



Northshore
School District

Student Wellness and Safety Taskforce- Final Presentation

June 22, 2023, 12:30-2:30 p.m.

Agenda

AGENDA:

- Taskforce charge and deliverables
- Parameter 7 & recommendation crosswalk
- Updates on Goals 1 to 4
- Next steps

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.

Parameter 7: Student Learning Environments

The Superintendent shall establish 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 environment 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.

Continued on next slide



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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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Parameter 7: Student Learning Environment and Goal/Strategy Crosswalk

<p>The Superintendent and District shall:</p>	
<p>Provide a welcoming, supportive environment for all students and families</p>	<ul style="list-style-type: none"> ● Goal 1: Strategy 4 - Daily time for student/staff community building ● Goal 1: Strategy 1 - Inclusivity regardless of cognitive/physical ability ● Goal 1: Strategy 3 - Extracurricular diversity & encouraged opportunities for engagement ● Goal 1: Strategy 5 - Provide healthy school meals that are respectful of ethnic backgrounds, dietary restrictions, and preferences ● Goal 2: Strategy 1 - Structure and evaluate NSD mental health supports ● Goal 2: Strategy 4 - Educate students and families on current issues in mental health. ● Goal 4: Strategy 4 - Develop and implement effective, timely, and informative emergency communications
<p>Create an environment that encourages exploration and development of diverse attitudes and beliefs</p>	<ul style="list-style-type: none"> ● Goal 1: Strategy 5 - Provide healthy school meals that are respectful of ethnic backgrounds, dietary restrictions, and preferences ● Goal 1: Strategy 1 - Inclusivity regardless of cognitive/physical ability ● Goal 4: Strategy 1: Provide clearly defined campus and safety approaches responsive to community needs and in compliance with the law.
<p>Protect against unsafe conditions, behaviors, or actions by adults and/or students that might threaten the academic performance, health, well-being of students</p>	<ul style="list-style-type: none"> ● Goal 1: Strategy 5 - Provide healthy school meals that are respectful of ethnic backgrounds, dietary restrictions, and preferences ● Goal 2: Strategy 2 - Train staff on mental health and safety. ● Goal 3: Strategy 1 - Yearly, updated employee training on policies and procedures ● Goal 3: Strategy 2 - Clearly communicate policies, procedures, and practices to students, families and the community ● Goal 3: Strategy 4: Identify and implement alternatives to discipline that reduce harm and preserves student dignity and community connection ● Goal 4: Strategy 1 - Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with the law.
<p>Protect against acts of discrimination, harassment, intimidation, bullying, or cyber bullying</p>	<ul style="list-style-type: none"> ● Goal 1: Strategy 1 - Inclusivity regardless of cognitive/physical ability (see bullying prevention recommendations on slide 5) ● Goal 1: Strategy 2 - Provide an advocate for every student ● Goal 2: Strategy 4 - Educate students and families on current issues in mental health. ● Goal 3: Strategy 1 - Yearly, updated employee training on policies and procedures ● Goal 3: Strategy 2 - Clearly communicate policies, procedures, and practices to students, families and the community

Parameter 7: Student Learning Environment and Goal/Strategy Crosswalk

The Superintendent and District shall:	
Protect against the existence of a school environment or culture that may cause any student to feel unsafe	<ul style="list-style-type: none"> ● Goal 2: Strategy 3 - Leverage other supportive adults. ● Goal 3: Strategy 5 - Continue existing task force to ensure implementation and further develop strategies. ● Goal 3: Strategy 1 - Yearly, updated employee training on policies and procedures ● Goal 3: Strategy 2 - Clearly communicate policies, procedures, and practices to students, families and the community ● Goal 4: Strategy 1 - Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with the law. ● Goal 4: Strategy 3 - Define an accountability structure for following District safety procedures, operating standards, and implementing training.
Protect against unsafe access to and/or utilization of online information	<ul style="list-style-type: none"> ● Goal 2: Strategy 2 - Train staff on mental health and safety. ● Goal 2: Strategy 4 - Educate students and families on current issues in mental health.
Include student voice in the learning environment and educational process	<ul style="list-style-type: none"> ● Goal 1: Strategy 4 - Daily time for student/staff community building ● Goal 1: Strategy 5 - Provide healthy school meals that are respectful of ethnic backgrounds, dietary restrictions, and preferences ● Goal 1: Strategy 1 - Inclusivity regardless of cognitive/physical ability ● Goal 2: Strategy 1 - Structure and evaluate NSD mental health supports ● Goal 3: Strategy 3 - Assess direct impact of policies, procedures, and practices on student experience in school ● Goal 3: Strategy 5: Continue existing task force to ensure implementation and further develop strategies. ● Goal 4: Strategy 1 - Provide clearly defined campus and student safety approaches responsive to community needs and in compliance with the law.
<p>Ensure that all policies and procedures regarding discipline are enforced consistently, equitably, and proportionally across schools and demographic groups including:</p> <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ● Goal 3: Strategy 1 - Yearly, updated employee training on policies and procedures ● Goal 3: Strategy 2 - Clearly communicate policies, procedures, and practices to students, families and the community ● Goal 3: Strategy 3 - Assess direct impact of policies, procedures, and practices on student experience in school ● Goal 4: Strategy 2 - Identify and consistently implement alternatives to discipline that support student growth, reduce harm, preserve student dignity, and community connection.
Prohibit use of corporal punishment	<ul style="list-style-type: none"> ● Goal 3: Strategy 4 - Identify and implement alternatives to discipline that reduce harm and preserves student dignity and community connection

Goal 1: Student-centered diversity, equity, and inclusion

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Goal:

- **Provide a sense of belonging for all students in the Northshore School District**

Prioritized Strategies (rank ordered):

- Inclusivity regardless of cognitive/physical ability
- Provide an advocate for every student. *See Goal 2, strategy 3.*
- Extracurricular diversity & encouraged opportunities for engagement
- Daily time for student/staff community building. *See Goal 2, strategy 3.*
- Provide healthy school meals that are respectful of ethnic backgrounds, dietary restrictions, and preferences
- Increase bullying prevention supports at secondary schools

Goal 1: Student-centered diversity, equity, and inclusion

Strategy 1: Inclusivity regardless of cognitive/physical ability

Year 1:

- Establish a plan for accessible playgrounds for all schools
- Review progress from the Capital Projects team (e.g., gender neutral restrooms for all schools, planning for dividers between the urinals in male restrooms for privacy, etc.)
- Teacher training from therapists to better support neurodivergent and sensory students

Years 2-4:

- Designated spaces in classrooms to better support regulating student behavior

Goal 1: Student-centered diversity, equity, and inclusion

Strategy 2: Provide an advocate for every student

Year 1:

- Reinforce the importance of mentorships. *See Goal 2, strategy 3.*
- Additional advocacy and support for the LGBTQ Community
- Additional advocacy and support for multilingual learners to encourage school engagement

Years 2-4:

- Continue to monitor and receive input from the community regarding the impact of the Family Engagement and Resource Center and recommendations for improvements

Goal 1: Student-centered diversity, equity, and inclusion

Strategy 3: Extracurricular diversity & encouraged opportunities for engagement

Year 1:

- Recruitment of volunteers to serve as mentors, club leaders, and advisors. *See Goal 2, strategy 3.*
- Explore more athletic related clubs for students who wish to participate in non-competitive athletics (e.g., badminton has been a family/student request)

Years 2-4:

- Investigate after school clubs for K-5 students which would include barriers due to transportation

Goal 1: Student-centered diversity, equity, and inclusion

Strategy 4: Daily time for student/staff community building

Year 1:

- Explore engaging advisory lessons for (K-12)
- Explore incorporating more activities within advisory/lunch schedule in schools
- Review accessibility of school tutoring/club time on school campuses

Years 2-4:

- Investigate the pros/cons of common school level schedules for Elementary, Middle, and High School

Goal 1: Student-centered diversity, equity, and inclusion

Strategy 5: Provide healthy school meals that are respectful of ethnic backgrounds, dietary restrictions, and preferences

Year 1:

- Gather student input to advise the Nutrition Department on school menu suggestions
- 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
- Re-establish the Nutrition and Fitness Advisory Committee

Year 2-4:

- Within the parameters of the Nutrition and Fitness Advisory Committee, re-evaluate “Year 1” action items

Goal 1: Student-centered diversity, equity, and inclusion

Strategy 6: Increase bullying prevention supports at secondary schools and address 2022-23 SEL findings

Action Items:

- Agree upon a Secondary SEL Curriculum that incorporates Bullying Prevention and refer to the Curriculum Materials Adoption and Committee (CMAC)
- Annual edits to the Rights and Responsibility handbook regarding Harassment, Intimidation, and Bullying (HIB); *See Goal 3, strategy 1.*
- Clarify the term "bullying" within the Northshore Community (current R&R handbook definition)
 - Bullying**-Intentional, unwanted, aggressive behavior that:*
 - (1) involves a real or perceived power imbalance*
 - (2) is repeated, or has the potential to be repeated, over time*
- Further evaluate the student safety related questions in the Panorama SEL Screener prior to surveys in the 2023-24 school year
- Explore educational strategies/curricula to support civil discourse and respectful student engagement in response to SEL and SWST survey data

Goal 1: Student-centered diversity, equity, and inclusion - progress monitoring recommendations

Draft outcomes:

- Increased student belonging and inclusion perceptions via the SEL survey; analysis by demographics (REJ)
- Reduction in HIB complaints via the Vector system or other District channels; analysis if possible by demographics (REJ)
- % of elementary schools with inclusive playgrounds; REJ
- Number of non-WIAA clubs available to students, representing culturally responsive options; REJ analysis
- % of schools with gender neutral bathroom options; REJ analysis
- Decrease the % of students that report “frequently or almost always” when asked how often people are disrespectful to them at school; analysis by demographics (REJ)

Goal 2: Mental Health & Supportive Adults

Goal 2: Mental Health & Supportive Adults

Goals:

- **No student goes home at risk.**
- **Northshore balances the priorities of mental and physical health.**

Prioritized Strategies (rank ordered):

- 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.

Goal 2: Mental Health & Supportive Adults

Strategy 1: Structure and evaluate NSD mental health supports.

Year 1:

- Collect local and in-school resources for mental health.
- Create a flowchart for mental health emergencies (audience: teachers, students, and families).
- Ensure student access to counselors and other supports along with the knowledge of access.
- Focus on students most in need of assistance and grow supports as needed.

Years 2-4:

- Ensure NSD has enough counselors and mental health therapists that mirror the diversity of our students to fully staff our buildings.
- Provide every student with access to check-ins (advisory, morning meetings, restorative circles, 1:1). Models can be different, but the intent/standards should be the same.
- Train students to provide leadership in student-to-student check ins.
- Implement Restorative Justice practices to promote open communication. *See Goal 3 strategies and tactics.*

Goal 2: Mental Health & Supportive Adults

Strategy 2: Train staff on mental health and safety

Year 1:

- Promote resources already available: ID cards with crisis numbers, NAMI, Spark (certified peer counselors), resource list for mental health, checklist for students and staff, mental health CPR or First Aid
- Host parent nights focused on mental health awareness and resources.
- Raise mental health awareness at PTSA events, resource fair at Pop Keeney in August, and other school events.
- Normalize mental and physical health in conversations within the school setting.
- Provide staff training: verbal de escalation and more information for health teachers to present to students.
- Provide student training: assemblies regarding mental health (early in the year), scavenger hunt activities
- Provide family training opportunities

Years 2-4:

- Mental Health Awareness Day for middle school teenagers
- Link and Web days - train advisors to prioritize mental health
- Continue the mental health work already in place (Second Step, Kelso's Choices, etc.)

Goal 2: Mental Health & Supportive Adults

Strategy 3: Leverage other supportive adults.

Year 1:

- Leverage community resources: volunteers and organizations willing to present, participate in fairs, attend special events, and participate in classrooms.
- Prioritize dean of student positions and train these positions to learn and grow when it comes to mental health awareness and understanding.

Years 2-4:

- Designate a point person at every school to coordinate and organize the mental health volunteers and mentors.
- PTSA - present to our parent organizations what role they might play in our mental health supports for students.
- Host a panel presentation to the larger NSD community regarding mental health: students, counselors, teachers, administrators.

Goal 2: Mental Health & Supportive Adults

Strategy 4: Educate students and families on current issues in mental health.

Year 1:

- Improve social media awareness focusing on positive ways to use social media.
- Promote ideas in the high school newspapers.
- Begin training based on the community needs (see the list below).

Over Time:

- Training on the following items over time:
 - Addictions: social media and technology, substance abuse such as vaping
 - Anxiety, depression, suicide, eating disorders, academic pressure and stress, bullying and cyberbullying, low self-esteem, societal norms, loneliness (isolation), environmental issues, self harm, economic issues , future worries, discrimination, identity, values, racism, disabilities, gender identity, and trauma

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.*

Goal 2: Mental Health & Supportive Adults - progress monitoring recommendations

Draft outcomes:

- % of schools that provide daily, scheduled check-in time between students and staff
- Increased % of counselors, mental health therapist, and nurses that self-identify as people of color and or are multilingual (REJ analysis)
- % or number of schools that annually host a mental health fair or event to distribute resources
- Increase number of multilingual mental health community resources: volunteers and organizations willing to present, participate in fairs, attend special events, and participate in classrooms. (REJ analysis)
- Increase the % of students who feel connected at school as reported via the SEL survey.
- Increase the % of students that have at least one individual at school they feel connected to via the SEL survey.
- Add a question to the SEL survey about students feeling prepared to support another student. Develop baseline and track increases in %.

Goal 3: Policy, procedures, and accountability

Goal 3: Policy, procedures, and accountability

Goals:

- **Clear, consistent communication of policies and procedures regarding the physical, mental, and emotional safety of students, staff, and families**
- **Enforcing policies and procedures consistently, equitably, and with integrity, fairness, and justice.**

Prioritized Strategies (rank ordered):

- Yearly, updated employee training on policies and procedures
- Clearly communicate policies, procedures, and practices to students, families, and the community
- Assess the direct impact of policies, procedures, and practices on student experience in school
- Identify and implement alternatives to discipline that reduce harm and preserves student dignity and community connection
- Continue existing task force to ensure implementation and further develop strategies.

Goal 3: Policy, procedures, and accountability

Strategy 1: Yearly, updated employee training on policies and procedures

Year 1:

- Develop mechanisms for delivering mandatory annual training of Student Rights and Responsibilities Handbook to administrators
- Create an August mechanism for reviewing changes in policies, procedures, and practices from previous year
- Develop mechanisms for delivering training on new policies, procedures, and practices to impacted staff
- Identify mechanisms of accountability for completing required trainings (e.g., Records)

Years 2-4:

- Maintain training procedures from year 1
- Audit accountability mechanisms for ensuring trainings are taking place

Goal 3: Policy, procedures, and accountability

Strategy 2: Clearly communicate policies, procedures, and practices to students, families, and the community

Year 1:

- Create a mechanism for parents/community to access policies and procedures in their own language
- Create a webpage directing parents to places for questions to be answered (e.g. “For questions regarding _____, please call _____.”) including an “elevation chart” for urgent issues.
- Create common communication for principals to send out to parents regarding school drills with grade-appropriate language. *See Goal 4, strategy 4*
- Update website with safety procedures - and building practice - to ensure both are consistent with policy and similar in tone, vocabulary, and expectation. *See Goal 4, strategy 4.*

Years 2-4:

- Create a mechanism for regularly sharing high-level policy and procedure information (e.g. “Did You Know” email newsletter or section in Connections Newsletter)
- Develop high level summaries of Board Policies with click-through options for finding more detailed information
- Assess communication mechanisms with things like “like” buttons, counting “click-throughs”, etc.

Goal 3: Policy, procedures, and accountability

Strategy 3: Assess the direct impact of policies, procedures, and practices on student experience in school

Year 1:

- Develop statistical baseline for how students feel the district is meeting its obligations to create, communicate, and consistently enforce its policies and procedures as they relate to student safety with consistency, integrity, fairness, and justice.

Years 2-4:

- Continue to collect data from students on the impact that policies, procedures, and practices are having on their experiences. This data may include Panorama surveys, interviews, affinity groups, and parent forums.

Goal 3: Policy, procedures, and accountability

Strategy 4: Identify and implement alternatives to discipline that reduce harm and preserves student dignity and community connection

Year 1:

- Mandatory administrative training in Restorative Practices
- 3200P annual staff and community review that emphasizes a procedural shift away from punitive or exclusionary responses, including greater emphasis on keeping students in school, and assessing disciplinary decisions for bias
- Bi-annual review of data with all staff to evaluate disproportionality in discipline

Years 2-4:

- Continuing Year 1 practices
- Selection and implementation of a secondary SEL curriculum (e.g. Second Step)
- PBIS refresh with an emphasis on culturally responsive practices

Goal 3: Policy, procedures, and accountability - progress monitoring recommendations

Draft outcomes:

- Use website analytics to continue to refine board policy architecture and accessibility; paying specific attention to improvements for multilingual families/students; REJ.
- Create statistical baseline for how students feel the district is meeting its obligations to create, communicate, and consistently enforce its policies and procedures as they relate to student safety with consistency, integrity, fairness, and justice. Analyzed by student demographics; REJ.
- Increase % of students that feel the district is meeting its obligation to create, communicate, and consistently enforce its policies and procedures as they relate to student safety with consistency, integrity, fairness, and justice. Analyzed by student demographics; REJ.
- Annual % reduction in disproportionality in discipline. Analyzed by student demographics; REJ.

GOAL 4: Comprehensive Safety, Security, and Supervision

Goal 4: Comprehensive Safety, Security, and Supervision

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 (**addressed by Goal 3 subcommittee**).
- Define an accountability structure for following District safety procedures, operating standards, and implementing training.
- Develop and implement effective, timely, and informative emergency communications

Values: Campus and Student Safety Model

Campus and Student Safety Model - Values and Commitments

In addition to meeting the goals of Parameter 7, NSD campus and student 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

Recommended Model: Model 4 (Local Determination) - Enhanced

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 (ENHANCED)	STRUCTURE DETAILS	PROS	CONS	RACIAL EQUITY ANALYSIS
Local determination for comprehensive high schools with Community Resource Officers for K-8 and choice schools (BCC, SAS, ILHS)	<ul style="list-style-type: none"> ● Each comprehensive high school determines if they want a Campus Supervisor/Campus Security Support model or SRO program (1 SRO/1 Campus Supervisor) ● Bothell PD would manage SRO program ● Bothell PD would also manage Community Resource Officer Program (1 SRO for each region, K-8 plus choice) ● K-12 ● Required training and joint MOU - per WA law, annual review 	<ul style="list-style-type: none"> ● School community buy in to the final model ● Each approach provides the opportunity to build relationship with students, families, and staff ● Addresses K-12 with focus on education/relationship ● Provides opportunity for data tracking and program improvements; improved safety personnel reporting structure ● Consistency for k-8/choice schools ● Required safety training for safety personnel; and increased clarity of roles ● Consistent point of contact for law enforcement ● Increased accountability between NSD/law enforcement to student wellbeing 	<ul style="list-style-type: none"> ● In an emergency the response time may vary from one school to another depending on model selected ● How to engage each school community to determine final model could be a challenge ● Funding; Making sure schools are provided with the same financial support to have choice ● Cost difference could be significant depending on school selection so harder to plan/budget for ● Can't implement all in one year - will required a three year plan 	<p>More responsive to specific school community needs; opportunity to design engagement with specific students in mind and address racial & educational justice before a school model is selected.</p> <p>Current SRO program does not appear to positively or negatively impact culture of school (learning, SEL, safety) when comparing different NSD models - satisfies Parameter 7; analysis by race is inconclusive.</p> <p>Need a data system to track and review referral to law enforcement including required arrests per ESHB1214. Easier with one law enforcement point of contact. Demographics of interest: special education services, race/ethnicity, gender, home language.</p>

Position Job Titles and Descriptions

Campus Supervisor: 2009 job summary - This position supervises student behavior in high school parking lots, adjacent school grounds, and other areas where students congregate before, during and after school; manages vehicle registration; and shares the responsibility for campus safety and security with support from administrators, teachers and the School Resource Officer. Note: Safety and security is not the primary duty of this position; reports to the principal; and at this time, training outlined in ESHB1214 has been voluntary. There are duties and responsibilities outlined in the job description that can't be completed if classified as safety and security staff. Recommend revising job description to take out security language.

School Resource Officer: Per OSPI and ESHB1214 (2021-22) a School Resource Officer (SRO) is a commissioned law enforcement officer in Washington state with sworn authority to make arrests. They are specifically deployed in community-oriented policing and assigned by the employing police department to work in schools to build positive relationships with students and respond to potential crimes affecting or occurring in or around K-12 schools. SROs focus on keeping students out of the criminal justice system. SROs are not school district employees, but rather are employed by the law enforcement agency which has a contractual arrangement with that district. Required to take the 13 topic trainings outlined in ESHB1214. In model 4 (local determination) - enhanced, the SRO is located at one comprehensive high school.

District Campus Security Support: NEW position. This would be a classified school district employee, employed to perform school security and safety-related functions similar to those of SROs. The Campus Security Support personnel would jointly report to NSD Safety and Security and the school principal. Would be required to take the 13 topic trainings outlined in ESHB1214. The job description will be developed summer 2023.

Community Resource Officer: NEW position. A CRO is also a commissioned law enforcement officer in Washington state with sworn authority to make arrests. They are specifically deployed in community-oriented policing and assigned by the employing police department to work in schools to build positive relationships with students and respond to potential crimes affecting or occurring in or around K-12 schools. CROs focus on keeping students out of the criminal justice system. CROs are not school district employees, but rather are employed by the law enforcement agency which has a contractual arrangement with that district. Required to take the 13 topic trainings outlined in ESHB1214. CROs recommended in model - 4 (local determination) - enhanced would be assigned 1 per region and provide parent education, relationship building with school administrators, staff, and students, resources access, and when needed - law enforcement support to PreK-8 schools and choice schools.

Model 4 - enhanced: Implementation Timeline and Approach

YEAR 1 (23-24)	Year 2 (24-25)	Year 3 (25-26)
<p>Model 1: Status Quo while planning</p> <ul style="list-style-type: none"> • 2 campus supervisors at WHS, IHS, and NCHS • Begin required training for at least 1 of the campus supervisors (13 trainings outlined in WA state legislation). Training in June in Yakima and training at PSESD in August. • 1 campus supervisor/SRO at BHS <p>Work with Bothell Police Department to create partnership agreement outlining intent of District SRO program, selection process, cost, and implementation timeline.</p> <p>Job description development for Campus Security Support position.</p> <p>Share District Campus and Student Safety models with comprehensive high schools; robust engagement; final school-based decisions made and communicated by winter 2024.</p> <p>Hiring and annual review of SRO contract</p>	<p>Implementation of Model 4: Local determination for comprehensive high schools</p> <ul style="list-style-type: none"> • 1 SRO managed by Bothell Police Dept/1 campus supervisor OR • 1 District Campus Security Support (new position)/1 Campus Supervisor (revised position) <p>While implementing Model 4, work with Bothell Police Department to define role/responsibilities of Community Resource Officer (1 per region serving K-8/choice schools) and determine funding</p> <p>CRO job description development</p> <p>Hiring of CRO</p> <p>Annual review of SRO contract</p>	<p>Implementation of Model 4 - Enhanced:</p> <ul style="list-style-type: none"> • Local determination for comprehensive high schools (1 SRO managed by Bothell Police Dept/1 campus supervisor OR 1 District Campus Security Support /1 Campus Supervisor) • Community Resource Officers for K-8 and choice schools (BCC, SAS, ILHS), 1 per region <p>Annual review of SRO/CRO contract</p>

Model 4 (local determination) - enhanced: full implementation

Comprehensive High Schools (choice between two options in 2024-25)

- School selects model after community engagement.

Campus Supervisor (revised position) AND Bothell managed SRO

- Campus Supervisor continues to report directly to school leader; position is revised to reflect primary role/function.
- SRO program is managed by Bothell PD; 13+ required trainings.

OR

Campus Supervisor (revised position) AND Campus Security Support (NEW)

- Campus Supervisor continues to report directly to school leader; position is revised to reflect primary role/function.
- New Campus Security Support position created; joint reporting to Safety and Security Dept & school principal; 13+ required trainings.



Community Resource Officers- Prek - 8 and Choice Schools. Reports to BPD & 13+ required trainings.

Community Resource Officer - North Region

Community Resource Officer - South Region

Community Resource Officer - West Region

Community Resource Officer - East Region

A Bothell Police Department SRO program for Northshore will require an interlocal agreement or Task Force with other police agencies. 2023-24 is a planning and engagement year.

CROs are assigned 1 per region and provide parent education, relationship building with administrators, staff, and students, resources access, and when needed - law enforcement support to PreK-8 and choice schools.

Models and Estimated Costs

Campus Supervisor (salary and benefits): 87,711

SRO (Bothell Model/50% over 9 months): \$73,314

Campus Safety Supervisor (salary and benefits): \$103,111 - could adjust. **Recommend aligning with Campus Supervisor salary.**

MODEL	Positions and quantity	Total Cost
<p>YEAR 1: Model 1 - Status Quo in order to plan. BHS- 1 SRO/1 Campus Supervisor, all other comprehensive high schools 2 Campus Supervisors</p>	<p>Campus Supervisor - 7 (1 at BHS, 2 at IHS, NCHS, WHS) SRO - 1 at BHS</p>	<p>\$687,291</p>
<p>YEAR 2: Model 4 (Local Determination; District offers BPD SRO program or Campus Security Support/Campus Supervisor model & school selects after robust engagement)</p>	<ol style="list-style-type: none"> 1) 4 Campus Security Supports, 4 Campus Supervisors 2) 1 SRO/Campus Supervisor, 3 Campus Security Supports//3 Campus Supervisors 3) 2 SROs/2 Campus Supervisors, 2 Campus Security Supports//2 Campus Supervisors 4) 3 SROs/3 Campus Supervisors, 1 Campus Security Supports/Campus Supervisor 5) 4 SROs/4 Campus Supervisors 	<p>Range of NSD potential cost; need to confirm estimated costs with BPD. Costs may not be confirmed until after new BPD MOU is approved.</p> <ol style="list-style-type: none"> 1) \$705,700 2) \$733,491 3) \$703,686 4) \$673,897 5) \$644,098
<p>YEAR 3: Model 4 Enhanced (Same as above plus K-8/Choice school Community Resource Officer; regionally staffed - focused on education, mentorship, resource access, and law enforcement in response to emergencies.</p>	<p>Potential of 5 options above plus BPD Community Resource Officer - 4</p>	<p>An additional \$293,256 on top of cost of model 4; does not include cost to BPD or other police agencies. NSD currently pays for 50% of BPD position over 9 months.</p>

Operational Considerations: Campus and Student Safety Approach/Model - Additional Recommendations

Additional recommendations for campus safety programs/approaches:

- In addition to the 13 training topic areas outlined by [ESHB 1214](#) as well as required on-the job training, and staff check-ins, the subcommittee recommends the following NSD trainings are considered for any safety and security personnel - cross-training between educators and safety and security staff is critical:
 - ACT with narcan/opioid response training, drug prevention and intervention, Adverse Childhood Experiences (ACEs), Crisis Prevention Institute (CPI), Forefront Suicide Prevention/UW, and training - that will need be developed - about Family Resources (e.g., Dept of Human Resources, Dawson's Place).

Timeline and Budget: Personnel must complete WA state training within 6 months of working on a school campus. [WA state training is free through the ESDs](#) (online and some in-person). Additional expense will depend on any additional NSD required training.

- Challenge: when ESD training is provided and oversight of training.

ESHB 1214 Required Learning Topics

- (a) Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;
- (b) Child and adolescent development;
- (c) Trauma-informed approaches to working with youth;
- (d) Recognizing and responding to youth mental health issues;
- (e) Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;
- (f) Bias free policing and cultural competency, including best practices for interacting with students from particular backgrounds, including English learner, LGBTQ, immigrant, female, and nonbinary students;
- (g) Local and national disparities in the use of force and arrests of children;
- (h) Collateral consequences of arrest, referral for prosecution, and court involvement;
- (i) Resources available in the community that serve as alternatives to arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;
- (j) De-escalation techniques when working with youth or groups of youth;
- k) State law regarding restraint and isolation in schools, including RCW 28A.600.485;
- (l) The federal family educational rights and privacy act (20 U.S.C. Sec. 1232g) requirements including limits on access to dissemination of student records for non-educational purposes; and
- (m) Restorative justice principles and practices.

Note: The educational service districts must provide, or arrange for the delivery of, classroom training on the subjects listed. At a minimum, classroom trainings on each subject must be provided annually, remotely, synchronously or asynchronously, and by at least one educational service district. Classroom training may be provided on a fee-for-service basis.

Operational Considerations: Campus and Student Safety Approach/Model - Additional Recommendations

Additional recommendations for campus safety programs/approaches:

- In order to comply with ESHB1214 and evaluate the effectiveness of each model/approach, monitor disproportionality, and make changes, **the subcommittee recommends development of a data system** to track safety/security incidents:
 - Develop descriptive standards (common definitions of an incident and type of incidents); begin with standards in the Students Rights and Responsibilities handbook.
 - Train all relevant staff to complete the NSD incident report correctly.
 - Create a flag in Synergy or another data system so that incidents and aggregate data can be reviewed and reported to OSPI. ESHB1214 requires collected data includes: total number of school safety and security personnel in each school building, description of incidents involving discipline, use of force, **student arrest incidents**, all **disaggregated by student race, ethnicity, disability status (IEP and or 504)**, and other demographics. MOUs may be needed for data sharing with multiple agencies.
 - Ensure student identifiable information can't be released via Public Records.
 - An annual review of the data by Student Services and cabinet, and or recommended Safety and Security Advisory Committee to make adjustments.

Timeline and Budget: June 2024; potential programming costs

Operational Considerations: Campus and Student Safety Approach/Model - Additional Recommendations

Additional recommendations for campus safety programs/approaches:

- In compliance with ESHB1214 create a clear process for collecting data on complaints related to job duties and student interactions by school safety and security personnel.
 - Recommendation: Ensure process is in the Student Rights and Responsibilities Handbook. Review and revise form that is currently online and promote.

Timeline and Budget: December 2023; no additional cost

- Adoption of the WSSDA model procedure 3411P (this would be NSD procedure 4311P) to the Superintendent with revisions to the complaint process - mirror revised complaint process in the Student Rights and Responsibilities Handbook. Include circumstances in which staff should ask safety and security to intervene (see Seattle Public Schools example language in appendix).

Timeline and Budget: December 2023; no additional cost

Operational Considerations: Campus and Student Safety Approach/Model - Additional Recommendations

Additional recommendations for campus safety programs/approaches:

- The Communication & Engagement Department designs the engagement process for Model 4 - Local Determination - enhanced, in partnership with Research Evaluation. Central to the engagement will be ensuring students and families furthest from racial and educational justice are engaged for input. Schools will implement the engagement approach supported by the Communications and Engagement Department.

Timeline and Budget: November 2023; could be some cost associated with school-based engagement.

- Create and implement an approval process for final selection of a campus safety model (for comprehensive high schools) including:
 - Recommendation from school leader to Regional Assistant Superintendent; Final approval by the Superintendent (changed from Deputy Superintendent)

Timeline and Budget: October/November/December 2023; no additional cost

Operational Considerations: Campus and Student Safety Approach/Model - Additional Recommendations

Additional recommendations for campus safety programs/approaches:

- Create a webpage explaining the different campus safety approaches including the SRO program & rationale for approved approaches.
 - Webpage will include SRO and/or School Safety & Security personnel contact information
 - Webpage will include FAQ and legally mandated training information
 - In the future, webpage could include a dashboard of incidents

Timeline and Budget: Fall 2023; no additional cost if dashboard isn't included in the initial work; dashboard could require development funding

- Sustain investments in proactive supports including counselors, mental health professionals - *addressed in Goal 3 sub committee.*
- The hiring of safety and security personnel, including an SRO, at a school/region should include the voice of students, families, and staff. Consider including as a requirement in new job descriptions and MOUs.

Operational Considerations: Campus and Student Safety Approach/Model - Additional Recommendations

Additional recommendations for campus safety programs/approaches:

- Create new position - Campus Security Support position. Development made in partnership with school leaders and Safety and Security Department. Joint supervision and evaluation between Safety & Security and school principal.

Timeline and Budget: Summer 2023; no cost for development of job description. *See slide 35 for job summary.*

- Review Campus Supervisor job description (2009) and adjust so that other, non-security job functions (e.g., interviewing students, escorting students, other duties as assigned) can continue; moving forward this won't be classified as security staff with OSPI. Revisions made in partnership with school leaders, Safety and Security Dept., and NSEA.

Timeline and Budget: Fall 2023; no cost

- Consider comprehensive high school allocation of safety and security staffing levels based on school student enrollment and school need (could use annual incident data to inform). All comprehensive high schools provided a minimum staffing level.

Timeline and Budget: School year 2023-24; cost to be determined

Goal 4, Strategy 1: Racial and Educational Justice Analysis

- While no formal data supports it, Model 4 -enhanced, will further narrow gaps or eliminate disproportionality, in designing the model the following data was considered by the subcommittee:
 - Students' perceptions of safety in response to different NSD models. The current SRO program does not positively or negatively impact the culture of school (learning, SEL, safety) when compared to different NSD models. The racial analysis was inconclusive.
 - National data on students' disproportionate involvement in the criminal justice system when there is an officer on campus. Please keep in mind these are different national models, hard to compare to Washington, and without the requirements of ESHB1214.
 - Student qualitative data about the benefits of having an SRO (resources, second chances, perceptions of safety, relationship). Parent qualitative concerns about students with disabilities and engagement with law enforcement.
 - Emergency response time and challenges planning and communicating with three different police departments (Bothell, Snohomish, and King County - Kenmore and Woodinville).
 - Law enforcement engagement at NSD schools; staff are calling law enforcement. SROs are required to take the 13 trainings outlined in ESHB1214. Without a partnership agreement, and required training, the district depends on engaging with an officer likely untrained to work in the PreK-12 environment, potentially resulting in a more negative outcome for students.
- Model 4 - local determination is responsive to specific school community needs and meets the legal obligations of ESHB1214. The model requires school community engagement - centering students and families furthest from racial & educational justice before a school model is selected. The recommendation is that the Communications and Evaluation Depts. design the engagement approach to help ensure that diverse perspectives are gathered and consistency in implementation.
 - This approach is equitable because each comprehensive high school will use the same process for deciding their safety and security model.
 - Under model 4, staff are allocated to the schools with the most students, not necessarily to the schools with the most need based on incident reports. The Community Resource Officer approach helps to mitigate this challenge. There does need to be discussion if security needs are different for our various K-8 and choice schools - related to the CRO program. This will take place in 2023-24.
 - The hiring of safety and security personnel, including an SRO, at a school/region will include the voices of students, families, and staff. Recommend including this commitment in the new job descriptions and MOUs.
 - Per ESHB1214, required training for any position whose primary function is school safety and security is centered on better supporting students furthest from racial and educational justice including students with disabilities. See slide 40.
- Northshore is currently unable to consistently and effectively track law enforcement data, including arrests as required by ESHB1214. No matter the model selected, the District needs a better data system to track student incidents and analyze by demographics including students with IEPs/504s, race/ethnicity, home language, and gender. The ability to track student data will help the district identify any disproportionality and address system solutions.

Comprehensive Safety, Security, and Supervision: Strategy 3

Strategy 3: Define an accountability structure for following District safety procedures, operating standards, and implementing training.

Current Northshore School District Context

Strengths	Weaknesses/Constraints
<ul style="list-style-type: none">● 2019 Safety and Security Report outlines recommendations for operating standards (e.g., doors, windows)● Will be implementing Safe Visitor in the fall; color printers for visitor badges; REJ focus● Safety and Security Department will participate in August Advance - training of school leaders.● All staff wear their badges● Train the trainer approach for ACT, CPI, and evacuation chairs	<ul style="list-style-type: none">● Operating standards aren't complete and known to all staff. Examples include: all visitors need to check in at the office or visitors need to provide an I.D. - some schools request and others don't.● Lack of policy to build procedures off of (e.g., video use)● Lack of consistent staff access to CPI training, de-escalation, or ACT and ability to require it (not in contracts). Challenging to get time with staff, specifically educators and school leaders.● For Safety and Security Staff - in-person training on the 13 modules has been limited and not offered until recently. There is a training this June and August 2023.

Comprehensive Safety, Security, and Supervision: Strategy 3

Strategy 3: Define an accountability structure for following District safety procedures, operating standards, and implementing training.

Current Northshore School District Context

Strengths	Weaknesses/Constraints
	<ul style="list-style-type: none">● NSD doesn't currently train custodial staff. Recommend NSD looks at Bellevue's Safety University.● Training/operational standards need to address events outside school hours including weekends.● At this time most safety and security trainings are voluntary.● Lack of accountability - need a standing committee for monitoring of this ongoing work and forum for improvements - recommend Safe Schools Advisory Committee. Existed but ended with COVID.

Comprehensive Safety, Security, and Supervision: Strategy 3

Strategy 3: Define an accountability structure for following District safety procedures, operating standards, and implementing training.

Current Northshore School District Context

Strengths	Weaknesses/Constraints
	<ul style="list-style-type: none">• Need a process for monitoring fidelity of implementation of operating standards. Recommendation: Need to audit/spot check implementation - could be internal or external• Idea: Safety Manager Meeting - fresh set of eyes/safety assessment on NSD operating standards and training.

Comprehensive Safety, Security, and Supervision: Strategy 3

Strategy 3: Define an accountability structure for following District safety procedures, operating standards, and implementing training.

Activities and actions that need to take place:

- Resume the Safe Schools Advisory Committee. *Similar to Goal 3, strategy 5.*
 - Application process
 - Community members/admin appointed Superintendent; educators are appointed by NSEA
 - Three year appointment

Timeline and Budget: Application process opens in August 2023, committee begins in October 2023

- Define, adopt, and communicate safety and security operating standards (see 2019 Report)
 - Visitors and identification
 - Facilities (doors and windows)
 - Safe Schools Advisory Committee to oversee completion of work and compliance

Timeline and Budget: 2023-24 school year; implementation cost TBD

Comprehensive Safety, Security, and Supervision: Strategy 3

Activities and actions that need to take place:

- Implement facility standards outlined in the 2019 report & make progress more visible
 - Update Safety and Security web page with status reports and next steps
 - Review timeline of implementation plans; make clear how school campuses have been prioritized (scoring model)

Timeline and Budget: Ongoing; costs outlined in bond & capital improvements

- Develop a comprehensive safety and security training program, calendar, and time for staff to be trained (required and voluntary)
 - Examples: response to scenes of violence, physical intervention techniques, ACT, search and rescue, reunification training

Timeline and Budget: Begin with School Leader training in August 2023; cost to be determined - likely bargaining implications

Comprehensive Safety, Security, and Supervision: Strategy 3

Activities and actions that need to take place:

- Review and update current board policies and superintendent procedures to identify any accountability gaps; once operating standards are confirmed

Timeline and Budget: Once operating standards are confirmed; cost - staff time

- Design a “spot check” program to ensure fidelity of operating standard implementation
 - Recommend this is a task of the Safe Schools Advisory Committee in partnership with labor partners

Timeline and Budget: 2023-24 school year; cost TBD

- Determine and implement a structure for ongoing learning, collaboration, and idea sharing between safety and security personnel.
 - Examples could include: Regional Safety Manager meeting, Professional Learning Community across NSD safety and security personnel - central and school based.

Timeline and Budget: Design over the 2023-24 school year; cost to TBD but could align with current Wed. schedule.

Goal 4 Strategy 3: Racial and Educational Justice Analysis

- Recommendation for resuming the Safe Schools Advisory Committee will help narrow gaps and reduce disproportionality (if present) because it will offer ongoing oversight of the program and provide a channel for student, family, and staff feedback.
 - Consider how racial and educational justice goals will inform selection of participants, including students or creation of a forum for ongoing engagement.
 - Consider how language barriers, etc. will be addressed to ensure representative participation.
- One recommendation is to implement the 2019 [Safe Schools report](#) operating and facility standards, consider reviewing through a racial and educational justice lens - specifically the prioritization and implementation timeline.
- The Safe Visitor program (printed badges) includes color printers so that all families are appropriately and correctly represented. This approach was taken after black and white badges were first considered and a REJ lens applied.
- Inclusion of safety and security facilities updates on the website helps to ensure families have access to content in their preferred language.
 - Additional consideration - translated videos or infographics that explain priority process/implementation.
 - Targeted capital/safety and security meetings to provide updates in-person and in various languages.

Strategy 4: Comprehensive Safety, Security, and Supervision

Strategy 4: Develop and implement effective, timely, and informative emergency communications

Tactic 2: : Implement/create proactive, supportive family and student communication tools for emergencies

- Implement visual indicators to support all learners & when students are in non-structured spaces (example: beacons)
Timeline and Budget: Fall 2023 investigate options; budget TBD (\$800,000 for the District; \$42,000 per middle school)
- Create signage for building designations (lockdown, safe inside, shelter in place) for school doors or windows
Timeline and Budget: In process; no additional cost
- Translated infographics about emergency response
Timeline and Budget: Fall 2023; \$1000
- Determine a process/tool for communicating with secondary students during an emergency - beyond email (e.g., look to see if StudentSquare can be hosted via StudentVue or Clever)
Timeline and Budget: Fall 2023 - focus groups; minimal funding for snacks

Strategy 4: Comprehensive Safety, Security, and Supervision

Strategy 4: Develop and implement effective, timely, and informative emergency communications

Tactic 1: Ensure consistency in communication protocols at the District and School level

- Consistent use of EasyAlert as the coordinating mechanism for response
 - Required training for school leaders, office managers, etc.

Timeline and Budget: Begin school leader training in August 2023 for school leaders; no additional cost; work with NSEA on Office Manager training for 2023-24; may require some extra-time funding.

- Create an internal emergency communication handbook/flowchart
- Timeline and Budget: Share at August Advance 2023; no additional cost

- Cross-train Admin Center staff to support communication in the case of an emergency
- Timeline and Budget: October 2023; no additional cost

Strategy 4: Comprehensive Safety, Security, and Supervision

Strategy 4: Develop and implement effective, timely, and informative emergency communications

Tactic 3: Training on communication protocols for all audiences including consistent and thorough drills for staff/students

- Required training for school leaders and office managers
- Call Center training; easyalert use; live google doc for scripts; language line

Timeline and Budget: 2023-24 school year; \$2000 for development of online learning training

Tactic 4: Ensure family and student emergency communications is clear and accessible

- Co-develop emergency message templates with Safety & Security, school leaders, and family representatives
- Human translate templates and pre-load into ParentSquare

Timeline and Budget: August 2023; \$2,500

- Internal campaign to get staff phone numbers; missing personal cell phone information for emergencies.
- Proactively and annually share with families and secondary students the procedures to expect (infographics, explainer video, website content, Connections) in the case of an emergency; including who is in charge.

Timeline and Budget: 2023-24 school year; \$3000

Goal 4, Strategy 4: Racial and Educational Justice Analysis

- Strategy 4 recommendations support narrowing of access gaps by translating emergency communication in multiple languages, incorporating visual communication tools (e.g., beacons and signage), and expansion of emergency communication to secondary students via StudentSquare. These specific tactics both target underserved groups in the Northshore community and improve universal emergency communications.
- Tactics will be refined with input from students and families, working to ensure greater engagement from diverse perspectives, experiences, and backgrounds. Specific attention will be paid to intersectionality and barriers that need to be addressed. For example, an individual that uses a screen reader and is multilingual.
- Improved training for school staff and administrators will benefit all students, including students furthest from racial and educational justice.

Goal 4: Comprehensive Safety, Security, and Supervision

- recommended progress monitoring

Draft outcomes:

- Develop a data system and create a baseline for student law enforcement engagement, including arrests, as well as other safety and security incidents. Analyzed by student demographics with a focus on disproportionality; REJ.
- Annual % reduction in disproportionality in safety and security related incidents (if present). Analyzed by student demographics; REJ.
- Increase % of secondary students that download the StudentSquare app.
- Baseline of family, staff, and student perceptions of school campus safety; Analyzed by demographics; REJ.
- Annual _____ improvement of safety and security perception data; Analyzed by demographics; REJ.
- 100% compliance with use of EasyAlert as the emergency response coordinating tool. Baseline: _____.
- _____ school leaders trained on foundational safety and security procedures.
- _____ school staff trained on foundational safety and security procedures.

Student Wellness and Safety Task Force: Next Steps

- 1. Communicate final Student Wellness and Safety Task Force recommendations to the Northshore community**
 - Transition presentation content into a written report for Superintendent Tolley, June/July 2023
 - Archive report on the website; proactively share via August Connections Newsletter and other communication channels including Fall Superintendent meetings

- 1. Project management**
 - Integrate the 4 goals, strategies, and tactics into a multi-year project management tool
 - Identify a lead for each tactic

- 1. Launch a Student Wellness and Safety Advisory Committee or Re-establish the Safe Schools Advisory Committee**

- 1. Interlocal Agreement with Bothell Police Department**
 - The Superintendent will be requesting authorization from the School Board to enter into an interlocal agreement (contract) with the City of Bothell to support SRO services
 - Per ESHB1214 the associated contract between NSD and the City of Bothell will need to include hiring and placement processes, required training, and a review process that includes families, students, and community members
 - The current City of Bothell contract ends June 30.
 - Recommend that authorization to enter into an interlocal agreement/contract with the City of Bothell is brought forward on June 26, 2023.

Appendix

Example: Seattle Public Schools' Policy Language

Consider for NSD Superintendent Procedure 4311.

SPS policy 4311 for intervention requests to Safety and Security staff.

Requests for Intervention

Teachers and school administrators may ask safety and security staff to intervene in addressing safety issues with students with a goal of de-escalation or in other emergency circumstances consistent with Board Policy No. 3432, Emergencies. Safety and security staff do not need to be asked before intervening in emergencies or safety issues that they independently observe during their work period. When safety and security staff are asked to assist with an incident of safety concern, school administrators act as the incident commanders and should be present whenever possible, especially when there is a concern that physical intervention may become necessary to prevent physical harm. Leadership of the situation is not “handed off” to safety and security staff.

All responding personnel must work together in the best interests of the students. If safety and security staff encounter an incident of safety concern or emergency that requires immediate intervention, they should advise the school administration immediately, or as soon as possible, depending on the gravity of the situation, the Board Policy No. 4311 Page 3 of 4
imminence of any threat of harm, and capacity for communication at the moment.

Research & Community Engagement

Community Engagement and Research

Northshore Social Emotional Survey Data Analysis

Focus Groups - follow up to SEL survey

- Conversations with the Board - community focus group
- Student Focus Groups
 - Bothell High School
 - Inglemoor High School
 - North Creek High School

Questionnaire - Follow up to SEL survey

Social & Emotional Survey - Feb. 2023

Methodology

- Anonymous
- Students self-identified race/ethnicity, gender, and grade
- Voluntary
- 20 items with scales ranging from 1 to 5 or 1 to 7 (Grades 3-5 had 18 items)
- 3 yes/no items
- Items included topics about support, respect, online bullying, worry about violence, interaction maturity

Participation

- 10,400 3rd-12th grade respondents
- 6-12 data set (N= approximately 6,500)
- 3-5 data set (N = approximately 3,900)

Social & Emotional Survey - Feb. 2023

FINDINGS - GENERAL

- I conducted analysis within Grades 3-5, Grades 6-8, or Grades 9-12
- I examined the scaled responses as a function of race and school independently
 - Broad consideration #1: The “Other” Ethnicity is growing
 - High School: Two or More Races = 12.0%; Other = 3.3%
 - Middle School: Two or More Races = 11.3%; Other = 7.9%
 - Elementary School: Two or More Races = 8.1%; Other = 13.8%
 - Broad consideration #2: Worry about violence appears primarily linked to concerns about other students
 - It correlates with online bullying and concerns about student disrespect

Social & Emotional Survey - Feb. 2023

FINDINGS - GRADES 3-5

- Halo effect – Students reporting higher scores on one item tended to report higher scores on the other items
- Results generally around 4.00 out of 5.00 in terms of positivity
 - Teachers excited = 4.18 out of 5.00 (Nice job teachers!)
 - Worry about online bullying low: 4.54 out of 5.00
- Biggest Ethnicity Difference (Worry about violence)
 - Rank order of worry from least to most: Asian, White, Two or More, Other (tied), American Indian/Alaska Native (tied), Hawaiian/Pacific Islander, Black (tied), Hispanic

Social & Emotional Survey - Feb. 2023

FINDINGS - GRADES 6-8

- Same halo effect
- Average results approximated a 3.50 out of 5.00 generally
- Across all participants, less positive results relative to Grades 3-5
 - Being shown respect: 3.25 out of 5.00
 - Mattering to others: 3.23 out of 5.00
 - Observing disrespectful student behavior: 2.86 out of 5.00 (Negative valence)
- The biggest statistical difference regarding *Ethnicity* involved adults' treatment of people from different races, ethnicities, or cultures.
 - Rank ordering (White, Asian, Other (tied), Two or More (tied), American Indian Alaska Native, Hispanic, Black, Hawaiian Pacific Islander).

Social & Emotional Survey - Feb. 2023

FINDINGS - GRADES 9-12

- Across all students, the average responses feel less consistent.
 - Connected to adults: 2.90 out of 5.00
 - Frequency of observed student respect was essentially neutral: 3.06 out of 5.00
 - Access to emotional support: 3.20 out of 5.00
 - Getting help for being bullied: 3.78 out of 5.00
- Ratings of physical space by school (Most significant response I uncovered)
 - North Creek = Most positive; Inglemoor = Least positive
- The biggest difference by Ethnicity involved adult treatment based on race.
 - Rank order from most positive to least positive (White, Asian, Two or More, Hawaiian/Pacific Islander, American Indian/Alaska Native, Other, Hispanic, Black)
 - White ($n = 1,135$) and Black ($n = 64$) responses more noticeably divergent (Means were 4.15 and 3.34 respectively)

Social & Emotional Survey - Feb. 2023

FINDINGS - GRADES 9-12 (Continued)

- I examined students who reported high anxiety about violence (1 out of 5)
 - Based on a small sample size, there is some indication that high levels of anxiety are more common among students identifying as Black ($n = 5$; 7.9%), Hispanic ($n = 8$; 4.4%), and Other ($n = 11$, 13.6%)
 - Percentages generally of high worry anxiety were similar for GR 6-8 and GR 9-12 (3.2%)
- I examined this high violence anxiety group by school to see if they clustered in some way
 - I didn't see any evidence for it.

NSD Community and Student Focus Groups

- What part of the school experience is the biggest support for your student's/your sense of wellbeing?
- What part of the school experience is the biggest barrier to your student's/your sense of wellbeing? What do you believe might help?
- Does/do your student/you have social support from peers? From educators and administrators?
- Does/do your student/ you experience negative relationships at school? If so, can you describe the nature of the problem? What can we do to address the impact of negative experiences?
- Do you feel the need for better connection to the Northshore community? If so, what can the District do to improve that connection?
- There have been multiple potential staffing models developed to address student wellness and safety on school campuses by the Taskforce. Can you share your concerns or suggestions about campus safety and what considerations should be made to support student wellness?
- NSD is centered on preparing students for success after graduation. How do you see safety and wellbeing impacting that goal?

Student Wellness and Support: Conversations with the Board - Results and Findings

Common Themes

- **Bullying/Taunting:** Bullying/taunting was a strong theme. There is a sense that these behaviors undermine learning, and it would be helpful if NSD could do more to address it.
- **Mental health:** Mental health was a strong theme. Parents want NSD to help students deal with mental health issues.
- **Safety:** Safety was a strong theme and not limited to the safety-related question. Safety from violence included the positive presence of officers, the presence of armed security personnel and negative impact on students, specific safety measures to take (locks/access), and the openness of NSD campuses. One parent said a student was avoiding the bathrooms because of drugs.
- **Discipline:** There were three issues here – inequity in discipline, lack of cross-institution consistency, and bias. Bias probably referred to race or gender, but there was one comment about bias against students who had previously been in trouble.

Student Wellness and Support: Conversations with the Board - Results and Findings

Common Themes - continued

- **Social Media/Phones:** This theme emerged in two ways. One was the potential harm caused by social media. A related concern was the accessibility that phones give students to information that might be harmful. Another issue involved NSD programs using social media which could exclude families without that level of technological access. Another concern was that a teacher not responding by email was really disappointing to a student. This was only a single comment, but I suspect this anecdote is representative of a bigger issue.
- **School Communication:** There were a few concerns that school communication could be streamlined and clearer.
- **Social Support:** This was primarily about students finding their people and receiving support in that way. This was connected to clubs and activities that might enhance that level of social support. I included in this dimension social support from educators and staff.
- **Identifying Students by Performance:** Two different people had the impression that at least one person had identified students explicitly by intelligence and that doing so was harmful.

Student Focus Groups Methodology

Student Focus Group Questions:

- Student-led, May 8-15
- Groups represented: General - Bothell HS, BHS Ignite Club, Inglemoor Climate Club, NCHS - General
- Same focus group questions as community meeting (Conversations with the Board)
- Qualitative data reviewed by Dr. Foster and Taskforce facilitators

Qualitative versus Quantitative Approaches

- Qualitative - Rich in detail; Less effective in identifying specific relationships
- Quantitative - Better at identifying relationships; Worse in painting broad picture

Student Focus Groups Results/Findings

Themes

- Bothell provided great insights
- Bothell discussion looked different than IHS and NCHS discussion
 - IHS and NCHS discussion limited by sample size
 - IHS and NCHS feedback felt generally consistent with BHS feedback.
 - Main difference = SRO issue (highly salient for Bothell but not for other two schools)
- Important themes
 - Strong support for Officer Ware as part of existing SRO model at Bothell HS
 - Concern that SRO removal decreases safety
 - Communication and transparency with students during emergencies

Student Focus Groups Results/Findings

Themes Continued

- Variation in educator effectiveness
- Appreciation for personal connection with educators (not just the material)
- The bathrooms (this has come up before) - Conversations with the Board
- Bullying
 - Some recognition that “bullying” is an nebulous concept (but still important and real)
 - Preventing students from being in class with bullies
 - Wanting more to be done
 - Hidden bullying

Questionnaire Methodology

Construction:

- **Investigated two areas of interest/follow up to Panorama Survey**
 - School culture (learning, social-emotional, and safety)
 - Bullying and Disrespect

Distribution:

- Shared with school leaders on Friday, May 5
- Distributed via Connections to students, staff, and families on Monday, May 8
- Reminder direct email on May 9
- Reminder direct email on May 12

Questionnaire Methodology

Close to 1500 responses (1,490)

The following roles were selectable in the survey: Middle School Student ($n = 120$), High School Student ($n = 323$), Parent/Guardian ($n = 817$), Teacher/Educator ($n = 148$); School-Based Support Staff ($n = 51$) and School Administrator ($n = 3$). Participants wrote in some additional roles, but they were sporadic.

Questionnaire Results/Findings

Part 1: The Halo Effect

- Three broad measures of institutional culture
 - Supports Learning
 - Supports Social-Emotional Growth
 - Supports Safety
- Again - Scores on one measure predict scores on the other measures
- Effect was consistent for Students ($N = 447$) and Parents/Guardians ($N = 820$)
- Correlations ranged from .522 to .719 (not due to random chance)
- That .719 correlation (the largest one) was parents' ratings of supporting Learning and supporting Social-Emotional Growth

Questionnaire Results/Findings

Part 2: High School Culture

- Bothell High School was unfortunately underrepresented on the Panorama Survey
- Bothell High School strongly represented in this questionnaire
- I examined whether the learning, social-emotional growth, and safety varied meaningfully across BHS, IHS, NCHS, and WHS
 - ILHS participation was too small to include
- Six tests: 3 cultural outcomes for students; Same 3 cultural outcomes for parents
- Only one test was identified as statistically significant
 - Student perceptions of their school climate supporting safety
 - North Creek, Bothell, Inglemoor, Woodinville

Questionnaire Results/Findings

Part 3: Middle School Culture

- Participation was not sufficient to analyze by middle school
- Overall $N = 118$
- Student Means and Standard Deviations (Reminder: 1 to 5 Scale)

Supports Learning	$M = 3.93, SD = 0.97$
Supports SE Growth	$M = 3.58, SD = 1.10$
Supports Safety	$M = 3.71, SD = 1.16$

Questionnaire Results/Findings

Part 4: Perception of Bullying and Disrespect

- I wanted to examine the distinction between these concepts (scale 1 to 5)

Student Perceptions: Bullying (How often?)

Observer	$M = 2.32, SD = 1.36$
Recipient	$M = 1.63, SD = 1.07$
Actor	$M = 1.17, SD = 0.66$ (Floor effect)

Student Perceptions: Disrespectful Behavior (How often?)

Observer	$M = 3.01, SD = 1.35$
Recipient	$M = 2.37, SD = 1.22$
Actor	$M = 1.40, SD = 0.86$ (Floor effect)

Questionnaire Results/Findings

Part 5: Predicting Perceptions of School's Supporting Safety (Student Perspective)

- I examined how observing and receiving bullying and disrespect predicts perceptions of the school environment supporting learning, social-emotional growth, and safety
- Used a technique called simultaneous regressions with four predictors: Disrespect-Observed, Disrespect-Received; Bullying-Observed; Bullying-Received.
 - Learning: Predicted substantially by Disrespect-Observed, Disrespect-Received, Bullying-Received (the latter marginally so)
 - SE Growth: Predicted substantially by Disrespect-Observed, Disrespect-Received, Bullying-Received
 - Safety: Predicted substantially by Disrespect-Observed

Questionnaire Results/Findings

- Examinations based on race revealed inconclusive results
- High School females report the climate being less supportive of *SE Growth* relative to males. Males, relative to females, report being more likely to receive *Bullying* and more likely to *Disrespect* others.
- Middle School students reported more positive ratings on SE Growth than did High School students. However, Middle School students reported observing and receiving more *Disrespectful and Bullying* behavior than did High School students.
- Educators reported positive evaluations of school climate. Educators reported perceiving significantly greater levels of Disrespectful Behavior than Bullying Behavior.
- School-Based Support Staff reported moderately positive assessments of the culture at their respective institutions. School-Based Support Staff reported perceiving significantly greater levels of *Disrespect* than *Bullying*.

NSD Law Enforcement Data

Law Enforcement Engagement

Schools are engaging with law enforcement. Data gathered via public records requests from King County and Bothell Police Department. No data yet received from Snohomish Police Department. Data reflects comprehensive high schools. Agencies use different coding, so this is summarized to the best of our knowledge. Sept 2022 - April 2023.

School Name	Agency	Area Patrol/Extra Patrol	Traffic (including school zone enforcement/hit & run)	Trespass	Suspicious Circumstances	Theft	Other (911/Park/Trans/HR/Acc/AUDR/FU)/BDCST/Dist/Fire/Dispatch/fireworks/animal/alarm	Threat/Assistance/Standby	Abuse/CPS/Wellcheck	Suicide	Harassment/Assault	Juvenile/Civil or Follow Up
BHS	Bothell PD (includes SRO data) Note: Public Records plus incident reports	11	54		5	2	6	1	5		1	9 - Juvenile
IHS	King County	Daily	11	3	4	1	8	7 (5 = threat)		1		
WHS	King County	21	1		1	3	11	5 (2 - threat)	4	1	3	
NCHS	Snohomish County		3		1		5 911: 3	5	1	1	2	7 - follow up

Law Enforcement Engagement

Schools are engaging with law enforcement. Below reflects data gathered from the NSD incident log. Does not include incidents described on the previous slide. Did not include incidents that don't directly involve students/families on school campus. January 2023 - April 17, 2023 (4 months).

School Name	Agency	Area Patrol/Extra Patrol	Traffic (including school zone enforcement/hit & run)	Trespass	Suspicious Circumstances	Theft	Other (911/Park/Trans/HR/Acc/AUDR/FU)/BDCST/Dist/Fire/Dispatch/fireworks/animal/alarm	Threat/Weapon/Assistance/Standby	Abuse/CPS/Wellcheck	Suicide	Harassment/Assault	Juvenile/Civil or Custody
NMS	Bothell PD							1				
Leota	King County							2				
Woodmoor	Bothell PD											2
Canyon Park MS	Bothell PD							1				
Hollywood Hill									1			
East Ridge	Snohomish								1 Note: Police didn't have capacity to support			

Taskforce Planning Process

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 Task force members: 26

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

Planning Process Timeline

- 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
- Study Session Part I, April 24
- Student Wellness and Support: Conversations with the Board, May 2
- Community engagement, May 2 - 14 (questionnaire and student focus groups)
- Study Session, Part II: May 30
- Final Board Presentation, Board Retreat: June 22



Northshore
School District

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	<p>Provide an advocate for every student = belonging</p> <p>Develop more opportunities for students to come together as one</p> <p>Rewarding and encouraging social engagement (clubs, breaking down walls)</p> <p>Extracurricular diversity & encouraged engagement</p> <p>Daily time for student/staff and community building</p> <p>Inclusivity despite mental/physical ability</p> <p>Increasing access to nutrition as a promoter of wellness</p>	<p>Reforming NSD Mental Health supports</p> <p>Train staff/have professionals mental health & safety</p> <p>Student access to counselors</p> <ul style="list-style-type: none"> NSD Mental Health Counselors (Create contracts within NSD, not outside providers) <p>Promote student resources that are available</p> <p>A scheduled friendly "check-in" with students</p> <p>Implement Big Brothers/Sisters, Volunteers and or mentors in school</p> <ul style="list-style-type: none"> Encouragement/inspiration from adult role models 	<p>Develop existing safety programs for more comprehensive care</p> <ul style="list-style-type: none"> Have someone ready to intervene <p>Implement restorative practices</p> <ul style="list-style-type: none"> Ensure students are heard and heal Understand purpose of discipline = chance to learn <p>Action-oriented support systems (mental health, teachers, etc.)</p> <p>Assess physical safety & building conditions - each school</p> <ul style="list-style-type: none"> Involved students in emergency planning <p>Procedures, operating standards, and training - related to outside/internal threats. Address both proactive and reactive.</p>	<p>Implement yearly, updated employee training</p> <ul style="list-style-type: none"> Increased training for students and teachers <p>Clear/consistent policies and procedures (HIB, drugs, etc.)</p> <ul style="list-style-type: none"> Provide clarity on policies Provide consistent procedures across the District Equity in following and enforcing the rules <p>Statistics and baseline for how students think the District is doing</p> <ul style="list-style-type: none"> Critically analyze data to find the "why" <p>Incorporate diversity systemically and sustainably</p> <p>Develop a detailed action plan - step to accountability</p>

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.

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:

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:

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:

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:

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?