Student Wellness and Safety Taskforce

Board Study Session, April 24
4:30-5:30 p.m.

Student Wellness & Safety Taskforce

Taskforce Timeline: November 2, 2022 - June 2023

The Student Wellness and Safety Taskforce was constructed to ensure broad district representation and balance the perspectives of families and staff, while prioritizing the engagement of students.

Each district region is represented by a minimum of two students and four adults with expertise or an interest in wellness and health, safety and security, school operations, and racial and educational justice.

11 Taskforce members are students.

Total number of active Taskforce members: 26

Northshore
School District

Student Wellness & Safety Taskforce
Charge & Key Deliverables

- Help further define what welcoming, supportive, and safe means to students and families in relationship to the learning environment.
- Make recommendations about an enhanced suite of student wellness and safety tools and supports.
- **Inform development of a baseline continuum of supports, services, and practices - including a multi-year timeline and budget - necessary to meet the Guiding Principles of Parameter 7.**
  - **Provide recommendations to the District on how to measure progress towards the Parameter 7 Guiding Principles.**
- Inform development of procedures to support implementation of **Board Policy 4311, School Safety and Security Services** responsive to changes to state legislation, community engagement, and recommendations and the work of the 2021-22 School Resource Officer (SRO) Task Force.
- **Inform and support broad and targeted engagement with students, families, and community to ensure the voices of those most impacted are included in the task force deliberations and final recommendations to the Superintendent.**

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Parameter 7: Student Learning Environments

The Superintendent shall e**stablish and maintain a learning environment that is safe, respectful, and conducive to high student achievement** for each student. The ideal student learning environment will **promote a sense of belonging, be vibrant and inclusive, and have rules that are fair and equitable**.

The Superintendent and District shall:
- Provide a **welcoming, supportive environment for all students and families** that takes into account student voice in creating the e**nvironment and encourages the exploration and development of diverse attitudes and beliefs**.

- **Protect against unsafe conditions, behaviors, or actions by adults and/or students** that might threaten the academic performance, health or well-being of students, including:
  - a. **Acts of discrimination, harassment, intimidation, bullying or cyber-bullying**, or the existence of a school environment or culture that may cause any student to feel unsafe.
  - b. The **unsafe access to and/or utilization of online information**.

- **Include student voice** in the learning environment and educational process.

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Parameter 7: Student Learning Environments

The Superintendent and District shall:

- Ensure that **all policies and procedures regarding discipline are enforced consistently, equitably and proportionally across schools and demographic groups**, including:
  - The development of administrative student discipline policy that appropriately involves teachers, administrators, students, parents and the wider community.
  - The thorough communication to students of their rights and responsibilities in their schools.
  - The protection of students within the school environment from retaliation if they voice grievances in an appropriate manner.
  - The avoidance of any actions that might contribute to what is known as the 'School to Prison Pipeline.'

- Prohibit the use of corporal punishment

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Student Wellness & Safety Taskforce Norms

- Take the extra step to uplift student voice
- Listen to understand
- Be open minded
- Disagree respectfully
- Honor the agenda and stay focused
- Respect all perspectives
- Be honest- radical candor
- Make sure students are safe and that they are able to learn and communicate
- Make sure everyone feels included
- Understand when facts come into play
- Assume positive intent
- Listen mindfully and don't discard the ideas of others

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Progress to Date

- Development of Taskforce norms
- Creation of goal areas in support of Parameter 7
- Knowledge sessions:
  - NSD Mental Health
  - NSD Safety and Security
  - SRO Programs - Bothell Police Department Model
  - Restorative Practices and Models
  - Disproportionate Discipline
  - Racial and Educational Justice Analysis Tool introduction
- Action planning - ongoing

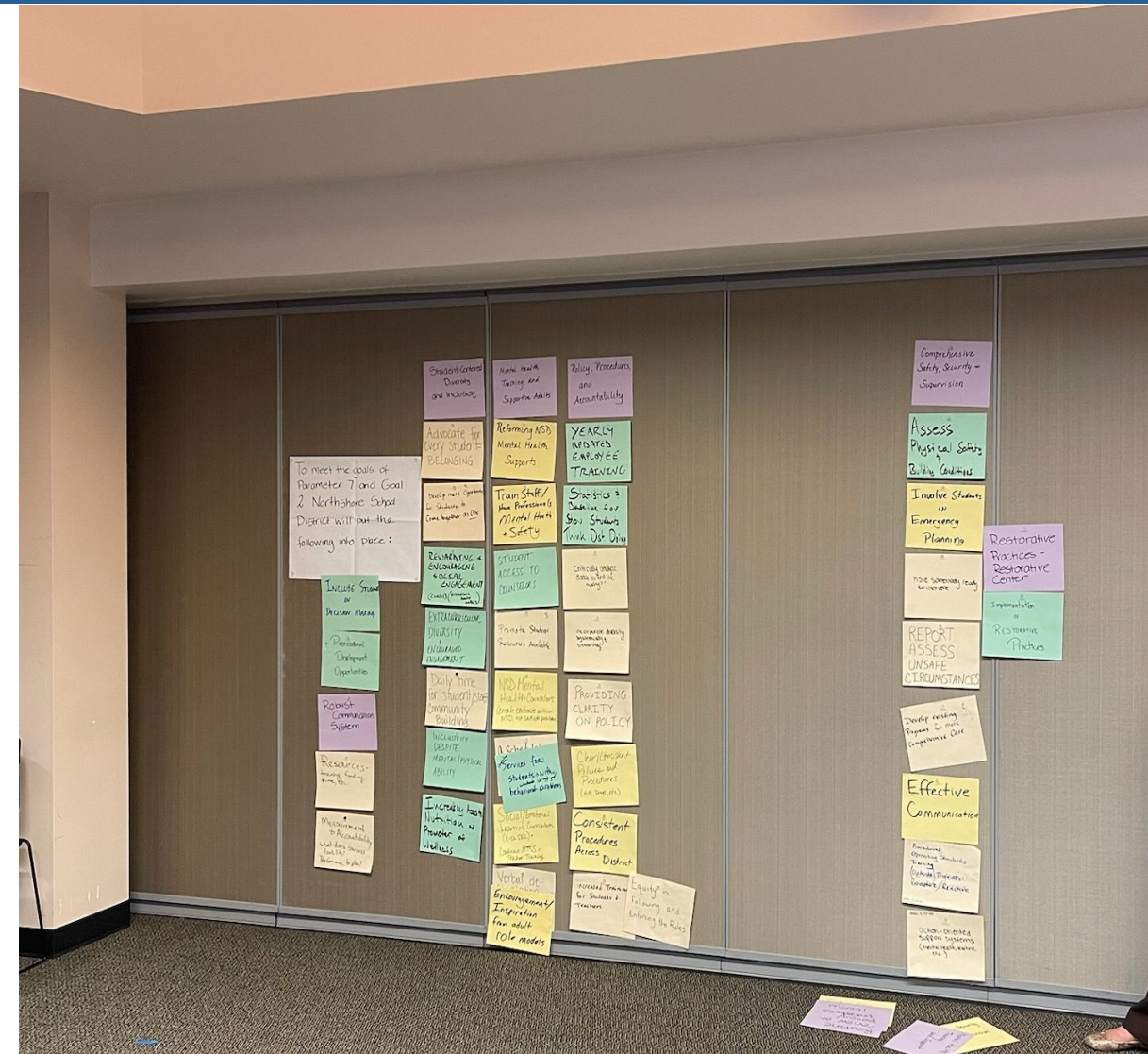Northshore
School District

Student Wellness & Safety Taskforce Subcommittee Goals/Topic Areas

To meet the goals of Parameter 7 Northshore School District will put the following into place:
- Student-centered diversity, equity, and inclusion
- Mental health training and supportive adults
- Policy, procedures, and accountability
- Comprehensive safety, security, and supervision

For each subcommittee area, members will need to provide recommendations on:
- Including students in decision-making
- Professional Development
- Robust communications
- Resources (budget, timeline, etc.)
- Measurement and Accountability

We will reach our commitments outlined in Parameter 7 by putting the following into place:

THEME	STUDENT BELONGING AND INCLUSION	MENTAL HEALTH WELLNESS	STUDENT SAFETY - PROACTIVE/REACTIVE	ACCOUNTABILITY
GOAL	Student-centered diversity and equitable inclusion	Mental Health Training and Supportive Adults	Comprehensive safety, security, and supervision	Policy, procedures, and accountability
STRATEGIES	Provide an advocate for every student = belonging Develop more opportunities for students to come together as one Rewarding and encouraging social engagement (clubs, breaking down walls) Extracurricular diversity & encouraged engagement Daily time for student/staff and community building Inclusivity despite mental/physical ability Increasing access to nutrition as a promoter of wellness	Reforming NSD Mental Health supports Train staff/have professionals mental health & safety Student access to counselors • NSD Mental Health Counselors (Create contracts within NSD, not outside providers) Promote student resources that are available A scheduled friendly "check-in" with students Implement Big Brothers/Sisters, Volunteers and or mentors in school • Encouragement/inspiration from adult role models	Develop existing safety programs for more comprehensive care • Have someone ready to intervene Implement restorative practices • Ensure students are heard and heal • Understand purpose of discipline = chance to learn Action-oriented support systems (mental health, teachers, etc.) Assess physical safety & building conditions - each school • Involved students in emergency planning Procedures, operating standards, and training - related to outside/internal threats. Address both proactive and reactive.	Implement yearly, updated employee training • Increased training for students and teachers Clear/consistent policies and procedures (HIB, drugs, etc.) • Provide clarity on policies • Provide consistent procedures across the District • Equity in following and enforcing the rules Statistics and baseline for how students think the District is doing • Critically analyze data to find the "why" Incorporate diversity systemically and sustainably Develop a detailed action plan - step to accountability

Action Planning

Phase 1: Subcommittee Action Planning

Step 1: Review current goal strategies
- As needed clarify intent of each strategy
- It is OK to get rid of or add strategies in response to your learning over the past few weeks
- Identify any strategies that better align with different goals - note for your facilitator
- Use the Racial and Educational Justice guiding questions/tool to analyze and refine intent of each strategy

Step 2: Rank order the strategies by the most important to address to least important; where you can - combine strategies (ideally we have 4 or 5 max strategies per goal area)

Step 3: For each strategy **conduct a strengths/weakness analysis**
- As appropriate generate different approaches to fulfill the strategy - may require a briefing paper
- Talk through potential benefits and risks of each strategy and various approaches

Step 4: Confirm commitment to the strategy/approaches

Step 5: Brainstorm actions required to implement each final strategy/approach
- Organize actions into a timeframe - what comes first, second, third, etc.

Student Centered Diversity, Equity, and Inclusion

Initial Goal Strategies

1. Develop more opportunities for students to come together as one
2. Rewarding and encouraging social engagement
3. Extracurricular diversity and encouraged opportunities for engagement
4. Daily time for student/staff community building
5. Provide and advocate for every student
6. Extracurricular diversity & encouraged opportunities for engagement
7. Daily time for student/staff community building
8. Inclusivity despite mental/physical ability
9. Increasing access to nutrition as a promoter of wellness
10. Providing healthy school meals that are respectful of ethnic backgrounds, dietary restrictions, and preferences

Student Centered Diversity, Equity, and Inclusion

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Ranked Order of Strategies

1. Inclusivity regardless of cognitive/physical ability
2. Provide and advocate for every student
3. Extracurricular diversity & encouraged opportunities for engagement
4. Daily time for student/staff community building
5. Provide healthy school meals that are respectful of ethnic backgrounds, dietary restrictions, and preferences

Student Centered Diversity, Equity, and Inclusion

Inclusivity Regardless of Cognitive/Physical Ability

Strength	Weakness
Students with special needs are encouraged to participate in field trips	Wheelchair accessibility on playgrounds

Student Centered Diversity, Equity, and Inclusion

Provide and advocate for every student

Strength	Weakness
School counselors located on each campus in the district	Limiting recognitions to heritage/awareness months

Student Centered Diversity, Equity, and Inclusion

Extracurricular Diversity & Encouraged Opportunities for Engagement

Strength	Weakness
Multicultural celebrations bring everyone together as one	More immersion for Hi-Cap students

Diversity is a fact.
Equity is a choice.
Inclusion is an action.
Belonging is an outcome.

– Arthur Chan

Student Centered Diversity, Equity, and Inclusion

Daily time for student/staff community building

Strength	Weakness
Advisory/school clubs allow time to engage with other students/staff	Lack of advisory classes at all schools

Student Centered Diversity, Equity, and Inclusion

Provide healthy school meals that are respectful of ethnic backgrounds, dietary restrictions, and preferences

Strengths	Weaknesses
Large variety of school options	Nourishment options for students during breaks and the weekends
Menu includes food from different countries	Providing a menu based on the district's regional demographics

Diversity In Your Cafeteria

Mental Health Wellness

Goals:

- No student goes home at risk.

- Balance priority of mental and physical health.

Efficacy of actions regarding mental health education:
- Interactive student events are more beneficial to lecture style events.
- Student led events will also have greater impact than those led solely by adults.

Mental Health Wellness

Structure and Evaluate NSD Mental Health Supports

Strengths	Weaknesses
Resources in the district are growing and becoming more available.	Resources may vary depending on location and availability.
Our district is sensitive to students in crisis.	Currently there is no streamlined approach to handle the crisis from start to finish.

Mental Health Flow Chart

Mental Health Wellness

Train Staff, Students, and Families on Mental Health and Safety

Strengths	Weaknesses
Growing programs to bring awareness to mental health and availability within the community.	Stigmas in school and the community prevents students from getting the resources and support they need.
Compassionate and willing educators seeking to assist students in their healthcare journey and mental health crisis.	Lack of precision in staff and student training as to how to handle mental health challenges.

Mental Health Wellness

Other Supportive Adults

Strengths	Weaknesses
As we develop quality programs within the educational system, there is a chance they may influence how mental health is viewed in the home.	Lack of balance of mental and physical health in home, community, and school.
We have many volunteers and community resources who would like to help with social emotional learning and mental health services within the community.	We do not know how to fully leverage all the supports that are available.

care solace.
Calming the Chaos of Mental Health Care

Mental Health Wellness

Current Issues In Mental Health

Strengths	Weaknesses
We acknowledge and understand that current issues affect students and their learning.	The list of current issues that add stress to students and their lives are difficult to address. Each student may have a different priority stressor.
We gained experience with a diversity of virtual and in person tools to support students with their mental health. (Chatbots, online counseling)	Students are all dealing with setbacks caused by missing in person social interactions caused by COVID 19.

Policy, Procedures, and Accountability

Clear and Consistent Policies and Procedures

Strengths	Weaknesses
Creation of a Family Engagement and Resource Center	Not always clear where parents and community can go to find policies and procedures
Policies and procedures are available online in an organized way, with dates created and updated	Policies and procedures are not always accessible (ease of understanding, ease of use, provided in target language) to all stakeholders

Policy, Procedures, and Accountability

Clear and Consistent Policies and Procedures

Strengths	Weaknesses
Procedures for ensuring student rights are available	Policies and practices have varying levels of application across the system
Current review of our policies and procedures	Mechanisms for stakeholders to hold the system accountable are not readily available or understood
Mechanisms for managing policy review and updates	Need for higher level summary of policies, procedures, and practices and where to find additional resources

Policy, Procedures, and Accountability

Yearly, updated training

Strengths	Weaknesses
Timely and responsive training for changes in state and district policy	Educators are not always aware of the policies and procedures that impact the safety and wellness of students
	Mechanisms for ensuring that the policy is being implemented consistently (e.g. restorative practices)
	Community is not always aware of the training that is taking place

Policy, Procedures, and Accountability

Statistics and Baseline for Student Experience

Strengths	Weaknesses
Increased effort to understand student experience and perspective through direct student voice (surveys, focus groups, interviews)	Need for improved mechanisms for collecting data on training - compliance and impact
	Need for improved mechanisms for evaluating consistency of application of policies and practices

Policy, Procedures, and Accountability

Statistics and Baseline for Student Experience

Strengths	Weaknesses
	Improved mechanisms for evaluating accessibility of policies and procedures for community members and parents
	Refine efforts to collect data from students on the impact policies and procedures (and their applications) are having on their school experiences.

Comprehensive Safety, Security, and Supervision

We will reach our commitments outlined in Parameter 7 by putting the following into place…..

Goal: Comprehensive safety, security, and supervision supports and services (violence prevention and response)

Prioritized Strategies (rank ordered):
- **Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.**
- Identify and consistently implement alternatives to discipline that support student growth, reduce harm, preserve student dignity, and community connection.
- Define an accountability structure for following District safety procedures, operating standards, and implementing training.
- Develop and implement effective, timely, and informative emergency communications

Research: Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.

Subcommittee research and additional knowledge building:

1. Provided recommendations from the 2021-22 SRO Taskforce for review
2. Provided national research on SRO/SPO and campus safety programs
3. Provided local incident reports from Sept. to present
   a. Reviewed BHS SRO reports; Reports do not reflect other 911 calls or other investigations that may lead BPD to interact with a BHS student.
   b. Only reviewed BHS data because other law enforcement data requires a public records request
4. Provided state requirements for Campus Safety and Security
5. Provided school campus safety models from neighboring districts
   a. Bellevue
   b. Tacoma
   c. Lake Washington

Values: Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.

Campus Safety Model - Values and Commitments

In addition to meeting the goals of Parameter 7, NSD campus safety approaches must:
- Foster a connection and relationship with the entire school community (students, families, and staff)
- Work to preserve the dignity of students
- Employ practices that foster inclusion and belonging
- Employ restorative practices and other approaches to heal individuals and the community
- Uphold the values of fairness and equity
- Address the physical/emotional/mental safety of the entire school community
  - Addressing the needs of individual students while simultaneously supporting the needs of the school community
- Support preserving the physical safety of students and staff during emergency situations
  - Response time is one lens to view this commitment through
  - Consistency in implementation of safety plans/measures is another
- Comply with common standards and expectations for all campus safety support roles within the District

Operational Considerations: Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.

Operational considerations for campus safety programs/approaches (in response to research):
- Role clarity, whether an SRO or another school safety position, is essential. *Per WA state law, only the school administration can direct student discipline.*
- To work well, there needs to be a strong partnership between law enforcement/SRO/Campus Safety personnel and school staff, particularly the administrator.
- Training is critical for any school campus safety position
  - De-escalation strategies. *CPI training requires recertification every two years.*
  - Gang intervention and support with other emergent issues
  - Must comply with state requirements
- Need the ability to track incident data to evaluate effectiveness of the model/approach, disproportionality, and make changes
  - Review on a regular basis to make model adjustments
  - All relevant staff need to be trained to complete the NSD incident report correctly

Operational Considerations: Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.

Operational considerations for campus safety programs/approaches (in response to research):
- Must sustain investments in proactive supports including counselors, mental health professionals - *addressed in another sub committee*
- The hiring of safety personnel, including an SRO, at a school/region should include the voice of students, families, and staff
    - Need to review current job descriptions
    - Consider safety/security staffing levels based on school student enrollment
- Pre-K to 12 approach
- If working with an outside agency, develop a joint MOU that outlines roles, responsibilities, management, and training.

Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.

Current Northshore School District Context

Strengths	Weaknesses/Constraints
Campus Safety/Supervision; ● Deans at half of the middle schools ● Every comprehensive high school has an average of two campus supervisors ● One SRO at Bothell High School ● Dean at SAS WA state has established required School Safety/SRO trainings (13)	● Research on student campus safety programs, including SRO/SPO are focused on national data; it is challenging to compare to WA State programs and requirements ● Because Northshore is served by multiple police agencies and two juvenile courts it makes communication, funding, and planning more challenging ● Without a defined District SRO program we leave law enforcement response to "chance" (e.g., elementary school children) ● NSD may end up with a responding officer that has limited training in working within the school environment.

Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.

Current Northshore Campus Safety Context

Strengths	Weaknesses/Constraints
- Safety staff (Deans, SRO, Administrators, etc.) are relationship focused - Expert Safety and Security Department - Crisis Prevention Institute- training for administrators; special education teachers and paraeducators are also trained - Each school has a staff person that gets a stipend to be the Emergency Preparadness and Safety Coordinator; E-Prep Team supported by PTSA at some schools - Security cameras and physical security systems; locks; enhanced fencing; video intercoms; visitor management system; signage/wayfinding - TCU Intercom System, with Emergency Notification Console and Integrated Access Control, use of EasyAlert App and Tip line	- Campus Supervisors report to the school leader; are used differently across schools. State security officer training is voluntary. - NSD lacks access control system in the majority of school buildings; Open campus design, as opposed to single point of entry. - Haven't fully implemented the Safety Recommendations from 2019 School Safety Task Force Report. - Need to review and update job descriptions; make sure positions reflect what we need - Communication between schools when events happen - Robust integrated data systems to track incidents

Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.

- **Year 1 Tactic:** Provide potential "approved/recommended models" including the pros/cons of each and racial equity analysis for Superintendent review

MODEL ONE	STRUCTURE DETAILS	PROS	CONS	RACIAL EQUITY ANALYSIS
Status Quo	● Campus Supervisors at WHS, IHS, NCHS ● BPD SRO and Campus Supervisor at BHS ● No dedicated safety staff at Choice High Schools, middle schools, or elementary schools	● BHS school community is happy with the SRO approach ● Joint student-centered commitment between Bothell Police Department and the District ● For students that are not comfortable with law enforcement, interaction may be limited ● Current approaches all provide opportunity to build relationship with students, families, and staff	● The approach doesn't necessarily reflect the community views and values ● Arguably inequitable ● Inconsistent data/tracking ● In the case of an emergency; response time will be challenging for many of our schools ● For non-BHS students, engagement with law enforcement is left to chance	In progress

Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.

- **Year 1 Tactic:** Provide potential "approved/recommended models" including the pros/cons of each and racial equity analysis for Superintendent review

MODEL TWO	STRUCTURE DETAILS	PROS	CONS	RACIAL EQUITY ANALYSIS
Replicate Bothell SRO program across four comprehensive high schools; tie back to feeder middle schools	- Create interlocal Taskforce; Bothell PD would hire, manage, train, and evaluate SROs for all four comprehensive schools - Inclusion of District personnel, families, and students on SRO hiring team - Family classes for families by SROs; emerging issues - Build relationship with middle school Deans/administration	- Consistent culture/values - Common training - SROs could work together to identify trends, calibrate across schools, share appropriate information, weekly meetings - Opportunity to build relationship with students, families, and staff - Emergency response time - Improved data/tracking	- There are students that feel that this model won't be racially equitable - Other jurisdictions will need to agree; cost and contract agreements	In progress

Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.
- **Year 1 Tactic:** Provide potential "approved/recommended models" including the pros/cons of each and racial equity analysis for Superintendent review

MODEL THREE	STRUCTURE DETAILS	PROS	CONS	RACIAL EQUITY ANALYSIS
Multiple agency SRO program	• Each jurisdiction provides a SRO for their comprehensive high school • Middle school approach TBD • State mandated training	• Response time • Common training • SROs might work together to identify trends, calibrate across schools, share appropriate information, weekly meetings IF required by NSD • Potential of improved data/tracking	• Culture and hiring can vary by agency • This was the model from previous years and there were challenges as funding sources/leadership changed • Rebuilding relationship might be complicated	In progress

Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.
- **Year 1 Tactic:** Provide potential "approved/recommended models" including the pros/cons of each and racial equity analysis for Superintendent review

MODEL FOUR	STRUCTURE DETAILS	PROS	CONS	RACIAL EQUITY ANALYSIS
Local determination	• Each school determines if they want a Campus Supervisor model or SRO program (1 SRO/1 Campus Supervisor) • Consideration: Local jurisdiction or Bothell managed TBD	• Community buy in to the model • Allows the individual principal to set the culture and be the leader of their school communities • Either approach provides the opportunity to build relationship with students, families, and staff	• Potential inconsistency across the district • In an emergency the response time will vary from one school to another • How to engage community to determine approach • Funding; Making sure schools are provided with the same financial support to have choice • Cost difference could be significant with different building decisions which may result in the need for a higher level of support from the Safety and Security Department	In process

Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.

- **Year 1 Tactic:** Provide potential "approved/recommended models" including the pros/cons of each and racial equity analysis for Superintendent review

MODEL FIVE	STRUCTURE DETAILS	PROS	CONS	RACIAL EQUITY ANALYSIS
Community Resource Officers (e.g. Community Engagement Officer - Bellevue, Community Liaison Officer - Tacoma)	- K-12 Feeder pattern model - Bothell PD hires, trains, manages; this model requires management by one agency - Reside in comprehensive HS and/or one middle school in feeder pattern	- Consistency for families - K-12 model - More visibility and community outreach - Addresses the elementary concerns (ensures the police officers engaging students have had WA State training) - Consistent culture/values - Data tracking/sharing - SROs could work together to identify trends, calibrate across schools, share appropriate information, weekly meetings	- Assume it is expensive - would need more than 4 - Not building the relationships as deeply in the high schools - There are students that feel that this model won't be racially equitable - Other jurisdictions will need to agree;contract agreements - Haven't approached Bothell PD with this idea; do not know if it is possible - SRO may not be present during school emergency/response time.	In progress

Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.

- **Year 1 Tactic:** Provide potential "approved/recommended models" including the pros/cons of each and racial equity analysis for Superintendent review

MODEL SIX	STRUCTURE DETAILS	PROS	CONS	RACIAL EQUITY ANALYSIS
All high schools have only campus supervisors	● Hired at school level ● Duties are varied across school and assigned by principal ● Evaluated by principal	● Fully integrated into school culture ● Increased supervision ● Consistency across the 4 comprehensive high schools ● Ability to build relationship with students	● No required training for responding law enforcement ● No real relationship between law enforcement/schools ● Must call 911 for law enforcement support ● Currently all hired at the school level; no required training related to safety ● Each school currently uses campus supervisors differently ● Response time will be impacted during an emergency	In process

Comprehensive Safety, Security, and Supervision

Strategy 1: Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with state law.
- **Year 1 Tactic:** Provide potential "approved/recommended models" including the pros/cons of each and racial equity analysis for Superintendent review

MODEL SEVEN	STRUCTURE DETAILS	PROS	CONS	RACIAL EQUITY ANALYSIS
All schools have campus safety supervisors	- Jointly hired by Safety and Security Dept. - Supervised by Safety and Security - Required training (13 courses per WA state) 4 comprehensive high schools - 2 per high school or 1 per high school plus a campus supervisor or campus safety supervisor/SRO	- Fully integrated into school culture - Increased supervision - Consistency across the 4 comprehensive high schools - Ability to build relationship with students - Could potentially engage with local police agency differently - Common standards, training, and evaluation - Potential for improved data keeping/sharing	- Must call 911 for law enforcement support - Response time will be impacted during emergency - If/when student is referred to law enforcement won't have access to shared information	In process

Comprehensive Safety, Security, and Supervision: Next Steps

Strategy 1:
- Complete a racial-equity analysis for each campus safety approach
- Community engagement regarding campus safety approaches
- Develop a briefing paper for the Superintendent including recommendation on campus safety approach including budget & timeline

Conduct a strength/weakness analysis and engage in planning for the following remaining strategies:
- **Strategy 2:** Identify and consistently implement alternatives to discipline that support student growth, reduce harm, preserve student dignity, and community connection.
- **Strategy 3:** Define an accountability structure for following District safety procedures, operating standards, and implementing training.
- **Strategy 4:** Develop and implement effective, timely, and informative emergency communications

Racial and Educational Justice Guiding Questions

Policies, procedures, programs and practices will employ the equity best practices criteria as described in the questions below. Use these questions to guide your reflections, review, and revisions, keeping safety and legal requirements in mind:

Inclusivity
❏ How are subgroups affected by the policy, procedure, program, or practice involved in its development, implementation, and evaluation?
 ❏ How does the policy, procedure, program, or practice foster greater engagement in the Northshore community from diverse perspectives, experiences, and backgrounds?
❏ How might the policy, procedure, program, or practice unintentionally exclude or limit persons or groups of intersectionality?
❏ What elements could be revised to eliminate this limitation?
❏ Is there a need for additional wording or guidance to provide more or clearer direction in this area?

Racial and Educational Justice Guiding Questions

Policies, procedures, programs and practices will employ the equity best practices criteria as described in the questions below. Use these questions to guide your reflections, review, and revisions, keeping safety and legal requirements in mind:

Opportunity
❏ How does the policy, procedure, program, or practice reinforce practices within the organization that eliminate institutional inequities?
❏ How are issues of internalized racial and cultural oppression, bias,and privilege acknowledged and attended to?
❏ How will we ensure participation and accountability?
❏ How does the policy, procedure, program, or practice increase opportunity and/or access for those who have been excluded?
❏ Who benefits from and/or who is harmed by the program, practice, policy or procedure?
❏ Do the academic policies, procedures, programs and practices specify ways in which they are tied to culturally relevant practices and/or offer or promote differentiated pathways for students' success?

Racial and Educational Justice Guiding Questions

Policies, procedures, programs and practices will employ the equity best practices criteria as described in the questions below. Use these questions to guide your reflections, review, and revisions, keeping safety and legal requirements in mind:

Equity
❏ Is there data to support what the policy, procedure, program or practice does or will further narrow gaps, eliminate disproportionality, and/or ensure supports based on need? If not, does the policy, procedure, program or practice maintain neutrality or hinder further inequity?
❏ Does the policy, procedure, program or practice offer access through differentiation of resources, monetary or human, pending budget capacity where possible?
❏ Does the policy, procedure, program or practice indicate /outline adequate staffing allocations or plans to support it?
❏ Does the policy, procedure, program or practice ensure that resources – people, time, money – are allocated equitably, in line with the needs of our students and schools, and the priorities established by our community in our Strategic Action Plan?

Racial and Educational Justice Guiding Questions

Policies, procedures, programs and practices will employ the equity best practices criteria as described in the questions below. Use these questions to guide your reflections, review, and revisions, keeping safety and legal requirements in mind:

Cultural Relevance
❏ Does the policy, procedure, program or practice focus on or support, rather than hinder, access to academic, social, emotional and behavioral growth?
❏ Does the policy, procedure, program, or practice support equitable access to materials for students with impairments that traditionally limit access to content/curriculum?
❏ How are professional learning opportunities provided to staff to implement and maintain the policy, procedure, program, or practice?
❏ How does the policy, procedure, program or practice aim to challenge students to be independent learners who experience rigorous content regardless of their level of performance?

Racial and Educational Justice Guiding Questions

Policies, procedures, programs and practices will employ the equity best practices criteria as described in the questions below. Use these questions to guide your reflections, review, and revisions, keeping safety and legal requirements in mind:

Sensitivity
❏ Does the document and any related forms use pronouns that reflect the wide array of gender identities?
❏ How are the elements of the policy, procedure, program, or practice communicated to stakeholders in a variety of languages and methods?
❏ Is any related documentation presented in a way that allows for accessibility tools to convey the content (contrast, expandable fonts, etc) to a sight impaired person or differently-abled individual?
❏ Does the policy, procedure, program or practice meet legal obligations (RCWs, WACs)?

Racial and Educational Justice Guiding Questions

Policies, procedures, programs and practices will employ the equity best practices criteria as described in the questions below. Use these questions to guide your reflections, review, and revisions, keeping safety and legal requirements in mind:

Obligations
❏ How does the policy, procedure, program, or practice support or correlate to other policy, procedure, program, or practice?
❏ Have the legal obligations set forth by WAC/RCWs been met by this policy, procedure, program, or practice?
❏ Has the policy, procedure, program, or practice been reviewed to ensure that it doesn't unintentionally contradict other policy, procedure, program, or practices?

Additional Process Next Steps

Planning
- Organizing tactics and activities for each strategy across multiple years
- Estimating a budget for each strategy/tactic
- Determining how student voice will continue to center the work and accountability to Parameter 7
- Communication recommendations for each strategy

Engagement and Communications (DRAFT)
- Ongoing; updates to the Taskforce website
- Study Session for the School Board, April 24, 4:30-5:30 p.m.
- Update to staff and the community on Board presentation, May 1 - Staff and May 8 - Families, Community, and Students
- Student Wellness and Supports: Conversations with the Board, May 2, 6-7:30 p.m. IHS Library
- Full Taskforce review of subcommittee recommendations and feedback, May 10
- Community survey on initial recommendations, May 8
- Student focus groups to gather additional insight, early May

Conversation

Appendix

Action Planning:
Student Centered Diversity, Equity, and Inclusion

THEME	Student Centered Diversity, Equity, and Inclusion				
GOAL	Providing a sense of belonging for all students in the Northshore School District				
STRATEGIES	Inclusivity regardless of cognitive/physical ability	Provide and advocate for every student (belonging)	Extracurricular diversity & encouraged opportunities for engagement	Daily time for student/staff and community building	Providing healthy school meals that are respectful of ethnic backgrounds, dietary restrictions, and preferences
TACTICS OR ACTIVITIES (2023-24	Establish a plan for accessible playgrounds for all schools Plan for gender neutral restrooms located on all campuses Assure dividers are between the urinals in male restrooms for privacy	Reinforce the importance of mentorships Additional Advocacy for the LGBTQ Community Additional Advocacy for Multilingual learners to encourage school engagement	Recruitment of volunteers to serve as mentors, club leaders, and advisors	Explore engaging advisory lessons for (K-12) Explore incorporating more activities within advisory/lunch schedule in schools Tutoring/club time	Student input to help advise the Nutrition Department on suggestions to the school menu Student voice teams to share ideas regarding student demographics and meals that represent various groups Create partnerships with community organizations to provide backpack meals for students during weekends and school breaks Explore adding labels in the cafeteria that identify what would potentially be harmful for students with allergies

Action Planning: Mental Health Wellness

THEME	Mental Health Wellness			
GOAL	Mental Health Training Coordination and Supportive Adults ● **No student goes home at risk.** ● **Equalize priority of mental and physical health.**			
STRATEGIES	Structure and Evaluate NSD Mental Health supports	Train Staff on mental health and safety	Leverage other supportive adults	Educate students and families on Current Issues in Mental Health

TACTICS OR ACTIVITIES (2023-24)	Years 2-4
	Ensure we have enough counselors and mental health therapists to fully staff our buildings. Ideally these professionals would mirror the diversity of our student population.
	
	Begin with a focus on those who are struggling with attendance, etc...
	Year 2: encompassing more students with a goal of all students having a check in
	Student check ins -
	  Scheduled to meet and check in with students to see how they are doing (counselors following their advisor's recommendation if they have an advisory - otherwise,
		Year 2
		Equalize mental and physical health
		Normalize mental and physical Health
		Staff training
		● Verbal de escalation training
		● More information for health teachers to present to students
		Student training
		● Assembly re: Mental Health (early in the year)
		● Advisory: scavenger hunt activities
		
		Family training
		Mental Health Awareness Day
		  for Middle School Teenagers
		Link and Web Days
		Forefront training on suicide prevention
			Years 2-3
			  There should be a point person at each school to organize and effectively use (could this be a volunteer?):
			  Volunteers and mentors
			  Parents and families
			
			PTSA - presentation to this group regarding mental health - student panel, counselor, student mental health advocates
				Years 1-3
				Major concerns:
				● Anxiety disorders
				● Depression and suicide
				● Eating disorders
				● Academic pressure and stress
				● Bullying and cyberbullying
				● Low Self-esteem
				● Societal norms (social pressure)
				● **Loneliness (isolation)**
				● Environmental/Climate Issues
				● Self Harm/Cutting

	Y3 Restorative Justice Practices - promoting more open communication	Program (could be used during Link Day training - this might also be made available to families for another training resource) *Continue the work below:* *Elementary: curriculum - Second Step and Kelso's Choices* *Secondary: Breaking Down the Walls (High Schools)* *How much are these used?* *Cultural stigmas regarding mental health issues* ● *Ability to opt out or pass on activities if these do not match your personal beliefs*		
Through Lines	How are you including students in decision-making? Professional Development: *Teacher professional development* Robust Communication Plan: *Once flow chart is created, then PD around the steps and sharing with all stakeholders* Resources? Budget, etc.	How are you including students in decision-making? ● *Feedback from students* Professional Development: ● *Student professional development* ● *Community resources* Robust Communication Plan: ● *Communicate with schools and community resources - advertise what is available* Resources? Budget, etc. ● *Planning and time to provide the PD along with*	How are you including students in decision-making? Professional Development: Robust Communication Plan: Resources? Budget, etc.	How are you including students in decision-making? ● *Middle and High School Representation* ● *After events occur, check in with students to see if it was effective.* ● *Feedback from students - general and specific* Professional Development: Robust Communication Plan:

Action Planning: Policy, Procedures, and Accountability

THEME	Accountability		
GOAL	Policy, procedure, and accountability		
STRATEGIES	Implement yearly, updated employee training • Increased training for students and teachers	Clear/consistent policies and procedures (HIB, drugs, etc.) • Provide clarity on policies • Provide consistent procedures across the District • Equity in following and enforcing the rules	Statistics and baseline for how student think the District is doing • Critically analyze data to find the "why"	

TACTICS OR ACTIVITIES (2023-24)	1. Ensure that staff are familiar with, and in compliance with policies and procedures
	2. Compliance training - updated yearly
	3. Develop mechanisms for delivery of training
	4. Identify mechanisms for accountability for ensuring training happens
	5. Engage in presentations/training experiences which can include drill and practice, educational videos and presentations
	6. Acknowledge receipt
		1. Develop process for identifying procedures and policies that have had major changes so training can be developed and utilized
		2. Extend clarity beyond teachers and staff
		  a. Include those appropriate for students (what is going to be most impactful, important)
		  b. Be mindful of other staff (administration, paras, recess supervisors
		3. Communicate with parents and community, creating external checks and balances for accountability
		4. Identify easy ways for parents to find policies, procedures, and mechanisms for accountability
		  a. Make it clear where parents can go for access
		  b. Make it accessible
		5. Explain current practices in each grade band in clear ways
		6. Ensure consistency in schools and regions
			1. Identify mechanisms for collecting data on training, how up-to-date policies and practices are, consistency of application, equity, and accessibility of policies and procedures for community and parents (leading indicators)
			2. Collect data from students on the impact policies and procedures are having on their school experiences (lagging indicators)	

Action Planning
Comprehensive Safety, Security, and Supervision

THEME	STUDENT SAFETY - PROACTIVE/REACTIVE			
GOAL	Comprehensive safety, security, and supervision (violence prevention and response)			
STRATEGIES	Provide clearly defined campus and student safety approaches responsive to community needs.	Identify and implement alternatives to discipline that reduce harm and preserves student dignity and community connection	Design accountability structure for following safety procedures, operating standards, and training	Develop and implement effective, timely, and informative emergency communications
TACTICS OR ACTIVITIES (2023-24)	Provide potential "approved/recommended models including pros/cons of each	Restorative practices Collaborative and proactive solutions MTSS (PBIS) NOTE: Action-oriented support systems (mental health, teachers, etc)	Assess physical safety & building conditions at each school Involve students in emergency planning Ensure procedures, operating standards, and training address internal and external threats to student safety and proactive and reactive responses Clear process for reporting/assessing unsafe circumstances	Provide proactive information to families about what to expect in the case of an emergency; ideal if parents could understand the process and who is in charge Communicate emergency response process once a year including the protocols that will be used during an event (communications)