

# Engaging Students, Families, and Communities in Social Emotional Learning

Social Emotional Learning Professional Learning Network

*Share in the chat your name, district/role, and one word or phrase that comes to mind when thinking about authentic engagement in SEL.*



Washington Office of Superintendent of  
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## Vision

*All students prepared for post-secondary pathways, careers, and civic engagement.*

## Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

## Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



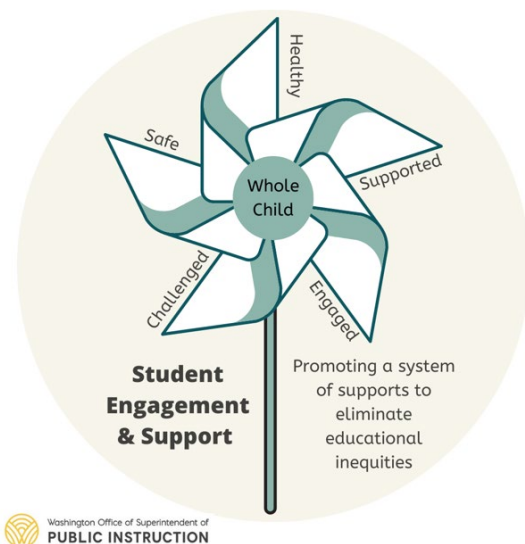
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# ***Tribal Land Acknowledgment***

I would like to take a moment to honor the Native Peoples and the land we inhabit. I am grateful to live and work on the traditional lands of the Sahewamish and Squaxin Tribes, the native people of South Puget Sound.

The Squaxin Island Tribe was created by combining seven bands of indigenous peoples. Those seven bands were originally placed on reservations in 1854 called Squaxin Island near Thurston and Mason Counties. I honor their descendants, who continue as the caretakers of these lands.

# Partners and Facilitators



## **Tammy Bolen**

Social Emotional Learning Program  
Supervisor

## **Debra Parker**

Social Emotional Learning Project  
Supervisor

## **Megan Gildin**

Technical Assistance Consultant

## **Anasthasie Liberiste-Osirus**

Technical Assistance Consultant

## **Sara Wolforth**

Principal Researcher

# SEL Professional Learning Network



Learn about new research, resources, and strategies.



Develop and refine SEL implementation plans.



Engage with content experts and peers to work through implementation challenges.



Access individualized supports, including coaching.

# Objectives

## Participants will . . .

- **Explore** best practices in authentically engaging students, families, and community partners in supporting SEL efforts.
- **Consider** their role in building a system of support for SEL engagement with students, families, and community partners.
- **Reflect** on their current practices in engaging students, families, and community partners in supporting SEL efforts and identify areas for improvement.

# Agenda

A young girl in a yellow long-sleeved shirt is sitting on the floor, looking up and to the right with her hands raised. She has a small white bow in her hair. In the background, another girl with long dark hair is visible, also looking towards the right. The scene is brightly lit with a warm, yellowish tint.

- Introduction
- Warm Welcome Activity
- Panel Discussion
- Additional Questions and Answers
- Optimistic Closure



# Community Agreements



**BE PRESENT, PARTICIPATE,  
AND BE ENGAGED**



**SHARE THE AIR**



**ASSUME POSITIVE INTENT**



**RESPECT WHAT IS SHARED**



**COMMIT TO  
CONFIDENTIALITY**



**EMBRACE DIVERSE  
PERSPECTIVES**



# Warm Welcome



## **In Padlet:**

Share one strategy you use for engaging students, families, or communities in SEL efforts.

# Panel Discussion



**Trise Moore**

President and Senior  
Consultant, The Family  
Outreach &  
Engagement Network



**Erin Okuno**

Director, Washington  
State Governor's  
Office of the  
Education Ombuds



**Sarah Pierce**

Leader, Equitable  
Learning Environments,  
Education Northwest

# Panel Discussion



1. What does authentic engagement in SEL efforts look like with students, families, Tribal Nations, and communities? How do you ensure strategies are culturally and linguistically appropriate?
2. What are common challenges and barriers?
3. What are successes or actions you've taken to support authentic engagement efforts?



# Additional Questions and Answers

# Optimistic Closure



## **Share in the chat or come off mute**

What is one strategy you want to implement, or action you will take, to further efforts to authentically engage students, families, and community partners in supporting SEL efforts?



Thank you!