

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**Legislation and Policy Development Committee Meeting  
December 7, 2016**

**Minutes  
(Approved 2/1/17)**

Pursuant to notice filed with the Secretary of the State, the Board of Education Legislation and Policy Development Committee met in Room 2600, Legislative Office Building, Hartford, Connecticut, on December 7, 2016.

**I. Call to Order**

Committee Chairperson Theresa Hopkins-Staten called the meeting to order at 8:39 a.m. Also present were Committee members: \*Erin Benham; Robert Trefry and Joseph Vrabely.

\*Ms. Benham arrived at 8:43 a.m. Ms. Maria Mojica was absent.

Also present for all or part of the meeting were the following Department of Education Staff members: Assistant to the Commissioner for Board Matters Pamela Charland; Chief Operating Officer Charlene Russell-Tucker; Chief Talent Officer Sarah Barzee; Chief Turnaround Officer Desi Nesmith; Division Director Shannon Marimón; Chief of Health/Nutrition, Family Services and Adult Education John Frassinelli; Legal Director Peter Haberlandt; Legislative Liaison Laura Stefon; Literacy/English Language Arts Education Consultant Joanne White; and Recorder, Eileen Williams.

Attorney Steven Hernández, Executive Director for the Commission on Women, Children and Seniors was also present. Mr. Hernández previously served the Connecticut State Legislature as director of public policy and research for the Connecticut Commission on Children.

**II. Maximizing Interstate Opportunities for Developing Social-Emotional Learning Standards: Partnering with National Experts and Philanthropy**

Committee Chairperson Theresa Hopkins-Staten introduced Steven Hernández and thanked him for presenting at the meeting. Mr. Hernández provided a background on the current efforts in supporting school climate and how it relates to social emotional learning (SEL). Mr. Hernández also discussed the work to come as a member of the Collaborating States Initiative Community of Practice (CSICP) and the state's commitment to ensure that all students are fully prepared for the future – academically, socially and emotionally.

The Connecticut Commission on Women Children and Seniors (Commission), under the leadership of Senator Gayle Slossberg and Representative Andy Fleischmann, has joined with the Collaborative for Academic, Social and Emotional Learning (CASEL) in partnership with Yale, the Robert E. Johnson Foundation and Facebook, in the CSICP. CASEL has now obtained the funding needed to support this collaboration, which will include the Commission's cohort of 10 states, including Connecticut. The State Department of Education (SDE) has been asked to work with the Commission in achieving the goals of this proposal.

Mr. Hernández summarized the Commission's goals, including to:

1. Expand the reach and knowledge about the complex relationship between SEL and school climate for all stakeholders.
2. Engage partners at all levels in the integration and adoption of SEL within the revised standards and provide professional development opportunities to district/school leaders and teachers.
3. Align and extend the reach of the Office of Early Childhood (OEC) existing SEL standards for all students in all grades.

Mr. Hernández noted that, in Connecticut, Portland and Westbrook have already adopted a Model School Climate Policy at the local board of education level. These districts will serve as examples for:

- piloting/implementing the SEL standards and resulting policies; and
- getting feedback for adjusting and finalizing the SEL standards and resulting policies for implementation across the state.

There was discussion concerning bringing the Connecticut Model School Climate Policy, revised to include a robust set of SEL standards (Kindergarten through Grade 3 Social, Emotional and Intellectual Habits Framework) and resulting policies, to the State Board of Education (SBE) for approval and adoption statewide.

Chief Talent Officer Sarah Barzee commented that she was pleased to hear that various researchers (Yale and UConn) and organizations are coming together in recognition of each of the programs that support SEL and development of pro-social behaviors; and that they have a place in full spectrum to support students' social/emotional/behavioral and academic development.

Ms. Barzee also expressed that students who may be struggling academically are more likely to exhibit behavioral issues. Explicitly teaching social skills is as important as teaching reading. She indicated that oftentimes, students are disciplined for what may be skill deficits.

Ms. White gave a brief overview of the Kindergarten through Grade 3 Social, Emotional and Intellectual Habits Framework developed by the SDE and the OEC at the request of the Commission, as part of the CSICP.

The framework represents the knowledge, skills and dispositions that form an essential blueprint for college and career readiness to achieve academic success and SEL. Additionally, the framework builds from the foundational skills in the Cognitive and Social and Emotional Development Domains of the Connecticut Early Learning and Development Standards, highlighting the continued growth and development that must be supported over the early elementary years.

These standards were presented to the SBE Standards and Assessments Committee, and can be found at <http://ctcorestandards.org/>.

### **III. Approval of Meeting Minutes**

On a motion made and seconded, the Committee unanimously approved the minutes of the November 2, 2016, Legislation and Policy Development Committee meeting.

### **IV. Educator Preparation Program Review Committee Appointments**

Time did not allow for this topic.

### **V. Adjourn**

The meeting was adjourned at 9:32 a.m.

Respectfully submitted by,

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Eileen Williams, Recorder