

# SEL Advisory Committee

## Meeting Notes

9:00 AM – 12:00 PM  
November 28, 2023  
Via Zoom

## Attendee List

### Members

- Farheen Al-Mishari
- Tammy Bolen
- Carola Brenes
- Xyzlora Brownell
- Sarah Butcher
- Lauren Day
- Laurie Dils
- Danielle Eidenberg
- Mary Fertakis
- Brian Freeman
- Danielle Harvey
- Mona Johnson
- Josh Lane
- Scott Lehrman
- Lauren Macdonald
- Caryn Park

- Emily Santiago
- Monika Schuller
- Terique Scott
- Leiani Sherwin
- Rayann Silva
- Michelle Sorenson
- Debbie Tully
- Liliana Uribe
- Maddy Vonhoff

### Alternates

- Suzie Henning
- Jennifer Karls
- Susan Mosby
- Liz Pray
- Rachel Ray
- Anita Valdez

### OSPI Staff

- Kylie Massey – OSPI
- Debra Parker – SEL
- Heather Rees – EOGOAC
- Diane Stead – SEL
- Emme Williamson – SEL

### Guests

- Jen Chong Jewell
- Mackenzie Dyer
- Lauren Mendez – WSCA
- Alyssa Morrison
- Isabelle Shain

## Debrief Joint Work Session with the EOGOAC

*Caryn Park and Xyzlora Brownell*

[CASEL Blank Rubric Template](#)

[Washington State Social Emotional Learning Implementation Guide](#)

SEL Advisory Recommendation: Develop Safeguards Around Assessing SEL

- 5A: Require WSSDA to create a model policy for education professionals using observational SEL assessments to receive professional development and coaching on anti-bias, culturally responsive practices, and trauma-informed practices.
- 5B: Direct OSPI to work with the SELAC and the EOGOAC to develop a research brief on SEL Assessment which includes research on equity, bias, delivery, and climate. This project will include community voices to guide the direction of the Washington SEL assessments brief.

Gave the attendees time to read and the EOGOAC shared information similar to this. We talked about the previous workgroup & history regarding implementation. We discussed the Embedded Guidance within the SEL Framework:

- The Washington SEL standards and benchmarks are impacted by an individual's development and context.
- The SEL standards were never meant to be graded or assessed to identify student weaknesses and needs.

It is not recommended that SEL standards be assessed for this purpose.

We wanted to provide some grounding information regarding distinguishing Social Emotional Competencies & Screeners:

SE Competency Assessment:

- Understand Intrapersonal and Interpersonal knowledge, skills and attitudes
- Can be used formatively or summatively
- It should NOT be used for diagnostic or special education eligibility

Universal SEB Screening:

- Assesses early signs of psychological problems, resiliency skills, well-being
- Helps identify strengths and needs across tiers 1, 2, and 3 services
- It is NOT a diagnostic tool for mental health or clinical evaluation

Targeted SEB Assessment:

- Evaluates person's behaviors, abilities, etc., to diagnose and/or determine treatment
- Identifies immediate and long-term needs of individuals to ensure overall well-being
- It is not a universal screener, and should be used with a mental health professional

Assessment needs to be done with an eye toward implementation. During the assessment, we need to look at the climate, as well.

There was a lot of good information from the EOGOAC members regarding their concerns.

If there is a purpose to assessing SEL, then it should have the following characteristics:

- Strength-based
- Evidence-based

- Developmentally appropriate
- Self-assessment
- Anonymous
- Grounded in the SEL Guiding Principles and Essential Elements

The EOGOAC maintained that culturally sustaining and equity-aligned practices need to be implemented. We need to be sure that we involve the community and include adult capacity.

Even though one of our guiding principles is centered around equity, equity needs to be called out directly.

Does the term-self-assessment mean included or driven by self-assessment? Self-assessment is student-driven to assess their own capability. Allow the student to speak to where they are, as opposed to receiving judgement. We need to make sure that equity-centered and culturally appropriate are explicitly stated.

If we are choosing to adopt these as best practices, then there needs to be more conversation. So far, engaging families and communities is not included, nor is the climate or context. Data should be collected in context.

When we talk about assessment in context, what are we doing with this information? Once you've done the assessment, who has access, and to what end will the data be used? By giving the assessment, the context may remove the anonymity. What will be done with the data, is it worth the time and effort involved?

#### SEL Assessment Decision Tree

We were not able to show this to the EOGOAC meeting due to time constraints. All stages of the decision tree are fluid — new considerations can move the judgment process to another section in the graphic.

How do we ensure that we are thinking about these things?

#### Possible Elements of a Decision Tree Environment to Support SEL:

Climate Survey: An annual climate survey should be provided for students, families and teachers; elements of the survey should be evidence-based

Policy & Procedures: A review of the policies and procedures should be conducted to ensure they are equitable and support SEL.

Whole School SEL Practices: a review of whole school SEL practices should be conducted to ensure that they are in place and effective for students, staff, parents and community.

# Training and Tips for Meetings with Lawmakers

*Maddy Vonhoff and Isabelle Shain*

## Washington Advocacy Day – January 18, 2024

### Draft schedule:

8:30 – 10:30:	SELAC meets at OSPI 600 Washington St. SE Olympia
10:30 – 11:00:	Transit to United Churches in Olympia 110 11 <sup>th</sup> Ave. SE Olympia
11:00 – 4:00	Lawmaker meetings

This is not the only information we will have. This is an overview. We will keep attendees up to date as information comes in.

### What is Advocacy Day?

Advocacy Day is an opportunity for constituents to meet with their lawmakers to advocate SEL and youth well-being.

### Why attend?

It's fun!

It's important to educate Washington decision makers

It builds important and useful skills, not just for SEL, but any policy issues you may need to address.

### What to Expect Day Of

- Dress code is business professional
- Advocacy Day will run from 9AM – 3/4PM. Attendees will drive to Olympia or meet at CFC's Seattle office for the shared bus. Buses will leave CFC around 7AM and arrive at the United Churches of Olympia.
- The day kicks off with a welcome, a legislative update, training, and a keynote speaker.

### Policy Priorities

1. Building off the state's current SEL policy and investments, we have been working a policy proposal to prioritize equitable access to high-quality social and emotional

### What to Know

- No prior experience is needed
- Attendees should make every effort to attend if they registered.

- Attendees are expected to stay the entire day or until their last scheduled meeting if driving.
- A bus will be provided along with mileage reimbursement for drivers. Carpools are encouraged.
- Minors/children are encouraged to participate and will need a waiver to attend.
- Advocates learn from key partners in this work.

#### The Ins and Outs of a Lawmaker Meeting

- Meetings are typically 15 minutes long with a lawmaker's staff member.
- Advocates meet with staff in groups of 2–6.
- Meetings are going to be scheduled with lawmakers who represent you at your home address.
- Attendees will introduce themselves, introduce the policy share a personal connection, and make a direct ask.
- After the meeting, attendees will fill out a Meeting Feedback form for follow-up.
- Staff are important because they are the gatekeepers, they do the research and forward information to the lawmakers.
- This is a non-partisan advocacy day. Leave your affiliations at the door. Do not tell them if you voted for them, etc.
- You need to talk to your organization regarding your representation. You can also attend as a constituent.
- We have the SEL recommendations that will be presented, and everyone can prioritize based on the time allotted. There is a policy that lawmakers offices must file leave-behind papers, so they don't want that. Information will be sent electronically. The SELAC will have a handout.
- They will probably ask you a question and leave you to answer and listen while you speak.
- It's rare for the legislators to give a solid answer to any asks, so expect responses to be noncommittal.
- You can bring an electronic pad to show them, since leaving paper is not encouraged.
- Using props such as photos is encouraged.

If you are not attending, then this is an opportunity to learn for the sake of future potential contact with lawmakers.

#### Policy Issues

Request to Committee for Children: Please let us know ASAP the final details of the bill that will be put forward in January so we can confer with the Association(s) we are representing.

SELAC is advocating the creation of educator SEL standards and special endorsements. Please discuss with your organization as a matter of preparation for Advocacy Day.

### What to Know

It is normal to receive a non-answer, rather than denial. It is not indicative of how persuasive you are. If you get pushback from a lawmaker, continue to be polite and personable. Sometimes their opinion is stronger than they indicate. Let Committee for Children know if you get an opinion, you didn't expect or that you felt was extraordinary. A lawmaker can share their opinion, but staff will likely be more reserved in their support or denial of support. In Washington we have fewer issues than other states, and there is a lot of misinformation about SEL. Always stay with what SEL is, not what it isn't. We will have some talking points around this.

We are attending to represent the SEL Advisory Committee and the legislative asks, not necessarily your organization's specific bills and asks. Although, we know there is alignment. Discuss your role as a member of SELAC, as well as a member of your community or in your work.

Do not share confidential information, such as names.

## **Announcements and SELebrations**

*Tammy Bolen*

- Our next meeting is January 18, 2024, 8:30 – 10:30

### **The meeting will be in person at OSPI**

600 Washington Street SE

Olympia, WA

Lawmaker meetings will begin at 11:00 AM and end at 4:30 PM

- Please provide feedback regarding PESB creating educator standards or allowing SEL special endorsements:

[PESB – Contact Us](#) or [PESB@k12.wa.us](mailto:PESB@k12.wa.us)

## **Recommendations Review**

*Tammy Bolen*

[Legislative Report: Social Emotional Learning in Washington State – 2023](#)

The Committee prioritized five areas for legislative action:

### Recommendation 1: Building Statewide Infrastructure for Equitable SEL

- 1A. Designate funding for SEL within basic education and require districts to implement an integrated system of support (ISS)/Multi-Tiered system of

- support (MTSS) framework
- 1B Direct OSPI to update the Washington School Improvement Framework (WSIF).
  - 1C Reinstate grant funding to districts for purchases of evidence-based SEL curriculum.
  - 1D Provide funding to PESB and the teacher preparation programs they serve to facilitate the development of SEL educator standards for pre-service and in-service educators.

Recommendation 2: Increasing cross-community and cross-agency alignment in SEL efforts

- 2A. Support the increased workload for educator and OSPI to champion the crucial SEL work.
- 2B. Amend current RCW 28A.300.477 to state that the Committee should advise OSPI, PESB and other state agencies (for example, Health Care Authority, DCYF, etc.) in addition to advising the legislature through reports on SEL.
- 2C. Work with legislators to provide additional funding to individuals with lived experience on specific topics and work participate on the Committee.
- 2D. Provide additional funding for SEL Committee members who would otherwise be unable to participate.

Recommendation 3: Build adult SEL capacity

- 3A. Provide funding to OSPI to develop a needs assessment.
- 3B. Provide funding to districts for school staff to be trained in the WA SEL framework and implementation strategies and practices.
- 3C. Provide funding to educator preparation programs (EPP) for EPP faculty to be trained in the WA SEL framework and implementation strategies.
- 3D. Provide funding to schools to collaborate with community partners to develop SEL resources
- 3E. Make grant funding to districts available to ensure that before and after school providers, community organizations and families are included in SEL learning opportunities.

Recommendation 4: Develop Family and Community Partnerships for Creating Safe and Supportive Learning Environments through SEL.

- 4A. Provide additional dedicated funding for collaboration with the Committee, OSPI and EOGOAC to:
  - Explore addition state-level accountability measures to address authentic family, student, and community engagement
  - Provide family and community engagement in collaboration with tribal

partners

- Work with the Washington Family Engagement TA Center on a toolkit for LEAs to use for family/community engagement on SEL

#### Recommendation 5. Developing Safeguards around SEL Assessment

- 5A Require Washington State School Directors' Association (WSSDA) to create a model policy for education professionals
- 5B Direct OSPI (including SEL Team and ONE) to work with the Committee and EOGOAC to develop a research brief on SEL Assessment

This is not a budget year, so financial asks would not be the right path to take at this time.

A change in authority over the SEL Advisory Committee may or may not have a fiscal impact and it can be helpful. Opening a discussion of authorities can open up the statute and may have unintended consequences. A larger, broader conversation may be more appropriate.

A vehicle that a lawmaker can act on would be better. You'll need a lawmaker who is willing to draft and do work outside the session when it comes to asks. This should be treated as practice for the longer session.

We need to organize our asks and what is related to the next session and legislative report.

## **CASEL Exchange Takeaways**

*Suzie Henning and Mackenzie Dyer*

[SEL 3 Signature Practices](#)

[Posters from other states](#)

It was enlightening to learn what is happening with SEL across the nation and it's important to learn how PESB can support SEL in the school systems.

It was a big conference – about 2,000 attendees and so oriented toward sharing the same goals.

SEL is a prework to any sort of restorative justice.

CASEL is coming out with a new signature practices and playlist.

We can easily align Washington's competencies.

The above link is early access to the process and signature practices.

## Public Comment

*Tammy Bolen*

[SEL Advisory Public Comment Form](#)

Jen Chong Jewell, former SEL Advisory Member: Most important role is parent of a disabled, mixed-race student.

The system needs to remove restraint and isolation as a means of discipline among students.

Disabled students should not be placed into segregated settings

I have asked Jen to email her full statement for inclusion in the notes.

## Additional Materials

[Washington Tribes Map](#)

[SEL Advisory Committee Web Page](#)