Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

Social Emotional Learning Advisory Committee Meeting Notes
June 15, 2021
Via Zoom

Members attended:
Tammy Bolen, Camille Goldy, Cindi Wiek, Bonnie McDaniel, Caryn Park, Debbie Tully, Mary Fertakis, Sarah Butcher, Sharon Shadwell, Laura Allen, Leiani Sherwin, Laurie Dils, Maria Jacob, Sherri Bentley, Nita Hill, Maria Jacobs, Jordan Posamentier, Tessa McIlrath, David Beard, Jen Cole, Laurie Dils

Members absent:
Tracy Pennington, Bill Kallappa, Shannon Thompson, Ric Pilgrim, Melissa Caldwell, Kristina Fredrick, John Glenewinkel, Fahren Johnson, Mary Fertakis, Sharon Shadwell

Vacant Member Positions
Governor's Office of Indian Affairs & Tribes

Meeting Notes	Action Items
- Welcome and Introductions - Name, Affiliation, Position and Location - Notes approved by committee - Land Acknowledgement was given - Meeting objectives shared - Learn about the results of the COVID Student Survey - Discuss the goals of the SEL Committee - Discuss the priorities and future work of the SEL Committee - Review of Norms - 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

• Land acknowledgement shared • OSPI equity statement shared	

COVID Student Survey
• A COVID Student survey was given with preliminary results shared
• A debrief of the COVID survey took place answering the following questions:
    ○ Were the results what you expected?
        ▪ Responses for the hope question felt in conflict with the suicidality question – supports to prevent suicidality and SEL – What help did they get from who?
        ▪ After screened and identified issue, are the supports in place to follow-up?
        ▪ Questions about hope for their future, different from what they are feeling in the present
        ▪ Brings it back to SEL and skills needed to help students
        ▪ Concern about aggregated data
        ▪ Think through how we get to the students that are not represented
        ▪ What is the project of SEL in school? – strategy that sustains the work, without confusing the work with something it isn't
        ▪ Other committees, skills in place – collaborate, be aware and shared MH and SEL, looking at how they intersect and how they do not.
        ▪ There is correspondence between adult mentors and hopefulness and help
        ▪ Echo the comment – interpretation of data and how there is a mismatch in hope and suicidality
        ▪ Suggests a real role to play in self-awareness, SEL regulation – resource is Jim Maza DBT in schools – data on anxiety, depression, could require an emphasis on core SEL skills – Lean in to those core emotional skills with SEL, that could be a real need
        ▪ Bullying information interesting with on-line – decreased	

- Interesting to watch as we return in person, what impact will the data show, now that kids are back in the classroom - How can we use this data to inform our decisions? - I see an objective being like " host meeting with 3 groups to review from a lens of racial equity" (Stakeholder engagement meetings) - It would be nice to have a format for how /when we engage stakeholders and how to invite them i.e. "virtual", Q&A - It would be helpful for me to parse out the different facets of stakeholder engagement: 1) Outreach to share our resources; 2) stakeholders' feedback on those resources; 3) implementation support for "users"; 4) our own accountability to stakeholders, which includes revising our resources - We don't have the capacity to service data analysis. Looking at the data and research, drawing on the experiences, and advise on SEL-related topics - Make goal setting (to address the priorities and tasks) the main agenda idea for our first meeting under the new leadership in August.	
SEL Advisory Committee Goals, Priorities, and Future Work - The Purpose of the Advisory Committee - Expand and promote SEL in Washington - Advise the legislature via our legislative report by identifying: - systemic barriers - needed policies - needed policy changes - the state of implementation - Advise the field by providing: - Guidance on - best practices - lessons learned - strategies - Future Work	

- o Identify where SEL can support and coincide with anti-racist efforts.
  - o Engage with stakeholders (educational staff, students, and families) to inform the Committee about strengths and challenges of current resources and identify and co-design additional resources nee
  - o Develop best practice guidance for schools on implementation of mandatory K–3 SEL
- Mandated work
  - o Provide state-level data regarding implementation of SEL in the annual progress report
  - o Identify strategies to improve coordination between early learning, K-12 education, and higher education
- Priorities moving forward
  - o SEL and Racial Justice
  - o Stakeholder Engagement
  - o ESD and District implementation presentations
- Group discussion around future work and priorities
  - o Process - advisory standard meeting with subcommittee capacity for members that have it, then report subcommittee work back to the whole group
  - o Courageous conversations as an entire group to create a safe clear welcome space that will provide well-being for the advisory committee
  - o SEL being asked to do so much, with a broad mission. This doesn't match the groups capacity; prioritize based on capacity
  - o We are an advisory body…. Not all have the capacity to do it. We do not have funding, so with limited funding we need to make some prudent choices
  - o Look at how to advise the different roles. This may be one way forward. Advisory to offer feedback to subcommittee work.
  - o Subcommittee(s) can be divided to area of expertise to create meaningful groups
  - o A challenge to get all the resources out there, all that were created by the previous WG. We need to get the work out about resources SBI – implementation guide

○ EDS, District Implementation presentations – field present with Q&A – Understand what is needed from the field
    ○ Stakeholder engagement – Gap need to share what is being done and is available?
    ○ Format on how to engage stakeholders: piece of stakeholder engagement subcommittee
    ○ More public outreach, events. Public conversation to get information to the public. – more of a public presence
    ○ How do we measure success? – Goals needed to measure success – Clear and measurable goals are needed for success
    ○ Goals for each priority/subcommittee	

No Public Comment	
Meeting Resources Sister Outsider: Essays and Speeches by Audre Lorde Arts Uplift Conference Updated CASEL Program Guide	

Next Steps/Action Items
    • Reminder: There is no July meeting
    • The August meeting will include equity training. There will be some pre-work
    • New members and new co-chairs will join us in August
    • Reminder: Chair/Co-chair still open
    • Goal setting	