

SEL Advisory Committee

Meeting Agenda

9:00AM–12:00PM
 September 24, 2024
[Zoom](#)

Attendee List

	Name		Name		Name
1	Anna Smith	13	Heather Rees	24	Rayann Silva
2	Brisa Sanchez Cornejo	14	Jeanne Dodd	25	Sarah Butcher
3	Carola Brenes	15	Joshua Kent	26	Sharman Ensminger
4	Caryn Park	16	Kris Harper	27	Suzanne Wolden
5	Cynthia Tamayo	17	Lauren Day	28	Suzie Henning
6	Danielle Eidenberg	18	Lauren Macdonald	29	Tabatha Copeland
7	Debra Parker	19	Lauren Mendez	30	Tammy Bolen
8	Demetricia Hodges	20	Laurie Dils	31	Xyzlora Brownell
9	Dr. Mona Johnson	21	Makenzie Dyer		
10	Emily Santiago	22	Mary Fertakis		
11	Emme Williamson	23	Michelle Sorensen		
12	Garaline Tom	23	Monika Schuller		

Time	Item
9:00–9:15	Opening Announcements & Introductions
9:15–9:30	Three Signature Practices Inclusive Welcome
9:30–9:45	Vote on Revised Charter
9:45–10:05	Story of SELAC
10:05–10:25	Joint Meeting Preparation (EOGOAC/SELAC)
10:25–10:35	Break
10:35–11:35	Joint Meeting Preparation (EOGOAC/SELAC)
11:35–11:45	Subcommittee Updates
11:50–12:00	Intentional Close

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

Opening Announcements & Introductions

Xyzlora Brownell and Suzie Henning

Our co-chairs announced our new SELAC member and asked them to briefly introduce themselves. Our new interim representative of the Commission on Hispanic Affairs is Cynthia Tamayo. There is an opening for this Commission on Hispanic American Affairs position; [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.

Our next SELAC meeting will be a joint meeting with the [Educational Opportunity Gap Oversight and Accountability Committee](#) (EOGOAC) and will take place on Tuesday, October 22, 9:00am–12:30pm via Zoom.

Three Signature Practices Inclusive Welcome

Lauren Day

Member Lauren Day led attendees in an inclusive welcome activity adapted from CASEL's 3 Signature Practices. Participants were placed into breakout rooms and shared three topics each that they would be happy to talk about. The other person would select a topic from that list and ask their partner to tell them more about that topic and follow-up questions. Halfway through the breakout room session, participants switched roles so everyone would have a chance to share. In the whole group, participants shared that they were excited to see and inspired by what sorts of topics folks were interested in, with a member sharing how they want to incorporate some of the practices that were shared into their own routine.

Story of SELAC

Sarah Butcher

Sarah Butcher presented on the history of the SEL Advisory Committee and presented a timeline.

In 2012: Department of Early Learning, Thrive by Five Washington, and OSPI issues the Early Learning and Development Guidelines: Birth through 3rd Grade. [Here is a link to the April 2021 updated document](#). In the early learning and development guidelines, you see some of the SEL



standards, benchmarks, and indicators in development. When it began for K–12 system, we needed to build upon the work and make sure we understood where in the system the work already existed.

2015–2016: SEL Benchmarks Workgroup develops recommendations regarding a comprehensive SEL Framework for Washington building upon the work done in Early Learning.

2016: SEL Module Advisory Committee develops SEL Professional Development Modules to enhance SEL learning for school administrators, educators, and families. These SEL modules have been updated since then and are [available for free online](#).

2017–2019: The SEL Indicators Workgroup identifies and articulates developmental indicators for each grade level under each SEL benchmark. The workgroup also develops an implementation guide and resources for schools to implement the WA State SEL Framework.

2019: The Social Emotional Learning Advisory Committee is established by the legislature through the passage of [2SSB 5082](#). Washington state Senator McCoy was one of the original sponsors of this bill. The intentional membership of SELAC represents so many different areas of the system which helps us more fully understand of the system and what is needed for SEL. Our education system was not designed to be equitable and accessible for each student we have in our schools. We know that family and community engagement is very important. Senator McCoy recognized that both SELAC and the EOGOAC should understand what the other is doing. With a focus on protections for the students most marginalized, we want to make sure SEL is not implemented in a way that could cause harm.

2020: WA state SEL standards and benchmarks are adopted.

In the group discussion, Sarah also shared that the [Washington state SEL standards, benchmarks, and indicators](#) map on to the [five core competencies from the Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) but with different wording, elements, and framing around Universal Design, cultural responsiveness, and trauma-informed practices. The group shared the need for building adult SEL capacity.

Tammy Bolen shared that there are some mandates for SEL within Washington, including the learning standards for SEL (OSPI was directed to adopt those learning standards), and comprehensive sexual and health education says that SEL should be taught at least once in K–3 (as show in [RCW 28A.300.475](#)). Laurie Dils added that while the law doesn't describe what "once" means, the whole definition of comprehensive sexual health education surround recurring instruction over time. She notes that this suggests the SEL requirement is not a one-time instance necessarily, but there isn't a requirement that there is a formal program that needs to be adopted. For more information, review [Social Emotional Learning in Grades K–3](#).

A member asked how we could expand this requirement to K–12 instead of K–3 and other members suggested that this would probably require legislative action. Members also expressed a desire to fold this SEL requirement into a Multi-Tiered System of Supports (MTSS) framework. Dr. Mona Johnson shared that within the MTSS model, Olympic Education Service District (ESD) 114 has been providing technical assistance and support to districts within their region, including SEL. This is called Comprehensive Integrated 3-Tiered Model of Prevention and a visual of the model [can be found on this website](#).

Joint Meeting Preparation (EOGOAC/SELAC)

Suzie Henning

Our next SELAC meeting will be a joint meeting with the EOGOAC. Both committees have been meeting since July to plan this meeting. It will take place as our October SELAC meeting on Tuesday, October 22, 9:00AM–12:30PM via Zoom. Currently, agenda topics for the meeting include:

- Discussing what culturally responsive/cultural competency looks like in the work of both committees
- SEL and addressing and closing the opportunities gap for our students of color
- Perspectives from seasoned members on both committees' work

A member had a question about the scope of the EOGOAC's work and how it intersects with children experiencing poverty. Another member shared that opportunity gaps affects students who are marginalized due to language, economics, race, and education. Heather Rees shared that the EOGOAC started by using "achievement gap" but this language was changed to "opportunity gap." Members also reflected that by making systemic changes to center those who are most marginalized, it benefits the full system. There is a shared understanding that SELAC wants the work of SEL to not have unintended consequences.

Dr. Mona Johnson shared some history of both committees. The EOGOAC began in 2009 to shine a light on the need to address the opportunity gaps of the system across systems; SEL ran on a parallel track. There are connections between our committees and so joint meetings began. The EOGOAC already influenced the documents we looked at today. We know that there are adjustments that could be made, referencing Zaretta L. Hammond's work for instance, and to reflect the increase in knowledge in this arena.

In break out rooms, SELAC members looked at the [SEL Implementation Guide](#) (pages 3–7, 17) and the [SEL Standards, Benchmarks, and Indicators](#) and reflected on the following prompts:

- Look in the document for instances where culturally responsive SEL is described. Note what that looks like, sounds like, feels like.
- From what you described in your answers to question 1, in what ways is it culturally responsive?
- How does your document discuss the ways in which SEL helps to reduce the opportunity

gap for students of color?

In a whole group conversation, SELAC members were asked “what barriers are preventing culturally responsive SEL implementation, especially for students of color?” Anna Smith shared about her experienced with culturally relevant SEL materials; with a faculty partner, Anna created and integrated materials that correlated with the SEL standards, benchmarks, and indicators, and the Makah language. Anna noted that it would be great to share these resources and the process behind them to show what works. Caryn Park appreciated what Anna Smith shared and asked about how we could create a system so that every building and community can do culturally responsive material adaptation and authentic SEL implementation. Another member shared that adult SEL skills and awareness around changing demographics within schools can be a barrier as well.

Lauren Macdonald shared [a tool from OSPI on screening for biased content and instructional materials](#) as a way to ensure materials are culturally responsive. A question was raised about schools adopting a curriculum that is harmful, what can you do to replace that? Anna shared an idea for a feedback tool, where school districts could send it to community members, staff, and students; she made a connection to the recent work around fentanyl and how the community outreach steered leadership to addressing this before there were mandates.

Vote on Revised Charter

Xyzlora Brownell

During the August meeting, members reviewed the committee’s Charter, talked with one another and shared improvement ideas. Co-chair Xyzlora Brownell reviewed the revised draft that was emailed out to members prior to the meeting. The changes are highlighted in yellow and reflect the incorporated feedback.

Our Purpose: No changes.

Meeting Roles: Changes made to facilitation and notetaker sections below.

Facilitator(s): Co-chairs lead meetings with OSPI support using engaging strategies, invite members to lead collaborative opportunities and ask for decision points. Keeps committee on task and is aware of time allotted for each agenda item.

- Inclusive Welcome: different members each month will be provided an opportunity to lead/co-lead
- Intentional Close: Co-chairs will lead with wrap up, reflection, and next steps
- [Gracious Space](#): Fundamental process SELAC will engage in periodically during meetings to strengthen relationships and ensure authentic and inclusive conversations
- Notetaker: OSPI staff are responsible for documenting meeting notes and responding to topics for follow-up.

Member Duties: Some minor language changes.

- Attend monthly SELAC meetings
- Assign a substitute to attend in your absence
- If you miss a meeting, review meeting notes or any related documents to stay updated. This will help you and the committee to contribute effectively to future meetings
- Be responsive to deadlines, emails, and polls
- Serve as a liaison- A person who facilitates a close working relationship between people and organizations through communication and cooperation

Protocols & Community Agreements: Call-in piece was added and confidentiality piece was clarified.

- Design for the margins: focus on students by centering equity in our work
- Endeavor to be present and engaged
- Be aware of intent and own your impact
- When a "call-in" is necessary to address a concern or to center equity, members can use the reaction function and select a non-verbal symbol so it can be addressed
- Listen for understanding and learning, make room for differing perspectives and experiences
- Tend to individual learning styles and multiple modes of inquiry and engagement
- For comments/questions during virtual meetings, please use the raise hand feature or the chat
- Confidentiality: Honor personal stories, they stay with the listeners, only share lessons learned and insight with others

A vote occurred on the changes to the Committee charter and all members in attendance voted in favor of the changes.

Legislative Updates

Tammy Bolen

OSPI Government Relations (GR) team had asked us to make some changes to the SELAC legislative report recommendations. One of the recommendations was to provide dedicated funding for basic education and GR had some insight into recommendations like that. A member asked if GR had a specific issue with using the term "basic education" or is it that the definition of basic education could be opened up and changed? A representative from OSPI GR will speak during the November SELAC meeting.

Sarah: Look forward to November. Important to understand the info and the thinking and then the committee having a discussion about that. As a committee we've been pretty intentional with discussions; I hope we have time to discuss what GR shares.

Tammy shared that an additional suggestion included putting the basic education recommendation forward as a pilot program that would be evaluated. Tammy will make the minor grammatical changes cleaned up for the OSPI GR team.

Public Comment

Emme Williamson

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

Intentional Close

Suzie Henning

Co-chair Suzie Henning led the group in an intentional closing activity that asked members to share what they will do with the information they learned today. One member shared that they are committed to reflecting on best practices for implementing SEL in their rural school.

The SELAC Educator Preparation subcommittee is meeting on the 2nd and 4th Fridays from 11:00–12:00! Contact [Makenzie Dyer](#) if you have any questions or are interested in joining.

Our next SELAC meeting is Tuesday, October 22, 9am–12:30pm and is a joint meeting between SELAC and EOGOAC. Please note that this meeting will be 30 minutes longer than our standard monthly SELAC meeting.

Additional Materials

[Washington Tribes Map](#)

[SEL Advisory Committee Web Page](#)