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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

k12.wa.us

Social Emotional Learning Advisory Committee Meeting Notes

May 19, 2020

Via Zoom

Members attended:

Camille Goldy, Tammy Bolen, Cindi Wiek, Laurie Dils, Bonnie McDaniel, Caryn Park, David Beard, Debbie Tully, Jordan Posamentier, Kasey Kates, Laurie Dils, Leiani Sherwin, Mallory Schull, Mary Fertakes, Mona Grife, Sarah Butcher, Sharon Shadwell, Tessa McIlrath, Tracy Pennington, Heidi Hoblin, John Glenewinkel; Martin Miller; Nita Hill, Ric Pilgrim; Sherry Bentley; Jen Cole; Shannon Thompson; Ric Pilgrim

Members absent:

Bill Kallappa, Laura Allen, Porter Eichenlaub, Candice Garza

Public attendance

Ailey Kato - Nonpartisan staff to the Senate Early Learning & K-12 Education Committee
Megan Wargacki, nonpartisan staff to the House Education Committee
Alice MacLean, House Democratic Caucus staff working on education

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• Meeting objectives shared<ul style="list-style-type: none">○ Legislative and subcommittee updates○ Learn about MTSS and SEL○ Learn about SEL happenings at OSPI• 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	

<ul style="list-style-type: none"> ○ Make room for all voices 	
<p>Choosing District Teams to Present</p> <ul style="list-style-type: none"> ● Seeking suggestions on criteria to select district teams come provide feedback and share their SEL happenings when we return to in-person meetings <p>Advisory comments:</p> <ul style="list-style-type: none"> ○ We need to be hearing from LEAs on how they are implementing SEL during this time as well ○ I would like to make sure that we are hearing from districts who are implementing across the whole system not just implementing a curriculum 	
<p>Legislative Update: Senate Bill 5395 and House Bill 2816</p> <p><u>Senate Bill 5395</u></p> <p>Comprehensive Sexual Health Education (CSHE) is defined as recurring instruction in human development and reproduction that is age-appropriate and inclusive of all students</p> <ul style="list-style-type: none"> ● Signed into law March 2020 ● Will add new requirements for schools in the 2020-2021 school year ● Requires all schools to teach “comprehensive Sexual Health Education (CSHE)” to all students by 2022-23 ● Reoccurring Education <p>What HB 2816 means for schools</p> <ul style="list-style-type: none"> ● Districts are no longer able to opt out of sex education – parents can still opt out ● Adds Sexual health education to improve equity of education for all students. ● Must ensure info on affirmative consent and bystander training (in 2020-21 school year) ● Must provide in multiple grades, phased in over time ● K-3 (SEL only) (x1) by 2022-23 – Most K-3 schools are currently doing some form of SEL, so moving forward it must be taking place in a way that is in alignment with WA. standards and benchmarks. <ul style="list-style-type: none"> ○ Sexual Health Education Website provides resources and additional information for K-3 students can find an extensive amount to reference on the Sexual Health Education Website <p><u>House Bill 2816</u></p>	

- House Bill 2816 –An Act Relating to Nurturing Positive Social and Emotional and Classroom Climates
 - By December 1, 2020, WSSDA must develop a model policy and procedure for nurturing a positive social and emotional school and classroom climate and post the policy to its website
 - Beginning 21-22 school year, school districts will adopt in a policy and procedure for promoting a positive school and classroom climate consistent with the WSSDA model policy

The model policy and procedure must:

- Recognize that there is not one best way to create, maintain, and nurture a positive social and emotional school and classroom climate and consider the following for each school:
 - School’s history
 - Strengths
 - Needs
 - Goals
- Define and describe the essential elements of a positive social and emotional school and classroom climate, which must align with the SEL standards and benchmarks
- Recognize the important role that students' families play in collaborating with the school and school district in creating, maintaining, and nurturing a positive social and emotional school and classroom climate
- Describe a framework for positive social and emotional school and classroom climate improvement process that includes:
 - A continuous cycle of planning and preparation
 - Evaluation
 - Action planning
 - Implementation

In developing the model policy and procedure, the WSSDA must:

- Consult with staff at the OSPI and organizations with expertise in:
 - Social and emotional health
 - Equity, race, and inclusive learning environments
- Work with the SEL Committee to align the climate improvement framework with the statewide framework for SEL
- Consider the relationship between the model policy and procedure and policies related to student behaviors and student discipline
- Review research on, and examples of:
 - Effective implementation of restorative practices
 - Collaborative and proactive practices
 - Trauma-sensitive and trauma-informed practices
 - Classroom management

<ul style="list-style-type: none"> • Other topics related to the goal of the policy 	
<p>MTSS and SEL Q & A</p> <p>Started by grounding the committee in common understanding of the SEL Definition for WA</p> <ul style="list-style-type: none"> • MTSS is a framework for enhancing the adoption and implementation of evidence-based instruction delivered along a continuum of intensity to achieve important outcomes for all students • SEL within MTSS Framework <ul style="list-style-type: none"> ○ Team-Driven Shared Leadership ○ Data-based Decision Making ○ Continuum of Supports Matched to Student Need ○ Family, Student, Community and Engagement • SEL within MTSS Big Ideas: <ul style="list-style-type: none"> ○ Use existing teams ○ Expand the data that teams use to identify which skills to teach ○ Use existing instructional systems • Teach SEL through the MTSS Framework <ul style="list-style-type: none"> ○ Identify data sources ○ Identify and define indicators and skills ○ Identify necessary subskills to teach ○ Use effective instructional supports ○ Actively listen to the teacher/speaker ○ Express emotions in a way that keeps others safe and your image clean ○ Maintain academic integrity-your work is our own • Effective Instructional Supports <ul style="list-style-type: none"> ○ Explicit teaching: Break down skills into steps and further define within lesson plans ○ Re-teaching: Do this in-the-moment, as an instructional response to behavior, or during dedicated time. Should be based on data showing the need to re-teach or extend previous teaching ○ Prompting: Reduce the need to correct students with short 2-5-minute prompts based on previously taught skills. Prompt prior to a transition or new activity ○ Feedback: Make it short. Include both verbal and nonverbal feedback. Focus on what the student is doing well. Correct only if needed. • Q – With distance learning and transaction, is there consideration in adopting or anchoring the MTSS framework to give the structure needed to implement SEL. If not, can we use standard language to leverage MTSS <ul style="list-style-type: none"> ○ A – The hope is to have the MTSS framework used as standard practice in the future • Q - What can we do to help leverage MTSS? <ul style="list-style-type: none"> ○ A – There is a lack of infrastructure to support schools with MTSS framework. There are plans to build out more regional supports. 	

<p>Using implementation science and examples. The most effective model is starting with the state level providing direct support to the district or region, then district providing direct support to the school to get to the classroom level. Using Climate Transformation grant to help move work forward. Applying for a State Personnel Development grant to hire more region positions to provide coaching supports. MTSS supports look consistent throughout ESD's. Building capacity to support the work will be very challenging. How do we build team level capacity while providing virtual support? This is some of the direction we are trying to take some of the supports, and we welcome and help this group can give</p> <ul style="list-style-type: none"> • Q - 87% of students time out of school and in home, and more than ever we have kids at home with families trying to educate, as I think about implementation science and building team capacity and how families and communities' factor into that. Especially now in the current situation. Do you have advice for them around MTSS? <ul style="list-style-type: none"> ○ A - This is showing a necessity to build the capacity of families as partners in the work. More obvious now, within the work, that we need strong ways to get input and feedback from families. Webinars on family engagement are taking place. We are trying to gather information from families to inform the work to better serve. PBIS has resources on web page. There is national interest to find ways to better support families during this time ○ Within the work we are looking at <ul style="list-style-type: none"> ▪ A. Inform school ▪ B. Help schools build capacity ▪ C. Partner with schools to build supports directly 	
<p>SEL Happenings, GovDelivery, and OER</p> <ul style="list-style-type: none"> • Creating a GovDelivery template to include: <ul style="list-style-type: none"> ○ Personal message ○ Educator highlight ○ Student voice ○ Advisory update ○ Shared resource • SEL Open Education Resource (OER) Page <ul style="list-style-type: none"> ○ Geared toward instruction ○ Implementation and trailing folder ○ A team will be needed to help review resources 	<p>Tammy to email Advisory regarding the GovDelivery:</p> <ol style="list-style-type: none"> 1) Requesting other suggestions to include 2) Soliciting suggestions for SEL champions to be highlighted
<p>PESB Subcommittee Update</p> <ul style="list-style-type: none"> • The professional development sub-committee will be collaborating with us on overlapping work • Subcommittee overall goal: <ul style="list-style-type: none"> ○ Develop a plan/pathway for all educator preparation programs to incorporate SEL into their programs to ensure their candidates are 	<p>Resource of CASEL Scan to PESB subcommittee</p>

<p>ready to support their K-12 communities in Social Emotional Learning.</p> <ul style="list-style-type: none"> ○ Gather resources from the field to share as best practices ● Progress since last meeting <ul style="list-style-type: none"> ○ Reviewed SEL crosswalks to INTASC (teacher) and NELP (principal) programs ○ Consider format for guidance and resources that align between pre-service and in-service educators <ul style="list-style-type: none"> ▪ SEL webpage on PESB website – something similar to the micro-credential <ul style="list-style-type: none"> ● PESB gave presentation on micro-credential - Would require legislative change before restarting ○ Gathering information about preparation program needs <ul style="list-style-type: none"> ▪ WCEAP (Principal and Administrator Programs) ● Current Tasks <ul style="list-style-type: none"> ○ Creating a brief for educator preparation programs ○ Gathering information about preparation program needs <ul style="list-style-type: none"> ▪ WACTE (teacher prep programs) ● Next Steps <ul style="list-style-type: none"> ○ Complete above tasks for other educator prep programs (school counselor, school psychologist, behavior analyst, school nurse, etc.) <ul style="list-style-type: none"> ▪ Contact representatives of organizations to work on this ○ Host webinars for prep programs to share best practices about how their programs are incorporating SEL to prepare their candidates ● Issues or Challenges <ul style="list-style-type: none"> ○ Abundance of resources to review (benefit and a challenge) ○ Heavy workloads of all members ● Research that is needed <ul style="list-style-type: none"> ○ What work have other states done around incorporating SEL into educator preparation programs? ○ Don't want to re-invent the wheel ● Assistance needed from OSPI <ul style="list-style-type: none"> ○ Thank you for helping facilitate the collaboration with the professional development subcommittee ○ Help with research re: what other states have around incorporating SEL into educator preparation programs? 	<p>Tammy to arrange meeting with Nick from CASEL</p>
<p>K-12 Standards Alignment Update:</p> <ul style="list-style-type: none"> ● Goal/Tasks <ul style="list-style-type: none"> ○ At a minimum, align SEL standards with Health Ed. Standards and Early Learning Guidelines ● Activities Update: <ul style="list-style-type: none"> ○ Collecting information from other states on similar alignment work ○ Met on 4/15 ○ Connected with Vickie Blakeney (Renton SD) ○ Researched AK, NJ, WI Websites ○ Watched recorded webinar from NJ on their SEL/Arts alignment 	

<ul style="list-style-type: none"> ○ Researched out again to contact at WestEd ● Next Steps <ul style="list-style-type: none"> ○ Set meeting date ○ Invite Ken and Karma to attend ○ Finalize format/template for alignment work ○ Assign tasks ● Challenges and Needs <ul style="list-style-type: none"> ○ Identifying other states that have done alignment work ○ Connections with natural SEL organization that may be able to help us with that 	
<p>Implementation & Collaboration Subcommittee Update</p> <ul style="list-style-type: none"> ● Tasks: <ul style="list-style-type: none"> ○ Develop and implement a statewide framework for SEL that is trauma-informed and culturally responsive ○ Review and Update SEL standards, benchmarks and indicators to ensure evidence-based ○ Identify best practices or guidance for schools to implement ○ Identify strategies to improve coordination between early learning, K–12, youth serving orgs, community partners and culturally based providers and higher education ● Considering these tasks and this crucial time, we recommend a letter be written on behalf of the SEL Advisory Committee discussing the importance of intentionally including SEL into instruction upon re-entry. The implementation subcommittee will draft and provide access for all members to provide feedback and comments 	<p>This subcommittee will draft this letter and seek member feedback</p>
<p>Professional Development Subcommittee Update</p> <ul style="list-style-type: none"> ● Developing a google doc/word doc ● Collaborated with PESB committee to move work forward ● Reviewing the modules ● Looking at resources and tools for professional development 	
<p>Data and Evaluation</p> <ul style="list-style-type: none"> ● Goal – recommend measures of system level approaches demonstrating causal/correlation effect of SEL implementation within schools <ul style="list-style-type: none"> ○ Two-fold response to legislative ask <ul style="list-style-type: none"> ▪ Research and advertise existing vetted SEL programs that are demonstrated to enhance districts outcomes. ▪ Utilize CEE/HYS-type of perceptual data (pre/post) from those districts utilizing identified SEL curriculum (from #1 above) and their commensurate SEL/Hope data outcomes ○ Evaluating a lot of resources to bring back to the committee 	

<p>Q – Regarding implementation evaluation, is that based on a school having curriculum (evaluating the curriculum) or is it evaluating in a broader sense? Adults – everyone getting training needed?</p> <p>A – We are evaluating the program which is about evaluating the adults and their capacity. When talking about adults that brings in the professional development aspect. What is the overlap of PD taking place? Data wouldn't have much validity if district doesn't have a SEL program in place. Looking at doing a pre and post evaluation.</p>	
<p>Resources from the chat</p> <ul style="list-style-type: none"> • Laurie Dils: New Jersey webinar I mentioned: https://zoom.us/webinar/register/WN_kLZWBWQeQ52RYZd-6T4iiA • LEV webinar on Mental Health and Social Emotional Learning: https://educationvoters.org/get-involved/lunchtime-levinars/previous-levinars/#mentalhealth-sel-covid19 	
<p>Public Comment No Public Comment</p>	
<p>NEXT STEPS AND NEXT MEETING AGENDA</p> <ul style="list-style-type: none"> • Committee reviewed a draft agenda and discussed processes for the upcoming August meeting. 	
<p>PARKING LOT ITEMS</p> <ul style="list-style-type: none"> • No Parking lot items 	