

SS-SWAC #2

Meeting Notes

9:00am-12:00pm
December 17, 2024
Zoom

School Safety and Student Well-being Advisory Committee (SS-SWAC)

Welcome & Introductions

Presenter: Briana Kelly, OSPI

- Purpose of Safety and Student Well-being Advisory Committee (SS-SWAC)
 - Make recommendations
 - Identify emerging issues
 - Establish priorities
- Attendee Introductions

OSPI Updates

- 2025 Legislative Session Preparation
 - [2025 OSPI Legislative Priorities and Budget Requests](#)
 - <https://app.leg.wa.gov/billinfo/prefiled.aspx?year=2025>
- Health Care Authority — School Based Medicaid State Plan Amendment— Kerry Bloomquist, OSPI
 - <https://content.govdelivery.com/accounts/WAHCA/bulletins/35fad72>

Department of Homeland Security: The Center for Prevention Programs and Partnerships (CP3)

Presenter: Salliejo Evers, DHS — salliejo.evers@hq.dhs.gov

- [Center for Prevention Programs and Partnerships | Homeland Security](#)
- Salliejo previously with ESD 101
- Preventing targeted violence and terrorism is primary mission
- Supports Washington, Idaho, and Alaska
- There are 19 field operation staff across the country
- Support community-based efforts
- Adopted public health informed approach. Violence and safety seen as public health problems

- Rather than a criminal issue, using psychological, sociological, and other motivations
- Prevention: The Public Health Model
 - Primordial Prevention
 - Foster norms, policies, or strategies at societal level
 - Primary Prevention
 - Fostering resilient communities with protective factors
 - Secondary Prevention
 - Intervening in behavioral threat assessment to provide services
 - Tertiary Prevention
 - Aftercare to prevent recidivism
- Grant opportunity — <https://www.dhs.gov/tvtpgrants>
- CP3 new to Washington, three programs currently in state
 - ESD 123 is working to prevent the escalation to violence among students in secondary and higher education through bystander awareness campaign at WSU Tri-Cities and Columbia Basin College and threat assessment and management team
- Examples of grantees in other states:
 - Nu Art Education in Sacramento, CA uses theatre to teach nonviolence training. Using acting scenarios, students practice nonviolent, restorative conversation.
 - Parents for Peace in Memphis, TN, empower families to intervene when they see families engaging in path of violence.
 - Texas Department of Public Safety, Intelligence and Counterterrorism Division in Austin, TX is a multijurisdictional public safety network to generate tactical, operational, and strategic intelligence and supports for safety practitioners and policy makers.
- CP3 enables innovation by supporting prevention efforts through Invent2Prevent Program and TVTP Grant Program.
 - Invent2Prevent is geared toward university and high school students who can inform what students need and develop programming ideas.
 - 1st place, Penn Manor High School developed “Fun Friday” program to create positive, prosocial activities.
 - 2nd place, Urban Assembly Institute of Math and Science for Young Women, Building relationships with police officers in their community.
 - 3rd place, Englewood STEM High School, reducing female-on-female bullying, bringing students together to find similarities and connections.
 - No Washington high school has participated in the program
- Tertiary work, University of Colorado Boulder developed programs like HearMeWA. After a student has been identified, if they still need support a

- management and safety plan is developed to reintegrate the student
- Published TVTP Strategies—New York, Colorado, Hawaii, Illinois, Florida, Texas
- Washington Threat Assessment Coordinators are doing great work in threat assessment, but she's available to provide training in behavioral and threat assessment management.
- [Prevention Resource Finder | Homeland Security](#)
- Comments:
 - Their community is limited in capacity and availability to provide training. Know there is a benefit if law enforcement is trained in awareness of threat assessment process so they can support. Hard for schools to organize county-wide teams.
 - Salliejo—Training is free, Bellevue created citywide team for example. She's able to set up regional training courses, don't need to wait for monthly training.

 Center for Prevention Programs and Partnerships Preventing Targeted Violence: Everyone Has a Role to Play		
Levels of Prevention	Partner Examples	Programs
Primordial Advocating to Prevent the Development of Risk Factors	 Policy Makers  State & City Government	Civic Engagement, Youth Resilience, Law Enforcement Community Engagement
Primary Fostering resilient communities	 Public Health Workers  School Admins & Social Workers	Training and Awareness, Bystander Training, Social Cohesion Programming
Secondary Providing services to people at risk	 School Counselors  Mental Health Providers  BTAM Teams	Referral Services, BTAM, Intervention Services
Tertiary Supporting offenders to facilitate positive community re-entry	 Judges, Prosecutors, Defense Attorneys  Re-Entry, Parole & Probation Officers	Rehabilitation and Reintegration Services, Post-Attack Recovery
Learn more at dhs.gov/CP3		

Recommendation Priority Topics—Breakout Discussion

- Discuss in Breakout Groups
 - Identify Emerging Issues
- [Notes taken in shared excel document](#)

Student Support Systems: Early Warning Indicators

Presenter: Kefi Andersen, OSPI

- Supports 9th grade success, Building Bridges focused on graduation equity, and graduation equity webinar series
- Student support systems have many names, but many are interchangeable
Process to identify and support students who need support, teams tracking using data and partnering with families and communities
- ABC's— attendance, behavior, coursework/credit
- Washington has MTSS framework that is organized within five components
 - Team-driven shared leadership
 - Data-based decision making
 - Family, student, and community engagement
 - Continuum of supports
 - Evidence-based practices
 - And promising practices, good to innovate but also need to ensure it's effective
- Tiered support
 - High quality core— instruction, expectations, behavior supports, etc.
 - Early Warning Systems— screeners, ABCs, formative performance, etc.
 - Team identified supports
- Indicators have shifted post-pandemic
 - Moving from Attendance, Behavior, Coursework indicators to Root Cause Indicators Agency, Belonging, Connectedness.
- View in OSPI Report Card for Washington School Improvement Framework
 - [Home—Washington State Report Card](#)
- Healthy Youth Survey Questions
 - [Home—Healthy Youth Survey](#)
- Network improvement communities provide regional collaborative support, training, and share promising practices, data, and implications.
 - 9th grade success team— developed “no new work Wednesday”, allowed students to catch up and staff to connect with students
- OSPI student support systems projects and professional development
 - Foundational Supports

- School Improvement
 - Innovation Project
 - Ninth Grade Success Grants
 - Get MTSS off the ground for one pivotal year.
 - Stronger prediction for on-time graduation than test scores, poverty, or race
 - Early Warning Systems Grants
 - Professional Development
 - Attendance
 - Attendance Office Hours Registration
<https://us02web.zoom.us/meeting/register/tZwucuGorTkqHdCBw9nuxNeVTi1plvzvILSC>
 - Truancy Attendance Knowledge Sharing (TALKS) Registration
<https://us02web.zoom.us/meeting/register/tZ0qceuhrj0sGNXBnJ3Q7GqukBKzp0nVanht>
 - Family & community engagement
 - https://www.youtube.com/playlist?list=PLh0gvWB_9LuV23BgW3NM3a-Zld8eBMilk
 - School Safety Office Hours
 - <https://tinyurl.com/OSPISafetyOH>
 - Ending Innovation Project
 - School Climate Transformation Grants
 - Upcoming Foundational Support
 - Integrated Student Supports Protocol
- Failing classes feel like rejection from school
 - Washington data doesn't look at students who made-up failing grades
- Grant projects provide timely data visualizations, time for identification and early support, and coaching on empathy interviews and support implementation.
 - Success team follows up to ensure successful implementation
- Teams are made up of administrators, teacher team leads, ninth grade teachers, and community partners
- Common issues
 - Fair grading practices with competency-based grading
 - Develop sense of belonging and remove shame-based responses
 - Scheduling time for support within the school day
 - Funding and time for teams to meet
 - Coordinating between teams, community partners, and families
- Used ninth grade success alumni to provide feedback and recommendations for planning and future grant designs
- Data resources

- [Home— Washington State Report Card](#)
- [Home— Healthy Youth Survey](#)
- Comments
 - Students who have previously struggled with connection, under resourced. Come into 9th grade and don't pass. No room for academic journeys to have "oops". What is available for 8th graders, unspoken transition to social promotion to k-8, to giant jump to high school. What can we do with our 8th graders to prepare them to start with experience and confidence.
 - Kefi— much of school's culture comes from relationship with grades. Looking at middle schools, how can grading practices show care and prepare them for failure and bounce back. Utilize other levers like extracurricular engagement and summer preparation programs.
 - Are programs able to look more upstream, is there an intentional component to work with those who need support.
 - Some schools have gotten creative to create wiggle-room, moving to trimesters. Some schools have worked to create warm hand-offs from middle to high school staff to know who they're getting.

Gangs in Schools Task Force: Subcommittee Update

Presenter: Amber Wynn, OSPI

- RCW 28A.300.490 created the task force to examine current adult and youth gang activities that are affecting school safety.
- Scope of work:
 - Focus on gangs impacting school safety and youth in surrounding community
 - Operate under the guidance of the School Safety Center and SS-SWAC
 - Collaborate with relevant stakeholders to propose actionable recommendations
- Previous task force work made recommendations found in legislative report
- Preliminary meetings this year focused on trends, barriers, and solutions
- Sgt. Fletcher has been huge support

Share Identified Gaps & Current Areas of Need

- [Notes taken in shared excel document](#)
- Discussion:
 - Felt everything today was so relevant to safety. Focusing on belonging and relationships. Feeling encouraged that state and federal agencies are

focused and aligned on that.

- Focusing on whether students are learning, not how long they are in a seat. Celebrating when students choose to be in school.
- Thinking about MTSS, using whole-child approach. Getting curious about the health impact of coming to school, research supports school dropouts impact vision which impacts reading ability. If students are sick, how does their brain learn, how does it impact learning. Everything is connected. Teachers are asked/tasked with doing prevention, teaching, intervention. It's hard. How do we look at this wholistically.
- Next Steps— Priority Topics will be Grouped to Inform SS-SWAC Planning & Implementation
 - Breakout notes will inform and plan future SS-SWAC Meetings topics

Public Comment/Closing Remarks

- Public Comments
- Upcoming 2024–2025 Quarterly SS-SWAC Meetings
 - SS-SWAC #3— February 25, 2025
 - SS-SWAC #4—May 20. 2025 (Annual Safety Summit)

Adjourn