

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

k12.wa.us



Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

Social Emotional Learning Advisory Committee Meeting Notes

February 22, 2022

Via Zoom

Members attended

David Beard
Xyzlora Brownell
Sarah Butcher
Laurie Dils

Mary Fertakis
John Glenewinkel
Bonnie McDaniel
Caryn Park

Maria Siguenza
Michelle Sorenson
Katrice Thabet-Chapin
Deborah Tully

Members absent

Laura Allen
Melissa Caldwell
Jen Chong-Jewell
Maria Flores
Laree Foster

Maria Jacob
Fahren Johnson
Kasey Kates
Jenny Morgan
Rebecca Norem

Jordan Posamentier
Leiani Sherwin
Shannon Thompson

Staff and Guest Attendees

Calisa Castillo, Dieringer SD
Stacy DeLeon, Pace HS
Ben Everett, OSPI
Angela Lockman, White Salmon Valley SD
Debra Parker, OSPI

Kiva Parkhurst, OSPI
Terique Scott, LEV
Diane Stead, OSPI
Teresa Vance, Vancouver PS

Meeting Notes

Land Acknowledgement

We start today with a land and water acknowledgement. OSPI is here in Olympia, on the traditional territories of the Coast Salish people, specifically the Squaxin Island peoples. Tribal peoples of the South Puget Sound region are signatories of the Treaty of Medicine Creek, signed under duress in 1854. The employees of the State of Washington

participating here today are guided by the Centennial Accord and chapter 43.376 RCW — respecting and affirming tribal sovereignty and working with our tribal governments throughout the state in government-to-government partnership.

Cultural Moment of Silence

We would like to acknowledge the history of this nation, one fraught with contradictions. For too long, this country has elevated a story of democracy and freedom while minimizing the impact of violence and oppression inflicted upon marginalized communities, communities on whose backs this nation was built.

Today, members of our Black and Asian communities, and other communities of color, continue to experience racism through police brutality, mass incarceration, inequitable education and health services, deportation, and other forms of subjugation. We aim to disrupt the legacy of systemic racism by centering racial equity and justice in our work. This is how we stand with our communities of color.

Before we begin, we want to offer a moment of silence to consider these words and how you might join us in this work.

OSPI Equity Statement

Each student, family, and community possess strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring Educational Equity Goes Beyond Equality

It requires education leaders to **examine the ways current policies and practices result in disparate outcomes** for our:

- Students of color,
- Students living in poverty,
- Students receiving special education,
- Students receiving English Learner services,
- Students who identify as LGBTQ+, and
- Highly mobile student populations.

Inclusion & Reimagining

- Educate leaders to develop an understanding of **historical contexts**.
- Engage students, families, and community representatives as **partners in decision-making**.



- Actively **dismantle systemic barriers**, replacing them with **policies and practices that ensure all students have access** to the instruction and support they need to succeed in our schools.

Our Community Agreements

- Endeavor to be present and engaged.
- Be aware of intent and own your impact.
- Be open to others' experiences.
- Step up, step back. Make room for differing perspectives.
- Listen for understanding and learning, not just to respond.
- Design for the margins—center equity in our work.
- Take care of yourself and take care of the group.
- For comments/questions, raise your hand or use chat in zoom meetings.

Purpose of the SEL 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

Priorities

- SEL and Racial Justice
- Stakeholder Engagement
- ESD and District Implementation

Announcements

- Still seeking a co-chair
- Working out the kinks on SharePoint—Let us know if you have an email address you would like loaded into the SharePoint site for access



Meeting Roles

- Facilitator(s): leads through agenda, calls decision points, leads end of meeting reflection and one-word check out.
- Gracious Space: conducts Gracious Space at the beginning of the meeting.
- Notetaker: documents action items, parking lot items, and items that need follow-up.
- Timekeeper: helps facilitator on task and aware of time allotted to each agenda item.
- Observer: Observes the group discussion and dynamics, provides feedback on what was noticed during the meeting.

Legislative Update

Presented by:

Tammy Bolen

SEL Program Supervisor

OSPI

[HB 1759](#): Requiring school districts and other public education entities to make information from the department of health about substance use trends, overdose symptoms and response, and the secure storage of prescription drugs, over-the-counter medications, and firearms and ammunition, available through their websites and other communication resources.

Comments and questions from the Committee members:

- Would require public education entities (ex: school districts) to make certain information from the Department of Health available on their websites.
- Is this data they already have, or are they setting up data collection systems?
- Everything looks good along the I5 corridor, but there's no one to do this in the smaller school districts. We just lost our hospital administrator again. How are the smaller districts supposed to do data collections? It's an unfunded mandate. This takes time away from kids.



HB 1834: Concerning student excused absences for mental health reasons.

Would require OSPI to amend existing absence rules, explicitly excusing absences due to mental health. Includes requirements for supporting the amendment's implementation, and consulting with diverse student groups.

HB 1890: Concerning the children and youth behavioral health work group.

Would increase CYBHWG membership to include more community partners, and number of yearly meetings from 4 to 6. Would also create an advisory group to develop a strategic plan including a statewide behavioral health gap analysis. Includes a stipend for members with lived experiences.

HB 1800: Increasing access to behavioral health services for minors.

Would provide opportunities to reach most marginalized groups of students through advocacy, outreach, and additional staffing dedicated to connecting families with behavioral health resources.

This is a great conceptual idea, but more planning is less action. Somebody has to get to the point where the circumstances in the rural areas aren't so stretched thin. Standards need to be met, not just in rural areas, but in any place where they may be marginalized. Their needs should not just be brushed over.

HB 1746: Updating the 2015 report and recommendations for supporting student success through measuring and mitigating community risk and protective predictors since the emergence of the COVID-19 pandemic.

Would direct the Education Research Data Center (ERDC) to contract with the Washington State University Child and Family Research Unit to update its 2015 report and recommendations in order to determine the effects of policies and practices implemented since 2015, and the impact of the COVID-19 pandemic.

Comment from Advisory member(s):

They did go back through and amend to include language that ensures that not only schools and districts, but also community partners provide information.



Proviso items for budgets: proviso that looks more closely at children in distress and/or have behavior challenges. In the house budget, there is a \$250,000 proposal for SEL technical assistance.

SEL for Parents

Presented by:

Bonnie McDaniel

Washington State PTA

Helping parents develop SEL skills is crucial, as well. It's assumed that as adults, we already have them. This is not true. It can be true especially since it wasn't part of our education growing up. There are also the challenges of parenting that put us into a reactive mode. We're invested in their wellbeing and we're responding to their changes. This is difficult when a family is under stress.

Parents can be left out of the system since they don't have a formal role in it. However, support for SEL has gone up in the school districts where parents have been involved. When the budgets have been cut, the community has insisted that the funds be reinstated. The same thing with a school district that had parental workshops. SEL becomes more important when parents are involved and learn more about it.

Q&A

Q: Do you imagine this series will eventually be available to other districts? Will you take your show "on the road?"

A: When we have a format we're comfortable with, we are definitely considering expanding our outreach network.

Subcommittees

The annual report is due June 1st. We would like to make sure we're not just using the same language and make it more targeted. Actions need to be built into SELAC timelines. Revisions need to come to the committee for review. It's important that all members know what's in the final version of the report.

Student voices: Would we want to amend membership to include students? It's hard for youth to come; it might be better to develop a separate youth space or include other groups involved in youth. This may require separate funding, possibly ESSR funds.



Stipends: There has traditionally been pushback on stipends. To the best of our knowledge, we could possibly provide stipends, but there are limitations. There's a bill to provide it: [SB5793](#). Some are building it into the language. It would be great to be more proactive about that. It would allow us to recruit more members. Within our legislative report, tasks accomplished will be included to prove accountability.

Do we look at what the EOGOAC and the legislature are doing? Should OSPI edit the report? Some clarification of intent is needed. A Co-Chair is also needed.

We will have a subcommittee meeting followed by a SEL Advisory Committee meeting to discuss recommendations. Let's make ourselves familiar with previous recommendations before we start.

[RCW 28A.300.477](#) identifies who will be performing which roles. We really need a co-chair and volunteers to get more involved. The intent of the bill is rather ambiguous, so a clarification discussion is warranted. Making sure our recommendations are getting to the right places in the system for action is important.

Public Comment

There was no public comment.

Follow Up and Next Steps

- Will send out a poll for SEL & Equity subcommittee meeting.
- We will do the Assessment presentation.
- Justin/RJ will present on MTSS
- Integrative student supports protocol. How can we make them complementary and integrated. LAP
- Sarah is watching PESBB for specialty SEL endorsements. We can focus on report recommendations for the next meeting or two.
- Volunteer for next gracious space presentation: Michelle Sorenson.
- Caryn Park has volunteered to be our next co-chair. We will start on the voting process and get her set up in the planning.
- Target leveraging
- Planning with or without Sarah: reschedule
- Send out vote for Caryn and Sarah as Co-chairs
- Announce SEL Day in the next newsletter.

