

SEL Advisory Committee

Meeting Notes

9:00 AM – 12:00 PM
 May 23, 2023
[Via Zoom](#)

Attendee List

Members

- Laura Allen
- Tammy Bolen
- Carola Brenes
- Xyzlora Brownell
- Sarah Butcher
- Jen Chong Jewell
- Laurie Dils
- Mary Fertakis
- Laree Foster
- Brian Freeman
- Danielle Harvey
- Fahren Johnson
- Bill Kallappa
- Kasey Kates
- Josh Lane

- Lauren MacDonald
- Bonnie McDaniel
- Mick Miller
- Jenny Morgan
- Susan Mosby
- Caryn Park
- Monika Schuller
- Terique Scott
- Katherine Seibel
- Leiani Sherwin
- Maria Siguenza
- Rayann Silva
- Michelle Sorenson
- Debbie Tully
- Angel Williams

- Danielle Eidenberg
- Kristi Greenaway
- Cirignano (Alt)
- Suzie Henning
- Jennifer Karls
- Liz Pray

Staff, Presenters and Guests:

- Jessyka Bastin
- Kate Calamatta – Highline PS
- Megan Gildin – Facilitator
- Arlie Neskahi
- Debra Parker – OSPI
- Diane Stead – OSPI
- Nick Yoder – Facilitator

Alternates

Native Education and SEL

Arlie Neskahi

Mitigating intergenerational trauma through Social Emotional Learning.

- Benchmarks have always rubbed me the wrong way. There’s a sense that if you achieved the standards you can graduate, but SEL is an ongoing way of development over life.
- It’s not always about trust, belonging, and connection. I’ve been trained, and in my DNA there are warning signals to look for danger. We have developed a way of attuning ourselves. We always look for another brown face. If we think they’re native, we have a signal that we use on each other to acknowledge that we’re not alone.
- During daytime, I move freely, but at night I’m more wary and concerned for safety. This is what makes SEL dynamic.

What is Intergenerational Trauma (IGT)?

- What are the lasting effects on our learners and families?
- What is the brain science telling us about IGT?
- What is brain science telling us about Indigenous Cultures Ways?
- Cree Whelshula has been a great speaker to Intergenerational Trauma
- We have group shares with educators:
 - What effects of such trauma do you think exist to this day with Native students?
 - What does the science of epigenetics inform us about the impact of this trauma?
 - From what have you learned in your professional growth, what is necessary to be in place before learning can take place?
 - What do you think are some of the absolute primary needs of Indigenous students and their families?
- Having grown up on my reservation, public school shared with me about America's skewed history of interaction with Native peoples. I taught my kids that they will be taught things that are not true about our people and to ask me about them.
- Native students have difficulty establishing good relationships with educators. They have a difficult time with trust and belonging.
- Using the feelings chart:
 - If you or your family attended boarding schools, choose feeling words to share your emotions
 - Complete the statement, if this happened to me, my family or my people, I would feel...
 - There's a lot of talk that these discussions are only to make White kids feel guilty. This is not the case. I believe empathy is hardwired in our DNA and everyone can work with the truth when it is aired. Sharing and encouraging empathy is important for all people.

Mitigating Trauma with Indigenous Social Emotional Development

- Damage-based research: intends to document peoples' pain and brokenness to hold those in power accountable for their oppression.

- Desire-based research: resisting all-too-easy, one-dimensional narratives of damage in order to expose ongoing structural inequity.
- Young people are resisting and having a renaissance, which deserves more notice.
- It's good to know the Native people right here where we live.

Critical Orientations – 6Ps

Place – It's important to know the original place. You are always on Indigenous homelands.

Presence – Indigenous peoples are still here. Their voice needs to be present. What are they doing today? What are they saying?

Perspectives – Indigenous perspectives challenge Eurocentrism and provide analyses. One of the things the common core encourages is multiple perspectives. We are now including the science of the Indigenous Peoples in our research.

Political Nationhood – We are asking educators to start educating about the sovereignty of tribes. We are also flying tribal flags along with the US flag, which is significant, if sometimes controversial. We as Indigenous people have treaties with the US government. As nations, we can have our flags fly equally to the US flag.

Power – If a school wants to invite knowledge keepers and want to encourage affirming, they have to ask. Cultural appropriation is another question in the schools.

Partnerships – Connection, building trust and understanding, assuring that all of these pieces are in place. How do you effectively engage with Indigenous people?

Cultivate and sustain partnerships with Indigenous people, organizations, and nations.

Indigenous Social Emotional Development

First Breath...First Cry...

- The cry is the universal language of humans. It gives us life.
- Whoever hears that cry and comes to us and teaches us what it means to be a human being. Not just here in this life, but on the other side, and they hear our cry. We don't even need words.
- When we take that oxygen in our bodies to cry, we are bonding with the earth and ensuring our relationship. When we stop breathing, that relationship will end.

SEL – Core of Native LifeWays

- Multidimensional Belonging and Acceptance

- Creation Stories

Indigenous SED – Life Ways:

Relationships:

- Be a good ancestor.
- Use the Seven Generations Teachings.
- Understand and live our deep philosophies of connectedness.
- Be mindful of our ancestors, families and communities, and the yet-unborn.

Identity:

- I am a child of the holy people.
- Live to bring honor to your family & people.
- Creation Stories, we are the land, the land is us...

Life knowledge and science

Mindfulness

Impacting SEL with indigenous LifeWays

- For so long, stories were considered myths and not based on science. However, it is our connection with the land and our people.
- There's a group called [Wild Foods & Medicines Program | GRuB](#) that cares for knowledge of plant teachings with plant knowledge and science from specific plants.
- We are encouraging teachers to use the Since Time Immemorial materials in their curriculum.
- We are also working to partner with the local Indigenous communities to make the work sustainable.

Let's take a few moments to look at how:

- Working with Native Communities in such a manner builds your SEL skills & abilities as an educator.
- If an educator utilizes such as culturally responsive, multiple perspectives, mastery-based student driven teaching practices.
- What emotional shifts may occur?

There will be packets and reports on what has been seen sent to OSPI. We still encourage that connection within communities. That's why the 6 P's are important to absorb and use. The good news is that if we continue to nurture this, we could see significant change in five years.

How the information is used, and relationships are built, is as important as the information itself.

It's important to have Indigenous people involved. The results can last a lifetime. It would be great to see subjects such as bullying as cultural discussions.

SEL Assessment Recap & Moving Forward

Sarah Butcher & Caryn Park

Conversations and work up to this point:

We held two work sessions that were attended by SELAC and EOGOAC. There were three actionable big ideas:

- OSPI to draft a statement of caution on assessing student SEL skills and grading it and putting it on report cards especially if there is not a system in place to ensure bias does not influence the results.
- Create and share a decision tree that is aligned to our WA SEL Framework and guiding principles. The decision tree will help LEAs think about what needs to be done before assessing student-level SEL.
- Identify tools and resources useful for schools on SEL Assessment. Examine those tools for alignment with WA SEL framework and guiding principles. Develop messaging.

Next steps:

Draft a statement of caution about assessing students without system readiness and system measurements.

SEL Advisory Committee will work with OSPI to:

- Create a SEL assessment decision tree that is aligned to our WA SEL guidance.
- We had a recommendation in our legislative report regarding SEL and assessment. Their recommendation was not to pursue assessment until we have recommendations. We will revisit after we receive feedback and thoughts from SELAC.

What questions do you have?

Can we have students self-assess?

Guidance of what is being assessed

As a parent, a report card showing SEL creates a question of whether the student or the teachings are being assessed. Our statement needs to assess how SEL is being taught, not the student's capabilities. The student's behavior can vary, which is concerning, especially when it's being measured. If it's being assessed, we should make it clear what is being assessed. The draft statement should clarify what the advisory is trying to accomplish and how it should be measured.

What does this mean for all of our work? The 6 P's seem applicable to any decisions we make on this work. Arlie's discussion has had an impact on our thought application. We come together in a virtual space for three hours, which makes it difficult to work on individual pieces. It might be good to have in-person meetings.

If I were to self-assess, I would say that the more I learn, the more I know I need to learn. "I can..." statements are important as learning targets. Making them simple and clear can help with self-assessment. Conflict resolution, for example, is a broad term. We need to examine our data on that.

Next steps:

We will confirm a timeline for a statement piece. And determine capacity for support, such as decision tree, make sure there is alignment. Some of that work will fall to a subcommittee. We've been partnering with the EOGOAC, and we can see if they would like to participate. How many SELAC members are willing to participate? Please note in chat. Will capture names.

Lauren MacDonald

Debra Parker

Laura Allen

Terique Scott

Mary Fertakis

Bonnie McDaniel

Rayann Silva

We know that there are priorities in districts, so we need to provide a shared narrative about resources available.

Sharing and Receiving Input

Nick Yoder

[Jamboard – Elevate Localized Examples](#)

[Community and Student Voice](#)

Three breakouts:

- Group 1: What items are most actionable from the committee? Whose input do we need to receive about these action items? How will we obtain their input?
- Group 2: Who needs to be informed about the recommendations and the work of the committee? What information do they need to know? How will they receive this information?
- Group 3: Based on the recommendation, what are the deliverables you would want to focus on during the year for the committee? What the best process to develop these?

Students do have needs and we need to determine how to meet those needs. We need more of an action research data collection with the intent of helping people implement and gather information at the same time.

Community and Student Voice

Nick Yoder

[Community and Student Voice Jamboard](#)

- Review the Jamboard from the September and October meeting.
- After reviewing the Jamboard, decide how we will actualize this
- Determine which organizations to partner with.

SELAC Co-Chair Vote & Membership Expectations

Sarah Butcher & Caryn Park

We're going to nominate new co-chairs. Will send out ballots after we have had a chance to check with some of the nominees.

Expectations:

- Co-chairs cannot miss more than 2 meetings.
- All members: please assign someone else from your organization to attend SELAC meetings if you cannot attend.
- Co-chairs need to attend prep and debrief meetings.
- All Committee members are always welcome to check in with the co-chairs or OSPI to catch up.

Announcements

Debra Parker

1. We do not have a current budget for ESSER funds.
2. We are having introductory and secondary level professional development.
3. We have a learning series coming up, two 1 ½ hour events.
Information is available on [the SEL web site](#).
4. **Event:** Washington SEL Network Exchange
Location: Highline Community College, 2400 S 240th St., Des Moines, WA 98198
Date: June 27, 2023, 8:30 a.m. – 5:00 p.m.
Registration: <https://www.pdenroller.org/ospi/catalog/155776>
Notes: Venue parking, attendance, clock hours, and lunch are FREE!

Public Comment

Nick Yoder

There was no public comment.

Next Steps and Reflection

Megan Gildin

Meeting Reflections Jamboard

- Continue to add to any of the documents from this meeting.
- Our next meeting is June 27, 2023, 12:00 – 1:00 at the Washington SEL Network Exchange in Des Moines.
- What is your key takeaway from today? How can we take this information to continue the work of the SELAC?
- Based on the topics we covered today, what recommendations could we add to the next legislative report?
- Is there anything we can change or improve to be able to better engage with each other and with the content of the next meeting?