SEL Advisory Committee
Meeting Agenda

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

Attendee List

Members

- ☐ Laura Allen
- ☒ Tammy Bolen
- ☒ Xyzlora Brownell
- ☒ Sarah Butcher
- ☒ Jen Chong Jewell
- ☒ Laurie Dils
- ☒ Mary Fertakis
- ☐ Brian Freeman
- ☐ Laree Foster
- ☐ Danielle Harvey
- ☐ Fahren Johnson
- ☒ Bill Kallappa
- ☒ Kasey Kates
- ☐ Bonnie McDaniel

- ☐ Mick Miller
- ☒ Jenny Morgan
- ☒ Susan Mosby
- ☒ Caryn Park
- ☒ Monika Schuller
- ☐ Terique Scott
- ☒ Katherine Seibel
- ☒ Leiani Sherwin
- ☐ Maria Siguenza
- ☐ Rayann Silva
- ☒ Michelle Sorenson
- ☒ Debbie Tully
- ☒ Angel Williams

Alternates
- ☐ Danielle Eidenberg

- ☒ Suzie Henning
- ☐ Jennifer Karls
- ☒ Lauren MacDonald
- ☐ Tessa McIlraith
- ☐ Liz Pray

Staff, Presenters and Guests:
Nick Yoder - Facilitator
Megan Gildin - Facilitator
Cassie Martin - Presenter
Christian Stark - Presenter
Debra Parker - OSPI
Larry Kinread - OSPI
Kylie Massey - OSPI
Nikki York - OSPI

Welcome and Announcements
Tammy Bolen

Announcements
- SEL Curriculum Grant open for applications until February 2, 2023, to purchase SEL curriculum
- SEL Network Update-Debra Parker
- Assessments Subcommittee meeting, January 31, 2023, 11:30AM–1:30PM to plan guidance recommendations around SEL assessment. Caryn: Would like to take time to process this and engage in this work. Also, talk about how to bring in community voice. Hoping for participation.
- Washington State Advocacy Day, sponsored by Committee for Children—if you attend, you will share the day on the hill.

New members:
Susan Mosby: 30+ experience as a counselor. South Kitsap SD, Discover in Port Orchard

Lauren Macdonald: School Counselor at Jenny Reid in Tacoma. Involved in Whole Child department, lead counselor, excited to contribute to this work.

Legislative updates:

During the legislative session, we will be sharing information on new bills that come up. There are bills around professional development, Mental and behavioral that intersect with SEL.

- Restraint and Isolation: to eliminate restraint and isolation. How are we supporting students and educators? More to come, but these are the topics leading HB 1479 – Isolation and restraint bill.
- Jen Chong Jewell (Ombuds) flagged the public hearing for HB 1247.

Warm Welcome

Nick Yoder

Inclusionary Practice, MTSS and SEL

Cassie Martin and Larry Kinread

Inclusionary Practices, MTSS, and SEL – Cassie Martin

OSPI Exec Director of Special Education, coming working on UW Inclusionary Practices Pilot demo site work on inclusionary practices.

- What is inclusion? Dr. Lavlani, Montclair University, *Undoing Ableism*

Washington (2019) is one of the 10 least inclusive states. Needs a shift of inclusion, especially for students with special needs. What does this look like, how does it feel, and how is it defined? How are schools being built to make meaningful settings of inclusion. MTSS myth: tier 3. Specially designed instruction can happen in classrooms through inclusionary practices. Language matters: These students are general education students who are receiving special education services.

- Journey, not a destination (inclusion). Strengthening outcomes by focusing on inclusionary outcomes to guide practices. Culture, community, environment, extracurricular activities
- Research shows innovative leadership is key to increase effectiveness (partnerships across the state)
- Civil & Social Justice: This is malleable, and we need to move from student adaptation to be included to providing the setting. IDEA (Individuals with Disabilities Act
- Benefits: Improvements for everyone in all subject areas, and increased SE skills. Diverse friendships networks, and habits. Educator improvements as well, including a greater appreciation of diversity.

- Equity Imperative: Barriers exist-low expectations, disproportionate id & discipline, lack of access to core instruction, teacher and staff shortages, training, staffing models that encourage segregation (myths and facts document).
- Benefits: Welcoming environments, academic support to access FULL curriculum. Etc. (slides)
- Least Restrictive Environment: DATA slides
- Resources/Tools to reframe our thinking (PDF slide deck)
- Who is consistently being pulled away from community? Where are they going? Is it better? What does data show? Invites members to input

Discussion:
- Not always a 1:1 para, struggles are real with meeting all student's needs, with the distractions of keeping individuals in the classroom and trying to differentiate for each student is difficult. There are not enough adults to do this.
- It's really about the structure of the system to maximize the benefits. Team teaching? 1:1 supports? There needs to be co-planning and strategy exploring. Finding what works takes time: many conversations and flexibility.
- Question: What is the shared understanding of what the core needs are, and how do we build from there?
- Shared understanding must be in place before landing on things, like resource allocation and how classrooms are staffed.
- It comes down to connectedness and belonging, like what we talked about in our breakout groups. Connecting this to MTSS
- Self-contained program for students with autism. Strong leadership, all students start the day with community circles to form belonging, allowing time for students to share or not to share.
- Need to think about times during the day when "student" is removed from class? Let's interrogate our beliefs. A human need
- Tier 1 practice, calm down space for students to remain in the classroom
- It is interesting to have feedback from students and families to make sure that the perspective of school teams matches up with the lived experiences of students and families. Really need to look at all the pieces and how they are interconnected.
- Taking a strengths-based approach to Inclusion and Belonging
- What is working well? Viewpoint representation and values of community
- Engaging the entire system: everyone has a role (Street Data reference). Model for complex change
- Companion belonging- Learning and belonging

What Now? What's Next?
- Fully fund special education! Sustain! Partner! Develop!
- Partner with SEL Advisory to continue the IPP work but widen the scope within MTSS and use Networks (internally and externally). Getting at the root cause and exploring
- MTSS: Universally designed/differentiated instruction in general education. Focus on instruction for all students (prevention for ALL) to make sure access is there. But scaffolding for students who need tiered support. MTSS is the PLATE to which we deliver instruction and support.
- Organizing the adults!

Conclusion:
- Beliefs, Skills, Systems: Interconnected complex ecosystems need to be addressed. Inclusive practices are SEL, are MTSS

Discussion:
- Referencing "add in" as how educators are translating SEL. How can we coordinate our efforts to challenge misconceptions.
- A lot of overlap in legislative bills- if money is used to fully fund special education services. This will impact all students.
- Appreciation of Ablism. Uncovering and unpacking SEL standards, benchmarks, indicators. Looking at strengths and helping teachers learn "tolerance". Can you share bright spots or examples of demo sites. Ruby Bridges (Cathy Davis)- has PBIS in place, but students asked questions about ablism. Shifted to learning characteristics. No seg classrooms. All demo sites are at different stages of implementation.

Behavioral Health and Suicide Prevention Subcommittee Policy
Christian Stark

- Recommends legislation and other changes to ensure BHS is available for students. 6 advisory groups, focused on School-based BH & Suicide Prevention
- Identify students in need of care
- Provide appropriate education
- My-Linh Thai, Lee Collyer-co chairs. 34 members representing diverse groups (2 year cycles)
- Timeline
- What is Behavioral Health? SEL comes up a lot, really focusing on what it is, and how we serve

- Recommendation Themes: 12 big topics (slides)
- Three core recommendations
- Designate a lead agency for students' behavioral health (from state audit)
- Expand the # of school and community-based staff
- Increase Early learning
- Support Legislation to add social, emotional, behavioral, and mental health well being
- Support 2022 SEL leg recommendations/report
- What's in store for 2023? Would like input from SELAC
- We are planning to engage more families and students. Legislation specific to this work to increase opportunities for students to share lived experiences.
- Meetings are open to the public and held every other month.

Discussion:
- Question: When talking about protective factors- Are you and if so, how are you connecting your work with SEL? Response: Yes, the subcommittee has talked a lot about SEL
- Recruitment was tricky and consistent attendance is a barrier. We had a forum for youth and families. The committee has learned a lot from them. Big items: Not enough caring adults to listen to students' concerns about mental health. Normalizing conversations about behavioral health. There are variations of support that are available. Some districts have resources, some do not!
- The Community forum had a provider group, mostly in-school staff. The main concern from this group revolved around their positions not being utilized to support students in need, but rather assigned tasks that did not utilize their expertise. Another major concern was that they are understaffed and not able to support the students because of this.

Reflection on Projects
Nick Yoder and Megan Gildin

Connections between projects, SEL and recommendations
Brainstorm and explore current recommendations to see where SELAC can make improvements.
Jamboard to capture reflections and recommendations.

Sharing:
Leiani (group 5):   Rich discussion about a disconnect between SEL and teaching. Educators are overwhelmed and seeing SEL as

	another add on. PD needs to be easy, and accessible with opportunities to practice. Educator prep programs!
Jenny Morgan (group 5):	HS educators really struggling. Make sure we are supporting them with tough topics like suicide.
Monika (group 2):	Focus on attendance. Keeping students engaged after covid. Now that we are post-covid, inequities seem to be more prevalent.
Mary (2):	Reframing on how we look at Special education! Really changing systems with "General education students who receive services". Labels do harm.
Sarah (2): SEL S, B, I:	How do we look that them, so they are not promoting ablism.
Katherine (group 1):	What has happened from the 2022 recommendations?
Susan M (group 2):	How are we looking at data?
Jen (group 2):	Are we serving adults first? How are we building awareness for our educators? Not enough caring adults (that flags us to reevaluate processes, time for evaluating data on this).

Public Comment

Tammy Bolen   No comments were given.

There was no public comment.

Next Steps

Megan Gildin

- Next meeting is February 28, 2023, 9:00 AM – 12:00 PM
- The next Assessment subcommittee meeting is January 31, 2023, 11:30–1:30. The Zoom link for this meeting has been emailed.

Additional Resources

Jamboard Link