

### **Members in Attendance**

Annemarie Hutson, *Washington Association of School Psychologists*  
Brent Capatch, *Washington Workforce*  
Carrie Basas, *Office of the Education Ombuds*  
Dr. Todd Herrenkohl, *University of Washington*  
Lisa Lucas, *Alternate for Juanita Hill*  
Julie Sullenszino, *Bethel School District*  
Marissa Rathbone, *Teaching and Learning, OSPI*  
Mick Miller, *NEWESD 101*  
Ron Hertel, *Student Support, OSPI*  
Sarah Butcher, *SEL for Washington*  
Senator John McCoy, *The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)*  
Sherry Krainick, *Washington State Parents Teacher Association*  
Susanne Beauchaine, *Steilacoom Historical School District*  
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*  
Deborah See-Colgan, *White River School District*  
Kris Norelius, *Montesano school District*  
Ailey Kato, *Senate Committee Services*  
Mona Johnson, *Office of Superintendent of Public Instruction*  
Melanie Smith, *Committee for Children*  
Tonje Molyneux, *Committee for Children*  
Brienne Ramos, *Commission on Asian Pacific American Affairs*  
Representative Senn, *House of Representatives*

### **Members Not in Attendance**

Bethany Rivard, *Washington Education Association*  
Ashley Leneway, *Washington Education Association*  
Mike Hickman, *Association of Educational Service Districts*

### **Welcome and Introductions**

The meeting was called into order at 9:00 a.m. Members proceeded with introductions and agenda overview.

### **Review of the Budget Proviso of SELB Workgroup**

Maria Flores, *Director, Title II, Part A and Special Programs*

## Social Emotional Learning Benchmarks Workgroup

### MEETING MINUTES

October 23, 2015

- Maria Flores provided an overview of how the Social Emotional Learning Benchmark Workgroup was created.
- The recommendations are a framework for what should be added to the bill, which means the Workgroup needs to give as much as they can to the Legislatures.
- The Workgroup would like to include districts that need help and ones that are doing well.

### **Group Norms, Decision Making, and Communication Protocols**

*Maria Flores, Director, Title II, Part A and Special Programs*

- Important factors that were important to the group to be able to function well:
  - Ask for what you need, presume positive intent, seek to understand before being understood, respect each other's thoughts and experiences, take care of your needs, consider how much time you talk, come prepared to meetings, and try to resolve conflicts respectfully,
- The consensus model of decision making was agreed upon.
  - If the group is unable to come to an agreement then it will be referred to in minutes as "the majority agrees," but to get full consensus the topic will need to be discussed further.
- There was a reminder to the Workgroup that if you use "reply all" in an email it then becomes a meeting, and therefore is subject to the open public meetings act.
- The group agreed to try to make all the meetings physical instead of doing Skype meetings or conference calls.
- If there are any discussions done in a sub-meeting no decisions will be made, they will be brought back to the group then decided upon.
- Logistical planning was made regarding where meetings should take place and what time of the month the Workgroup members were available.

### **Public Comment**

- Tonje Molyneux – a program developer for Committee for Children. She brought materials for the group including the Committee for Children report. She also asked to use Committee for Children as a resource.

### **Working Lunch – Report Structure and Layouts: Examples**

- It's important to understand the entire population of students in order to help them especially being aware of the different cultures.
- There was a strong push from the Workgroup that they really wanted parents to be involved. Parents have to be there in order for something to work.
- In the report there was a recommendation that the group use firm language in the report.

## Social Emotional Learning Benchmarks Workgroup

### MEETING MINUTES

October 23, 2015

- The Workgroup itself wants to feel safe with one another, they have to understand their own biases and judgements.
- It's important to understand the mental well-being of the students and also what does mental health mean depending on what culture the student comes from?

### **Developing of Work Plan**

- For the next meeting the group decided to focus on early learning guidelines and look at other states of standards to see what they have done. Also a presentation from the Department of early Learning and some information from the CASEL.

### **November Meeting Agenda**

The group discussed their availability for the upcoming year and asked staff to send out a Doodle for when to meet next. They also agreed upon where they would like the meetings to take place.

### **Public Comment**

- Representative Senn – thanked the group for their work and for taking on this workgroup. She also recommended that the group check out Bellevue's report card.

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