

Washington Family Engagement and SEL for Washington

present

The Diversity, Inclusion and Belonging Conference



Saturday, September 29th 2018 9 am to 4 pm Bellevue College

SEL for Washington is a grassroots effort and growing coalition of members who educate about and advocate for access to Social and Emotional Learning and skill development in Washington public schools. www.selforwa.com



Washington Family Engagement is a nonprofit organization dedicated to building the capacity of schools, families and communities to work together for the education and well-being of children and youth. www.wafamilyengagement.org

Thank you

To the Washington Family Engagement Board

Heather Freeman, President

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Tsege Tsegay, Board Member

Iris Okimoto Nielsen, Board Member

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Carmela Harrison, PLTI Graduate and Board Member

Kika Sleeper, PLTI Graduate and Board Member

To the Washington Family Engagement Staff and SEL for WA Staff

Cathy Liu Scott, WA Family Engagement Partnerships Director

Sarah Butcher, SEL Co-Founder

Lorena Lee, Washington Family Engagement Project Manager


Jennifer Karls, SEL Co-Founder

To our Speakers, Volunteers, Speakers and Session Presenters

To our Sponsors




Welcome From Washington Family Engagement



ENGAGEMENT

Systems built for the predominant culture often leave behind vital parent voices. Cast as 'hard to reach', these families struggle to navigate on their own, which could lead to reduced engagement and lower student achievement.

- Long work hours & multiple jobs
- Communities of Color
- Immigrants & Refugees
- Low Income
- Language Barriers

 wafamilyengagement.org

The infographic features a stylized school building in the background. In the foreground, there are six diverse children of various ethnicities and ages. A vertical orange line on the right side of the building lists five barriers to engagement, each with a corresponding icon: a clock for long work hours, a person icon for communities of color, a globe for immigrants and refugees, a dollar sign for low income, and a speech bubble for language barriers. The word 'ENGAGEMENT' is written in large, bold, orange letters, flanked by blue curly braces. Below it, a green box contains a paragraph of text. At the bottom, a blue banner displays the website URL.



WA Family Engagement Trust



@FamEngage

Please feel free to use Facebook, Twitter and Instagram to let your networks know how much you are enjoying this conference!

Logistics and Exhibitors

Restrooms

Available by the vending machines on the right and left side of the building as you walk from the conference auditorium towards the building foyer.

Classrooms D 102, D 103 and D 106 (childcare) are located in the building next door. Please access those classrooms through the doors on the right side of the building, near the vending machines/women restrooms, as you walk from the conference auditorium towards the building foyer. The rooms are located across the planted median.

Other Classrooms in C Building please see the building map on the next page.

Childcare

Located in rooms D 103 and D 106

Exhibitors

In the Foyer of Building C. Exhibitors open during breakfast, lunch, breaks and closing.

Kaplan Early Learning Company

Hidden Springs Book Company

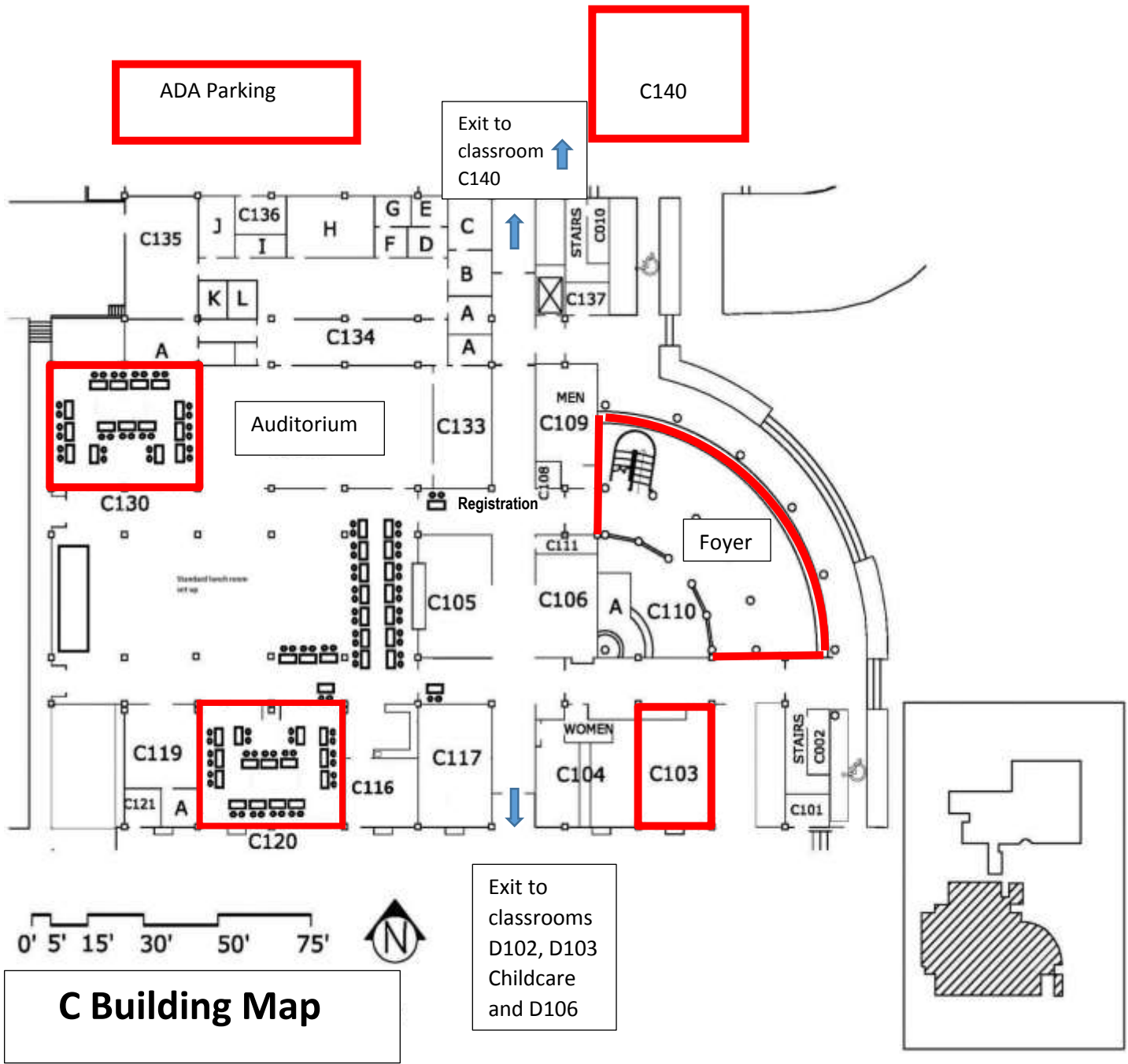
Inquiry Adventures

Art with Heart

Scholastic

MindSage

PAVE



C Building Map

Conference Agenda

8:00 a.m.

Conference Registration

Breakfast and Exhibitors open in building Foyer

9:00 a.m.

OPENING PLENARY

Welcome - Heather Freeman, Washington Family Engagement Board President

Adie Simmons, Washington Family Engagement Founder

Cathy Liu Scott, Washington Family Engagement Partnerships Director

Sara Butcher and Jennifer Karls, SEL for Washington Co-founders

Recognition of staff and participants

Gracious Spaces – Jennifer Karls

Keynote - Dr. Mona Johnson, Director of Student Services, Office of the Superintendent of Public Instruction

9:45 a.m.

BREAK – 15 minutes

10:00 a.m.

BREAKOUT SESSIONS (1 hour)

1. Social Emotional Learning and Equity - Mary Fertakis **Room C130**

2. Supporting Parents in Promoting Children’s Social, Emotional and Academic Competence – Dr. Liliana Lengua **Room C140**

3. Talking to Children about Race - Dawn Williams **Room C103**

4. Student Voices – High School students **Room C120 A**

5. Creating Welcoming Environments for Diverse Families -- Adie Simmons
Room D 102

6. A Broader Vision of Student Success: Social Emotional Learning in Washington State- Ron Hertel, Sarah Butcher **Room C120 B**

11:00 a.m.

BREAK – 15 minutes

11:15 a.m.

BREAK-OUT SESSIONS (1 hour)

Sessions from above repeated in the same classrooms

12:30 p.m.

LUNCH

Lunch buffet - Exhibitors open

1:00 p.m.

PLENARY SESSION

Key note: Greg Williamson, Director of Student Engagement
WA Department of Children, Youth and Families

1:15 pm

Special Presentation

Carrie Basas, Director of the Governor’s Office of the Education Ombuds

One out of Five: Disability History and Pride

Clark Matthews, Lead Producer, Rooted in Rights videography

Angelina Gammons-Reese, 7th grader, Meridian Parent Partnership Program,
Ferndale

Warren Lybbert, 9th grader, Quincy High School, Quincy

Adina Rosenberg, teacher, Bellevue School District

Sarah Arvey, PhD student at UW College of Education.

2:00 p.m.

FEATURED SPEAKER - Dr. Ann Ishimaru

Co-designing Our Way to Educational Justice: A Taster!

3:45 p.m.

Closing – A Call for Action!

Keynote Speakers

Dr. Mona Johnson, CDP

Director of Student Support, WA Office of Superintendent of Public Instruction



Dr. Mona Johnson is the Director of Student Support at the Washington State Office of the Superintendent of Public Instruction. She is a presenter, writer, and consultant at the local, state and national levels on resilience, trauma and behavioral health. In her Director role at OSPI she provides strategic leadership and policy guidance to the her unit and is responsible for integrating and coordinating a variety of initiatives to assist districts and schools in the provision of safe, civil, healthy, and intellectually stimulating environments that foster success for all students.

Before her appointment at OSPI, she served as Chief of School Behavioral Health at the U.S. Army Medical Command Child, Adolescent, and Family Behavioral Health Office on Joint Base Lewis McChord. While there she had overall responsibility for the development and management of an international Army School Behavioral Health outreach project and staff, ensuring that evidence-based and standardized practices are implemented at Army Installations in the U.S and Europe.

She has authored and co-authored many publications and in 2012, she was recognized as a Champion for Children by the National Association of Children of Alcoholics. She also received the Community Anti-Drug Coalitions of America Advocate of the Year Award in 2009.

Dr. Johnson completed her Doctorate in Educational Leadership at the University of Washington Tacoma in 2016. She earned her masters and undergraduate degrees in Social Sciences and Social Work from Pacific Lutheran University and is a certified Chemical Dependency Professional.

Greg Williamson

Director of Student Engagement, WA Department of Children, Youth and Families



Greg Williamson is the Director of Student Engagement of the newly created Washington State Department of Children and Youth. He has served the state of Washington in various roles over three decades. From 1988 to 2005, he worked in education, health and social policy for the Washington State Senate, the U.S. Senate and the Washington State Office of Superintendent of Public Instruction.

Since 2005, he has administered and provided leadership for a range of education, health and early learning programs. These include programs in infant and toddler support, K-12 student support and efforts serving populations farthest from opportunity, including children of incarcerated parents, youth in foster care and youth affected by homelessness.

Across his career, he has consistently worked on projects directly with young people and their adult allies. He brings specialized experience in co-creating youth and family engagement strategies and systems particularly from his previous role as the Director of the Office of Student Engagement at OSPI from 2005 to 2007.

Greg earned his Bachelor of Arts from the Evergreen State College in 1985, his teacher's certification from the University of Puget Sound in 1986 and his master's in organizational design and renewal from Seattle University in 2007.

Featured Presenter

Dr. Ann Ishimaru

Associate Professor, College of Education, University of Washington



Dr. Ishimaru's scholarship focuses on the intersection of leadership, school-community relationships, and educational equity in the P-12 education system. Her work focuses on improving educational leadership to create equitable educational environments, with a particular focus on students, families, and communities who have been historically marginalized in education.

Formal P-12 educational leadership plays a vital role in addressing persistent disparities in student learning, outcomes, and success, but the field continues to struggle with how to understand and engage parents and develop practices that will provide meaningful educational opportunities for non-dominant students.

Dr. Ishimaru engages in community-based research to build collaborative leadership capacity for improving educational systems and leveraging the expertise and priorities of the students, families, and communities who have not been well served in these systems.

She is the principal investigator of the Cultivating Capacity for Racial Equity in Education and the Equitable Parent-School Collaboration research projects, multi-year efforts to understand, measure, and support district and community-based efforts to authentically engage families and communities in improving student outcomes. She has written and co-written numerous publications such as: *A Match on Dry Grass* a collaborative book with Dr. Karen Mapp, *Education Reform in New York City* and *Parental Engagement and Investment*. Her latest publication is: *Building Relationships Bridging Cultures: cultural brokering in Family Engagement*.

Dr. Ishimaru holds an EdD in Education from Harvard University, an EdM in Education Policy Management from Harvard Graduate School of Education, and an MA in Curriculum and Teacher Education from Stanford University School of Education.

Afternoon Plenary Session: Co-designing Our Way to Educational Justice: A Taster!

Session Description

What would schools that nurture whole, healthy and culturally-affirmed children look and sound like? This session will engage participants in an initial "taster" of co-design - a process for envisioning new possibilities for our children and communities through more equitable collaboration between families, educators, and systems. Our current ways of "engaging" together too often reinforce power and inequities; we need new ways to imagine and enact change.

We will start from our own experiences to both ground ourselves in family/community contexts and to unpack the systemic inequities that negatively impact children and families, especially those marginalized by those systems due to their race, class, culture, language, ability or other identities. Be prepared to try on new ideas and ways of interacting across roles, to grapple with tensions, complexity and ambiguity, and to challenge ourselves to move beyond business as usual!

Conference Organizers

Adie Simmons is the founder and President of the Washington State Family and Community Engagement Trust. She is also the founding director of the Governor's Office of the Education Ombuds, a state agency within the Governor's Office, and founder of Seattle Public Schools' Office of Family and Community Engagement.

Sarah Butcher is the Co-Founder of SEL for Washington, a statewide grassroots coalition advocating for the social, emotional and academic skill development of all Washington students. Sarah's drive for advocating on education issues stemmed from the experiences with her own children's education. She works closely with families, community partners and policy makers, and participates on multiple state education committees. Sarah believes that we must educate and empower parents and strengthen Washington State's education policies to be responsive to the needs of the whole child if we are to realize the successful outcomes we strive for with each and every student in Washington schools.

Break-out Sessions

1. **Social Emotional Learning and Equity** - Mary Fertakis, Equity consultant for the National School Boards Association and former Tukwila School Board Director
2. **Supporting Parents in Promoting Children's Social, Emotional and Academic Competence** – Dr. Liliana Lengua, Professor of Child Clinical Psychology and Director of the Center for Child and Family Well-Being, University of WA
3. **Conversations about Race with Young Children**- Dawn Williams, Doctoral Student and Curriculum Specialist, Cultivate Learning U of WA College of Education
4. **Student Voices** – High School students discuss what belonging and inclusion means to them.
5. **Creating Welcoming Environments for Diverse Families** -- Adie Simmons, founder and president of Washington Family Engagement
6. **A Broader Vision of Student Success: Social Emotional Learning in Washington State**- Ron Hertel, OSPI Program Supervisor and creator of the Compassionate School Initiative and Sarah Butcher, Co-founder of SEL for WA

Break-out Session Descriptions

1. Workshop Title: Social-Emotional Learning and Equity – Room C130

Workshop Description

Research shows disproportionality in discipline, suspensions/expulsions, and drop-out and graduation rates tied to the social-emotional issues experienced by PreK-12 students – particularly students in poverty and of color. Attendees will develop their knowledge base related to: SEL principles; Adverse Childhood Experiences (ACEs); Toxic Stress; Vicarious (Secondary) Trauma; the research supporting SEL; and strategies to ensure they are making equitable policy, strategic planning, and resource allocation decisions to support student success.

Participants will gain a high level understanding of Social-Emotional Learning (SEL) principles and terminology, the impact of ACE's and Toxic Stress on SEL well-being, and the research supporting SEL practices; how SEL and Equity are intertwined and learn the questions to ask to ensure SEL programs and instruction have an equity focus and when measuring outcomes.

Session Presenter

Mary Fertakis, M.Ed. – CEO, M Fertakis Consulting and Former Director, Tukwila School Board

Mary Fertakis specializes in P-12 education and equity issues, and the intersection of education, housing, transportation, workforce, health, and human services policies to improve student outcomes. She is also a Consultant with the National School Boards Association, providing training and assistance to state school board associations, with an emphasis on race, equity and diversity issues.

Ms. Fertakis served on the Tukwila School Board for 22 years, representing a school district that has been called the most ethnically-diverse in the United States. During her tenure, she served two terms as the Board President, seven years as the Board Vice President, 10 years as the Legislative Representative. She was the 2012 President of the Washington State School Directors' Association (WSSDA), chaired the Association's Nominating Committee, and has served on WSSDA's Closing the Achievement Gap Task Force, Urban Issues Committee, and Diversity & Multicultural Action Team.

She holds a B.A. in Political Science and a B.A. in International Studies from the University of Washington, an ELL Teaching Certification from Seattle University, a Master's degree in Education Policy from the University of Washington, School of Education.

2. Supporting Parents in Promoting Children's Social, Emotional and Academic Competence

Room C140

Session Description

Parents play a critical and life-long role in supporting children's social, emotional and academic competence. As parents, we strive to draw upon the most effective parenting strategies for our children. Even when we know the best practices, it can be challenging to use them consistently. Incorporating mindfulness practices into parenting strategies can help parents have more positive interactions with their children.

In this workshop, Dr. Lengua will interweave mindfulness with best parenting practices that can be used in every-day interactions between parents and children to enhance parents' effectiveness in supporting their children's social, emotional and academic competence.

Participants will learn best parenting practices of warmth, consistency, and scaffolding; how to use mindfulness practices to increase use of best parenting practices and how to use mindfulness practices to be present, calm and wise-minded.

Session presenter

Dr. Liliana Lengua, UW Professor of Psychology, director of the UW Center for Child and Family Well-being
Dr. Lengua is a child clinical psychologist and a mother of 3 children. She is an internationally recognized expert on children's vulnerable and resilient responses to stress, demonstrating how parenting and children's temperament contribute to children's unique responses to stress.

She is also recognized for her research on the effects of stress and disadvantage on parenting and children's social-emotional development, and has developed an evidence-based parenting program infused with mindfulness practices to enhance parenting effectiveness. She has been the principal investigator of several federally-funded research projects and is the author of over 100 published papers. She serves on the steering committee for the CDC funded Washington State Essentials for Childhood Initiative, collaborates with the

Harvard Center for the Developing Child's Frontiers of Innovation, and served on the board of trustees for Neighborhood House, a private, nonprofit anti-poverty organization.

3. Conversations with Young Children about Race Room C103

Session Description

Race is an issue that permeates society and even effects our youngest children. Young children notice the cultural and linguistic diversity around them be it in their own environment or through the media. Families have an important role to play and influence how young children will grow to understand race and culture. This session will address how parents can discuss race with their young children and how race effects young children's identity development. We will also do activities to help recognize implicit bias in school communications.

Participants will learn about racial identity development, consider the messages young children are sent about race, learn more about how race effects young children and practice recognizing bias.

Session Presenter

Dawn Williams, University of Washington

Dawn Williams is a doctoral student at the University of Washington studying educational policy, organizations, and leadership, a curriculum developer at Cultivate Learning and an instructor in the Early Childhood & Families Studies program.

4. Student Voices - High Schools students and Dr. Kim McDermott Room C120 A

Session Description

All students should have the opportunity to contribute to decision-making that is relevant to their lives and futures. This session will provide an opportunity for listening to and learning from high school students. Listen to their values, opinions, beliefs, and perspectives and begin to consider ways to improve integrating student voices into the education system and society.

Session presenters

Panel Facilitator - Dr. Kim McDermott, practicing Pediatrician and Clinical Professor of Pediatrics at the University of Washington.

Student Panel participants

Julia Capodanno – student

Ethan Karls - student

Ellie Kay - student

Matthew Sun - student

Julie Mermelstein - parent

Nura Adam - parent

Adam Roble - student

5. Creating Welcoming Environments for Diverse Families Room D102

Building trusting relationships with diverse families and leveraging their strengths and assets includes not only understanding the challenges and life circumstances associated with race/ethnicity, educational and socio-economic status but developing a safe, accessible, comfortable, inviting environments in schools. A place that sends the message that the school cares about families and they belong in that building. Environments encompass not just a physical space but the cultures, beliefs and behaviors of all who fill that space and the energy that we bring into spaces determines how others feel and act. But what does it take to transform a building into a welcoming environment? Beyond paint, posters and room décor, it takes re-thinking

operational, programmatic and personal aspects of our work. Learn the right steps to take to make families feel valued, included and important partners in education.

Session Presenter

Adie Simmons, M.Ed.

Adie Simmons is the Founder of Washington Family Engagement, the home of ParentNet and the Parent and Children Leadership Training Institutes, a program offered in partnership with Everett Community College. She is also the founding director of the Governor's Office of the Education Ombuds and the Seattle Public Schools' Office of Family and Community Partnerships among other recognized endeavors. She is a bi-lingual leader who has devoted her career to the education and well-being of diverse children and families and who has worked with state and local elected officials to develop new legislation or improve existing legislation impacting vulnerable populations.

In addition to her work locally and in state government, Mrs. Simmons has served in numerous task forces, councils and boards across the state promoting equity, diversity and inclusion and is well-known as an educator, family engagement leader, trainer, facilitator, public speaker, writer and community builder. She has won numerous awards and has been a long-standing PTA volunteer in her children's schools. She holds a Master's Degree in Education from Western Washington University and a Bachelor's Degree in Communications and Public Relations from the University of Washington plus certifications in Change Leadership and Closing the Achievement Gap from Harvard University.

6. A Broader Vision of Student Success: Social Emotional Learning in Washington State Room C120 B

Session Description

Social and Emotional Learning (SEL) supports the development of life-skills to generate safe and supportive school, family and community environments. This session will provide foundational information on SEL research as well as past and current work being done in Washington State regarding the development of SEL in Washington schools. Focus areas will include the development of Washington State Standards and Benchmarks (2016), the Washington State on-line SEL module (2017), and work currently being done to complete SEL indicators which is due to be completed by June 30, 2019.

Session Presenters

Sarah Butcher, Co-Founder of SEL for Washington

Sarah Butcher is the Co-Founder of SEL for Washington, a statewide grassroots coalition advocating for the social, emotional and academic skill development of all Washington students. Sarah's drive for advocating on education issues stemmed from the experiences with her own children's education. She works closely with families, community partners and policy makers, and participates on multiple state education committees.

Sarah believes that we must educate and empower parents and strengthen Washington State's education policies to be responsive to the needs of the whole child if we are to realize the successful outcomes we strive for with each and every student in Washington Schools.

Ron Hertel, Program Supervisor, Office of the Superintendent of Public Instruction

Ron Hertel is the Program Supervisor at the Office of Superintendent of Public Instruction (OSPI). He began his teaching career in an inpatient psychiatric facility for adolescents in Minnesota from 1975 – 1979. From 1979 – 1989, he served as a social worker for Boulder County Department of Social Services in Colorado. After moving to Washington in 1989, he supervised a county child welfare services office, administered the Children's Administration state-wide group care program, and was the administrator of statewide children's mental health for the Mental Health Division/Department of Social and Health Services. In 2000, he returned to the

field of education at OSPI and beginning in 2008, led the development of the Compassionate School Initiative in Washington State. He is currently lead staff in developing a Social and Emotional framework for Washington State educators. He is a nationally recognized trainer for Compassionate/Trauma Responsive Schools and has co-authored three books: “The Heart of Learning and Teaching; Compassion, Resiliency, Academic Success” and “Supporting and Educating Traumatized Students: A Guide for School-Based Professionals” (Oxford University Press, 2012), and “Optimizing Learning Outcomes: Proven Brain-Centric, Trauma-Sensitive Practices” (Routledge – Taylor and Francis books, March 2017).

Special Mid-day Plenary Presentation

One out of Five: Disability History and Pride

Special Presentation



One out of five people in the US have a disability but do we celebrate the stories and identities of members of this large group? Join us for a kickoff of the new statewide disability history and pride project and help us celebrate them!

Ten years ago, the legislature recognized the need to honor the contributions of people with disabilities in our communities and schools. It declared that October would be Disability History Month annually for all schools to celebrate. Until now, no central resource has existed to support schools in that effort, even though 20% of Americans have disabilities.

The Governor’s Office of the Education Ombuds (OEO) and Rooted in Rights partnered with educators and students to create videos that place student voices at the center of perceptions and experiences of inclusion and belonging. Rooted in Rights followed two middle school students with disabilities through their days at school and in the community and OEO worked with educators to design a learning resource for

educators and others to use alongside the videos. These tools assist educators, students, and communities in exploring disability history, pride, and identity. Watch the video and hear project team members and students speak about how amplifying disability experiences makes schools and communities more responsive, inclusive, and empathetic.

The collaborators and students will share a One Out of Five Project video, the learning resources and then discuss how amplifying disability experiences makes schools and communities more responsive, inclusive, and empathetic.

Participants

Carrie Griffin Basas, Director, Governor's Office of the Education Ombuds

Clark Matthews, Lead Producer, Rooted in Rights

Angelina Gammons-Reese, 7th grader, Meridian Parent Partnership Program

Warren Lybbert, 9th grader, Quincy High School

Adina Rosenberg, Special Education Teacher, Bellevue School District

More information about the Project:

<https://www.oeo.wa.gov/education-issues-topics/one-out-of-five-disability-history-and-pride-project/>

<https://www.disabilityrightswa.org/staff/clark-matthews/>

Presenter and facilitator

Carrie Griffin Basas, Director of the Governor's Office of the Education Ombuds

Carrie is a former civil rights and labor law attorney. For many years, she was a law professor, specializing in disability rights, criminal justice, and ethics. She has taught at the University of North Carolina School of Law, Penn State University, Case Western Reserve University, the University of Tulsa College of Law, and Saint Joseph's College of Maine. In 2014, Carrie returned to graduate school to attain a MEd in Education Policy, Organizations, and Leadership from the University of Washington. Carrie is also a graduate of Swarthmore College (Honors B.A. in Psychology with a minor in Sociology/Anthropology) and Harvard Law School (Juris Doctorate degree).

Before entering public service, Carrie founded a nonprofit focused on creating a national network of emerging professionals with disabilities and facilitating a pipeline of disability diversity to corporate and public workplace settings. She continues to be actively involved in mentoring nontraditional and minority students. Carrie has served as an advisor to the National Association of Law Students with Disabilities, a Commissioner on the American Bar Association's Commission on Disability Rights, and a board member for nonprofits focused on human rights, mentoring, and education issues. As part of her desire to merge research and practice, she published a book of mentoring advice ("Lawyers, Lead On") from the current generation of lawyers with disabilities to the next generation. She has also published extensively on issues of accommodation, racial and health stigma, collective bargaining, advocacy fatigue, and cultural competence.

Carrie identifies passionately with the work of the OEO as a woman with a disability, the mother of a child with disabilities and English Language-learning needs, and a first-generation college graduate. She lives with her husband and daughter in Seattle.



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