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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

Social Emotional Learning Advisory Committee Meeting Notes

March 22, 2022

Via Zoom

Members and Staff attended:

Sarah Butcher
Jon Claymore
Lee Collyer
Laurie Dils
Ben Everett
Mary Fertakis
Laree Foster

John Glenewinkel
Jen Chong Jewell
Kasey Kates
Bonnie McDaniel
Caryn Park
Debra Parker
Kiva Parkhurst

Jordan Posamentier
Leiani Sherwin
Maria Siguenza
Michelle Sorenson
Diane Stead
Katrice Thabet-Chapin
Deborah Tully

Members absent:

Laura Allen
David Beard
Tammy Bolen
Melissa Caldwell

Maria Jacob
Fahren Johnson
Xyzlora Brownell
Maria Flores

Jenny Morgan
Rebecca Norem
Shannon Thompson

Guest Attendees:

Megan Gildin
Leah Harrell
RJ Monton
Susan Peng-Cowan

Charlotte Plouse
Yajaira Tovar
Teresa Vance
Sara Wolforth

Nick Yoder

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

- Remembering Ric Pilgrim
[Richard \(Ric\) Paul Pilgrim | Obituaries | yakimaherald.com](#)
RememberingRic@gmail.com
- SEL Advisory Committee meeting agendas and notes are on our [SEL Advisory SharePoint page](#) and the OSPI webpage. Let us know if you have trouble accessing this.
- It's official—Caryn Park and Sarah Butcher are your new co-chairs!
- Introducing Nick Yoder and Megan Gildin
- SEL Network
- Demonstration sites
- April meeting: subcommittees will provide summary of work done
- Education Preparation Program
- K–12 Standards Alignment
- The next SEL Equity meeting is April 11, 10:00-11:30 AM
- Disability Awareness Month
[The One Out of Five Disability and Pride Project](#): This is a curriculum developed by the Washington Office of the Education Ombuds
- [Changing Perspectives](#): They just presented at a national conference on Inclusive Principal Leadership. Their work is specifically focused on Disability awareness and SEL.
- Women's History Month

Meeting Roles

- Facilitator(s): Sarah Butcher, Caryn Park and Lee Collyer
- Gracious Space: Michelle Sorenson
- Notetaker: Diane Stead
- Timekeeper: Sarah Butcher
- Observer: Caryn Park and Sarah Butcher



Overview 2022 Legislative Report Process

Presented by Sarah Butcher

Today we will review proposed draft recommendations. The SEL and Equity subcommittee will meet again in April to continue work on the report. A draft report will be reviewed in our April full advisory committee meeting. On May 1 the report will be submitted to OSPI for review before submission to the legislature.

Recap of 2021 Legislative Recommendations

Strengthening Statewide Infrastructure

- Allocate and prioritize funding for Washington state standards-aligned, research-based SEL as a universal, tier I support under the WISSP, which is inclusive of a MTSS framework.
- Require the Office of Superintendent of Public Instruction, state agencies, Educational Service Districts (ESDs), Local Education Agencies (LEAs), and early learning partners to prioritize utilization of the WISSP and MTSS frameworks together for use in school and out-of-school time learning settings.

Building Adult Capacity

Build adult capacity and continuity across adult learning that is aligned with the Washington state SEL framework including, but not limited to:

- Supporting SEL integration within educator preparation programs, recognizing that this preservice training makes possible school-wide and community-wide implementation.
- Providing dedicated funding to support SEL early-learning, pre-service, in-service, and out-of-school professional development.
- Encouraging family and community SEL learning opportunities.

Collaboration and Community Partner Engagement

Increase workgroup funding to:

- Cover the costs of committee substitutes and allow for stipends for members not compensated by an organization or agency for their participation.



- Support the engagement of diverse community partners to ensure alignment of developed resources and needed resources with Washington’s SEL guiding principles (culturally responsive, equity, universal design, and trauma informed practices). Funding will support community partner engagement to serve the following purposes:
 - Evaluate use of existing resources and provide opportunities for continuous quality improvement; and
 - Identify, co-design, and co-develop needed resources.

Reporting Requirement

Change reporting from an annual to a biennial legislative report in order to allow the Committee to focus on the tasks outlined in RCW 28A.300.477 and deeper community and partner engagement.

2022 Draft Legislative Recommendations Discussion

State and Regional support structure for implementation of SEL, MTSS, Behavioral Health, and Inclusionary Practices

- MTSS and Inclusive Practices design the education system for equity, access, and inclusion
- Centralized Technical Assistance Center to allow for coordination of foundational elements that impact equitable access to learning for students and to alleviate burden on local districts.
- Districts must have equitable access to the coaching and resources they need to transform their systems.
- MTSS implementation must incorporate SEL and reinforce that SEL exists in all tiers of MTSS

Culturally Responsive and Sustaining SEL Implementation

- It is up to Washington to implement SEL in an equitable way that disrupts the status quo and ensures every student and family is included and belongs.
- A student’s mental health and wellbeing is impacted not only by their individual experiences, but also the environment around them.



- All students and families bring value and assets to our community. The implementation of SEL must recognize and honor the cultural strength of students, their families and the intergenerational relationships that exist.
- Engage students and families in an equitable and accessible way that uplifts the diverse cultures, communities, and experiences they bring.

School Climate and Culture

- The environment that surrounds a student impacts social emotional wellbeing
- Eliminating disproportionately and exclusion
 - School to prison pipeline issues
 - Examine attendance, truancy, and discipline policies
 - Systemwide Inclusionary Practices
- Update the Washington School Improvement Framework (WSIP) to incorporate a school climate measure

Accountability to Family and Community Engagement

- Stipends
- Funding for community engagement and codesign
- Strengthening collaboration with tribal partners in SEL implementation

Assessment

- Brief—SEL, Equity, and Assessment—Research and Community involved in development
- Mandated anti-bias training for observational assessments

Adult Capacity Building

- Educator preparation: Pre-service and in-service support of educators highly needed
- Need for adult SEL, implementation guidance, holistic and integrated consideration of student needs AND educator needs (especially post-pandemic issues of trauma, burnout)
- Need for greater connections with university partners, researchers, technical assistance
- Need for adult SEL training alongside culturally sustaining pedagogy & equity focus



Cross-agency alignment to WA State SEL Framework in current and future work, guidance and technical assistance

- We need more cross-community alignment
- Communication: who is who, and how do we connect?
- It should be less about the groups and more about who leads and decides
- Identifying the internal and external partnerships to ensure all voices are included
- Barriers—just focusing on agencies means you will always miss those who are “outside” the agency. Those are typically the ones that we most need to hear and listen to.
- Is this advisory committee the beginning of this alignment? How do we include all?

Funding Social Emotional Learning (SEL)

- Basic education
- Continuation of SEL grant funding for districts with PD to match implementation
- SEL 101
- Community health shouldn't be siloed from our health care systems
- Grant funding for higher education, especially in partnership with districts
- Fund the mandate for teacher and principal prep programs

Biennial Reporting

Shift to biennial reporting to align with legislative biennium

Multi-Tiered Systems of Support (MTSS)

Presented by:

RJ Monton

Assistant Director of MTSS

Office of the Superintendent of Public Instruction

[MTSS Presentation for SEL Advisory Committee 3.22.22](#)

Public Comment

There was no public comment

Follow Up and Next Steps

Reminders:

- Subcommittees will provide an update on work done



- The next SEL Equity meeting is April 11, 10:00-11:30 AM
- The next SEL Advisory Committee meeting is April 26, 2022

Topics for April SEL Advisory Committee Meeting:

- Trauma-informed SEL practices: Panel
- Legislative update: Tammy Bolen
- Subcommittee update: Leiani Sherwin and Laurie Dils

Additional Resources:

Full Recording of Meeting: [March 22, 2022 SEL Advisory Committee Meeting](#)

Our thanks to Jon Claymore for providing insights on tribal SEL consultation:
[Native Vision - From Where the Sun Rises](#)

