

SEL Advisory Committee

Meeting Notes

8:30 AM – 10:30 AM
March 26, 2024
Zoom

Attendee List

Members

- Farheen Al-Mishari
- Anna Armstrong
- Tammy Bolen
- Carola Brenes
- Xyzlora Brownell
- Sarah Butcher
- Lauren Day
- Laurie Dils
- Danielle Eidenberg
- Mary Fertakis
- Danielle Harvey
- Mona Halcomb
- Mona Johnson
- Scott Lehrman
- Lauren Macdonald

- Caryn Park
- Emily Santiago
- Monika Schuller
- Terique Scott
- Leiani Sherwin
- Rayann Silva
- Anna Smith
- Michelle Sorenson
- Nigar Suleman
- Debbie Tully
- Liliana Uribe
- Anita Valdez
- Maddy Vonhoff

Alternates

- Maxine Alex
- Kris Harper

- Suzie Henning
- Jennifer Karls
- Susan Mosby
- Liz Pray
- Rachel Ray
- Jisu Ryu

OSPI Staff

Debra Parker – SEL
Emme Williamson – SEL

Guests

Nikki York – OSPI
Heather Rees - OSPI

Announcements & SELebrations

Debra Parker

Upcoming Subcommittee Meetings:

SEL Implementation Evaluation

- The April 17th meeting has been cancelled. Members please look out for a forthcoming email from Emme with a scheduling poll for this subcommittee.

Educator Prep Program

- April 8, Monday, 10:00AM-11:00AM

SEL & Equity subcommittee - to work on the legislative recommendations

- April 17, Wednesday, 1:00-2:30PM
- April 19, Friday, 11:00AM-12:30PM

If you are interested in joining a subcommittee, please reach out to

tammy.bolen@k12.wa.us or emme.williamson@k12.wa.us. The Family & Community Engagement and Assessment subcommittee doesn't currently have any meetings scheduled.

June 21st In-Person Meeting Discussion

Debra Parker & Emme Williamson

We are planning for our in-person SELAC meeting on Friday, June 21, 2024. Due to the locations of our members, it makes the most sense to plan this meeting to occur somewhere near SeaTac airport. The SELAC budget can cover travel costs and substitutes for SELAC members. Please submit your traveler information to Emme via the Smartsheet form. The internal deadline for submitting the Meeting Expense Authorization paperwork to OSPI is May 3, 2024.

Debra reviewed some possible topics for that day: SEL activities related to standards, subcommittee updates and question and answer sessions, and a discussion on advocacy and presentations. Some additional brainstorming included:

Working in subcommittees, holding a community engagement/listening session, presenting somewhere, planning an SEL Advocacy Day, and meeting with district staff.

Some members shared that having subcommittee work time during the in-person meeting would be very helpful.

Recommendations Discussion

[2023 Report to the Legislature, Update: Social Emotional Learning in Washington State RCW 28A.300.477: Social-emotional learning committee](#)

[Student Growth Goal Rubrics \(OSPI\)](#)

[SEL Professional Learning Day Guidance](#)

Tammy Bolen, Xyzlora Brownell, & Debra Parker

The recommendations discussion began with an overview of the legislative report timeline.

March 26—SEL Advisory Committee meeting

- Discuss and prioritize recommendations
- Write comments and suggestions in shared document

April 17—SEL & Equity subcommittee

- Review committee comments and suggestions

- Begin drafting recommendations and rationale

April 19—SEL & Equity subcommittee

- Finalize draft of recommendations and rationale

April 23—SEL Advisory Committee meeting

- Review final recommendations and rationale

May 1—Legislative Report due to OSPI**June 1—Legislative Report due to the legislature**

Tammy Bolen reviewed the three essential elements (create conditions to support SEL, work in collaboration, build adult capacity) and four guiding principles (equity, culturally sustaining, universal design, trauma-informed approaches). A summary of last SELAC meeting's discussion of the recommendations was provided and checked for understanding and accuracy.

Summary of last meeting:

1. Tailor our language to our audience.
2. Clarify our asks (make them actionable).
3. Simplify and trim down overall (trim to one step if multi-step process).
4. Advocate actively to bring attention and move our recommendations forward.
5. Bring SEL & Equity subcommittee together to work on the actual edits, once we've had a chance to discuss further.

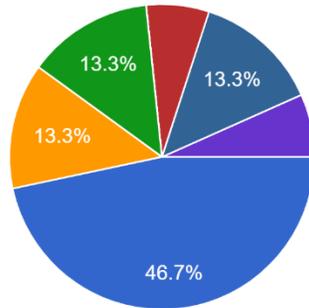
Legislative report requirements: To expand and promote SEL in Washington and advise the legislature via our legislative report by identifying:

- Systemic barriers
- Needed policies or policy changes
- The state of implementation

Members were given ten minutes to refresh themselves with the legislative recommendations and asked to rank all of them all from 1-16, with one being the highest priority. The results of the first priority ranking (Temperature Check) was: Recommendation #1: 46.2% of 15 respondents said 1A was their highest priority (which is to designate funding for SEL within basic education and require districts to implement an integrated system of supports (ISS)/Multi-tiered system of support (MTSS) framework which includes several elements. [See page 15 of the 2023 legislative report](#) for full language of this recommendation.

What recommendation do you rank as #1?

15 responses



- 1A: Designate funding for SEL within...
- 1B: Direct OSPI to update the WSIF t...
- 1C: Reinstate grant funding to districts...
- 1D: Provide funding to PESB and teac...
- 2A: Funding for SELAC to develop ma...
- 2B: Amend current RCW 28A.200.477...
- 2C: Provide additional funding for indi...
- 2D: Provide funding to SELAC memb...

▲ 1/2 ▼

- 3A: Provide funding to OSPI to develo...
- 3B: Provide funding to districts for sch...
- 3C: Provide funding to educator prep...
- 3D: Provide funding to schools to colla...
- 3E: Make grant funding available to di...
- 4A: Provide dedicated funding for SEL...
- 5A: Require WSSDA to create model...
- 5B: Direct OSPI to work with SELAC/...

After the first temperature check was completed, we went into discussion. The topic of legislative asks with budget requests surfaced. Ideas were shared around funding a needs assessment to “add power behind the asks.” Anna Smith shared her experience of developing a culturally responsive curriculum since there was not one available; Anna asked about funding implementation and development of culturally responsive resources. Mary Fertakis shared that recommendation 2B was high on her list (Amend current [RCW 28A.300.477](#) to state SELAC should advise OSPI/PESB/other state agencies on SEL) would give the advisory a greater ability to act. Maddy Vonhoff shared that funding was requested in [HB2239](#). Maddy expressed that ad hoc funding doesn’t make for a sustainable system for teachers and district administrators. The bill passed the house and Maddy was optimistic about the potential for a future bill to be passed.

The members discussed SEL implementation requirement and the SEL curriculum grants. A member expressed concern about grants for SEL as they don’t allow for consistency and “teaching SEL as a real subject.” Since the legislature required OSPI to adopt SEL standards and benchmarks, when they are adopted, there is an expectation that

students learn these standards. However, OSPI is not a regulatory organization. A member shared that she shies away from grants for SEL as they provide limited funding that “doesn’t allow for consistency of teaching [SEL] as a real subject.”

Several members discussed a desire for educators to be supported and coached on SEL implementation and culturally responsive practices. The topic of adult SEL capacity was discussed at length. Suzie Henning shared that important research coming out about adult capacity; within implementation science we’re approaching backwards. Suzie expressed that we would have benefited from adult/educator standards and PD, and this has caused confusion as to what SEL is, with a focus on not just direct SEL instruction on embedded SEL rather than releasing the student standards first. Members added that administrative buy-in has been great challenge and recommendation 5A was offered as a response to this concern (5A: Require WSSDA to create model policy for ed professionals using observational SEL assessments to receive professional development on anti-bias/culturally responsive/trauma-informed). A member suggested developing an agreed upon theory of change for how to drive SEL change in schools. Another member shared great concern over behavioral concerns with students and the use of room clears, expressing an overreliance on teachers as front-line workers without support in the implementation side. Debra Parker wondered how SELAC could partner with administrators using the [Student Growth Goal Rubrics \(OSPI\)](#).

A member encouraged SELAC to join other efforts (like the fentanyl/opioid work) and suggested a one-day meeting where SELAC members could blend and braid efforts of other committees. Another member suggested working more closely with the [Washington Stronger Families Engagement Center](#) as they “have very similar goals to us.” The need for collaboration was echoed by a different member who appreciated recommendation 4A (provide dedicated funding for SELAC/OSPI/EOGOAC to collaborate to explore authentic family/student/community engagement, Tribal partnerships, WA Family Engagement TA Center toolkit.)

SELAC members then went into breakout rooms to discuss their ranking of the recommendations and chose a representative from each breakout room to share their findings.

Breakout Room #1: Selected recommendations 1A, 1B, 1C, 2B, and 5B. May be more beneficial to ask for smaller, less expensive wins to get some momentum on this. It’s hard to know what legislators are listening to us based on the structure of legislators needing to seek us out and then having them develop their own plans.

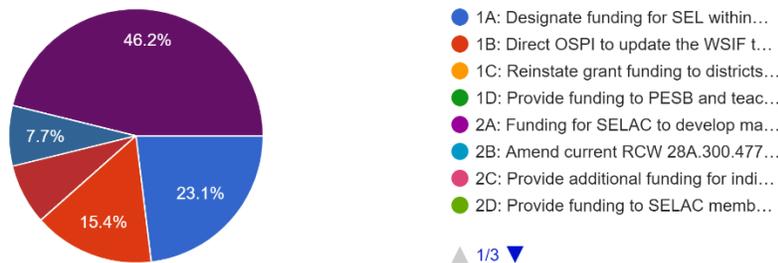
Breakout Room #2: A need to show administrators what’s “in it for them.” A shift in language was suggested: *healing-centered* practices instead of *trauma-informed*. If administrators have a need for the retention of teachers, it is important to show how SEL can aid in teacher retention. The group said it was difficult to prioritize and discussed recommendations 3B, 3C, 2B, 1A. The group emphasized a desire to support teachers through educator standards and offered the possibility of using the student competencies for teachers. The group also expressed a desire for accountability around implementing SEL with fidelity at a building and classroom level.

Breakout Room #3: This group had a focus on professional development, additional personnel to keep classroom size small. Core curriculum to create alignment within school districts so they are teaching the same skills with the same understanding.

Breakout Room #4: Requirement about SEL PD and some funding for that. How do we use that requirement and funding to support implementation? The group shared that if grant funding was reinstated for SEL curriculum, they would want more criteria (a system) in place. Tammy Bolen offered additional information on the SEL curriculum grants, noting that applicants did need to submit their needs, how they identified their needs, how they engaged with students, family and community around SEL, who would be teaching, how often, in order to receive funds from this competitive grant.

Members completed a second “Temperature Check,” to see what their top five recommendations would be.

What recommendation do you rank as #1?
 13 responses



For the number one ranking, 46.2% of respondents stated that 2B was the highest priority (2B: Amend current [RCW 28A.300.477](#) to state SELAC should advise OSPI/PESB/other state agencies on SEL), with 23.1% saying 1A was the highest priority (1A: Designate funding for SEL within basic ed and require districts to implement an

integrated system of supports/MTSS).

A member asked how SEL is represented in [RCW 28A.415.445](#) regarding professional learning days. Currently SEL is lumped together in the other topics section, which means sometimes other topics are the focus. Debra Parker shared this OSPI document on [SEL Professional Learning Day Guidance](#).

Members were encouraged to attend an upcoming SEL Equity subcommittee meeting to continue working on the recommendations prior to the next SELAC meeting.

Public Comment

[Public Comment Submission Link](#)

Emme Williamson

No public comment was made. To submit a written public comment at any time, please use the [Public Comment Submission Link](#).

Next Steps and Reflections

Tammy Bolen

There will be a follow-up email regarding the June 2024 in-person meeting. If you have questions, please reach out to Emme.Williamson@k12.wa.us.

Additional Materials

[Washington Tribes Map](#)

[SEL Advisory Committee Web Page](#)