

SEL Advisory Committee

Meeting Agenda

9:00AM–12:00PM
 November 26, 2024
[Zoom](#)

Attendee List

	Name		Name		Name
x	Anna Armstrong	x	James Layman	x	Nigar Suleman
x	Anna Smith		Jeanne Dodd		Rayann Silva
x	Carola Brenes	x	Justin Bradford		Sarah Butcher
x	Christopher Belisle	x	Kristine Harper	x	Sharman Ensminger
x	Caryn Park	x	Lauren Day	x	Suzie Henning
x	Cynthia Tamayo		Lauren Macdonald		Tabatha Copeland
x	Danielle Eidenberg	x	Laurie Dils		Xyzlora Brownell
x	Debra Parker	x	Leiani Sherwin	x	Makenzie Dyer (guest)
	Demetricia Hodges	x	Maddy Vonhoff	x	Tammy Bolen*
	Dr. Mona Johnson		Mary Fertakis	x	Erika Rodriguez*
x	Emily Santiago	x	Michelle Sorensen		
	Frieda Takamura	x	Monika Schuller		Support Staff*
x	Lanea Cate (guest)	x	Josh Kent (guest)		
x	Garaline Tom (guest)	x	Heather Rees (guest)		

Time	Item
9:00-9:10	Opening & Introductions
9:10-9:30	Inclusive Welcome
9:30-9:35	Josh Kent- OSPI Mental Health Literacy and SEL Brief
9:35-9:40	Debrief SELAC/EOGOAC Joint Meeting
9:40-10:00	Maddy Vonhoff – Committee for Children
10:00-10:35	Break
10:35-10:45	January Meeting
10:45-11:45	Sub-Committee Work
11:45-11:50	Public Comment
11:50-12:00	Intentional Close

Social Emotional Learning Advisory Committee November 2024 Meeting Notes

Opening Announcements & Introductions

Suzie Henning & Debra Parker

OSPI representative, Debra Parker opened with a Tribal land, water, & people acknowledgement, the equity statement, and a review of the meeting protocols and community agreements. New members were introduced including James Layman and Frieda Takamura (not in attendance).

James Layman, Director of Student Programs, Association of Washington Student Leaders (AWSL), joins us as a representative of youth-serving organizations, focusing on amplifying student voice and engagement. He advocates for making leadership and student voice accessible to all, ensuring every student has the opportunity to share their thoughts, feelings, and perspectives. By working with K-12 schools, James supports inclusive practices that empower all students to be leaders. He expressed gratitude for being part of this space and the meaningful work it represents. Frieda Takamura joins us as a representative of the Education Opportunity Gap Oversight and Accountability Committee (EOGOAC). 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.

We would like to thank Emme Williamson for their hard work and unwavering commitment to SEL and SELAC. Their dedication has made a lasting impact, and their efforts have truly advanced the mission of supporting students social-emotional learning. As Emme embarks on their next chapter of their journey, we wish for SELAC members to sign [Emme thank you card](#).

Three Signature Practices Inclusive Welcome

Anna Smith

Anna Smith, SELAC member representing the tribes west of the cascade mountains shared a Makah healing song, then introduces members to an image of a three-basket from the Makah Museum, symbolizing the importance of working together toward a common goal. She emphasized gratitude, which helps ground us and fosters connection. Participants met in small breakout groups to share wishes and challenges, encouraging authenticity and building deeper bonds. The session wrapped up with collective appreciation for the shared space and the



heartfelt contributions of everyone present. Members expressed gratitude for the group and highlighted the value of SEL Standards, self-awareness and social awareness.

Josh Kent – Mental Health Literacy and SEL Brief

Josh Kent

Josh Kent, Mental Health Literacy Programs Specialist, OSPI, joined us today to share the elementary [Mental Health Literacy and SEL Brief](#) document that he would like member input and feedback by December 11, 2024. The document highlights the importance of Mental Health Literacy (MHL) and its strong connection to Social Emotional Learning (SEL), which we all recognize as essential in the classroom. Many SEL skills overlap with MHL, emphasizing the need to equip youth with these tools for their future. The brief aims to clearly illustrate this connection. Josh Kent welcomes your feedback, including any thoughts, suggestions, or areas you'd like to see addressed, as open communication is key to refining this important work. Email [Josh](#) for further details and/or information.

Debrief SELAC/EOGOAC Joint Meeting

Suzie Henning

Suzie stated we aim to focus on how SEL can help address the opportunity gap for students of color in Washington State. After a month of reflection, we'd like to reconvene to gather insights, debrief, and transition into breakout sessions. Key discussion points include participants' thoughts on the process, key takeaways, and ideas for next steps. As we progress through the year, we plan to identify recommendations, set clear goals, and coordinate a joint meeting to advance this important work.

In breakout rooms, SELAC members reflected on the following prompts: What thoughts come to mind? What are some key takeaways from the meeting? What should our next steps be?

In a whole group conversation, SELAC member Anna emphasized the importance of examining district data and family engagement to identify both successful practices and areas of disparity. She suggested sharing effective strategies, such as those used in MTSS, across districts. Anna also highlighted the EOGOAC's focus on understanding what is happening within districts, recommending the use of activity calendars to track and share initiatives between schools.

Additionally, she pointed to the strong family engagement model in Head Start programs on reservations, where families lead committees, as an example worth considering for broader implementation. This approach could serve as a valuable method for collecting data and fostering engagement. She proposed exploring the possibility of integrating SEL-related questions into the Healthy Youth Survey (HYS) to enhance data collection on social-emotional learning.

SELAC member, Emily Santiago highlighted a gap in guidance, noting that most resources focus on K-12 and often exclude preschool. She shared her work on *Building Blocks for Belonging* and emphasized the importance of prioritizing parent input. Emily stressed the need for consistency in efforts to gather and act on feedback from families.

Maddy Vonhoff-Committee for Children

Maddy Vonhoff

Maddy Vonhoff provided an update on advocacy efforts and the reintroduction of HB 2239 (the bill number will change) focusing on Social Emotional Learning (SEL). The proposed legislation aims to encourage schools to teach SEL skills, potentially making it a mandate, and to establish a funding mechanism or competitive grants prioritizing rural and low-income districts with limited mental health resources.

She noted the challenges of advancing the bill, given budget constraints, and emphasized the importance of youth voices, which had a significant impact during public hearings. The bill faced both support and opposition, including 100 comments against it, highlighting diverse perspectives.

Maddy encouraged committee members to stay engaged in advocacy efforts, emphasizing the importance of advising lawmakers and fostering trust to persuade action. Questions arose about how and when to approach legislators.

Maddy Vonhoff provided an overview of how to engage with legislators, track bills, and demonstrate support for SEL-related legislation such as the reintroduced [HB 2239](#). Key points included the following Locate Representatives: Use tools like the [Washington Legislative Finder](#) or the [King County Elections District Map](#) to find your legislative district and representatives.

Contacting Representatives: Email or call their offices to express support or opposition to a bill.

Be clear, concise, and specific in your ask. For example:

Direct Ask: "Please support HB 2239 and vote yes."

Introduce Yourself: Share your name, location, and that you are a constituent.

Share Stories: Include personal experiences or examples to illustrate the importance of SEL.

An additional tip is to monitor the bill's progress through hearings. You can view testimony videos to understand the discussion and prepare your input. Engage with bill sponsors to influence the bill's language or emphasis, such as highlighting prevention and school climate improvements. Share personal experiences and clear requests during meetings. Even if you speak with staff, your input is recorded and considered when decisions are made.

When tracking bills and updates: Committee for Children Bill Tracker: This tool analyzes legislation related to SEL, mental health, and school climate across all 50 states. While it is a public resource, it is not widely posted to avoid misuse by adversarial groups. Search for bills (e.g., HB 2239) to access details such as sponsors, bill history, amendments, substitutes, hearing schedules, and recorded testimonies. This site is updated in real-time for tracking legislative developments.

January Meeting

Our next SELAC meeting is Monday, January 27th, 2025, in person, OSPI (Old Capitol Building) 600 Washington St. SE Olympia WA. SELAC members, students, families and community members can all attend. Please [RSVP](#) to confirm your attendance by December 20, 2024.

Friendly reminder, for travel. A portion of the funding to reimburse members includes coverage for car travel, flights, meals, and hotel accommodations. Please ensure that you have a Statewide Vendor Number so that we can process your reimbursement.

If you believe you already have a Statewide Vendor Number, you can look it up here: [Statewide vendor number lookup | Office of Financial Management](#).

Support for reimbursement follow-up will be provided via email from Debra Parker. A reminder: flights cannot be purchased independently—please make sure to go through OSPI for flight arrangements.

Subcommittee Work

As requested, subcommittees have the opportunity to work together: Family and Community Engagement, SEL Implementation Data, and Student SEL Assessment. SELAC member, Danielle shared that in their conversation with Nigar, they discussed plans to disseminate a survey in January to gather feedback on SEL (Social Emotional Learning) experiences. The survey will also invite people to join listening sessions across the state. This is part of ongoing work within the Family and Community Engagement subcommittee.

The SEL Implementation Data subcommittee is focusing on how to support districts with both adult learners and students. The main concern right now is how to track and accommodate data on SEL implementation in schools and assess the capacity of adults to support SEL in their districts. The group reviewed the SEL framework, looking at ways to incorporate communities and families, and collaborate with other subcommittees. Tammy also discussed how to frame and collect survey questions that can help gather meaningful data for SEL efforts.

The Student SEL Assessment subcommittee will review a 2021 Wisconsin document and draft an outline to determine steps on creating a "Ready to Assess decision tree".

Updates

Emily Santiago shared [The National Association of School Psychologists \(NASP\)](#) conference that individuals can attend on February 18-21, 2025.

Anna-Kalispel Tribe shared the Washington State Indian Education Association in cooperation with the Office of Native Education/Office of Superintendent of Public Instruction will host their [WSIEA Banquet Conference](#) on April 1-3, 2025.

SELAC member, Caryn Park shared [CAPAA \(Commission for Asian Pacific American Affairs\)](#), previous meeting was devoted to the topic of education. Most relevant to SEL was a UW research team's preliminary finding on serious mental health disparities for Asian American and Native Hawaiian and Pacific Islander youth. Advisory did not speak about specific groups of youth that may need additional attention, and the presentation shared Caryn highlighted that it guided her in realizing that the more specifically we understand a problem, the more targeted our advocacy & interventions can be. The final report will be out in May of next year, 2025.

Public Comment

No public comment.

Public Comment can be submitted at any time [via online form](#).

Intentional Close

No December meeting.

Our next SELAC meeting is Monday, January 27th, 2025, in person, OSPI (Old Capitol Building) 600 Washington St. SE Olympia WA. SELAC members, students, families and community members can all attend [RSVP](#) here.

Additional Materials

[Washington Tribes Map](#)

[SEL Advisory Committee Web Page](#)