

Social Emotional Learning Advisory Committee (SELAC) Meeting Agenda

February 25, 2025,
9a.m. – 12p.m.
Zoom

Time	Item
9:00–9:10	Opening & Announcements
9:10–9:30	Inclusive Welcome
9:30–9:45	Organizational Updates & News from the Field
9:45–10:00	2025 EOGOAC Recommendations
10:00–10:30	SELAC Recommendation Overview
10:30–10:35	BREAK
10:35–11:00	CSCP Presentation
11:00–11:30	Open Discussion
11:30–11:50	Subcommittee Updates
11:50–11:55	Public Comment
11:55–12:00	Intentional Close

Attendance

	Name		Name		Name
X	Suzie Henning	X	Xyzlora Brownell	X	Debra Parker
X	Tammy Bolen	X	Anna Marie Dufault	X	Salina James
X	Anna Hernandez- French	X	Atela Tinnin	X	Caryn Park
X	Christopher Belisle	X	Cynthia Tamayo	X	Demetricia Hodges
X	Ellen McGuire	X	Emily Santiago	X	Frieda Takamura
X	Gayle Flemming	X	Heather Rees	X	Joshua Kent
X	Kim Reykdal	X	Kris Harper	X	Lauren Day
X	Lauren McDonald	X	Leiani Sherwin	X	Maddy Vonhoff
X	Makenzie Dyer	X	Mary Fertakis	X	Monika Schuller
X	Nadine Philp	X	Nigar Suleman	X	Sarah Butcher
X	Sharman Ensminger	X	Tabatha Copeland	X	Tiffany Moss
	Anna Armstrong		Anna Smith		Dr. Mona Johnson
	James Layman		Jeanne Dodd		Laurie Dils
	Maddy Vonhoff		Rayann Silva		

Social Emotional Learning Advisory Committee (SELAC) February 25, 2025, Meeting Notes

Opening & Announcements

Debra opened the meeting by introducing Office of Superintendent of Public Instruction (OSPI) staff and co-chairs. Announcement: Because Emme (the former administrative support staff) moved to a new position, she will be sending a cancellation of the Zoom SELAC meetings currently on the calendar. Salina, our new administrative support staff, will send out a new Zoom invite. The meeting introduction included a tribal acknowledgment, an OSPI statement, and review of the community agreements. Guests were welcomed, with recognition of past and new members. SELAC's newest member, Nadine Philps, expressed excitement about starting Social Emotional Learning (SEL) work.

Inclusive Welcome

Members engaged in a 3-signature practice activity, using Synectics as metaphorical process of problem-solving. Members were asked to be mindful of how they are entering the space and their feelings. The activity involved sentence stem work using photos of roads and how members connected the roads to SEL work; it was demonstrated with an example from Debra. Participants then moved to breakout rooms for 10 minutes. During the large group reflection, they discussed what they learned, connections made, and the impact on the day's work.

In the open share, Leiani highlighted learning about Tabatha and Suzie, noting the importance of supporting each other and being gentle with each other and ourselves. Anna liked this icebreaker and it reminded her about the current stormy weather across the state and how we should unite despite differing views.

Organizational Updates & News from the Field

Xzylora emphasized the committee's role as liaisons, creating space for updates from each organization or committee member on projects, initiatives, successes, and challenges.

Leiani from The Professional Educator Standards Board (PESB) mentioned that the legislature has directed them to hold listening sessions with P-12 educators to understand what new teachers need to be prepared for in schools, with a session on Thursday, focusing on SEL. She provided the [Zoom Registration: Session Two](#) link in the chat.

Ellen from Health Care Authority (HCA) discussed the Advancing Wellness and Resiliency in Education Project (Project AWARE) and the Centers for Medicare and Medicaid Services Grant, which aims to expand Medicaid reimbursement in schools and involves community engagement.



Mary from the State Board of Education introduced the "Future Ready" initiative, which reviews the existing graduation framework. A [listening session](#) is scheduled for March 11 as part of a two-year research project with a taskforce and community engagement, focusing on what students need to know and be able to do, considering whole child education.

2025 Educational Opportunity Gap Oversight and Accountability Committee Recommendations

Heather Rees and Frieda Takamura's presented the Education Opportunity Gap Oversight & Accountability Committee (EOGOAC) report and recommendations to the legislature, with a focus on the mental and behavioral health of students of color. Frieda, representing the Asian community, emphasized the objective of closing K-12 opportunity gaps in Washington.

The legislative charge of the EOGOAC involves recommending policies and strategies to remove barriers for students and families of color. The opportunity gap negatively impacts students of color, leading to achievement gaps.

The presentation highlighted 19 annual recommendations aimed at aligning efforts to serve students of color, with a focus on policy recommendations rather than funding. It stressed the importance of monitoring progress in a coordinated, non-siloed manner and identifying who in the community needs help.

Institutionalizing the process of closing the achievement gap within school improvement plans was discussed, along with exploring successful school models and supporting school-based health centers for mental and behavioral health services.

The EOGOAC was created to review opportunity gap studies and make recommendations to the legislature, with updated studies due by December 2024 and full studies by June 2025. The presenters also mentioned the importance of assessing progress over the past 15 years and highlighted the community and student-based approach. EOGOAC meetings are held every third Tuesday of the month; an open invitation to all SELAC members.

Suzie inquired about the EOGOAC's process for sharing recommendations with organizations and how they follow up to determine if the recommendations were implemented or need to be reiterated. Heather explained that they often review recommendations for specific organizations to assess their status, with a comprehensive review conducted during their 10-year anniversary.

Monika expressed concern about recommendations made to school districts without monetary support, noting that some are easier to implement than others without funding. Frieda emphasized that while they can't control funding, they focus on what should happen in schools, highlighting issues with the current education funding system.

Kris questioned the need for more psychologists. Frieda responded that many psychologists are not performing their trained roles due to insufficient staffing numbers. Emily, a school psychologist, added that high caseloads prevent them from fully utilizing their skills and providing adequate support to families.

Kris mentioned the use of virtual psychologists in her district, suggesting that in-person support would be more effective. Leiani noted that PESB is also addressing the issue of increasing school psychologists, with listening sessions planned for May.

SELAC Recommendation Overview

Xyzlora walked the committee through the annual legislative report requirements. The committee is required to provide an annual progress report detailing accomplishments, data, barriers, and recommendations. SELAC needs to submit this report to OSPI by May 1 to ensure it reaches the legislature by June 1.

The committee reviewed the 2024 recommendations. Prior to launching a poll that will determine the next steps in the committee's recommendation process, Xyzlora opened the floor for discussion, asking members to share perspectives on the existing recommendations.

Suzie raised concerns about the 2024 report's effectiveness and its reach to intended constituents, suggesting alignment with EOGOAC's recommendations. Sarah agreed, emphasizing the need to carry forward and refine the recommendations for better impact.

Anna from OSPI Government Relations highlighted the importance of timely report submission and discussed improving the drafting process to reduce delays.

The poll was conducted, and all members agreed to retain and strengthen the 2024 recommendations.

The Committee paused for a 5-minute break, before convening to the next session.

Comprehensive School Counseling Program Presentation

Debra introduced and welcomed Maria Muto and Gayle Fleming, the School Counseling Program team from OSPI. Gayle shared that Maria was not able to attend, however she will share both their contact information, as both are excited to help and support. Gayle aimed to develop a common understanding of school counselors' roles within The Comprehensive School Counseling Program (CSCP) and explain their roles within the Multi-Tiered Multi-Domain System of Supports (MTMDSS).

The presentation addressed ongoing confusion due to differing roles between districts, inconsistent public image, and varying legislation across states. Gayle highlighted the difference between guidance counselors and school counselors, noting that school counselors follow professional standards and focus on academics, college and career, and social-emotional support.

[Legislation SSB 5030](#) was discussed, which aligns the CSCP to state and national standards and includes additional staff, not just school counselors. The presentation covered the multi-domain (academic, college/career, social-emotional) and multi-tiered (three-tiers) aspects of the program.

Gayle shared a video on CSCP's tiered support within MTSS, with a challenge to jot down key words for MTMDSS. The purpose of the program is to impact student success and demonstrate this impact through data, with Tier 1 focusing on all students.

During the Q&A session, Suzie asked about adult capacity. Gayle emphasized the goal for all adults to support students socially and emotionally, using data on race, attendance, and academic metrics at the high school level.

Frieda inquired about disaggregating student race data beyond the "fed-5" and ensuring family and community involvement, especially for families of color. Gayle responded that Tier 1 includes family education and community engagement, ensuring all families are involved.

Ellen asked about OSPI's efforts to coordinate across various school support roles and develop a behavioral health system. Gayle mentioned the 5030 catch-up hub link and available webinars for those implementing CSCPs.

Open Discussion

During the open discussion, Suzie invited key takeaways and comments. Lauren emphasized the critical role of school counselors and the negative impact of assigning them administrative tasks, which hinders their ability to build relationships which is a large part of their job. Sarah highlighted the need to understand and prioritize the experiences of students of color to avoid perpetuating inequities. Tabatha voiced that her district has been successful in using CSCP to remove non-counseling tasks from counselors' responsibilities.

Suzie connected the presentations to their work and experiences, then transitioned back to SELAC recommendation work. The poll results showed a unanimous agreement to tweak and align the 2024 recommendations for 2025. The discussion emphasized the importance of family engagement, student-centered approaches, alignment with EOGOAC, culturally responsive practices, and SEL.

Subcommittee Updates

Suzie transitioned to subcommittee updates, with each subcommittee lead provided a brief overview of their activities, goals, and plans:

- **Sarah (Family and Community Engagement):** Collaborating with the Washington State Family Engagement Center advisory board, which includes parents and educators from various districts. They aim to develop a tool to help schools partner better with families. They have another work session scheduled for March.
- **Monika (SEL Implementation Data):** Supporting districts in implementing SEL, referring to the OSPI SEL implementation framework and CASEL. Their project is to create a user-friendly rubric for districts to self-assess their SEL implementation levels and identify steps for improvement.
- **Lauren (Student SEL Assessment):** Shifting goals and outlook, focusing on building an overall framework, including guidance and a decision-tree for student-level SEL assessments with an emphasis on equity, inclusiveness, and cultural responsiveness. They aim to ensure transparent communication with families and address potential assessment burdens.

- **Leiani (Educator Preparation Programs):** Focus is supporting teachers and principal programs in SEL by establishing a SEL Educator Preparation Programs (EPP) collaborative for networking and discussing implementation strategies. Their first meeting will focus on cultural responsiveness in SEL, using the book "Inner Work of Racial Justice" authored by Rhonda Magee.

These updates reflect ongoing efforts to enhance family engagement, SEL implementation, student SEL assessment, and educator preparation programs.

Public Comment

No Public Comment.

Intentional Close

Suzie provided an opportunity to reflect on today's experiences and learning, encouraging everyone to set a goal or action step based on the discussion. She allowed a moment of quiet reflection.

The next meeting is scheduled for March 25 on zoom, where the focus will be on reviewing the recommendations and a presentation from Washington Integrated Student Supports Protocol (WISSP).

Meeting was adjourned.