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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

Social Emotional Learning Advisory Committee Meeting Notes

January 19, 2021

Via Zoom

Members attended:

Camille Goldy, Cindi Wiek, Bonnie McDaniel, Caryn Park, David Beard, Debbie Tully, Jordan Posamentier, Mary Fertakis, Sarah Butcher, Sharon Shadwell, Tessa McIlrath, Laura Allen, Leiani Sherwin, Kristina Fredrick, Ric Pilgrim, Laurie Dils, John Glenewinkel, Maria Jacob, Sherri Bentley, Nita Hill,


Members absent:

Tracy Pennington, Bill Kallappa, Caryn Park, David Beard, Shannon Thompson, Jon Claymore, Melissa Caldwell

Vacant Member Positions

Governor's Office of Indian Affairs & Tribes

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○ Land Acknowledgement was given• Meeting objectives shared<ul style="list-style-type: none">○ Learn about SEL happenings and hear subcommittee updates○ Vote on co-chairs○ Work with subcommittees○ Discuss SEL and equity• 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○ Make room for all voices	

<ul style="list-style-type: none"> • Land acknowledgement shared • OSPI equity statement shared 	
<p>Legislative Session Overview</p> <p>Team shared bills that may be relative to current work:</p> <ul style="list-style-type: none"> • SB 5030 – Developing comprehensive school counseling programs • SB 5044 – Concerning professional learning, equity, cultural competency • HB 1214 – Safety and security services (SRO bill) • HB 1113 – School attendance • HB 2816 – Positive social and emotional school and classroom climate 	
<p>EOGOAC Collaboration Planning</p> <ul style="list-style-type: none"> • Moving forward with collaboration work • Joint community forum in the fall • Tool for educators to provide culture responsive leaning – actionable resource for educators, could include best practices • Ask committee members for a current list of organization engaged with to obtain feedback 	<p>Committee members compile list of organizations</p>
<p>WSSDA Policy Presentation</p> <ul style="list-style-type: none"> • WSSDA is working on drafting the policy for Positive School and Classroom Climate (HB 2816) • Draft policy that aligns with standards, benchmarks and indicators • Three categories for WSSDA policies – SEL will fall in the essential category • By law WSSDA must publish by 3-1-21 • Tammy collaborating with OSPI staff to draft policy & procedures – will send to committee for feedback <p>Example policies shared with the committee</p> <p>language access: https://wssda.app.box.com/s/ak04zt47859r6befar0z0r5qg8xpbnnng</p> <p>threat assessment: https://wssda.app.box.com/s/f9hyma8plo7ql718i5f55thxbhv83uqn</p>	<p>Draft policy will be sent to committee members for feedback</p>
<p>SB 5895 presentation and feedback</p> <ul style="list-style-type: none"> • CSHE is defined as recurring instruction in human development and reproduction that is age-appropriate and inclusive of all students • How Does SB 5395 Affect K-3? <ul style="list-style-type: none"> ○ CSHE for K-3 is defined as SEL ○ Must be consistent with SEL Standards and Benchmarks ○ Takes effect 2022-23 • The only required content for grades Kindergarten through 3 is social emotional learning, or SEL. • There is NO sexuality content required for students in K-3. • Most schools are already providing SEL at this grade level with or without a curriculum. • There is no requirement to adopt an SEL curriculum, although research shows the benefits of offering an evidence-based program. • If you have additional feedback for this bill contact Laurie Dils <p> The committee broke into small groups to discuss FAQ and offer feedback</p>	<p>Contact Laurie Dils with additional feedback</p>

<ul style="list-style-type: none"> • Additional definition of what SEL is and is not • Provide narrative with the template • Take out – “SEL is not sex ed.,” “opt out” • “once” a year is problematic, many are incorporating SEL into daily classroom practices • Language – “improve lifetime outcomes” make sure it is culturally responsive – reference CASLE verbiage 	
<p>Legislative time frame was discussed</p> <ul style="list-style-type: none"> • May- Turn in Final Draft to OSPI for Review • April- Second Draft Review • March- First Draft Review • February- Discuss and finalize Recommendations • January – Subcommittee Recommendations <p>Subcommittee breakouts to Discuss Legislative Recommendations and continue the subcommittee work</p> <ul style="list-style-type: none"> • Barriers to doing this: <ul style="list-style-type: none"> ○ COVID has led to lack of ability for committee members to connect and collaborate. This has kept some from being able to meaningfully contribute to the work the Committee is tasked with. This should be called out in the report as a barrier to implementation. ○ Still barriers to coordinating across sectors. May want to consider a recommendation to address this. • Implementation Report out <ul style="list-style-type: none"> ○ Began our collaborative document assisting us in generating a script, with core interview questions for stakeholders • Data & Eval Report out <ul style="list-style-type: none"> ○ Email and survey are drafted and near ready to distribute to community and field once finalized. • Professional Development Report out <ul style="list-style-type: none"> ○ Working on adapting a document to create guidance on good professional development. Reviewed document and we are working on an outline for WA • Educator Preparation Programs Subcommittee (formally PESB) Report out <ul style="list-style-type: none"> ○ Integrated SEL standards into certification standards for pre-service and in-service teacher and principal programs in 2020 • K-12 Standards Report out <ul style="list-style-type: none"> ○ SEL standards alignment work continues, with focus on Health, PE, Early Learning and the Arts <p>Committee Discussed Legislative Recommendations</p> <ul style="list-style-type: none"> • Ask some key questions when determining recommendations: <ul style="list-style-type: none"> ○ What is the bill intended to do, or does it contain what is needed to complete the charge? ○ Barriers – What is going to change practice? Specific policy change needed? 	<p>Draft recommendations for Feb SEL meeting</p>

<ul style="list-style-type: none"> ○ Funding – Do we have the funding needed to complete the charge? ○ Staff – Do we have the staff to complete the charge? ● Recommendations could be from either the larger group, or subcommittee – example no funding, minimal staff and time to do the work ● May want to present recommendations from previous workgroup that were not addressed ● Bring draft recommendations to Feb SEL meeting for discussion 	
<p>Public Comment No Public Comment</p>	
<p>Next Steps/Action Items</p> <ul style="list-style-type: none"> ○ Seeking additional participation for the SEL & Equity subcommittee ○ WSSDA policy development – Tammy draft and committee to review and offer feedback ○ Adjust SEL subcommittee tool (google doc) to be meaningful and useful. Need to be clear on where legislative recommendations are being collected so members can review and collaborate with other subcommittees. OSPI Staff should send instructions on what next steps need to be taken before the next meeting. ○ SB 5895 implementation – contact Laurie with additional feedback ○ Legislative recommendations – Draft to discuss in the Feb SEL meeting <ul style="list-style-type: none"> ▪ Members would like to review recommendations in advance of the Feb meeting. ▪ Recommendations should be meaningful with the promotion and expansion of SEL ▪ May come from either the Advisory committee or the subcommittees ▪ May look at previous workgroup recommendations that were not addressed 	