

SEL Advisory Committee

Meeting Notes

9:00–12:00
 February 12, 2026
 Zoom

Attendee List

	Member		Member		Member
1	Jay Tyus	11	Caryn Park	21	Maddy Vonhoff
2	Frieda Takamura	12	Esmerelda Garibay	22	Jenny Morgan
3	Kathi Weight	13	Peggy Carlson	23	Ellie Lovde
4	Emily Santiago	14	Kris Harper RN	24	Mona Johnson
5	Jenny Morgan	15	Amy Cummings-Garcia		
6	Brandi Moore	16	Carola Brenes		OSPI
7	Scott Lehrman	17	Sala Sataraka	25	Heather Rees
8	Bonnelle Pauulu	18	Nick Yoder	26	Atela Tinnin
9	Sarah Butcher (G)	19	Tammy Bolen	27	Christian Stark
10	Therssa Warren	20	Laurie Dills	28	Stephani Hemness

Purpose & Scope

- RCW 28A.300.477 directs OSPI to convene, staff, and appoint members to the Social Emotional Learning Committee.
- Ongoing tasks of the committee are:
 - Align the SEL standards and benchmarks with other relevant standards and guidelines.
 - Identify best practices or guidance for schools implementing the standards, benchmarks, and developmental indicators for social emotional learning.
 - Engage with stakeholders and seek feedback.
 - Identify strategies to improve coordination between early learning, K–12 education, youth-serving community partners, and culturally-based providers, and higher education regarding SEL.
 - Advise OSPI by providing feedback on learning standards alignment and guidance.
- The Committee meets these tasks by advising the legislature via the annual legislative report—due to OSPI on May 1, 2026, which includes:
 - Accomplishments.
 - State of implementation.
 - Systemic barriers.
 - Writing recommendations on policies needed or needed policy changes.

- Meeting Structure/process of Advisory Committee
- We are currently on Meeting #3. We are firming up recommendations. Rolled out a two-year meeting plan going forward. Asking all to commit to membership for 2 years.
 - This was met favorably by the members.
 - One person commented: "I think it's important to keep as much continuity of membership as individuals' constraints allow."
- Members were asked to email Tammy if there were questions, concerns, or thoughts which she would share with co-chairs.

Legislative Updates

Currently in the middle of short session, these bills are still in play as of 2-6-26:

- SB 5177- Build a website that has resources list on a variety of topics, including SEL.
- SB 5992- Youth Engagement fund.
- HB1634- Christian: main idea is creating a framework for state-level technical supports for school behavioral health.
- HB 1795/SB 5654- Bills in both houses, took out professional development for districts but still tries to eliminate restraint and isolation (R & I).
 - Sarah: This is an issue to keep an eye on. Even though the bill is narrowed to just restraint, robust SEL reaching every student is a key element to this progress to phasing out R & I. It really speaks to the importance of coordinated systems of support that include SEL.
 - Tammy: Pilot sites have data and encouraging progress toward reducing R & I
- SB 5849- Financial education requirement, related to SEL? Yes- Worked with Financial Education Public-Private Partnership (FEPPP) that is developing financial education standards and embedded SEL into the lessons.

Review Rubric & PSESD Racial Equity Tool

First review and discuss rubric, review and discuss equity tool.

- Knowing that legislators do a skim of recommendations, it's crucial that it is clear, actionable, and fundable. Previously discussed no more unfunded mandates.
 - Within scope of SEL K–12 teaching?
 - Does it meet legislative requirements?
 - Aligned with SEL Guiding Principles? Aligned with SEL Essential Elements?
 - Aligned with other agencies or workgroups?
- PSESD Equity Tool was voted on and chosen previously by committee, and Education NW provided training to the members on this tool. It's not just for the recommendations but for all work that we're doing. We should be asking the tool's equity questions as we learn about topics and consider recommendations

from the start.

- Informs all our work.
- A tool, not an add-on
- Why equity matters in SEL policy? It is fundamental to belonging, relationships, identity and opportunity. Policies that are neutral on surface may negatively impact communities.
 - Jay: It's not something on the plate; it is the plate. In fact, it makes a bigger plate that holds everything else!
- Why use the tool? Structured tools help prevent blind spots. It identifies who benefits and who might be left out? What might be unintended consequences? Provides credibility, transparency, and accountability with stakeholders. Moves from intention to action.
- What is the tool? Used around educational systems in WA. Structured questions at different stages of decision making. Practical and adoptable, focus on racial equity specifically, with broader inclusion.
- How will the committee use the tool? At key points in legislative recommendations, and the tool will guide small group discussion today.
- Reviewed the tool's Key Questions prompts:
 - Who benefits from this recommendation?
 - Who may be excluded or experience barriers?
 - How does this impact students and communities historically underserved?
 - What data, voices, or perspectives are missing?
 - How can this recommendation reduce—not reinforce—inequities?
- Shared Expectations- This is a guide for improvement and shared accountability. It's not a checklist, judgement of intent, or requirement for consensus.
- How will we apply this tool to SEL Recommendations today specifically?
 - For example: when recommending the Landscape Scan...asking are historically marginalized students represented, unintentionally harmed? Or is there grant funding? Do rural schools have the same opportunity as schools with professional grant writers? Are we supporting adult capacity when needed?
- 10 minutes to read the PSESD Racial Equity Tool, jot down questions to bring back for discussion:
 - Jay: Thank you for the time to dive in and participate deeply. Important as policy creators, this is important to pay attention to, at the core of what we do.
 - Carola: This work is incredibly important, and we need to think about how our work effects people of color, and we need to not stop there. Think about other underserved groups, in rural communities where there are less resources. Students are impacted.

- Emily: Thinking about students with disabilities and how it impacts them. District is doing a data deep-dive for disproportionality review, could apply the tool to review policies and procedures.
- Sala: I think it's important to note that racially minoritized communities within these other groups you all are bringing up - rural, disabled, etc. are often disproportionately institutionally underrepresented and under-resourced. Hence the importance of focusing on racial equity across all social and political identities.
- Freida: Has SEL seen the reports that each Ethnic Commission completed this year re: the opportunity gap? Each report specifically mentioned the importance of SEL, with recommendations...Since every Ethnic Commission report specifically mentions SEL and mentions recommendations, I think they'd be a valuable resource for the discussion now:
<https://osp.k12.wa.us/sites/default/files/2026-02/eogoac-2026-annual-report.pdf>
- More report links shared below
- Heather: The executive summaries of the reports are in the appendices as well as links to the full reports.

2025 Recommendation Discussion

- Jay: Make sure our idea is capable of moving forward. Using this time for learning how to make recommendations for policy makers and moving past the "great idea" to getting things done.
- Heather's example: How to use rubric for recommendation 5: "Provide funding to develop and conduct SEL needs assessment." Read parts A and B language. Gave recommendation scoring examples and justifications. Analyzed both main recommendations and sub recommendations to identify who will perform action items in the recommendation language.

Recommendation Review in Breakouts

- 3 rooms and 3 recommendations- Landscape Scan, School Climate, and Needs Assessment. Members choose a room or recommendation to go to.
- Questions to consider are in the document- Did we capture the recommendation accurately based on the last two meetings and conversation? Please identify if there is missing rationale information, or research that should be included or considered.
- Use the rubric to determine if actionable and aligned to the SEL framework. Use the PSESD Racial Equity Tool questions to consider the impact on our community. Use comments in the document to add questions or make suggestions.
- Discussion:

- Sarah: PSESD Equity Tool used and adapted in other municipalities and groups outside of education. Developing shared language of SEL
- Emily: This was so far the most helpful in guiding thinking, and understanding what was being asked and guided toward the legislative recommendations.
- Co-chairs will review comments in the Recommendations document, followed by meeting to discuss them further. All members will be invited but attendance is optional.

Advocacy Exercise

- SELAC Info Sheet 2.2026 draft. Link shared in chat.
- Ask: Get on meeting agendas to present on SEL and seek feedback in your organizations, groups, and community.
- Breakout rooms: Practice a 2-minute elevator speech with one of the three recommendations, to share with organization.
- Framing the feedback ask: Does this direction align with our organization's priorities? What considerations should SELAC be aware of?
- Jenny: questions on pg. 2 of info sheet; There are a lot of school staff and educators that deliver SEL. Team approach.
 - Suggests adding language about school counselor's role.
 - Use term educator burnout (rather than teacher burn out).
 - Excellent work, needs to be put out there.
- Laurie: Nothing incorrect about sheet statements, but incomplete. Agrees with Jenny on need additional reference to whole school approach to SEL.
- Tammy will take feedback, adjust, and swing it by to Jenny and the co-chairs to review language.

Public Comment

Reminder, please provide the form link to anyone interested in commenting at any time. This is also on the OSPI SEL webpage: <https://survey.alchemer.com/s3/5981998/Social-Emotional-Learning-Advisory-Committee-Public-Comment>

Next Steps

1. Co-chairs will review comments, make edits to recommendations, then we will add them to the SELAC Info Sheet.
2. OSPI will send out a poll to schedule a recommendation review (after edits are made based on this meeting's comments) that is optional for members to attend.
3. Members will gather feedback from respective organizations and community, and use the Organization Feedback Form to report that: <https://survey.alchemer.com/s3/8697393/Form-SEL-Advisory-Committee-Feedback>

4. Fourth meeting: **April 16, 9:00–12:00** for high level review, vote and move forward with recommendations and rationale.

*We cannot improve without feedback. We hope you see the feedback being implemented. Please continue to provide meeting planning feedback:

<https://survey.alchemer.com/s3/8622272/SEL-Advisory-Committee-Feedback-Meeting-3>

Report Links

1. Washington State Commission on African American Affairs. (2025). *A plan to close the opportunity gap*.
<https://caaa.wa.gov/sites/default/files/public/documents/OfficeDocs/A%20Plan%20to%20Close%20the%20Opportunity%20Gap%20~%20Washington%20State%20Commission%20on%20African%20American%20Affairs%20%26%20Imago%20%20LLC%20%28June%2030%2C%202025%29%20-%20Oct%202025%20update.pdf>
2. Halvorson, M. A., & Camacho, S. G. (2025). *Stories of educational wayfinding: Supporting the educational voyages of native Hawaiian & Pacific Islander students*. Washington State Commission on Asian Pacific American Affairs.
https://issuu.com/socialwork.uw.edu/docs/stories_of_educational_wayfinding_supporting_the
3. Nguyễn, J.,* Halvorson, M. A.,* Ledesma, A., Lee, J. J., Tian, Z., Camacho, S. G., Beck, K. L., Seto-Myers, D. K., Diaz, T. P., Sun, M., & Spencer, M. S. (2025). *Centering Asian Diasporic Voices & Shaping Policy: The Educational Experiences and Wellbeing of Asian and Asian American Youth in Washington Schools*. Committee for Asian Pacific American Affairs.
https://issuu.com/socialwork.uw.edu/docs/centering_asian_diasporic_voices_shaping_policy
4. Higheagle Strong, Z. & Equally Contributing Colleagues (2025). *Relationships, relationships, relationships: Native American education opportunity gap study in Washington State*. Governor's Office of Indian Affairs.
<https://native.wsu.edu/native-american-education-study-2/american-education-study-2/>

5. e, L., Rueda, R. A. A., Chen, R. H., Johnson, J., & Arreguin, A. I. A. (2025). *Hispanic and Latinx students educational opportunity gaps study*. Commission on Hispanic Affairs.
https://static1.squarespace.com/static/5915f65ed482e94b3f60b25f/t/68e04eb0396f5f1ef1487e00/1759530673016/HGAP24_Hispanic_Latinx_Opportunity_Gaps_Final_Report.pdf