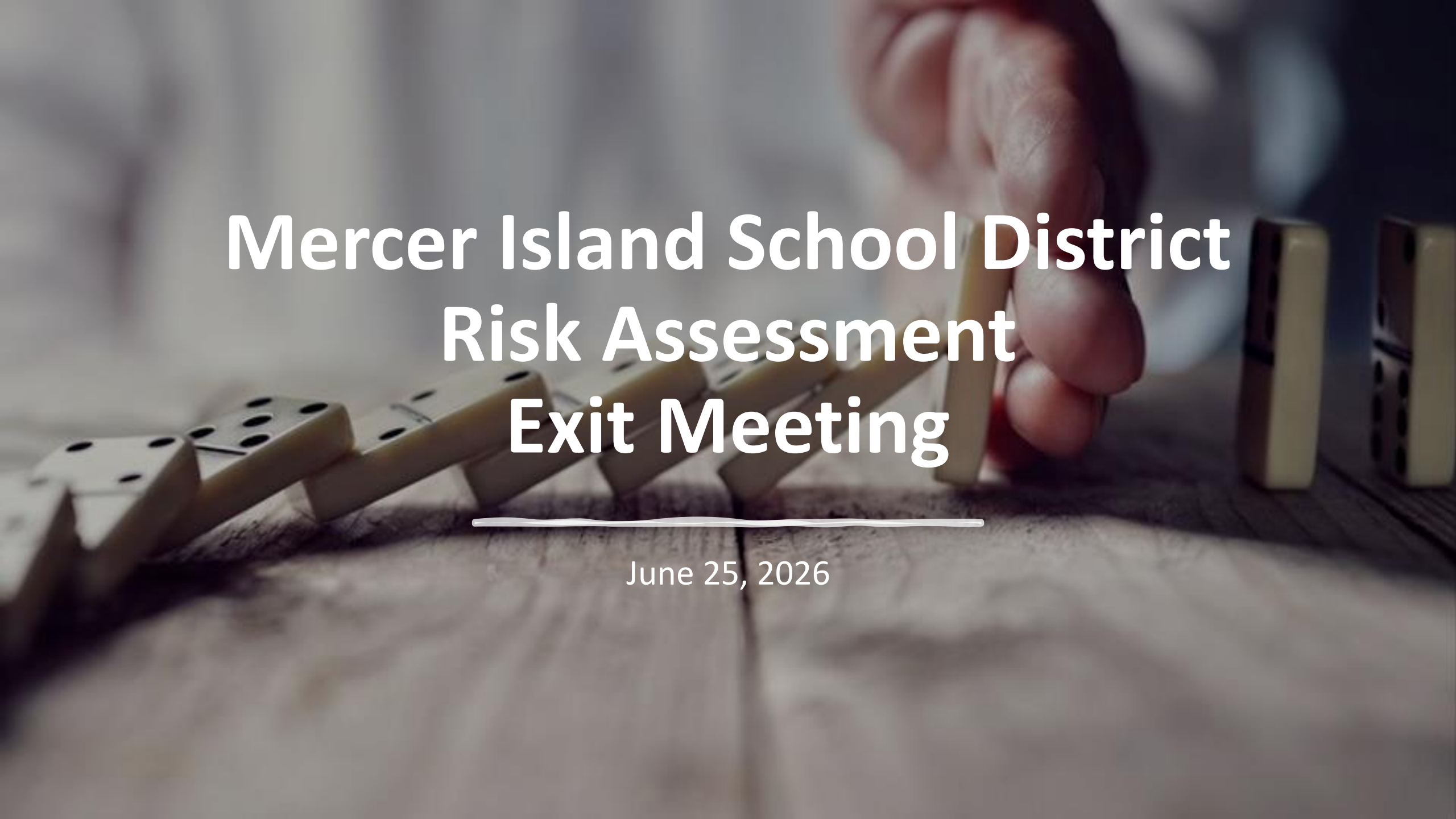
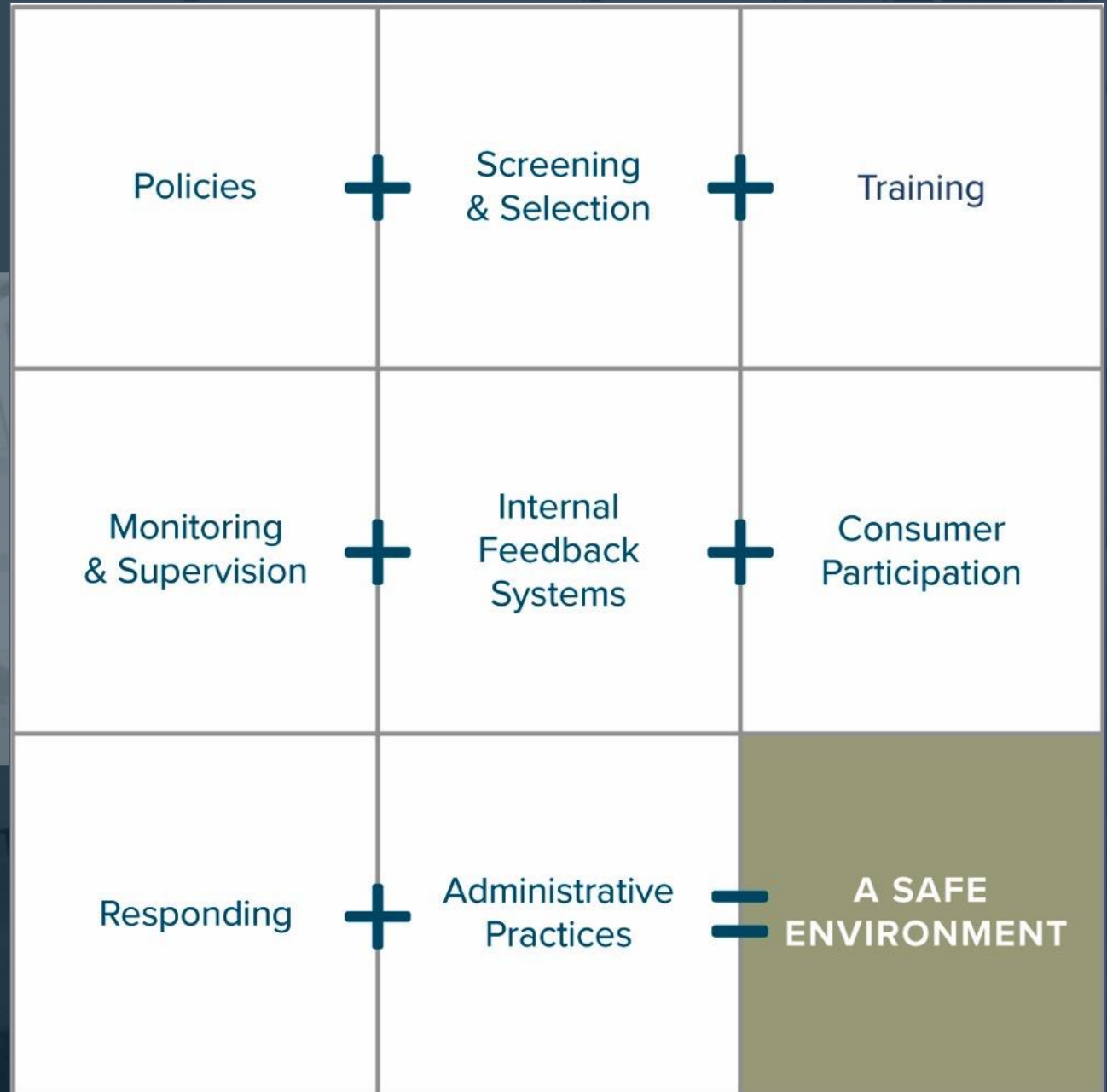


A close-up photograph of a hand placing a yellow domino on a line of other yellow dominoes on a wooden surface. Some dominoes are already falling, while others are still standing. The background is blurred.

Mercer Island School District Risk Assessment Exit Meeting

June 25, 2026

Praesidium Safety Equation[®]





Risk Assessment Scope

- High-level analysis of existing operational structures in alignment with the Praesidium Safety Equation™ including:
 - Reviewed
 - 65 policies, procedures, forms, and handbooks
 - All documents provided in the Student Safety and Wellbeing Committee folders
 - Group interviews with MISD employees, parents, and middle and high school students
 - Site visits for environmental risk assessments at all six campuses + CREST campus

Key Findings - Policies

- Comprehensive policies related to boundary expectations, conflicts of interest, transportation, and digital communication
 - Limited knowledge and enforcement
- Parent and student handbooks
 - Elements vary by campus
 - Include full HIB policy but lack policies on boundaries and conflicts of interest
- Policy refreshers for employees at start of each school year
 - Comprehensive policy reviews appear to be infrequent



Key Recommendations - Policies

- Expand on formal written policies to include:
 - Links and contact information to make mandated reports
 - Revise some expectations for appropriate behaviors
 - Consider requiring pre-existing relationships to be documented, not just disclosed
- Revise student parent handbooks to include:
 - Consistency in elements like key contacts, parent engagement expectations and student conduct
 - Boundary and conflicts of interest expectations
- Enforce existing policies on conflicts of interest



A photograph of two women in conversation. On the left, a woman with dark curly hair is seen from the back/side, wearing a white shirt. On the right, an older woman with short white hair and glasses is smiling and looking towards the first woman. She is wearing a green and white polka-dot button-down shirt and holding a dark smartphone in her hands. The background is a blurred outdoor setting with stone walls.

Key Findings – Screening & Selection

- Employees complete initial background checks and fingerprinting. No continuous monitoring or repeat screening
 - Coaches and volunteers usually rescreened
- Raptor ID scan for volunteers. High access need to complete full BGC
 - No centralized list of volunteers
- Complete 3 reference checks, 1-2 interviews
 - Done in practice, not written in policy
 - Interview and reference questions are not standardized

A photograph of two women in conversation. On the left, a woman with dark curly hair is seen from the side, wearing a light blue shirt. On the right, an older woman with short white hair and glasses is smiling and looking towards the first woman. She is wearing a dark green patterned blouse and holding a dark smartphone in her hands. The background is a blurred outdoor setting with stone walls.

Key Recommendations – Screening & Selection

- Repeat criminal background checks or utilize continuous monitoring on all continuously employed staff once every two years
- Opportunity to improve interviews and references with more behaviorally based interview questions
- Establish a centralized file location for all applicant materials and include it in the policy

Key Findings – Training

- Orientation, mentors for new staff, observations, staff evaluations
- Annual policy refreshers
- Vector training
- Professional Learning Community
- No or limited training for volunteers and chaperones
- Some staff are requesting more robust training



Key Recommendations – Training

- Provide training on policies, monitoring and supervision, behavioral expectations, and boundaries to volunteers and chaperones
- Consider additional live training opportunities on boundaries, monitoring, reporting/responding to employees
 - Utilize microlearning opportunities in staff/departmental meetings, 1:1s, signage, etc.
- Standardize onboarding and training expectations for midyear hires



Key Findings – Monitoring and Supervision

- Reports of being too short staffed/resistance to monitoring bus loading/unloading, bathrooms/locker rooms, and hallways
 - Before and after school, gator time and similar programs
 - Cameras, not presence
- Inconsistent use of Raptor to screen visitors across campuses
- IMS uses Flex app to sign in and out, HS no system
- Large ratios and difficulty monitoring large outdoor spaces
- Physical space monitoring limitations
- Transportation for sporting events lacks formal records
- Camps have more stringent boundary and monitoring expectations
- Youth-youth 2-person buddy system on field trips



Key Recommendations – Monitoring and Supervision

- To extent possible, increase physical presence monitoring
 - Reduce ratios for elementary recess
 - Block off areas that are too difficult to supervise
- Enforce consistent Raptor screening
- Establish and enforce policies and expectations for 1:1 interactions, particularly as it relates to outside activities taking place at school
 - Limit/eliminate outside activities
 - Require meeting in public spaces
- Establish monitoring and documentation procedures for transportation and off-site activities and events
 - Provide comprehensive monitoring expectations for volunteers and chaperones
 - Rule of 3, even for students





Key Findings – Internal Feedback Systems

- Mixed response to See Something, Say Something app
- Incident reporting forms (OIF, SOAR, HIB)
- Mixed response to existence of centralized documentation
 - Historically many incidents not documented
- Limited follow up in wake of reports, inconsistent connection with counselors
- Building leadership teams and professional learning community
- Annual employee survey



Key Recommendations – Internal Feedback Systems

- Republicize See Something, Say Something
- Establish a process for involving counseling team in HIB incidents
- Provide more follow up to reporters after concern or allegation is shared
- Complete centralization of documentation
- Retrain employees on expectations for reporting, documenting, and follow up processes
- Require regular review of incident data by administrative leadership and how incident data will be used for improvement plans

Key Findings – Consumer Participation

- Recent significant increases in communication
- Detailed handbooks but lacking some policies
- Parent education
 - Some provided on Parent Square, but can be lost
 - Weekly newsletter, can be reactive instead of proactive
 - Parent info nights, Parent Edge, student handbook
 - Most provided for HS band, and for some athletics
 - Want more opportunities, don't know what boundaries should look like, expectations for outside contact, youth-to-youth expectations
- Student education
 - Child protection unit grades 1 & 3, Bullying grade 4
 - Flash curriculum 3 & 5
 - Healthy relationships, consent, peer2peer, reporting 8th
 - Health class in HS, but most vulnerable may opt out



Key Recommendations – Consumer Participation

- Provide additional information to parents on the child protection policies, including expectations for staff interactions with students in various settings
 - Handbooks, parent nights, continue written newsletters and website updates
- Provide student resources proactively. Increase frequency and improve student education opportunities to include scenarios, critical thinking exercises
- Revise requirements to require all students to complete health curriculum
- Increase microlearning opportunities for students and parents, particularly with scenarios





Key Findings – Responding

- SBIRT screening for intervention referrals
- Incidents and concerns are handled differently at each campus
 - Documentation
 - District, administration and/or counselors involvement
- Student care team, counselors
 - Not consistently brought in to assist targeted students
- Desire for additional strategies to handle serious and/or repeated behavioral concerns (HIB)
- Safety plans - no contact orders
- Employees would generally go to their supervisor with concerns, but still some confusion on process
- Parent and student fear of repercussions or victim blaming for reporting concerns
- Desire for ongoing accountability and increased transparency



Key Recommendations – Responding

- Revise written procedure with expectations for documentation and reporting, action steps for administration/district leaders, and process for external investigations
 - Include how to respond to disclosures
 - Train employees and communicate expectations to parents and students
- Develop a comprehensive survivor focused response plan, include resources for those impacted
- Proactively provide resources for support to students, parents, and employees
- Provide proactive supports to teachers dealing with behavioral issues
- Enforce expectations for violating policies and boundary expectations

Key Findings – Administrative Practices

- Clear policy and processes for screening and monitoring third party contractors, including tutors
 - May be unclear to administrators and teachers
 - Facility rentals do not require background checks
 - Not consistently followed, particularly by music tutors
- Newly established Student Safety and Wellbeing Committee
 - Liaisons with School Board



Key Recommendations – Administrative Practices

- Consider requiring facility renters to complete or provide recent background checks
- Ensure contractors receive minimum training standards, or are consistently supervised by school staff
 - Administrators and before/after school activities managers should know who is entering the building, when, and have contact information
- Enforce policy requirements, consider implementing consequences for failure to comply





Additional Considerations

- District leadership indicates strong desire to track results of prevention efforts and trends
- Existing Student Safety and Wellbeing Committee is a major benefit and can be integral to maintaining momentum and accountability
- School and Community Culture
 - Many concerns raised about an island-wide “patriarchal” “boys will be boys” culture that creates a permissive environment for boundary violations, “open secrets”, and lack of response to reports. Normalizing youth-to-youth issues
 - Experiences that youth of color, particularly AAPI are at higher risk due to cultural differences and disproportionately targeted, more likely to receive harsher responses
 - “Snail Pound” and “Islander Girls” hazing generally accepted by parents
 - Social media interactions can be harsh and barrier to school directly learning about concerns
 - Community access to school campuses
 - Change can be slowed by labor negotiations

PREVENTION STRATEGIES

LEADERSHIP COMMITMENT



Denies an abuse incident could happen

Hopes past success will prevent future abuse

Few standardized procedures

Responses tend to be punitive

Treats incidents as staff failure

Focus on reacting to abuse rather than preventing it

Uses state regulations as standard of care

Trains staff on how to report abuse and policy violations, but staff may struggle with reporting concerns

Minimizes red-flag behaviors

Student protection is a designated responsibility

Frequent training, presents relevant, impactful content

Screening process designed to assess abuse risk

Policies clearly define appropriate boundaries and how to manage high-risk activities

Influence Change



What is one key takeaway from today to discuss in your next **leadership** meeting regarding what this means for your school? Next **staff or departmental** meeting?



Identify a **school board meeting** to provide a prevention update summarizing: current prevention efforts, the current climate, any issues of concern, future plans, and areas of focus for continuous improvement.



What is one prevention goal you can accomplish **this year**? What might be some **long-term** goals?



Discussion

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