

Social Emotional Learning Advisory Committee Charter

Purpose & Background

This document represents an agreement between OSPI staff and the members of the SEL Advisory Committee to implement requirements of [RCW 28A.300.477](#).

[Second Substitute Senate Bill 5082 \(2019\)](#) created the Social Emotional Learning Advisory Committee, now codified in RCW 28A.300.477, to promote and expand social emotional learning. This authorizes the Office of Superintendent of Public Instruction (OSPI) to convene a committee to build upon the body of Social Emotional Learning (SEL) work of the Social Emotional Learning Workgroups, originally established under [ESSB 6052 Sec 501 \(34\)](#).

Definition of Social Emotional Learning

Social emotional learning (SEL) is broadly understood to be a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions. Research highlighted in this report demonstrates that the effective integration of SEL in school systems creates a foundation for students' increased school and life success.

Function of the SEL Advisory Committee

The Committee is tasked with the following:

- Developing and implementing a framework for social emotional learning that is trauma-informed, culturally sustaining, and developmentally appropriate.
- Reviewing and updating as needed the SEL standards, benchmarks and indicators and confirm they are evidence-based.
- Align standards and benchmarks for SEL with other relevant standards and guidelines including K-12 health and physical education learning standards and the early learning and development guidelines.
- Developing a model of best practices or guidance for schools on implementing benchmarks and indicators.
- Identifying professional development opportunities for educational staff.
- Reviewing, updating and aligning as needed the SEL online education modules for teachers and educational staff.
- Considering systems for collecting data about SEL and monitoring implementation efforts.



- Identifying SEL strategies to improve coordination between early learning, K-12 education, youth-serving community partners, culturally based providers, and higher education.
- Soliciting feedback from stakeholders.

Advisory Committee Operations

The Office of the Superintendent of Public Instruction shall provide staff support for the committee.

Meetings

The SEL Advisory Committee holds ten (10) meetings annually, with various sub-committee meetings throughout the year.

In addition to other meetings, the committee shall have a joint meeting once a year with the Educational Opportunity Gap Oversight and Accountability committee created in [RCW 28A.300.136](#).

Meeting Structure

- Meeting agenda and materials will be provided one (1) week in advance of meetings.
- Meeting facilitation and structure will provide for multiple means of learning and engagement, including incorporating time for reflection, sharing (spoken, written or verbal), small group and large group discussions.

Meeting Roles

- Facilitator(s): Leads through agenda, calls decision points, leads end of meeting reflection and one-word check out
- Gracious Space: Conducts Gracious Space at beginning of meeting
- Notetaker: Documents action items, parking lot items, and items that need follow-up
- Timekeeper: Helps keep facilitator on task and aware of time allotted to each agenda item
- Observer: Observes the group discussion and dynamics. Provide feedback on what was noticed during the meeting

Community Agreements

The community agreements identify the expectations and practices of how we want to work together in a way that honors each other.

The following community agreements were established by the committee, and approved at the November 16, 2021 SEL Advisory Committee Meeting:

- Endeavor to be present and engaged.



- Be aware of intent and own your impact.
- Step up, step back. Make room for differing perspectives and others' experiences.
- Listen to understand and learn, 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 hand or use chat in zoom meetings or turn nameplate on the side for in-person meetings.

Governance

It is recognized that the Committee is composed of volunteers. Role expectations shall be clearly defined in writing. Time expectations shall also be clearly explained to not place an undue burden on any person or organization.

Chairs

The members of the committee shall select the chairs or co-chairs of the committee. The Chair or Co-chairs will be responsible for the following:

- Assist in agenda item creation
- Assist in facilitating parts of the SEL Advisory meetings
- Attend monthly calls with OSPI
- Assist in ensuring the SEL Advisory Committee responsibilities are met
- Assist in reviewing the notes taken at the meetings
- Assist in some research between meetings

Decision Making

The committee agreed to a modified consensus voting process at the February 18, 2020 meeting using the following process:

- Thumbs up: you support the item
- Thumbs to the side: you are willing to support, but may want more information or discussion (please indicate when making your vote)
- Thumbs down: you do not support the item

The committee will not finalize a decision until there are no "thumbs down" positions remaining.

Membership

OSPI will contact each of the identified organizations annually to ask them to appoint a member to represent their organization and constituencies on the Committee.

- Four members must be appointed by the Governor in consultation with the state ethnic commissions, who represent the following populations:
 - African Americans



- Hispanic Americans
- Asian Americans
- Pacific Islander Americans
- One representative from the educational opportunity gap oversight and accountability committee created in [RCW 28A.300.136](#).
- The governor and the tribes are encouraged to jointly designate a total of two members to serve on the committee who have experience working in and with schools: One member from east of the crest of the Cascade mountains; and one member from west of the crest of the Cascade mountains.
- One representative from the department of children, youth, and families
- Two representatives from the office of the superintendent of public instruction: One with expertise in student support services; and one with expertise in curriculum and instruction
- One representative from the office of the education ombuds
- One representative from the state board of education
- One representative from the health care authority's division of behavioral health and recovery
- One higher educational faculty member with expertise in social-emotional learning
- One currently employed K-12 educator
- One currently employed K-12 administrator
- One school psychologist
- One school social worker
- One school counselor
- One school nurse
- One mental health counselor
- One representative from a school parent organization
- One member from a rural school district
- One representative from the educational service districts
- One representative from a coalition of members who educate about and advocate for access to social-emotional learning and skill development
- One representative from a statewide expanded learning opportunities intermediary
- One representative from a nonprofit organization with expertise in developing social-emotional curricula
- One representative from a foundation that supports social-emotional learning; and
- One representative from a coalition of youth-serving organizations working together to improve outcomes for young people.

In order to successfully implement the requirements of RCW 28A.300.477, OSPI has determined it is necessary to appoint members from the following:

- One representative from the Professional Educator Standards Board



Member Duties

Members are encouraged to serve on sub-committees that may focus on an associated task or identified work that needs to be completed. The sub-committees may change and evolve as work is identified and completed. Current subcommittees are:

K—12 Standard Alignment

- Align the SEL standards and benchmarks with other relevant K–12 standards and guidelines (health and PE and early learning)
- Review and Update SEL standards, benchmarks and indicators to ensure evidence-based

Education Preparation Programs

Identify strategies to improve coordination between higher education

SEL and Equity

Reviews resources and drafts documents to bring back to the larger Committee as a whole. All members may participate at any time in the work of this committee

Legislative Reporting

The committee is required to complete an annual legislative report beginning June 1, 2021.

- The report must include:
- Accomplishments,
- State-level data regarding implementation of social-emotional learning,
- Identification of systemic barriers or policy changes necessary to promote and expand social-emotional learning, and
- Recommendations

