

SEL Advisory Committee

Meeting Agenda

9:00AM–3:45PM
January 27, 2025
[Zoom](#)

Time	Item
9:00–9:10	Opening / Announcements & Updates
9:10–9:30	Inclusive Welcome
9:30–10:30	Student Panel
10:30–10:35	Break
10:35–11:35	Parent & Family Panel
11:35–12:00	Debrief Panel Discussions
12:00–1:00	Lunch
1:00–1:25	Learning Standards
1:25–2:00	Legislative Recommendations Overview
2:00–2:50	Subcommittee Recommendations Work
2:50–3:00	Break
3:00–3:20	Subcommittee Updates
3:20–3:25	Open Discussion
3:25–3:30	Public Comment
3:30–3:45	Intentional Close

Attendance

	Name		Name		Name
X	Suzie Henning	X	Xyzlora Brownell	X	Debra Parker
X	Caryn Park	X	Nigar Suleman	X	Anna Armstrong
X	Anna Hernandez-French	X	Christopher Belisle	X	Danielle Eidenberg
X	Frieda Takamura	X	Gavin Ahumada	X	Joshua Kent
X	Kris Harper	X	Laurie Dils	X	Leiani Sherwin
X	Liana Jennings	X	Mackenzie Rosner	X	Maddy Vonhoff
X	Makenzie Dyer	X	Mary Fertakis	X	Monika Schuller
X	Tammy Bolen	X	Emily Santiago	X	Sara Butcher
X	Sharman Ensminger	X	Sheila Wilson	X	Tiffany Moss
X	Allie McFarlane	X	Gayle Flemming	X	Geraline Tom
X	Cynthia Tamayo	X	Erika Rodriguez	X	Qibo Fan
X	Suzanne Daw	X	Shivani Bhana	X	Kara Todd
X	Angela Allen	X	Christian Stark		Carola Brenes
	Tabatha Copeland		Lauren Day		Jeannie Dodd
	Demetricia Hodges		Dr. Mona Johnson		James Layman
	Lauren Macdonald		Rayann Silva		Anna Smith

Social Emotional Learning Advisory Committee (SELAC) January 27, 2025 Meeting Notes

Opening/Announcements & Updates

Debra Parker opened the meeting with a welcome, greeting, introducing Co-Chairs and OSPI Support Staff, [Tribal Acknowledgement](#), OSPI Equity Statement, Committee Purpose, Protocols and Community Agreements for the committee

Inclusive Welcome

Caryn Park facilitated a session involving group discussion, reflection, and breakout rooms. Participants later reconvened in a large group to share their reflections, focusing on new connections made and social-emotional learning (SEL) skills employed during the activity.

Debra Parker welcomed new committee members and acknowledged all guests.



Frieda Takamura expressed her pleasure in representing EOGAC, acknowledging the previous representative, and shared her excitement about being there.

Tiffany Moss is representing WASSW. She has extensive experience in community mental health and is currently in her fourth year of working in school social work. She is replacing Michelle Sorensen, thank you, Michelle, for the time you served on the committee.

Co-Chair, Suzie Henning extended a welcome, expressing excitement about hearing from families and students on their SEL experiences. In addition, shared gratitude for James Layman and Nigar Suleman for their efforts in making these panels happen.

Student Panel

Co-chair, Suzie Henning, facilitated a panel of students representing the Association of Washington Student Leaders (AWSL). The students took a moment to introduce themselves. Liana Jennings she/her, a Junior at Henry M Jackson Highschool in the Everett School District; Gavin Ahumada he/him, Junior at University Highschool in Central Valley School District; Allie McFarlane she/her, Sophomore at Woodinville Highschool in Northshore School District; Kenzie Rosner (technical difficulties during introductions)

Question: Describe experiences as a student and how SEL has been practiced at your school.

Definition of SEL: Skills in practicing social awareness, relationship building, participating as an actor in society, awareness of one's role in the world, and lifelong skills to be successful as a person and scholar.

Gavin: weekly advisory classes with grade members, panorama surveys which help students cope with stress, link crew (crimson crew) - upperclassmen who mentor freshmen and build relationships to help students feel like they belong

Liana: once a week we set aside one class period where we do SEL lessons, art and emotional activities; link crew and relationship building

Allie: strong emotional connection with counselors and specialty counselors, notices this stands apart from her last school, teachers and counselors are engaged and support students more than she has seen before, ASB assists and mentors, medical program/real life simulation, link crew, cocoa & crayon (group to come together and study for finals), very supportive school

Kenzie: link crew (being a part of it), working with freshmen to feel connected in the school, check in during finals, building more relationships, teachers and counselors are invested in mental/physical health and check in, ASB on top of things and do lots of out of school and lunch activities to bring everyone together, trying to go more into the community and connecting more on an emotional level (ASB)

Question: What are some examples you have had of successful school experiences with SEL lessons or activities?

Allie: comparing old school/new school (just transferred); math teacher is very involved and will make game plans for students if they are not mentally ready for tests (is flexible) - notices that this is pretty standard for all of the teachers there

Gavin: clarify question – are you wanting to know about curriculum? (Yes), middle school had a lot of SEL, high school has titan time (Mondays) - two 30-minute classes T/W which can be study time or 1 on 1 time with students/teachers (can change weekly)

Liana – safe spaces and coping mechanisms during SEL lessons: this transferred well into real life (a friend attempted suicide freshman year, and she felt comfortable with reaching out to school support system)

Kenzie: competing with grade levels (school spirit – verde loco? In March), building comradery and social time into daily school life

Question: We are an advisory committee for effective state-wide SEL implementation. What **recommendations** would you ask us to consider to improve the way SEL is taught at your school?

Liana: truly believes that this generation is the most in tune to their SE lives, more support and education for teachers in this area because there is a gap between this generation and the teachers generation – teachers not understanding emotions and social/lack of awareness, generations not understanding it can be damaging (joking, intentionality); being called out for a wrong answer, being lined up by size in PE and told jersey size based on what male PE teacher saw

Gavin: SEL can be unclear (both parents are teachers) and hears about the high school and elementary training and the difference between; notices a discrepancy, seems to be more of an emphasis on SEL in elementary school vs high school, he notices this as a student as well

Allie: more SEL throughout curriculum, lack of this at her school, classes are not in depth and SEL is not emphasized unless an extra/specialty class when it could be implemented throughout curriculum, made to be a day to day not just special assemblies and events

Kenzie: student surveys on this, not a ton of SEL throughout curriculum other than leadership/ASB/health classes, could be better if involved throughout curriculum and SEL throughout students/school wide (no phone policy which is building more connections during class)

Open Share: Is there anything you are hoping to say/share today that you didn't get to or anything you'd like to respond to that someone else said?

Gavin: an important aspect of SEL (Student led HS), his has "fanny pack Friday" - filled with candy and introduce yourself to new people, students can have a huge role in SEL

Liana: appreciates the opportunity, this generation is taught more to manage emotions and appreciates the opportunity to share and give input on how this is incorporated into schools

Committee Member Questions:

Laurie Dils: Question for Liana: SEL happens during 2nd period and doesn't matter class/content area. What does SEL look like in the different classes and how teachers incorporate it?

Liana: Pack time (Thursday), additional condensed period after 2nd period (currently in intro to law) for SEL time. Teachers receive email from principal/counselor about what the SEL lesson is for the day

Kris Harper: You want more curriculum throughout your classes. In a perfect world what would this look like to you to have SEL throughout?

Allie: 3rd period block period – announcements happen, could incorporate SEL into this period because it is a larger period and one day per week for a larger lesson

Gavin: clarify the question – incorporating SEL throughout all curriculum? Wouldn't thrive in a curriculum where it is throughout all day/every day. Appreciates the once-a-week lesson and being intentional about connecting with others every day

Liana: hard to embed SEL in everything, have noticed her teachers have tried to embed SEL more in greeting, themed days (Mindful Mondays, Thankful Thursdays), outside of education

Kenzie: every day teacher starts out with random questions and have a conversation/discussion that may not have to do with the class itself

Anna Armstrong: Rural school district (k-12 360 students). Student safety – do you believe these SEL activities and curriculum are getting to most students. Concerned with quieter students, are all students being reached with these activities?

Liana: larger HS (2200 students) is harder to reach all students, surveys are helpful for check in and another way for quieter students to give feedback and helps reach more students

Allie: more introverted students are included because teachers take the information for SEL curriculum and apply it as much as they can/infuse knowledge throughout, feels like the community who is involved makes a point to reach out to students who are quieter/who don't want to reach out themselves

Gavin: thinks that it is harder to reach all the students in a large school, SEL requires more positive school culture which requires teachers and students to be involved and is a longer process to train teachers/PD, and support student leaders

Kenzie: technical difficulties / ASB president and friends, leadership students, Thursdays greeting crew (music, high fives)

Joshua Kent: SEL and mental health connection – how are mental health topics covered during SEL or how would you like to see more MH discussions?

Allie: MH is really connected to SEL, most important, check-ins with counselors (MH counselor helped with a predatory coach), SEL/MH topics covered briefly throughout but really in depth in health class, could definitely be implemented more in all classes

Liana: are you asking about things we can work on or our experiences? (both) Gets overwhelmed with schoolwork, school can be damaging, transitions are hard, personally she needs breaks when feeling overwhelmed, when students are falling asleep in class teachers sending them on a walk to refocus (not negative)

Gavin: SEL seems minimally relating to MH, some teachers openly share their experience and what they deal with to open the conversation but could be improved

Tiffany Moss: is integration more useful than lessons? Do you see more learning/needs met during integration and relationship building rather than the lessons?

Allie: lessons are beneficial but lots of students are not paying attention, and some teachers breeze over it. One on one is more personal and feels more supportive. Daily relationship more beneficial

Liana: always easier to understand and learn when something is more personal to you, vulnerability, feeling seen makes it easier to be a student

Gavin: Yes, integration of SEL is much more affective than formal curriculum, more engaging, people are the most important aspect of SEL

Tiffany, follow up: Seeing the integration in the classes, is it valuable to have it integrated before tests or in the morning, etc.? Having lessons on MH and test taking, sleeping, etc. Would this be beneficial?

Liana: Yes, especially one on one. Taking the little moments shows you how to apply it.

Caryn Park: If you could change one thing about school life that would support your social emotional wellbeing, what would that be?

Liana: with finals coming up it is hard to connect with all teachers, knowing teachers are listening to me and responding to students' emails

Allie: teachers drop importance of MH around finals, still taking the time to check in on your students and not piling the work on, understanding students are stressed out

Gavin: more intentionality from teachers to make everyone feel like they belong

Suzie concluded by expressing gratitude to the students, their parents, and teachers for an eye-opening panel. She emphasized the goal of making social-emotional learning (SEL) more effective for the students.

Parent & Family Panel

Xzylora Brownell welcomes the group back from break and introduces the next panel, including parents representing the Washington Parent Teacher Association (WPTA). The panel takes a moment to introduce themselves and the grades of their student(s). Suzanne Daw, Three kids through Issaquah School District, youngest a Jr. At Skyline Highschool (2 graduated); Qibo Fan, Three kids in Issaquah School District, 3rd grader Cascade Ridge, 7th Beaver Lake, 9th Skyline Highschool; Shivani Bhana, Three kids Issaquah School District, 5th Cascade Ridge, 7th Beaver Lake, 9th Skyline Highschool; Nigar Suleman, Three kids through Issaquah School District, one child at Beaver Lake (2 graduated)

Question: Given your experiences as a parent or guardian, how would you describe **the way SEL is practiced** in your child(ren)s' school?

Qibo: elementary curriculum/younger is engaged and enjoys it but it is becoming repetitive, 7th & 9th graders have tuned out SEL – the feedback is that the videos are not relevant because the language in the videos is not the way students speak, and educators are not invested. SEL not taught as regularly in HS vs Elementary

Shivani: SEL sporadic lessons, repetitive, focus has been on naming mental illnesses vs coping tools (in high school); elementary schools lessons are more involved but educators calling on students without students wanting that and kids then disengage and are not comfortable, not blended throughout curriculum

Suzanne: echoing Qibo & Shivani, feels like a requirement they are checking off rather than something they are supposed to focus on, SEL seemed more intentional during pandemic, it is not very integrated, recognized as a separate thing they are learning but then not applied/no teaching moments during other classes/throughout the day, HS – can feel condescending

Nigar: SEL started during the pandemic and child was in HS, during a conflict situation – seemed like this was a one off, educators not invested (seems like they are checking a box)

Question: What are some examples you have had, or your child(ren) have shared of **successful school experiences** with SEL? (Activities, school events, stories home, homework, etc.)

Qibo: belly breath song, breathing techniques

Suzanne: students of the month (teacher nominated and social emotional geared) - this is important to recognize in highschoolers, during college acceptance/rejections Skyline had a wall of rejection letters that kids could put their letters on to normalize it and was helpful for students to see that they are not alone in this/they are in it together

Nigar: social emotional connections with other students, middle school used to share when lessons were happening and at home reinforcements of the lessons which was helpful

Shivani: parent involvement (more in certain grades), elementary levels caught their attention and was beyond the theoretical

Question: We are an advisory committee for effective state-wide SEL implementation. What **recommendations** would you ask us to consider **to improve** the way SEL is taught at your child(ren)'s school?

Nigar: Is it reaching kids who need it the most (question during student panel), can we evolve SEL to reflect the changing/growing years, brain breaks/being mindful of pressure and overwhelm in high school

Suzanne: more student engagement with the topic, culture – a lot of bullying and cliques – student government building a culture amongst themselves and not crossing social groups (SpEd student not involved/isolated) - better understanding of each other

Qibo: agree with Suzanne, also there is not a lot of physical space for kids to meet up/hang out in the area, hard to get kids out of screen time, can schools be a place before/after for activities together? Offer more opportunities for in person interaction

Shivani: agree. Participating is a big draw card for middle schoolers and high schoolers but currently the "I'm too cool" mentality, we have to make it work, other programs have success – gentle 15-minute lesson at beginning of the week and then work on it all week (incorporating tools – what do I do if my friend has symptoms of mental illness?) example: breathing techniques – practice all week and bring lessons into the home (email parents) - this will impact substance abuse, anxiety, depression

Qibo: elementary school had a kids/families play session with different educational games/stations, teachers were teaching parents how to play with their kids

Suzanne: how to deal/not to deal with others, sharing personal connections, looking at fictional characters and how kids can relate to characters, building in an awareness of human dynamics and recognizing how it affects everybody, component of mandatory to affect the whole community – we tend to get all the same people participating, systems in place to facilitate opportunities where kids are forced to have interactions they wouldn't otherwise have

Nigar: intentions are high at the beginning of the year but checking in throughout the year to see if everyone is still involved/engaged

Open Share Opportunity: No Engagement

Committee Questions

Suzie: Thank you for your experiences. Qibo, appreciated the share about parent learning/SEL lesson in elementary. Is this happening at all in conferencing? Are teachers sharing SEL observations or giving ways to integrate at home?

Qibo: it seems parents have to seek those answers and be aware of what SEL is and what is being taught

Shivani: we have a great community of very involved parents, but many do not know what SEL is, would be great to educate parents on this so they do know

Kris H: any suggestions for keeping parents engaged?

Suzanne: asking parents directly, specific questions around culture/climate, etc.

Nigar: inviting parents into a space where we are seeking advice and feedback, intentional visibility of SEL, elevate it (SEL) - frame it as a preemptive to MH/skillset, beginning of the year is a great time to share all this and should check in throughout the year to continue engagement, making SEL a part of basic education

Shivani: yes, bringing SEL into basic education so children grow up with the necessary skills, bridging the gap to include a variety of kids to help us improve how we communicate

Suzanne: yes, involve students, students will be engaged in anything they think they need not if we say they need it

Qibo: fostering communication between families and kids, language appropriate material for kids to bring parents, educate parents and start at elementary level and build from there

Danielle Eidenberg: Have any of you seen examples of ways that the lessons around SEL and improving a sense of relationships have happened in the schools?

Suzanne: there is a big need for this, it is not happening how it could

Nigar: initiatives that take place from middle school to high school and elementary to middle, kids welcoming new students to the school and build relationships and create a sense of belonging

Suzanne: yes, and it seems to be the same people signing up

Shivani: engage the parents, give tools for kids to be successful humans

Monika Schuller: much of the curriculum we are adopting in WA is digital, do you know what curriculum your kids are using? Have you been informed as a parent? What is the SEL curriculum? It seems like our children are looking at a screen so much, I am concerned that they only learn relationship skills by watching a screen and a lot of the SEL targeted skills that are through a screen. What do you think?

Nigar: they do not name the curriculum when sending information about lessons, but it is information that is available on the district website / Seattle based company. Yes, we need to expand SEL and do the check ins (what they learn here, can they adapt to a real-life situation)

Suzanne: ironic if SEL is done in a silo and on a screen when the idea is building a relationship with yourself and others, I think this of a lecture too, it needs to be more participatory and more back and forth to be able to retain/implement

Nigar: it can be as simple as writing something on a whiteboard and breaking kids into groups and small group discussion on the theme of the day, sometimes it is just about developing intrapersonal skills and being aware of others perspectives

Sheila Wilson: Expressed gratitude and shared that they work in the Outdoor Learning Grant Program at OSPI. Highlighted that the legislation for the grant prioritizes social-emotional learning (SEL), which is beneficial as it disrupts the norm and breaks up cliques. They expressed a desire to collaborate with others on outdoor learning and SEL.

Xyzlora concluded by thanking everyone for taking the time to share. She emphasized the meaningfulness of hearing about the experiences of students and their families at their schools.

Debrief Panel Discussion

Suzie opens up the discussion for impressions, thoughts and comments.

The group discussed the crucial integration of social-emotional learning (SEL). They emphasized the importance of considering insights from diverse families, addressing barriers, and ensuring equity. Making connections and being seen and heard were highlighted as essential components. OSPI's development and expansion of SEL content integration modules were noted. Participants appreciated high school activities that help students feel welcomed and the role of peer-to-peer connectors. Concerns were raised about students and teachers being disconnected on SEL levels. Increasing a sense of belonging for all students was considered foundational, with opportunities needing to be integrated and reinforced organically. Building relationships with students and enhancing teacher skills were seen as priorities, and addressing disengaged students, including introverts, was important. The potential role of diverse groups of

students and community resources in SEL was explored. The importance of language used in SEL to resonate with students was emphasized. Participants discussed the significance of adult capacity, student engagement, and involvement in SEL. Making SEL more kid-focused and obtaining student feedback on SEL programs' effectiveness were highlighted. Addressing educators being out of touch with the current world through professional development was considered important. The importance of modeling SEL skills by educators was underscored. Teaching SEL to teachers and incorporating it into educator prep programs were discussed. The intersection of SEL with CCDEI standards and the importance of family and community engagement were noted. The need for diversity in the educator workforce and the benefits of community grants and partnerships were emphasized. The development of a tool for districts to assess their SEL involvement was suggested. Recruiting high school students to become diverse educators was considered important. Specific examples of harm underscored the importance of SEL. Aligning state SEL standards with CASEL's work was suggested. Weaving SEL into all student learning standards and reinforcing it throughout the school day were highlighted. Finally, the importance of encouraging honest conversations and creating opportunities for connecting around vulnerability in the SEL journey was discussed.

Suzie concluded the session by encouraging everyone to reflect on the patterns discussed in the panels during lunch. She asked the group to consider their next steps, both in subcommittees and as a whole, to integrate these insights into their ongoing work.

Learning Standards

Angela Allen & Kara Todd

The team is revising learning standards for math, science, and ELA, continuously modifying and collecting feedback to develop a useful product for teachers and schools to support parents and students. Their goals include refining and clarifying existing standards, developing guidance for educators, establishing a uniform process for periodic review, and creating a multi-year support plan for educators. The focus is currently on K-12, with plans to incorporate pre-K. They are seeking feedback from the committee on a family/caregiver grade-level resource guide. They are receiving feedback from OSPI (divisions and workgroups), King County agencies, DSHS, SELAC, and more. They are providing the committee three documents for feedback:

- Overall questions to consider:
 - Suggestions to improve documents?
 - Do they support learners with diverse needs?
 - Changes that are helpful to families?
 - Is there anything that increases the gaps for our families?

First response feedback from the committee:

It would be helpful to include a link or information on how SEL integration will happen for each subject, though it might be outside the current scope. Seeking input from diverse families on the usability of the documents is important, and the timeline should allow for this. Family feedback should be encouraged early in the design process to ensure accessibility, readability,

and effective distribution. Freida suggested presenting this to the EOGOAC for the equity perspective they can provide is recommended.

Legislative Recommendations Overview

Xyzlora moved the committee onto the next topic on the agenda and emphasized the importance of refocusing on the RCW and Washington SEL, highlighting the three essential elements of SEL, and their guiding principles. She mentioned their charge, referencing RCW 28A.300.477 and encouraging a review of the RCW. The goal moving into subcommittees is to promote and expand SEL and think about what recommendations we could create, tying it to the feedback from students and families while addressing the main points of RCW 2(a-i).

Suzie discussed the importance of the committee's work and what these mean for future recommendations, noting this is a continued conversation from previous years. She emphasized understanding the actual charge of the committee. Members were asked to revisit previous years' work and EOGOAC to develop the 2024 recommendations. Suzie reflected on how recommendations were crafted in the past and mentioned that the fifth recommendation has been flagged by GR, so they will focus on the four remaining, including three related to funding.

Questions were posed to members asking if they want to build off previous recommendations or create new ones. Last year's process was very collaborative and involved ranking. They also need to address systemic barriers in SEL that we shared in the report required by RCW, such as inequitable access, inconsistent implementation, limited capacity for collaboration, sustainability challenges, and professional development gaps.

Debra discussed EOGOAC recommendations connected to SEL and went over the Focus Area Subcommittees

Xyzlora discussed the goals of the subcommittees and questions to look at during the breakout sessions.

Subcommittee Recommendations Work

Breakout rooms (4). SELAC has four subcommittees focused on Family and Community Engagement, SEL Implementation Data, Student SEL Assessment, and Education Preparation Programs. Members broke out into subcommittees to discuss recommendation possibilities.

Subcommittee Updates

Suzie opened the room to bring forward what each subcommittee discussed in their breakout rooms.

Sarah Butcher: Family & Community Engagement Subcommittee – The group did not get through all the questions, but there was a discussion on the meaningful and informed nature of their work. Concerns were raised about the authority of the committee when recommendations are

made but not acted upon. The conversation focused on what actions can be taken to address this issue.

The discussion centered on compliance issues with the statute requiring an annual report. The report for 2024 was delayed due to being stalled in the GR at OSPI. Questions arose regarding the committee's direction, recommendations for co-chairs, and next steps. The committee, being legislatively established, directs recommendations to the governor, not OSPI. There were uncertainties about whether the report had been submitted and uploaded to the website. It was clarified that the report had been submitted and was in a queue to be uploaded.

The submission process involves the committee turning in the report by May 1st, with the communications department and GR reviewing and providing edits. The final draft had not been seen, and questions regarding the approval and upload process were raised. There was concern about whether the process aligns with other legislative committees, with some committees submitting reports six months in advance.

The discussion highlighted a need for better communication and wider sharing of the report beyond just the website. There was a call for clarity on the vetting process, why certain things had been vetted out, and the role of OSPI in this process. It was clarified that the process may have been misunderstood and no changes to the recommendations were vetted out without Co-chair approval. The process involves GR reviewing the recommendations to flag wording, concerns, unclear recommendations or hot topics like the Basic Education recommendation. Any feedback from OSPI Government Relations is then shared with the Co-chairs for discussion and decision on how to proceed. Deadlines and prioritization were also discussed, emphasizing the importance of informing SELAC of any delays to allow for appropriate action.

The conversation concluded with a focus on ensuring the legislature is informed when the report is posted on OSPI's website.

Suzie moved the discussion to the goal of the subcommittees asking if there were other recommendations that came from the breakout sessions.

Leiani, from the EPP group, discussed the fourth recommendation, which involves assessing educator skills and capacity and developing educator standards. She emphasized the need to revisit this recommendation based on insights from the morning panels and the necessity for clear educator standards to better teach social-emotional learning (SEL) in schools.

Debra from the SEL Assessment group identified a problem with the lack of consistency in SEL assessment across the state and the absence of best practice parameters. To address this, she suggested amending the current RCW to teach educators how to administer, facilitate assessments, and use the data to improve teaching practices. Emily noted that although SEL is not considered part of basic education, it is still recommended to be taught. Laurie proposed a

policy change concerning professional development (PD), including options like adding more modules or developing and releasing a best practices document to guide schools on effective SEL assessment.

Monika from the Implementation group discussed redefining the subcommittee's goal to focus on how SEL can be implemented and supported in districts. She proposed creating a district self-evaluation tool for SEL implementation, which would assess strengths, weaknesses, needs, and alignment with the SEL framework. This tool would also provide resources and strategies for improvement. Monika suggested using CASEL's district rubric as a foundation for this assessment.

Public Comment

Debra opened the floor to public comment

No public comment

SEL-Related Bill Updates

Debra introduces Christian Stark & Maddy Vonhoff, to discuss bills OSPI is tracking:

Christian: [HB1547 and 5126](#) are companion bills with a hearing on Wednesday 1/29, representing an agency request for budget support to enhance student mental and behavioral health. They aim to provide coordination for school-based health services across the state, addressing gaps in school-based behavioral health. The bills assign OSPI with the task of offering strategic direction and collaborating with other agencies. Additionally, they propose expanding the Student Assistance Professional (SAP) program across the state and providing funding for school districts to comply with RCW and support behavioral health needs, which have not been implemented due to funding shortages.

Maddy: [HB 1590](#) (which is HB 2239 from 2024) encourages schools to teach social-emotional learning (SEL) based on research and provide funding through competitive grants to support school districts.

Intentional Close

Suzie/Xyzlora thanked everyone asking participants to consider what they can bring back to their roles from the discussion. They requested feedback on family guides to be provided in the next week. They also encouraged supporting relevant bills if appropriate. They gave a shout out to James and Nigar, once again for their contributions. The next meeting is scheduled for February 25th from 9 to 12 via Zoom, with a possible presentation on WISSP.