

SEL Advisory Committee Meeting Notes

9:00 AM – 12:00 PM
September 26, 2023
[Via Zoom](#)

Attendee List

Members

- Farheen Al-Mishari
- Tammy Bolen
- Carola Brenes
- Xyzlora Brownell
- Sarah Butcher
- Laurie Dils
- Danielle Eidenberg
- Mary Fertakis
- Laree Foster
- Brian Freeman
- Danielle Harvey
- Suzie Henning
- Mona Johnson
- Josh Lane
- Lauren Macdonald
- Susan Mosby
- Caryn Park
- Emily Santiago
- Monika Schuller

- Terique Scott
- Leiani Sherwin
- Rayann Silva
- Michelle Sorenson
- Debbie Tully
- Liliana Uribe
- Maddy Vonhoff

Alternates

- Kristi Greenaway
- Cirignano (Alt)
- Andrew Estep –
WSPTA
- Suzie Henning
- Jennifer Karls
- Tessa McIlraith
- Liz Pray

OSPI Staff

- Maxine Alex – Office of
Native Education
- Lee Collyer – Student Health
and School Safety
- Mona Halcomb – Office of
Native Education
- Kylie Massey – Elem/Early
Learning Programs
- Debra Parker – SEL
- Heather Rees – EOGOAC
- Emme Williamson – SEL

Guests attending

- Julie Barrett
- Mary Long
- Lauren Mendez (WSCA)
- Tonya Middling

Facilitator

- Nick Yoder – AIR

Refresh on SEL Advisory Committee Goals

Tammy Bolen

Three Priority Areas Jamboard

- Mandated work not yet fulfilled:
 - Evaluation of implementation. We have not done that yet but will be working on that this year.
 - Strategies to build coordinated effort is ongoing work as well as guidance on best practices.
 - Engaging with families and community to seek feedback is also ongoing.

Legislative Report Recommendations Considerations:

Jenny Plaja spoke last year and spoke with us and one of the speaking points was that we need to make the recommendations easy enough to be understood without effort so that legislators can look at the recommendations and run with it. If it is a multi-step process we are asking for, consider only ask for the first step and make it clear so it is actionable.

Revisit Community Agreements

Sarah Butcher

- Our representatives are essential to the work, both as individuals and representatives of their organizations. We're going to go through a values exercise, and because we have so many new members and it's been a couple of years, we need to examine and discuss.
- Values exercise: We reflect on the values listed and consider writing our own, if needed. Identify four core values that you find most dear.
- For the Value's List: Consider adding comprehensive listening. Being an active listener and hearing other people's thoughts without bias or judgement is important. We're coming up with ideas, so having an openness to being flexible and innovative is important.
- We naturally gravitate to people who are like us. If we create accepting workplaces, it will give people comfort and the dignity to be who they are and engage with those around them even if they are different from themselves.
- We need to be a bit more intentional in knowing that we have community agreements. The process of hosting is meant to focus on how groups work together to build systemic equity. We need to make sure we are setting up a space that will allow us to work through what we need and acknowledge our responsibility to collaborative commitment.
- How do we appreciate people in a way that is true to who they are? How do we engage each other in collaborative ways?
- How do we learn from each other?
- We collectively own our successes and challenges. Make sure that the advisory committee works for all.
- We want to build relationships and connections. When we deal with difficult problems, we need to make sure we can work together and lean in, rather than separate into factions.
- Our community agreements as we've had them:
 - Endeavor to be present and engaged.
 - Be aware of intent and own your impact.

- Step up, step back. Make room for differing perspectives.
- Listen for understanding and learning, not just to respond.
- Design for the margins—center equity in our work.
- Take care of yourself, take care of the group.
- For comments & questions, raise your hand or use chat in Zoom meetings.
- The existing agreements—bucketed into four groups:
 - Honorable Collaboration: *Differences are appreciated and built upon for collective progress.*
 - Listen for understanding and learning, not just to respond.
 - Openness to Learning/Adaptation: *Prioritize collectively learning from, and with, one another.*
 - Endeavor to be present and engaged.
 - Be open to others' experiences.
 - Shared Accountability: *We collectively own our successes, challenges, and learnings.*
 - Be aware of intent and own your impact.
 - Step up, step back. Make room for differing perspectives.
 - Design for the margins-center equity in our work.
 - Tend to Relationships: *We actively build and deepen trusting relationships as we work together.*
 - Take care of yourself, take care of the group.
- What meeting protocols, do we want to consider?
- Are there agreements that you feel reflect your results from previous exercise?
- Collective process, interactions, design for the margins feels different. The focus of the work needs to be centered, rather than how we interact with each other. How do we do that? What is the evidence that we're doing that?
- When we bring marginalization to the forefront and emphasize equity in the front of the work, it becomes important. The systems are so familiar that we don't always catch the inequities that are in place and question how we can do better.
- What could we do better to establish that designing for the margins is important as well as hearing voices from various communities?
- Member Responses:
 - It might be interesting to have an adaptation piece from people outside our group. It is a constant that is always evolving. Learning more may help us improve.
 - Values are critically important, but the way it's worded doesn't fit. Potentially reword it so it is more about honoring each other's experiences, especially when it comes to marginalization.

- This discussion is communicating that, the words are very important. We need to build that out a bit more.
- Centering equity should become a priority.
- Disagree without being disagreeable: The complexity of human relationships is accepting that there won't always be a happy ending.
- Being able to accept non-closure.
- Sometimes we can be uncomfortable, and we should be curious as to why.
- Curiosity: openness to learning and adaptation. Hoping that we can continue to learn and see a shift from being judgmental to curious. Ask questions, rather than judge as a starting place.

The values we have chosen: if you think about your own, do you see any community agreements that tie to your values, or do you see a gap?

- Responses:
 - OSPI is a center of learning for WA state, but we're also working for the students of Washington State, and we need to make that a strong part of our mission.
 - Two words: risk taking and vulnerability: Sometimes I wonder whether everyone was truly able to share their perspective on an issue or a topic. Perhaps they felt alone in how they felt, or maybe they felt they needed to learn more. Going forward we hope to facilitate and hold the space with appreciation of risk taking. Members should feel safe enough to receive feedback or pushback and be willing to take a risk and be vulnerable. We're adult learners. How do we set this space up so we're attending to all members? Embracing of discomfort is important.
- How do we help people feel safe enough through practices?
- We have talked about going off-camera, taking a step back, and doing what we need to take care of ourselves.
- If there's something you need, it's important that you express that so you can be accommodated. This is what we want to see for our communities, as well as ourselves.

Meeting protocols:

- We have been good about using tools to engage, allow people to speak out in chat or by raising their hand. Are there other meeting protocols that anyone would like to bring up?
- Do we have an agreement or protocol for confidentiality when telling stories, etc.? Personal stories should not be repeated, and identifiable information should not be shared. What we say in our meetings should not involve names.

- Sometimes we don't share because we're not comfortable, and some share offices. We need to build space so we can prioritize safety in the space. That will help us lean and see gaps. Our intent is to not miss opportunity to engage with each other.
- Jamboards are anonymous, which may further facilitate sharing. They have become our parking lot and are always available.
- We're privileged to be part of these spaces and should acknowledge the importance of the work we are doing.
- Request: because there's a small team that plans these meetings, your reflections are imperative, along with your participation. When we send out emails, especially for surveys, we need and appreciate your response. If you don't like something, please put it in the Jamboard. We review them and take them seriously.
- Community agreements are meant to be living, and we need to be sure to continue working on it. We should continue to revisit and provide input.

Next Steps on Priority Areas

Nick Yoder

Advisory 2023-24 Priorities Jamboard

For each priority area

- Whole committee:
 - Determines the goal for the topic
 - Learns about the topic
 - Provides guidance and strategic direction about the topic
- Subcommittee
 - Works together to build a specific product once it is decided what the goal/product would be from the whole group.

Thinking about our roles and responsibilities both as individuals and as a group:

- What does it mean to be in the whole group and a subcommittee? What do we need to engage in the three propriety areas:
 - SEL Assessment: How do we communicate the considerations, concerns, and potential unintended consequences to local communities? How do we include local communities in the development of the guide?
 - Engagement: How do we encourage local communities to engage in authentic community engagement?
 - Implementation Evaluation: How do we engage in an implementation evaluation? What do we evaluate? What information do we need?

- Whole group co-learning and sharing to drive momentum in the subcommittee area?
- What roles and responsibilities would the subcommittees have? Subcommittees are voluntary, but highly encouraged.
- For a whole committee, determine the goal of the topic. Identify and review the goals, make sure the whole group agrees.
- Discuss each topic and share the application to our communities to ensure whether we need additional learning. Take the learning, take the goal and continue to provide feedback.
- Products could be recommendations, learning. Open to discussion.
- How do we begin developing? Who do we want to hear from?
- How do we get our work in line with our communities?
- This subcommittee will focus on structures systems and products.
- We need to hear about results. Do we have the means to implement? What are the practicalities of these results?
- Washington has a new statewide family engagement center. How do we build out some tools through the center?
- Put thoughts into Google doc so we can harvest them and put them to work.
- Family community engagement: this also needs to include student voice. There are some key contact names there's a lot of different pockets in organizations and we should not lose sight of that in our work.
- Implementation takes encouragement, but it doesn't have to be done. We don't have to write a law. We should be directed. By leaving schools and districts to implement, there will be a huge difference. "Encourage" gives them the option to not act. Families and communities are a key partner. We need to stay in alignment.
- Assessment: when we're looking at assessing children and their aptitude with SEL, we can't do it without assessing the school as well.
- SEL assessment guide: the comments on assessment should be included. There was a lot of discussion about how schools are going about assessment. A guide of general principles regarding SEL assessment of students would not mandate but would caution and advise the schools and districts against causing harm. Harm reduction is the purpose of the guide. Assessing students' SEL must be tied to educator practice. If the direct skills are not being taught regularly, then we need to advise on how to improve the learning space. The district, building and classroom need to make room for SEL skills education. The tools should be universal, not requiring a 504 plan.

- SEL is not comfortable for a lot of people, assessing where districts lack is more important. There is funding and allocation of resources issues, as well. Suicide rates are high right now, so it's more important than ever to support the schools and students.
- The local level voice and building level voice, student voice and educator voice were all important. We need to approach from a compassionate, rather than punitive standpoint. Looking beyond what preparation is happening for pre-service and in-service of adults.
- Now that we're talking about youth voices in order to see what is missing from schools and districts. Parent voices need to be brought forward, as well. Parents will want to have a say in SEL skills development implementation, as well.
- Practices are contingent on how we engage students, schools and communities. This makes it important for subcommittees to collaborate through the larger group.

SEL-Academic Integration Online Modules

Laurie Dils and Ken Turner

[Academic Learning is Social and Emotional](#)

- There are three modules, all of them interactive.
- The lesson plan tool kits break down the topics and align them with SEL. There is a crosswalk between how the topics align with SEL in Washington state and the outcomes and benchmarks for SEL.
- There is a lesson plan from the video. Looking at the tool kit shows how it aligns with SEL.
- There is a description of what is on the web page. In order to take the modules, you have to enroll through pdEnroller. They are on the Canvas platform. There is a course overview and a journal to help people as they learn. All of the supporting tools for the specific content areas and instructions are two of the equity tools.
- There are also tools that were created for other projects through a platform called Rise. The resources can be used in multiple ways.
- Although we've developed for elementary educators, the tools can be easily adapted.
- Is there a plan for mathematics or science instruction? The original AIR research brief included mostly examples from other content areas, such as ELA and math. We want to focus on those areas, too, and there are lesson plan examples.

Announcements and SELebrations

Tammy Bolen, Caryn Park and Xyzlora Brownell

[SELAC webpage](#)

[PESB Public Comment Information](#)

- EOGOAC Work Session Survey: For the joint committee work session, we have decided to look at SEL assessment, as the EOGOAC has an outline on the work and the harm that it can cause. These are very good meetings, very thought provoking. There is a need for educator standards. We have discussed this topic before, and it is cumbersome and not applicable in all areas, so we need to develop educator standards. PESB would like public comment.
- Xyzlora and Caryn will be presenting at Washington Association of Education of Young Children October 13–14.
- This is Nick’s last meeting with us. Nick’s work speaks for itself, and his work on the committee and his contribution to SEL has been incredible. On behalf of the facilitation group, we want to thank Nick and wish him all the best.

Public Comment

Tammy Bolen

There was no public comment.

Next Steps and Reflection

Tammy Bolen

September 2023 Meeting Reflections

- Continue adding to any of the documents
- The next SELAC meeting is October 24, 2023
- In-person meetings:
 - January or February, aligned with Committee for Children SEL Advocacy Day
 - Please vote on in-person meeting for June 2024.
- We want members to be aware of where members are located, and there will be more discussion

Additional Materials

[Advisory 2023–2024 Schedule](#)