



Social & Emotional Learning Curriculum Advisory

Agenda - Notes

4 – 5:30 p.m., Sept. 20, 2017

Present: Barbara DelWraa, Molly Foote, Teri Herda, Jodi Kinzel, Haruna Aileen Gardner, Kirke MahyHestad, Analisa Ficklin, Lynn Heimsoth, Debbie Haney, Glenda Everett, Darilyn Sigel, Ryan Leckie, Kevin Terpstra, Erin Neisenger, Ann Buswell, Tina Allsop, Anne Granberg, Elizabeth Snyder Weinstein, Cindy Palmer, Jeffrey Hart, Diana Gruman, Trina Hall, Jessica Sankey, Steve Morse, Darilyn Sigel,

Members Excused/Absent: Darcie Donegan, Kari Miller

Minutes: Jessica Sankey

Agenda Items	Key Points / Topic / Discussion / Decision
<p>4:00 Welcome & Purpose <i>Trina</i></p> <p>What is social emotional learning (SEL)?</p> <p>Why Focus on SEL – national, state, district; statistics, research</p> <p>Purpose of the Advisory – To determine Tier 1 Curriculum Materials Recommendation for Social and Emotional Learning, Grades P-8.</p> <p>During the last meeting we watched a 7-minute video of Deputy Superintendent Mike Copland sharing the district’s focus on Social & Emotional Learning.</p>	<p>Primary focus of the group: What materials are we interested in adopting?</p> <p>Secondary issues: Who will be responsible for implementing and teaching/using the materials we pick? Research shows us that although counselors frequently are responsible for bringing SEL to classrooms, it is found to be more effective to have classroom teachers own the instructional piece with support from counselors.</p> <p>Why SEL: National, State & District Focus Research shows good return on investment (ROI) for SEL in schools-academic outcomes improve for students with more competency in SEL. Washington state standards for SEL are in development. District staff surveys show high request for SEL support & professional learning.</p> <p>There are many great initiatives happening across the district as SEL becomes a district-wide focus. It’s good to have common language for these topics across the district; it improves consistency for students. Discussion and questions included: why only focus on preschool to eight grade and not high school? For curriculum and classroom materials, we are beginning with elementary and middle while we do a needs assessment at the high school level.</p> <p>Buy-in & the role of personal beliefs.</p> <ul style="list-style-type: none"> • The importance of adult learning in this process • Ease of implementation and what is practical is critical to keep in mind.

	<ul style="list-style-type: none"> • Acknowledgment that there is a lot of readiness in the district already. • One teacher shared that teachers do not view this as an extra, add-on, or more work. • It is work they are already doing, and in need of support.
<p>4:15 Introductions <i>All</i></p> <p>Committee membership, roles & responsibilities</p>	<p>Group members introduced themselves, spent some time getting to know one another, and hearing what brought each person to be a part of this team. The expertise and passion for this topic were extremely evident.</p>
<p>4:30 Learning – SEL in Context <i>Trina</i></p> <p>Jigsaw Article <i>Social & Emotional Learning: Why Students Need It. What Districts Are Doing About It.</i></p>	<p>The group read a section related to a curriculum approach – embedded (infused) or explicit. The article calls for both.</p>
<p>5:00 Sharing our Learning <i>All</i></p> <p>Share out Key Points:</p> <p>Implications for our advisory work</p>	<p>Key points & implications shared by advisory group members included:</p> <ul style="list-style-type: none"> • Important for consistent training—including staff in less formal settings (e.g.: para-educators and recess monitors). • Infusing well is critical for success. • Training for “infusion” is challenging. • Authenticity is critical, also. • Staff modeling is important. • Discussion on value of direct instruction or infusion with regard to maintaining fidelity. • Adult instruction and buy-in will be key for implementing SEL. • It was recognized that adopting an explicit instruction program is just one small part of a district wide SEL improvement effort.
<p>SEL definitions Connections with The Bellingham Promise</p>	<p>Trina reports that the CASEL (Collaborative for Academic, Social, and Emotional Learning) definition resonated with district personnel who have examined a variety of definitions.</p> <p>Key Competencies were highlighted.</p> <p>Approximately 2/3 of Bellingham Promise outcomes are related directly to SEL and are informed by SEL.</p>

<p>5:20 CASEL Reports <i>Trina</i></p> <p>Overview of CASEL and CASEL Reports Highlight key parts to review (intro pages, criteria, process)</p>	<p>Many districts are relying only on the CASEL guide to offer SEL programs for review and adoption. Some districts are open to non-CASEL reviewed programs. Our work next time will be to determine our criteria for decision-making.</p>
<p>Announcements <i>Anyone</i></p>	<p>None at this time.</p>
<p>Prep for Next Meeting & Feedback</p> <p>Review CASEL Report, paying attention to key pages</p> <p>Members completed feedback information on “what worked” in the meeting, “what didn’t work/suggestions for improvement”, and any ideas, concerns, thoughts, or wonders.</p>	<p>Elementary School Edition (2013): Please read first 21 pages OR Executive Summary and Chapter 4</p> <p>Middle School/High School Edition (2015): Please read first 30 pages OR Executive Summary and Inclusion Criteria</p> <p>Trina to make available: link to video featuring Dr. Copland & Trina, and links to ES and MS/HS and updated manuals.</p> <p>Feedback was gathered and was extremely positive and insightful. The survey input will be used to design future meetings and shared with the team at the next meeting.</p>
<p>Meeting Schedule</p>	<p><u>Meeting Schedule:</u> Remaining meetings, all held at the District Office on Dupont Street</p> <p>Elementary 3 to 4:30 p.m. and Middle 4 to 5:30 p.m.</p> <ul style="list-style-type: none"> • October 4 Room TBD • October 18 Room 212 • November 1 Room 212 • November 15 Room 212 • November 29 Room 212
	<p>A question was asked regarding attendance at elementary and middle school times. While each person is representing a specific level (elementary or middle), anyone may attend either meeting or both.</p> <p>For specialists, parents and community members, you are welcome to attend both elementary and middle level, bounce between the two meeting to meeting, or select one and come to it each time.</p>

Advisory Membership:

Elementary Teachers: Barbara DeWraa (Roosevelt), Molly Foote (King), Teri Herda (Geneva), Jodi Kinzel (Cozier)

Elementary Counselors: Haruna Aileen Gardner (Parkview), Kirke MahyHestad (Carl Cozier), Kari Miller (Sunnyland)

Elementary Principals: Analisa Ficklin (Cordata), Lynn Heimsoth (Sunnyland)

Early Learning: Debbie Haney (District Early Learning)

Middle School Elementary Teachers: Glenda Everett (Kulshan), Darilyn Sigel (Whatcom), Ryan Leckie (District Support)

Middle School Counselors: Kevin Terpstra (Kulshan), Erin Neisenger (Fairhaven)

Middle School Principals: Ann Buswell (Whatcom), Tina Allsop (Shuksan)

Parents: Anne Granberg (Roosevelt), Elizabeth Snyder Weinstein (Columbia), Cindy Palmer (Kulshan), Jeffrey Hart (Fairhaven)

Community Partners: Diana Gruman (WWU), Darcie Donegan (WCC)

Committee Co-Chairs: Trina Hall (Director of Teaching and Learning – SEL), Jessica Sankey (Director of Health & Wellness), Steve Morse (Director of Student Services)