

# *Social Emotional Learning Advisory Committee Meeting Notes*

October 13, 2020  
Via Zoom

**Members attended:**

Camille Goldy, Tammy Bolen, Cindi Wiek, Bonnie McDaniel, Caryn Park, David Beard, Debbie Tully, Jordan Posamentier, Mary Fertakes, Sarah Butcher, Sharon Shadwell, Tessa McIlrath, Shannon Thompson, Laura Allen, Leiani Sherwin, Kristina Fredrick, Ric Pilgrim, Bill Kallappa, John Glenewinkel, Laurie Dils, mona Grife

**Members absent:**

Kasey Kates, Candace Garza, Jen Cole, Nita Hill, Sherry Bentley, Heidi Hoblin

**Vacant Member Positions**

Governor's Office of Indian Affairs & Tribes  
Washington Education Association (WEA)  
Youth-serving Organization (YDECK)



Meeting Notes	Action Items
<ul style="list-style-type: none"> <li>• Welcome and Introductions <ul style="list-style-type: none"> <li>○ Name, Affiliation, Position and Location</li> <li>○ Notes approved by committee</li> <li>○ Land Acknowledgement was given</li> </ul> </li> <li>• Meeting objectives shared <ul style="list-style-type: none"> <li>○ Learn about SEL happenings and hear subcommittee updates</li> <li>○ Vote on co-chairs</li> <li>○ Work with subcommittees</li> <li>○ Discuss SEL and equity</li> </ul> </li> <li>• Review of Norms <ul style="list-style-type: none"> <li>○ Be present</li> <li>○ Be focused – Stay on mission</li> <li>○ Assume best intent, ask clarifying questions</li> <li>○ For comments/questions, turn nameplate on the side</li> <li>○ Provide positive feedback</li> <li>○ Be respectful</li> <li>○ Be open to others’ experiences</li> <li>○ Make room for all voices</li> </ul> </li> <li>• Land acknowledgement shared</li> <li>• OSPI equity statement shared</li> </ul>	
<p><b>Structure and Plans for Future Meetings</b></p> <ul style="list-style-type: none"> <li>• Complete google doc called “<a href="#">Social Emotional Learning Advisory Subcommittee Tasks</a>” created to capture legislative mandates and tasks /framework/ideas to help track the work <ul style="list-style-type: none"> <li>○ Document will help identify key points that need to be captured for legislative report</li> <li>○ Ask – Each subcommittee lead to update by the 5<sup>th</sup> of every month</li> <li>○ Best Practice: Complete as a team while in subcommittee meeting</li> <li>○ Use information in meeting to ground the work and ensure we are capturing important components of the work</li> <li>○ Legislative tasks are included in document with subcommittee assigned</li> <li>○ If needed, work with other subcommittees to offer feedback to inform the work – there is some crossover with legislative tasks</li> </ul> </li> </ul>	<p>Cindi – Schedule subcommittee collaborative meetings when requested</p>
<p><b>EOGOAC Joint Meeting Discussion</b></p> <ul style="list-style-type: none"> <li>• The EOGOAC asked that we address the following topics: <ul style="list-style-type: none"> <li>○ 1)The vetting of SEL materials and implementation;</li> <li>○ 2) Application to students of color, ELL students;</li> <li>○ 3) Cultural competency of materials and delivery;</li> <li>○ 4) Effects of COVID, dealing with trauma first:</li> <li>○ 5) Importance of being asset-based</li> <li>○ We would also ask our members to consider:</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>▪ 1)What questions you have for the EOGOAC or that you want to know/ discuss with the EOGOAC?</li> <li>○ Link given to <a href="#">EOGOAC</a> site for advisory committee to review</li> <li>○ <a href="#">PSESD Racial Equity Tool</a> shared for reference</li> <li>○ Team Broke into subcommittee groups to discuss questions and determine what the team would like from EOGOAC to collaborate in their current work</li> </ul>	
<p><b>Subcommittee Updates and EOGOAC meeting feedback</b></p> <ul style="list-style-type: none"> <li>• <b>Implementation</b> <ul style="list-style-type: none"> <li>○ Reinforce foundation of guiding principles that have been identified through WA state SEL framework from the implementation guide - Elevate and center the resources and tools that have been created</li> <li>○ Acknowledge with EOGOAC that local control state, therefore districts make decisions on SEL resources based on district need</li> <li>○ Want to make sure resources centers all students and what does that look like? Make sure tools, materials and curriculum benefits all students</li> <li>○ Material, tools and curriculum culturally responsive, trauma informed – what does that look like?</li> <li>○ Ensure all pieces of SEL work being done will benefit all students</li> <li>○ Road map to show connection of resources would be beneficial to the field</li> </ul> </li> <li>• <b>Data &amp; Eval</b> <ul style="list-style-type: none"> <li>○ Vetting of SEL material and implementation are within subcommittee work</li> <li>○ Q’s 2-5 from EOGOAC would fold into question number one of vetting</li> <li>○ Come up with screening criteria or Q’s districts can use to make their own decisions as to what is appropriate/needed based on local control restrictions and district need</li> <li>○ Investigate CASLE tool for screening</li> <li>○ Create a grounding document to allow district, compact schools to allow them to show what they are doing to showcase the work in the district</li> </ul> </li> <li>• <b>Professional Development</b> <ul style="list-style-type: none"> <li>○ <i>PD workgroup is coming up with a screen vs. a list of trainings</i></li> <li>○ Need to ensure SEL framing is embedded in the document and work</li> <li>○ <a href="#">Screening/Guiding Doc - Draft</a></li> <li>○ Putting out to full committee for input and edits/additions</li> <li>○ Need to also ensure stakeholder feedback outside of the committee - will be critical for discussion with the EOGOAC</li> <li>○ Learning between both groups - ask them best approaches/start an outreach plan</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ Have not done something specific to COVID-related trauma or even students losing their social support system</li> <li>○ There is trauma informed SEL training and guides (some translations available too), but not anything specific to COVID/virtual platform</li> <li>● <b>PESB</b> <ul style="list-style-type: none"> <li>○ The vetting of SEL materials and implementation:           <ul style="list-style-type: none"> <li>▪ We created two briefs for educator preparation programs.</li> <li>▪ This committee’s work is based on content that was extensively vetted by numerous stakeholders.</li> <li>▪ Materials were then reviewed by SEL committee and PESB. Currently the SEL committee who reviewed this is a comprehensive group of stakeholders.</li> <li>▪ Does EOGOAC have recommendations of additional stakeholders that should be included in this review? (LGBTQ+ community, immigrant community, migrant community, socio-economic status groups, special education)</li> </ul> </li> <li>○ Application to students of color, ELL students;           <ul style="list-style-type: none"> <li>▪ Working on developing a framework based on the book, Teaching with a Social, Emotional and Cultural Lens (Markowitz, N &amp; Bouffard, S, 2020), which encourages teachers to place their own and their students’ social and emotional dispositions and competencies within cultural, social, political, family and individual contexts. (p.10)</li> </ul> </li> <li>○ Cultural competency of materials and delivery;           <ul style="list-style-type: none"> <li>▪ We incorporated information regarding cultural responsiveness and adult readiness, since our materials are aimed at educator candidates (principal &amp; teacher preparation)</li> <li>▪ Goal: We need to develop a process to keep current with emergent understanding and evidence of best practices               <ul style="list-style-type: none"> <li>● CASEL’s latest equity work</li> <li>● Consult with others in this work</li> </ul> </li> </ul> </li> <li>○ Effects of COVID, dealing with trauma first:           <ul style="list-style-type: none"> <li>▪ Our documents refer to resources about dealing with trauma, and information that SEL includes trauma invested practices that can address individual and collective trauma, such as historical trauma, COVID, etc.</li> </ul> </li> <li>○ Importance of being asset-based           <ul style="list-style-type: none"> <li>▪ SEL standards view self-awareness through an assets-based lens</li> </ul> </li> </ul> </li> </ul>	
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<ul style="list-style-type: none"> <li>▪ We emphasize the importance of engaging communities in the co-design and implementation of SEL</li> <li>▪ I would also ask our members to consider:</li> <li>▪ What questions do you have for the EOGOAC or that you want to know/ discuss with the EOGOAC?</li> <li>▪ Does EOGOAC have recommendations of additional stakeholders that should be included in reviewing documents beyond SEL committee members (LGBTQ+ community, immigrant community, migrant community, socio-economic status groups, special education)</li> </ul> <ul style="list-style-type: none"> <li>• <b>K-12 Standards</b> <ul style="list-style-type: none"> <li>○ Focus very specific on the alignment of SEL standards with health education and early learning guidelines</li> <li>○ Created an alignment tool, which is a template to help alignment process</li> <li>○ Subcommittee has chosen to include social justice standards from teaching tolerance. <ul style="list-style-type: none"> <li>▪ Standards developed for educators to encourage addressing and promoting ideas around social justice in the classroom.</li> <li>▪ This will help educators when documents are available with alignment work, will be an encouragement to think about ways to make connections more explicit</li> </ul> </li> <li>○ In the future as we get the alignment done, would be interested in work promoting SEL work related to the new sex ed bill – Look at SEL material for K-3 group, may be able to tie together</li> </ul> </li> </ul>	
<p><b>Summarize Key Points of Meeting and EOGOAC Next Steps</b></p> <ul style="list-style-type: none"> <li>• Subcommittee leads will complete the Social Emotional Learning Advisory Subcommittee Tasks by the 5<sup>th</sup> of each month <ul style="list-style-type: none"> <li>○ At the beginning of each meeting use document to ground the work and capture key points for the legislative report</li> </ul> </li> <li>• Identify key advisory committee members to present at EOGOAC</li> </ul>	
<p><b>Public Comment</b> No Public Comment</p>	
<p><b>PARKING LOT ITEMS</b> No Parking lot items</p>	