

SEL Advisory Committee

Meeting 1 Notes

9:00–12:00
9-18-26
Teams

Attendee List

	Member Name		Member Name		Guests
1	Peggy Carlson	8	Mara Marano-Bianco	14	Mackenzie Dyer (PESB)
2	Suzie Henning	9	Carola Brenes	15	Sarah (Roots of Inclusion)
3	Kristina Miller	10	Bonnelley Pauulu	16	Stephani Hemness (OSPI)
4	Freida Takamura	11	Amanda Kraft		
5	Andra Kelley-Batstone	12	Jenny Morgan		
6	Jordan Posamentier	13	Tammy Bolen		
7	Mary Fertakis				

Welcome, Purpose and Tasks

Land, Water, and People Acknowledgement

Protocols & Community Agreements:

- 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 icon found in the reaction panel on the zoom toolbar, we will pause to address concerns.
- 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.

Committee Process and Co-Chair Information

Co-chair Needed. Responsibilities include:

- Assisting in agenda item creation,
- attend planning meetings with OSPI,
- Planning and facilitating SELAC/EOGOAC Joint Meeting,
- Assist in reviewing recommendations, editing and finalizing.
- If interested let Tammy know.

Welcome Members—Breakout rooms to introduce yourself, name the organization you

represent, answer whether you are new to the committee or not, and share one thing you are looking forward to.

Purpose of the Committee: To promote and expand SEL

- Four guiding principles—Equity, Culturally Sustaining, Universal Design, Trauma-informed Approaches.
- Three essential elements- Create Conditions, Work in Collaboration, Build Adult Capacity.
- [RCW 28A.300.477](#) directs OSPI to convene, staff, and appoint members to the Social Emotional Learning Committee.
- Advise the legislature via the annual legislative report, due to OSPI May 1.
- Advise OSPI by providing feedback on standards alignment and guidance.
- 2026 legislative recommendations overview; [UPDATE: Social Emotional Learning Progress Report 2026](#).
- Two-year meeting plan overview.

Aligning SEL – EOGOAC/SELAC Joint Committee Meeting

Joint meeting: Why is this important?

- We have an annual joint committee meeting with the [Educational Opportunity Gap Oversight and Accountability Committee \(EOGOAC\)](#).
- The EOGOAC is a bicameral, bipartisan legislative and community workgroup committed to closing racial opportunity gaps in Washington's K-12 public education system.
- We commit to work collaboratively on closing opportunity gaps — by shaping SEL implementation that creates schools and classrooms where every student, especially those our system has underserved, feels belonging, welcome, and safety.

The 2025 Opportunity Gap Studies—

Read summary for 16 minutes, then breakout room discussion with small group. Members choose one study:

- Relationships, Relationships, Relationships — Native American Education Opportunity Gap Study.
- Centering Asian Diasporic Voices & Shaping Policy — Asian and Asian American Youth.
- Stories of Educational Wayfinding — Native Hawaiian and Pacific Islander Students.
- A Plan to Close the Opportunity Gap — African American Students.
- Hispanic and Latinx Students Educational Opportunity Gap Study.

Quick Share-out: One Thing you Discussed in your Breakout Room

- Hispanic and Latinx Opportunity Gap Study group: Found a lot of connections to SEL. One overarching approach to the study was to move away from the focus on achievement gap to opportunity gap. The way data was collected and reported moved beyond outcomes to systemic approaches. Group appreciates the alignment to work we're doing here in SELAC.
- Centering Asian Diasporic Voices Study group: Discussed need for authentic voice and connection with communities and our roles as an MSW and other educators throughout the building. There are unique identities within broader groups, and instead of trying to be the experts, we can allow time and space for community and student voice.

- Relationships...Native American Opportunity Gap Study group: Discussed elevated data practices, relationships, and integration with cultural relevance with academic requirements to capture the need for native students to see themselves and have a sense of belonging in the classroom. Data practice broader scope of data collection...SEL is not separate practice but embedded across all learning.
- Native Hawaiian & Pacific Islander Study group: Educators need training, so students feel connection and support. Expand on investing in student mental health, bring culture into schools, and credit-based and mastery-based learning.
- Closing the Opportunity Gap Study group: Discussed workforce diversification, laudable but tough to implement. The report is about SEL support, not Social Emotional learning, no mention of standards. Summaries are not cited to evidence, not clear on effectivity of solutions.

Questions?

- Clarification request from member on the impact of above opportunity gap study statement from group rep.
 - Noted disconnect between SELAC and EOGOAC, need for more alignment, less silos.
 - How do we work together on EOGOAC goals and SEL/standards alignment.

Break -10 minutes

Topics for the Upcoming Year

Where and how is SEL implemented, and how is it working with our populations served?

- "Respectfully as a new member of this group, it seems to me that the intersection of the work of the two groups is in how the EOGOAC recommendations impact who is in the schools and who is given the power of voice in shaping how social emotional learning is framed and provided in the schools. It's all about openness to each other, different points of view and relationships." Adds: There is work being done if we look at people providing it and how it's being done.
- New member: Still getting a grasp of committee past and future work. What standards are we measuring to see if we are moving the needle across the state? Hard to quantify.
- Member: Is it possible to hear from a representative from different tribal compact schools? They are doing work on culturally responsive approaches, found it enlightening.
- Member: When the standards were implemented, including Senator McCoy, they included cultural responsive practices. Is there anyone on our committee this year as a tribal representative?
 - Contact Tammy if you have suggestions, know anyone open to being a rep.
- Member: Focus on what works in schools, not just tribal, but communities from all the reports.
- Member: When will the landscape scan happen? There is a worry about budget cuts, staffing changes, and schools struggling right now. We don't want this to fall through in schools, it is important to start as soon as possible for our students. Very interested in whatever we can do as a committee to move forward to the schools.

- The landscape scan is a SEL recommendation. The legislature needs to act on this to enable us to do this.
- Member: The gaps measure implementation strategies, but is it moving the needle within those communities? What other measurements are used, such as Healthy Youth Survey (HYS) data, or other state data?
 - HYS data only measures some grade levels, and not all districts participate. Agrees we need more information and statewide data, that request is in Legislative recommendations.
- Member: Referenced in the EOGOAC report is the environment that we're in right now, the fear in communities, and its impact on attendance; Important thing to be tracking because if students aren't in school, they're not learning. This is a significant factor, important not to shy away from this impact.
- Member question: State Board of Education (SBE) has looked at school climate surveys; can we dovetail the work we're doing with SBE?
 - SBE does have a self-reporting survey. SBE Rep says would be happy to work with workgroups and could elevate the work.
- Member: Does the landscape scan look at non-curriculum implementation, such as PBIS? [Positive Behavioral Interventions and Supports]. ESA groups and reports might capture PBIS and SEL data.
- Member: The report we read expressed concern for students with academic needs who are responded to with discipline and special education services. Are there more restorative practices happening? We should be including students and families with disabilities, such as the [Inclusionary Practices Technical Assistance Network] IPTN and the School Safety and Student Wellbeing committee (SS-SWAC).
- Member: The state is not receiving comprehensive school counselling reports, and districts not made to communicate (by statute). Expressed idea about reaching out to associations, send survey out to members for feedback from regions.
- Member: "Culturally responsive SEL is not only about culturally responsive curriculum but about creating a culture of belonging at the school level, where students from all backgrounds and perspectives feel safe and like they matter. OSPI has a great webinar on creating a culture of belonging, and I would love to see more resources like this. Often I see that educators/school staff have the willingness to do this, but they do not have a roadmap on how to do it."
- Member: "The African American Commission Report specifically calls out black students with disabilities and the IPTN is prioritizing Black students with disabilities and students with IDD [Intellectual and Developmental Disabilities]. It is critical to look at the intersectionality of race and disability especially with discipline and the use of restraint and isolation. The segregation that still happens in our schools is substantial and SEL is a core component of the work for change and needs to be done well and be deeply community connected."

SEL Update from Professional Educator Standards Board (PESB)

Presentation from Mackenzie Dyer – Educator Preparations team.

PESB looks at policy that effects educators in Washington from preparation through in-service

educators.

- Think about a favorite teacher you had, what SEL skills they had, or what you might have learned from them in terms of SEL?
- Research demonstrates that when teachers develop their own social emotional skills, it creates a powerful dual impact.
- History overview of PESB and SEL:
 - 2020-22 briefs published, book tasting with Dr Nancy Markowitz, Washington Association of Colleges for Teacher Education (WACTE) presentation with SEL lens.
 - 22-23 Educator Institute with Center for Reaching and Teaching the Whole Child, professional learning.
 - 23-24 systemwide collaboration- how connect with others, WACTE Support...
 - 2024-25 SEL Educator Preparation Program (EPP) Collaborative, book tasting *Inner Work of Racial Justice* by Rhonda V. Magee. Educator SEL Standards, and adult standards.
 - 25-26 Hosting SEL EPP Committee, Needs Assessment of EPPs, WACTE Presentation to educate faculty, strategies. Future planning.
 - 2026 and beyond- Retrospect on what's already been done, current landscape, and advancing SEL.
 - Sarah B, Suzie, and Caryn are also in this group.

Advocacy & Feedback Reminder

Importance not just to advocate for SEL, but to seek feedback; How are the recommendations landing with your organizations?

Public Comment

- Member: Given what we're hearing about lack of legislative funding, what are the additional things that we can bring up with these recommendations?
- Member: It's also important to know the recommendations of all the constituency groups. We should know about mutual recommendations (EOGOAC plans to do this.) Can we work on issues in synch as part of our recommendations?
- Member: Could our organizations within this committee advocate for legislation, even if we're on an OSPI committee?
 - Yes, that is the advocacy element of the committee members' work.
- More member comments:
 - Is there a particular legislator we can focus on? (OSPI can't answer).
 - With election coming up, legislators can change, pay attention to that.
 - Can we bring timelines and strategies up in our next November meeting? Need input and value everyone's opinion.
 - Look at who in the past has been supportive of SEL related legislation, and any related groups willing to support.
 - EOGOAC has legislators on their committee, they're another audience that will be in the next joint meeting in October.

Next Steps & Feedback

- Watch for and respond to the invite to the Joint Committee meeting.

- Schedule times to meet with your organizations.
- Let Tammy know if you are interested in being a co-chair.
- New members, attend the orientation meeting next week if you have not already done so.