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Webinar ID: 697-155-228

Test Audio

Welcome to the School Safety and Student Well-Being Advisory Committee Meeting. We’ll be starting in a few minutes.
Sound Check

We’re going to get started in a few minutes.

Can you hear us?
Please let us know in the chat!

Welcome to the meeting!
We’ll be starting in a few minutes.
Tips for Participating
Share comments and ideas in the **Chat** panel (send to “Everyone”)

3/1/2021
School Safety and Student Well-Being Advisory Committee Meeting

February 18, 2021
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
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.
We acknowledge the pain and trauma resulting from 400 years of racism in the United States.

We stand with our communities of color, especially those who identify as and/or are categorized as African-American. Student Learning for 2020–21 will lead with racial equity.

We offer a moment of silence and honor the space for people from communities of color to respond to this acknowledgement first. Use the chat box, if preferred.

We invite accountability and partnership.
We would like to acknowledge that this meeting is being held on the traditional lands of the Squaxin Island Tribe.

We acknowledge the Tribe’s commitment to the resurgence of their traditional ways and their respect and protection of all people, not only those who are living, but also those who have gone before and who are yet to be born. We pay our respect to the elders, both past and present, and to the valued resource the Tribe has defined as their children—they are the Tribe’s future.

We ask that the participants of this meeting also honor the Tribal lands on which each of you are located today.
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.
Members

- **Dana Anderson**, Association of Educational Service Districts (AESD)
- **Sandra Barton Smith**, Archdiocese of Seattle
- **Kathy Hicks**, Archdiocese of Spokane
- **Terri Fewel**, Archdiocese of Western Washington
- **Kurt Hatch**, Association of Washington School Principals (AWSP)
- **Bob Graham**, Criminal Justice Training Commission (CJTC)
- **Nancy Bernard**, Department of Health (DOH)
- **Stacey McClain**, Washington State Emergency Management Department (EMD)
- **Rose Spidell**, Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)
- **Barbara McMullen**, Fire Marshalls
- **Enos Mbajah**, Health Care Authority (HCA)
- **Parker Teed**, State Board of Education (SBE)
- **Amber Garriott**, Washington Schools Risk Management Pool (WSRMP)
- **Brianne Ramos**, Washington State Commission on Asian Pacific American Affairs (CAPAA)
- **Myra Hernandez**, Washington State Commission on Hispanic Affairs (CHA)
- **Nancy Chamberlain**, Washington State PTA
- **Aaron “Woody” Wuitschick**, Washington Association of Sheriffs & Police Chiefs (WASPC)
- **Sandy Hunt**, Washington Education Association (WEA)
Members (Continued)

• **Andrew Rauch**, Washington Federation of Independent Schools (WFIS)
• **Justin Kesterson**, Washington Interscholastic Athletic Association (WIAA)
• **Curt Boyle**, Washington State Fusion Center (WSFC)
• **Abigail Westbrook**, Washington State School Directors Association (WSSDA)
• **Katie Gillespie**, Washington School Safety Organization (WSSO)
• **Lily**, University of Washington
• **Katherine**, Vashon Island School District
• **Sadie**, Okanogan School District
• **Isaac**, Snohomish School District
• **Jada**, Pride School District/Spokane
• **Said**, Seattle Public Schools
• **Ishika**, Bellevue School District
• **Nevada**, Kent School District
• **Caya**, Bellingham School District
• **Averi**, Seattle Public Schools
• **Mia**, North Mason School District
• **Ivy**, Spokane Public Schools
Participants

• Joyce Bruce, Attorney General’s Office (AGO)
• Shanna McBride, Department of Children, Youth, & Families (DCYF)
• Larry Wright, University of Washington Forefront Suicide Prevention
• Jill Patnode, Kaiser Permanente
• Jared Hoadley, Mead School District
• Kristen Hennessey, Office of Superintendent of Public Instruction (OSPI)
• Lee Collyer, Office of Superintendent of Public Instruction (OSPI)
• Scott Black, Office of Superintendent of Public Instruction (OSPI)
• Joshua Lynch, Office of Superintendent of Public Instruction (OSPI)
• Benjamin Coulter, Seattle Public Schools (SPS)
• Cathy Corbin, UW SMART Center
Today’s Agenda
Updates
Legislative Update
COVID-19 Update
Representative Organization Updates
Welcome Shanyne Noel!
School Safety and Student Well-Being Business Analyst
SRO Discussion and Activity
SRO Legislative Update
At the December 10, 2020 SS-SWAC meeting, the following topics were discussed:

• Exploration of the advocacy surrounding fully funding SROs when we are underfunding social workers, counselors, and key staff in schools. It was communicated that data surrounding these funding areas and advocacy around them would be helpful to understand this conversation better.
• The importance of participation, or the current lack of participation, from community members regarding decision making around SROs. It is important to involve parents, students and community members as the legislation intends.
• The negative racial justice impact of policing in schools.
• Data surrounding SROs in general. The question was posed as to whether we have enough data at this time to make informed decisions.

You were asked to take this information back to your constituencies and consider their suggestions and recommendations as we move forward in this work.
SRO Workgroup Update
SRO Discussion Breakout Rooms

You will be divided into three breakout rooms.

In your breakout room you will have 15 minutes to dive deeper into the topic of SROs.

We will reconvene after the breakout to discuss as a group.
Reconvene for SRO Discussion
SS-SWAC Agreements
Suggested Agreements

Adapted from the SS-SWAC-YAC
- When mistakes are made, people should be called into the conversation
- People should be invited to modify behavior, rather than punished
- Disagree with the idea, not the person
A Safe Space and a Brave Space

- Everyone feels safe, respected, and validated
- Hate will not be tolerated
- Space for uncomfortable discussion
Step Up, Step Back

- If you’re dominating the conversation, step back and allow space for others to speak
- Everyone is responsible for doing their best to step up and participate
- No matter what, your voice will be heard and your contributions will be valued!
Speak From Your Own Experience

- No two members will see an issue the same way
- Members are expected to speak from their own experiences
- Conflicts will be resolved respectfully
15 Minute Break
Break! (15 Minutes)

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

During this time, we will be dividing attendees into three breakout rooms.

Please feel free to take this time for yourselves.
WOMEN’S HEALTH AND SAFETY
INTRODUCTIONS
Women and people who were assigned female at birth are all affected by misogyny. The issues we cover in this presentation affect transgender women and men, and cisgender women in different ways.

Content warning: Mentions of sexual and gender-based violence.
Period Poverty
Some important definitions

**MENSTRUAL HEALTH**
Health of AFAB people regarding menstruation -- AKA having your period.

**PERIOD POVERTY**
A lack of access to sanitary products or knowledge of proper menstrual health usually due to financial constraints.

**THE “PINK TAX”**
The luxury tax applied to sanitary products in most states, including WA.
AFAB students do not have access to adequate period products.
Why Period Poverty is a Problem in Schools

Absenteeism: If AFAB people don’t have access to period products, they’re not going to school.

Comfort: If these students do go to school, they are less likely to feel comfortable and pay attention in class.

Culture: It makes many students uncomfortable or embarrassed to talk about menstrual health or get help regarding their period.
Legislation

**SB 6073**
Providing menstrual hygiene products in public school bathrooms.

**HB 1053**
Providing a sales and use tax exemption for feminine hygiene products.
WHAT SHOULD WE BE DOING?

EDUCATION
Include adequate menstrual health education in required health classes for all students.

RESOURCES
Provide free, unlimited sanitary products in all bathrooms.

LEGISLATION
Support SB 6073* and HB 1023

*This bill only applies to female and gender-neutral bathrooms - it should include male bathrooms as well.
Reproductive Healthcare
Importance of Robust Reproductive Healthcare Education

The NIH recognizes a direct correlation between reproductive knowledge and teen health.

According to The National Coalition for Sexual Health, youth are more likely to practice safe sex and minimize the risk for an unplanned pregnancy after having received robust sexual health education.
WHAT SHOULD WE BE DOING?
Steps to a more rounded reproductive education

01 More Peer Educators: ASPEN
Peer educators are shown to be a critical part.

02 Resources
More information on where to find reproductive healthcare. Ex- Teen Link

03 More Inclusive Education
Reproductive education that includes LGBTQ people
Combatting Sexual Violence & Supporting Survivors
1/4 girls will be sexually assaulted by the time they turn 18.
boys will be sexually assaulted by the time they turn 18.
<5% of rapes lead to an arrest.
0.46% of rapists are incarcerated for their crime.
WHAT SHOULD WE BE DOING?

CHANGE HEALTH CURRICULUMS
Implement consent & reporting systems into curriculums

CREATE A CULTURE OF SAFETY
Discourage “locker-room talk” & create ample support systems

EQUALIZE DRESS CODES
Unequal dress codes promote the idea that the female body is one to sexualize and harass

ESD VICTIM ADVOCATES
Like BHNs, help schools connect students to resources
BIPOC Viewpoints
Rape Culture and BIPOC

61% of Native American women have been assaulted

52% of African American women have been assaulted
WHAT SHOULD WE BE DOING?

Stress BIPOC equality in the following areas

EQUALIZE DRESS CODES
The Brookings Institute notes that many dress codes disproportionately hurt BIPOC

ESD Victim Advocate
Make sure that the advocates are equipped and knowledgeable about the BIPOC experience
OUR EXPERIENCES
Questions?

You can direct additional questions to Ella Deverse at Ella.Deverse@k12.wa.us
Revolving Breakout Learning Sessions
Breakout Room Topics

- SS-SWAC-YAC Q&A
- School-Based Health Centers Workgroup Update
- Confidential Youth Safety and Well-Being Tip Line / 988 Tip Line
Revolving Breakout Sessions

You will be divided into three breakout rooms.

You will remain in this room for all three of the breakout sessions.

Presenters will move from room to room and engage with attendees.

You will have the opportunity to hear a short presentation with time for Q&A and discussion.

Please feel free to reference and utilize the read ahead materials we provided to you during the presentations.

We will reconvene after the breakouts to discuss as a group.
Reconvene for Discussion
Public Comment
Closing Remarks/Adjourn