Developing Child.</p>
Kansas	See Primary supporting research – States with free-standing K-12 social-emotional learning standards...

SELB 2015-16 Meeting Planning



January 2016 <ul style="list-style-type: none"> State synthesis w/ homework DEL- Foundation- of their benchmarks (teaching standards goal Washington components- health/physical and CCSS/NGSS Local SEL panel w/ targeted questions (- how do we fit into the categories-Marysville, Tacoma- maybe Kent, Highline, North Thurston, Battleground, Toppenish) – tiered intervention. 	February 2016 <ul style="list-style-type: none"> ACES/TRAUMA/TOXIC STRESS/MENTAL HEALTH
March 2016 <ul style="list-style-type: none"> Process check- draft of synthesized categories w/ content Review- 	April 2016 <ul style="list-style-type: none"> Possibly EOGOAC
May 2016 Possibly EOGOAC	June 2016
July 2016	August 2016
September 2016	October 2016