**SPPS DIRECTORS MEETING**

**Date: 3/13/2024 10:00 AM**

**ZOOM recording:**

**Passcode:**



**March 19, 2024; First Day of Spring**

Announcements:

The meeting was recorded however was recorded locally instead of the cloud. Above is the link. Please let me know if you have problems accessing it.

1. Erin Frazier’s Director of Office of Special Services updates: Monthly Meeting

* **Jen Robitaille and Susan Hogan talked to the Directors about the MATH4ME** project. Jen and Sue are both math coaches who work with the OSSIE Team. MATH4ME supports math experiences for educators and students. It works to establish positive beliefs around math, learning and instruction, creating a positive math culture within the school, the classroom and working with families. They are looking for schools to join in the 24-25 school year. You can find additional information on this and the application in the News Room.

<https://mainedoenews.net/2024/02/14/making-math-meaningful-for-all-math4me-is-accepting-applications-for-newest-cohort-2/>

* **Leora Byras updated the group on the Youth Summit** that will be happening on May 30th with national speakers Derek Schmitz and Michael Uher. They will be speaking to us about self-advocacy. There will be limited capacity of 100 children and about 25 staff members. We encourage you to register early. See the attached flyer for more information. Click here to register.

<https://docs.google.com/forms/d/1rAdA8BkrmIAvI3UIv99yyAjPef1PP6lby3N4jXqmD5E/edit>

* **Educate Maine has an apprenticeship program called Aquaculture Pioneers**. If you’re interested in working at a Maine aquaculture farm or hatchery this summer, this is the program for you. Applications are now open! <https://mainecareercatalyst.org/aquaculture-pioneers/>
* **Dr. Carolyn M. Gross is the Physical Education and Health Education Specialist** at the Department of Education. She works on the Office of School and Student Supports-Coordinated School Heath team. Federal and State laws mandate that all children with disabilities receive appropriate physical education instruction in the least restrictive environment. Carolyn is part of an APE Task Force that works closely with the Maine Association for Health, Physical Education, Recreation and Dance (MAHPERD) to provide in-service training in adapted physical education to physical educators at their annual conference that takes place in November. Are you interested in being part of the task force? For more information on Adapted Physical Education reach out to Carolyn at [carolyn.gross@maine.gov](mailto:carolyn.gross@maine.gov)

There are great resources for [APE](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.maine.gov%2Fdoe%2Fnode%2F3233&data=05%7C02%7CGaye.Erskine%40maine.gov%7C5fc3ac654759458fbd3f08dc32fc09b3%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638441306997142680%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=Z8gZHB%2B%2FbiH%2F0PcVwXWOVwo2FXt%2BWLeJDl%2B%2FSPn4hJY%3D&reserved=0) on the OSSIE website. Additionally, The National Consortium for Physical Education for Individuals with Disabilities (NCPEID) puts out a great resource that will be helpful in the event that you do not have APE certified staff in your SAU. <https://www.maine.gov/doe/node/3233>

1. DHHS – MaineCare bulletins since our last meeting pertained to matters other than Day Treatment, so there are no updates this month.

To sign up for MaineCare Bulletins please go to the [E-mail Updates](https://public.govdelivery.com/accounts/MEHHS/subscriber/new?preferences) subscription webpage and enter your email address. You will then see a subscription list that includes other state offices. Scroll down to “MaineCare Stakeholders” and select the topics you would like to receive updates and information about. Hover over the blue "i" icon  next to the topic name to see a description of which policies and services are included in that topic.

You have the option to unsubscribe from any of the topics you select. To see the list of topics, refer to the [E-message Topic Distribution List](https://www.maine.gov/dhhs/sites/maine.gov.dhhs/files/inline-files/E-message-Distribution-Topics-for-Subscription-Webpage-01312022.pdf) in the E-message Sign Up section on the [Provider Resources webpage](https://www.maine.gov/dhhs/oms/providers).

Archived notices - All e-messages are accessible on the [MaineCare Bulletin webpage](https://www.maine.gov/dhhs/oms/about-us/mainecare-bulletins" \t "_blank).

If you have questions, please contact your [Provider Relations Specialist](https://www.maine.gov/dhhs/sites/maine.gov.dhhs/files/inline-files/PRS-Assignment-List.pdf).

1. Legislative Updates

**Recent Activity**

**LD 878** An Act to Improve Child Welfare Concept draft in case of recommendations from GOC and there aren’t any. ONTP unanimous

**LD 1114** An Act to Eliminate the Annual Medical Eligibility Determinations of Need for Families of Children with Disabilities 1/18/24 Reported out ONTP.

**LD 1779** An Act to Develop a Continuum of Care for Youth Involved in the Justice System and to Develop Alternatives for WS 2/21/24 VOTED divided: Majority (8) ONTP Minority (4)

**LD 2120** An Act to Fund the Delivery of Educational Services to Children with Special Needs as Required by State and Federal Law in Special Purpose Private Preschools . WS 2/29/24 Voted OTP-AM

**LD 2166** An Act to Establish a Grant Program to Increase Postsecondary Educational Opportunities for Students with Intellectual or Developmental Disabilities or Autism Spectrum Disorder WS 1/31/2024 referred to Education and Cultural Affairs 2/328/24 Voted: OTP-AM

**LD 878** An Act to Improve Child Welfare WS 3/5/2024 Voted ONTP

**Current Activity**

**LD 2243** Resolve, Directing the Department of Health and Human Services to Amend MaineCare Rules Governing Certain Types of Behavioral and Mental Health Services and to Form a Stakeholder Group to Study Methods for Improving Those Services (Sen. Stewart) The public hearing was held last week, and a work session (WS) is scheduled on 3/14/24 at 1:00 pm.

**LD 779** An Act to Create a Separate Department of Child and Family Services (Sen. Timberlake) WS on 3/14/24 also at 1:00 pm.

1. Woodsum’s The Decades Top 10 Case Rulings in Special Education

Mary provided a summary of the countdown of the decades top five case rulings (continuation from January 2024) in special education, which includes highlighting the special education topics covered, basic information and lessons learned from each case. For more specific information regarding the factual background of each case and the specifics of the appeals processes observed, please refer to the official documents of each court case listed below. Due to the lengthy agenda today, this legal review may be partially completed with the remainder covered in next month's meeting.

* Change of Placement – one case
* Child Find in Referral – two cases
* Compensatory Services/Compensatory Education - two cases
* Eligibility - two cases, one SLD, one ED
* Evaluation Duty - one case
* Expedited Hearings – one case
* Extended School Year Services - one case
* FAPE/Delivery of FAPE/FAPE during COVID – six cases
* FBA - two cases
* Graduation - one case
* IEP Predetermination- one case
* Inadequate Achievement in Reading Fluency - one case
* LRE – two cases
* Manifestation Determinations – two cases, one during referral)
* Need for Special Education - one case
* Parent Obstructionism one case
* Placement one case
* Reading Methodology - one case
* Reimbursement of Costs/Reimbursement of Private Placement – two cases
* School Refusal
* Social Maladjustment
* Stay Put – two cases
* Staff Shortages - one case
* Substantial Likelihood of Injury - one case
* Transition Programming - one case

10. *Disability Rights Maine v. Portland Public Schools, No. 21. 040CS. (Me. DOE 4/15/21 and 6/9/21)*

9. *Jane Doe v. Regional School unit. No. 21, 2012 WL 7653507. (July 31, 2012), aff’d, 2013 WL 793755 (D. Me. 2013), upholding 111. LRP 8484 (SEA Me. 11/17/2010).*

8. *Falmouth School Department. v. Mr. And Mrs. Doe, 44 F. 4th 23 (1st Cir. Aug 9, 2022).*

7. *Mr. And Mrs. Doe v. Cape Elizabeth School Department, 832. F. 3d 69 (1st Cir. 2016).*

6. KC et al. v. *Regional School unit. No. 73, 616 F. Supp.3d 63. (D. Me. 2022).*

5. *Regional School unit. No. 4. 114 LRP 10846 (SEA Me. 11/05/2013).*

4. *Mr. And Mrs. Doe o/b/o Jane Doe v. Cape Elizabeth Sch. Dept., 382. F. Supp. 3d83 (D. Me. 2019).*

3. *C.D. v. Public School District, 924. F.3d 621 (1st Cir. 2019).*

2. *Parents v. Wells-Ogunquit Consolidated School District, No. 20.081C (Me. DOE 6/17/20), and Parents v. Wells-Ogunquit Consolidated School District, No. 20.082C (Me. DOE 6/18/20)*

1. *Parents v. Sanford School Department, N0. 23.067H (DOE Me. Oct. 27, 2023*

1. DOE Calendars:

* **NEO DC&R calendar** <https://neo.maine.gov/DOE/neo/DCAR/Calendar>
* **Maine Department of Education Event Calendar**

<https://www.maine.gov/doe/calendar>

* **Title 20-A Holidays -** <https://legislature.maine.gov/legis/statutes/20-A/title20-Asec4802.html>
* **Professional Development Calendar https://www.maine.gov/doe/calendar**

1. Transition to Standards Based Grading: March 21 9:00 – 10:00
2. Recent SPPS inquiry topics/clarification:

* Regulations Regarding the Reimbursement of Meals for Students Who Attend Off-Site Programs <https://mailchi.mp/maine/cu5lemq6y0-1327456?e=4bb1694fe4>
* National School Lunch Program (NSLP) Quick Guide <https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/NSLP%20Quick%20Guide_5.pdf>
* **Statute regarding State Holidays**: **§4802. Holidays**

The following provisions shall apply to school holidays.   [PL 1981, c. 693, §§5, 8 (NEW).]

**1.  Unconditional holidays.**Public schools shall close on the following days:

A. Patriot's Day, the 3rd Monday in April; [PL 1981, c. 693, §§5, 8 (NEW).]

B. Memorial Day, last Monday in May or May 30th if the Federal Government designates that date; [PL 1981, c. 693, §§5, 8 (NEW).]

B-1. Juneteenth, June 19th; [PL 2021, c. 140, §4 (NEW).]

C. Independence Day, July 4th; [PL 1981, c. 693, §§5, 8 (NEW).]

D. Labor Day, the first Monday in September; [PL 1981, c. 693, §§5, 8 (NEW).]

E. Indigenous Peoples Day, the 2nd Monday in October; [PL 2019, c. 59, §3 (AMD).]

F. Veteran's Day, November 11th; [PL 1981, c. 693, §§5, 8 (NEW).]

G. Thanksgiving Day, as designated by the Governor; [PL 1985, c. 787, §4 (AMD).]

H. Christmas Day, December 25th; and [PL 1985, c. 787, §5 (AMD).]

I. Martin Luther King, Jr. Day, the 3rd Monday in January.   [PL 1985, c. 787, §6 (NEW).]

[PL 2021, c. 140, §4 (AMD).]

**2.  Conditional holidays.**Public schools shall close on the following days unless the school board votes to keep its schools open and observe the day with special exercises as defined in [section 4803](https://legislature.maine.gov/legis/statutes/20-A/title20-Asec4803.html):

A. New Years Day, January 1st; and [PL 1981, c. 693, §§5, 8 (NEW).]

B. Washington's Birthday, the 3rd Monday in February.   [PL 1981, c. 693, §§5, 8 (NEW).]

The list of holidays is found here: <https://legislature.maine.gov/legis/statutes/20-A/title20-Asec4802.html>

**Maine DOE - High Academic Standards for Students**

Maine Learning Results and Common Core State Standards for K-5 ELA~ Content Connectors! Maine’s Alternate Achievement Standards~2020 ELA/Literacy Maine Learning Results K-5 Find it here!

[2020 K.5 Literacy CCSS MLR Crosswalk Core Content Connectors.pdf](https://stateofmaine-my.sharepoint.com/:b:/r/personal/gaye_erskine_maine_gov/Documents/Attachments/2020%20K.5%20Literacy%20CCSS%20MLR%20Crosswalk%20Core%20Content%20Connectors.pdf?csf=1&web=1&e=kj2sun)

1. Promising Practices:

Chris Sacoco Morrison Center “Walk the Walls”- not attending the meeting.

1. Questions and Comments from and for SPPS group:

How are schools handling the hot lunch program? Director of Child Nutrition, McLucas, Jane [Jane.McLucas@maine.gov](mailto:Jane.McLucas@maine.gov)

How are schools providing speech and language services? The MaineCare rate is much lower than the rate being charged by telehealth.

* One SPPS works with a telehealth agency (Waldo County) that bills MaineCare directly, with an ET 1 who chaperones the students during sessions. Waldo County also supervises on site SLPAs.
* One SPPS was dropped by Waldo County because there weren’t enough students. Now using dotcomtherapy.
* One SPPS worked with Waldo for 2 years and then they dropped us saying they didn't have capacity. We have an arrangement with Sandcastle after looking at a variety of private options, and they all want more than the rate, significantly. We are providing at a loss for now.

How many programs are doing half days occasionally for PD? What are the pros and cons. Some use time for clinical work, TCI updates, other PD.

1. Upcoming PD options:

* **NEW Promoting Mental Health and Wellbeing in Schools** The Maine Department of Education (DOE) is pleased to announce a new resource from the US Center for Disease Control and Prevention (CDC) to support mental wellness in schools. Promoting Mental Health and Wellbeing in Schools: An Action Guide for School and District Leaders highlights actionable strategies and resources that can strengthen the current programming at your school or school administrative unit (SAU).

The Maine DOE will be hosting a 7-part mini-series for collaborative review and discussion of this new resource.

Dates: Every Wednesday, February 28 through April 10

Time: 3:30 - 4:15 p.m. EST

Register for the webinar series through the following link: <https://forms.office.com/g/XKh9nuKJEn>

FMI: [Priority Notice: Mental Health and Wellbeing Action Guide for Schools Released by US CDC (mailchi.mp)](https://mailchi.mp/maine/cu5lemq6y0-1327452?e=4bb1694fe4)

* **NEW Pre-K for ME, K for ME, and 1st Grade for ME Program Overviews and Summer Training Opportunities** - Since 2018, the Maine Department of Education (DOE) has adapted and piloted open-source instructional programs for early elementary grades based on the Boston Public School’s evidence-based Focus Curricula. Pre-K for ME was launched in 2019, K for ME was launched in 2021, and 1st Grade for ME was launched in 2023. 2nd Grade for ME is being piloted in Maine classrooms next year and will be made available for the 2025-2026 school year. <https://mainedoenews.net/2024/02/27/pre-k-for-me-k-for-me-and-1st-grade-for-me-program-overviews-and-summer-training-opportunities-2/>

1. Resource Topics:

* **Harnessing Technology for Engaging Learning Experiences** Edutopia 3/4/2024 Rachelle Dene Poth

Student engagement: What is it? Why does it matter? What are the impacts on learning? Student engagement is more than just being attentive: It means that students become curious about learning and more interested in the content, and, as a result, process the information at higher levels. Engaged learners are more likely to develop their critical thinking skills and have a deeper understanding of the material, which will lead to academic success! This teacher takes storytelling and podcasts to a level of education that sparks creativity, collaboration, problem solving, excitement and confidence building in students.

<https://www.edutopia.org/article/using-technology-enhance-learning-experiences/>

* **How to Get the Most Out of a Focus Wall in Your Classroom** Edutopia: Thomas Courtney 2/7/24

Every student likes to know what it is that a teacher wants from them-in concrete and tangible terms. Some like to be challenged, and many students still need heavy scaffolding. In our modern classrooms, students and adults of every variety come in and out, and each of them needs something different. It is the one place in my classroom where I can give everyone exactly what they need. For more information, please read the complete article at:

<https://www.edutopia.org/article/using-focus-walls-middle-school>

* **Using Discussion as a Summative Assessment Edutopia Rebecca Hall 1/23/24**

This remote high school teacher in Colorado has used many traditional assessments: projects, models, debates etc. She has recently abandoned traditional tests in favor of more compassionate forms of assessment. Her new favorite is the “discussion assessment”. She says that discussion assessment is compassionate, supports critical thinking, allows students to teach each other, and provides students an opportunity to master content.

A new assessment approach worth exploring, and she shares the following tips: a) This author likes to tease questions throughout a unit. Her students answer a lesson question each day, which she uses instead of a traditional objective or learning target. When the class finally arrives at the end of the unit, students are ready to synthesize their learning about the questions we've been working to answer. b) To have a successful and productive discussion, this author gives students a full class period to choose three or four teacher provided questions and to start writing response outlines. Allowing student choice over which question to answer is an important period if we want students to show what they know, they must be able to choose the questions they understand the best. c) On the day of the discussion, students run the show, and the teacher moderates. This author begins by calling on a student and asking them to share their claim. This teacher provides discussion starters to support productive talk and record student contributions in a spreadsheet. Every student is called on for the questions they prepared, but students may participate in all questions. d) Students agree and disagree with each other, build on each other's ideas, and ask clarifying and probing questions. When student’s express ideas that are incorrect, they help each other understand - and most importantly, no points are deducted. Students can only earn points during the discussion. This teacher provides a rubric delineating how she scores participation. e) Students must take notes during the discussion period this not only holds them accountable for learning, but it also results in notes that support the formal writing assessment the teacher assigns afterward, in which students choose one discussion question to respond to in a paragraph. This makes the process more rigorous, allowing students to synthesize what they learned in the discussion. f) But what about students who don't prepare, don't participate, or are absent? This teacher simply turns the discussion questions into an alternative assessment and requires that students choose two or three of them to respond to in paragraph form. This way, all students have the opportunity to demonstrate deep content knowledge and critical thinking. g) discussion assessments support critical thinking, allow students to teach each other, and provide an opportunity to master content. In the best discussions, students ask probing questions that take the class into new territory, and everyone learns together.

<https://www.edutopia.org/article/classroom-discussion-summative-assessment>

* **Building Better Collaboration Between Families and Schools** As our student population grows more diverse, many schools haven't been as successful as they'd like to be when trying to connect with families. Despite holding open houses and special theme nights, setting up parent-teacher conferences, sending home newsletters, and using apps designed specifically to keep families in the loop, I hear too many teachers say these things still don't get great results.

If current efforts aren't working, it's time for a different approach. In this week's post and podcast, educator Nawal Qarooni shows us how we can build a truly collaborative relationship with families by elevating the natural learning that happens at home and making our work in school more relevant to students' home lives. <https://www.cultofpedagogy.com/pod/episode-222/>

* **Creating a welcoming environment for linguistically diverse families of students in special education** - In her recent book, Partnering with Culturally and Linguistically Diverse Families in Special Education, Kristin Vogel-Campbell notes the difficulties that parents of students with disabilities face when there is a language barrier. Vogel-Campbell, a 20-year veteran of special education, has seen a higher level of agency, access and knowledge of the special education system among white and English-speaking parents of children with disabilities. Families that don’t fall into these identities often lack the social and cultural capital to effectively advocate for their children within a bureaucratic system. For example, families who have access to resources like attorneys or legal advocates may be better able to ensure their children receive the special education services they need. “There are free and low-cost advocacy and attorneys, but their bandwidth is totally spread thin,” Vogel-Campbell said. <https://www.kqed.org/mindshift/63148/creating-a-welcoming-environment-for-linguistically-diverse-families-of-students-in-special-education>
* March is [Women’s History Month](https://gcc02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fsg05url.maine.gov%2Fls%2Fclick%3Fupn%3Du001.yKiU-2BFnMSlk50SBoOKbLl8vl6HPgfst-2FC4TBTl4o5mnmPekewyLePEV7MGmSXgflLbYtvbKspxienDuawCcVpw6YNdA6i5J22riblJ5JRvw-3DN9Oa_2Nq7uGnPv7KJvISFkXdipo5FntCdTHoA9pLAu1W6teo67n4xN8-2F-2FpA2SmoC-2BURyH90Xna4-2BcAUv-2FbvF1MczsADczXrkswfh9VE05fnC-2F5bDSuHcAWGlF9-2Fx12HUC2-2FNP-2FyNuezJwEOor27N6cH41TUSRLXbBSvqrsePYc8c53rylKzq8cNH4C-2BjhlynvYlyZ6EEvRgJwy5bcD51sYA9infdK-2Fw5cy3BXJx7YEGIG-2BOc-3D&data=05%7C02%7CMary.Adley%40maine.gov%7Cb252867475b8406985c908dc4218ce72%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638457921742488070%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=5PxhV9%2FWGStxxqp%2FuLyjeJ8pcWGYqS7bapziH4KoC6M%3D&reserved=0), [Social Work Month](https://gcc02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fsg05url.maine.gov%2Fls%2Fclick%3Fupn%3Du001.yKiU-2BFnMSlk50SBoOKbLl0DY4M8NGDhH1e0x5-2BSKTh63Ho-2F1qxW1-2Fc6hGbyem8DS4Fjn-2Fkfd3e0qZr4IZpp36Q-3D-3Duwrb_2Nq7uGnPv7KJvISFkXdipo5FntCdTHoA9pLAu1W6teo67n4xN8-2F-2FpA2SmoC-2BURyH90Xna4-2BcAUv-2FbvF1MczsAJS3SCWH04joCBIBI20Ak5xFadOZ-2B6qcrXJBMFbUvTnanq77S2APcMNQpLsaCGQToHyKQ-2FVRfXpW6tL930WYOF1CT52LkGIqfOpzJvL4Nzt1ZeMBKX5YOcSqPUZSmoKHUTMcsba8BhIA09qJjpoTEAk-3D&data=05%7C02%7CMary.Adley%40maine.gov%7Cb252867475b8406985c908dc4218ce72%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638457921742494259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=sQYb18C3HSPWR5wAJ9laxOS5drdANfAGl468muI54jU%3D&reserved=0), and [Developmental Disabilities Awareness Month](https://gcc02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fsg05url.maine.gov%2Fls%2Fclick%3Fupn%3Du001.yKiU-2BFnMSlk50SBoOKbLl035XsmIAKVyvjx-2B0SsoQI4JP2LdBzNF7HgwWQcViuHYV-2BckblAmBQ-2BK2feIqcjVtSXN5vVfaivnv7KoS9mIUbU4jAx5M-2Bhn-2Bsol-2BvaMtYpCYHbuQCY1VUFhD0fQDxndDg-3D-3DF9LJ_2Nq7uGnPv7KJvISFkXdipo5FntCdTHoA9pLAu1W6teo67n4xN8-2F-2FpA2SmoC-2BURyH90Xna4-2BcAUv-2FbvF1MczsAJucunFzmvXoY3QCEQloqHUz2rswbXZm774X450Ki5gTa1NdGfNaPJwXb6oXkEvNPEIshB4KxvD9999-2B6aR2sBJMetjgWwZruqlZ0f0pk5T7fBccse9YSbYwtPdog5Hk8PKaMTSiUnd0l7-2Fzx1cjgXI-3D&data=05%7C02%7CMary.Adley%40maine.gov%7Cb252867475b8406985c908dc4218ce72%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C638457921742500369%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=H2opDttTkeeFn71r4DFgsvWzctTAqxAklQvzyMcevnc%3D&reserved=0) and the OSSIE Transition Team provided these links to help promote awareness and resources to support these causes.
* In recognition of social work month, and additional resource the State Agency Programs team is sharing includes a periodic table of social emotional learning developed by . This table outlines specific skills for each of the following SEL categories self-awareness, self-regulation, social awareness, interpersonal skills, and responsible decision making.

Table

Description automatically generated

**New Items in the Padlet:**

Periodic Table of Social Emotional Learning

<https://padlet.com/gayeerskine/resources-for-sppss-6ip20lenh9odtu15>