

School Safety and Student Well-Being Advisory Committee Meeting

December 10, 2020



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.



We acknowledge the pain and trauma resulting from 400 years of racism in the United States.

We stand with our communities of color, especially those who identify as and/or are categorized as African-American. Student Learning for 2020–21 will lead with racial equity.

We offer a moment of silence and honor the space for people from communities of color to respond to this acknowledgement first. Use the chat box, if preferred.

We invite accountability and partnership.



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 (AWSP)
- **Bob Graham**, Criminal Justice Training Commission (CJTC)
- **Rich McBride**, Clear Risk Solution
- **Nancy Bernard**, Department of Health (DOH)
- **Mike Dexel**, 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
- **Liz Venuto**, 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)
- **Karen Davy**, Washington School Safety Organization (WSSO)
- **Camille Goldy**, Office of Superintendent of Public Instruction (OSPI)
- **Lily**, University of Washington
- **Katherine**, Vashon Island School District
- **Sadie**, Okanogan School District
- **Isaac**, Snohomish School District
- **Lexie**, North Shore 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)
- **Kelcey Schmitz**, UW SMART Center





Today's Agenda



Legislative and OSPI Updates

Reports to the Legislature

- SS-SWAC Legislative Report
- Data Collection and Monitoring Legislative Report
- SRO Program, Training, and Grants Legislative Report

Business Analyst Position Process

COVID-19

- Dashboard
- Possible School COVID Testing Project





SS-SWAC Norms Discussion

Suggested Norms

Adapted from the SS-SWAC-YAC

Call-In vs Call-Out Culture

- When mistakes are made, people should be called into the conversation
- People should be invited to modify behavior, rather than punished
- Disagree with the idea, not the person

A Safe Space and a Brave Space

- Everyone feels safe, respected, and validated
- Hate will not be tolerated
- Space for uncomfortable discussion

Step Up, Step Back

- If you're dominating the conversation, step back and allow space for others to speak
- Everyone is responsible for doing their best to step up and participate
- No matter what, your voice will be heard and your contributions will be valued!

Speak From Your Own Experience

- No two members will see an issue the same way
- Members are expected to speak from their own experiences
- Conflicts will be resolved respectfully



Statewide School Safety and Student Well-Being Network Update

Implementation and Deployment of Work Under HB 1216 Across Washington State

School Safety and Student Well-being Advisory Committee

The School Safety and Student Well-being Advisory Committee (SS-SWAC) is established within the Office of the Superintendent of Public Instruction (OSPI).

The purpose of the committee is to advise the Superintendent, OSPI's School Safety Center, the Regional School Safety Centers, school districts, and public and private schools on all matters related to comprehensive school safety and student well-being. As such, it is important for the committee to understand and remain updated on the work of the RSSCs within the ESDs.



Data Collection

Data is currently collected on Threat Assessment and is in process for the Behavioral Health Navigator Initiative which is in year one of implementation.

Important to note that the Navigator is not a direct service provider, rather facilitates the coordination of behavioral health services with schools/districts within each ESD.

The Navigators are currently conducting interviews with districts in their region to access behavioral health and suicide prevention needs. This data collection will inform their work.

This work is very early in its implementation and as it continues, we will be able to provide more data on progress throughout the state regarding programs under HB 1216.



SS-SWAC

Found out what it means to me

AESD Update
December 10, 2020



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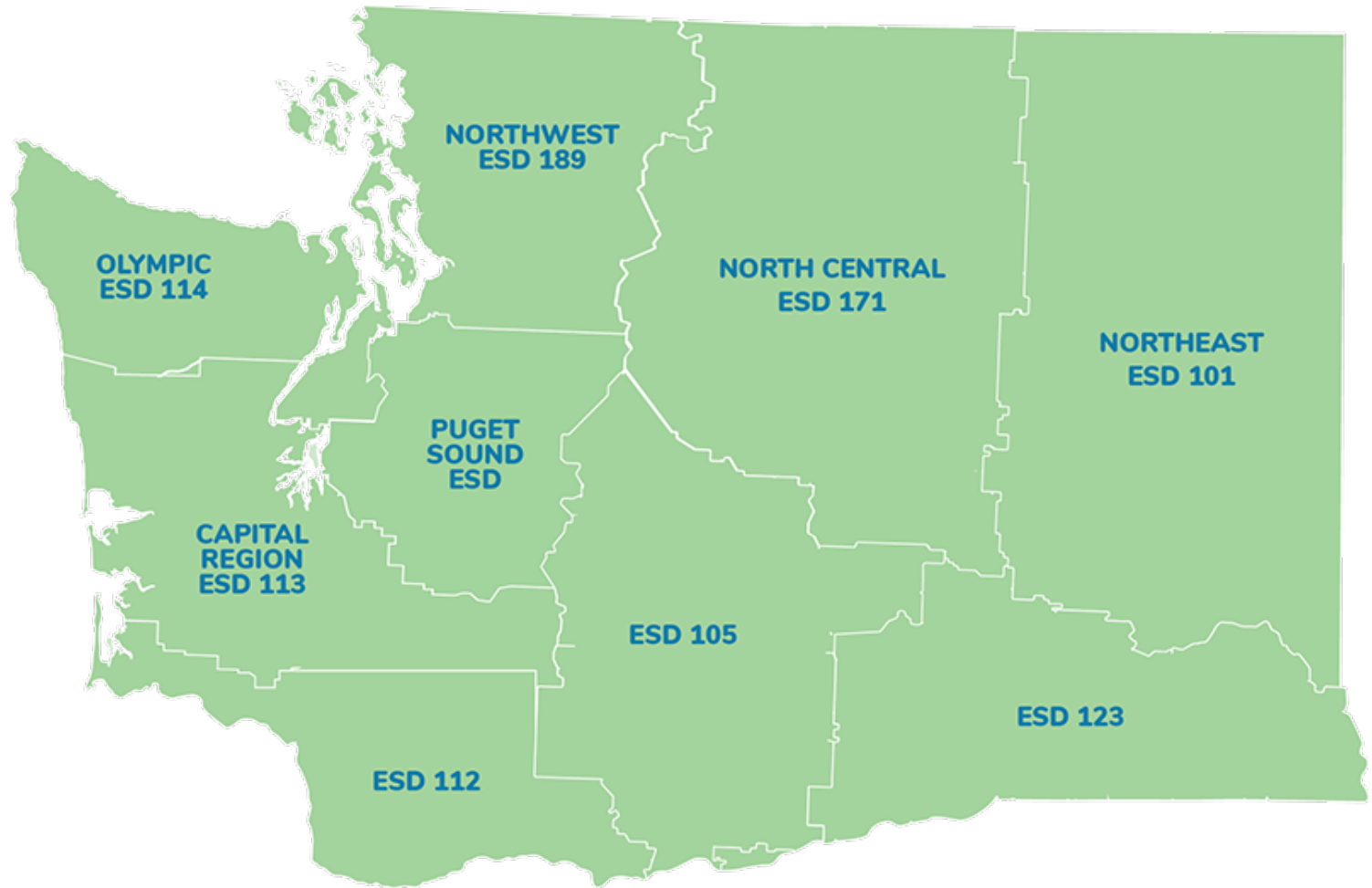
Today

- Current Staffing
- Plans for full funding
- Focus areas
- Coordination
- COVID
- On the horizon
- Success!



Current Staffing

- The state provides partial funding to **each ESD** through 2SHB 1216 (2019) to support Regional School Safety Centers staffing:
 - Behavioral Health Navigators
 - Threat Assessment Coordinators
- Additional safety services are provided to districts by ESDs generally through grants or fee-for-service



Plans For Full Funding

- Continue to seek full funding for 2SHB 1216 (2019)
- Continue to seek and secure other financial resources to help fulfill additional school/district safety needs
- This would enable the expansion of Regional Safety Center services
 - Leadership
 - Training
 - Crisis planning support
 - Technical Assistance
 - Regional Networking



Focus Areas

School Safety

- Development/expansion of cooperatives
- Crisis response supports
- Safety training- Threat assessment
- Building relationships

Behavioral Health

- Regional networking
- Needs assessments/district interviews
- Suicide prevention
- Gathering regional BH service data
- NowPow Implementation

On the Horizon- BHN

- Needs assessment and interviews
- Focus groups
- Implement BH in an MTSS model
- Regional summits
- Relationship development and service catalogues



On the Horizon- Safety



- Develop/Expand Cooperatives
- Safety Summit
- Virtual learning labs
- Support comprehensive safety plans
- Table-top drills
- Advanced threat assessment training

Coordination: TAC and BHN

- Part of a team
 - Comprehensive student support
- Part of level 2 TA Team
- Sharing resources and sharing contacts
- Joint meetings, regular and ongoing



COVID?



- Interviews planned, but...
- Use of virtual platforms for training and meeting
- Threat assessments down
- Increased attendance at training events

Success Stories

- Over 150 SROs trained
- Record numbers of staff attending training
- Level 2 team is up and running!
- Resource mapping
- Telehealth partnerships



Well...And A Few Challenges



- Did we mention COVID?
- Need anonymous reporting systems
- Safety v Behavioral health
- Safety center engagement
- Building new relationships and networks
- Slow adoption of new procedures



SRO Discussion and Activity

Statewide SRO Program

[SSHB 1216 – Sections 11, 12, 13](#)



Sec. 11. INTENT

It is not the intent of the legislature to require school resource officers to work in schools.

If a school district chooses to have a school resource officer program, it is the intent of the legislature to:

- Create statewide consistency for the minimum training requirements that school resource officers must receive and
- Ensure that there is a clear agreement between the school district and local law enforcement agency
- In order to help establish effective partnerships that protect the health and safety of all students

(Hereafter referred to in the legislation as an SRO program)



The SRO Workgroup

The Workgroup was established within the School Safety and Student Well-Being Advisory Committee to provide guidance around meeting the requirements of Sections 11,12, and 13 of [2SHB 1216 \(2019\)](#) / ([RCW 28A.320.124](#)) regarding the establishment of a statewide School Resource Officer (SRO) program.



The Workgroup met its stated purpose of identifying and making publicly available training materials consistent with the requirements of the act.

In addition, through collaboration with WSSDA, a model school district policy and sample MOU template have also been shared on the [School Safety Center SRO](#) web page

The Work Group also identified additional work needed to clarify, meet, and strengthen newly created requirements.

Two main areas of work focus on:

- data gathering
- training



There is a recognized need to recommend changes or modifications in the existing, or future, legislation.

Clarify Data Collection Requirements:

- Collect basic data on numbers, distribution and costs across the state.
- Collect information on how districts and law enforcement meet requirements.
- Recognize that both law enforcement and school districts have separate reporting processes. Consider how such diverse processes and tools might work together.
- Clarify who ultimately owns the SRO program data and where it resides.
- Incorporate the Regional School Safety Center model, which involves OSPI and the 9 ESDs, into the data collection process.



There is a recognized need to recommend changes or modifications in the existing, or future, legislation.

Strengthen Training Requirements:

- Establish an SRO certification program requirement.
- Consider adapting the NASRO certification to WA-specific requirements.
- Recognize the need for and provide training for district and school administration training, for other school safety and security training, and for school staff training.
 - Require training around the selection, hiring and onboarding of SROs.
- Design of a training/certification program through the collaboration of law enforcement training entities, educational entities, and other appropriate entities.



There is a recognized need to recommend changes or modifications in the existing, or future, legislation.

- Adequately Fund the Program: training, data collection processes, and any additional requirements with a fiscal impact on law enforcement agencies and/or districts and schools.





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



CHRONIC ABSENTEEISM

Washington Youth Analysis

Beyond Physical Student Wellness: Safe and Equitable
Education





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

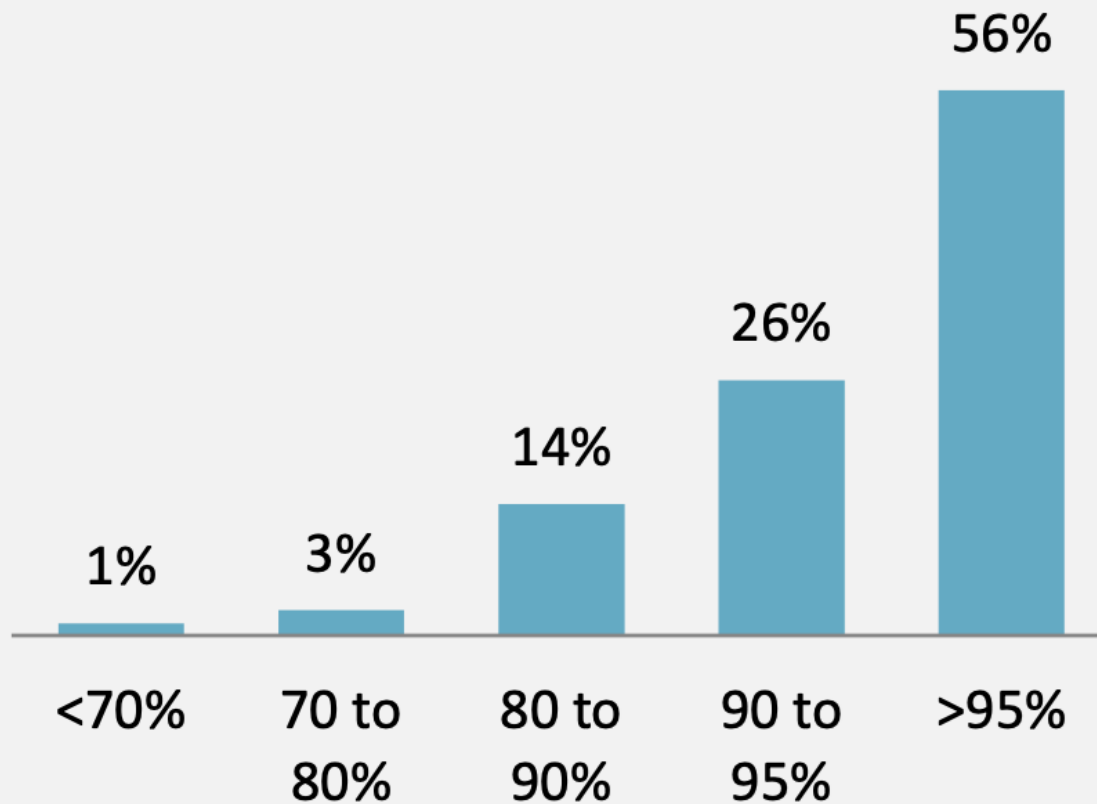
TRUANCY

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

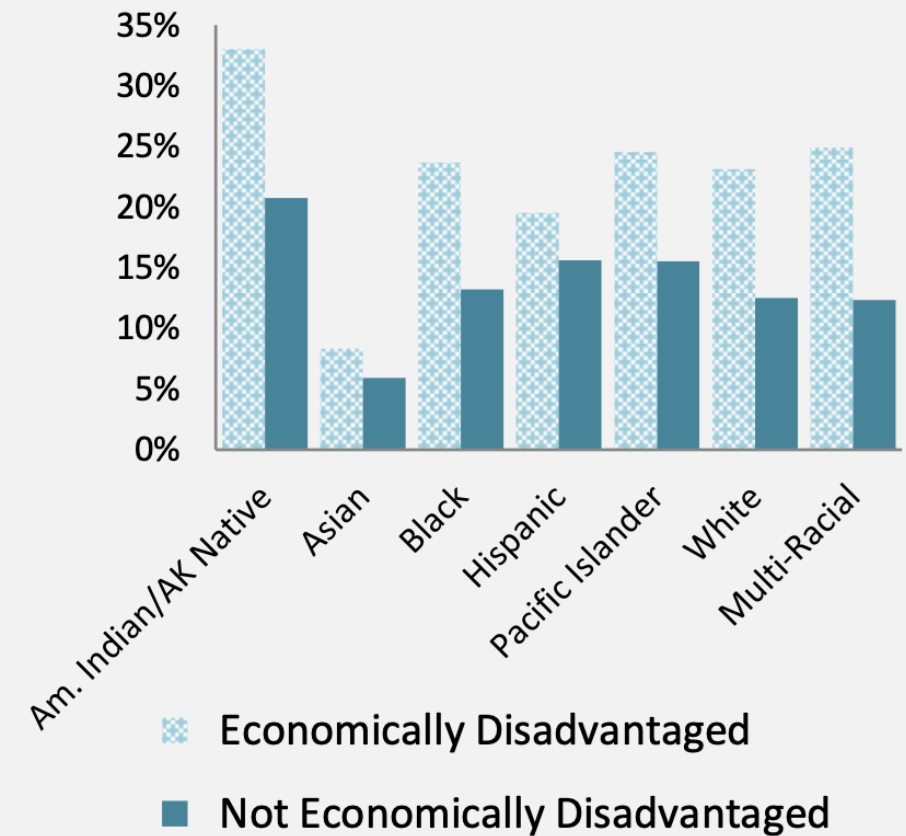


STUDENT DEMOGRAPHICS

Graph 1: Share of Students by Attendance Rate Category



Graph 2: Percent Chronically Absent by Ethnicity and Economic Status



*Qualify under title 1



ROOT CAUSES

Impediments to student wellness

Chronic Absenteeism Amongst Black Students

Black students spend less time in the classroom due to discipline, which further hinders their access to quality education. Black students are nearly two times as likely to be suspended without educational services as white students.

Chronic absenteeism is a rapidly growing issue amongst Black Students k-12. Students most at-risk for chronic absenteeism are those who display low school engagement, possess low academic achievements, and experience a negative school climate.

Black students are less likely than non-black students to have access to college-ready courses. Research has shown evidence of systematic bias in teacher expectations for African American students and non-black teachers were found to have lower expectations of black students than black teachers.

Nearly 32% of Black students live in poverty, 45% of Black students attend high-poverty schools. Black youth are often concentrated in schools with fewer resources, less qualified teachers, teachers with lower salaries, and novice teachers.



Culturally Rooted Chronic Absenteeism for Indigenous Students

Geographical disparities and Generational Poverty

Reservations, socio-economic disparities, and transportation

Historical Context and Intergenerational Trauma

The legacy of boarding schools, roots of erasure, contradictory educational practices

Representation and Tokenism

Teachers, staff, students, and courses about us



We, as holders of the system, must work with the past in mind, listen more than speak, and walk alongside our Indigenous students to move forward and uplift their familial stories; each is imperative to lasting, intergenerational success





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

More symptoms = more absences.

10% of students ages 4-14 are diagnosed with asthma - they are 3x as likely to be absent.

48% of students miss 3+ days of school due to acute illnesses.

Immunocompromised students are more likely to have severe symptoms from acute illnesses.

Students who spend extended periods of time out of school flounder after being put into school.

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.



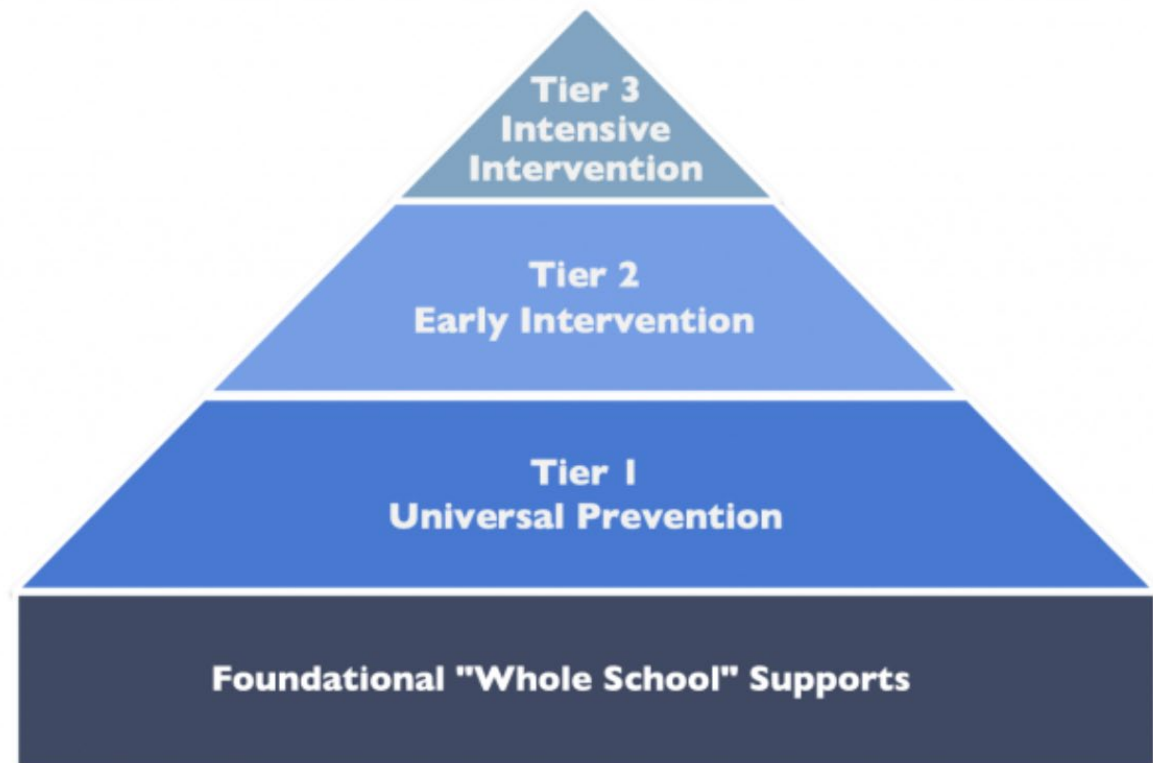
“Health-related school
absenteeism was identified as the
most consistent factor predicting
mental health problems over
time.”

-James Ives, M.Psych., for News Medical



MTSS AND PBIS

Student Perspective



Evolving Cultural Responsiveness

1. Identity

2. Voice

3. Supportive Environment

4. Situational Appropriateness

5. Data for Equity



Moving forward with solutions



Widened disparities

Online
Learning



Revolving Breakout Learning Sessions

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.



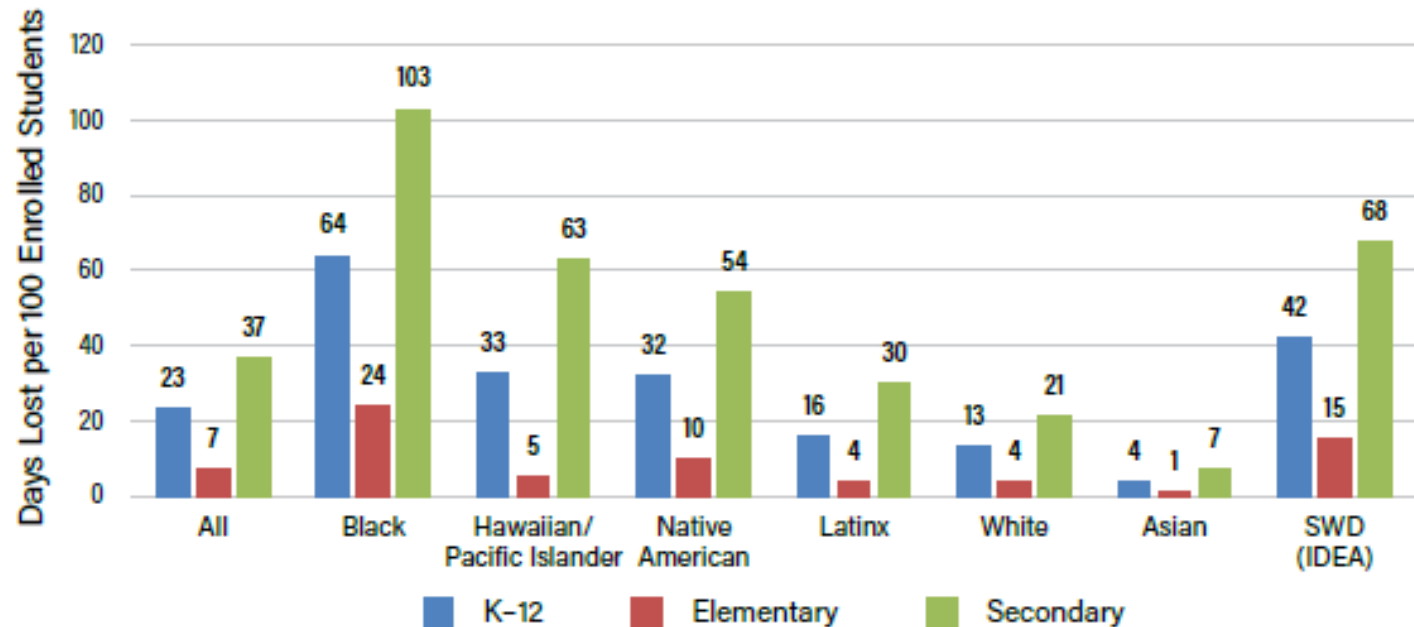
We will reconvene after the breakouts to discuss as a group.



Lost Instruction National Overview

"[T]he decision to suspend a student from school is among the contributors to chronic absenteeism that school districts can control."

Figure 1: National Overview (2015-16): Impact on Instruction Due to Out-of-School Suspensions by Race and, Separately, for Students With Disabilities for K-12, Elementary, and Secondary Levels



SWD = students with disabilities; IDEA = Individuals With Disabilities Education Act.

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015-16.





Reconvene for Discussion



Public Comment



Closing Remarks/Adjourn