

2022–23 School Safety and Student Well-Being Advisory Committee Meeting #1

September 22, 2022



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.



Cultural Moment of Silence

We would like to acknowledge the history of this nation, one fraught with contradictions. For too long, this country has elevated a story of democracy and freedom while minimizing the impact of violence and oppression on marginalized communities, communities on whose backs this nation was built.

Today, members of our Black and Asian communities, and other communities of color, continue to experience racism through police brutality, mass incarceration, inequitable education and health services, deportation, and other forms of subjugation. We aim to disrupt the legacy of systemic racism by centering racial equity and justice in our work. This is how we stand with our communities of color.

Before we begin, we want to offer a moment of silence to consider these words and how you might join us in this work.





Welcome!

Housekeeping

For organization and attendance, please change your name in Zoom:

Members and Participants: **Organization – First and Last Name**
(example: OSPI – Tayler Burkhart)

Observers: **Observer – First and Last Name** (example: Observer –
Tayler Burkhart)



How to change your name in Zoom:

Click on the “Participants” button at the top of the Zoom window

Hover your mouse over your name in the “Participants” list on the right side of the Zoom window. Click on “Rename”

Enter the name you’d like to appear in the Zoom meeting and click on “OK”



New Members and Member Updates

Members

Organization	Name
Archdiocese of Seattle	Sandra Barton Smith
Archdiocese of Western Washington	Terri Fewel
Association of Educational Service Districts (AESD)	TBD
Association of Washington School Principals (AWSP)	Kamrica Ary-Turner
Attorney General's Office (AGO)	Montserrat Jauregui
Bethel School District	Val
Chief Deputy State Fire Marshal (DSFM)	Devin McCosh and Terran Gufler
Clear Risk Solution	Aaron Sheneman
Community Representative/ Parent	Marsha McDowell
Community Representative/ Parent	Pamela Savagaonkar
Community Representative/ Parent	Vanessa M Adams
Criminal Justice Training Commission (CJTC)	Bob Graham
DCYF Department of Children Youth and Families	Shanna McBride
Department of Health (DOH)	Kim Sanchez
Diocese of Spokane	Kathy Hicks
Eastmont School District	Briseldy
Eastmont School District	Cindy



Members

Organization	Name
Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)	Rose Spidell
Everett School District	Jeannette Siemers
Evergreen Public Schools	Kai
Forefront Suicide Prevention	Larry Wright
Health Care Authority (HCA)	Enos Mbajah
Kent School District	Nevada
Lake Washington School District	Ava B.
Lake Washington School District	Viraj
Mead School District	Jared Hoadley
Native Education/North Thurston School District.	Jerad Koepp
North Thurston School District	Elizabeth Robinson
Olympia School District	Lucy
School District Representative/ Central Valley School District	Mike Syron
School District Representative/ Curlew School District	Brian Freeman



Members

Organization	Name
School District Representative/ Kettle Falls School District	Michael Olsen
Seattle Public Schools	Japhia
Seattle Public Schools (SPS)	Benjamin Coulter
Snohomish School District	Hiro
State Board of Education (SBE)	Parker Teed
Tacoma Public Schools	Hitender
University of Washington	Lily
UW SMART Center	Cathy Corbin
Washington Association of Sheriffs & Police Chiefs (WASPC)	Aaron "Woody" Wuitschick
Washington Education Association (WEA)	Sandy Hunt, Sharon Ricci, and Suzie Hanson
Washington Federation of Independent Schools (WFIS)	Mike Patello
Washington Interscholastic Athletic Association (WIAA)	Justin Kesterson
Washington School Safety Organization (WSSO)	Katie Gillespie
Washington Schools Risk Management Pool (WSRMP)	Amber Garriott
Washington State Commission on Asian Pacific American Affairs (CAPAA)	Isa Whalen



Members

Organization	Name
Washington State Commission on Hispanic Affairs (CHA)	Cynthia Tamayo
Washington State Emergency Management (EMD)	Joel Haarstad
Washington State Fusion Center (WSFC)	Brian George
Washington State PTA	Gwen Loosmore and April Schentrup
Washington State School Director's Association (WSSDA)	Abigail Westbrook



OSPI Members and Representatives

Program	Name
Special Education	Cassie Martin
School Climate	Doua Kha
School Safety and Student Well-Being	Ella DeVerse
Equity and Civil Rights	Kristin Hennessey
School Health and Student Safety	Lee Collyer
School Safety and Student Well-Being	Mike Donlin
High Performance Schools	Morgan Powell
School Safety and Student Well-Being	Ross Boylan
Social Emotional Learning (SEL)	Tammy Bolen
School Safety and Student Well-Being	Taylor Burkhart





Purpose of the SS-SWAC

Purpose of the School Safety and Student Well-Being Advisory Committee (SS-SWAC)

In the 2019 session, the legislature directed the Office of Superintendent of Public Instruction (OSPI) to establish a School Safety and Student Well-Being Advisory Committee (SS-SWAC). “The purpose of this committee is to advise the Superintendent, the Office of the Superintendent of Public Instruction’s School Safety Center, the Regional Safety Centers, school districts, and public and private schools on all matters related to comprehensive school safety and student well-being” (SSHB 1216).

The SS-SWAC duties include:

- Make recommendations on policies and strategies to improve school safety and student well-being.
- Identify emerging issues and best practices for consideration and implementation, particularly as these relate to the integration of student well-being and school safety.
- Establish priorities for training, funding, statewide data collection, and other forms of support for students, schools, and school districts.
- Engage the public on school safety and student well-being.
- Perform other duties as required by law.



Looking Forward for the New Biennium

2022–23:

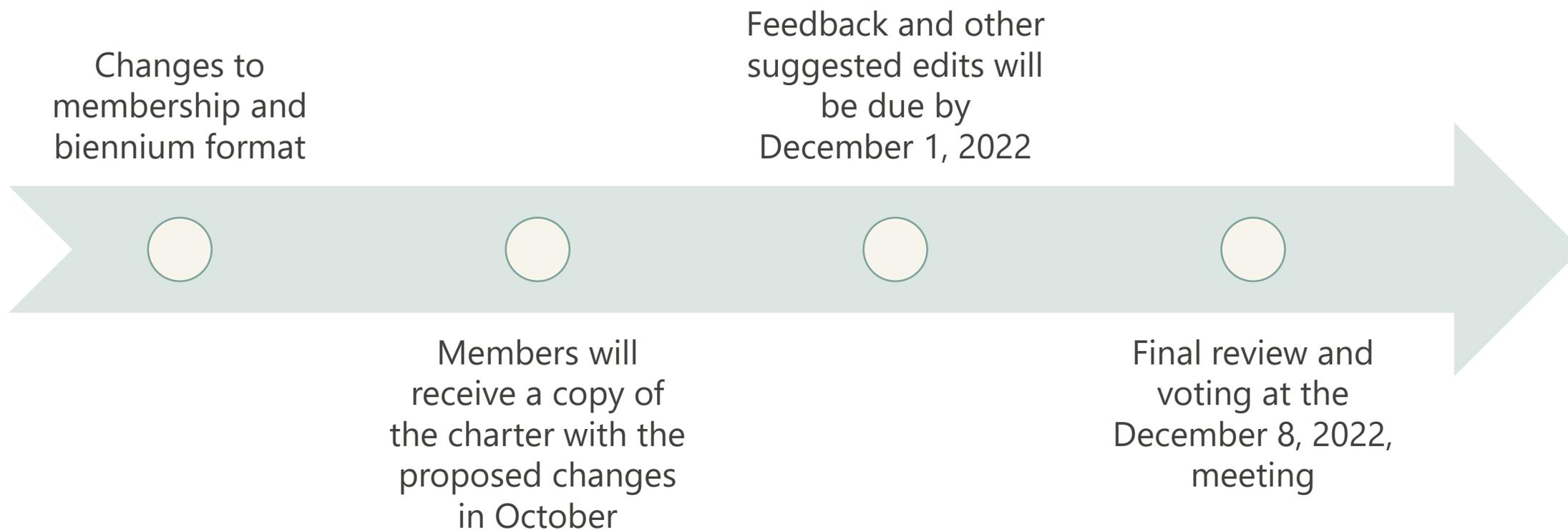
- 3 meetings plus the Summit.
- Meetings will be focused on learning and discussion.
- The Summit will be utilized to create high priority topics of focus for the 2023–24 year.

2023–24:

- 3 meetings plus the Summit.
- Meetings will be focused on the priority topics from the 2023 Summit to expand knowledge and understanding.
- The Summit will continue the work of the full biennium to create recommendations for the 2024 Legislative Report.



Charter Updates





Legislative and OSPI Updates



Title IV, Part A: Student Support and Academic Enrichment

Cara Patrick, Program Supervisor, Title IV, Part A
cara.patrick@k12.wa.us

Title IV, Part A: Program Purposes

The Student Support and Academic Enrichment (Title IV, A) grant program aims to increase the capacity of state educational agencies (SEAs), local educational agencies (LEAs), schools, and local communities to:

- Provide all students with access to a **Well-Rounded Education**.
- Improve school conditions for student learning through activities that support **Safe and Healthy Students**.
- Support the **Effective Use of Technology** in order to improve the academic achievement and digital literacy of all students.



Title IV, Part A: Funding

School Year	Total	Washington
2017-18	\$400 million	\$6,004,278
2018-19	\$1.1 billion	\$15,579,355
2019-20	\$1.17 billion	\$15,971,829
2020-21	\$1.22 billion	\$19,060,087
2021-22	\$1.22 billion	\$17,768,528
2022-23	\$1.235 billion	\$20,188,153



Title IV, Part A: Grants Process

- US Department of Education allocates funding to each state on an annual basis based on its relative share of Title I the prior year.
- OSPI allocates funding to each LEA based on its Title I allocation from the prior year.
 - The minimum allocation is \$10,000.
 - LEAs may carryover up to 100% of funds from year to year.
- LEAs submit a narrative plan and budget as part of the Consolidated Grant Application (CGA) in the new EGMS.
- REAP eligible LEAs may opt to exercise Alternative Fund Use Authority (flexibility) to simplify management of Title IVA, as well as Title IIA, funds.
- LEAs may opt to transfer Title IVA, as well as Title IIA, funds to use for purposes consistent with other federal programs.



Title IV, Part A: Grant Requirements

- Meaningful consultation with stakeholders.
- Comprehensive needs assessment at least once every three years. (If allocation is \$30,000 or more.)
- Distribution of funds across the 3 program areas – at least 20% well-rounded education, at least 20% safe and healthy students, and some portion effective use of technology. (If allocation is \$30,000 or more.)
- Funds must be used to supplement, and not supplant, non-federal funds.
- Equitable services for private school participation, including by engaging in timely and meaningful consultation with private school officials during the design and development of their Title IV, Part A programs.



Title IV, Part A: Program Narrative

Programmatic Area: (Well-Rounded Education, Safe and Healthy Students, or Effective Use of Technology)

Program Need: Briefly describe the specific gap or area of need – identified through the needs assessment process and other stakeholder input – that will be addressed through grant activities (*e.g., improved school climate, access to music education, school mental health, etc.*)

Grant Funded Activities: Please describe planned program activities. Be sure to include detail on what, specifically, the Title IVA funds will be paying for (*e.g., staff time, programs, attendance at training, contracted services, supplies, curriculum, etc.* This description should support your grant Budget.)

Program Objective/Outcome: Briefly describe the measurable outcome or change you expect to see if the activity is successful and how you will measure effectiveness.

Partnerships: Describe any partnerships with institutions of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entities with *a demonstrated record of success in implementing related activities* that will assist the LEA with planning or implementation.



Bipartisan Safer Communities Act

June 25, 2022

BSCA; P.L. 117-159

<https://www.congress.gov/117/plaws/publ159/PLAW-117-publ159.pdf>



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BSCA Funding

Investments in programs to expand mental health and supportive services in schools, including early identification and intervention programs, school-based mental health and wrap-around services, improvements to school-wide learning conditions, and school safety.

The Mental Health Service Professional (MHSP) Demonstration Grant Program

\$140 million in competitive grants to support a strong pipeline into the mental health profession, including innovative partnerships to prepare qualified school-based mental health services providers for employment in schools.

School-Based Mental Health (SBMH) Services Grant Program

\$140 million in competitive grants to states and school districts to increase the number of qualified mental health services providers delivering school-based mental health services to students in local educational agencies with demonstrated need. By increasing the number of qualified mental health professionals in our schools, and thereby reducing the number of students each provider serves, this program will meaningfully improve access to mental health services for vulnerable students.



BSCA Funding, cont.

21st Century Community Learning Centers (21st CCLC)

\$50 million in funding to the program to fund extracurricular, after school and summer programs, with a focus on reengaging youth. The Department of Education will support grantees in using funds to build relationships between students and educators, and other adults who serve students, in ways that help students feel less isolated and more connected to their school, improving their overall mental health and well-being.

STOP School Violence Act

\$300 million in funding to institute safety measures in and around schools, support school violence prevention efforts and provide training to school personnel and students. Codifies the [schoolsafety.gov](https://www.schoolsafety.gov) clearinghouse, which provides evidence-based resources to improve school safety

Student Support and Academic Enrichment

\$1 billion in funding through Title IV-A to support a variety of activities to improve conditions for student learning through evidence-based practices to promote positive school climates.



Stronger Connections Grant (SCG)

OSPI will receive **\$15,795,771** to implement the SCG sometime in late 2022 and the funds will remain available through **Sept 30, 2025**.

Through a "Dear Colleague"* letter dated September 15; ED is encouraging States to prioritize funds for LEA applicants that demonstrate a strong commitment to the following:

- Implementing comprehensive, evidence-based strategies that meet each student's social, emotional, physical, and mental well-being needs; create positive, inclusive, and supportive school environments; and increase access to place-based interventions and services.
- Engaging students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive and supportive learning environments.
- Designing and implementing policies and practices that advance equity and are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential.

Grant Conditions

- OSPI must award no less than 95 percent of its SCG grant allocation on a competitive basis to high-need local educational agencies (LEAs) as determined by the State.
- LEAs may not use funds for the provision to any person of a dangerous weapon or training in the use of a dangerous weapon as prohibited under Section 13401 of the BSCA, which amends section 8526 of the ESEA.
- LEAs receiving SCG funds must provide equitable services to students and teachers in non-public schools as required under section 8501 of the ESEA.
- LEAs receiving SCG funds must follow the supplement not supplant requirements in section 4110 of the ESEA.
- OSPI and LEAs receiving SCG funds must track the SCG funds separately from its regular allocation under Title IV, Part A of the ESEA



Washington Stronger Connections Grants

GOAL: Build and sustain districtwide systems to implement and maintain comprehensive, evidence-based strategies that build capacity and provide direct services to:

1. meet each student's social, emotional, physical, and mental well-being needs
2. create positive, inclusive, and supportive school environments

STRATEGY: Provide multi-year grants to fund student services, staffing, partnerships, professional learning, and other activities that intentionally address the above goal.



Programmatic Examples

- Trauma-informed and healing focused mental health supports for students (including addressing hate, bullying, and harassment)
- Best practices that increase students' safety, belonging, mental health and well-being
- Effective approaches to engaging and students, families, and communities
- Professional learning opportunities that build equitable, emotionally and physically safe learning environments for students and all school and district staff
- Inclusive, culturally, and linguistically affirming discipline practices, addressing the root causes of any disparities in discipline, and implementing positive behavioral interventions and supports
- Access to place-based interventions and services with remote options as appropriate
- Developmentally, culturally appropriate and trauma-informed emergency training, comprehensive school safety planning, and other schoolwide policies



SCG Next Steps

1. Develop a definition of “high need districts” in the context of this funding opportunity.
 - a. For example: LEAs with high numbers and/or percentages of students living in poverty, as well as one or more of the following:
 - i. a high mental health professional to student ratio;
 - ii. high rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, or substance abuse; or
 - iii. where students recently experienced a natural disaster or traumatic event.
2. Describe programmatic priorities for this funding opportunity.
3. Develop meaningful metrics to measure impact.
4. Define terms as needed for clarity and transparency in the SCG process.
5. Identify programmatic activities/areas that are out of the scope of this funding.



Title IV, Part A

Student Support and Academic Enrichment

In the next week, we will send advisory group members a survey to provide feedback and ask questions.

Thank you!

Cara Patrick, Program Supervisor

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<https://www.k12.wa.us/policy-funding/grants-grant-management/student-support-and-academic-enrichment-title-iv-part>





Comprehensive School Safety Update

Mike Donlin, School Safety Center Program Supervisor
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Comprehensive School Safety

- What is it? Why do we care?
 - School safety refers to and includes the critical and necessary environment in which effective teaching and learning can take place.
 - School safety supports student learning by creating and promoting a physically, emotionally, socially, and academically secure climate for all students, staff, and visitors.
 - A focus on school safety helps create a learning environment which has a positive impact on behavior, attendance/drop-out rates, and ultimately, academic achievement for all students.
- What is required?
 - [RCW 28A.320.125](#) requires districts and schools to have comprehensive school and district safety plans. This involves planning for the prevention, mitigation, protection, response to, and recovery from the variety natural, physical, social/human caused, biological, and technological threats and hazards to the school and the entire school community.



Comprehensive School Safety

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, Human-Caused Threats
<ul style="list-style-type: none"> • Earthquakes • Tornadoes 	<ul style="list-style-type: none"> • Explosions or accidental release of toxins from industrial plants 	<ul style="list-style-type: none"> • Infectious Diseases (pandemic influenza, COVID, drug-resistant tuberculosis) 	<ul style="list-style-type: none"> • Harassment, Intimidation, and Bullying • Fire
<ul style="list-style-type: none"> • Lightening • Severe Wind • Hurricanes 	<ul style="list-style-type: none"> • Accidental release of hazardous materials from within the school (gas leak or laboratory spill) 	<ul style="list-style-type: none"> • Staphylococcus aureus and meningitis • Contaminated food outbreaks (including salmonella, botulism, E.coli) 	<ul style="list-style-type: none"> • Active Shooter • Criminal Threats or Actions • Gang Violence
<ul style="list-style-type: none"> • Floods • Drought 	<ul style="list-style-type: none"> • Hazardous material release from highways or railroads 	<ul style="list-style-type: none"> • Toxic materials present in school laboratories/ HVAC 	<ul style="list-style-type: none"> • Bomb Threats • Domestic Violence and/or Abuse
<ul style="list-style-type: none"> • Wildfires • Extreme Temperatures 	<ul style="list-style-type: none"> • Radiological releases from nuclear power stations 	<ul style="list-style-type: none"> • Other 	<ul style="list-style-type: none"> • Trafficking/ CSES • Cyber Attacks
<ul style="list-style-type: none"> • Landslides/Mudslides 	<ul style="list-style-type: none"> • Dam failure 		<ul style="list-style-type: none"> • Death by Suicide
<ul style="list-style-type: none"> • Tsunamis 	<ul style="list-style-type: none"> • Power failure 		<ul style="list-style-type: none"> • Threats Based on Gender Identity
<ul style="list-style-type: none"> • Volcanos/Lahar 	<ul style="list-style-type: none"> • Water failure 		<ul style="list-style-type: none"> • Terrorism
<ul style="list-style-type: none"> • Winter Precipitation 	<ul style="list-style-type: none"> • Other 		<ul style="list-style-type: none"> • Radicalization
<ul style="list-style-type: none"> • Other 			<ul style="list-style-type: none"> • Bus/Transportation
			<ul style="list-style-type: none"> • Other



Specific Requirements of RCW 28A.320.125

- Reference to all required safety policy and procedures.
- Addressing prevention, mitigation, protection, response, and recovery from identified threats and hazards.
- [Incident Command System](#) (ICS) certification for principals.
- Guidelines for meetings with law enforcement and other 1st responders.
- Assessment of all threats and hazards.
- Addressing the specific and special needs of students with disabilities and diverse language needs.
- Training on plans and procedures.
- Consideration of schools as community assets during emergency situations.
- An inventory of all hazardous materials on school grounds.
- Information on emergency supplies, communication, notification, and alert procedures.
- Specified monthly drill exercise and documentation requirements.
- A plan for student-family reunification.
- Transportation procedures in the event of an emergency.
- Annual review and update of the plan.



Comprehensive School Safety

- The Plan Addresses:
 - **Prevention:** The capability to stop, deter, avoid an imminent threat.
 - **Mitigation:** The capability to eliminate or reduce damage to individuals or property.
 - **Protection:** The capacity to keep people and property as safe as possible.
 - **Response:** The capacity to restabilize and provide a safe, secure environment.
 - **Recovery:** The capability to restore a safe and secure learning environment.
- The Process is more important than the product
 - Develop a team.
 - Assess the situation: site, culture/climate, capacity, etc.
 - Establish specific goals and objectives.
 - Develop your plan.
 - Prepare, review, and adopt.
 - Implement, exercise, review, and update annually.



Comprehensive School Safety

- Current topics of discussion:
 - ESD Comprehensive School Safety Coordinators (CSSCs)
 - Diving into the Data
 - All Hazards Emergency Operations Planning (EOP) Planning
 - Drills
 - Safety & Security Staff Training
 - Earthquakes/GSO/Other Seismic Events
 - HIB Compliance Officer Training
 - Cyberbullying/Digital Safety
 - Communications
 - Gang Activity in Schools
 - AGO Tipline
 - Continuity of Operations Plan (COOP) Planning
 - Incident Command System (ICS) Training
 - Coordination among ESD Regional School Safety Center (RSSC) teams (Threat Assessment Coordinators, Behavioral Health Navigators, and Comprehensive School Safety Coordinators)





Break – 10 Minutes



Data Updates

Ross Boylan, Business Analyst, School Safety and Student Well-Being
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RCW 28A.300.645 Data Collection Updates

- **The first round of surveys (67 districts) was completed in the spring.**
 - Response rate was 97%
 - Survey data is currently being shared with the ESDs so that they can work with districts to get safety plans in place and improve existing safety plans.
 - All remaining districts will be surveyed this year, starting in November.



Safety & Security Staff Data

- **Data on safety and security staffing levels for the 2021–22 school year was collected in the spring.**
 - All districts were surveyed, and the response rate was 96%.
 - Data can be downloaded from the School Safety Center webpage.



Safety & Security Staff Data

- **Data results from last year:**

- 125 school districts have safety & security staff.
- 88 school districts have School Resource Officers (SROs).
- There are 856 total safety & security staff employed in the state.
 - 76.5% of these staff are district employees
 - 19.5% are SROs
 - 4% are private security.
- Among districts that have safety & security staff, the average student to safety & security staff ratio is 1,465 to 1.



Safety & Security Staff Data

- **Next steps:**

- CEDARS changes for the 2022–23 school year allow monitoring of incidents of safety and security staff involvement with students (resulting in discipline, arrest, or use of force).
- Staffing levels survey will be deployed again in the Spring of 2023.





SS-SWAC-YAC Presentation



Mental Health Awareness

Primary School and beyond



Introduction

Priseldy, Eastmont School District

Hiro, Snohomish School District

Cindy, Eastmont School District

Why Start Early?



- Mental health is a topic that isn't emphasized enough in primary schools.
- This is an issue, as it leaves students without the proper tools to manage their emotions, as well as their stress once they become older.
- Young students in primary school do not understand how to handle things like burnout and anxiety, which can happen even at an primary level.

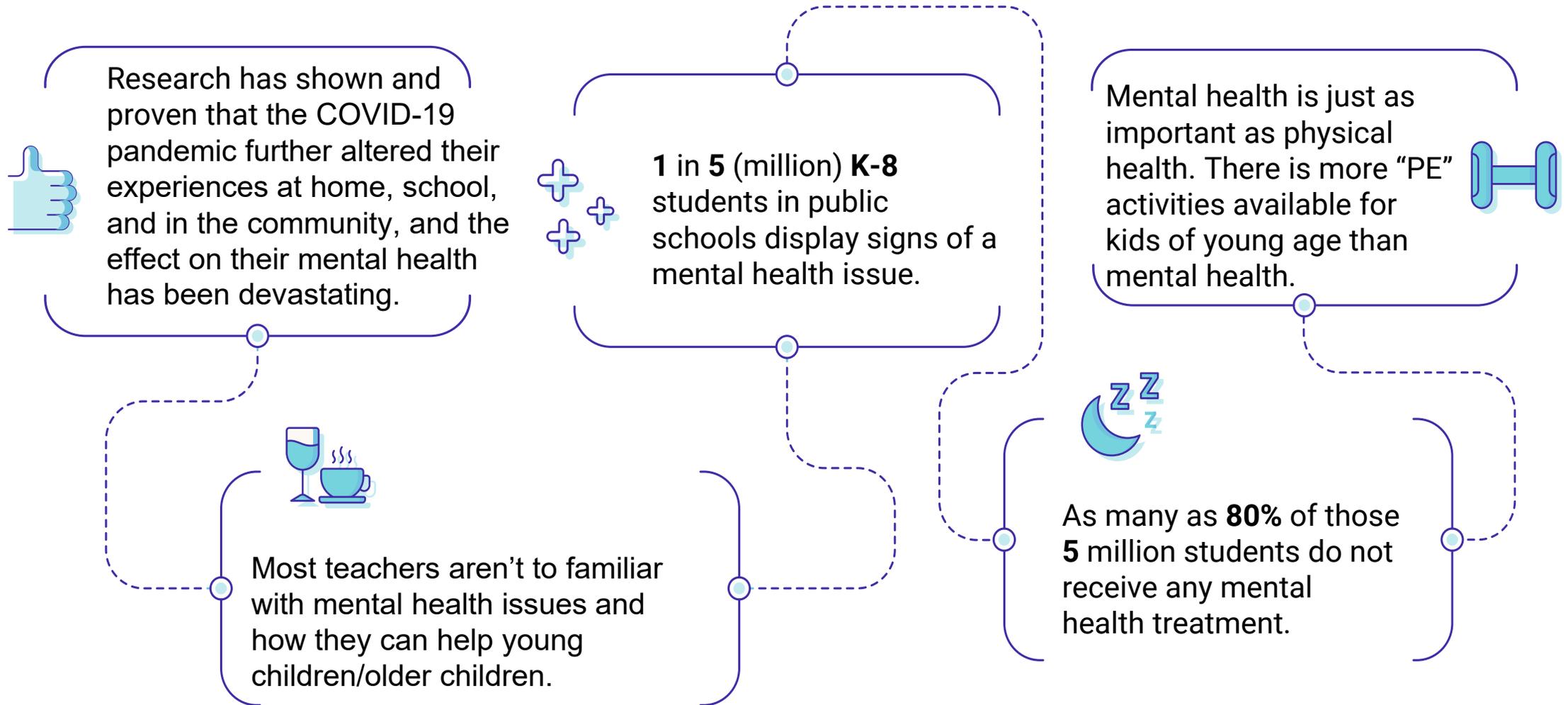


K-8 Mental Health Statistics



- ✓ Mental health education is integrated into the Physical Education class rather than a separate class
- ✓ In Washington State, some instructors do not discuss negative feelings nor provide ideas to manage those feelings
- ✓ Approximately, 9.8% of 13-17 year olds, have ADHD (6 million)
- ✓ State wide, the incline of emergency visits regarding mental health have increased greatly by over 30% through the ages of twelve and seventeen
- ✓ Students of color, K-8, are less likely to seek professional help
- ✓ By Mental health America, Washington State was ranked 43 on national youth mental health in 2020

Current Mental Health Education for K-8 Students



Burn Out



Form of exhaustion



Children can also experience burnout



Caused by constant emotional, physical, and/or mental stress



May not understand how to handle it due to lack of education and support



Symptoms: anxiety, lack of sleep, fatigue, and losing the ability to deal with daily life



We can equip children with the tools to help themselves and ask for help



Mental Health Equity



1 in 5 children living below the poverty line have had a mental, behavioral, or developmental disorder

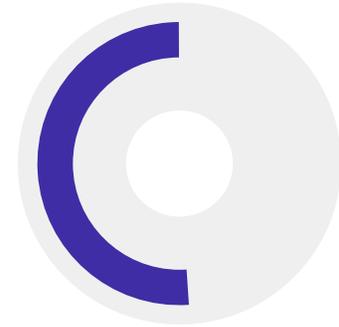


Black and Hispanic youth less likely than white youth to receive help for depression



Suicide rate for Black children 5-12 2x higher than that of white children the same age

Leading cause of death for Pacific Islanders 15-24 in the US is suicide

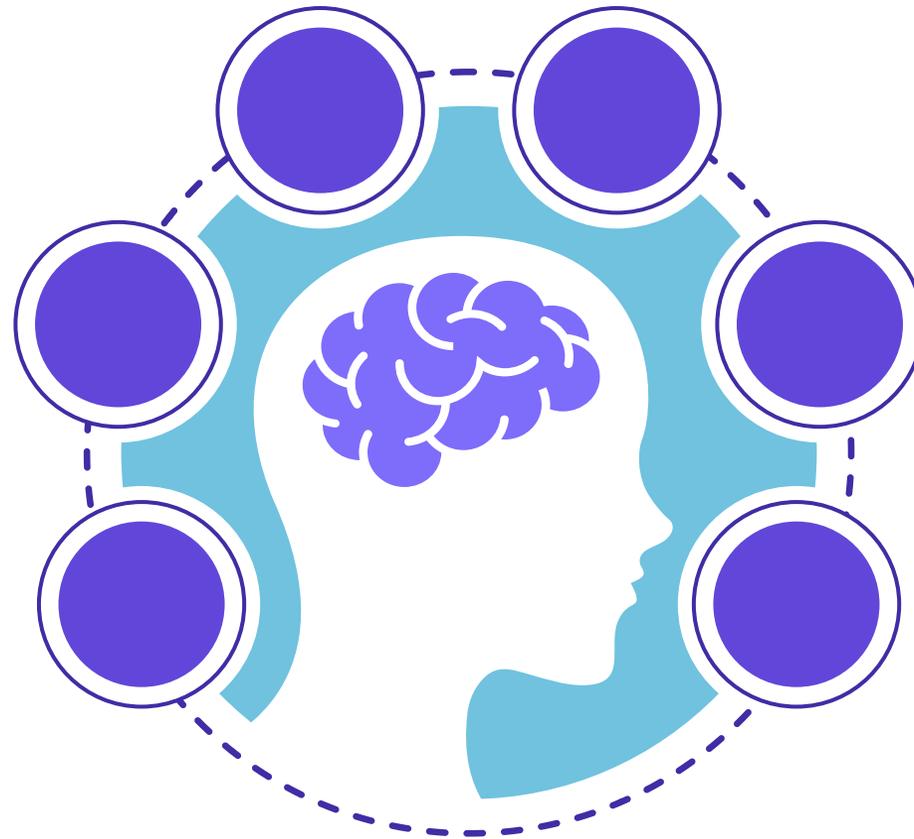


60% of LGBTQ+ who wanted mental health care in the past year could not get it

Lack of Resources/Stigma (Cindy)

In Public School Systems that have them...
There is **1** counselor per **500** students and **1** psychologist per **1,400** students.

One-to-one counseling with a counselor or therapist is often hard to obtain in a big school where there is only limited resources.

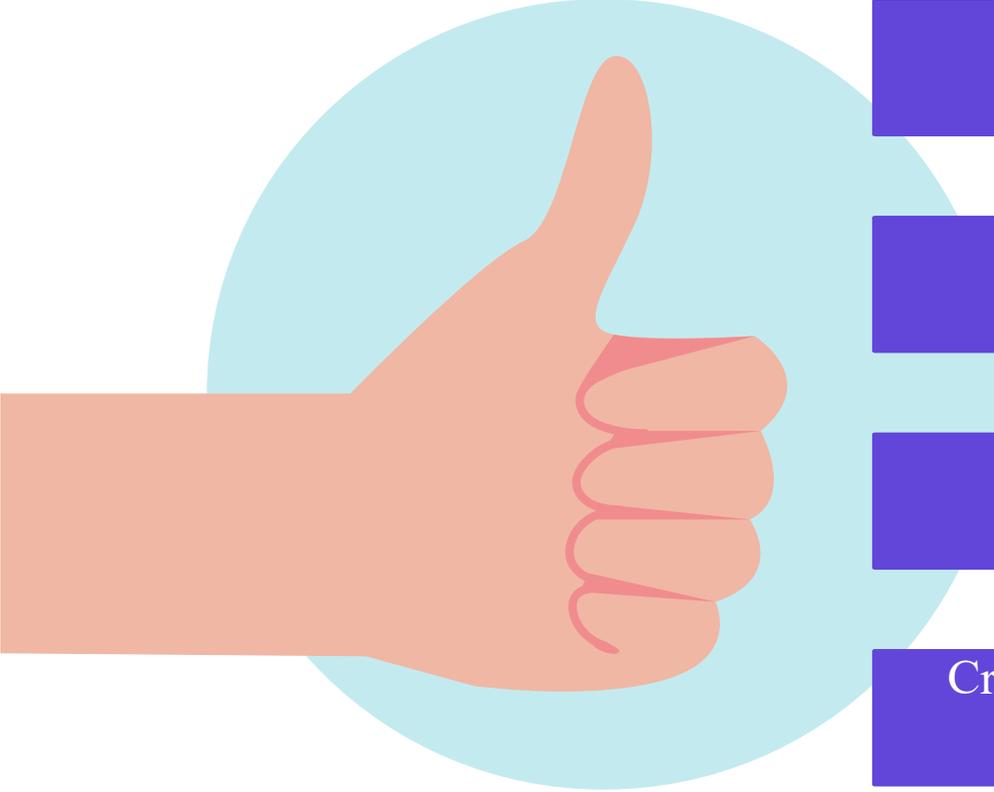


Students need to connect in a group, club, activity they feel welcomed in. If schools had more “school funded” club there would be more possibilities for them to attend them.

...

The future wellbeing of our country depends on how we support and invest in the next generation.”

Suggestions



Provide more surveys & orientation towards the understanding of mental health to primary students.

Create support groups that communicate the usage of proper tools to manage stress and burnout.

Educate primary students on the symptoms to look out for that fall in the category of a mental health illness.

Create a system that provides equal mental health services to all students.



Public Comment



Closing Remarks

Upcoming Meetings

2022–23 SS-SWAC Meeting #2
December 8, 2022, 9:00 am – 12:00 pm

