

# SEL Advisory Committee

## Meeting Notes

8:30 AM – 10:30 AM  
 April 23, 2024  
 Zoom

## Attendee List

### Members

- Farheen Al-Mishari
- Anna Armstrong
- Tammy Bolen
- Carola Brenes
- Xyzlora Brownell
- Sarah Butcher
- Lauren Day
- Laurie Dils
- Danielle Eidenberg
- Mary Fertakis
- Danielle Harvey
- Mona Halcomb
- Mona Johnson
- Scott Lehrman
- Lauren Macdonald

- Caryn Park
- Emily Santiago
- Monika Schuller
- Terique Scott
- Leiani Sherwin
- Rayann Silva
- Anna Smith
- Michelle Sorenson
- Nigar Suleman
- Debbie Tully
- Liliana Uribe
- Anita Valdez
- Maddy Vonhoff

### Alternates

- Maxine Alex
- Makenzie Dyer

- Kris Harper
- Suzie Henning
- Jennifer Karls
- Susan Mosby
- Liz Pray
- Rachel Ray
- Jisu Ryu

### OSPI Staff

- Debra Parker – SEL
- Emme Williamson – SEL

### Guests

- Erika Rodriguez – OSPI
- Heather Rees – OSPI

## Announcements & SELebrations

*Debra Parker*

May 28th is our next SELAC meeting. Note: May 27th is a holiday.

### **Subcommittee Meetings:**

#### *SEL Implementation Evaluation*

- May 30, Thursday, 4:00PM-5:00PM

#### *Educator Prep Program*

- May 8, Wednesday, 10:00AM-11:00AM

If you are interested in joining a subcommittee, please reach out to [tammy.bolen@k12.wa.us](mailto:tammy.bolen@k12.wa.us) or [emme.williamson@k12.wa.us](mailto:emme.williamson@k12.wa.us). The Family & Community Engagement and Assessment subcommittee doesn't currently have any meetings scheduled.

## Recommendations Discussion

[2023 Report to the Legislature, Update: Social Emotional Learning in Washington State](#)  
[RCW 28A.300.477: Social-emotional learning committee](#)  
[Student Growth Goal Rubrics \(OSPI\)](#)  
[SEL Professional Learning Day Guidance](#)  
*Tammy Bolen & Caryn Park*

### Recommendation Changes of Note:

It was decided that a needs assessment should be developed with PESB to identify the needs of both higher education preparation programs and K–12 education staff before funding for professional development takes place since the professional development should be based on the needs. It was also decided that the WSSDA recommendation on creating a model policy on SEL Assessment should be held off on until we have done more work on this topic that would inform that model policy.

### Top recommendations based on their total percentage of votes:

1. **2B - 84.7%:** Amend current RCW 28A.200.477 to state that the Committee *should advise* OSPI, PESB, and other state agencies (for example, Health Care Authority, DCYF, etc.) in addition to advising the legislature through reports on SEL.
2. **1A - 46.2%:** Designate funding for SEL within basic education and require districts to implement an integrated system of support (ISS)/Multi-tiered system of support (MTSS) framework.
3. **1B - 38.5%:** Direct OSPI to update the Washington School Improvement Framework (WSIF) to include 1.) a measure of school climate and 2.) the requirement for districts to create a leadership team inclusive of families and community-based organizations to identify systemic changes needed to support the most underserved and underrepresented students.
4. **3A - 38.5%:** Provide funding to the OSPI to develop a needs assessment to identify school (building) educator SEL capacity, understanding of bias, equity, culturally sustaining, trauma-informed and universally designed practices, and SEL implementation process.
5. **5A - 30.8%:** Require Washington State School Directors' Association (WSSDA) to create a model policy for education professionals using observational SEL assessments to receive professional development and coaching on anti-bias, culturally responsive practices, and trauma-informed practices.
6. **2A - 23.1%:** To support increased workload to champion the crucial SEL work identified by this Committee, funding is needed to...develop materials for educators,

disseminate tools, provide support to OSI to serve as liaison

**7. 3B - 23.1%:** Provide funding to districts for school staff to be trained in the WA SEL framework and implementation strategies and practices during professional learning community time.

### Whole Group Discussion

Group #1: Shared perspectives from folks who work in school buildings. Really loved #2 as part of a comprehensive system and are thinking about how the funding could be allocated. Should we have more guidance on how to use that money? #4 and #5 fall back into that. Start with #4 for needs assessment, and then gather what you need with the voices of everyone (#5) and then go to #2. Accountability piece: What is the accountability that we have? Even if the school district has such a strong SEL focus, every building is so different. What does it look like in a building with academic focus, how does SEL work here? #3 this could address some of the accountability.

Group #2: Participants agreed that the family and community engagement piece was missing but this could be embedded in the rationale and the MTSS piece.

Group #3: Participants agreed and liked #1, and #2 caused some pause. Group #3 wasn't sure if they were comfortable with the language here. Some questions about SEL already needing to be integrated into MTSS, like [Ci3T](#). Group decided to put a pause on #2. For the most part, supported #3 but it came down to how and when; monumental system change. Tammy shared perspectives from other states on climate and that this change may take time. Loved the adjustment about PESB and OSPI jointly on #4. There weren't really changes to #5 from the previous iteration which brought ease.

Group #4: This group did not meet and instead the members assigned to this break out room were moved to the other four groups.

Group #5: Participants looked very broadly at the whole perspective. What's here? What's missing? What needs augmentation? Talked about family and community engagement as one of the pillars of our work; may want to revisit the MTSS piece and could possibly address this engagement in the rationale. Participants talked about professional development and educator training. In sequencing it made sense to do needs assessment first, so we have better evidence and reasoning to request further funding. Connection to mental health and how this is a desired focus of discussion in this coming year.

A member requested a short discussion on the [RCW](#) amendment.

Recommendation #1:

*Amend [RCW 28A.300.477](#) to expand the scope of the Committee's advisory role to include advising the Office of the Superintendent of Public Instruction (OSPI), the Professional Educator Standards Board (PESB), and other relevant state agencies such as the Health Care Authority and Department of Children, Youth, and Families (DCYF) on social emotional learning.*

Caryn Park: Since we put out these reports and they haven't really gone anywhere, this is partly a move to make our reports more visible. It's also a call to action for SELAC to figure out how we are going to communicate with each of these agencies.

Tammy Bolen: The law does indicate that we advise OSPI but that's the extent of it.

Sarah Butcher: I appreciate the additions of the ESD, for example. What stays in the recommendations in terms of agencies, I think we have that covered. Let's send out an email announcement to Washington Association of Colleges for Teacher Education (WACTE) to let them know when our report is published, and the Parent Teacher Associations as well.

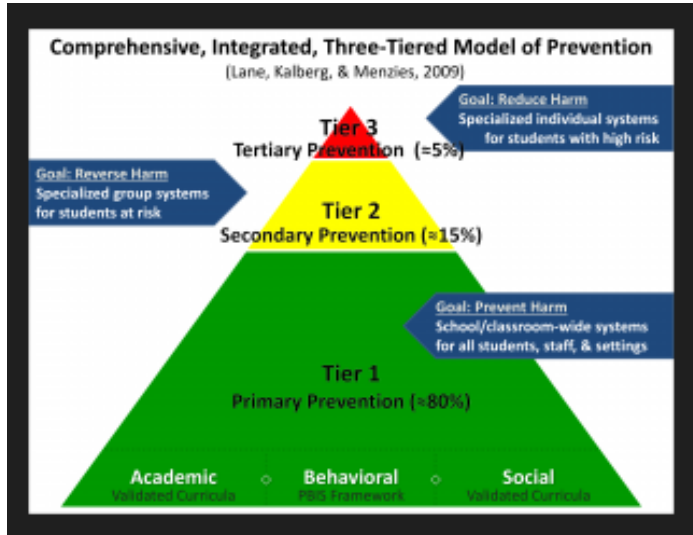
Recommendation #2:

*Designate dedicated basic education funding for Social Emotional Learning integrated in Multi Tiered System of Support (MTSS).*

Sarah: We can get more specific but we may be too prescriptive, wanting a local education agencies (LEAs) to identify what they need. Is it a pool of grant funding? Certain requirements for funding? Use it or lose it? We know that even if SEL is implemented building wide, in difference classrooms may not be receiving SEL in the same way. I'm curious, for others in the group, do we need to get more specific?

Mona Johnson: Washington hasn't told folks which MTSS model they need to use. OESD114 has been promoting academic, behavior, and SEL as whole child and all-inclusive. I hear you loud and clear about equity. Do we need to go ask for money first? Or do we need to look at the frameworks of MTSS and maybe require within schools that it be a comprehensive tiered whole child that includes SEL, so we can equitably provide MTSS? Needs to be a larger statewide push for an inclusive 3 bucket model instead of everybody choosing what bucket they want to focus on. We're missing an

opportunity to influence the current system. Mona shared this tiered model graphic with the SELAC membership.



Emily Santiago: MTSS is not a required initiative, at this point, that all schools are doing but we are asking them to dedicate basic education funding to SEL as part of MTSS. Should it be designating basic ed funding for SEL and then add MTSS back in later?

- Sarah: Maybe the word *implemented* within MTSS feels better than *integrated*. I know we have identified MTSS as important for some time due to equity. Since equity is our focus, this access is important.
- Carola Brenes: I manage an MTSS program statewide managed by the Washington State Health Care Authority (HCA) in partnership with education service districts (ESDs). I agree that there isn't alignment between curriculum and framework with MTSS. There have been efforts to align the MTSS program before each legislative session and they haven't passed. Each time, there wasn't funding attached to it which presented a problem for HCA, because I can't hire anyone with an 0.2. We use MTSS as a framework, and a lot of the frameworks/curriculum have similar things that tie them together. As long as it's being used as a framework, we don't need to use the same curriculum. It's important to note that different screeners and methodology does make it tricky to evaluate the methodology.
- Monika Schuller: I believe we're all here because we want our kids to get SEL and mental health. A lot of the language we have here doesn't tell us what the students are going to be doing. As an educator, I want to know what students get. For the rationale for each, will it explain what a K-12 student will receive if passed? Unfortunately, SEL is not an assessed area.

- Debra Parker: Perhaps we could remove basic education and express that as *whole child*. I recall from the Equity subcommittee meetings that several folks had some concern about “basic ed.” To reply to Monika, since MTSS is data-driven, there might be a way to do some informing that way.
- Sarah: A dedicated intentional stream. I worry that if we take *basic education* out, that wouldn’t be as clear.
  - Emily Santiago: For basic education funding, are there constraints on how this can be used? Some districts, if they had the money, they know what they need to. I would hate for it to be used for something else.
    - Sarah: It would have to be within the proposal. The use of the word *dedicated* here. Largely in Washington we do not put guardrails around what the funding is used for. I don’t think we need to get more prescriptive and dedicated here but we will need to follow up if this gets taken up by legislators.
      - Tammy: this is why the needs assessment is so crucial (#4). We didn’t pull number #2 because we don’t want to stagnate things while we get the needs assessment.

Caryn: Feeling a sense of relief that the five recommendations are doing lots of work. My mind is now turning to the rationale. The importance of getting that right seems more and more important. To be clear, what we’re voting for today is that these are the 5, that they can still be tweaked but these are the 5. And then moving forward, talk about the tweaks of the rationale.

## Vote on the Recommendations

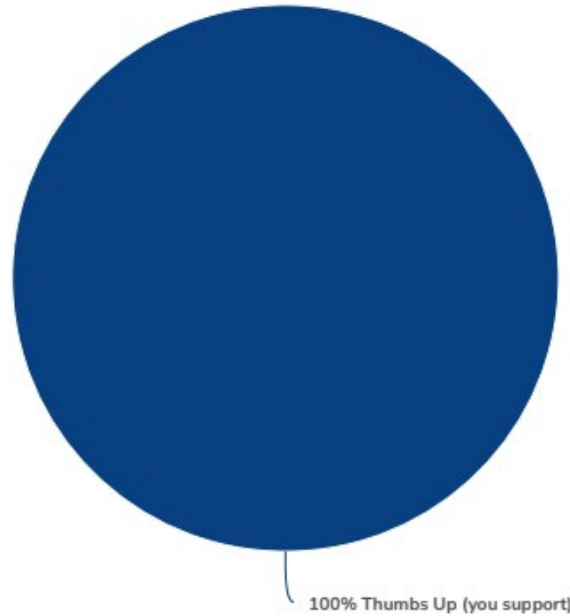
A vote was held on whether the top five recommendations identified would be SELAC’s official recommendations as part of the legislative report. Only members, or their alternates in the absence of the primary member, are allowed to vote. This vote was conducted through an Alchemer survey. Per SELAC’s charter, the group needs 100% consensus to move forward and the voting options were:

- **Thumbs up:** you support the measure.
- **Thumbs to the side:** you are willing to support, but may want more information or discussion (please indicate when making your vote).
- **Thumbs down:** you do not support the item. The committee will not finalize a decision until there are no “thumbs down” positions remaining.

**The results of the vote were completely unanimous to support the five**

**recommendations proposed and move forward with them.**

1. How do you vote on the 2024 SELAC recommendations?



Value	Percent	Responses
Thumbs Up (you support)	100.0%	15
		<b>Totals: 15</b>

## Rationale Discussion

SELAC members met in breakout rooms to discuss the rationale for the legislative report. Members discussed what key points they would like to be considered in the rationale for each recommendation and the summary is below.

### Breakout Group #1

1. Inclusion of more stakeholders is important to ensure understanding of SEL is expanded, the work is happening, more resources brought into buildings.
2. Emphasis on high needs buildings that want to implement MTSS (language of “dedicated” funding, fidelity of implementation, need to make the case for the return on investment [ROI]).

3. Acknowledge to importance of SEL, not just a focus on academics, when adding climate element to WSIF.
4. Need to get a state-wide view, recognizing that things look different in different buildings. What we fund and measure is a reflection of our values.

### Breakout Group #2

1. Long term sustainability and collaboration. Communicating with organizations that aren't state agencies as well.
2. Sustainability of funding for integration of SEL that is sustainable. Concern about not enough Tier 2 and Tier 3 supports; SEL skills can help prevent and mitigate crisis in the long term.
3. Allows for consistent implementation across the state. Measurable so progress can be seen and goals set yearly.
4. Educator and administrator candidates are prepared for SEL in the classroom and school. PESB oversees educator preparation, so partnership between PESB and OSPI is critical for implementation.
5. Giving resources to help educators and districts with implementation.

### Breakout Group #3

1. There are lots of partners (vs. advise) we should be partnering/communicating with beyond those noted above (e.g., WACTE, Early Learning, PTSA, State Board, AESD). PESB oversees accreditation so WACTE may not be needed.
2. Bring in impact on students into this; whole child focus; not just about curriculum or morning assessment; must be integrated.
3. Including climate measure data is a more full picture of the whole child support needed & happening in schools. This would be adding another point of accountability that happens anyway & is inclusive of SEL. Climate is an essential element of SEL implementation.
4. There is a need (and financial wisdom) in funding training for future educators as well as current educators.
5. Support.

### Breakout Group #4

There were no members or discussion in this breakout group.



## Breakout Group #5

1. Rationale could focus on accountability for recommendations.
2. Rationale should include strong recommendation for inclusion of family and community engagement as a foundational element of effective SEL implementation. Specifically, we want to speak to and address any climate of mistrust that might be present around SEL.
3. Rationale could focus on accountability for meeting goals and identifiable outcomes. OSPI has a top-down approach. Let's focus on how to create more buy-in from all groups (bottom up).
4. (And for all of the rationale) Reinforce the impact of SEL on students, families, and educators. Are there consequences for omission of SEL? What are the accountability measures? Importance of adult capacity in SEL implementation to avoid "check-box" approaches. Implementation guidelines needed across WA state.
5. Suggest returning to previous reports for rationale on this one.

## **Public Comment**

[Public Comment Submission Link](#)

*Emme Williamson*

Sara Weelborg, ARNP supplied the following public comment:

"As a psychiatric nurse practitioner treating adults, I have spoken with numerous patients over the years who have struggled with mental illness, failed relationships, and substance use disorders who tell me they wished they had learned therapeutic skills earlier in life. Specifically, at the residential substance use disorder facility I work at, I often hear that patients wish they had been exposed to dialectical behavior therapy skills earlier in life, that they feel they would have been able to cope better with adversity and would have had more successful interpersonal relationships. Social emotional learning (which encompasses some dialectical behavior therapy concepts) is a proactive, upstream method of addressing challenges that could become more severe and disabling later in life."

## **Focus Areas & Subcommittees**

*Debra Parker, Sarah Butcher, Suzie Henning*

## **Subcommittee Meetings**

### *SEL Implementation Evaluation*

- May 30, Thursday, 4:00PM-5:00PM

### *Educator Prep Program*

- May 8, Wednesday, 10:00AM-11:00AM

## **SEL Assessment**

Debra Parker: developing some guardrails around student assessment. Want to make sure we have school-based guidance. In the next few weeks, we will be reaching out to set up meetings for the SEL Assessment. We've mostly been working on assessment as a whole group, but it would be great to get subcommittee work launched to consider next steps.

## **Family & Community Engagement**

Sarah Butcher: how do we develop tools and resources coming from the state level. Co-designing/developing with families and communities. We have had a statewide family and community engagement center coming online this past year. Community Conversation Toolkit being launched shortly. Would love to discuss how SEL resources anchor into that.

## **SEL Implementation Evaluation**

Tammy Bolen: to determine how SEL has been implemented across the state and how to support districts, specifically with adult learners and then students. We are looking at current data already collected (from Office of Student Improvement, Laurie Dils on K-3, etc.) Our first step will be to look into and dive into these data pieces. Josh Lane was co-lead; he took another job and needed to step down. Looking for a co-lead. If you're based in a school, or know someone, please reach out to us. We did reach out to those who applied to SELAC but didn't have openings; folks are joining us from that. Adult practices for implementation.

## **SEL Educator Preparation**

Suzie Henning: Last year, we did a year long book study with Markowitz and her team in California. Been focused on systemwide collab with educators and ed prep programs, and other orgs working with WA students and educators. Been presenting to Washington Association of Colleges for Teacher Education (WACTE) and have a presentation this week. We are starting a collaborative for Ed Prep programs so we can more effectively share all the good stuff that's happening across our state.

## Next Steps and Reflections

*Tammy Bolen*

1. OSPI SEL staff and co-chairs will finalize rationale.
2. The recommendations and rationale will be sent via email prior to the May SELAC meeting.
3. Review the final Legislative Report during the May 28th SELAC meeting.

There will be a follow-up email regarding the June 2024 in-person meeting. If you have questions, please reach out to [Emme.Williamson@k12.wa.us](mailto:Emme.Williamson@k12.wa.us).

## Additional Materials

[Washington Tribes Map](#)

[SEL Advisory Committee Web Page](#)