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Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
Chris Reykdal, Superintendent

## **Social Emotional Learning Advisory Committee Meeting Notes**

May 24, 2022

Via Zoom

### **Members attended:**

Laura Allen  
Tammy Bolen  
Sarah Butcher  
Jon Claymore  
Lee Collyer  
Laurie Dils  
Laree Foster

Megan Gildin  
John Glenewinkel  
Bill Kallappa  
Kasey Kates  
Bonnie McDaniel  
Katherine Seibel  
Leiani Sherwin

Maria Siguenza  
Michelle Sorenson  
Katrice Thabet-Chapin  
Deb Tully  
Angel Williams  
Nick Yoder

### **Members absent:**

David Beard  
Xyzlora Brownell  
Melissa Caldwell  
Jen Chong Jewell

Mary Fertakis  
Mick Miller  
Jenny Morgan  
Rebecca Norem

Caryn Park  
Katherine Seibel  
Shannon Thompson

### **Staff and Guest Attendees:**

Meredith Bright  
Dhoua Kha–OSPI  
Larry Kinread–OSPI

Debra Parker–OSPI  
Kiva Parkhurst–OSPI  
Diane Stead–OSPI

Teresa Vance

### **Meeting Notes:**

#### **Land Acknowledgement:**

We start today with a land and water acknowledgement. OSPI is here in Olympia, on the traditional territories of the Coast Salish people, specifically the Squaxin Island peoples. Tribal peoples of the South Puget Sound region are signatories of the Treaty of Medicine

Creek, signed under duress in 1854. The employees of the State of Washington participating here today are guided by the Centennial Accord and chapter 43.376 RCW — respecting and affirming tribal sovereignty and working with our tribal governments throughout the state in government-to-government partnership.

### **Cultural Moment of Silence:**

We would like to acknowledge the history of this nation, one fraught with contradictions. For too long, this country has elevated a story of democracy and freedom while minimizing the impact of violence and oppression inflicted upon marginalized communities, communities on whose backs this nation was built.

Today, members of our Black and Asian communities, and other communities of color, continue to experience racism through police brutality, mass incarceration, inequitable education and health services, deportation, and other forms of subjugation. We aim to disrupt the legacy of systemic racism by centering racial equity and justice in our work. This is how we stand with our communities of color.

Before we begin, we want to offer a moment of silence to consider these words and how you might join us in this work.

### **OSPI Equity Statement:**

Each student, family, and community possess 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,
- Students receiving English Learner services,
- Students who identify as LGBTQ+, and
- Highly mobile student populations.

### **Inclusion & Reimagining**

- Educate leaders to develop an understanding of **historical contexts**.



- Engage students, families, and community representatives as **partners in decision-making**.
- 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.

### **Our Community Agreements:**

- Endeavor to be present and engaged.
- Be aware of intent and own your impact.
- Be open to others' experiences.
- Step up, step back. Make room for differing perspectives.
- Listen for understanding and learning, not just to respond.
- Design for the margins—center equity in our work.
- Take care of yourself and take care of the group.
- For comments/questions, raise your hand or use chat in zoom meetings.

### **Purpose of the SEL Advisory Committee:**

- Expand and promote SEL in Washington
- Advise the legislature via our legislative report by identifying:
  - Systemic barriers
  - Needed policies
  - Needed policy changes
  - The state of implementation
  - Advise the field by providing guidance on:
    - best practices
    - lessons learned
    - strategies

### **Priorities:**

- SEL and Racial Justice
- Stakeholder Engagement
- ESD and District Implementation

### **Announcements**

- Welcome Angel Williams



- EWU Specialty Endorsement
- Update on SEL Professional Network happenings
  - Community Listening Sessions
  - SEL Collaborative Data Interpretation, June 14 9:00 AM—1:00 PM
- Member confirmations/applications to be sent in June

### **Warm Welcome**

What do you celebrate and how?

### **Educator Breakout Group:**

- Great hearing from three educators.
- Educators need to be focused on self-awareness and self-care.
- There's some transference happening inside buildings, which is having a negative effect.
- We need a place to implement the resources at the beginning of the school year to refresh everyone's knowledge.
- Acknowledgement of educator student gaps in knowledge and training.
- What would it look like for educators to have a place to process?
- Future work: still pondering, would like a professional library

### **MTSS Group:**

- There aren't Tier 1-3 kids. This isn't so much about the kids, but the interventions and the way adults put it together.
- Spent a lot of time discussing infrastructure needed. What is happening at state and local level? How does that work with our committee?
- Some concern about politicizing SEL. We need to make sure value is established in the work at all levels of government. We need to show how it helps students both socially and academically. We need to take a strength-based approach on SEL.

### **Group Discussion:**

Comments on exchanged thoughts:

- Are the underlying philosophies of SEL and MTSS compatible? SEL is the framework and core principles. Typing MTSS into anything causes confusion in alignments. If we talk about the 5 components of MTSS and compare them to SEL, makes them



more compatible. There is a lot of overlap. It's important to make sure we are using good practices in incorporating them.

- When the state adopted Response Intervention in the mid-90s, it was very confusing. MTSS is the opportunity to put the whole package together. Embedded SEL framework would allow us to treat the whole child and community.
- We should not be working at cross purposes. The reality is that there are multiple approaches, and they all require MTSS. We need to communicate a clear and unified response to needs. This committee's job is to create a clear and streamlined support system.

### **Breakout Groups Part 1:**

1. Building Statewide Infrastructure for Equitable Social Emotional Learning
2. Cross-Community and Cross-Agency Alignment
3. Building Adult Capacity
4. Partnerships for Creating Safe and Supportive Learning Environments through SEL
5. Assessing SEL
6. Increase Capacity of the Social Emotional Learning Advisory Committee

Choose someone from the group to share in the whole group when we come back together.

#### Questions to consider:

[Future Planning Recommendations—Google Drive](#)

Legislators will want evidence before they provide funding.

Funding is challenging; buy-in, especially during a disinformation campaign, is important.

Promotion for ethnic studies: We can assist when we include ethnic studies in our curriculum. It's good to know where other come from.

### **Public Comment**

There was no public comment.



**Resources:**

<https://drive.google.com/file/d/1xu1dDvvCfRbdQEJ4LM-qdrs7j5cp0GET/view?usp=sharing>

**Links for May 24, 2022 SELAC meeting:**

Announcements slide:

- Update on SEL Professional Network Happenings: [WA-STATE-Handout-508.pdf](#)
- [SEL Advisory SharePoint page](#)

Reflect on March and April Presentations—Breakout Groups slide:

- [Google doc for MTSS](#)
- [Google doc for Educator Panel](#)

Future Planning – Breakout Groups slide:

- Folder for Planning sheets:  
<https://drive.google.com/drive/folders/1AnoSOh1X7nStENNU5HuuwA8suViQ2YMY?usp=sharing>
  - Rec 1:  
[https://docs.google.com/document/d/1SL8\\_P1TcSeTFSL8vRkm3Or3WD3umM6FvcOqlpMNkA2M/edit?usp=sharing](https://docs.google.com/document/d/1SL8_P1TcSeTFSL8vRkm3Or3WD3umM6FvcOqlpMNkA2M/edit?usp=sharing)
  - Rec 2:  
<https://docs.google.com/document/d/1pi0Fvkav9kMMK2anikMLcxx2E6XmXL9QvrxBJi4UiwQ/edit?usp=sharing>
  - Rec 3: <https://docs.google.com/document/d/1o8hvOXLUXYPNYXBvsRleBSKRdVZO-ydVZOB72nHeKg0/edit?usp=sharing>
  - Rec 4: <https://docs.google.com/document/d/1mVpi7wrWglWwtTH72kud-6-avYHLUVG7iJ3uyzfPpto/edit?usp=sharing>
  - Rec 5:  
<https://docs.google.com/document/d/1CKIf2aCeRKMh2XdbGPLI4umtKbXS2qdRAJaQVj8Sl2M/edit?usp=sharing>
  - Rec 6: <https://docs.google.com/document/d/16eKT1wjtyv-tgtAvgRw8MzMbXMZlqxm-9LFtq9UMadA/edit?usp=sharing>

Future Planning – Share out & Prioritize:

- Mentimeter: <https://www.menti.com/2ghudeagra>

Next Steps—Reflection Slide



- Reflection Jamboard:

<https://jamboard.google.com/d/1Z4aeh8a5f6JDdO3YVVjPLt7a0yptPQzybbyfJ4pEUac/edit?usp=sharing>

