

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200



Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

k12.wa.us

Social Emotional Learning Advisory Committee Meeting Notes

March 16, 2021

Via Zoom

Members attended:

Tammy Bolen, Camille Goldy, Cindi Wiek, Bonnie McDaniel, Caryn Park, David Beard, Debbie Tully, Mary Fertakis, Sarah Butcher, Sharon Shadwell, Tessa McIlrath, Laura Allen, Leiani Sherwin, Kristina Fredrick, Ric Pilgrim, Laurie Dils; John Glenewinkel; Maria Jacob; Sherri Bentley, Nita Hill, Maria Jacobs; Jordan Posamentier,

Members absent:

Tracy Pennington, Bill Kallappa, Shannon Thompson, Jon Claymore,

Vacant Member Positions

Governor's Office of Indian Affairs & Tribes

Meeting Notes	Action Items
<ul style="list-style-type: none">• Welcome and Introductions<ul style="list-style-type: none">○ Name, Affiliation, Position and Location○ Notes approved by committee○ Land Acknowledgement was given• Meeting objectives shared<ul style="list-style-type: none">○ Learn about SEL happenings and hear subcommittee updates○ Vote on co-chairs○ Work with subcommittees○ Discuss SEL and equity• Review of Norms<ul style="list-style-type: none">○ Be present○ Be focused – Stay on mission○ Assume best intent, ask clarifying questions○ For comments/questions, turn nameplate on the side○ Provide positive feedback○ Be respectful○ Be open to others' experiences○ Make room for all voices	Possibly revisit the norms for revisions in the future

<ul style="list-style-type: none"> • Land acknowledgement shared • OSPI equity statement shared 	
<p>Legislative</p> <ul style="list-style-type: none"> • Legislative updates were given <ul style="list-style-type: none"> ○ Legislative Bills shared <ul style="list-style-type: none"> ▪ HB1325 – Implementing policies related to children and youth behavioral health ▪ HB1365 – Procuring and supporting appropriate computers and devices for public school students and instructional staff ▪ HB1477 – Implementing the national 988 system to enhance and expand behavioral health crisis response and suicide prevention services ▪ HB1484 – Concerning the statewide first responder building mapping information system ▪ HB1208 – Modifying the learning assistance program ▪ SB5051 – Concerning state oversight and accountability of peace officers and correction officers ▪ SB5327 – Creating a confidential youth safety and well-being tip line ▪ SB5044 – Concerning professional learning, equity, cultural competency, and dismantling institutional racism in public school system 	
<p>SEL and Equity</p> <ul style="list-style-type: none"> • Looking at how we go forward with the work <ul style="list-style-type: none"> ○ Look at challenges we can address with solutions • Reminder to committee: participation is open for this subcommittee, to participate e-mail Cindi 	<p>E-mail Cindi to participate in SEL & Equity subcommittee</p>
<p>Legislative Report Recommendations – Whole Group Discussion</p> <p>Data & Evaluation Recommendation(s)</p> <p>1. 8A EOGOAC Rec - Schools implement a system of universal screening to identify students in need of additional supports.</p> <ul style="list-style-type: none"> ➤ Problem to solve: <ul style="list-style-type: none"> • Identifying students that need additional support ➤ Solution recommended: <ul style="list-style-type: none"> • Determine framework for universal (validated) tool. • Use CASEL (Collaborative for Academics and Social Emotional Learning) assessment tool as a reference. • Ensure that supports and resources are available to respond to needs identified through screening ➤ Comments: <ul style="list-style-type: none"> • Project AWARE is using the SHAPE tool (ESD 105 region, 3 districts) • Implementation & collaboration supports • Training & guidance (including anti-bias) should be in place for staff using screening tools 	

- Community involvement (define community involvement through an equitable lens) to identify appropriate screeners and supports
 - Call out if tools are validated for Pre-K or developmentally appropriate
2. A legislative directive to Collect and review SEL data to inform evaluation of SEL implementation (over time). (currently it is just a consideration)
- Problem to solve:
 - Measure the implementation of SEL in districts to determine saturation.
 - Solution recommended:
 - Establish a process to collect, analyze, and utilize data
 - Comments:
 - Current leg directs Committee to “consider data collection”
 - This is an opportunity to inform the leg on benefit of collecting data
 - Comp Sex Ed requires districts to report on how they are meeting req’s of the bill. Survey will ask about K-3 SEL implementation
 - At the state level the recommendation is evaluating implementation (not student competencies)
 - IE: are you allocating dedicated time in class schedules to SEL

Stakeholder Engagement Recommendation(s)

3. Stakeholder engagement around specific needs of Professional Development
- Problem to solve:
 - Obtain stakeholder engagement via feedback.
 - Solution recommended:
 - Funding needed to obtain stakeholder feedback.
 - Comments:
 - Define Stakeholder engagement so we are clear on what is being recommended. Be clear about essential components of effective, meaningful stakeholder engagement is. Include language about resources to break down barriers to stakeholder engagement, a focus on what it takes to engage with historically marginalized groups. (Use the PSESD Racial Equity tool to develop this language)
 - Be clear that the funding is required for effective engagement (refer to the attempt to use a survey for this (skewed results); need a more comprehensive approach)
4. OSPI and SEL Advisory maintain the evaluation, co-design, and continuous quality improvement of Washington’s SEL resources and implementation efforts to ensure they are effective, aligned with community priorities, culturally responsive and trauma informed

- Problem to solve:
 - Improvement of Washington’s SEL resources and implementation efforts to ensure they are effective and aligned with community priorities.
 - 5. Support the engagement of diverse stakeholders to evaluate existing SEL resources and efforts and identify, co-design, and co-develop additional resources with the state-level committee
 - Problem to solve:
 - Ensure a community-connected and culturally responsive approach to statewide SEL.
 - Solution recommended:
 - Evaluate existing SEL resources and efforts to provide additional resources to support implementation
 - 6. In addition to the Focus on Culturally Responsive Practices brief (Appendix I), develop additional implementation briefs focused on the guiding principles informing statewide SEL.
 - Problem to solve:
 - Development to further support stakeholder understanding of equity, universal design for learning, and trauma-informed practices, and their relevance to the implementation of SEL.
 - Solution recommended:
 - Provide resources needed for staff/expertise to support implementation
 - Comments:
 - Two buckets of funding
 - a. Engagement
 - b. Products as a result of engagement
 - 7. As this SEL integration into WA State education systems continues, future funding for compensation of the continuous engagement of community members and groups, and other stakeholders, would demonstrate the value they bring by providing input to the SEL Advisory Committee.
 - Problem to solve
 - Continuous stakeholder engagement
 - Solution recommended:
 - Funds and process to collect stakeholder feedback.
- Adult Professional Learning Recommendation(s)**
- 8. Larger recommendation: Need for adult capacity building and continuity across professional learning
 - Problem to solve:
 - funding for implementation of educator-prep programs
 - Solution recommended:
 - Funding for items listed above and below will result in school-wide implementation. Identify each of the institutions/actors that should receive funding support for this recommendation

- Comments:
 - Recognize that school-wide and community-wide implementation is possible when educator prep is in place
 - Call out early learning, pre-service, in-service, and out-of-school pd (call out intention in each of these areas)
 - Emphasize that access to educators beyond teachers
 - Possible examples Tacoma Public Schools & City of Seattle (Schools Out WA)
9. Educator preparation programs and educator candidates would benefit from resources made available for the development of SEL webinars, videos, and additional SEL resources. (Any resources developed could also be used by in-service educators)
- Problem to solve:
 - Offer additional SEL resource to support teachers and principal candidate learning
 - Solution recommended:
 - Funding for resources for educator prep programs
 - Comments:
 - Training/coaching that is responsive to the community (i.e.: faculty-led design)
 - All resources developed need to link to be the WA Framework
10. Washington state education would benefit from grants provided to support preparation programs in partnering with each other, P-12 schools, districts, and communities to integrate SEL more robustly into their curriculum and programs.
- Problem to solve:
 - The integration of SEL more robustly into curriculum and programs
 - Solution recommended:
 - Funding for grants for school district implementation (who? OSPI grants? PESB grants?)
11. This sub-committee would recommend that a workgroup or grant be established to create and pilot a SEL specialty endorsement for educators.
- Problem to solve:
 - SEL endorsement
 - Solution recommended:
 - Workgroup or grant
- Funding/Resources Recommendation(s)**
12. If the OSPI SEL Advisory Committee continues, and/or meets in person, funding for reimbursement of travel, lodging, and food for committee members would be needed
- Problem to solve:
 - Continue the work of the OSPI SEL Advisory Committee
 - Solution recommended:

- Maintain funding to do the work fully of the advisory committee.
- Increase funding to allow for stipends and substitutes for those not representing an org/agency (look at SEAC Authorizing language)

➤ Comments:

- Stipends can increase diverse participation

13. Change reporting from annual to biannual legislative report.

➤ Problem to solve:

- Reduce burdensome report writing process

➤ Solution recommended

- Bi-annual reporting

Infrastructure Recommendation(s)

14. Prioritize funding for standards-aligned SEL as tier I under an MTSS (Multi-Tiered System of Support) framework, and/or Integrated Student Support Protocol that K-12 state offices, agencies, and the department adopt together for use in school and out-of-school time learning settings.

➤ Problem to solve:

- Policy solutions directed at serving students(?) are not aligned.

➤ Solution recommended:

- Align and coordinate policy solutions
- Asking the field to adopt a framework (MTSS or WISSP or similar tool?)
- Funding, flexibility, and resourcing schools to use the framework
- Technical assistance

➤ Comments:

- Needs to take into consideration the Integrated Student Support Protocol (requirements of HB 1208)
- MTSS should be non-negotiable, and SEL should be included
- Refer to the MA (and others) funding model that is outside of the education budget

Not Recommendations – Future discussion and/or work

15. Amend RCW 28A.300.411 regarding requiring a list of professional development to be on the website.

➤ Problem to solve:

- Sustaining up-to-date PD on web page and determining which PD is relevant, high-quality, or community connected.

➤ Solution recommended:

- Develop a set of criteria for vetting quality SEL PD (rather than generating a static list)

➤ Comments:

- Keep the training requirement, use a tool to determine best pd

<ul style="list-style-type: none"> • Could be a recommendation we hold off on until the next report (when we know more) <p>16. 8B EOGOAC Rec – PESB and OSPI to review and revise the current SEL standards.</p> <ul style="list-style-type: none"> ➤ Problem to solve: <ul style="list-style-type: none"> • Standards, benchmarks, and indicators need work to ensure they are culturally responsive ➤ Solution recommended: <ul style="list-style-type: none"> • Review current standards, benchmarks, and indicators and revise as needed. • Establish definitions and shared understanding around racial equity ➤ Comments: <ul style="list-style-type: none"> • Include in the report the plans to use the PSESD Equity tool to address anti-racism. • Equity and Trauma informed as an umbrella to this work. • PESB revising cultural competency standards • Standards alignment sub is considering using the Social Justice Standards from Learning for Justice and aligning them with SEL standards. <p>17. Determine future standards to align</p> <ul style="list-style-type: none"> ➤ Problem to solve: <ul style="list-style-type: none"> • Continuity, or consistency in standards ➤ Comments: <ul style="list-style-type: none"> • Work is happening (that is specifically called out in leg) • Subcommittee does not recommend future standards alignment currently. <p>18. SEL advisory committee discuss the integration of the SEL definition into the work.</p> <ul style="list-style-type: none"> ➤ Problem to solve: <ul style="list-style-type: none"> • One common definition of SEL <p>19. Consideration for future work and conversations: Funding to align determined K-12 standards with SEL. (move to an example of work in the professional development category)</p> <ul style="list-style-type: none"> ➤ Problem to solve: <ul style="list-style-type: none"> • Standards alignment or rather cross walking and connecting ➤ Solution recommended: <ul style="list-style-type: none"> • If there is expectation that further alignment happens will need a legislative directive and an allocation ➤ Comments: <ul style="list-style-type: none"> • Currently doing health & PE, early learning, and Arts • Early learning guidelines are incompatible with a standards alignment process—required significant investment 	
---	--

<ul style="list-style-type: none"> • Consider opportunities for content integration internally at OSPI, elevate the conversation about how each content leads help the field make the connections • More alignment work is not necessarily going to solve the problem, future work of the advisory to crosswalk SEL with other content areas <p>20. Adopt research-based tools to analyze SEL data.</p> <ul style="list-style-type: none"> ➤ Problem to solve: <ul style="list-style-type: none"> • SEL implementation is equitable ➤ Solution recommended: <ul style="list-style-type: none"> • Consultant or Coach (where, who?) ➤ Comments: <ul style="list-style-type: none"> • Should this come from PESB to Leg? 	
<p>Public Comment</p> <ul style="list-style-type: none"> • No Public Comment 	
<p>Next Steps/Action Items</p> <ul style="list-style-type: none"> • Seeking additional participation for the SEL & Equity subcommittee • Revised recommendations submitted to SEL & Equity team for review utilizing the PSES D Toolkit • Bring draft legislative report back to meeting in March for feedback 	