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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

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Social Emotional Learning Advisory Committee Meeting Notes

February 16, 2021

Via Zoom

Members attended:

Camille Goldy, Cindi Wiek, Bonnie McDaniel, Caryn Park, David Beard, Debbie Tully, 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, Maria Jacobs


Members absent:

Tracy Pennington, Mona Grife, Bill Kallappa, Caryn Park, David Beard, Shannon Thompson, Jon Claymore, Jordan Posamentier

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 – Possibly revisit for revisions in the future<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• Land acknowledgement shared• OSPI equity statement shared	

<p>Legislative</p> <ul style="list-style-type: none"> • Legislative updates given • Reminder to review the WASSDA draft policy for feedback by 2-19-21 	
<p>SEL and Equity</p> <ul style="list-style-type: none"> • Adoption and discussion of the PSEDS Toolkit <ul style="list-style-type: none"> ○ Toolkit comments <ul style="list-style-type: none"> ▪ Easy to use ▪ Some members had familiarity with the toolkit ▪ Toolkit is being used by other organizations ▪ Structure is broad enough to encompass our work; non-linear ▪ Has a good flow for tracking ▪ Actionable – articulates a process for assessing racial equity ▪ Gives committee a shared understanding when evaluating the work ▪ Toolkit forces active involvement when using ▪ Ability to promote common language ▪ Subcommittees could find the toolkit useful ○ Toolkit questions/missing <ul style="list-style-type: none"> ▪ Shared understanding/agreements on language and use of the tool. ▪ Need coaching/training for consistent use ▪ Come to an agreement on a definition (or intention?) of anti-racist ▪ More clarity that BIPOC should co-create policy to begin with, not just a tool to use after the fact ▪ Need to compensate for time of BIPOC who are asked to engage ▪ Are there non-negotiables? ▪ When was the tool last updated? Who vetted it/is using it? ▪ Are there tools and strategies for strong implementation? ▪ Need explicit guidance around facilitation strategies as to how we do our work to ensure use is not traumatizing/retraumatizing for BIPOC ▪ Committee would like to see how it is working in current use ▪ What support from partner organizations do we need as we engage in this work? ▪ Decisions on how the SEL Advisory will use the toolkit. <p> SEL advisory committee voted to adopt the PSESD toolkit</p>	<p>SEL & Equity subcommittee use tool to review legislative recommendations</p>
<p>Legislative Report Requirements and Timeline</p> <ul style="list-style-type: none"> • Legislative timeline was discussed • Recommendation discussion <ul style="list-style-type: none"> ○ Need to better understand participatory evaluation. Data committee took notes of this, but as a committee maybe we need to learn more about it in a future meeting and what that means for SEL work ○ Ok if there are no current recommendations from the subcommittee 	

<ul style="list-style-type: none"> ○ Drafted recommendations will be presented to SEL & Equity subcommittee for review ○ Will bring a draft legislative report back to March meeting ○ Will report work that has been done, or accomplishments, including the pandemic restraints ○ Able to bring back recommendations from previous workgroups ○ Recommendations could be: <ul style="list-style-type: none"> ▪ barriers to expanding SEL ▪ Funding requirements to do the work (staff, gathering stakeholder feedback, etc.) ▪ Policy changes ○ Recognize the difference between technical recommendations vs. adaptive recommendations. How the work happens matters as does how we frame the issues ○ Bucketing the recommendations under themes will help the reader ○ Relationships matter, now more than ever. COVID has made that clear and has put social emotional wellbeing front and center. How do we center our report and help readers recognize the importance of this work and resourcing/ supporting the critically important work that needs to happen? 	
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<p>Legislative Report Recommendations</p> <p>For OSPI SEL Advisory Committee:</p> <ul style="list-style-type: none"> ● CASEL adopted new SEL definitions and guiding principles in 2020. We recommend the SEL advisory committee discuss the integration of this definition into our work. ● Funding to gather stakeholder feedback to make sure the work is done for all <p>Educator Preparation Programs Subcommittee (formerly PESB)</p> <ul style="list-style-type: none"> ● Educator preparation programs would benefit from a consultant or coach to work with them to facilitate and support the process of faculty led design and implementation of SEL standards integration into programs. ● Educator preparation programs and educator candidates would benefit from resources made available for the development of SEL webinars, videos, and additional SEL resources to support teacher and principal candidate learning. Any resources developed could also be used by in-service educators. ● Washington state education would benefit from grants provided to support preparation programs in partnering with each other, P-12 schools, districts, and communities to integrate SEL more robustly into their curriculum and programs. 	
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- This sub-committee would recommend that a workgroup or grant be established to create and pilot a SEL specialty endorsement for educators.
- As this SEL integration into WA State education systems continues, future funding for compensation of the continuous engagement of community members and groups, and other stakeholders, would demonstrate the value they bring by providing input to the SEL Advisory Committee.
- If the OSPI SEL Advisory Committee continues, and/or meets in person, funding for reimbursement of travel, lodging, and food for committee members would be needed.

Data & Evaluation Subcommittee

- Washington’s learning communities should carefully consider SEL data collection. The state, by establishing SEL standards, indicates that it values SEL for our young people. The only way to know if our students are learning socially and emotionally, or if our schools and systems are fostering SEL well, is to check. Without knowing how things are going, Washington will not know what to continue, expand, replicate, and celebrate or what to limit, correct, or stop altogether. SEL in the dark is not a recipe for success. Collecting and reviewing SEL data should occur amidst other data collection and reviewing relevant for teaching and learning.
- Collecting and reviewing SEL data can serve to advance equity. For the SEL Advisory Committee, equity means “that each child receives what he or she needs to develop to his or her full academic and social potential.” Attending to issues of equity helps ensure that equity is advanced and that inequities are not perpetuated. Like all other aspects of data collection and review, SEL data collection and reviewing should attend to issues of equity.
- Schools regularly collect data to learn and adjust based on what’s working and what needs work. Any such data could be misused. It could, for example, track students, exclude students from opportunity, or excuse the need to support each student. SEL is no exemption. The law already requires schools to put safeguards in place around student-level data—safeguards such as de-identification, limited use, retention, and right-to-access protocols. Data safeguards must attach to SEL the same way they attached to other student data. How SEL data are intended to be used must be made explicit and with care.
- There are valid and reliable ways to assess SEL. The field has developed several effective, research-based tools that educators can use to check and see how well SEL is going in a learning setting. These,

with the proper data safeguards in place, can ensure Washington's learning communities are on track and stay on track for young people's social-emotional learning. CASEL offers an SEL Assessment Guide to help the field understand what research-based options are available for collecting and reviewing SEL data. CASEL also has a school guide to help learning communities look at the process of advancing SEL holistically, which includes but is not limited to considerations around collecting and reviewing SEL data.

- The EOGOAC, captured in their annual report, made the following recommendation, which would recommend co-adopting.
 - Recommendation 8A. The EOGOAC recommends that schools implement a system of universal screening to identify students in needs of additional supports. These interventions should be implemented using a multi-tiered system of supports (MTSS) and in connection with families and communities of color to ensure that the supports are culturally responsive and competent.

K-12 Standards Subcommittee

- Due to extensive staff time needed for standards alignment, funding will be needed to complete work on standards beyond Health/PE and Early Learning.

Implementation Subcommittee

- In the recently released EOGOAC Annual report 2 recommendations were listed for SEL. We are proposing those same recommendations for discussion and consideration:
 - Recommendation 8A. – The EOGOAC recommends that schools implement a system of universal screening to identify students in needs of additional supports. These interventions should be implemented using a multi-tiered system of supports (MTSS) and in connection with families and communities of color to ensure that the supports are culturally responsive and competent.
 - Recommendation 8B – The EOGOAC recommends that the Professional Educator Standards Board (PESB) work with the Office of Superintendent of Public Instruction's (OSPI) Social Emotional Learning (SEL) Advisory Committee and the EOGOAC to review and revise the current SEL standards (as required by RCW 28A.410.270) to explicitly call out strategies to address racism and the experiences of students of color in schools.
- The following are some past recommendations from previous SEL workgroups to the legislature that remain relevant:

- With legislative support and funding, OSPI and the SEL Advisory Committee should maintain the evaluation, co-design, and continuous quality improvement of Washington’s SEL resources and implementation efforts to ensure they are effective, aligned with community priorities, and culturally responsive.
- Support the engagement of diverse stakeholders to evaluate existing SEL resources and efforts and identify, co-design, and co-develop additional resources with the state-level committee to ensure a community-connected and culturally responsive approach to statewide SEL.
- In addition to the Focus on Culturally Responsive Practices brief (Appendix I), develop additional implementation briefs focused on the guiding principles informing statewide SEL development to further support stakeholder understanding of equity, universal design for learning, and trauma-informed practices, and their relevance to the implementation of SEL
- Identify resources needed for staff/expertise to support with this item
- The recommendations listed below align with recommendations previously shared in a letter to OSPI. We didn’t receive any response to these recommendations, so including them in our report to the legislature may help move them forward:
 - Formally adopt and align state offices, agencies, and department work that serves the mental and behavioral wellness of youth, to a multi-tiered system of support (MTSS) framework
 - Incorporate in that framework under Tier I the OSPI SEL standards, benchmarks, and related work
 - Prioritize SEL funding and MTSS emergency and regular budget funding in relation to remote learning, hybrid learning and LEA re-opening plans
 - Request or encourage LEA re-opening plans articulate how they will prioritize SEL under an MTSS framework
 - Request or encourage LEA re-opening plans further articulate how they will develop adult SEL professional learning
 - Request or encourage LEA re-opening plans articulate how the SEL efforts in schools will coordinate with out-of-school time (OST) SEL offerings

Professional Development Subcommittee

- Charge of the legislation was not as straight-forward as thought
- Started compiling a list of PD

<ul style="list-style-type: none"> • There needs to be a standard for determining the quality of PD (a rubric for reviewing PD opportunities) • Perhaps a recommendation is to amend the law for a deliverable that a rubric is created for identifying quality PD and an allocation for the funds to create it 	
<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 – Review draft for feedback by 2/19/21 • Recommendations submitted to SEL & Equity team for review • Bring draft recommendations back to meeting in March for feedback and final recommendation request • SEL & Equity subcommittee will review recommendations utilizing the PSEDS toolkit 	