

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

Kyla Curtright, School Psychologist

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

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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.

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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.