

School Safety and Student Well-Being Advisory Committee Meeting

April 15, 2021



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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We would like to acknowledge that this meeting is being held on the traditional lands of the Squaxin Island Tribe.

We acknowledge the Tribe's commitment to the resurgence of their traditional ways and their respect and protection of all people, not only those who are living, but also those who have gone before and who are yet to be born. We pay our respect to the elders, both past and present, and to the valued resource the Tribe has defined as their children—they are the Tribe's future.

We ask that the participants of this meeting also honor the Tribal lands on which each of you are located today.



As we transition from honoring the people and lands Native to America; we also want to acknowledge the pain and trauma resulting from 400 years of systemic racism within the United States against people of the African diaspora.

We stand with our communities of color during these unprecedented times of civil unrest, especially those who identify as and/or are categorized as Black and/or African American. We will continue to center our work in leading with racial equity.

We want to offer a moment of silence, and afterwards, honor the space for people from communities of color to respond to this acknowledgement first. Then, we invite allies & others to communicate their comments after. If preferred, please use the chat box.

We Invite accountability and partnership.



Please also check in with your friends, colleagues and families from communities of color, especially those who identify as and/or are categorized as Black and/or African American.

Please, Do not offer your shock, or surprise, and do not assume to know how they feel, but be there for them and offer a virtual shoulder, a listening ear, or to do things for them.

Check in on yourself, as well. Seek a balance between staying informed and sitting in the pain of right now (which is okay and important to do). Make sure you can function and take care of yourself.

Be a learner and educate yourself.

Above all be safe, be kind, and be good to yourselves and others.

(Adopted by Aaron Jorgensen, Northeastern University)



Meeting Attendance

- We will be using the participant list to capture attendance today.
- If you are attending in place of a member or participant, please identify yourself and the member/participant you are representing in the chat box.
- If you are an observer and would like to speak during the public comment section of this meeting, please notify us in the chat box.
- Please make sure your name is showing correctly; first and last. This will help us when putting individuals into breakout rooms later. To change your name, hover and select "Rename".

Need Help?

If you have technical difficulties during the meeting, please use the chat box to contact Tayler Burkart, or email her at tayler.burkhart@k12.wa.us.



Members

- **Dana Anderson**, Association of Educational Service Districts (AESD)
- **Sandra Barton Smith**, Archdiocese of Seattle
- **Kathy Hicks**, Archdiocese of Spokane
- **Terri Fewel**, Archdiocese of Western Washington
- **Kurt Hatch**, Association of Washington School Principals (AWSPP)
- **Bob Graham**, Criminal Justice Training Commission (CJTC)
- **Rich McBride**, Clear Risk Solution
- **Nancy Bernard**, Department of Health (DOH)
- **Stacey McClain**, Washington State Emergency Management Department (EMD)
- **Rose Spidell**, Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)
- **Barbara McMullen**, Fire Marshalls
- **Enos Mbajah**, Health Care Authority (HCA)
- **Parker Teed**, State Board of Education (SBE)
- **Amber Garriott**, Washington Schools Risk Management Pool (WSRMP)
- **Brianne Ramos**, Washington State Commission on Asian Pacific American Affairs (CAPAA)
- **Myra Hernandez**, Washington State Commission on Hispanic Affairs (CHA)
- **Nancy Chamberlain**, Washington State PTA
- **Aaron “Woody” Wuitschick**, Washington Association of Sheriffs & Police Chiefs (WASPC)
- **Sandy Hunt**, Washington Education Association (WEA)



Members (Continued)

- **Andrew Rauch**, Washington Federation of Independent Schools (WFIS)
- **Justin Kesterson**, Washington Interscholastic Athletic Association (WIAA)
- **Curt Boyle**, Washington State Fusion Center (WSFC)
- **Abigail Westbrook**, Washington State School Directors Association (WSSDA)
- **Katie Gillespie**, Washington School Safety Organization (WSSO)
- **Lily**, University of Washington
- **Katherine**, Vashon Island School District
- **Sadie**, Okanogan School District
- **Isaac**, Snohomish School District
- **Jada**, Pride School District/Spokane
- **Said**, Seattle Public Schools
- **Ishika**, Bellevue School District
- **Nevada**, Kent School District
- **Caya**, Bellingham School District
- **Averi**, Seattle Public Schools
- **Mia**, North Mason School District
- **Ivy**, Spokane Public Schools



Participants

- **Joyce Bruce**, Attorney General's Office (AGO)
- **Shanna McBride**, Department of Children, Youth, & Families (DCYF)
- **Larry Wright**, University of Washington Forefront Suicide Prevention
- **Jill Patnode**, Kaiser Permanente
- **Jared Hoadley**, Mead School District
- **Kristen Hennessey**, Office of Superintendent of Public Instruction (OSPI)
- **Lee Collyer**, Office of Superintendent of Public Instruction (OSPI)
- **Scott Black**, Office of Superintendent of Public Instruction (OSPI)
- **Joshua Lynch**, Office of Superintendent of Public Instruction (OSPI)
- **Benjamin Coulter**, Seattle Public Schools (SPS)
- **Cathy Corbin**, UW SMART Center





Today's Agenda



Legislative Updates and OSPI Updates



School Panel

Setting the Stage for the Panel

How are you assessing/screening students to assist in building and/or implementing your plan for re-entry? (Safety and well-being)

What do you think you are exceling in and what can you improve upon?

How are you supporting the mental health of educators and other staff, students, families, and community members in your districts?



School Panel Participants

John Waller

Assistant Director Innovative Learning

North Kitsap Schools

jwaller@nkschools.org

Brian Hart

Superintendent

Granger School District

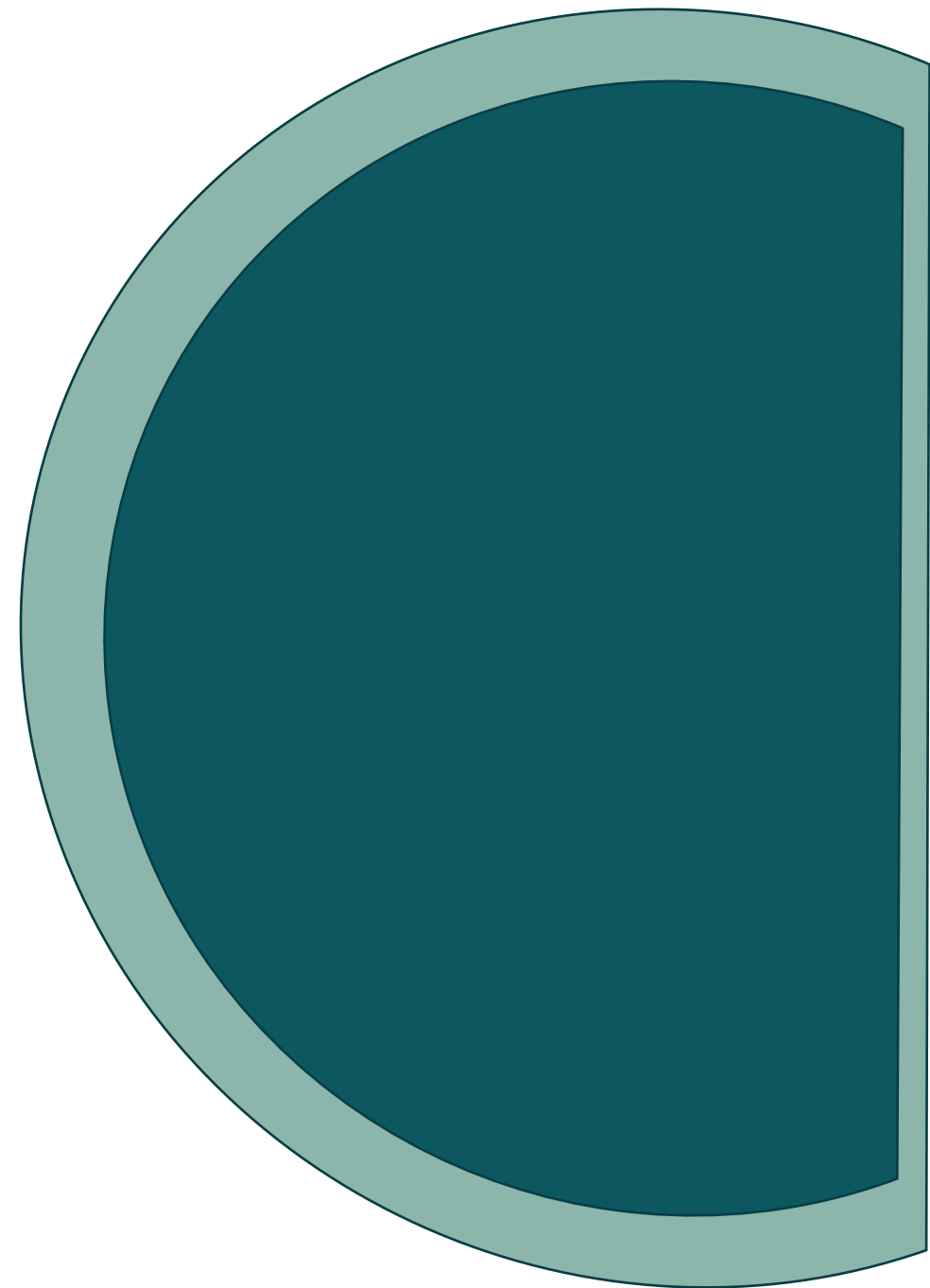
hartb@gsd.wednet.edu

Tana Peterson

Social Emotional Learning Facilitator

Renton School District

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Preparation for School Safety Summit June 11, 2021

Legislative Reports

School Safety and Student Well-Being Advisory Committee Legislative Report

In 2019, at the direction of the Legislature, OSPI created the School Safety and Student Well-Being Advisory Committee to advise the State Superintendent and our state's public and private schools on all matters related to comprehensive school safety and student well-being. This report includes an overview of the Committee's work in 2019–20, as well as four recommendations to the Legislature to improve school safety and student well-being in Washington.

Authorizing legislation: RCW 28A.300.635

School Resource Officer Program, Training, and Grants

In 2019, the Legislature passed comprehensive school safety legislation (House Bill 1216). The bill defined a School Resource Officer (SRO) Program and included training requirements for school districts who have an SRO, including a requirement for OSPI to provide training materials. This report includes an update on implementation of the requirements.

Authorizing legislation: RCW 28A.300.650

Monitoring and Data Collection: School Safety Programs

In 2019, the Legislature passed comprehensive school safety legislation (House Bill 1216). The bill included a data collection and monitoring component to ensure school district compliance related to comprehensive school safety planning; planning for recognition, screening, and responding to emotional or behavioral distress in students; and school-based threat assessment programs. This report outlines plans for, and barriers to, implementation of data collection and monitoring, which is set to begin in the 2021–22 school year.

Authorizing legislation: RCW 28A.300.645

Purpose of the Summit

[RCW 28A.300.273](#) (2016) Annual School Safety Summits

Each annual summit must:

- focus on establishing and monitoring the progress of a statewide plan for funding cost-effective methods for school safety that meet local needs

Other areas of focus may include:

- planning and implementation of school safety planning efforts
- training of school safety professionals
- and integrating mental health and security measures



Annual Safety Summit History

Year	Overview
2016	Set the stage, reviewed background on safety funding.
2017	Addressed immediate issues; mapping, safety corps, regional school safety centers, administrative safety training, HIB, earthquake preparedness.
2018	Added behavioral health and mental health supports.
2019	Reviewed and focused on HB1216. What was included, what was funded, what was not funded, etc.
2020	Created four policy funding recommendations around fully funding HB1216; expanding access to school-based mental and physical health supports, improving communication and increasing social connections with and among families and communities.



2020–2021 Work

- SROs – HB 1216 and new legislation HB 1214
- School Mapping
- AG Tip Line and 988
- Behavioral Health; Behavioral Health Navigators and Forefront collaborative, SBHCs
- Comprehensive School Safety
- HB 1216 Implementation and deployment at the Regional School Safety Centers
- Student Discipline

Setting the Stage

The SS-SWAC is tasked with advising the legislature, OSPI, and the Regional School Safety Centers.

As we consider recommendations, look OSPI's priorities, how do the recommendations fit with the vision, mission, and legislative priorities?



Process for Creating Recommendations

From the summit report to the leg report the recommendations were reframed to reflect actionable items.

When we consider a broad topic, we need to consider all the smaller factors that have an impact or would be impacted.

Think about what is actionable.

- Is it something that the legislature can work with?
- Is it something that can be done at the OSPI/state level?
- Or is it local and out of our scope?



Homework



Talk to your constituencies and colleagues.

You are here representing them. What do they need or want?



Review last years recommendations in the legislative report.

What could be changed?
What is new that we could include?
Did the pandemic change anything?



New recommendations in a post pandemic world

What new policies or procedures need to be considered in a post pandemic world?
Have new (or increased FTE) positions and staffing needs related to safety and well-being been identified?





15 Minute Break

Break! (15 Minutes)



Please remain logged in during the break. We recommend muting your microphone and turning off your camera.



During this time, we will be dividing attendees into three breakout rooms.



Please feel free to take this time for yourselves.





SS-SWAC-YAC Presentation

SS-SWAC-YAC
Presentation Review



Drill Procedures and the Importance of Communication

Current Washington State requirement for school drills:

Schools shall conduct at least one
safety related drill per month:

- Shelter in place
- Lockdown
- Evacuation

In December of 2019,
102 out of 155 (66%)

Of students polled stated that they do not feel as
if lockdown drills and/or school procedures
prepare them for an incident

Proposed solutions:

- Notifications well before lockdown drills and after incidents
 - o Avoids unnecessary/futile student anxiety and clarifies what is and what is not a drill
- Specific staff training concerning lock down drills, completed towards the beginning of each school year
- More frequent (3-4 times a year) and standardized lockdown drills
- Drills inside and outside the classroom (during lunch, assemblies, passing periods)
 - o Students and staff should know what to do and should feel confident in procedures, regardless of location
- Specification of what is and what is not a drill over the PA announcements during the initiation of the procedure



Mental Health Accessibility in Schools

The Importance of Mental Health Care for Students

- Feeling unsafe in schools
 - Bullying
 - Sexual Harassment
 - Feel ashamed to get help
 - Stigma around mental health
- Marginalized groups
 - Members of the LGBTQ+ community, communities of color, and survivors of sexual assault are subject to different mental illness risk factors than the general population and have different needs when accessing mental health care



67%

of WA state youth surveyed on March 8, 2020 (shortly before to the pandemic) did not feel like their mental health needs were appropriately addressed by their schools.



74%

of WA state youth surveyed on June 10, 2020 (several months into the pandemic) did not feel like their mental health needs were appropriately addressed by their schools.

Why Students Might Lack Access to Mental Health Care

- Unsupportive parents and cultural barriers
 - Stigma and shame around mental health
- Accessibility issues
 - Financial issues
 - Transportation issues
 - Lack of access to insurance
 - Needing time off work
- Lack of knowledge about the importance of mental health care
 - Mental health issues can have just as much of an effect on student's well-being as physical health issues

Our Suggestions

- Cultural sensitivity training for school counselors
 - Understanding the social and historical context
 - Understanding the dynamics of the cross-culture zone
- Behavioral Health Navigators in each ESD (funded during the 2020 legislative session)
 - In order to improve navigation of mental health care resources, which can be complex and difficult to access
- Neighbor Care or other school-based health clinics
- Forefront Suicide Prevention Program in the Schools
 - Provides trainings to students in high schools, who present curriculum to health classes
 - Supplements health curriculum already in schools
 - Gives students more mental health literacy capabilities

CHRONIC ABSENTEEISM

Definitions, root causes, & solutions

Definitions

COMPULSORY ATTENDANCE

Time spent at any educational institution, public or private, for organized learning

CHRONIC ABSENTEEISM

Missing 10% or more of the academic year for any reason: excused or unexcused absences, and suspensions

TRUANCY

Any intentional, unjustified, unauthorized, or illegal absence from compulsory education

Race-Related Chronic Absenteeism

Black Students

Systematic bias of teacher expectations

Poverty rates of families & schools

Discipline bias

Representation in staff, students, and courses

Indigenous Students

Geographical disparities in reservations and transportation

The legacy of boarding schools

Roots of erasure & contradictory educational practices

Representation in staff, students, and courses

Health-Related Chronic Absenteeism

Mental Health

*5% of all students have school-related anxiety.
Students with ADHD, autism, and developmental delays are 2x as likely to be absent.*

Chronic Health

*Students with asthma are 3x as likely to be absent.
Immunocompromised students are more likely to have severe symptoms from acute illnesses.*

Period Poverty & Teen Pregnancy

*25% of girls in the United States miss school due to period poverty.
86% of teen mothers are either chronically absent or have dropped out of school.*

Solutions

Race

1. *Place an emphasis on hiring staff that look like your student body.*
2. *Mandate anti-bias training for all school staff.*
3. *Provide adequate transportation options to all students.*
4. *Have a -plan in place to work with students who miss school due to cultural reasons.*

Health

1. *Have a plan in place to reintegrate students in classes after long periods of being unable to attend due to health problems.*
2. *Mandate comprehensive mental health classes in all schools.*
3. *Meet the recommended ratios from the National Association of School Psychologists.*
 - a. *Psychologist to student 1 : 500-700*
 - b. *Social worker to student 1 : 250*
 - c. *Counselor to student 1 : 250*
4. *Meet women's health and safety suggestions.*

Women's Health and Safety

Women and people who were assigned female at birth are all affected by misogyny. The issues we cover in this presentation affect transgender women and men, and cisgender women in different ways.

Content warning: Mentions of sexual and gender-based violence.

Period Poverty

1/4

AFAB students do not have access to adequate period products.

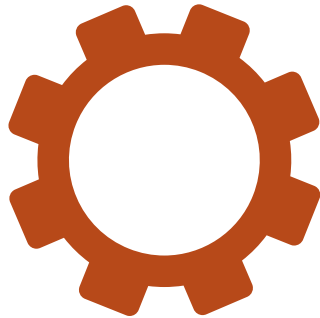
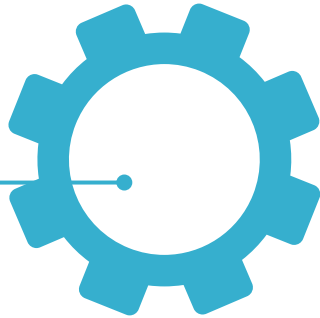
Absenteeism: If AFAB people don't have access to period products, they're not going to school.

Comfort: If these students do go to school, they are less likely to feel comfortable and pay attention in class.

WHAT SHOULD WE BE DOING?

RESOURCES

Provide free, unlimited sanitary products in **all** bathrooms.



LEGISLATION

Support SB 6073*
and HB 1023

*This bill only applies to female and gender-neutral bathrooms - it should include male bathrooms as well.

Reproductive Healthcare

Importance of Robust Reproductive Healthcare Education

The NIH recognizes a direct correlation between reproductive knowledge and teen health.

WHAT SHOULD WE BE DOING?

Steps to a more rounded reproductive education

01 More Peer Educators: ASPEN

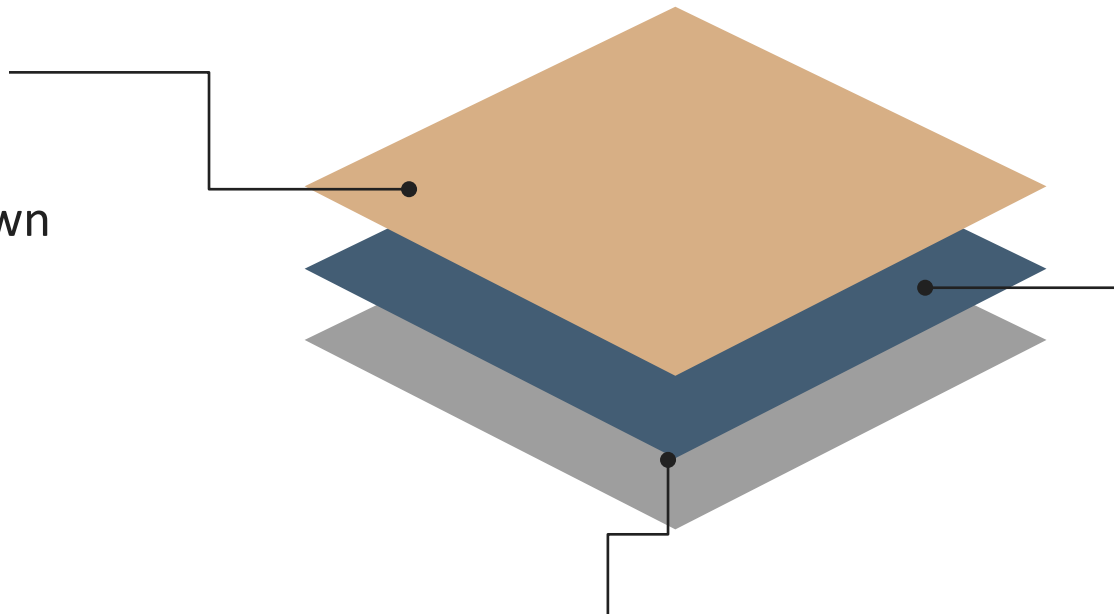
Peer educators are shown to be a critical part.

02 Resources

More information on where to find reproductive healthcare. Ex- Teen Link

03 More Inclusive Education

Reproductive education that includes LGBTQ people



Combatting Sexual Violence & Supporting Survivors

1/4

girls will be sexually
assaulted by the time
they turn 18.

1/6

boys will be sexually
assaulted by the time
they turn 18.

WHAT SHOULD WE BE DOING?

EQUALIZE DRESS CODES

Unequal dress codes promote the idea that the female body is one to sexualize and harass.

ESD VICTIM ADVOCATES

Like BHNs, help schools connect students to resources. Make sure that the advocates are equipped and knowledgeable about the BIPOC experience

Questions?

You can direct additional
questions to Ella Deverse at
Ella.Deverse@k12.wa.us



Revolving Breakout Learning Sessions

Breakout Room Topics



SS-SWAC-YAC Q&A



Comprehensive
School Safety



OSPI Data Collection and
Monitoring Progress Report

Revolving Breakout Sessions

You will be divided into three breakout rooms.



You will remain in this room for all three of the breakout sessions.



Presenters will move from room to room and engage with attendees.



You will have the opportunity to hear a short presentation with time for Q&A and discussion.



Please feel free to reference and utilize the read ahead materials we provided to you during the presentations.



We will reconvene after the breakouts to discuss as a group.





Reconvene for Discussion



Public Comment



Closing Remarks/Adjourn

Next Meeting:

- School Safety Summit | June 11, 2021

