



Student Wellness and Safety Task Force Final Report

December 2023

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Executive Summary

Northshore School District is committed to creating and sustaining learning environments that are safe, respectful, and conducive to high achievement for each and every student. This commitment is guided by criteria outlined in the [School Board's Parameter 7, Student Learning Environments](#).

In November 2022, the then Interim Superintendent Michael Tolley convened a Student Wellness and Safety Task Force. The 25-member Task Force, representing students, families, staff, community members, and partners were tasked with recommending a continuum of services and support to meet Parameter 7 criteria.

The Task Force's deliberations and planning were informed by broad and inclusive community feedback, national research, local expertise, and guidance from the Northshore School Board.

The Task Force identified four, interrelated priority goal areas:

- Student-centered diversity, equity, and inclusion (belonging)
- Mental health services and supportive adults
- Policy, procedures, and accountability; and
- Comprehensive safety, security, and supervision

Final recommendations were presented to the interim superintendent and School Board on June 22, 2023. A summary of the planning process, final Task Force recommendations, and year one implementation progress are provided in the following report.

BACKGROUND INFORMATION

Development of the Student Wellness and Safety Task Force

Participation on the Task Force was a highly competitive process, with more than 60 applicants including 21 students. Applications were reviewed by a cross-departmental team. The Task Force was constructed to ensure broad district representation and balance the expertise of families and staff, while prioritizing the engagement of students.

Each region of the district was 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. The final Task Force members are listed in the report appendix on page 36. During the planning process, three members resigned from the Task Force for various reasons and two had limited attendance. Twenty-five Task Force members were active when the final recommendations were presented to the School Board in June 2023.

Task Force members served an eight-month term, meeting a minimum of four hours per month. The Student Wellness and Safety Task Force met on the 1st and 3rd Wednesday of each month from 5:45-7:30 p.m. Many Task Force members dedicated additional time to research and planning outside of the scheduled meetings.

Student Wellness and Safety Task Force Charge

The Task Force was charged with providing recommendations to support criteria outlined in Parameter 7 including, but not limited to:

- Providing welcoming, supportive environments for all students and families - taking into account student voice and encouraging exploration and development of diverse attitudes and beliefs.
- Protecting against unsafe conditions, behaviors, or actions by adults and/or students that might threaten the academic performance, health, or well-being of students including:
 - Acts of discrimination
 - Harassment, intimidation, bullying, or cyber bullying; or
 - Existence of a school environment or culture that may cause any student to feel unsafe
- Ensuring that all policies and procedures regarding discipline are enforced consistently, equitably, and proportionally across schools and demographic groups including:
 - Development of an administrative student discipline policy that appropriately involves teachers, administrators, students, parents, and the wider community

- Communication to students of their rights and responsibilities
- Protection of students within school from retaliation
- Avoidance of any actions that might contribute to what is known as the “School to Prison Pipeline”
- Prohibition on the use of corporal punishment

The Student Wellness and Safety Task Force was responsible for informing development of a plan to operationalize commitments outlined in [Parameter 7, Student Learning Environment](#) including, but not limited to:

Deliverables

- Defining what welcoming, supportive, and safe means to students and families in relationship to the learning environment.
- Providing recommendations to the District on how to measure progress towards the Parameter 7 Guiding Principles.
- Analyzing current District policy and legislative requirements in support of student wellness and safety - identifying any recommended improvements to District policy and procedures.
- Supporting a review of current District student wellness and safety programs, supports, and services - identifying District strengths and areas of improvement.
- Making recommendations about an enhanced suite of student wellness and safety tools and supports.
- Informing 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.
- Informing 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 of the 2021-22 School Resource Officer (SRO) Task Force.
- Identifying and participating in necessary work groups; and
- Informing and supporting broad and targeted engagement with students, families, and community to ensure the voices of those most impacted were included in the Task Force deliberations and final recommendations to the interim superintendent.

Student Wellness and Safety Task Force Norms

Recognizing that topics associated with student wellness and safety could solicit strong opinions and emotions, the Task Force was asked to co-create norms to guide their work. These norms

were reviewed regularly during Task Force and subcommittee meetings and reinforced as needed.

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

Knowledge Sessions, Community Engagement, and Research

To prepare for providing the interim superintendent with recommendations to improve student wellness and safety, the Task Force members participated in knowledge-building sessions. The knowledge session topics were requested by the Task Force members and provided as part of the regularly scheduled meetings. Detailed meeting minutes for each knowledge session can be found on the District's [Student Wellness and Safety Task Force webpage](#).

Knowledge Session Summaries

Northshore Mental Health, January 4, 2023: Director of Student Services Rick Ferrell provided an overview of current counseling and mental health staffing for the District, support scenarios and referral process (e.g., referral, threat assessment, and rapid response), and system challenges including high demand for therapists, staff turnover, and need to clarify the school counselor versus therapist role. The knowledge session concluded with an open discussion and suggestions.

Northshore Safety and Security, January 18, 2023: Director of Safety and Security Henry Simon presented on the current Northshore Safety and Security program. Content included: background on safety assessments conducted since 2014 (all three assessments used Crime Prevention Through Environmental Design (CPTED)), associated bond investments and improvements that were funded and status of completion, an overview of the department's staffing model and duties (6 FTE), training of the Admin Center Safety and Security team, and training provided by the Safety and Security team to others. The knowledge session concluded with an open discussion and suggestions.

School Resource Officer Programs - Bothell Police Department Model, February 1, 2023: Bothell Police Chief Ken Seuberlich presented the School Resource Officer (SRO) program to the Task Force. Northshore currently has one SRO located at Bothell High School. The partnership between Northshore and the Bothell Police Department began in 1994. Content shared included: an overview of the SRO program, training required of all Washington state SROs, the Bothell Police Department selection process and engagement with the school community, and the role of an [SRO as defined by the National Association of School Resource Officers](#) - mentor, educator, and law enforcement officer. The knowledge session concluded with an open discussion and suggestions.

Restorative Practices and Models, February 15, 2023: Dr. Lori Lynass, Sound Supports, introduced the Task Force to the concept of restorative practices. She ran a restorative circle, shared prompts and a visual of the intersection between respect, dignity, and mutual care. Dr. Lynass' presentation was followed by Judge Jessica Ness, from the Monroe Municipal Court. Judge Ness shared how restorative practices are being used in the legal system. In a traditional criminal court system, the method to change behavior is punishment. In community court, using a restorative approach, if the defendant is motivated to change they are assessed for need.

Their needs may range from housing to substance treatment, etc. They are assigned a court team that they meet with every week. Judge Ness also shared about the Bothell Youth Court, set up for students to handle traffic citations. Students can opt into this program and restorative circles are used. The presentation was followed by questions and discussion.

Disproportionate Discipline, March 1, 2023: Regional Assistant Superintendent David Wellington provided the group with the most current discipline data for Northshore, as well as a frame for considering the way in which our discipline practices seem to disproportionately impact our students of color and special education students. The committee considered the impact of our policies and practices on the way in which we identify those we consider to be misbehaving, as well as how our mechanisms for sanctioning and then enforcing consequences can positively or negatively impact all of the students in our schools.

Racial and Educational Justice Analysis Tool introduction, March 1, 2023: Racial and Educational Justice Director Ayva Thomas and Specialist Ranna Harb introduced the Racial and Educational Justice Toolkit to the Task Force. The toolkit was used to review recommendations and plans developed in subcommittees. The toolkit was created five years ago after the District's equity policy, Policy No. 0001, was adopted. The toolkit is designed around six topic areas: inclusivity, opportunity, equity, cultural relevance, sensitivity, and obligations. Task Force members broke into small groups and discussed the following guiding questions in preparation for subcommittee work:

- How do you see this being valuable in your work as a Task Force?
- How do the categories relate to overall student wellness and safety?
- How might this toolkit be helpful in promoting you to creatively and equitably think about models of student safety that are truly justice-centered?

Community Engagement

Throughout the planning process, the Northshore community, including students, families, and staff were provided with regular updates on the planning process and where to find additional information including presentation decks, meeting minutes, and other relevant information. Typical communication channels were used including the Connections Newsletter, the Superintendent's Monday Message, district website, and social media. Additionally the meetings were public and often attended by interested Northshore community members. All Task Force content is archived on the [Student Wellness and Safety Task Force webpage](#).

The Task Force planning process was complemented by public School Board updates, community outreach, and solicitation of student, staff, and family feedback. Final engagement activities were influenced by the Task Force and the Superintendent's Student Advisory Board.

Engagement activities included the following:

- April 24, 2023 - School Board Study Session
- May 2, 2023 - Conversations with the Board: Student Wellness and Support. Focus group

questions were designed by the District's Director of Research and Evaluation Dr. Craig Foster. Data was gathered, coded, and analyzed for use by the Task Force.

- May 2 - 14, 2023 - Student Focus Groups were held at three of our comprehensive high schools (Bothell, Inglemoor, and North Creek). Focus groups were conducted by students after consulting with the Superintendent's Student Advisory Board. Focus group questions mirrored those asked during Conversations with the Board.
- May 2-14, 2023 - Community questionnaire was implemented. 1,500 responses were gathered from secondary students, families, and staff.
- May 30, 2023 - School Board Study Session
- June 22, 2023 - Final Board Presentation, School Board Retreat

Research and Findings

There were four data sources for the research conducted in support of the Student Wellness and Safety Task Force planning:

- The Northshore Social Emotional Survey, conducted in February 2023
- Conversations with the Board - a community focus group, May 2, 2023
- Student focus groups - Bothell High School, Inglemoor High School, and North Creek High School, May 2-14, 2023
- Community Questionnaire for secondary students, families, and staff. This questionnaire built on findings from the Northshore Social Emotional Survey (Panorama), May 2-14, 2023. 1,500 responses were gathered.

Social and Emotional Survey, Feb. 2023

Methodology

- Anonymous and voluntary
- Students self-identified race/ethnicity, gender, and grade.
- 20 survey 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, quality of student interactions

Student participation

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

Conducted analysis within Grades 3-5, Grades 6-8, or Grades 9-12

Findings General:

Dr. Foster examined the scaled responses as a function of race and school independently

- Broad consideration #1: The "Other" race/ethnicity is growing in Northshore.
 - 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: Concern about violence appears to be associated with concerns about other students as opposed to external threats, at least to some degree.
 - Worry about violence correlates with online bullying and concerns about student disrespect.

Findings, Grades 3-5

- There was a halo effect, meaning that students reporting higher scores on one item tended to report higher scores on the other items. Put differently, student perceptions are to some degree simply about whether they feel positively or negatively about school.
- Results generally indicated that elementary students have positive attitudes about their school experience.
- The biggest race/ethnicity difference occurred in students' responses to worrying about violence
 - Rank order of worry from least to most by student demographic: Asian, White, Two or More, Other (tied), American Indian/Alaska Native (tied), Hawaiian/Pacific Islander, African/American Black (tied), and Hispanic.

Findings, Grades 6-8

- Same halo effect as seen with elementary students
- Average results approximated a 3.50 out of 5.00 score
- 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 race/ethnicity involved adults' treatment of people from different races, ethnicities, or cultures.
 - Rank ordering from most positive to least positive: (White, Asian, Other - tied), Two or More (tied), American Indian/Alaska Native, Hispanic, African American/Black, Hawaiian/Pacific Islander.

Findings, Grades 9-12

- Across all students, the average responses were less consistent.
 - Connected to adults: 2.90 out of 5.00
 - Frequency of observed student respect near scale midpoint: 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 from this data set)
 - North Creek: Most positive; Inglesmoor: Least positive
- The biggest difference by race/ethnicity involved adult treatment toward students based on race.
 - Rank order from most positive to least positive experience: White, Asian, Two or

More, Hawaiian/Pacific Islander, American Indian/Alaska Native, Other, Hispanic, African American/Black.

- White ($n = 1,135$) and African American/Black ($n = 64$) responses were the most noticeably divergent. Means were 4.15 and 3.34 respectively.
- Examined 9-12 grade students who reported high anxiety about violence (1 out of 5)
 - Based on a small sample size, there is some limited indication that high levels of anxiety are more common among students identifying as African American/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 grades 6-8 and grades 9-12 (3.2%).
- Examined this high violence anxiety group by school to see if it represented a specific within-school problem but high violence anxiety was distributed across schools.

Northshore Community and Student Focus Groups

The same guiding questions were used for both the Northshore Community and Student Focus groups. See appendix, page 38 for the list of questions.

Methodology: Students from the Students Wellness and Safety Task Force led the focused conversations with community members. Comments were collected and analyzed by Dr. Foster. Below are the common themes.

Common Themes from Conversations with the Board: Student Safety and Wellness (Community Focus Group)

- **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. Avoiding the bathrooms because of drug use was another theme related to safety.
- **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.
- **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.

- **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.
- **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.

Additionally, students from the Student Wellness and Safety Task Force hosted focus groups at Bothell High School, Inglemoor High School, and North Creek High School. Students engaged existing clubs, held general sessions, and at Bothell High School a teacher helped coordinate the engagement because a student wasn't represented on the Task Force. The qualitative data was reviewed by Dr. Foster and the Task Force facilitators.

Common Themes

- IHS and NCHS discussions were limited by sample size, but feedback felt generally consistent with BHS feedback. The main difference was content regarding School Resource Officer programs. It was highly salient for Bothell but not for the 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.
 - Request for communication and transparency with students during emergencies.
 - Students shared perspectives about variation in educator effectiveness.
 - Students also shared appreciation for personal connection with educators (not just the material).
 - The bathrooms are an area of concern for students related to safety. This also came up at the Conversations with the Board focus group.
 - Bullying
 - There was recognition that “bullying” is a nebulous concept but still important and real.
 - Request - support to prevent students from being in class with bullies
 - Wanting more to be done
 - Hidden bullying

The idea of hidden bullying was an especially interesting finding. This included talking behind

each other's backs and bullying or harassment online. This finding may warrant more focus on explicitly teaching more mature forms of interaction, focused on civility and respect, and honoring multiple viewpoints.

The focus group responses and Social-Emotional Survey analysis prompted the structure and intent of the Student Wellness and Safety Community Questionnaire.

Student Wellness and Safety Community Questionnaire

The questionnaire investigated two areas of interest about broad dimensions of school culture (learning, social-emotional, and safety) and bullying and disrespect. The questionnaire was distributed through the District's regular communication channels including the Connection newsletter and direct emails.

Demographic information including role/relationship to the school district, primary language, gender, race/ethnicity, and associated school was gathered.

Close to 1,500 individuals responded, representing the following roles: 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 there wasn't a common theme.

The response rate was strong enough to analyze across the comprehensive high schools and a number of variables.

Student respondents were asked to respond on a scale of 1 to 5, with 1 being "totally disagree" to 5 being "totally agree" to the following statements about school culture and climate:

- The climate at my school supports learning
- The climate at my school supports social-emotional growth
- The climate at my school supports safety

Student respondents were also asked to respond on a scale of 1 to 5 (1 = never, 2 = once a month, 3 = once a week, 4 = once a day, 5 = multiple times a day) to the following statements about bullying and disrespect:

- How often does another student treat you in a way that makes you feel disrespected?
- How often does another student engage in bullying behavior towards you?
- How often do you observe other students treating each other disrespectfully?
- How often do you observe other students bullying each other?

- How often do you treat another student in a way that makes that student feel disrespected?
- How often do you engage in bullying behaviors towards another student?

Complementary statements and questions were asked of parents/guardians and staff. The full list of survey items can be found in the report appendix on page 39.

Questionnaire Findings

Like the Social-Emotional Survey, respondents who responded positively to one question tended to respond positively to other questions; this indicates that respondents vary in terms of how they broadly perceive school. Effect was consistent for students ($N = 447$) and parents/guardians ($N = 820$) and correlations ranged from .522 to .719 (showing strong relationships between responses; positive correlations range from 0 to 1). The .719 correlation, the largest one, was parents' ratings of school culture having a strong impact on student learning and support of social-emotional growth.

School Climate and Culture

We examined if school culture and climate and positive or negative perceptions varied meaningfully across the four comprehensive high schools - Bothell, Inglemoor, North Creek, and Woodinville. Inglemoor's participation was too small to include in the final analysis.

Six tests were conducted, three for cultural outcomes for students and three for parents/guardians. Only one high school test was identified as statistically significant, students' perceptions of their school climate supporting safety. In rank order from highest scores to lowest: North Creek, Bothell, Inglemoor, and Woodinville. It is important to note here that safety wasn't defined for students (intentionally to allow students to report their own emotional experiences) and there are two different safety and security approaches used across the four schools. Three schools (North Creek, Inglemoor, and Woodinville) have campus supervisors and Bothell has a campus supervisor and School Resource Officer. The SRO is managed and supervised by the Bothell Police Department and is a commissioned police officer.

Based on student response, however students define safety, Northshore high school students generally feel safe in their schools. Additionally, student responses reinforce the importance of school climate and the learning environment - it matters to the academic and social-emotional wellbeing of our students. A positive learning environment is an essential component of student success.

Student participation wasn't sufficient to analyze by middle school ($N = 118$).

Perceptions of Bullying and Disrespect

We examined bullying and disrespect because of concerns that these negative behaviors disrupt the emotional safety of school as a learning environment. We examined the distinction between the concepts of bullying and disrespect, bullying came up in the focus groups as an area of concern, and frequency of incidents. Bullying appears to be happening a lot less often than perceived, and disrespect occurring at a higher rate.

Student Perceptions: Bullying (How Often)

- Observer, $M = 2.32$, $SD = 1.36$; (i.e., respondent witnesses bullying)
- Recipient, $M = 1.63$, $SD = 1.07$; (i.e., respondent was the recipient of bullying)
- Actor, $M = 1.17$, $SD = 0.66$; (i.e., respondent bullies others)

Student Perceptions: Disrespectful Behavior (How Often)

- Observer, $M = 3.01$, $SD = 1.35$; (i.e., respondent witnesses disrespect)
- Recipient, $M = 2.37$, $SD = 1.22$; (i.e., respondent was the recipient of disrespect)
- Actor, $M = 1.40$, $SD = 0.86$; (i.e., respondent disrespects others)

The results indicate that student perceptions of bullying and disrespect vary based on perspective. Students see more disrespectful behaviors than bullying behaviors. Students notice what they perceive as disrespectful behavior with moderate frequency, and bullying behaviors less so. Students rarely view their own behavior as related to bullying and disrespect.

Recommendations in this area included reviewing the Northshore definition of bullying and determining specific solutions for bullying and disrespect.

An additional analysis was conducted that examined how students observing and receiving bullying and/or disrespect predicts perceptions of the school environment positively or negatively supporting learning, social-emotional growth, and safety. A technique called simultaneous regression was used where we tested how much the following four variables predicted negative perceptions of school culture: disrespect-observed, disrespect-received, bullying-observed, and bullying-received.

- Students' perceptions about school culture supporting learning are predicted substantially by disrespect-observed, disrespect-received, and bullying-received (the latter marginally so).
- Students' perceptions about school culture supporting social-emotional growth are substantially predicted by disrespect-observed, disrespect-received, and bullying-received.
- Students' perceptions of school culture supporting safety are substantially predicted by

disrespect-observed.

Students' observation of disrespect occurring, and likely how it is handled by adults, has the potential to have a significant impact on their learning, social-emotional growth, and perceptions of safety.

Analysis by Student Demographics

We asked for student or adult respondent demographic information to help us determine if there are significant differences between groups of individuals so that we can better understand the issue and in partnership with students, families, and staff co-construct responsive solutions. Below are general findings.

- Examinations based on race/ethnicity didn't reveal differences that were conclusive. Some of the subgroups of students weren't hugely represented.
- High school females report the climate being less supportive of social-emotional 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 social-emotional 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 observed disrespectful behavior than bullying behavior.
- School-based support staff reported moderately positive assessments of the culture at their respective schools. School-based support staff reported perceiving significantly greater levels of disrespect than bullying.

Student Wellness Goals and Strategy Recommendations

The Task Force's deliberations and planning was informed by national research, local expertise presented during the Knowledge Sessions, the community engagement feedback and findings, and guidance from the Northshore School Board.

The Task Force identified four, interrelated or braided priority goal areas:

- Student-centered diversity, equity, and inclusion (belonging);
- Mental health services and supportive adults;
- Policy, procedures, and accountability; and
- Comprehensive safety, security, and supervision

Each goal area was supported by a representative subcommittee of the Task Force. Each subcommittee represented students, staff, and parent/family or community stakeholders. In the report appendix, starting on page 41, the subcommittee charge is outlined including the racial and educational justice guiding questions on page 42.

As a reminder, these were recommendations to the interim superintendent, not agreements. Recommendations were prioritized in response to a number of factors in the final work plan.

Goal 1: Student centered diversity, equity and inclusion (belonging). *To provide a sense of belonging for all students in the Northshore School District.*

Task Force prioritized strategies (in rank order)

- 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

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

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

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

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

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

Year 1:

- Gather student input to advise the Food and Nutrition Services 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

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

Year 1 - 2:

- 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

Recommended Outcomes:

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

Goal 2: Mental Health and Supportive Adults. *Ensure that no student goes home at risk and as a district, we balance the priorities of mental and physical health.*

The Mental Health subcommittee spent its time listening to students and their experiences in schools. The students on our subcommittee brought forward concerns about broad misconceptions around mental health as well as systemic access points. The subcommittee spent a great deal of time discussing the need for professional development for all participants in our school community from students to teachers to families to community members.

Task Force prioritized strategies (in rank order):

- Structure and evaluate Northshore School District mental health supports.

- Train staff on mental health and safety.
- Leverage other supportive adults.
- Educate students and families on current issues in mental health.

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 support as needed

Years 2-4:

- Ensure NSD has enough counselors and mental health therapists who 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*

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.)

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 support for students
- Host a panel presentation to the larger NSD community regarding mental health: students, counselors, teachers, administrators

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

Student feedback on efficacy of actions regarding mental health education included:

- Interactive student events are more beneficial to lecture style events
- Student-led events will also have greater impact than those led solely by adults

Recommended Outcomes:

- Percent of schools that provide daily, scheduled check-in time between students and staff.
- Increased percentage of counselors, mental health therapists, and nurses that self-identify as people of color and or are multilingual.
- Percent or number of schools that annually host a mental health fair or event to distribute resources.
- Increase the number of multilingual mental health community resources: volunteers and organizations willing to present, participate in fairs, attend special events, and participate in classrooms.
- Increase the percentage of students who feel connected at school as reported via the SEL survey.

- Increase the percentage 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 percentage.

Goal 3: Policy, procedures, and accountability. *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.*

This subcommittee was primarily concerned with ensuring that there is a direct and unbroken line between the development of policies and procedures that create a welcoming environment and protect against unsafe conditions, behaviors, or actions, to those who are tasked with carrying them out. It was determined early on that this would require clear communication, training, and mechanisms of accountability.

The Task Force prioritized the following strategies (in rank order):

- 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 the existing task force to ensure implementation and further develop strategies.

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 the 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

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.

Strategy 3: Assess the direct impact of policies, procedures, and practices on student experience in school**Year 1:**

- Develop a 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

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

Recommended Outcomes:

- Use website analytics to continue to refine board policy architecture and accessibility; paying specific attention to improvements for multilingual families/students.
- 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.
- Increase the percentage 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.
- Annual percentage reduction in disproportionality in discipline. Analyzed by student demographics.

Goal 4: Comprehensive safety, security, and supervision support and services. *Violence prevention and responsive supports that foster a connection and relationship with the entire school community (students, families, and staff), works to preserve the dignity of students, employs practices that foster inclusion and belonging, employs restorative practices and other approaches to heal individuals and community, addresses 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), supports preserving the physical safety of students and staff during emergency situations (response time is one lens to view this commitment through and consistency of implementation of safety plans/measures is another), and complies with common standards and expectations for all campus safety support roles within the District.*

Task Force prioritized strategies (in rank order):

- 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 build 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

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

Year 1:

- Provide potential “approved/recommended models” including the pros/cons of each and racial equity analysis for Superintendent review.

The Safety, Security and Supervision subcommittee spent a significant amount of time together learning about the current state of safety and security staffing in the Northshore School District, reviewing data from the previous School Resource Officer Task Force, examining local law enforcement referral data, reviewing research and articles about safety approaches, discussing pros and cons of the different approaches - including concerns about disproportionate referral of students (e.g., students of color and students with disabilities) to law enforcement, and identifying structural gaps in the District's current approach.

Northshore School District has a highly trained and responsive Central Administrative Safety and Security Team. This team is deployed, as needed, to help address a variety of school-based incidents including threats, suspicious behavior, student safety issues, etc. Safety and Security staff support both proactive security measures as well as respond to incidents in progress. They work as needed directly with law enforcement to provide wrap around services to students, schools, staff, and families. The team is also responsible for safety and security facility and infrastructure improvements funded by capital (e.g., camera installation, fencing, access control), emergency preparedness, and training.

In addition to the central Safety and Security Team, each comprehensive high school has one to two campus supervisors. The campus supervisor job description was last updated in January 2009 and the position reports to the school administration. These positions are used in different ways across the four comprehensive high schools. While not originally intended to be “campus safety” by default individuals in these positions may be viewed as campus safety and security, but up until recently weren’t trained in alignment with current legislation. One school, Bothell High School, has a School Resource Officer (SRO), supervised by the Bothell Police Department. A School Resource Officer per OSPI and as described in Board Policy is a commissioned law enforcement officer in Washington State with sworn authority to make arrests. [SROs, according to OSPI definitions](#), are, “deployed in community-oriented policing to build positive relationships with students and respond to potential crimes affecting or occurring in or around K-12 schools.” SROs are not school district employees, but rather are employed by a law enforcement agency which has a contractual arrangement with that district. SROs and anyone with a safety and security role on a school campus are required to take the 13 topic trainings, outlined in [RCW. 28A.310.515](#). The list of required training can also be found in the report appendix, page 44.

One challenge that Northshore encounters when responding to issues that require law enforcement, is that our central staff must interface with four different police departments:

- Bothell Police Department
- King County Sheriff’s Office
 - Kenmore Police Department
 - Woodinville Police Department
- Snohomish County Sheriff’s Office

The current structure is challenging for a number of reasons including cross-organization communication, data sharing, and school-to-community support for our students, their families,

and our staff.

Bothell Police Department, because of the School Resource Officer contract for Bothell High School, provides the District with monthly, descriptive information about student engagement with law enforcement while other agencies provide information on request via Public Records. Additionally unlike Bothell High School, the responding officer from the other three police departments may or may not be trained to work with adolescents. School Resource Officers are required, per Washington State legislation, to be trained. Finally, depending on the relationship between the school and responding agency, the response and follow-up may be inconsistent as described by staff on the subcommittee.

How to best support safety and security in light of Northshore's unique context, resulted in many different perspectives on the subcommittee. Areas of agreement were that the school community should have influence over their school-based safety and security approach, that any safety and security position must be an integral part of the school community - with a focus on building relationships with students, staff, and families, and that required, consistent training is essential. Additionally, increased predictability and consistency in what families and students can expect from safety and security personnel was a value of the subcommittee. An issue identified and that needs to be resolved is the current NSD Campus Supervisor position, and making clear what the role is, training required, and reporting structure. Either the District will need two positions, a Campus Supervisor and Campus Security Support position or a more clearly defined Campus Supervisor position. These changes will need to be made in partnership with school administration, human resources, our labor partners, and the District's Safety and Security team.

After developing seven different models that help address the structural gaps in our current approach the Safety, Security, and Supervision Subcommittee recommended model 4 to the full Task Force for initial feedback.

Model 4 (local determination) supported high schools in selecting one of the two approaches:

- Campus Supervisor and Campus Security Support position (2 positions), or
- Campus Supervisor and School Resource Officer

Under this model, all School Resource Officers would be supervised and managed by the Bothell Police Department, bringing enhanced consistency to the District's engagement with law enforcement, improved data sharing, required training, and a common approach focused on reducing student referral to law enforcement. This model would also provide the District with one consistent point of contact with law enforcement related to our schools, an improvement over our current situation. The challenge of this approach is there would need to be agreement from the other police jurisdictions.

Prior to selection of the school-based approach, the subcommittee also recommended extensive community engagement be conducted at each school, with a focus on ensuring students furthest from racial and educational justice (e.g., students of color, special education,

multilingual), were engaged prior to the school's recommendation to the Superintendent. The Superintendent, per School Board guidance, would approve the model approach for each comprehensive high school.

Initially, the subcommittee only recommended model 4 for comprehensive high schools, but after gathering feedback from the full Task Force, model 4 was enhanced to include Community Resource Officer (CRO) positions, one per region. Like the SRO position, the CRO is also a commissioned law enforcement officer in Washington State with sworn authority to make arrests. The proposed regional position, also supervised and managed by the Bothell Police Department, would be the first responding officer to K-8 and choice schools (Northshore Learning Options, Secondary Academy for Success, and Innovation Lab High School). The regional CRO would provide family education, relationship building with school administration, staff, and students, support resource access as needed, and when necessary provide law enforcement support to Northshore's PreK-8 schools and choice schools. This position is currently not funded and would likely take multiple years to design, fund, and implement.

Recognizing that Model 4 with the addition of a Community Resource Officer would take multiple years to implement, the subcommittee recommended the following implementation timeline:

Year 1, 2023-24

- Status Quo while planning
 - 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).
 - 1 campus supervisor/SRO at BHS
- Work with Bothell Police Department to create an updated partnership agreement outlining intent of District SRO program, selection process, cost, and implementation timeline
- Job description development for a Campus Security Support position or revision of current Campus Supervisor position
- Share District Campus and Student Safety models with comprehensive high schools; robust engagement; final school-based decisions made and communicated to stakeholders by winter 2024. (Note: This action is dependent on agreement between the Bothell Police Department and other law enforcement agencies.)
- Annual Board review and execution of any SRO contracts. This is a requirement of our current Board Policy and state law.

Year 2, 2024-25

- Implementation of Model 4: Local determination for comprehensive high schools
 - 1 SRO managed by Bothell Police Dept/1 campus supervisor (revised position) OR

- 1 District Campus Security Support (new position)/1 Campus Supervisor (revised position)
- While implementing Model 4, work with Bothell Police Department to define role and responsibilities of Community Resource Officer (1 per region serving K-8/choice schools) and determine funding source
- CRO job description development, hiring of CRO
- Annual Board review and execution of SRO contract

Year 3, 2025-26

- **Implementation of Model 4 - Enhanced:**
 - 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
- Annual review of SRO/CRO contract

See page 45 in the report appendix for a visual of Model 4 - Enhanced and page 46 for estimated costs associated with the model.

Goal 4, Strategy 1, Year 1 Continued:

- In addition to the 13 training topic areas outlined by [RCW 28A.310.515](#) as well as required on-the job training, and staff check-ins, the subcommittee recommended the following NSD trainings are considered for any safety and security personnel, recognizing that cross-training between educators and safety and security staff is critical:
 - ACT with narkan/opioid response training, drug prevention and intervention, Adverse Childhood Experiences (ACEs), Crisis Prevention Institute (CPI), Forefront Suicide Prevention/UW, and training about family resources (e.g., King County Department of Human Resources, Dawson's Place). Training on family resources would need to be developed.
- In order to comply with ESHB1214 and evaluate the effectiveness of each model/approach, monitor disproportionality, and make changes, the subcommittee also recommended development of a data system to track safety/security incidents:
 - Develop descriptive standards (common definitions of an incident and type of incidents); beginning 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 that collected data includes the 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 police departments.

- It was also important to the subcommittee that student identifiable information related to safety and security can't be released via Public Records.
- An annual review of the data by Student Services and Cabinet, and or the recommended Safety and Security Advisory Committee was also recommended in order to make programmatic adjustments.
- Create or communicate a clear process for collecting data on complaints related to job duties and student interactions by school safety and security personnel and ensure the process is in the Student Rights and Responsibilities Handbook. Review and revise the form that is currently online and promote the form and process to families, staff, and students.
- The group also recommended that 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.
- Create and implement an approval process for final selection of a campus safety model (for comprehensive high schools) including a recommendation from each school leader to the Regional Assistant Superintendent and final approval by the Superintendent (changed from Deputy Superintendent) per School Board feedback.
- Create a webpage explaining the different campus safety approaches including the SRO program & rationale for approved approaches. The webpage will include SRO and/or School Safety & Security personnel contact information, an FAQ and legally mandated training information. In the future, the webpage could include a dashboard of incidents if determined necessary.
- Create a new position, a 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. Or simply revise the Campus Supervisor position (2009) to meet the requirements of the current legislation. Any Campus Supervisor position revisions would be made in partnership with school leaders, Safety and Security Department, and labor partners.
- 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 should be provided a minimum staffing level. The District's current approach doesn't take school size or needs into account.

Strategy 2: Identify and consistently implement alternatives to discipline that support student growth, reduce harm, preserve student dignity, and community connection. This was addressed by the Goal 3 subcommittee.

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

Year 1:

- Resume the Safe Schools Advisory Committee or create an ongoing Student Wellness and Safety Advisory Committee. *Similar to Goal 3, strategy 5*
- Define, adopt, and communicate safety and security operating standards (see 2019 Report). Advisory Committee to oversee completion of work and compliance
- 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 the timeline of implementation and make clear how school campuses have been prioritized (scoring model)
- 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
- Review and update current board policies and superintendent procedures to identify any accountability gaps once operating standards are confirmed

Year 2-4:

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

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

Create and implement proactive, supportive family and student communication tools for emergencies

Year 1:

- Create signage for building designations (lockdown, safe inside, shelter in place) for school doors or windows
- Translated infographics about emergency response
- 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)

Year 2-4:

- Implement visual indicators to support all learners & when students are in non-structured spaces (example: beacons)

Ensure consistency in communication protocols at the District and School level

Year 1:

- Consistent use of EasyAlert as the coordinating mechanism for response. Required training for school leaders, office managers, etc.
- Create an internal emergency communication handbook/flowchart
- Cross-train Admin Center staff to support communication in the case of an emergency

Year 2-4: Continue to build on work from Year 1.

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

Year 1:

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

Year 2-4: Continue to build on work from Year 1.

Ensure family and student emergency communications is clear and accessible

Year 1:

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

Year 2-4: Continue to build on work from Year 1.

Recommended 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.
- Annual percentage reduction in disproportionality in safety and security-related incidents (if present). Analyzed by student demographics.
- Increase percentage of secondary students that download the StudentSquare app.
- Baseline of family, staff, and student perceptions of school campus safety; Analyzed by demographics.

- Annual improvement of safety and security perception data; Analyzed by demographics.
- 100% compliance with use of EasyAlert as the emergency response coordinating tool.
- School leaders trained on foundational safety and security procedures.
- School staff trained on foundational safety and security procedures.

Student Wellness and Safety Year One Work Plan

Between August and November 2023, the Superintendent and staff reviewed recommendations of the Task Force and moved forward prioritized strategies, tactics, and activities. Current budget, staff capacity, work already underway, and urgency were all considerations in the prioritization.

[One-Year Work Plan Progress](#) (as of January 2024)

2023-24 Progress Highlights (as of January 2024)

Goal 1: Student-centered diversity, equity, and inclusion (belonging)

- NSD has established a standard for inclusive playgrounds.
- Any newly remodeled schools will have a gender neutral restroom in place.
- Continue to schedule Family Information Nights aimed at encouraging school engagement for our multilingual learners.
- The Family Engagement and Resource Center launched in July 2023, redesigned the Superintendent's fall meetings. 800+ families and students attended and agendas were co-designed with multilingual parents/community organizations.
- The Nutrition and Fitness Advisory Committee is meeting monthly to evaluate and further improve student nutrition.
- Additional language has been added to the Right and Responsibilities Handbook to clarify the term “bullying” versus “disrespect” in response to the research conducted on behalf of the Student Wellness and Safety Task Force and recommendations of the subcommittee.
- Additionally in support of Goal 1 and Policy and Procedure 3211 (Gender Inclusive Schools) and to further advocate for our LGBTQ learners, the Northshore School District has established a [Gender Support Plan](#) and [Resource Toolkit: Safety and Anti-Discrimination Resources](#).

Goal 2: Mental Health and Supportive Adults

- Currently, in the school year 2023-24, our district has a counselor in every building. Every elementary and all but two secondary schools have a mental health therapist assigned.
- Time is provided for counselors to meet and consult about students and student needs once a month. Our mental health therapists also meet weekly.
- Care Solace supports students and families in our community and connects them to services. Families have made 119 appointments as a result of referrals through Care

Solace. The top three reasons for their appointments have been to work through issues dealing with anxiety, depression, and trauma.

- Our four comprehensive high schools are participating in the University of Washington's Forefront Suicide prevention training. In addition, in response to the requests of the Task Force and subcommittee, Northshore now has a Suicide Prevention Flowchart to use in our school buildings if a student is at risk. Student support is included as well.
- NSD hosted a parent/guardian Night for Grief and Loss in November 2023.
- Northshore continues its partnership with the Center for Human Services and Empty Hands Therapy. With the closure of Northshore Youth and Family Services, the District will continue to work with other agencies to find partnerships to support our students and families.
- With Mental Health Awareness Month coming up in May, Northshore will be planning events to focus on the prioritization of mental health awareness within our schools and community.

Goal 3: Policy, procedures, and accountability

- A three-hour Rights and Responsibilities Handbook training was provided in August 2023 with every building administrator on Procedure 3200P, with emphasis on disproportionate discipline practices.
 - Our Rights and Responsibilities Handbook concerning student conduct is a significant procedural document that guides the work of administrators, teachers, and support staff, outlining student expectations, and the consequences when those expectations are not met. In Northshore, this document, the R & R's, is also our Administrative Procedure 3200P. One of the requirements of Washington state is that this document is reviewed and updated annually by school and district personnel, students, parents, and community members. As a result of this review, and periodic changes in both law and OSPI guidance, the handbook is changed and updated in both minor and significant ways on a yearly basis. The Policy, Procedures, and Accountability subcommittee recognized the importance of this document, both as a tool of communication, and also as a set of critical guideposts for strategy 4 under Goal 3, as a way to improve the disproportionate ways in which discipline is sometimes administered. Our first response is to ensure that those who administer discipline are aware of all aspects of the document, as well as any changes that are made from the previous year. To that end, we have developed a mechanism for reviewing the document at the beginning of the year with every building administrator in our district. As mentioned above, that review took place at our August Institute this school year (2023-24).
- Review of this year's updates on policies and procedures with all administrative staff was provided in December 2023 at the monthly Leadership Learning Day.
 - The Rights and Responsibilities Handbook is not the only policy and procedural document that is updated over the course of the year. As part of our ongoing responsibilities, NSD Cabinet members are expected to review and update select Board Policies and Procedures on a yearly basis. As part of that responsibility and

as a result of recommendations from this subcommittee, Cabinet has developed a tool to be completed at the end of each review that identifies who needs to know about the policy update or change, the way in which the information will be delivered, and who will be responsible for delivering the information. This document will also serve as a way to organize training during the August Leadership Institute for the school year 2024-25.

- Panorama (Social-Emotional Survey) training for counselors and administrators was provided in August 2023. Access to fall results has been expanded to school Leadership Teams with additional support for analysis from the Student Services office and Panorama trainers.
 - In February of 2023, Northshore began partnering with Panorama Education to survey our students, grades 3-12, twice a year (once in the fall and once in early spring). Our Student Services staff worked closely with counselors, teachers, building administrators, and students to identify questions that would help us better understand students' self-perceptions and their lived experiences in our learning environments. Data from this survey helps us assess overall school climate and culture as it is experienced by each demographic and categorical group of students, as well as the actual impact of our systems, policies, and practices on student well-being and school and classroom environments. Data from this survey this year was shared in a number of venues with district counselors, administrators, and board members, and with staff in our buildings.
- All-staff introductory training in Restorative Practices was provided from September to November 2023.
 - Initially we set our sights on providing training for administrators. Instead, we were able to create mandatory professional development experience shared by all staff across the district: a one-hour Restorative Practices training during the first three months of the school year. The stated purpose of the training was to support teachers as we seek to eliminate disproportionality through restorative and trauma-informed practices. Teachers had an opportunity to collaboratively discuss system-wide data and tools with their colleagues, as well as learn and develop strategies to use immediately in their classroom.
- While it is important for administrators to be monitoring the discipline experiences of their students in their building on a regular basis, the subcommittee believed it was equally important for all staff to be kept informed of the impacts of discipline on the experience of their specific students. For many of our students, disciplinary infractions, and the impact of our response to them, most often take place in the classroom. Diamond Lewis in his article *Race and Discipline at a Racially Mixed High School* argues, "Most students are never suspended or expelled from school. However, all students have daily interactions in which their behavior is subject to regulation or they observe their peers being regulated. These moments are important because they highlight who is and is not a full member of the school community...[and] differences in suspension and expulsion rates originate from large differences in how minor, often subjective offenses are treated by teachers and administrators." It is with this in mind that the subcommittee recommended a bi-annual review of data for staff of their building data.

At an administrative training on January 29, 2024, administrators will be provided first semester discipline data, and we will identify plans for each school to share their site-specific data with staff.

Goal 4: Comprehensive Safety, Security, and Supervision (violence prevention and response)

Safety and Security Approach/Model & Related Activities

- Superintendent accepted recommendations of the Task Force for a campus safety and security approach/models. A contract for the SRO program at Bothell High School was executed for the 2023-24 school year.
- Procedure 4311 has been revised to align changes to [Policy 4311](#). It will go to Cabinet for review in January 2024. The current revised policy includes the Task Force requested expectations about when and why Safety and Security staff, including an SRO, is engaged with students.
- The Bothell Police Department engaged the King County Sheriff's Office in discussions about a cross-jurisdiction SRO approach. While KCSO is interested, the recommended timeline from the Task Force subcommittee is not feasible. Snohomish leadership changes also need to be considered.
- Staff reviewed the Synergy fields, the District's student information system, to determine the best way to capture required safety and security data and report to OSPI. ESHB1214 requires Districts report the total number of school safety and security personnel in each school building, description of incidents involving discipline, use of force, student arrest incidents, disaggregated by student race, ethnicity, disability status (IEP and or 504), and other demographics. A field in Synergy is currently present for law enforcement but the descriptor needs to be adjusted. We will need to build a "forced response" for arrest incidents and train school leaders and school teams.

Accountability and Training

- All but two Campus Supervisors have now completed the training outlined in [RCW.28A.310.515](#). The goal for 2023-24 was to have one campus supervisor per school trained.
- Launching a Student Wellness and Safety Advisory Committee to monitor progress. Outreach has been conducted to former Student Wellness and Safety Task Force members as well as participants on the former Safety Committee (2019). So far, 12 individuals have expressed interest as of December 2023.

Communications

- Launched an internal campaign to get staff cell phone numbers into the employee system for emergencies. Last year, we discovered when responding to a lockdown that the majority of staff cell phones weren't recorded in our Human Resource systems. This caused a challenge when communicating emergency incident updates.
- Standard emergency messages (safe inside, lockdown) are in draft form and ready for school leader review. These messages will be preloaded into ParentSquare so we can respond quickly to emergencies and ensure that our multilingual families receive

accurate information.

- Meeting with the Student Advisory Board to discuss the StudentSquare App campaign on Jan. 18, 2024. The communications team has encouraged students to download the app several times, including in our winter weather update, but we need students as partners to refine our marketing strategies. This activity is in direct response to student feedback during the community engagement focus groups and a recommendation of the subcommittee. By downloading StudentSquare students will receive emergency communications directly and we don't need to collect phone numbers. This is a service we already pay for with our ParentSquare contract.
- Safety and Security improvements are shared as news stories, on the District homepage & Safety and Security webpage, and provided in Connections, our Annual Report, etc. Determining the best method for sharing a comprehensive overview of improvements (e.g., cameras, locks, fencing, lighting, controlled entry) is underway.
- Finally, all school leaders and key Administration Center staff were trained on use of EasyAlert during the August 2023 Leadership Learning Week resulting in an increased use of EasyAlert as the coordinating mechanism for all emergency responses. A reminder presentation to all school leaders was provided during the Leadership Learning Day meeting on December 7, 2023.

APPENDIX

Task Force Members: (25 final Taskforce members as of June 2023, 3 resigned and 2 stopped coming)

Task Force Facilitators: Dr. Amity Butler, Carri Campbell, Rick Ferrell, and Dave Wellington

FIRST NAME	LAST NAME	ROLE	REGION	SCHOOL
Kylie	Sammons	Student	EAST	Timbercrest Middle School
Melanie	Trowbridge	Family/Community Member	EAST	Bear Creek Campus
Ellen	Esteves	District Employee	EAST	WHS
Amelie	Fry	Student	EAST	Woodinville High School
Kristi	Saitz	Principal	EAST	Timbercrest Middle School
Melissa	Pugsley	Family/Community Member	DISTRICT-WIDE	Preschool
Mackenzie	Martin	Student (H)	EAST	Woodinville High School
Mridula	Mohandas	Family/Community Member	NORTH	North Creek High School
Dhruv	Shankpal	Student	NORTH	North Creek High School
Aarish	Kumar	Student	NORTH	Leota Middle School
Sharyn	Mehner	District Staff	NORTH	North Creek HS
Laura	Staneff	Family/Community Member (PTA)	DISTRICT WIDE	Inglemoor High School
Lois	Hernandez	Family/Community Member	SOUTH	Northshore Middle School
Lilian	Berrios	Student	SOUTH	Inglemoor High School

Taanvi	Arekapudi	Student	SOUTH	Northshore Middle School
AnaMaria	Foy	District	DISTRICT WIDE	All
Bill	Brooks	District Employee	DISTRICT WIDE	All
Tamora	Redshaw	District Employee	SOUTH	Lockwood Elementary
Evelyn	Ortiz	Student	SOUTH	Inglemoor High School
Gianne	Douangphouxai	Student	WEST	Canyon Park Middle School
Zia	Sandhu	Student	WEST	Canyon Park MS
Garrett	Ware	Bothell High School, School Resource Officer	WEST	BHS/Bothell Police Department
Shannon	Thompson	Principal	WEST	Shelton View Elementary
Myriam	Juritz	Family/Community Member	WEST	BHS/IHS/NMS
Steven	Balee	Family/Community Member	WEST	BHS

Community Engagement Focus Group Questions (Community and Students)

- 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 Safety Community Questionnaire Survey Items

Student respondents were asked to respond on a scale of 1 to 5, with 1 being “totally disagree” to 5 being “totally agree” to the following statements about school culture and climate:

- The climate at my school supports learning
- The climate at my school supports social-emotional growth
- The climate at my school supports safety

Respondents were also asked to respond on a scale of 1 to 5, with 1 being “never” to 5 being “multiple times a day” to the following statements about bullying and disrespect:

- How often does another student treat you in a way that makes you feel disrespected?
- How often does another student engage in bullying behavior towards you?
- How often do you observe other students treating each other disrespectfully?
- How often do you observe other students bullying each other?
- How often do you treat another student in a way that makes that student feel disrespected?
- How often do you engage in bullying behaviors towards another student?

Parents/Guardians were asked to respond to the questionnaire for their oldest child first. They were invited to retake the questionnaire for each additional student, if they wanted to.

Parent/Guardian respondents were asked to respond on a scale of 1 to 5, with 1 being “totally disagree” to 5 being “totally agree” to the following statements about school culture and climate:

- The climate at my child’s school supports learning
- The climate at my child’s school supports social-emotional growth
- The climate at my child’s school supports safety

Parent/Guardian respondents were also asked to respond on a scale of 1 to 5, with 1 being “never” to 5 being “multiple times a day” to the following statements about bullying and disrespect between students:

- How often has another student treated your child in a way that makes them feel disrespected?
- How often has another student engaged in bullying behavior towards your child?
- How often has your child treated another student in a way that makes that student feel disrespected?

- How often has your child engaged in bullying behavior towards another student?

Staff respondents were asked to respond on a scale of 1 to 5, with 1 being “totally disagree” to 5 being “totally agree” to the following statements about school culture and climate:

- The climate at my school supports student learning
- The climate at my school supports student social-emotional growth
- The climate at my school supports student safety

Staff respondents were also asked to respond on a scale of 1 to 5, with 1 being “never” to 5 being “multiple times a day” to the following statements about bullying and disrespect between students:

- How often do students treat other students in a way that makes them feel disrespected?
- How often do students engage in bullying behavior towards each other?

Student Wellness and Safety Taskforce/Subcommittee Charge

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 (NSD REJ Toolkit)

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?

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?

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)?

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?

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?

School safety and security staff—Training program—Guidelines for on-the-job and check-in training (RCW. 28A. 310.515)

- (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.

Recommended Campus Safety and Security Model: Model 4 (local determination) - Enhanced

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>

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.

Recommended Campus Safety and Security Model: Model 4 (local determination) - Enhanced - ESTIMATED COSTS

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
YEAR 1: Model 1 - Status Quo in order to plan. BHS- 1 SRO/1 Campus Supervisor, all other comprehensive high schools 2 Campus Supervisors	Campus Supervisor - 7 (1 at BHS, 2 at IHS, NCHS, WHS) SRO - 1 at BHS	\$687,291
YEAR 2: Model 4 (Local Determination; District offers BPD SRO program or Campus Security Support/Campus Supervisor model & school selects after robust engagement)	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	Range of NSD potential cost; need to confirm estimated costs with BPD. Costs may not be confirmed until after new BPD MOU is approved. 1) \$705,700 2) \$733,491 3) \$703,686 4) \$673,897 5) \$644,098
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.	Potential of 5 options above plus BPD Community Resource Officer - 4	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.