

# SEL Advisory Committee

## Meeting Notes

8:30 AM – 10:30 AM  
 May 28, 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

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

### OSPI Staff

- Debra Parker – SEL
- Emme Williamson – SEL

### Guests

- Kylie Massey – OSPI
- Erika Rodriguez – OSPI

## Announcements & SELebrations

*Debra Parker*

Next Meeting is In-Person, Friday, June 21, 8:00AM-5:00PM at the [Puget Sound Skills Center](#) in SeaTac (18010 8th Ave S, SeaTac, WA 98148). RSVP no later than Friday, May 31 via survey.

### **Subcommittee Meetings**

- SEL Implementation Evaluation: Thursday, May 30th, 4–5pm
- Educator Prep Program: Wednesday, June 12, 10–11am

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.

Maddy Vonhoff identified an advocacy opportunity for SELAC members through Committee for Children. Opportunities to speak with: T'wina Nobles, Jamie Pedersen, June Robinson, Lisa Wellman, Claire Wilson, Sharon Tomiko Santos, Skyler Rude, Carolyn Eslick, Tana Senn, Lillian Ortiz-Self, Lisa Callan, Joe Timmons, Steve Bergquist, Gerry Pollet, Monica Jurado Stonier, Nicole Macri, Tina Orwall. If interested in learning more, please email [mvonhoff@cfchildren.org](mailto:mvonhoff@cfchildren.org).

## June Meeting Planning

*Debra Parker & Emme Williamson*

Work is under way to plan out the June meeting. Refreshments will be available in the morning and lunch will be available as well. Suzie Henning has offered to lead us in an inclusionary welcome.

In previous meetings, folks mentioned that they would like to spend time working in subcommittees and discussing advocacy, in addition to some kind of community engagement. During our June meeting we plan to: review and adjust our Charter, map out monthly meeting themes/topics (including planning our joint meeting with the EGOAC), and updates from each subcommittee with time for questions and answers.

## Recommendations Process Discussion

*Xyzlora Brownell*

[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](#)

In February, we reviewed the recommendations and began a general discussion. Mainly, we discussed continuing with the current recommendations. We discussed:

- Tailoring our language to our audience
- Clarifying our asks
- Simplifying and trimming down overall
- All were asked to review the recommendations in detail before the March meeting.

In March, we again spent time reviewing the recommendations and had guiding questions to help think about prioritizing the recommendations. The members spent time in the breakout rooms discussing their reasoning for prioritizing. Using the temperature check polls, the SEL & Equity subcommittee discussed how to move forward and discussed concerns. The SEL & Equity subcommittee then used criteria to review the top 7 recommendations and discussed changes needed.

In April, we spent time reading and discussing the edits. In breakout rooms, groups wrote suggestions to include in the rationale. A draft was written and sent to members to review for major concerns.

The Committee then went into breakout rooms to discuss the following questions:

- What did you think went well in this year's process?
- What could be improved about this process?
- How do we want to approach the legislative recommendations going forward?

### **Room 1: Susan Mosby, Makenzie Dyer, Xyzlora Brownell**

Xyzlora: We liked how we took that step back to dig deep and look, organizing the priorities, and how we spent time getting in-depth feedback from the committee. Some of the struggles: getting legislative buy-in and how they met us before really understanding what we were asking for. Another improvement could be bringing in partners (like PESB) a little sooner to help with those asks and advocacy, as well as the organizations and constituents the members are representing. Maybe a mini-retreat in-person could help us dive into this work.

### **Room 2: Emily Santiago, Lauren Macdonald, Michelle Sorensen**

Michelle Sorensen: database decision making through polls and variety of participation options. Felt like voices were heard, convos/decisions were slowed down to give time to make sure folks were heard. Improvements: narrowing the scope of recommendations a little earlier. Thinking about GR and Maddy to build partnerships, around advocacy, partnering earlier throughout the year. Like the idea of a legislative subcommittee that's working on it throughout the year and updating and revising as we go along. Having those days to meet in-person can be hard for a lot of those who work in schools (especially February and March). In light of budget cuts and concerns around state budgets, being thoughtful of what the asks were around funding.

### **Room 3: Lauren Day, Mary Fertakis; Kylie Massey (OSPI), Debra Parker (OSPI)**

Kylie Massey: Sequencing and pacing went well, specifically backing it up towards the

foundations first, to move forward. Clear presentation of information and helpful orientation for new members. In terms of improvements, we feel similarly to what others have shared. How do we “cross pollinate” with other initiatives? How can we intentionally partner with other agencies or divisions within the same agency to look for intersection, elevation, cross-referencing? How can we build those connections before the legislative session? Elevating issues that overlap and pairing down what is important.

#### **Room 4: Maddy Vonhoff, Kristine Harper, Suzie Henning, Caryn Park**

Suzie Henning: Across the board we felt there were some real strengths: the pacing felt good and opportunities to provide feedback in an ongoing way (various ways to share, small/large group, polling). Liked that we didn’t have to do in one meeting (more think time). Some ideas moving forward: in addition to having the recommendations, having a plan for how we’re going to share those recommendations (how to share out, how to know if it’s successful in reaching the groups we hope it will reach). Having a plan for what to do with the document.

#### **Room 5: Anna Smith, Monika Schuller, Danielle Eidenburg**

Monika Schuller: Two of us work directly in the school with children, families, and teachers. We were discussing how SELAC was working and the importance of legislature within our positions. Our hands are tied because administrators aren’t being required to move forward with SEL and MTSS. One of the ways to get them involved is through a bill or through communication from OSPI. The importance of making sure we move forward with these legislative asks. We compared our SELAC focus with that of the legislature. I believe that we need to focus certain days on the legislature and then focus the committee on collaboration with others: MTSS, attendance, etc. How can we create accountability through school districts? We need finances to back implementation, but accountability is the important and missing piece.

## **Focus Areas of Work, Subcommittee Planning/Work**

*Debra Parker*

### **SEL Assessment:**

Gather family, community, and educator perspective on SEL assessment. Review and create a guidance brief or decision tree for districts to use as they consider assessing student social emotional skills.

Subcommittee Members:

Caryn Park, Debra Parker, Emily Santiago, Lauren Macdonald, Laurie Dils,

Rayann Silva, Leslie Van Leishout

- Need for common language (clear definition and differentiations)
- How to choose an assessment tool (consider culture & equity)
- Should the committee create a list of recommended assessment tools?
- Guide should include training for staff
- What is being measured, to what extent, and purpose?
- How can we align SEL assessments within MTSS?
- What data is collected and how is it influencing SEL practices? i.e. teaching practices, discipline practices

Next Steps:

- Determine how to gather information about current state of assessment
- Panelists/Listening sessions-educators, families, students, administrators?
- Surveys?

### **Family and Community Engagement:**

Work on developing an SEL focused companion module for a family and community engagement tool that school districts can use to build meaningful family/school partnerships for SEL Implementation. Building on the Washington State Family Engagement Center. There is a tool that the FEC is utilizing around family and community convos to talk about areas of focus for the community. We will be developing tools around SEL that can be leveraged through that belonging and community conversations.

Subcommittee Members:

Lead: Sarah Butcher

Danielle Eidenberg, Mary Fertakis, Maxine Alex, Xyzlora Brownell, Maddy Vonhoff, Lauren Day

- Use Data from HYS and ACA student story recordings to inform work
- What are some key performance indicators for family & community engagement?
- Develop partnerships with CBOs
- SBE work- students and families feel lack of belonging (share presentation when data is ready)
- Create list of existing resources. Audit and vet for potential uses

Next Steps:

- Identify key performance measures to gauge success
- Line up presentation from: State Board of Education and/or Maxine from OSPI Office of Native Education (ONE)
- Review existing resources, briefs and focus on equity

### **SEL Implementation Evaluation:**

Determine how SEL has been implemented across the state and how to support districts' use of SEL, specifically with (initially) adult learners, then students.

Subcommittee Members:

Lead: Tammy Bolen

Carola Brenes, Suzie Henning, Mona Johnson, Andrew Schoonover, Monika Schuller, Lauren Mendez.

- Lift up local voice
- What is great evidence of SEL Implementation?
- Student and Family survey info is needed to truly understand implementation
- Training and ongoing support for adult capacity
- We need to consider data on embedded SEL practices that is reinforced in school cultures
- How are educators doing and what prep is being done for pre-service/in-service teachers?
- Take time to ground committee in latest national research

Key to implementation is whether the environment is ready/present for systemic and comprehensive SEL implementation.

### **Next Steps:**

- Connect with MTSS team
- Review existing tools and determine framework to use for evaluation

*Who do you need on that committee to make sure it's well rounded and well informed?*

### **Implementation:**

Tammy Bolen: Looking at other sources of data and the process. Suzie reminded us of the implementation guide as a framework for this work we're doing.

### **Family & Community:**

Sarah Butcher: Identifying action steps. How do we co-develop and co-design these tools and resources with the families? Modeling the steps ourselves.

### **SEL Assessment:**

Emily Santiago: Talking about the goal. Should we create an instrument? Decision tree seems like the best to meet the unique needs of each district. If we help build the decision tree, hopefully this will help guide them. It's hard to pull assessment away from MTSS as it's interconnected.

Debra: Comprehensive tool that speaks to helping the adults their own SEL skills. Equity piece, addressing biases.

Action Item: Emme to send out a scheduling poll per Debra.

### **Reflections from new folks:**

Anna Smith: Talking about data. Went to implementation & evaluation for adults. Got to write this Developed Comprehensive school counseling program at Cape Flattery. Within that plan, we could ask if they want to share CSCP plans? Could have a lot SEL assessment: within there, it tells you what program they're using for SEL. Could have lots of useful data.

Summer Lawmaker meetings: Friendly reminder to email Maddy Vonhoff at [mvonhoff@cfchildren.org](mailto:mvonhoff@cfchildren.org) if folks would like to join us for a lawmaker as it aligns with your schedule!

## **Public Comment**

[Public Comment Submission Link](#)

*Emme Williamson*

No public comment was given.

## **Next Steps and Reflections**

*Tammy Bolen*

- Attend the in-person meeting on Friday, June 21!
- Review legislative report (received via email) major concerns, grammar will go through OSPI Communication and Government Relations. Please do that by

Friday, June 7, 2024.

If you have questions, please reach out to [Emme.Williamson@k12.wa.us](mailto:Emme.Williamson@k12.wa.us).

## **Committee Co-Chair Position Opening**

*Caryn Park*

Commitments:

- 1 pre-planning and 1 debrief monthly meeting
- Planning and decision-making
- Review and approve work
- Attend and help lead regular monthly meetings
- Take part in Equity Subcommittee meetings as necessary

If you'd like to connect about the co-chair position, please reach out to [cpark2@antioch.edu](mailto:cpark2@antioch.edu).

## **Additional Materials**

[Washington Tribes Map](#)

[SEL Advisory Committee Web Page](#)