

SEL Advisory Committee

Meeting Agenda

9:00AM–12:00PM
 August 27, 2024
 Zoom

Attendee List

	Name		Name		Name
1	Anna Armstrong	10	Danielle Eidenberg	19	Emily Santiago
2	Tammy Bolen	11	Suzie Henning	20	Leiani Sherwin
3	Justin Bradford	12	Demetricia Hodges	21	Rayann Silva
4	Xyzlora Brownell	13	Joshua Kent	22	Nigar Suleman
5	Sarah Butcher	14	Jenni McCloughan	23	Maddy Vonhoff
6	Lauren Day	15	Mari Meador	24	Emme Williamson
7	Laurie Dils	16	Sam Mintz		
8	Jeanne Dodd	17	Debra Parker		
9	Makenzie Dyer	18	Heather Rees		

Time	Item	Notes
9:00– 9:20	Opening Announcements & Introductions	Xyzlora Brownell and Suzie Henning
9:20– 9:40	Three Signature Practices Inclusive Welcome	Makenzie Dyer and Leiani Sherwin
9:40– 10:25	Charter Review and Revisions	Xyzlora Brownell
10:25– 10:35	Subcommittee Updates	Tammy Bolen, Sarah Butcher, Makenzie Dyer, Suzie Henning, Debra Parker
10:35– 10:45	Break	All
10:45– 11:45	Focus Areas/Subcommittee Advocacy	Suzie Henning
11:45– 11:50	Public Comment	Emme Williamson
11:50– 12:00	Intentional Close (3 Signature Practices)	Suzie Henning

Social Emotional Learning Advisory Committee (SELAC) August 2024 Meeting Notes

Opening Announcements & Introductions

Xyzlora Brownell and Suzie Henning

Our co-chairs announced our new SELAC members and asked those in attendance to briefly introduce themselves. Our new members include: Justin Bradford as Rural School District representative, Tabatha Copeland as School Counselor representative, Demetricia Hodges as Commission on African American Affairs representative, James Layman as Coalition of Youth-Serving Organizations representative, Sharman Ensminger as K-12 Administrator representative, and Jeanne Dodd as Mental Health Counselor representative. There is an open position for a representative of the Commission on Hispanic American Affairs; [applications can be submitted online](#). A full list of required members is listed in [RCW 28A.300.477](#). Reach out to Debra.Parker@k12.wa.us if you have questions about membership.

The co-chairs shared an update on the planning for the upcoming joint meeting between SELAC and the [Educational Opportunity Gap Oversight and Accountability Committee](#) (EOGOAC). There have been two planning meetings so far (July 21 and August 29) and another planning session on September 9. Our joint meeting will take place in October; the date has not yet been determined.

Three Signature Practices Inclusive Welcome

Makenzie Dyer and Leiani Sherwin

Leiani and Makenzie led us in an inclusive welcome activity called “What’s the News?” This activity comes from the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) 3 Signature Practices](#). The activity supports self-awareness/identity, as well as social-awareness/belonging. In breakout rooms, each person had an opportunity to share and to listen, responding to the prompt: “Think about something that is going on in your life that you feel comfortable sharing with others.” Participants then reflected on the process of sharing and listening in the breakout rooms, as well as in the large group.

Members expressed feeling supported and enjoyed having an open topic to reflect and share



on. Some members identified this activity as a good way to work on self-management, self-awareness, and social-awareness skills.

Charter Review and Revisions

Xyzlora Brownell

Our Purpose

- To expand and promote SEL in Washington and advise the legislature via our legislative report by identifying:
 - Systemic barriers
 - Needed policies or policy changes
 - The state of implementation
- Advise the field by providing guidance on best practices, lessons learned, and implementation strategies.
- Identify strategies to improve coordination between early learning, K-12 education, youth-serving community partners, and culturally based providers, and higher education regarding social emotional learning.
- Engage with stakeholders and seek feedback.
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Our purpose slide comes from the [RCW 28A.300.477](#) and was developed 2 years ago.

Meeting Roles

- **Facilitators:** Leads through agenda, calls decision points, leads end of meeting reflection and one-word check out
- **Gracious Space:** Conducts Gracious space at beginning of meeting
- **Notetaker:** Documents action items, parking lot items, and follow-up items
- **Timekeeper:** Helps keep facilitator on task and aware of time allotted to each agenda item
- **Observer:** Observes the group discussion and dynamics. Provides feedback on what was noticed during the meeting

These meeting roles have not been actively assigned. Should we remove these formal positions from the charter? Specifically Gracious Space, Timekeeper, and Observer are the roles that aren't necessarily assigned; facilitator (OSPI/co-chair); notetaker (Emme/OSPI).

Jeanne Dodd: It seems to me that you are modeling SEL by introducing the signature practices and it is becoming more embedded in your practice. In classrooms, giving kids roles helps them. You're modeling a practice that could be helpful in other environments (not just the classroom). You could have three observers to look for verbal and non-verbal dynamics.

Leiani Sherwin: What is the current practice for timekeeping?

Xyzlora: Facilitators and co-chairs have been timekeeping behind the scenes. Would it benefit folks to have a timekeeper separate?

Leiani: I think it's working but am open to others.

Suzie Henning: Based on what Jeanne said, I'm re-thinking it. Maybe notetaker and timekeeper don't change. I'm thinking back to our meeting in June 2024: we do need somebody to be thinking about policy implications and advocacy/engagement. What if we keep the roles and change what the rules are?

Tammy Bolen: For background info, we originally started the charter to help folks get more involved in the meeting. The observer was to watch the dynamics and to gently point out when folks weren't able to participate. The timekeeper had the idea that a good conversation is always worth the time and could be flexible.

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 while keeping the focus on students.
- Take care of yourself, take care of the group.
- Invite others with different perspectives to share their experiences and knowledge.
- While on our continuum of learning, shift from judgement to curiosity.
- Take responsibility for communicating concerns or wonderings in some way, either through Jamboard or in meeting chat.
- We can disagree without being disagreeable.
- Embrace non-closure and discomfort, take a risk, we will be better because of it.

Meeting Protocols

- For comments/questions, raise hand or use chat in zoom meetings.
- Tend to adult learning styles and multiple modes of learning and engagement.
- Provide ways for members to catch up on what was missed.
- Confidentiality- no personal information shared.
- Be responsive to emails and polls.

Members then went into breakout rooms to discuss the purpose, meeting roles, community agreements, and meeting protocols. A participant from each breakout room served as reporter and shared a summary of their conversations with the entire group.

Breakout Room #1:

Lauren Macdonald: The agreement of reporting anything that is missing and bringing it back to the group is important. We'd like to add at the top of the Meeting Protocols the equity, inclusion, and culturally-response piece. For the Community Agreements, we'd like to include something about defining what equity means. Knowing that within this space that we're holding together, if there's anything that is said or shared in a group that could cause a negative impact, having protocols in place to "call in" that and have an opportunity to reframe or rephrase. We suggest that in these instances, folks just unmute themselves instead of raising their hand. How does "own your impact" or "center equity" show up in practice?

Breakout Room #2:

Laurie Dils: There wasn't anything we would change. We'd like to encourage the use of more specific techniques to invite comments and participation. When the ask is vague ("does anyone have anything to share?"), it can be difficult for those among us who are shy. This may help to increase participation.

Breakout Room #3:

Suzie: For the Meeting Protocols, we may want to clarify that confidentiality means that we don't want to share *others'* information. Would like to add to the Meet Protocols that we would practice SEL skills for adults (inclusive welcome, engaging/intentional close). We love all of the Community Agreements, however we want to avoid using a specific application or named tool (such as Jamboard). Suggest modifying the facilitator role to include notetaking and timekeeping, since that's the practice we're using. Facilitators should solicit participants for the different roles. We want to expand those roles to include someone intentionally observing for equity and policy; these things could be a part of an "exit ticket" at the end of the meeting.

Breakout Room #4:

Demetricia Hodges: Our group appreciated the Meeting Protocols. We noted that what is *learned* here leaves here, not the *personal* conversations. The goal is for this to be a safe space and to honor one-another's vulnerability, as well as to encourage the opportunity to be reflective and receive support from colleagues in this space. We only got through part of the Community Agreements but we were happy with the sections we got through.

Breakout Room #5:

Anna Armstrong: Tammy, Mary, and I looked through the Meeting Protocols and the confidentiality piece stood out and would like to echo what others have shared on this. Honoring the deadline in being responsive is something we need to do. When we don't respond, we leave an unanswered question for those planning and organizing. For Community Agreements, take the responsibility, remove the reference to specific modalities (Jamboard). We want to add a protocol to help us all become aware of the sharing space. I understand that there are a lot of different viewpoints. We noticed some repetition in the documents. When it was originally written there may have been different people in the room.

Breakout Room #6:

Jeanne Dodd: Danielle, Josh, and I felt that Meeting Protocols were fine. We are in alignment with what Anna Armstrong shared about the lengthiness. Part of what an observer would do is to highlight what is missing. In the RCW, the purpose of the group states we are tasked with promoting SEL. How do we measure that? What does success or unsuccessful promotion look like?

Breakout Room #7:

Emily Santiago: We liked the Meeting Protocols but want to include proactiveness for members to provide a substitute or alternative. In terms of providing ways for members to catch what was missed: read the notes and have a buddy to have folks caught up. We haven't looked specifically at accessibility: "providing accessibility options to ensure member participation." Agree to take Jamboard out. Wouldn't it be nice to invite members to lead one of the inclusive welcome. What does the particular role look like?

Next steps: OSPI and co-chairs to review the notes from this discussion, make a new draft, and bring to members in September.

Subcommittee Updates

Suzie Henning

In our June 2024 meeting, folks said they wanted subcommittee work time during our SELAC meetings. Folks also wanted to share out events/opportunities that allow SEL work to get out there. Representatives from each subcommittee were invited to share updates. If you are interested in joining a subcommittee, please reach out to Debra.Parker@k12.wa.us or Emme.Williamson@k12.wa.us.

SEL Implementation Evaluation

Tammy Bolen: Our goal is to determine how SEL has been implemented across state and how to support districts, initially with adult learners and then with students. Brainstorming and discussing data that's already out there, and the challenges of collecting data that we don't necessarily have access to. Looking through the [Washington State Social Emotional Learning Implementation Guide](#) to pull out indicators of what we thought was good. *Adult* implementation of SEL and *not* students. In the in-person meeting we went over the Implementation Guide. The next step is to look at the nuggets that were pulled out to verbalize them so that there can be a measurable indicator.

Monika Schuller: Coming from a school perspective, it feels like we're clear about what children need to know. We hold our school districts to standards for reading, math, etc. how do we educate adults?

SEL Assessment Guidance

Debra Parker: One of the goals is looking at what is happening out in our Local Education

Agencies (LEAs), creating guardrails around student assessment, identifying the why, and making sure we are not doing harm to our students (including implicit bias), and looking at the cultural perspectives. Our next meeting is on September 9th. We are seeking input and guidance from the [EOGOAC](#).

Family and Community Engagement

Sarah Butcher: In our directive as an SEL committee, we are charged with engaging stakeholders to get feedback on the work. Leveraging resources through the [Washington Statewide Family Engagement Center](#), communicating information, and developing tools that districts can use to engage their families and communities. We will discuss a more regular meeting schedule.

The Family and Community Engagement subcommittee will be looking at [Community Conversation Toolkits from Roots of Inclusion](#) to leverage to deepen family understanding of the value of SEL.

Educator Preparation Program

Makenzie Dyer: Our aim is to get social emotional learning into educator preparation programs and to collaborate with teacher and principal programs to integrate SEL in what they're doing with faculty and teacher and principal candidates. Our next meeting is this Thursday. We're looking at educator standards for SEL and then looking at teacher and principal larger committees to help.

SEL & Equity

Meets as needed. Don't have a lead for this committee right now.

Laurie Dils: On a related note, OSPI is updating our health education K–12 standards. Some of the groups are incorporating SEL with wraparound guidance documents, materials, and resources that say how to incorporate SEL into math or science. With health, we're planning on imbedding the SEL standards themselves into the standards. We have social and emotional health currently reflected. Whether that's nutrition, safety, or sexual health education. Not offering to chair a committee but offering that there may be a way to meet periodically.

Next steps: SELAC co-chairs to connect with Laurie on this opportunity.

Focus Areas/Subcommittee Activity – Advocacy & Engagement

Suzie Henning

Meeting participants were asked to pick a breakout room to join: Family and Community Engagement, SEL Implementation Evaluation, or SEL Assessment Guidance. In each room, the small groups will address:

- How do we advocate to meet the goals of the committee as a whole? As subcommittees?
- Who is our intend target audience?

- Who are partners in this work?
- What are next steps?

Family and Community Engagement:

Sarah Butcher: A few key things: 1. How do we bring more family/community engagement on a whole state level and in SELAC? We could bring in a panel for a discussion to think intentionally about how to bring that voice into our work. We'd like to hear about the gaps/opportunities they may be seeing. 2. Resources at the district level. We need to center racial equity in particular, and dismantle some of the pieces of our system that can cause harm, including the work around SEL.

SEL Implementation Evaluation:

Tammy Bolen: We reviewed our previous work. We asked Heather Rees how we ensure that this work is grounded in equity (with her knowledge of and connection to the EOGOAC). We discussed the indicators from the implementation guide and climate surveys.

Suzie: One of the struggles we're having statewide is that while we have research that has promising practices and strategies that everyone should be looking for, when we're really trying to ascertain what we are doing in districts across the state, we don't have any data, or it is very limited. Some school districts are willing to share data voluntarily and then we have silent districts. One idea is whether we needed to have a policy recommendation around data collected through OSPI. We're not asking for our own data collection, just access to existing data to actually achieve the purpose of SELAC's authorizing RCW.

The next SEL Implementation Evaluation subcommittee will be on September 16 from 4:00 – 5:00pm. If you did not join our breakout, but have an interest in joining this meeting, please email Tammy.Bolen@k12.wa.us.

SEL Assessment:

Lauren Macdonald: Looking for opportunities of advocacy and engagement with the annual [Washington Association of Educational Service District](#) (AESD) conference, Multi-Tiered System of Supports (MTSS) teams, and sharing goals with our partners. Being mindful when we're talking about assessments guides and decision trees, that we need a clear definition of these terms to avoid unintentional harm. This includes SEL on report cards for students. Being mindful on assessing districts and what their views are on implementation. We are looking at Assessing adult capacity/understanding of SEL.

Next steps: OSPI staff and co-chairs will review notes and look at planning/capacity. We will also share out with member the opportunities that were identified via email.

Public Comment

Emme Williamson

No public comment was shared. Public Comment can be submitted at any time [via online form](#).

Intentional Close

Suzie Henning

Today we focused on the why, the how (through subcommittees), the when (opportunities for engagement). We also need to be doing work outside of these monthly meetings. Each of us is a liaison to SELAC (between SELAC and another group); we do this through communication and collaboration. We are the binding agents between SELAC and the organizations/groups we represent. Suzie expressed a request for members to please solicit feedback from your group for our next SELAC meeting.

Members were asked to identify what they are committing to doing between now and the next meeting. Some answers included:

- Committing to updating [Washington Association of Colleges for Teacher Education \(WACTE\)](#)
- Being a liaison
- Scheduling a meeting with the [Washington Statewide Family Engagement Center \(WASFEC\)](#) board and family representatives
- Sharing SELAC's work with the superintendent group in ESD 123 and solicit their feedback about SEL needs in the state
- Do more research into data collection for SEL implementation and assessment
- Provide updates on SELAC's work during the September meeting of the [Washington State Board of Education \(SBE\)](#)

Our next SELAC meeting is Tuesday, September 24th, 9am-12pm.

Next steps: Co-chairs and OSPI facilitators to create an exit ticket for future meetings

Additional Materials

[Washington Tribes Map](#)

[SEL Advisory Committee Web Page](#)