

SEL Advisory Committee

Meeting Notes

9:00 AM – 12:00 PM
 October 24, 2023
 Via Zoom

Attendee List

Members

- Farheen Al-Mishari
- Tammy Bolen
- Carola Brenes
- Xyzlora Brownell
- Sarah Butcher
- Lauren Day
- Laurie Dils
- Danielle Eidenberg
- Mary Fertakis
- Brian Freeman
- Danielle Harvey
- Mona Johnson
- Josh Lane
- Lauren Macdonald
- Caryn Park

- Emily Santiago
- Monika Schuller
- Terique Scott
- Leiani Sherwin
- Rayann Silva
- Michelle Sorenson
- Debbie Tully
- Liliana Uribe
- Maddy Vonhoff

Alternates

- Suzie Henning
- Jennifer Karls
- Susan Mosby
- Liz Pray
- Rachel Ray

OSPI Staff

- Maxine Alex – Office of Native Education
- Mona Halcomb – Office of Native Education
- Debra Parker – SEL
- Heather Rees – EOGOAC
- Diane Stead – SEL
- Emme Williamson – SEL
- Nikki York – OSPI

Guests

- Maddie Freeman

Community Agreements Changes

Sarah Butcher

The values from the previous exercise have been noted. We want to make sure that we tend to these values with our community agreements and meeting protocols. Our goal is to promote SEL in Washington by providing advice to the legislature and in the field. We want to engage with partners in the field to engage the work.

We've added some community agreements. This is a living document, and we plan to change it every two years.

Revisit Goals & Next Steps for Three Focus Areas

Tammy Bolen

Breakout rooms were opened to review goals and add to the Goals and Outcomes document. Attendees were asked to explore the very first steps of the goals.

Assessments

How do we communicate the considerations, concerns, and potential unintended consequences to local communities? How do we include local communities in the development of the guide?

There was a lot of conversation around what it looks like now and what it can look like.

- Assessments are showing up in report cards and need to be addressed
- There should be Multi-Tiered System of Supports (MTSS) model conformance if there is to be grading.
- What does assessment mean? Does it involve report card grades? Are these assessments actionable?
- Looking forward to meeting with the Education Opportunity Gap and Oversight Accountability Commission (EOGOAC) and collaborating in driving the next steps.

Family Community Engagement

How do we encourage local communities to engage in authentic community engagement?

- What are the existing ways to gather information and determine resources and supports?
- The Board of education (BOE) has been holding listening sessions and getting community input.
- Maxine Alex presented from ONE on the tribal community perspective.
- Family community engagement brief: there is some space to consider resources and update.
- Work within the Washington Office of Education Ombuds (OEO) to hear more from communities and develop tools and resources.

Implementation Evaluation

How do we engage in an implementation evaluation? What do we evaluate? What information do we need?

- The goal of the group was to evaluate the conditions for SEL to be delivered.
- Best next steps: coordinate with MTSS and work with them on system development.
- Capture which tools are already available for implementation.
- It is important to coordinate and not silo the work.
- Engaging families and communities is crucial to implementation.

Joint Work Session with EOGOAC Discussion/SEL Assessment

Caryn Park

Save the date: Joint committee work session — Monday November 27, 1:00 – 3:00

We would like all Committee members' input for the joint meeting, so all are encouraged to attend.

Nick Yoder's presentation on assessment helped us clarify what information we need to gather and who we should engage.

In January, the first Assessment Subcommittee meeting produced what feels important and what outputs we would like to produce. Data was harvested and in March we proposed data to the larger Advisory. EOGOAC is also concerned about assessment, so we're glad to be collaborating with them.

SEL Advisory and EOGOAC members met during 2 work sessions that included information gathering, small group and large group discussion, and harvesting of ideas.

- OSPI will draft a **statement** on the dangers of assessing students without system readiness and system measurements.
- Create and share a **decision tree** that is aligned to our WA SEL Framework and guiding principles. The decision tree will help LEAs think about what needs to be done before assessing student level SEL.
- Identify **tools and resources** useful for schools on SEL Assessment. Examine those tools for alignment with WA SEL Framework and guiding principles.
- Develop **messaging** around what tools are useful and what should be avoided.

The next steps/actionable items are to draft a statement regarding the dangers of assessing student SEL without being prepared to act upon the information. Sharing/creating a decision tree could help local districts think about what needs to be done before they implement assessments. We would also like to identify tools and resources and make sure they are aligned with our goals.

We are very much in alignment with EOGOAC with our concerns regarding the harm done by assessments without readiness to act and correct.

Because districts will ultimately make their own decisions, we need to make sure we present them with the tools they need.

Moving forward: We will bring ideas to Heather Rees and EOGOAC for the next steps but are seeking input.

Is this part of the cautionary guidance that will be put out, or will it be a framework?

The two assessment subcommittee meetings did include EOGOAC members, and they were charging OSPI with starting on the product.

What should be the focus?

- Recommending tools and resources that align with our framework and principles
- The product will likely be a guide for LEAs, including a decision tree, naming concerns
- Simplify existing materials and include their main points in the guide.
- Provide examples and demonstrations in this area, both positive and negative.

Are there questions we should revisit, or info that's new/relevant?

- What are we referring to when we say "SEL assessments?" Need for clarification. Are we referring to teacher observational reports? Climate? Implementation? Student learning? We will need to provide definitions and guidance around the most commonly used types of assessments, and their possible pitfalls/dangers.
- What are key equity considerations for universal screening of SEL? Bias and cultural relevance training?
- Concerns around mandating assessment of SEL without teaching it or integrating it.
- Is the SEL implementation happening with integrity, or just checking the box?
- Is the system ready? Once you screen, you need to be ready to intervene.
- Districts are mandated to provide equity and SEL (or related topics) PD—could the two committees collaborate on providing support for this?
- How might student level assessments relate to this?
- Universal screening, or data we use to inform decisions? Universal screenings can be biased. Is the guide around benchmark assessment or an MTSS model where the information is being used for implementation?
- Definitions of SEL screenings, mental health screenings, etc. Make sure we're distinguishing between implementation evaluation. Adult practices and policies need to support implantation.
- Teacher reports or student reports – we wouldn't ask students to evaluate their academic skills; Why should we ask them to evaluate their SEL skills?
- What are the key equity considerations to evaluation? How will equity concerns be addressed? Bias training and cultural relevance training should be included.
- We need to provide guidance in a document regarding pitfalls and best practices of universal screening. How can we address some without addressing all? We also need to ascertain which forms of assessment will be used.
- Assessing SEL without teaching it. If it is to be assessed, how do you impact those results? How do we teach and integrate SEL to improve outcomes? Are educators teaching SEL with integrity, or delivering a minimum? Interventions need to be in

place. If we're not implementing it well and the system's not in place, then assessment is detrimental.

- SEL and Equity in-service work for educators: conferences that are effective take a lot of work. We should know what OSPI is recommending and have education in place. Washington is a local-regulation education state, so unless it is law, OSPI can only make recommendations. We have modules that they can use, and we will continue to provide professional development that they can use, but we cannot mandate it.
- Assessment has always piqued the interest of EOGOAC, and they have decided that it's time establish joint goals and purpose. We need to have something to show for our collaboration.

What activities, participation structure, or strategies can help us reach our goals?

- Shared google docs: The group breakout with collaborative Google doc for reference, building on and returning to worked better than the Jamboard. Capturing and collaborating across committees is more effective. Shared docs work better for people taking notes and provides context. Jamboards are good for brainstorming, but the Google docs are more accessible.
- Poll for participants asking about top priorities that could be taken prior to the meeting: Poll of what each committee finds as a priority. What two things do you want to accomplish? Defining terms is important. Defining joint subcommittees can be productive for the larger group.
- Allow for individual think time
- Make meetings more interactive, utilizing and leveraging the chat.
- Our legislative recommendations, some definitions, and question prompts have been shared with the EOGOAC.
- Set a timeline for completing and distributing the guide/statement
- If possible, leave the meeting with an outline and key points to include in the document.

"Working agreements" or "community agreements" are better than "norms." EOGOAC doesn't have "agreements;" they have "protocols." They are open to more flexible and collaborative structure; however, that should inform contextual implications and the tone of meetings with EOGOAC.

Tammy shared the recommendations from the committee with the EOGOAC with some common definitions as well as key questions to consider. This will be shared in November, along with some prompting questions. SEL assessment recommendations are good info and new members are encouraged to read it. There are legislators who will be in attendance. We need to provide some background and timeline in a meeting.

Do we have an ask for the EOGOAC, or a desired outcome for our next steps? The members are also concerned about SEL assessments and would like to have a statement or guidance to using assessments. Are we looking for a draft, outline, etc.? It would be ambitious but doable to come away with some key priority points that members agree upon to include in a statement or guide. We can continue to work on that as an advisory. We would like to support and move work forward.

In-Person Meeting Discussion & Advocacy Day

Tammy Bolen & Maddy Vonhoff

The SEL Advisory Committee will have two in-person meetings.

Our first in-person meeting:

Washington Advocacy Day – January 18, 2024.

Draft schedule:

9:00–10:30:	SELAC Meets at OSPI (Hybrid available for those who can't attend) 600 Washington St. SE Olympia
10:30–11:00:	Transit to United Churches in Olympia 110 11 th Ave. SE Olympia
11:00–4:00	Lawmaker meetings

- The advocacy day is great exposure with many attendees, many of whom may not have heard of SELAC. It's an opportunity to share out about our meetings.
- We have plenty of experience with first time advocates. We will provide logistical information and provide templates, formats, etc. No one will be left to sink or swim.
- SELAC will develop a one-pager that we can send to the legislators beforehand.
- We need to have a meeting before on protocols, how to interact with lawmakers. Meetings are usually no more than 15 minutes, so we need to coordinate how we can get our messages out.
- We should go over some of the procedures and practices. If you feel that there are other priorities, we need to make sure there is accommodation and alignment.
- One on one meetings with lawmakers can be very effective for advocacy.
- You can meet as a representative of your organization, if allowed, or as an individual, if you're not. will happen beforehand. Advisory members will be representing their organizations or themselves, not the advisory.

- You may have formal positions and need to determine what you are allowed to share. Please understand the goals of the advisory before speaking as a member.
- The first priority for the lawmakers is individual constituents. This is more effective, as you are living and voting in the area. You do not need to be a registered voter, legal, adult, etc. However, they may vet attendees before meeting with attendees.
- Last year we advocated for SEL funding in the budget and SB 1664. We will get an updated sheet on which bills will be revised with a history of past bills. We will be apprised of what will be reintroduced. The political climate will need to be evaluated. Currently working on legislation with Rep. Timmons for suicide prevention/life skills mental health teaching in schools, with SEL being a factor in that education. It's tiered in implementation through grades and schools may have an opt-out policy.
- The political climate next year will not have a mandate, so we are trying to get buy in from the educational committee on what is doable.
- Are the people working on the legislation going to make it more complicated from our perspective as far as requirements go? Hopefully legislators will take current legislation into account. We already have two RCWs with contradictory guidance. We need to flag these issues.
- We will send out a poll asking who will be attending. Further information will be provided in November or December.
- Maddy Vonhoff of Committee for Children (CFC) will meet with SELAC sometime before Advocacy Day (probably in December) to strategize and train.

Announcements and SELebrations

Tammy Bolen

- Need for SEL Educator Standards/Specialty Endorsement to hear your organizations support for these.
- Committee for Children Prevention Bill – Maddy Vonhoff. Please contact Maddy if you have any questions or comments.
- Reminder: Please complete the survey regarding June in-person meeting date by October 25, 2023.
- OSPI SEL Day Events – Week of March 4th (SEL International Day is March 8th).
 - We have requested a proclamation reading from the Governor at OSPI on March 5th. All SELAC members will be invited to the proclamation event.
 - During SEL Week, we will send out a newsletter each day with district, school or educator video testimony(ies), topic or content area (e.g., SEL

and Academics, SEL Employability skills, the impact of SEL on mental health) with specific resources aligning to topic.

- We will also be posting SEL topics on OSPI social media
- We are still developing other ideas that we will forward later.

Tentative Agenda:

Monday, March 4 Press release highlighting International SEL Week and SEL Day Celebration on March 8.

Lunchtime SEL/team building activity for all

Tuesday, March 5 Invite press coverage
Governor presents the Governor’s Proclamation
Chris Reykdal speech
OSPI colleagues (or their Directors or Assistant Superintendents) share their SEL happenings, highlighted during the week of newsletters—such as Arts, FEPP, Outdoor Education, World Languages, sciences, MTSS, Special Education, etc.

Invite Teacher of the Year and/or legislators to talk about SEL

SEL Advisory members share happenings

Wednesday, March 6 SEL Webinar
Lunch and Learn (hybrid)—Office of Native Education on culturally revitalizing practices and SEL

Thursday, March 7 Lunch and Learn (hybrid)—Academic Integration Module

Friday, March 8 International SEL Day Recognized
Lunch SEL Activity

- As a reminder, you can find our meeting agendas and notes on our SEL Advisory SharePoint page, the SELAC Google Docs page, and the [OSPI SEL Advisory Committee webpage](#). Please contact [Diane Stead](#) if you have trouble accessing.
- Education prep Program Subcommittee talk about Washington Association of Colleges for Teacher Education (WACTE) presentation:

Talking to them about what’s happening in educator programs and find out what they still need. Finding champions in their institution on SEL collaboration RE EPP

programs across the state that implement SEL in the classroom and work together to support each other to ensure the success of the programs. Hopefully keep the conversation going and share the great things we are doing. We don't want to reinvent the wheel; we want to improve what is in place.

Public Comment

Tammy Bolen

There was no public comment.

Next Steps

- Our next meeting is November 28, 9:00 – 12:00 via Zoom
- **Please attend the Joint Committee Work Session with the EOGOAC on Monday, November 27 from 1:00 – 3:00.**