

## Social & Emotional Learning Curriculum Advisory

### Agenda

October 18, 2017 Elementary 3:00-4:30

Agenda Items	Key Points / Topic / Discussion / Decision
<p>3:00</p> <p>10 min</p>	<p>Purpose of Today's Meeting &amp; Updates</p> <p>Trina welcomed the group. Set the stage with a group exercise to model social and emotional learning environments - write down one thing you appreciate about the day and post it on the gratitude wall. Talked about the science around gratitude and how this simple act of pausing, directing our attention to gratitude can alter our mindset and the energy in the room. Thank you Kirke for the activity.</p> <p>Purpose of today's meeting is two-fold. 1) to share thoughts and discussions around different curriculum materials that came out in the email. 2) To step back and think big-picture about where materials fit into larger picture of district wide SEL.</p>
<p>3:10</p> <p>5 min</p>	<p>Timeline for Our Work – Overview &amp; Discussion</p> <p>Brief discussion of work so far included: Timeline for panorama survey &amp; what will it tell us about district needs; looking at curriculum selection as a “phase 1, narrowing down process” rather than full selection; finding out more details about who is teaching what; finding out in the district what is working and what is not working.</p> <p>Input included: People are interested in this subject right now and this is a good time to be looking at opportunity. Possibly piloting a curriculum or trying some things in the classroom over a period of time.</p> <p>What is being used in the schools right now: Trina has information on what the counselors are using in the schools. Not all 14 elementary schools are using the same materials, with the exception of Kelso's Choices which is used in all of our elementary schools. Second Steps is in a lot of the buildings, but not used comprehensively. Zones of Regulations is widely used in elementary schools, but not in all schools. Zones is designed for tier 2 and tier 3 instruction. Counselor input was for our group to look at Zones to see if it could be comprehensive enough for Tier 1/ core curriculum, especially if counselors are the main teachers of SEL curriculum.</p>
<p>3:15</p> <p>20 min</p>	<p>Exploring CASEL District Resource Center, focused on Big Picture <a href="https://drc.casel.org/">https://drc.casel.org/</a> Systemic District Improvement in SEL – 10 Areas</p>

	<p><a href="http://www.casel.org/in-the-district/">http://www.casel.org/in-the-district/</a> Priority Setting Questionnaire <a href="https://drc.casel.org/priority-setting/">https://drc.casel.org/priority-setting/</a></p> <p>Went through the priority setting questionnaire as a group and reviewed outcome.</p> <ul style="list-style-type: none"> <li>• Professional learning related to SEL is taking place throughout our system, but not common and articulated.</li> <li>• Adult learning needs to be a focus, with time equally spent on self-reflection of competencies &amp; learning to teach in a way that promotes SEL competencies.</li> <li>• BPS has a really good vision of the whole child through The Bellingham Promise.</li> <li>• Our needs assessment is further along at the elementary level, however it is work that may not be well-known. Currently surveying family, students, and staff.</li> <li>• General feeling of appreciation for all the aspects of work taking place across the district. Need to communicate work more to increase collective awareness.</li> </ul>
<p>3:35  30 min</p>	<p>Exploring CASEL District Resource Center, focused in on Curriculum Evidence Based Programs – <i>exploring CASEL District Resource Center</i> <a href="https://drc.casel.org/programming/">https://drc.casel.org/programming/</a></p> <p>Article: <i>What Does Evidence Based Instruction in Social and Emotional Learning Actually Look Like in Practice?</i> <a href="http://drc.casel.org/resources/ebpinstruction/">http://drc.casel.org/resources/ebpinstruction/</a></p> <p>Key Points of Article: Four successful approaches to promote S&amp;E development</p> <ol style="list-style-type: none"> <li>1. Free Standing Lessons</li> <li>2. General Teaching Practices that create conditions for SEL development</li> <li>3. Integration of SEL skill instruction &amp; practice in academic curriculum</li> <li>4. Facilitation of SEL as a schoolwide initiative</li> </ol> <p>Group reviewed article in pairs.</p> <ul style="list-style-type: none"> <li>• Groups talked about possibilities of ending up with one curriculum or two or three choices of curriculum. Every program has strengths – might gain more strengths from using multiple curricula.</li> <li>• CASEL framework in place as our guide and definition.</li> <li>• All elementary schools have some degree of a PBIS system in response to discipline, a school-wide positive community building piece, and integration of SEL into instruction. However not articulated or guaranteed.</li> <li>• PBIS and/or some designated positive response to discipline is a key aspect of SEL implementation. It was discussed that we may want to do a school assessment from PBIS tools to see how schools implementing PBIS. Focus on foundational aspects.</li> <li>• Rolling out a SEL curriculum- people will make comparisons with previous programs. Discussion on annual survey re use of curriculum.</li> </ul> <p>Geneva has a strong PBIS program – several other districts come to Geneva to learn about PBIS delivery.</p>
<p>4:05</p>	<p>Updates/Discussion:</p>

<p>20 min</p>	<ul style="list-style-type: none"> <li>• Discussed timeline and that process and outcomes are more important than timeline. Our advisory timeline is aggressive. We may deviate from it as needed. More important to process well. See notes above.</li> <li>• Until we have determined where SEL explicit curriculum will be taught and by whom, it is difficult to know what program criteria to lean on. We will continue to review, noting what programs match which setting best.</li> <li>• Budget is set up to be an Above Baseline Request to fund our recommendation. There is not budget already set aside for this. Important to remember as we go through the process. Implementation may be over time if budget is limited.</li> <li>• A part of our purview is designing the adult learning that is recommended – related to new curricula, practices, integration, school wide programming, etc.</li> <li>•</li> </ul>
<p>4:25 Prep for Next Meeting</p>	<p>Next Meeting: November 1, 2017 –</p> <ul style="list-style-type: none"> <li>• More focused look at programs in next meeting.</li> <li>• Materials Review – Discussion Capturing our Findings What did we learn / What do we wonder Next Steps / Publisher Presentations</li> </ul>
<p>Meeting Schedule</p>	<p><u>Remaining Meetings:</u> Elementary 3 p.m. to 4:30 p.m.</p> <ul style="list-style-type: none"> <li>• November 15 District Office, Room 212</li> <li>• November 29 District Office, Room 212</li> <li>• Would like to add December 6 or 13 as well.</li> </ul>

## Advisory Meetings

*Each meeting to have a learning element, along with the “tasks” below*

### **Sept 20**

*Setting stage/context for Tier 1 SEL materials & explaining process*

### **Oct 4**

*Establishing criteria & considering selection of materials to review – familiarizing ourselves with materials and process*

### **10/18**

*Initial review of materials based on criteria, narrowing choices*

10/25

### **11/1**

*Initial review of materials based on criteria and/or Publisher presentations*

11/8

### **Nov 15**

*Initial review of materials based on criteria and/or Publisher presentations*

11/22

### **Nov 29**

*Analyzing results of review & coming to consensus on materials for recommendation*

12/6 – possibly move Nov 29 to 12/6??

**Additional Dates**, if needed: (for existing advisory and/or new “Phase 2” advisory, as desired)

**\*Dec 13** *Implementation planning*

*January & February Wednesdays, every other week, as needed (or new Phase 2 advisory picks up work in January)*