

Social Emotional Learning Benchmarks Workgroup

[OSPI, Brouillet Conference Room \(4th floor\)](#)

600 Washington St. S.E.

Olympia, WA 98504

9:00 am-4:00 pm

- 9:00–9:30 Welcome and Member Introductions
- “Who are you representing on this workgroup?”
 - “What is your experience with social and emotional learning?”
- 9:30–10:00 Review of budget proviso and purpose of SELB workgroup
Maria Flores, Director of Title II Part A and Special Programs, OSPI
- 10:00–10:30 Group Norms, Decision Making and Communication Protocols
Maria Flores, Director of Title II Part A and Special Programs, OSPI
- 11:30–11:45 Brainstorm: Social Emotional Learning Benchmarks
- Small groups: Identify key benchmark categories
 - Report Out
- 11:45–12:00 Public Comment
- 12:00–1:00 Working Lunch – Report Structure and Layout: Examples
- 1:00–2:00 Identifying State and National Examples Targeted to Initial Benchmark Categories
- 2:00–3:00 Development of Work Plan
- Establish meeting dates, times, and locations
 - Topics to move our work
 - Draft timeline of work
- 3:00–3:30 November Meeting Agenda
- 3:30–3:45 Public Comment
- 3:15–4:00 Final announcements, Conclusion

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.

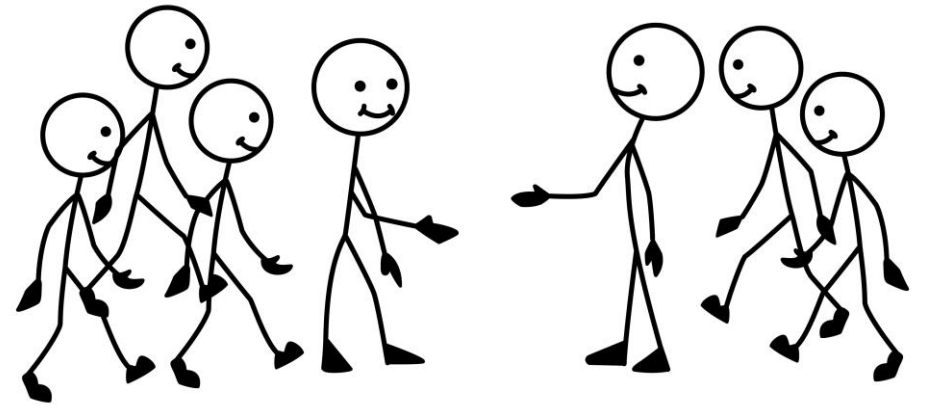
Public Comment

- 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.

Introductions

- Who are you representing on this workgroup?
- What is your experience with social and emotional learning?



SOCIAL EMOTIONAL LEARNING BENCHMARKS WORKGROUP

Maria Flores - Director, Title II, Part A & Special Programs

The Office of Superintendent of Public Instruction

Agenda

- 9:00–9:30** Welcome and Member Introductions
- 9:30–10:00** Review of budget proviso and purpose of SELB workgroup
- 10:00–10:30** Group Norms, Decision Making and Communication Protocols
- 11:30–11:45** Brainstorm: Social Emotional Learning Benchmarks
- 11:45–12:00** Public Comment
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- 3:00–3:30** November Meeting Agenda
- 3:30–3:45** Public Comment
- 3:15–4:00** Final announcements, Conclusion



Authorizing Legislation

ESSB 6052 Sec 501 (34)

- Included as a budget proviso in the 2015 Budget
- “Workgroup will recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades kindergarten through high school that build upon what is being done in early learning.”

Authorizing Legislation—Cont.

ESSB 6052 Sec 501 (34)

- Staffed by the Office of Superintendent of Public Instruction (Special Programs)
- OSPI must submit a report with recommendations from the workgroup to the education committees of the legislature, and the office of the governor by October 1, 2016.

BACKGROUND

ESSB 5688 (2015) and SHB1760 (2015)

Background

Language from ESSB 5688 & SHB1760 (2015) – **DID NOT PASS**

Sec 1:

- In order for children to be ready to learn and ready to ultimately enter the workforce prepared, they need to have academic, social, and emotional skills. Responsible decision making, self-management, healthy relationship skills, and self and social awareness are among the tools students need.
- These essential skills help improve school climate and reduce bullying, discipline issues, dropout rates, and the educational opportunity gap at the same time as they increase mental well-being, student engagement, and academic performance.

Background—continued

Language from ESSB 5688 & SHB1760 (2015) – **DID NOT PASS**

Sec 1:

- By developing social and emotional skills, students will be equipped with tools to overcome barriers to their learning and even find solace in education and going to school.
- The legislature is committed to investing in preventative strategies in schools to increase student mental health and well-being in order to support the education of our state's children.

Background—continued

Language from ESSB 5688 & SHB1760 (2015) – **DID NOT PASS**

Sec 2, Part (1):

(1) OSPI shall convene a work group to recommend comprehensive social emotional learning benchmarks for grades kindergarten through high school that build upon what is being done in early learning. These benchmarks must include, at every grade level, competencies in at least the following:

- a) Self management. Regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; achieving personal and academic goals; and expressing emotions appropriately;
- b) Self awareness. Accurately assessing one's feelings, interests, and strengths; maintaining a well-grounded sense of self-confidence;
- c) Social awareness. Being able to empathize with others; appreciating individual and group similarities and differences; effectively using family, school, and community resources;
- d) Relationship skills. Interacting cooperatively with others; resisting inappropriate social pressure; dealing effectively with interpersonal conflict; seeking help when needed; and
- e) Responsible decision making. Making decisions based on factors such as ethical standards, safety concerns, social norms, respect for others, and likely consequences; applying decision-making skills to daily situations;

Washington State Legislature. (2015). SB 5688 & SHB 1760– 2015-16. *Providing students with skills that promote mental health and well-being and increase academic performance*. Retrieved from <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=5688>,

<http://app.leg.wa.gov/billinfo/summary.aspx?bill=1760&year=2015>

Background—continued

Language from ESSB 5688 & SHB1760 (2015) – **DID NOT PASS**

Sec 2, Part (2):

The work group shall also develop:

- a) Guidance for schools, school districts, and educators in promoting social emotional learning that:
 - I. Is culturally competent;
 - II. Is linguistically appropriate;
 - III. Provides a positive learning environment for students;
 - IV. Is inclusive of parental involvement;
 - V. Promotes school safety and a positive school climate;
 - VI. Includes best practices in assisting students through school transitions between elementary, middle, and high school; and
 - VII. Incorporates best practices to address the mental health continuum of children, from mental well-being and mental health to mental illness, and acknowledges research around adverse childhood experiences;
- b) Technical advice on how social emotional learning fits within existing teacher and principal evaluations particularly as it relates to school safety and school climate; and
- c) An implementation plan that provides a framework for incorporating social emotional learning and is aligned with other Washington state education initiatives including college and career readiness, STEM education, twenty-first century skills, and the Washington state learning standards.

Background—continued

Language from ESSB 5688 & SHB1760 (2015) – **DID NOT PASS**

Sec 2, Part (3):

To inform the work of the work group, the office of superintendent of public instruction shall conduct a survey of schools to ascertain how many schools in the state are implementing a social emotional learning program and to understand individual districts' capacity to implement social emotional learning.

Authorizing Legislation

ESSB 6052 Sec 501 (34)

- Included as a budget proviso in the 2015 Operational Budget
- “Workgroup will recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades kindergarten through high school that build upon what is being done in early learning.”

Members

Name ▼	Representing	Role
Annemarie Hutson	Washington Association of School Psychologists	National Certified School Psychologist
Bethany Rivard	Washington Education Association	National Board Certified Teacher, Vancouver School District
Brent Capatch	Washington Workforce	Youth Coordinator, Workforce Central
Carrie Basas	Office of the Education Ombuds	Director, Office of the Education Ombuds
Dr. John Glenewinkel	Rural Schools	Superintendent, Republic School District
Dr. Todd Herrenkohl	Higher Education Faculty Member	Professor and Co-Director 3DL Partnership, University of Washington
Juanita Hill	Washington School Counselor Association	School Counselor
Julie Sullenszine	Washington Association of School Social Workers	School Social Worker, Bethel School District
Marissa Rathbone	Teaching and Learning, OSPI	Health and Physical Education Program Supervisor
Mick Miller	Regional Education Network	Assistant Superintendent, NEWESD 101
Ron Hertel	Student Support, OSPI	Program Supervisor Student Mental Health and Wellbeing
Sarah Butcher	Stakeholder Group	Co-Founder, SEL for Washington
Senator John McCoy	EOGOAC	Co-chair/Washington State Senator, 38th District - Tulalip
Sherry Krainick	School Parent Organization	Learning Assessment Coordinator, WA PTA
Susanne Beauchaine	Washington Association of School Administrators	Executive Director of Student Services, Steilacoom Historical School District
TBD	Mental Health Counselors	
Veronica Santangelo	Department of Early Learning	ECLIPSE Program Administrator

GROUP NORMS, DECISION MAKING, AND COMMUNICATION PROTOCOLS

Maria Flores - Director, Title II, Part A & Special Programs

The Office of Superintendent of Public Instruction

Group Norms

- Members develop guidelines to:
 - Manage individual behavior
 - Facilitate group work
 - Increase productivity and effectiveness

*Final list will be distributed to members at the next SELB Meeting.



Decision Making

- Voting
- Consensus based
- Other?



Group Tasks:

- Recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades kindergarten through high school that build upon what is being done in early learning.
- Submit recommendations to the education and fiscal committees of the legislature and the Office of the Governor by October 1, 2016.

Communication Protocol

OSPI Staff

- Facilitate Workgroup Meetings
- Webpage updates:
<http://www.k12.wa.us/WorkGroups/SELB.aspx>
- Distribute agendas and meeting invitations
- Record meeting minutes
- Communicate final recommendations
- Comply with Open Public Meetings Act Guidelines
- Other?

Members

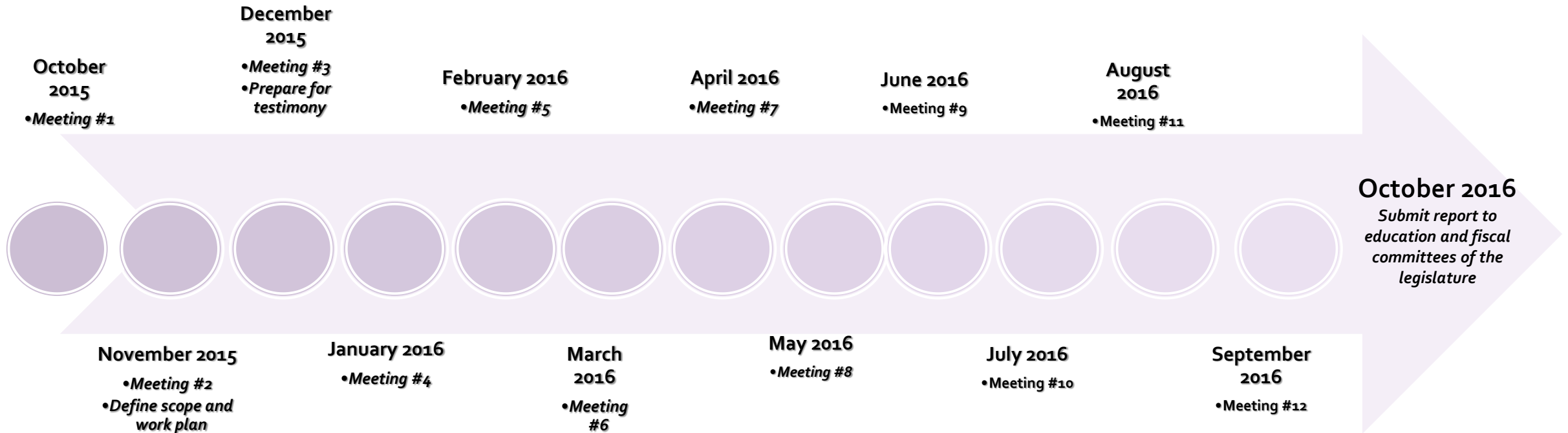
- What will you commit to in supporting the work of this task force?



Timeline

DATES	TASKS
09/2015 – 10/2015	Request representation from related committees, organizations, and agencies
10/23/2015	Hold first task force meeting; establish reoccurring meeting dates
11/2015	Prepare presentations for the education and fiscal committees of the legislature, to update groups on the status of the workgroup and their work plan.
10/2015 – 10/2016	Hold regular meetings; create recommendations for comprehensive benchmarks for interpersonal and decision-making knowledge and skills for k-12 that build upon what is being done in early learning.
09/2016	Finalize workgroup recommendations
10/1/2016	Submit report to the education committees of the legislature and the Governor's Office

2015-16 Timeline of Meetings



OSPI Staff Contact:

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Jenny Plaja, Jenny.Plaja@k12.wa.us (360) 725-6504

Nickolaus Cox, Nickolaus.Cox@k12.wa.us (360) 725-6374

Report Examples

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

Charge:

The committee is charged by [RCW 28A.300.136](#) to synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan and recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board and the State Board of Education in the following areas:

- Supporting and facilitating parent and community involvement and outreach.
- Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction.
- Expanding pathways and strategies to prepare and recruit diverse teachers and administrators.
- Recommending current programs and resources that should be redirected to narrow the gap.
- Identifying data elements and systems needed to monitor progress in closing the gap.
- Making closing the achievement gap part of the school and school district improvement process.
- Exploring innovative school models that have shown success in closing the achievement gap.

EOGOAC

Report Structure

- Committee background
- Summary of recommendations
- Introduction
- Recommendation Topic
 - Background
 - Recommendation
- Conclusion
- Appendices

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Student Discipline Task Force (SDTF)

Charge:

In 2013, [Engrossed Substitute Senate Bill 5946](#), Part III (Sec. 301) created RCW 28A.600.490 and charged the Office of Superintendent of Public Instruction to convene a Student Discipline Task Force to develop:

1. Standard definitions for causes of student disciplinary actions taken at the discretion of the school district.
2. Data collection standards for disciplinary actions that are discretionary and for disciplinary actions that result in the exclusion of a student from school.

The data collection standards must include:

- Information about education services provided while a student is subject to a disciplinary action
- The status of petitions for readmission to the school district when a student has been excluded from school
- Credit retrieval during a period of exclusion
- School dropout as a result of disciplinary action

Student Discipline Task Force

Report Structure

- Executive summary
- Background
- Standard definitions
- New data elements
- Existing data elements
- Next Steps
- Conclusion
- References
- Appendices

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Report link:

<http://www.k12.wa.us/studentdiscipline/pubdocs/StudentDisciplineTaskForceFinalReport2015.PDF>

Compensation Technical Working Group

Charge:

Beginning in July 2011, as outlined in [RCW 28A.400.201](#), the Compensation Working Group began the process of developing an enhanced, collaboratively designed salary allocation model.

The new salary allocation model should align educator development and certification with compensation. It must also:

- Attract and retain the highest quality educators
- Reduce the number of tiers within the existing salary allocation model
- Account for regions of the state where it may be difficult to recruit and retain teachers
- Determine the role and types of bonuses available
- Provide a solution to accomplish salary equalization over a set number of years
- Include cost estimates, including a recognition that staff on the existing salary schedule have an option to be grandfathered permanently to the existing salary schedule
- Conduct a comparative labor market analysis of school employee salaries and other compensation
- Provide a concurrent implementation schedule

Compensation Technical Working Group

Report Structure

- List of exhibits
- Acknowledgements
- Membership
- Executive summary
- Introduction
- Recommendations
- Fiscal Estimates
- Implementation
- Further work
- Appendices

Report link: <http://www.k12.wa.us/Compensation/>

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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	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	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
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

Guidelines Law/Policy	Descriptors	Context/How it is Used	What do you Find Useful
Defunct Bill 5688	Previously established SEL skills	Teaching skills	Category of skills to strive for teaching universally
Children's Resilience Initiative	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