

# Social Emotional Learning Advisory Committee

## Meeting Notes

### February 18, 2020

**Members attended:**

Camille Goldy, Tammy Bolen, Cindi Wiek, Laurie Dils, Martin Mueller, Sharon Shadwell, Jen Cole, Dr. Debbie Tully, Heidi Hoblin, Laura Allen, Sherri Bentley, Mallory Shull, Bonnie McDaniel, Ric Pilgrim, Dr. John Glenewinkel, Sarah Butcher, Caryn Park, David Beard, Jordan Posamentier, Tessa McIlraith, Leiani Sherwin, Brian Moreno

**Members absent:**

Senator John McCoy, Tracy Pennington, Mona Grife

Meeting Notes	Action Items
<p>Welcome and Introductions were given</p> <ul style="list-style-type: none"> <li>• Name, Affiliation, Position and Location</li> <li>• Notes approved by committee</li> </ul>	
<p><b>Chair Discussion</b></p> <ul style="list-style-type: none"> <li>• Discussed chair expectations and selection process with timeline.</li> <li>• Chair Expectations               <ul style="list-style-type: none"> <li>○ Assist in agenda item creation</li> <li>○ Assist in facilitating parts of the SEL Advisory meetings</li> <li>○ Attend monthly calls with OSPI</li> <li>○ Assist in ensuring the SEL Advisory Committee responsibilities are met</li> <li>○ Assist in reviewing the notes taken at the meetings</li> <li>○ Assist in some research between meetings</li> </ul> </li> <li>• Chair selection process               <ul style="list-style-type: none"> <li>○ Send the three sentences to Cindi Wiek by <b>February 28, 2020</b></li> <li>○ On <b>March 4, 2020</b>, Cindi will send out an online vote through SurveyGizmo of the people who are interested in serving as chair and have provided us the sentences</li> <li>○ We ask members to vote by <b>March 12, 2020</b></li> <li>○ OSPI will inform the new chair on March 13, 2020</li> <li>○ We will announce the new chair in the next meeting on March 17, 2020</li> </ul> </li> </ul>	<p><b>Team to send nominations</b></p>
<p><b>Social Emotional Learning &amp; Background</b></p> <ul style="list-style-type: none"> <li>• SEL Definition               <ul style="list-style-type: none"> <li>○ Social and Emotional Learning (SEL) is a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



<p>making responsible decisions that support success in school and in life</p> <ul style="list-style-type: none"> <li>• Team voted on SEL definition to approve and move forward</li> <li>• Shared OSPI equity statement and the 4 guiding principles from previous workgroup.</li> <li>• Committee agreed upon the 4 guiding principles and the 3 essential elements from implementation guide <ul style="list-style-type: none"> <li>○ 4 guiding principles to move the work from the SEL workgroup <ul style="list-style-type: none"> <li>▪ Equity</li> <li>▪ Culturally responsiveness</li> <li>▪ Universal design</li> <li>▪ Trauma-informed practices</li> </ul> </li> <li>○ 3 Essential elements of guiding principles are within the implementation guide to use to guide work specific to the district. <ul style="list-style-type: none"> <li>▪ Create conditions to support SEL</li> <li>▪ Work in collaboration</li> <li>▪ Build adult capacity</li> </ul> </li> </ul> </li> <li>• Shared SEL resources, including workgroup materials, and modules</li> <li>• Workgroup Background <ul style="list-style-type: none"> <li>○ Team created with best intention and open heart.</li> <li>○ Resource documents inform the work to move forward.</li> <li>○ Not perfect, but a good resource.</li> <li>○ As the work moves forward and we see the work that is being done in the field, committee can use the feedback to inform the work and then address needed changes, questions, challenges, and concerns.</li> </ul> </li> </ul>	
<p><b>Review of Stakeholder Feedback</b></p> <ul style="list-style-type: none"> <li>• Tammy shared an overview of stakeholder feedback collected to inform the creation of the SEL workgroup materials created</li> <li>• Workgroup Stakeholder Engagement Sessions <ul style="list-style-type: none"> <li>○ 19 facilitated conversations to gather and use input on SEL experiences, priorities, and resources</li> <li>○ 11 sessions to gather feedback on draft workgroup products (e.g., Implementation Guide, Indicators and Benchmarks)</li> </ul> </li> <li>• OSPI Web Survey (Winter-Spring 2019) <ul style="list-style-type: none"> <li>○ 529 respondents, including educators, family members, allied agencies, early learning staff, students</li> </ul> </li> <li>• EdNW Statewide Landscape Scan (Fall 2019) <ul style="list-style-type: none"> <li>○ Surveys completed by 168 districts about current SEL efforts and support needs</li> </ul> </li> </ul>	



<ul style="list-style-type: none"> <li>○ Interviews and focus groups with 37 key informants (state/district/tribal educators CBOs, funders) about the current state of the field in WA</li> <li>○ Review of district websites</li> <li>● Groups consulted in stakeholder engagement sessions <ul style="list-style-type: none"> <li>○ Educators, support staff, and administrators (state, district, school, tribal)</li> <li>○ Students and families</li> <li>○ Culturally specific organizations</li> <li>○ Community-based organizations and networks</li> <li>○ Expanded learning programs</li> <li>○ Pre-service teachers</li> </ul> </li> <li>● An Overview of cross-cutting themes from the stakeholder feedback was presented.</li> <li>● The following cross-cutting themes align with legislative tasks <ul style="list-style-type: none"> <li>○ SEL should be community connected and adapted</li> <li>○ SEL involves adult learning and unlearning</li> <li>○ Quality SEL requires investments of training and time</li> <li>○ Schools need guidance on SEL integration and alignment</li> <li>○ Stakeholders define SEL in a variety of ways, including, but not limited to, student skills</li> </ul> </li> </ul> <p><b>Washington SEL Capacity Building Training Series offered by REL NW</b></p> <ul style="list-style-type: none"> <li>● Training series will: <ul style="list-style-type: none"> <li>○ Offer research-based training</li> <li>○ Compile a Statewide cohort</li> <li>○ Build teams of systems leaders and partners</li> <li>○ Training is organized around WA SEL vision and resources</li> </ul> </li> <li>● Training topics <ul style="list-style-type: none"> <li>○ Orientation to WA SEL resources</li> <li>○ Strengthening SEL implementation in schools and districts</li> <li>○ Promoting educational equity through SEL</li> <li>○ Collaborating with community members as partners in SEL</li> <li>○ Supporting academic success through SEL</li> <li>○ Building SEL into MTSS</li> </ul> </li> </ul>	
<p><b>SSB 5082 OVERVIEW</b></p> <ul style="list-style-type: none"> <li>● Senate Bill 5082’s purpose is to promote and expand social emotional learning</li> <li>● An overview and history of past work was given, which included efforts and support that went into the process <ul style="list-style-type: none"> <li>▪ Original sponsors <ul style="list-style-type: none"> <li>● Senator John McCoy</li> <li>● Rep Senn</li> </ul> </li> </ul> </li> </ul>	



<ul style="list-style-type: none"> <li>▪ Districts are required to provide one day of state funded PD on SEL topics beginning in 2021 and every other year there after</li> </ul>	
<p><b>Sub-committee Discussion</b></p> <ul style="list-style-type: none"> <li>• Committee looked at the tasks from 2SSB to align to sub-committees</li> <li>• Committee discussed the tasks to determine where they felt they fit in the sub-committee</li> <li>• Important to get feedback and use data along the way to inform the work.</li> <li>• Discussed other options for sub-committees <ul style="list-style-type: none"> <li>○ resources</li> <li>○ Data</li> </ul> </li> <li>• Questions to consider around SEL implementation: <ul style="list-style-type: none"> <li>○ <b>Q</b> - Should the implementation and collaboration sub-committees be combined? <ul style="list-style-type: none"> <li>▪ <b>A</b> – The committee voted to combine</li> </ul> </li> <li>○ <b>Q</b> - How do we get to the needed outcomes?</li> <li>○ <b>Q</b> - what do we need for integration and infusion?</li> <li>○ <b>Q</b> - How can we partner with families to collaborate on all stages of implementation? <ul style="list-style-type: none"> <li>▪ <b>A</b> - Implementation guide has good tools to break that down.</li> </ul> </li> <li>○ <b>Q</b> - What does implementation look like at school level?</li> <li>○ <b>Q</b> - How do we change hearts and minds around SEL (not just compliance minded)?</li> <li>○ <b>Q</b> - How do we make SEL guidance to adapt to community needs? <ul style="list-style-type: none"> <li>▪ <b>A</b>—possible resource is the <a href="#">Washington Integrated Student Support Protocol</a>.</li> </ul> </li> <li>○ <b>Q</b> - Keep students at the forefront of our work. How do we structure for students, not systems?</li> <li>○ <b>Q</b> - What are the skills and tools needed for strong implementation? <ul style="list-style-type: none"> <li>▪ <b>A</b> – Possible resource is the CASEL implement rubric</li> </ul> </li> <li>○ <b>Q</b> – How can we get the culture of adaptable and technical, so they work in tangent</li> </ul> </li> </ul> <p><b>Sub-committee sign up</b></p> <ul style="list-style-type: none"> <li>• Committee members chose the sub-committee they wanted to join <ul style="list-style-type: none"> <li>○ Sub-committee groups and members consist of: <ul style="list-style-type: none"> <li>▪ Implementation <ul style="list-style-type: none"> <li>• Sarah Butcher</li> <li>• Jen Cole</li> </ul> </li> </ul> </li> </ul> </li> </ul>	



<ul style="list-style-type: none"> <li>• John Glenewinkel</li> <li>• Jordan Posamentier</li> <li>• Bonnie McDaniel</li> <li>• Laura Allen</li> <li>• Tessa McIlraith</li> <li>▪ Data <ul style="list-style-type: none"> <li>• Ric Pilgrim</li> <li>• Mallory Shull</li> </ul> </li> <li>▪ Professional Development <ul style="list-style-type: none"> <li>• Sherri Bentley/Tracy Pennington</li> </ul> </li> <li>▪ PESB <ul style="list-style-type: none"> <li>• Debbie Tully</li> <li>• Leiani Sherwin</li> <li>• Caryn Park</li> </ul> </li> <li>▪ K-12 Standards <ul style="list-style-type: none"> <li>• Heidi Hoblin</li> <li>• Sharon Shadwell</li> <li>• Laurie Dils</li> </ul> </li> </ul>	
<p><b>Working Lunch- Developing a Workplan</b></p> <ul style="list-style-type: none"> <li>• Committee members chose sub-committees then divided into teams to create workplan</li> <li>• Questions to consider <ul style="list-style-type: none"> <li>○ What does implementation look like?</li> <li>○ What do you need from OSPI?</li> <li>○ What does success look like?</li> </ul> </li> </ul>	
<p><b>Norms, Expectations, and Decision-Making Process</b></p> <ul style="list-style-type: none"> <li>• Committee revisited the norms, and decision-making processes. <ul style="list-style-type: none"> <li>○ Be Present</li> <li>○ Be Focused – Stay on mission</li> <li>○ Assume best intent, ask questions</li> <li>○ For comments/questions, turn nameplate on the side</li> <li>○ Address concerns immediately, if needed via discussion or e-mail</li> <li>○ Positive feedback – instead of constructive criticism</li> <li>○ Agree to be respectful</li> <li>○ Be open to others’ experiences</li> </ul> </li> <li>• Final decision-making process <ul style="list-style-type: none"> <li>○ Thumbs up - you support the item</li> </ul> </li> </ul>	<p>Discuss processes to ensure all voices are heard</p>



- Thumbs to the side - you are willing to support, but may want more information or discussion (please indicate when making your vote)
- Thumbs down - you do not support the item

**Renton School District**

Vickie Blakeney shared her SEL implementation experiences in the Renton School District

- Tell us a little about SEL in your district
  - Renton has been doing SEL intentionally for a few years; Not necessarily in a systematic way.
  - Make sure the work is aligned, has impact and goes beyond curriculum
  - Meet with teachers from targeted SEL implementation groups regularly.
  - Working on creating a signature practices around SEL.
  - Developed a framework around SEL with teachers who are now teaching SEL
- Is your school district using the WA SEL standards, benchmarks and indicators? How? To what extent?
  - I am using SEL SBI – yes., very extensively, with pockets all over the district.
  - Important to coordinate framework with the SEL standards.
  - Framework is adopted by schoolboard;
  - Trainings are framed around the SBI.
  - Use standards in all trainings
- Are you utilizing any other tools created by the workgroups? If so, what and to what extent? If not, what tools are you using?
  - Staff used microcredentialling through PESB with SEL modules when it was available.
  - PD is taking place around implementation and SBI.
  - We use the CASEL rubric
  - Important to energize the staff around the tools
- Are you providing SEL professional development in your district? If so, what? Have you had success with this?
  - Build a training framework; train the trainer
  - “I never say no to requests for professional development, I always train and always visit the schools to make sure I share and keep them excited about the work”
  - Success is measured when district staff are talking about it and utilizing the tools. They are having success



- Which equity-focused/culturally responsive SEL practices have been implemented in your school district? Are they helpful for students and educators? How do you know?
  - Standards are equity responsive and culturally responsive.
  - Workgroup created standards with equity and culturally responsiveness built into them
- What do you need from this advisory committee to move this work forward?
  - Having SEL educational briefs translated into different languages -
- Share a best practice or lesson learned
  - Narrow focus of professional development or presentation to specific areas.
  - Take it slow and ground the work in SEL, provide specific SEL activities
  - Do an activity to build a shared experience for SEL, then talk about the focus area of that experience.
  - Social management share experience around SEL (train the trainer).
  - Use a group activity, a prop to engage and bring understanding to SEL (provide props to schools for training)
- **Q** - How do we measure success?
  - **A** - School climate
  - Social emotional survey.
  - Construct an SEL tool from within the school organization or district that allows for tracking of movement or success
  - Use DESSA (strength assessment tool) results in a more granular way.
- **Q** - How do families participate?
  - **A** – SEL tools are available at back to school night, electronically, and paper pencil in various languages
- **Q** - Has there been a change in practice related to families?
  - **A** – Positive discipline practices, Sound Discipline and Second Step together in the most vulnerable communities.
  - Give a voice to the community when planning and providing SEL
  - Better understanding around restorative practices
- Debrief of this process:
  - Invite districts who come to present to bring teams to present on their SEL programs. This could include community partners, students, parents, and classroom teachers.

OSPI to follow-up on language translation



<ul style="list-style-type: none"> <li>○ Reach out to Kefi Anderson at OSPI to get on the GATE webinar agenda.</li> </ul>	
<p><b>PUBLIC COMMENT</b></p> <ul style="list-style-type: none"> <li>• Topic – Land acknowledgement – Institute a practice around land acknowledgement with tribal land – culturally responsive to understand the history.</li> </ul>	
<p><b>NEXT STEPS AND NEXT MEETING AGENDA</b></p> <ul style="list-style-type: none"> <li>• Committee reviewed a draft agenda and discussed processes for the upcoming March meeting taking place via Zoom.</li> <li>• Tammy to determine the framework/process for sub-committees to share out. E-mail with process will be sent to the committee</li> </ul>	Tammy to follow-up on template for update
<p><b>PARKING LOG ITEMS</b></p> <ul style="list-style-type: none"> <li>• <b>Q</b> - How or why did ACES get removed or separated from trauma-informed practice? <ul style="list-style-type: none"> <li>○ <b>A</b> - The legislation separated ACES and trauma-informed to ensure a focus on each. We would consider ACE’s to fall under trauma-informed practices.</li> </ul> </li> </ul>	

## Heading 1

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Cras eget orci porta, iaculis mi porta, congue nisi. Nunc dictum vehicula felis, at pellentesque mi dignissim vel. In laoreet odio vel consectetur imperdiet. Phasellus ornare lacus mi, ut commodo dolor porta sit amet. Donec in fermentum urna. Duis congue fermentum quam.

## Heading 2

Fusce dignissim nisi ac sem efficitur, ac finibus felis feugiat. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Mauris sollicitudin euismod libero at porta. Proin id convallis lorem. Mauris luctus tellus lacus, nec sagittis diam pretium in. Sed a mattis massa, fermentum bibendum sem.

## Heading 3

Cras posuere elit eros, vitae viverra ex imperdiet et. Donec ut magna nulla. Donec quis ante ullamcorper, ullamcorper felis et, vulputate ligula. Praesent rutrum ex sagittis elit iaculis cursus vel vitae arcu. Ut eget diam id dolor lobortis imperdiet quis sed lectus.

