

EOGOAC

September 20,2022

9:30 a.m. – 4:00 p.m.

Theme/Goal: Social Emotional Learning (SEL)/Mental Health

Members in Attendance:

Frieda Takamura, Commission on Asian Pacific American Affairs
Representative Sharon Tomiko Santos, House of Representatives
Senator Bob Hasegawa, Senate
Dr. Jim Smith, Commission on African American Affairs
Yordanos Gebreamlak, Office of Education Ombuds
Tennille Jefferies-Simmons, Alternate, Office of Superintendent of Public Instruction
Senator Lisa Wellman, Senate
Bill Kallappa, Governor’s Office of Indian Affairs
Representative Lillian Ortiz-Self, House of Representatives
Michael Peña, Alternate, Commission on Hispanic American Affairs
Erin Okuno, Office of Education Ombuds
Rose Spidell, Office of Education Ombuds
Fiasili Savusa, Commission on Asian Pacific American Affairs

Staff and Public Attendees:

Maria Flores, Office of Superintendent of Public Instruction
Heather Rees, Office of Superintendent of Public Instruction
Andrew Nelson, Office of Superintendent of Public Instruction
Devin Noel-Harrison, Office of Superintendent of Public Instruction
Lauren Gilmore, Office of Superintendent of Public Instruction
Veronica Gallardo, Assistant Superintendent, Office of System and School Improvement (OSSI), OSPI
Dixie Grunenfelder, Executive Director of Student Engagement & Support, OSPI
Matt Frizzell, Executive Director for Continuous Improvement, and Data and Implementation, OSSI, OSPI
Christian Stark, Program Specialist, Behavioral Health and Suicide Prevention
Student Engagement and Support, OSPI
Lee Collyer, Director, School Health and Student Safety Student Engagement and Support, OSPI

Caryn Park, PhD, Co-Chair, SELAC
Sarah Butcher, Co-Chair, SELAC
Ella DeVerse, Lead Program Supervisor, School Safety Center,
OSPI
Abigail Westbrook, WSSDA
Ailey Kato
Andrew Estep, WSPTA
Anna Marie Dufault
Arielle Matthews
Brian Freeman
Bri Ramos
Samantha Cruz-Mendoza
Danielle Eidenberg
David Beard
Debra Parker
Gregory L. King
Heather Lewis-Lechner
J. Lee Schultz
Jen Chong Jewel
Jocelyn Grandos, EEC
Katherine Seibel, Committee for Children
Kiva Parkhurst, OSPI
Laura Allen
Laurie Dills
Laree Foster
Leiani Sherwin
Logan Endres
Mandy Paradise
Marissa Rathbone, WSSDA
Mary Fertakis
Melissa Caldwell
Nassue Nishida
Randy Spaulding, Executive Director, SBE
Sara Betnel
Sara Butcher
Stefanie Cady
Suzie Henning
Tammy Bolen
Veronica Gallardo
Xylora Brownell

Members Not in Attendance: Superintendent Chris Reykdal, Office of Superintendent of Public Instruction
Vacant, Senate Ranking Minority Member
Dr. Randy Nuñez, Commission on Hispanic American Affairs
Tyson Marsh, alternate for Dr. Jim Smith
Danielle Eidenberg, alternate for Carrie Basas
Nicole Sutton, alternate for Bill Kallappa
Representative Alex Ybarra, House of Representatives
Lydia Faitalia, Alternate for Fiasili Savusa

Minutes

Agenda item: Introductions, Agenda Overview, and Approval of Meeting Minutes and Outside Committee Updates

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Announcements:

- The EOGOAC recommends the implementation of an annual review for state agencies with pre-approved policy proposals to present to the EOGOAC prior to the legislative session for better preparation
- The EOGOAC would like to congratulate Erin Okuno on her new role as the Exec of OEO Ombudsman and CAAPA will appoint a replacement for her position on EOGOAC.
- Rose Spidell has accepted a new position and will no longer be representing the OEO at the EOGOAC

Agenda item: Staff Overview

Presenters:

- Devin Noel-Harrison, Office of Superintendent of Public Instruction

Discussion:

- Whole Child Language in ESSA, WSCC Framework
- Mental and Behavioral Health
- SEL Timeline
- System of Support: MTSS, WISSP, RTI, PBIS

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- Identifying Students through universal screening, progress monitoring, needs assessment, IEP, diagnosis
- Identification Barriers and Challenges
- Special Education Identification Data
- Discipline Data: Behavior
- Service Barriers and Challenges
- School-based behavioral health staff 3 tiers
- Prototypical School Funding Model and 2SHB 1664

Comments:

EOGOAC stated:

- Would like further information on the definitions of whole child as defined by the CDC and if it exists in Washington state statute. They would also like further information on laws related to social and emotional learning (SEL), the SEL advisory committee and mental and behavioral health.
- Would like further information on how identification is used in PESB education standards.
- Would like to caution the group on establishing causal relationships on the topic of mental and behavioral health when considering policy.
- Would like further information on who is completing the surveys and how they are identified for services.
- Expressed concerns about how cultural competency fits into the special education identification data, including a request for further information on foster and unhoused youth.
- Expressed concerns that the Special Education Identification Data are not disaggregated to provide a clear understanding of who is being identified among students of color and how they can best be supported.
- Expressed concern that the disproportionality of the discipline data does not provide a clear picture to the causation and should not be siloed from other data points.
- Expressed concern that the data-are showing out of school removals that are going against state law and would like to know how to identify school districts that are blatantly disregarding the law.
- Asked for clarification on the student to counselor ratio.
- Would like to know if there is a study that shows the impact of educator and/or administration bias on discipline. The numbers seem to indicate a deficit-based focus of students only.
- Provided a clarification on how school funding is impacted by local control, but still must fall within the requirements created in statute;_including, the necessity to hire a nurse with these funds at every school district as an example.

Agenda item: Student Mental Health: COVID Student Survey and Healthy Youth Survey

Presenters:

- Veronica Gallardo, Assistant Superintendent, Office of System and School Improvement (OSSI), OSPI
- Dixie Grunenfelder, Executive Director of Student Engagement & Support, OSPI
- Matt Frizzell, Executive Director for Continuous Improvement, and Data and Implementation, OSSI, OSPI

Discussion:

- Continuing Impacts of Covid-19 on Student Well-Being
- Survey Framing
- OSPI Strategic and Equity Goals
- Youth Perception Data
- Survey Partners
- Introduction to Student Perception Survey
- Covid-19 Student Survey (CSS)
- Key Findings and Takeaways of Healthy Youth Survey and Covid-19 Student Survey

Comments:

EOGOAC stated:

- Would like to know if the surveys made improvements in gathering disaggregated student data. This has been a long-time concern not only for this group but also for groups/agencies that work primarily in communities of color.
- Would like further information on whether the surveys were translated. How were they translated? And who chooses the languages?
- Would like to know if the data are localized and sent back directly to the school district in which it was collected or, aggregated by the state and reported to the school district.
- Would like to know what is an Institutional Review Board (IRB) and the process of obtaining one?
- Would like further information on when state agencies will be complying with the data statutes.
- Expressed concern that the top three student languages that were translated completely left out Asian students.
- Expressed concern that providing the survey solely online is an access barrier to students and communities of color.
- Would like to understand how home language is recorded and how verbal and written/reading are discerned. Or, is there a presumption that written/reading language capabilities are the “home language”?
- Would like to know how the questions differ from non-Covid surveys?

Agenda item: *Lunch Offline*

Agenda item: School-based Behavioral Health & Suicide Prevention Subcommittee Overview

Presenters:

- Christian Stark, Program Specialist, Behavioral Health and Suicide Prevention
- Student Engagement and Support, OSPI
- Lee Collyer, Director, School Health and Student Safety Student Engagement and Support, OSPI

Discussion:

- Children and Youth Behavioral Health Work Group
- Six Advisory Groups
- Purpose of the Subcommittee and membership
- Timelines and Policy Focus Areas
- Defining Behavioral Health
- Recommendations

Comments:

EOGOAC Stated:

- Would like a greater explanation on committee membership. Specifically, what it was and the outreach process, including how communities of color were contacted.
- Would like further information on how the school based behavioral health advisory group is identified in statute. Specifically, does that statute specify who serves on the advisory group?
- Would like to know more about institutional interactions that determine these recommendations and work group membership in regard to the characteristics of youth and young adults with lived experience and with behavioral health staff.
- Expressed concerns that there are many groups that are specific to communities of color that are not present in this membership. The subcommittee should reach out to the Commissions to recommend possible collaborative community groups.
- Would like to know if, within the subcommittee, there are youth with lived experience? Furthermore, does the committee outreach extend to youth and students of color?
- Would like further information on how they will prioritize four to five recommendations from the list of thirty five ideas?
- Would like to know if the recommendations are for the convening large group or the smaller group?
- Would like further information on whether the voting membership is aware of the previous legislature's work and action on the twelve themes of recommendations.

- Would like further information on the need or issue that is trying to be met with the recommendation to bring in more school social workers. Specifically, what would a social worker do that a school counselor or social worker cannot meet? The EOGOAC expressed concern about bringing in outside staff that do not know the students and community.
 - Expressed further concerns that some of the recommendations allow agencies that are not familiar with K-12 to come in and dictate policy.
 - Expressed concern that the committee remember that the recommendations must allow for school districts to meet their local needs and provide flexibility for the staff and funding available to them.
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Agenda item: Joint Discussion: Social Emotional Learning Advisory Committee

Presenters:

- Caryn Park, PhD, Co-Chair, SELAC
- Sarah Butcher, Co-Chair, SELAC

Discussion:

- Identifying the need for developing safeguards around SEL
- SEL screeners and Assessment
- How do we center equity in the guidance and recommendations around assessing SEL?

Comments:

EOGOAC Stated:

- Would like racial equity defined for the group.
- Would recommend centering equity in guidance and recommendations assessing SEL from the padlet activity:
 - It is important to understand that there is not an equitable distribution of Mental Health Providers across the State.
 - It is not static.
 - Recognize and respect the inherent expertise of students and their families.
 - How do we ensure SEL assessment isn't weaponized against students?
 - Recognize SEL terms may be different across cultures. Some communities may not talk about SEL in the same terminology as dominant American school culture.
 - Communities don't connect with technical school terms and SEL may not be translatable for families; "lived experience" "global culture" are better. Operate as close to the ground as possible. We need to see ourselves in the document. Need to be able to communicate to the community what this is.
 - Who is at the table? Our children and families are not being heard. We need to be partners.
 - Need to attend to adult SEL in schools too. Adults need to be regulated if they are to support students.
 - SEL assessments MUST not ignore cultural differences.

- How SEL skills look differs in different cultural communities. Assessments must not be one-size-fits-all or colorblind.
 - Importance of context on whether a student can show up and demonstrate their SEL skills.
 - Students are sending the message that they are not okay but that is not being addressed. What is the impact of these assessments on students?
 - Equity looks like: Addressing and being honest about what is going on in school.
 - Recognize and respect the inherent expertise of students and their families.
 - School climate as metric for making sure our schools are equitable needs to be corrected.
 - Would like to emphasize the need to recognize the importance of communities and how institutional barriers centered equity.
 - Would like to emphasize the need for cultural competency and partnering with community voices to center the work.
 - Would like to emphasize the importance that SEL in ongoing and caution not to be reactionary.
 - Would like to remind that what is needed is a shift in mindset that SEL should not be reactive. Heard a lot about SEL in response to COVID, in response to some majorly publicized event, etc. Culturally, SEL is work before, ongoing and when needed, responsive
 - Would like to further discuss how the amount of time needed for SEL in classrooms supporting students of color is determined.
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Agenda item: Public Comment

- *No Comment*
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Agenda item: Update HB 1363 Workforce Secondary Traumatic Stress Leadership Team

Presenters:

- Ella DeVerse, Lead Program Supervisor, School Safety Center, OSPI

Discussion:

- Overview of Workforce Secondary Traumatic Stress on educators
- Staff Wellness as a priority for educational equity
- Supporting Educators of Color
- HB 1363 District Requirements
- District Mental Health Committee
- OSPI implementation
- Statewide Leadership Team and Advisory Committee

Comments:

EOGOAC Stated:

- Would like further clarification on some of the acronyms on the slides.

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- Would like to know if the research showed any disproportionate impact to employees beyond teachers and principals, such as classified staff. The EOGOAC recommends they are included, especially those that work directly with the students.
 - Would like to emphasize the disproportionate amount of secondary traumatic stress that falls on educators of color, paraeducators, and those who work with students with disabilities.
 - Would like further information on whether school boards and superintendents stated they felt overwhelmed by the addition of implementing this legislation.
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Agenda item: Debrief

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

The EOGOAC discussed the following issues/challenges:

- Recommend preparing educators to be able to support students.
 - Recommends a future discussion to determine a consensus on what we mean about how Multi-tiered Systems of Support (MTSS) and Washington Integrated Student Supports Protocol (WISSP) interact.
 - Expressed concern that some of the data and information presented today are either uniquely related to Covid or not updated following actions taken by the legislature.
 - Would like updated data based on recently passed legislation, including a refresh on what has recently been enacted.
 - How do we get other agencies to collect and collate disaggregated data so that they become meaningful to our policymakers? We need alignment of disaggregated data across the system.
 - Recommended engaging to an extent with the governor's interagency counsel.
 - Would like to hear more about another bill that amends the healthy youth survey to do a study of the community ACES and how that impacts students; stating concern about how environmental factors influence students.
 - Expressed concern that there is not an appropriate amount of data to monitor implementation and the impact of implementation.
 - Would like to address the missing ways to reach out to communities of color in this work and the need for more talk about how to make this happen.
 - Expressed that these presentations did not address the overarching ways that race plays in SEL.
 - Recommended the group think about the root causes of these issues outside of the classroom that impact students. These issues can be outside of the education system may need a root cause analysis, with race front and center to the discussion. The group further recommends that policy should not rely on schools and educators to solve all these problems and there are other systems that have a role. Education is just a part of the overall solution.
 - Cautioned awareness of who has the content knowledge and ability to make these policy decisions.
 - Would like to think about how the EOGOAC can raise its profile and bring awareness of the committee and its work in education with Congress and the Department of Education. An area of focus could be on language access services for families of students with disabilities.
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Agenda item: Review Workplan and Conclude Meeting

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Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

- Recommendations Worksheet
- Next Meeting: October 18, 2022
- Topic: Draft Recommendations
- Guests:
 - CTE follow-up from June
 - WaSTEM
 - Update from OEO
 - SBE School Climate Paper, draft shared and written comments can be emailed to Heather Rees by 9/30/22.

Meeting concluded at [4:10 pm]

Minutes Taken By: Lauren Gilmore, Research Analyst, OSPI