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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

Social Emotional Learning Advisory Committee Meeting Notes

October 25, 2022

Via Zoom

Members attended:

Laura Allen

Sarah Butcher

Jon Chong Jewell

Danielle Eidenberg

Mary Fertakis

Laree Foster

Danielle Harvey

Suzie Henning

Kasey Kates

Bonnie McDaniel

Mick Miller

Caryn Park

Terique Scott

Katherine Seibel

Rayann Silva

Debbie Tully

Angel Williams

Laurie Dils

Members absent:

David Beard

Xyzlora Brownell

Brian Freeman

Bill Kallappa

Leiani Sherwin

Maria Siguenza

Michelle Sorenson

Staff

Tammy Bolen

Debra Parker

Diane Stead

Nick Yoder

Megan Gilden

Sarah Pierce, EdNW

Guests

Kevin Burt

Shelly Burt

Patrice Dial, Adams County
Integrated Health Services

Beth Mills, Granite Falls SD

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.

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.

Announcements and Introductions

Specialty Endorsements: We are planning a follow up to the Specialty Endorsements meeting that was held on October 3rd. [Please give us your availability by taking this poll](#) by October 28, 2022 .

Legislative Report: The 2022 SEL Legislative Report has been finalized and is now uploaded to the [SEL SharePoint](#) and the [SEL Website](#). We ask that you consider our meetings since June and provide any ideas for legislative recommendations on the [Reflection Jamboard](#). In We hope to have our first discussion about this early in the new year.

Power of the Story—Animating Civic Action

Danielle Eidenberg, Governor's Office of Education Ombuds

This project was developed for students and educators across the state. The project came out of a relationship with Jerry Price at OSPI when he visited Stafford Creek Prison while learning about the experiences of the men asking important questions about social studies for their children. We developed relationships with families and educators on behalf of students. What would it be like if we started to gather stories from the students, and would they want to share them? They could provide us with some valuable learning topics. As a result, Story Core has some beautiful examples of animated stories being shared between people.

Students that we heard from said they wanted to share their stories so other students wouldn't feel alone—students who felt like they had no one to talk to.

Over the last couple of years, we were able to meet with and interview more than 15 individuals. Students experiencing homelessness, refugees, coming here, learning English and their experiences trying to fit in, the impacts of incarceration: one of the strongest voices was Jim Chambers, who raised six children while incarcerated. He is an advocate for inmate input while incarcerated. Stories of racial justice, native justice, and environmental justice. We hope more people will want to share in the future.

There have been lesson plans and curriculum developed to use along with some of these stories.



- Elementary School: Stereotypes
- Middle School: Empathy
- High School Lesson: Refugee Experience.

The intention is that educators can also learn from the stories. Most teachers are working on curriculum regarding DEI in relation to the stories. This is the very beginning of an ongoing conversation. Humanizing our experiences is beneficial to us as a society, while hearing the voices and learning the names is important for connection.

Developing at a systems-level requires reaching hearts and minds. Hopefully the stories will compel us to help these people with their experiences. These are very personal on a very human scale. Some of the young people were nervous but pushed themselves to do it anyway. A lot of good can come from hearing their voices. There are teachers who need to hear the stories, as well. Some stories may be inappropriate for children but should be heard by educators.

Videos will be posted with the curriculum in February on the OSPI website.

Note: While only some of the recordings are appropriate for students, we don't want the professional development to be narrowly defined. It's for all teachers and all staff. It's important for everyone to hear people's stories.

A point of concern is that stories get collected but they can't cause change soon enough. Hopefully these stories get shared in a way that is broadly defined. Across OSPI, not just housed in Social Studies.

Telling stories takes courage, so it's important to develop curriculum around them. That is how we honor their effort. It's taking longer than we want, but teachers are taking it seriously.

SEL Measurement Reflection

How do we apply skill sets?

Jamboard link

What are some of your big takeaways on SEL assess from the last meeting?

- Slide with decision tree was very helpful; thinking through the purpose, know when you're ready to move forward- until that time, schools should not assessment SEL.



How do you hope assessment providers and educators take into account equity and culture in their development and analysis?

- Needs to be taken out of journals and put into the mainstream.
- In OSPI we've seen where you create a draft and bring it to your feedback session and call it co-design, which it is not. Taking a draft has limitations.
- Is it possible to be sure that inclusion is included in the steps, give it emphasis? It is critical that equity, culture, etc. are included. Without thought and intention, more harm than good could happen.
- The education system as it is has not met any of the preconditions.

How do we help reframe beliefs around assessment to identify strength and assets?

- Training, technical assistance offered needs to be emphasized with the constituency groups. We need to begin thinking about it differently.

How can we create guidance that supports family and community involvement in SEL assessment at the local level?

- This whole relationship to guidance is so pushed out by OSPI and is perceived in communities as optional, when it is intended to help communities follow the law. How do you get coherence in our systems to understand that this is not an optional communication? How do we help it land on people in a meaningful way?

Student SEL Measurement Co-Design Discussion

Individual Reflection

- What are some of your big takeaways on SEL assessment from the last meeting?
- How do you hope assessment providers and educators take into account equity and culture in their development and analysis? What does that look like?
- How do we help reframe beliefs around assessment to identify strengths and assets?
- How can we create guidance that supports family and community involvement in SEL assessment at the local level?

Discussion:

1. What have you heard so far that is important to consider as we design this guide?
2. What partners do we need to include in the development of the guide?
 - a. What is the best way to contact this community partner?



3. Based on community partners identified, when and how do we reach out to them?
 - How do we also make sure that we are prioritizing and involving partners that are resistant? How do we work with dissenters? How do we build a shared understanding? We have key community partners that we can group with.
 - How do we make sure we understand what measurement looks like already? Are we recognizing the current reality in schools?
 - EOGOAC is critical partner in this work.
 - Let's be intentional, let's not create what exists. What are we creating that would be helpful utilized and provide guidance? We need to make sure we know what's happening and that we're not wasting time or effort.
 - We talked about the importance of going to a variety of people. Even a great partner can be over-used. Who are the knowledge keepers that have valuable information for us? Make sure OSPI and the group communicate so we are not recreating the wheel. Make sure we all have level setting. Do what it takes to engage the most critical partners, which can be time consuming. We need to make sure we're tracking the limitations in time and funding and repeat the work if we need to.
 - We need to bring in adults and students who deserve to be at the table and make sure we include cultural contacts. Student voices need to be heard as well. We need to make sure parents are involved. Leaders need to be brought on board. The Office of Native Ed is making great strides with benchmarks.

Demonstration Site Plans

Sarah Pierce, EdNorthwest

[Presentation slide deck](#)

Your participation is requested: [Washington SEL Demonstration Sites](#)

[Washington SEL Professional Learning Network Needs Assessment Summary](#)

- Review the demonstration site plan
- Contribute additional information for criteria 2 of possible demonstration sites

The demo site project is part of a larger picture on quality implementation. This project emerged on a question from OSPI re LEAs implementing SEL standards. What is the benefit for state and districts. What are schools doing with the benchmarks and framework?

We need to make it easily digestible for consumption by all users for implementation, to be shared and supported through the community.



What are the LEAs doing to prioritize this at the district level?

How are we building school leader capacity?

How are families and communities engaged?

Ultimately, after all this time we want to give Washington a final report. Lessons learned, appendixes of resources that have worked for future use. Would like to share additional work through the PLN.

Part of our time today is that we get some great sites so we can get stories. We hope to have summaries done by midsummer.

We want to be able to elicit some of this information, so we are talking to some districts for selection for demonstration. Our first will be a smaller district, a rural LEA. They would like to be able to share the great things they are doing. Also, a medium or large LEA to show contrasts. Title VI program, as well. Many have after school or embedded activities to promote cultural learning and SEL. In addition, we would like to learn who the students are, preferably 30% low income rate and minority students.

We want to know about districts that prioritize SEL from the SELAC.

Thinking about equity and know that there is concern that efforts are always done along the I-5 corridor.

Do you know about these districts? Are they implementing SEL, or are they an IPP site? Your input will help us prioritize a site.

If there is information that you have about them, please share orally or in chat. We want to be able to share now to encourage others.

- Franklin Pierce is located next to a reservation. They highlight SEL and Native American knowledge. They work together and contribute trainings together.
- Evergreen PS has been identified as a gateway district. System-wide effort in equity and asset-based instruction.
- Teachers of color have been lifting up issues of SEL. There's been efforts across the nation to confront the teacher shortage. Also trying to connect regarding sense of belonging and integrating into the educational framework.
- The Sunnyside School District is engaged in deep authentic SEL and mental wellness work as part of their district priorities and the AWARE grant program.



- Highline SD is a demonstration site for Bilingual Alternative Route teaching programs in partnership with Western in both the state and with the GYO Network through New America.
- Wenatchee SD has undergone an equity audit and the results are starting to unfold.
- Burlington was awarded a K-12 intensive Tutoring grant intended to support after school programs.
- Taholah is doing some amazing work incorporating cultural practices into academics, really elevating the importance of project-based learning that is meaningful and relevant for students — from what I heard, this would be a good fit for SEL.
- We know a district can be checking boxes on the SEL work. We want to see actual engagement. We need to take inventory of these particular projects and see what their level of commitment and connection to the work. We want to make sure the kids are really benefitting from the work.

Once we get the information from the SELAC, EdNW will call the sites and see if they would like to share their story and make sure of their intentionality.

What is a question you might like to see answered from the demonstration sites?

- I am concerned about highlighting districts or schools as an SEL demonstration site outside of MTSS, outside of Inclusionary Practices. It feels like we are reinforcing silos here.
- How are they centering the social emotional wellbeing in all of their work in schools and dismantling silos that impact student outcomes and wellbeing?
- We're also looking for educators who are integrating SEL into a variety of content areas - would be nice to know more about how educators do this successfully.
- How are districts integrating SEL and MTSS, which should include inclusionary practices?
- I would like to learn not only how they are engaging youth, families, and communities around their SEL work, but also how youth, families, and communities are experiencing this engagement as well.
- How are schools implementing MTSS, inclusive of inclusionary practices, and threading SEL throughout their schools with meaningful family and student engagement?



- I would like to know the sites are doing to support adults to develop their own SEL skills.

[In this link is a Google form](#) that is focused on what insights you would like to share additional information for priority.

It is important to make sure administrators are able to use this work.

Public Comment

Shelly Burt, parent of a child in Richland SD: The district has a curriculum committee with 62 staff and 3 community members—not very many parents. Ms. Burt is concerned that the children are encouraged to read stories which portray parents in a negative light and instruct them to report to teachers on parental behavior. Ms. Burt would like OSPI and the State Board of Education to take into consideration a child of theirs who is disabled, doesn't learn how to play with kids, skipped developmental stages, and needs a plan.

Follow Up and Next Steps

- Continue to add to any of the documents
- Next meeting has been moved to December 6, 9:00 – 12:00

Reflection

Megan Gilden

[Jamboard Link](#)

- What is your key takeaway from today? How can we take this information to continue the work for the SEL Advisory Committee?
- Based on the topics we covered today, what recommendations could we add to the next legislative report?
- Is there anything we can change or improve to be able to better engage with each other and with the content in the next meeting?

Additional Resources

[Slide deck for meeting](#)

