

2021–22 School Safety and Student Well-Being Advisory Committee Meeting #3

February 24, 2022



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.

Cultural Moment of Silence

We would like to acknowledge the history of this nation, one fraught with contradictions. For too long, this country has elevated a story of democracy and freedom while minimizing the impact of violence and oppression on marginalized communities, communities on whose backs this nation was built.

Today, members of our Black and Asian communities, and other communities of color, continue to experience racism through police brutality, mass incarceration, inequitable education and health services, deportation, and other forms of subjugation. We aim to disrupt the legacy of systemic racism by centering racial equity and justice in our work. This is how we stand with our communities of color.

Before we begin, we want to offer a moment of silence to consider these words and how you might join us in this work.



Members

Organization	Member
Association of Educational Service Districts (AESD)	Dana Anderson
Archdiocese of Seattle	Sandra Barton Smith
Archdiocese of Spokane	Kathy Hicks
Archdiocese of Western Washington	Terri Fewel
Association of Washington Principals (AWSP)	Scott Seaman
Criminal Justice Training Commission (CJTC)	Bob Graham
Clear Risk Solution	Rich McBride
Department of Health (DOH)	Nancy Bernard
Emergency Management Division (EMD)	Stacey McClain
Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)	Rose Spidell

Members Continued

Organization	Member
Fire Marshal's Office	Barbara McMullen
Health Care Authority	Enos Mbajah
State Board of Education	Parker Teed
Washington Schools Risk Management Pool (WSRMP)	Amber Garriott
Commission on Asian Pacific American Affairs (CAPAA)	Brianne Ramos
Commission on Hispanic Affairs (CHA)	Myra Hernandez
Washington State PTA	Gwen Loosmore
Washington Association of Sheriffs and Police Chiefs (WASPC)	Aaron "Woody" Wuitschick

Members Continued

Organization	Members
Washington Education Association (WEA)	Sandy Hunt
Washington Federation of Independent Schools (WFIS)	Sharon Ricci
Washington Interscholastic Athletic Association (WIAA)	Justin Kesterson
Washington State Fusion Center (WSFC)	Matt Fehler
Washington State School Director's Association (WSSDA)	Abigail Westbrook
Washington School Safety Organization (WSSO)	Katie Gillespie
University of Washington	Lily
Vashon Island School District	Katherine

Members Continued

Organization	Member
Bellevue School District	Ishika
Kent School District	Nevada
North Mason School District	Mia
Aberdeen School District	Liam
Mukilteo School District	Connor
Lake Washington School District	Maryam
Highline Public Schools	Josue
Tacoma Public Schools	Hitender
Northshore School District	Laney
Lake Washington School District	Ava

Participants

Organization	Participant
Attorney General's Office (AGO)	Erica Chang
Department of Children, Youth, and Families (DCYF)	Shanna McBride
Forefront Suicide Prevention	Larry Wright
Kaiser Permanente	Jill Patnode
Mead School District	Jared Hoadley
OSPI	Kristin Hennessey
OSPI	Scott Black
OSPI	Tammy Bolen
Seattle Public Schools (SPS)	Benjamin Coulter
UW SMART Center	Cathy Corbin

Meeting Attendance

- We will be using the participant list to capture attendance today.
- If you are attending in place of a member or participant, please identify yourself and the member/participant you are representing in the chat box.
- If you are an observer and would like to speak during the public comment section of this meeting, please notify us in the chat box.
- Please make sure your name is showing correctly; first and last. This will help us when putting individuals into breakout rooms later. To change your name, hover and select "Rename".

Need Help?

If you have technical difficulties during the meeting, please use the chat box to contact Tayler Burkart, or email her at tayler.burkhart@k12.wa.us.



Today's Agenda



Legislative and OSPI Updates

Legislative Updates

- [HB 1759 \(2021–22\)](#), Requiring school districts and other public education entities to make information from the department of health about substance use trends, overdose symptoms and response, and the secure storage of prescription drugs, over-the-counter medications, and firearms and ammunition available through their websites and other communication resources
 - continues to move, but it was substantially modified in Senate Ed yesterday, which I think simplifies district requirements and pushes out implementation to 2023-24 SY. More to be learned on that one.
- [HB 1834 \(2021–22\)](#), Concerning student excused absences for mental health reasons
 - passed out of Senate Ed yesterday with no amendments
- [HB 1890 \(2021–22\)](#), Concerning the children and youth behavioral health work group
 - Heard in Senate policy committee last week; scheduled for exec session Thursday
- [HB 1941 \(2021–22\)](#), Prohibiting active shooter scenarios for school safety-related drills
 - Heard in Senate policy committee last week; scheduled for exec session tomorrow

Budget Updates

- Continuing to parse through budget impacts
- Both House and Senate include modifications to the prototypical school funding model staffing ratios that increase funding for nurses, counselors, psychiatrists, social workers, etc.
 - There are different amounts in the two budgets, but it's a good sign this funding increase is in both
 - This is a multi-hundred-million-dollar addition—big deal!
 - Both budgets have funding for a workgroup to further refine policy and practices related to restraint and isolation
- \$3.5M in the House budget for statewide, regional, and district MTSS work
- There may be other impacts not listed here today as we are still sorting through everything



Meeting Focus: Racial Equity in School Safety and Student Well-Being

Summit Recommendation: Reducing Racial Bias to Increase Student of Color Access in Schools

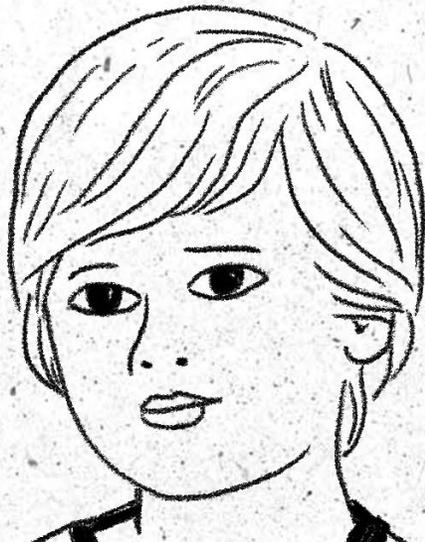
- Provide professional development related to equity, cultural responsiveness, and anti-racism to increase the knowledge base of school officials around the topic of culture and race and how that can affect student's health, safety, and well-being



Bias and Perception in Safety

Facilitated by Lawrence Davis, Regional School Safety Program Manager—Puget Sound ESD 121

Bias and Perception in Safety



Bias, Perception and Safety

- **Bias:** Is a tendency, inclination, or prejudice toward or against something or someone.
- **Perception:** The way you think about or understand someone or something.
- **Safety:** Is a state in which hazards and conditions leading to physical, psychological or material harm are controlled in order to preserve the health and well-being of individuals and the community.



Four safe school elements

1. Infrastructure
2. Crisis communication
3. Geography and procedures are four key security factors for establishing a safe school.
4. Access control measures serve to reduce risks on a school campus.



Goals of School Safety

- Safe schools promotes the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds. School safety is linked to improved student and school outcomes.



Threat Assessment Protocol Equity Lens Statement

An equity lens has been applied to the threat response process. The lens identified concerns regarding underserved and underrepresented populations who lack confidence in support systems and, thus, tend to underreport. Be sure to approach information sources with cultural sensitivity and explore all leads. Provide assurance that safety, inclusion, and connection are the focus of the assessment and management of the situation. The lens also identified concerns for bias toward underserved populations and minority groups that may lead to overreaction or unnecessary discipline. Review the assessment and intervention process by focusing on facts and behavior unique to the situation. Avoid assumptions and/or personalizing language and behavior.

COULD THIS BE YOUR BIAS

Confirmation Bias: is the tendency to listen more often to information that confirms our existing beliefs. Through this bias, people tend to favor information that reinforces the things they already think or believe.

Hindsight bias: is a common cognitive bias that involves the tendency to see events, even random ones, as more predictable than they are. It's also commonly referred to as the "I knew it all along" phenomenon.

Anchoring Bias: is the tendency to be overly influenced by the first piece of information that we hear.

In-group bias: This type of bias refers to how people are more likely to support or believe someone within their own social group than an outsider.

Implicit bias: the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Danger of a Single Story

Identity

Our identities are complex and constantly evolving. They are developed in large part from our social identities, the ways in which we as individuals identify or are perceived by others as belonging to a particular social group based on physical, social, or mental characteristics.

Culture

Culture is in many ways an elusive concept. It includes the many expectations and standards related to language, values, rituals, and social customs. It is more than just food, fashion, and gestures.

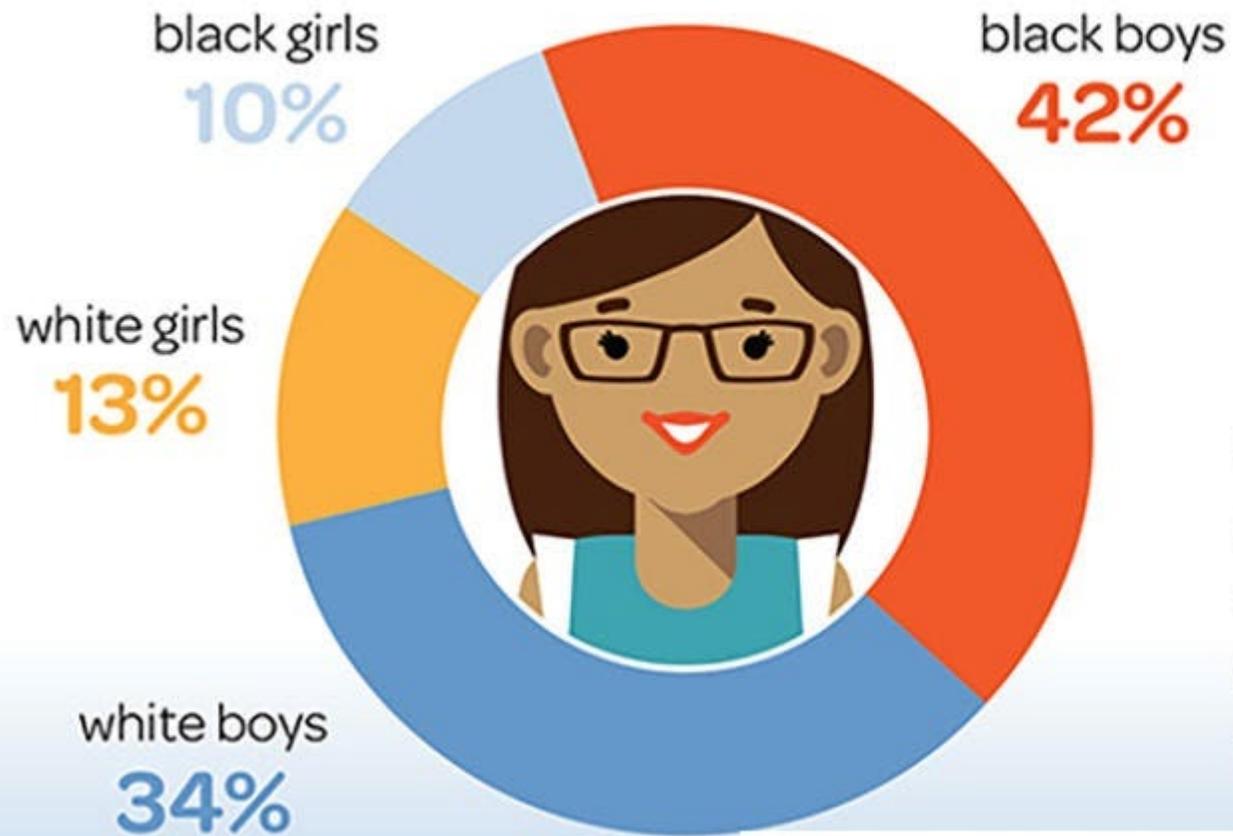
Context

It is important to note that many of our biases are reinforced or developed from our experiences. If I have only ever had the same kind of interaction every time I've encountered a certain person, group, or institution, I may begin to assume that this is what will always occur.



Unintentional Harm

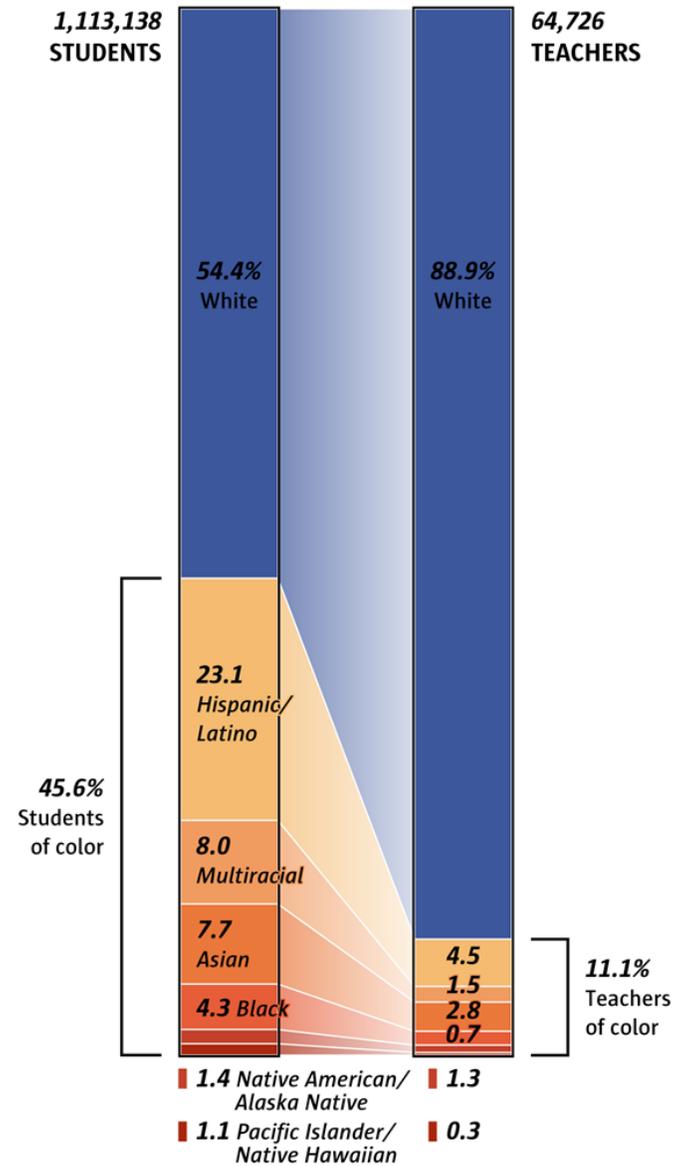
Track the eyes: Which students are teachers watching?



Preschool teachers tend to more closely observe blacks than whites, especially black boys, when challenging behaviors are expected.

Image from Yale Child Study Center,
<https://medicine.yale.edu/childstudy/news/article.aspx?id=13500>

Student and teacher demographics in Washington



Note: Totals are based on reported data from districts, charter schools, and educational service districts with both teacher and student demographics. Source: Office of Superintendent of Public Instruction (2017-18)

EMILY M. ENG / THE SEATTLE TIMES

Different Perspective

White Students

When the subject of school safety was specifically discussed in the focus groups, a consistent pattern emerged: Students of color and white students had totally different perspectives on police presence in schools and what that meant for their personal safety. Seeing police on their campus made the white students feel safe – and they stated they would like more security officers.

Students of Color

Seeing police on their campus did not make students of color feel safe. They cited experiences of seeing the public handcuffing of students inside elementary and secondary schools. They talked about how nervous they felt walking past armed police officers monitoring vehicle traffic flow around their buildings.

See the possibility

"A great mentor is an adult who sees who you really are and believes in you anyway."

Peer Leader Sources of Strength





Fostering Inclusive School Cultures that Promote School Safety and Student Well-Being for all Students

Facilitated by Isaiah Johnson, Director of Equity, Family Engagement, and Outreach—Auburn School District and Angie Stubblefield, Culturally Responsive Practitioner (TOSA)—Auburn School District



Break

Break! (15 Minutes)



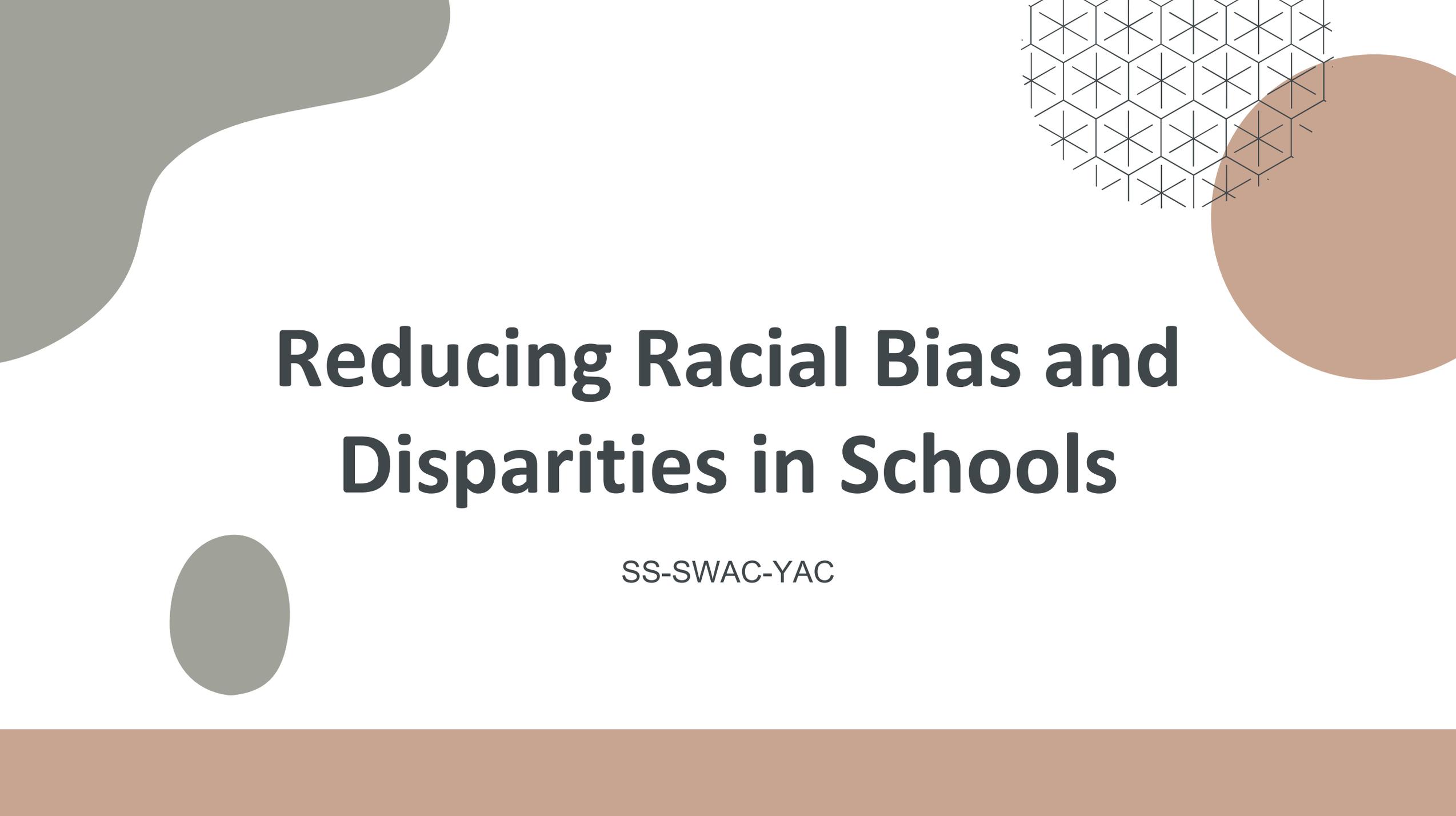
Please remain logged in during the break. We recommend muting your microphone and turning off your camera.



Please feel free to take this time for yourselves.



SS-SWAC-YAC Presentation



Reducing Racial Bias and Disparities in Schools

SS-SWAC-YAC

Table of contents

01 Data for Equity

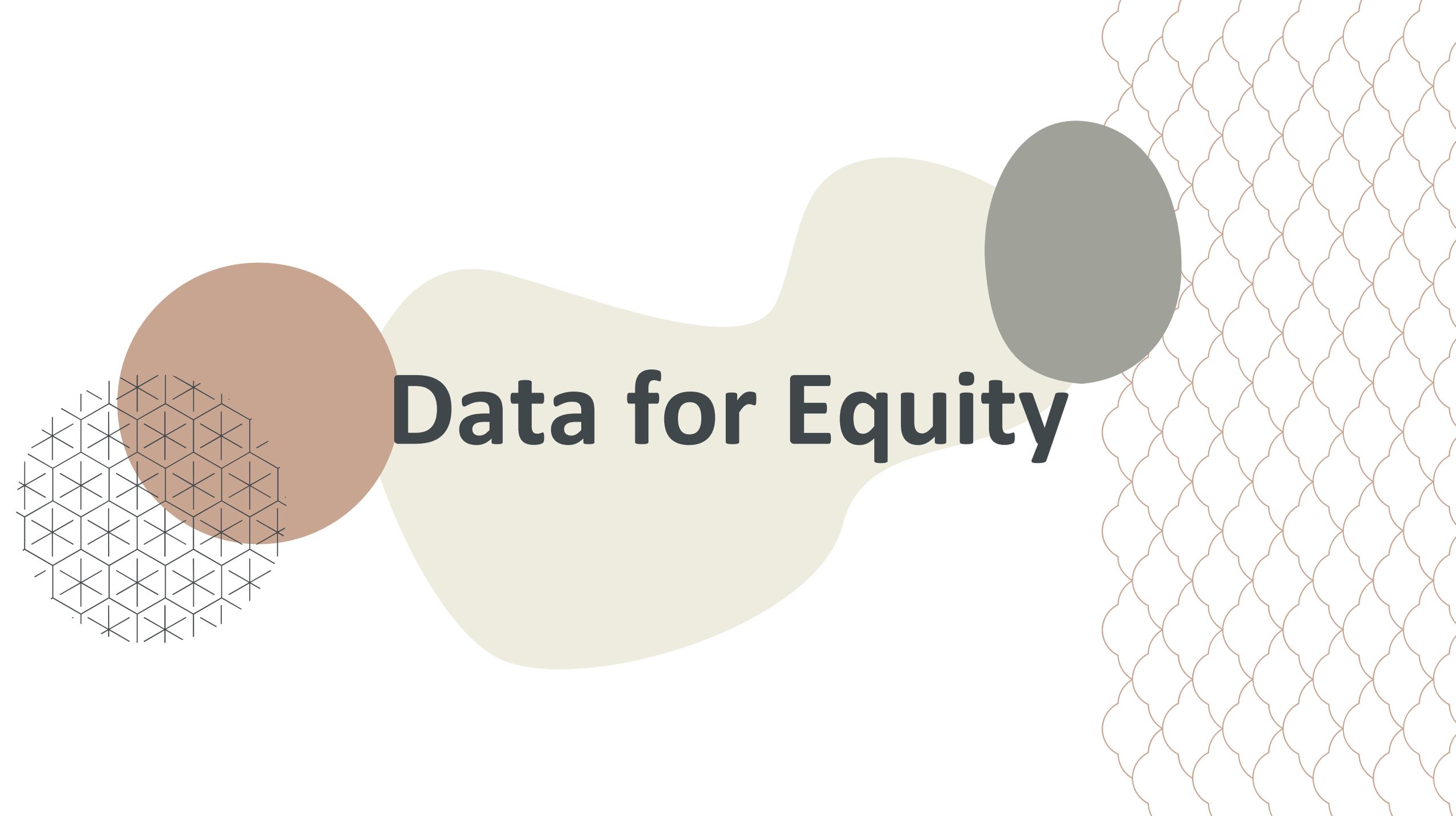
**03 Impacts in
Safety &
Wellbeing**

05 Identity

02 Voice

**04 Supportive
Environment**

**06 Situational
Awareness**



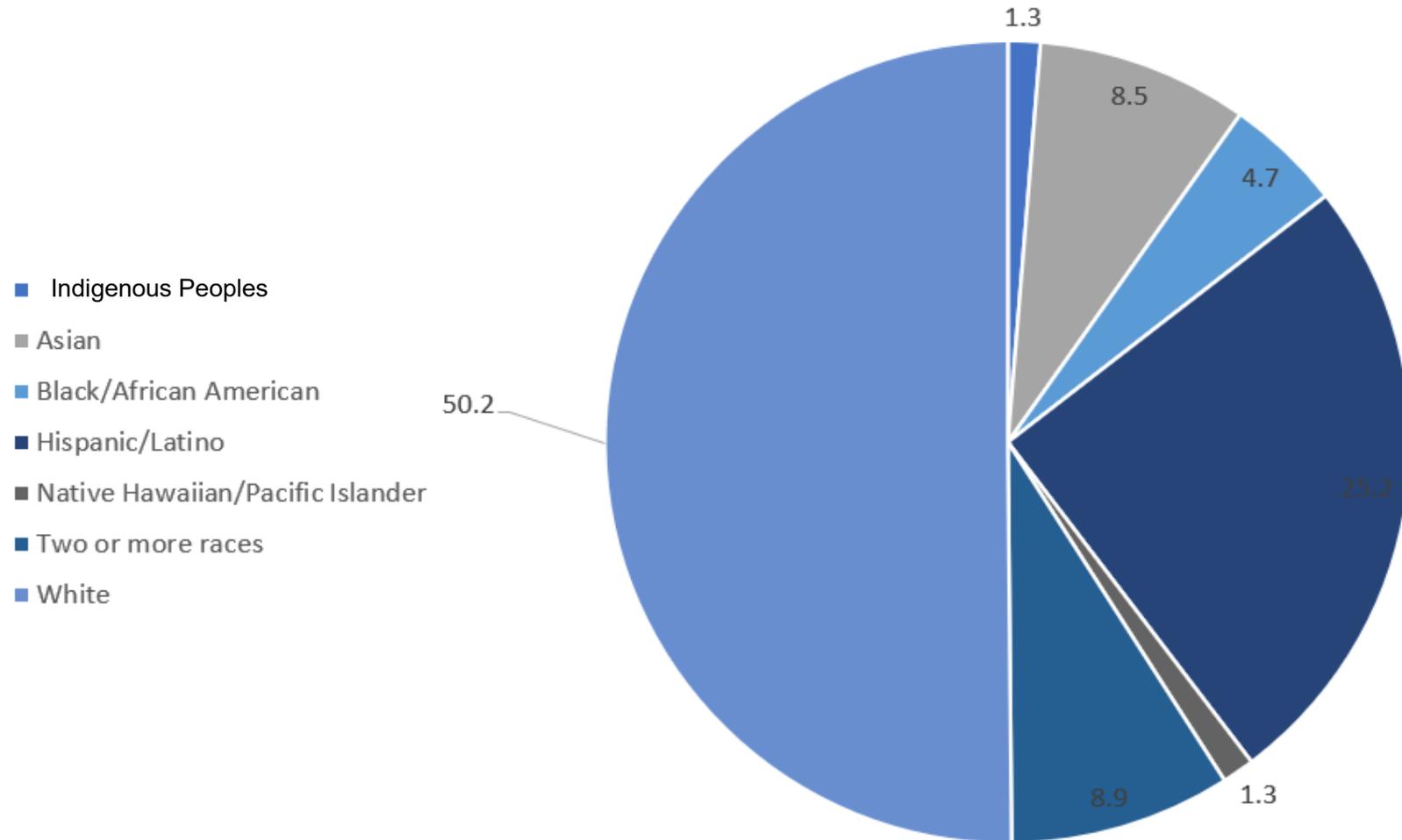
Data for Equity

Data for Equity

- ❖ Student Demographics
- ❖ Teacher Demographics
- ❖ Disciplinary Rate
- ❖ Attendance
- ❖ Meeting Educational Standards

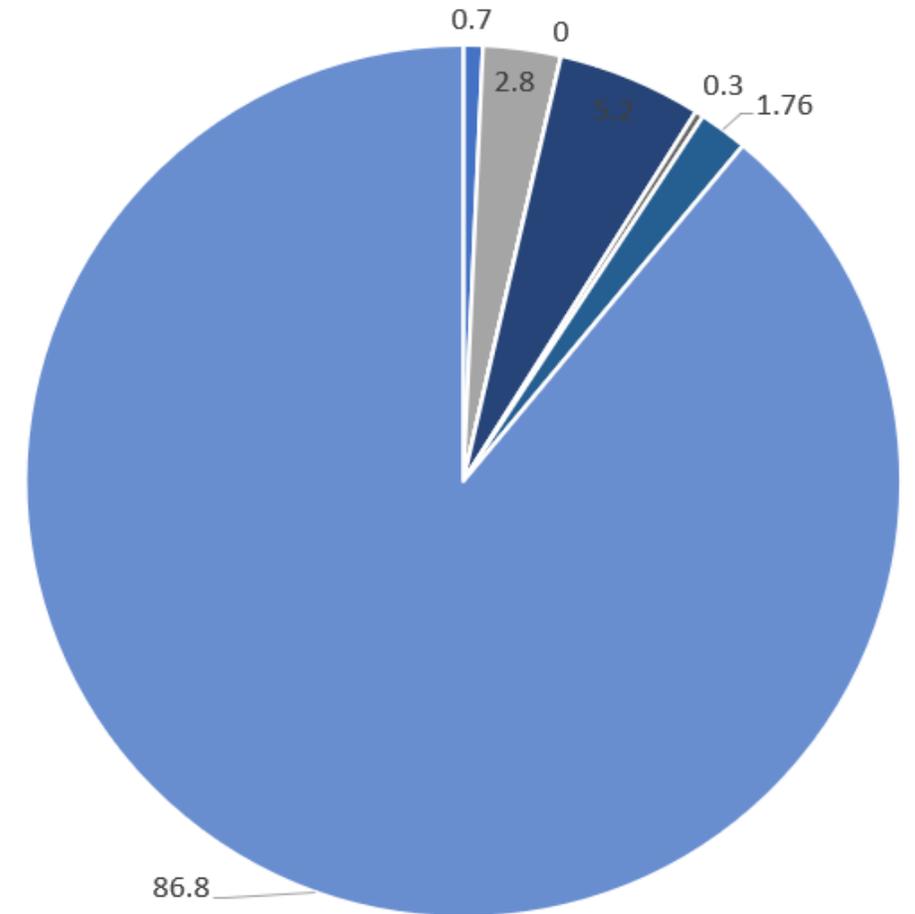
**All of the following statistics were taken from the Washington Office of Superintendent of Public Instruction official website- [Report Card - Washington State Report Card \(ospi.k12.wa.us\)](https://ospi.k12.wa.us)*

Student Demographics



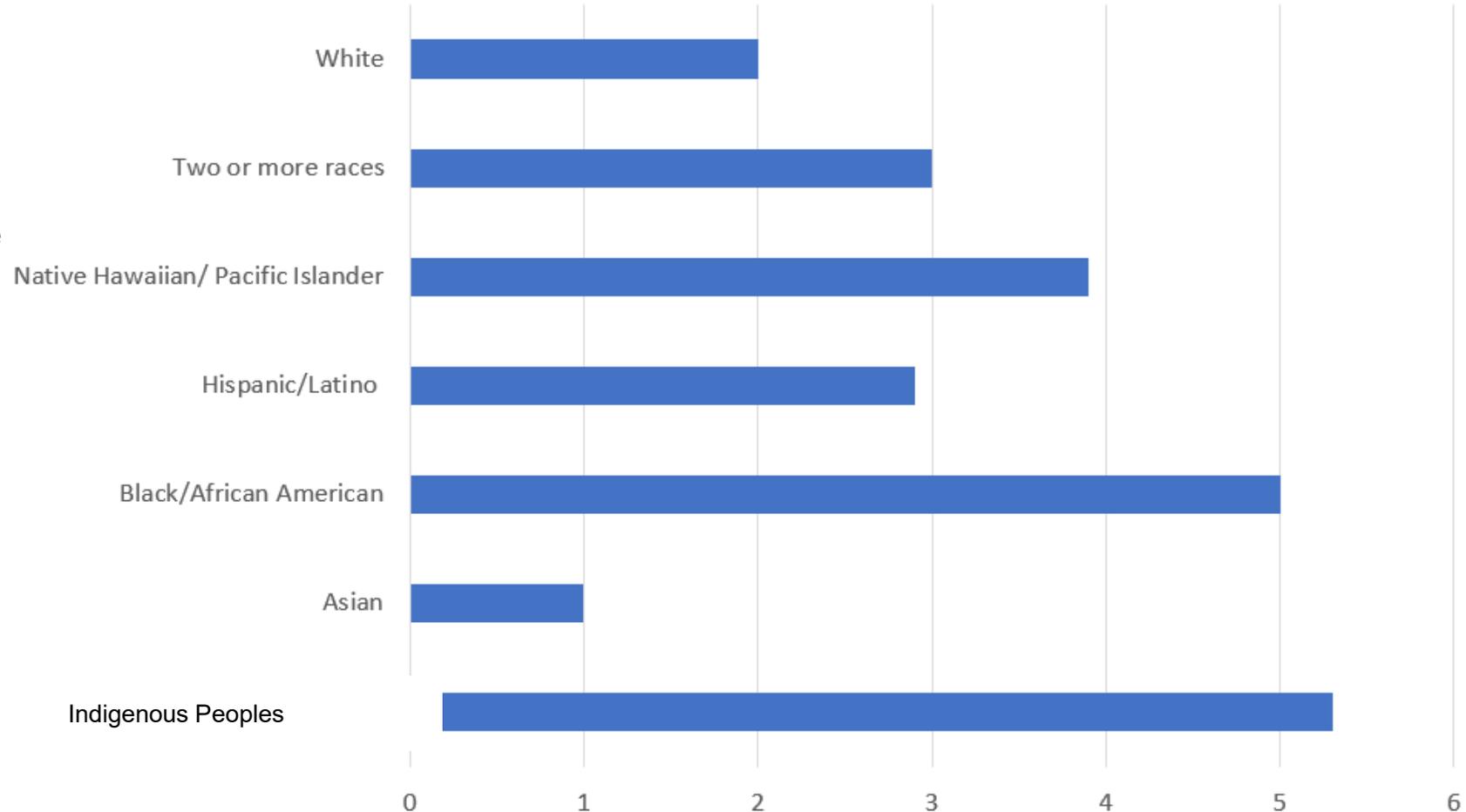
Teacher Demographics

- ❖ Overwhelming majority of teachers are white
 - Not at all representative of the student populations
 - Almost no Native Hawaiian, Pacific Islander, Indigenous Peoples or Black/African American teachers
- ❖ Trends show that employment of BIPOC groups is not likely to increase in the near future
- ❖ Lack of representation in staff has lead to discrepancies
 - Discipline
 - Attendance
 - Meeting Educational Standards



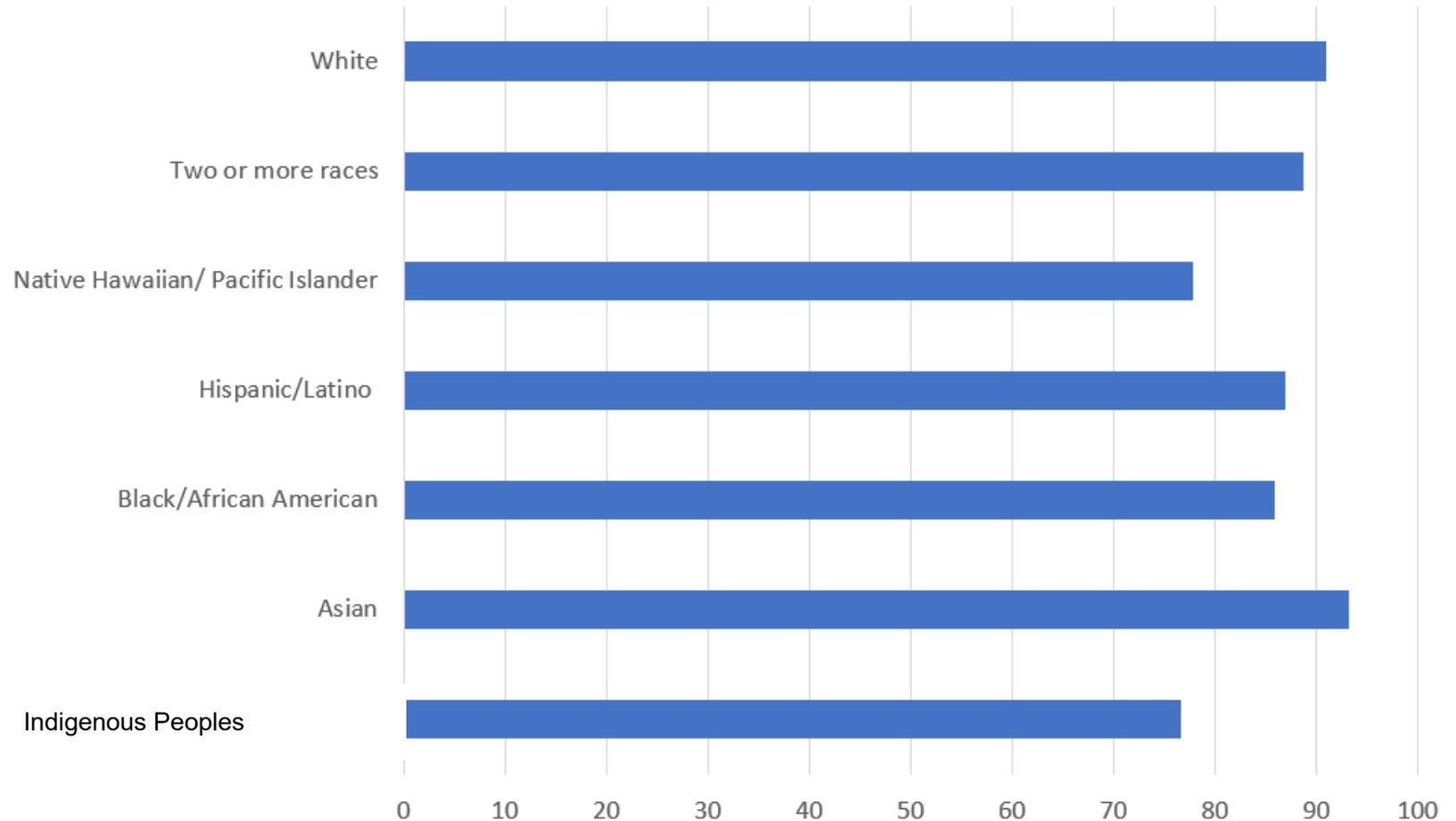
Disciplinary Rate

- ❖ **Disciplinary Action:** When students receive out of school exclusionary actions (suspensions)
- ❖ Native, Hispanic/Latino and Black/African American groups are most likely to face disciplinary actions from teachers
 - This affects their ability to learn, and in turn graduation rates, attendance and educational rates
 - Groups with the least representation of teachers of their race, face the most disciplinary actions (Native peoples and Black/African American)



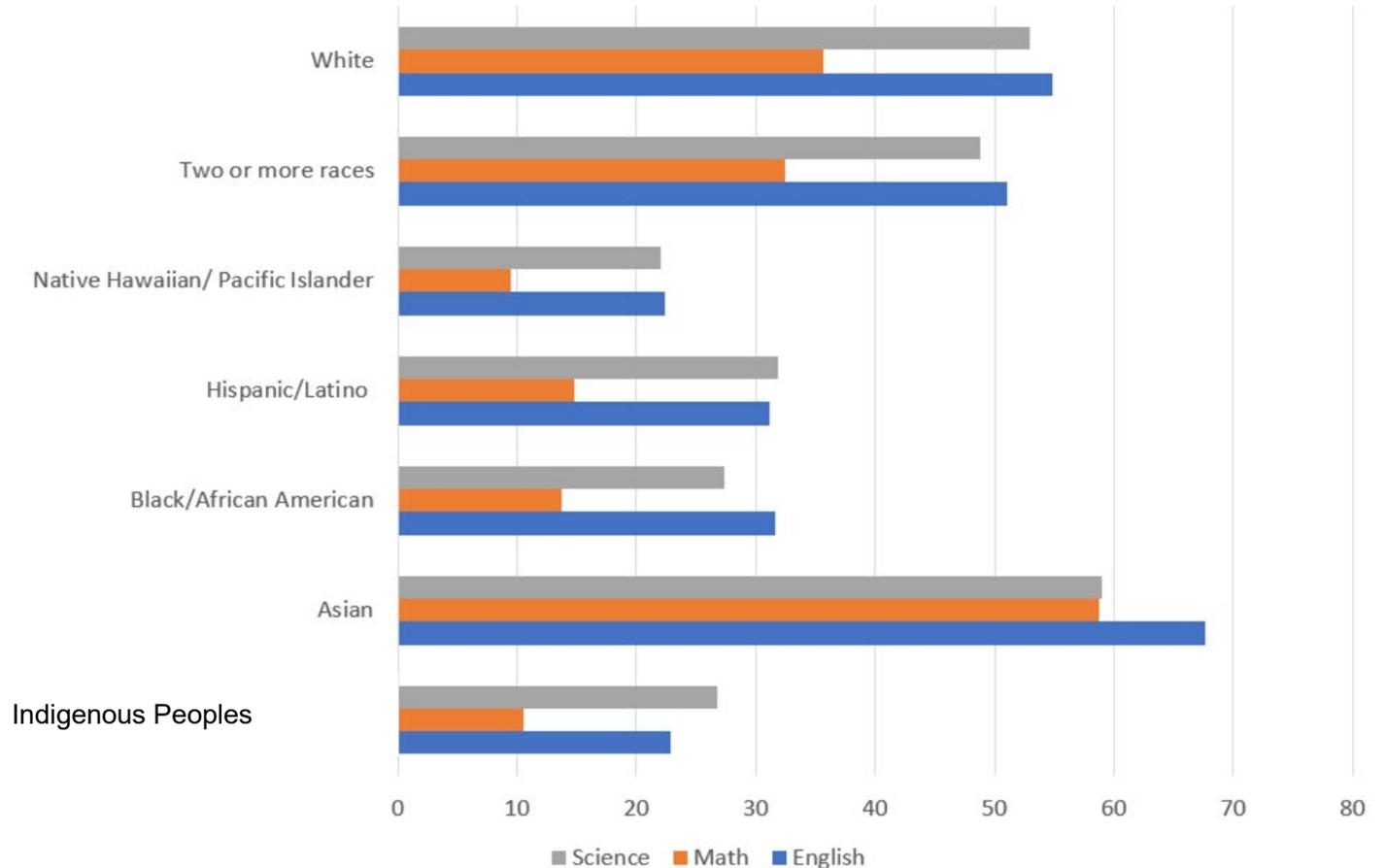
- ❖ **Regular Attendance=** Fewer than two absences per month
- ❖ Native, Hispanic/Latino and Black/African American groups are most likely to have more than two absences per month
 - Again, we see students with the least representation in staff suffering the most
 - Attendance affects students ability to learn and meet educational standards
 - Not having teachers of their race represented in the school can make BIPOC students feel unsafe, and discourage them from attending class

Attendance



Meeting Educational Standards

- ❖ The standardized based assessment (SBA) determines whether or not students meet educational standards
 - A score of 3 or 4 passes, a score of 1 or 2 fails
- ❖ Native, Hispanic/Latino and Black/African American groups pass at a much lower rate than white students
 - This shows that-
 - The system of testing favors white students (especially in math and sciences)
 - Students with less teacher representation underperform in standardized testing





Safety and Wellbeing

Student Voices

- ❑ *The following quotes were taken from BIPOC students in the Lake Washington School District regarding their thoughts/concerns about representation among teachers in the district*
 - ❑ “I didn’t realize how much I needed a teacher who was POC until I got one, it makes the classroom so much more comfortable and it’s easier to create a bond with them.”
-Scarlett Lin
 - ❑ “It’s easier for a teacher to know when to draw the line when teaching about certain race related subjects when they actually understand the undertones and subliminal messages being sent to students in the way they teach the information.”
-Sarah Jayagaran
 - ❑ “Most of the people of color at my school are janitors, hall monitors or subs which creates an environment where students of color don’t see representation in the classrooms, where they spend the majority of their time.”
-Anjali Shah

Impacts on Safety and Wellbeing

❖ How do these statistics affect students safety and wellbeing?

- The lack of representation in staff can create a lack of community for students of color and lead to decreased participation in classes
- Disciplinary actions targeted at students of certain racial groups can cause them to feel unsafe in the classroom and lead to increased absences
 - When students are absent from classes they are often left without adult supervision which can lead to them being in dangerous situations
- These increased absences lead to students missing crucial learning time which can also lead to decreased graduation rates for students of color
 - The lack of a GED highly limits career options and puts the safety and wellbeing of students in jeopardy later in life

Identity

- Students often struggle to have a sense of identity in school when a majority of staff don't look like them.
 - The same problem is also present in student leadership
- In 2021-2022, 48.8% of Washington students were BIPOC whereas only 13.2% of teachers were BIPOC (OSPI, 2022).
- We also have a scarcity of BIPOC principals, only 6.1% in Washington (NCES, 2018). As a consequence, BIPOC students are disciplined far more in our school system than their peers (Annamma, 2018).

The solution:

- ❖ Hire more diverse teachers, principals, and staff
- ❖ Need for a statewide school survey to find out what about the **diversity of student leadership**

Annamma, S. A. (2017). *The pedagogy of pathologization: Dis/abled girls of color in the school-prison nexus*. Routledge.

U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Preliminary Public School Principal Restricted-Use Data File," 2017–18.

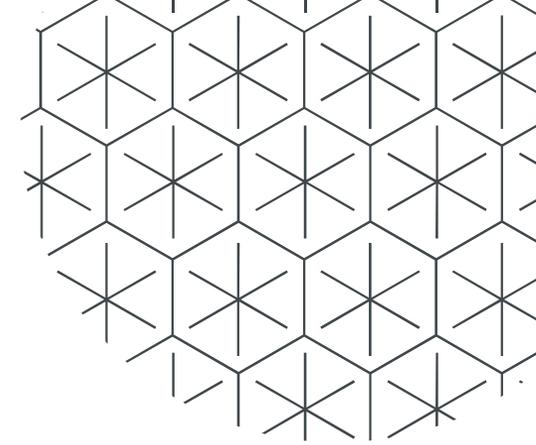
Voice

- Students of color and disabled students may feel uncomfortable when words or phrases with racist and ableist intonations are used in the classroom
- The University of Washington recently created an Inclusive Language Guide for their information technology content
 - Some examples of problematic words include: blacklist, minority, dumb, lame, and blind.

What can be done:

- ❖ A similar guide to inclusive language could be created for educators to utilize while preparing and creating materials
- ❖ We need disabled teachers in every school who could serve as role models to disabled and non-disabled students.

Supportive Environment



- Equal expectations for all students
 - 70% of BIPOC 9th graders pass all classes, compared to 82% of white students.
 - Whether conscious or not, many teachers' expectations of students differ based on the student's race, gender, or socioeconomic status.
- Support systems outside of academics
 - The number one complaint I hear from students is a lack of support.
 - Support staff: non-academic counselors
 - Student clubs and organizations
 - Opportunities for students
- Diversity in curriculum (social sciences)
 - CWI and civics requirements (RCW 28A.230.094)
 - Ethnic studies requirements
 - Emphasis on balanced history education
 - Learning from special guests/professionals/etc

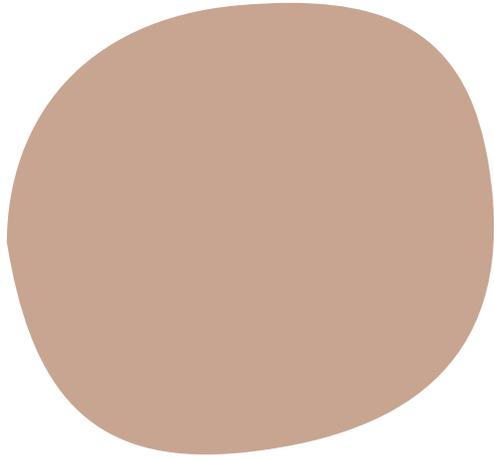
Situational Awareness

The DHS defines situational awareness as “the ability to identify, process, and comprehend the critical information about an incident, knowing what is going on around you, which requires continuous monitoring of relevant sources of information regarding an actual incident and developing hazards.”

SCHOOL BASED SITUATIONAL AWARENESS

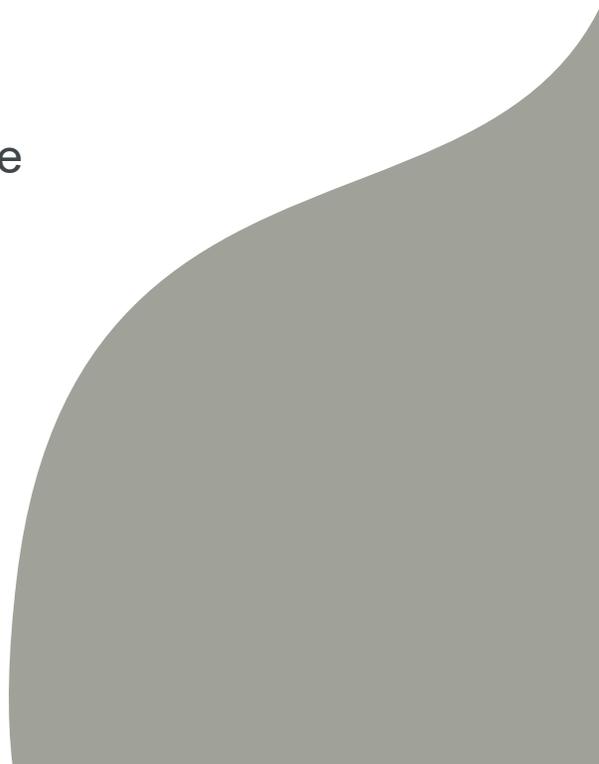


Training in awareness mitigates issues involving staff reacting to disciplinary issues with internal bias and/or other unfair principles, experiences, and opinions.



Questions?

Any further questions or comments for the SS-SWAC-YAC can be directed to Ella DeVerse.





OSPIS DEI Work and the Impacts and Benefits to Districts and Students

Facilitated by Mandy Paradise, Reengagement Program Supervisor—OSPI

Diversity, Equity, and Inclusion at OSPI

Summary of Practices

Mandy Paradise, M.Ed.

Lead Engagement Program Supervisor & DEI Internal Training Facilitator



Breathe.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Where the
transformation
happens



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Agency Strategies:

- DEI Internal Training Facilitators
- DEI trainings required for all staff, informed by all-staff DEI survey and focus groups
- Divisional focus on DEI systems change w/dedicated time
- Professional Development and TA with the Howard Group, Dr. Tammy Campbell, and Nika White Consulting
- Hiring Practices and Policies
- Anchoring with our equity statement, Tribal Land Acknowledgment template, and cultural acknowledgement
- STRIDE & DEI Council



DEI COUNCIL

The DEI Council is comprised of representatives from each division. The Council will focus on the work of the agency as a whole and the ways we can make systemic changes related to the education as well as within our workplace.

Resources



DEI Council



DEI Council Workgroup Plan



OSPI Diversity Plan



NWC Executive Summary...

Support Team Reaching for Inclusion Diversity & Equity (STRIDE)

STRIDE was developed to provide individuals, from all different backgrounds within OSPI, opportunities to meet monthly to discuss and tackle day-to-day challenges regarding diversity, equity, and inclusion.

Resources

Leaders

Employees/Educators

Related Resources

[Israeli-Palestinian Conflict Resource](#)

[Culturally Responsive Style Guide](#)

[Combating Antisemitism in Education](#)

[WIN's Food For Diversity Cultural Recipe Book](#)

[Business Resource Groups](#)

[Gender](#)

[Hispanic Heritage Cultural Café](#)

[Implicit Bias](#)

[Lunch & Learn](#)

[Native](#)



Creating an Enabling Environment



Staff Practices:

- DEI trainer (opt in)
- Explicitly stating pronouns
- Participating DEI trainings and professional development
- Accountability partners
- Land and cultural acknowledgments
- Peer learning and sharing
- Group Agreements for work sessions and meetings
- Personal reflection and courageous conversations



Under the Surface: Emerging Environments



Office of Native Education
Migrant & Bilingual
Grants & Projects

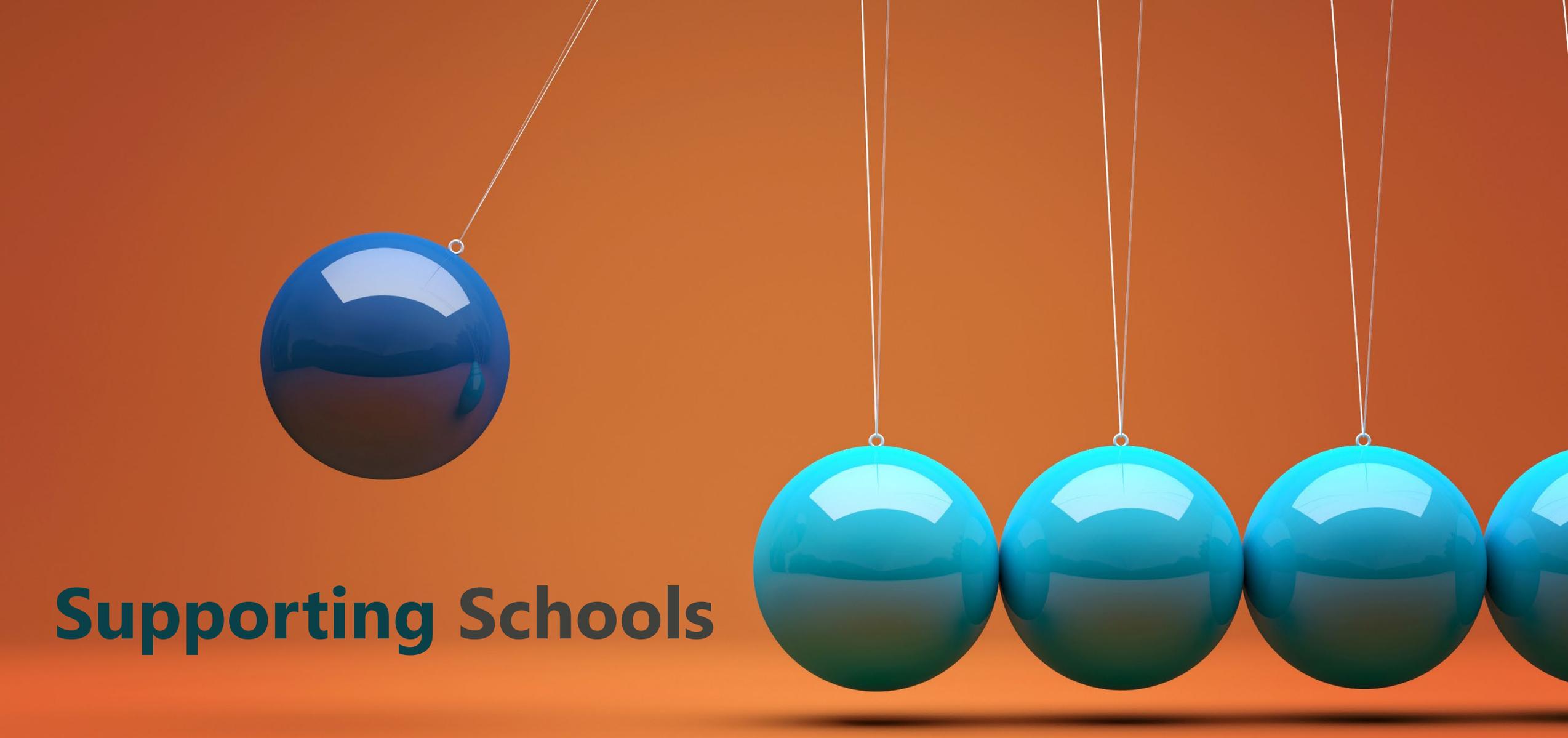
Equity & Civil Rights
Special Education

Educator
Growth and Development
Center for the
Improvement of
Student Learning

OSPI as a whole

- School Improvement: from punitive to transformational
- Using data as a tool for equity
- Acknowledging the racial homogeneity of teachers and leadership and the lack of representation for students
- Trying and modeling practices that enable change





Supporting Schools



James A. Banks, Ph.D.

“Teachers have to engage in a process of self-transformation. Teachers often say, “Dr. Banks, I have all these minority children in my classroom, I have 30 diversities and five languages. What am I going to do?” And you know what I respond? I say, **“Start with yourself.”**”

I heard a quote on NPR not long ago: *“Before we can transform the world, we must first transform ourselves.”* I think teachers must start with the process of self-transformation, a process of reading, a process of engaging with the other, a process of understanding that the other is us and we are the other.”



Banks, James A. and Michelle Tucker.
“Multiculturalism’s Five Dimensions.” NEA Today Online



We start with ourselves
...and we work together.



Breakout Sessions

Discuss Today's Presentations

- What do first steps look like as we move forward in this work?
- How would the committee advise OSPI and the legislature on policy change and creation regarding school safety and student well-being?
- Brainstorm recommendations for the 2022–2023 legislative report and session.



Reconvene for Discussion



Public Comment



Closing Remarks/Adjournment

Upcoming Meetings

SS-SWAC Meeting #4

- April 21, 2021; 9:00 am – 12:00 pm

Annual School Safety Summit

- June 16, 2021; 9:00 am – 4:00 pm