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Webinar ID: 697-155-228

Test Audio



Talking:

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Select a Microphone  
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Same as System

Select a Speaker  
✓ Speakers (Realtek High Definition Audio)  
Speakers (Microsoft Docking Station Audio Device)  
Same as System (see Audio Connected)

Test Speaker & Microphone...  
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Audio Settings...

Share

Invite Others

Unmute Start Video Invite Manage Participants Share Chat Record Breakout Rooms End Meeting

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!**

Test Audio

Welcome to the meeting!  
We'll be starting in a few minutes.

The screenshot shows a meeting interface with a 'Talking:' indicator at the top right. Below it, the 'Meeting Topic:', 'Host:', 'Invitation URL:', and 'Participant ID:' fields are visible. A central menu is open, showing options for 'Select a Microphone' (Microphone Array, Same as System), 'Select a Speaker' (Speakers, Speakers (Microsoft Docking Station Audio Device), Same as System), and 'Test Speaker & Microphone...'. The 'Test Speaker & Microphone...' option is circled in blue. To the right of the menu are 'Share' and 'Invite Others' buttons. At the bottom, a toolbar contains icons for 'Unmute', 'Start Video', 'Invite', 'Manage Participants', 'Share', 'Chat', 'Record', 'Breakout Rooms', and 'End Meeting'. A blue arrow points from the 'Test Audio' text to the 'Test Speaker & Microphone...' option in the menu.

# Tips for Participating

Share comments and ideas in the **Chat** panel (send to "Everyone")



# School Safety and Student Well-Being Advisory Committee Meeting

February 18, 2021



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



**Vision**

**Mission**

**Values**

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

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.

- 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**

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](mailto: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)
- **Rich McBride**, Clear Risk Solution
- **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



# Business Analyst Update

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**

# Call-In vs Call-Out Culture

- 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.





# SS-SWAC-YAC Presentation



# **WOMEN'S HEALTH AND SAFETY**



# INTRODUCTIONS

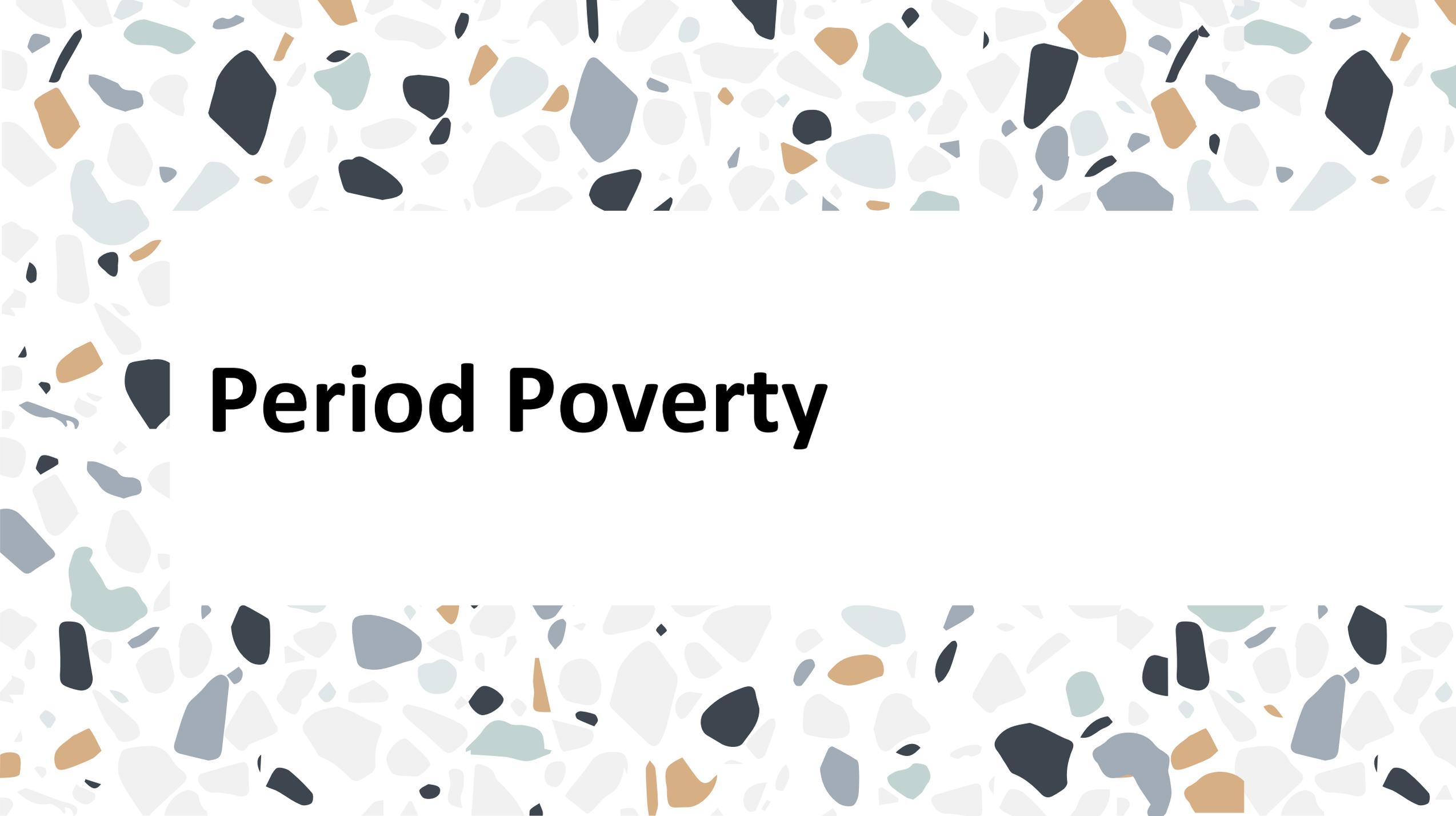




Women and people who were assigned female at birth are all affected by misogyny. The issues we cover in this presentation affect transgender women and men, and cisgender women in different ways.

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.

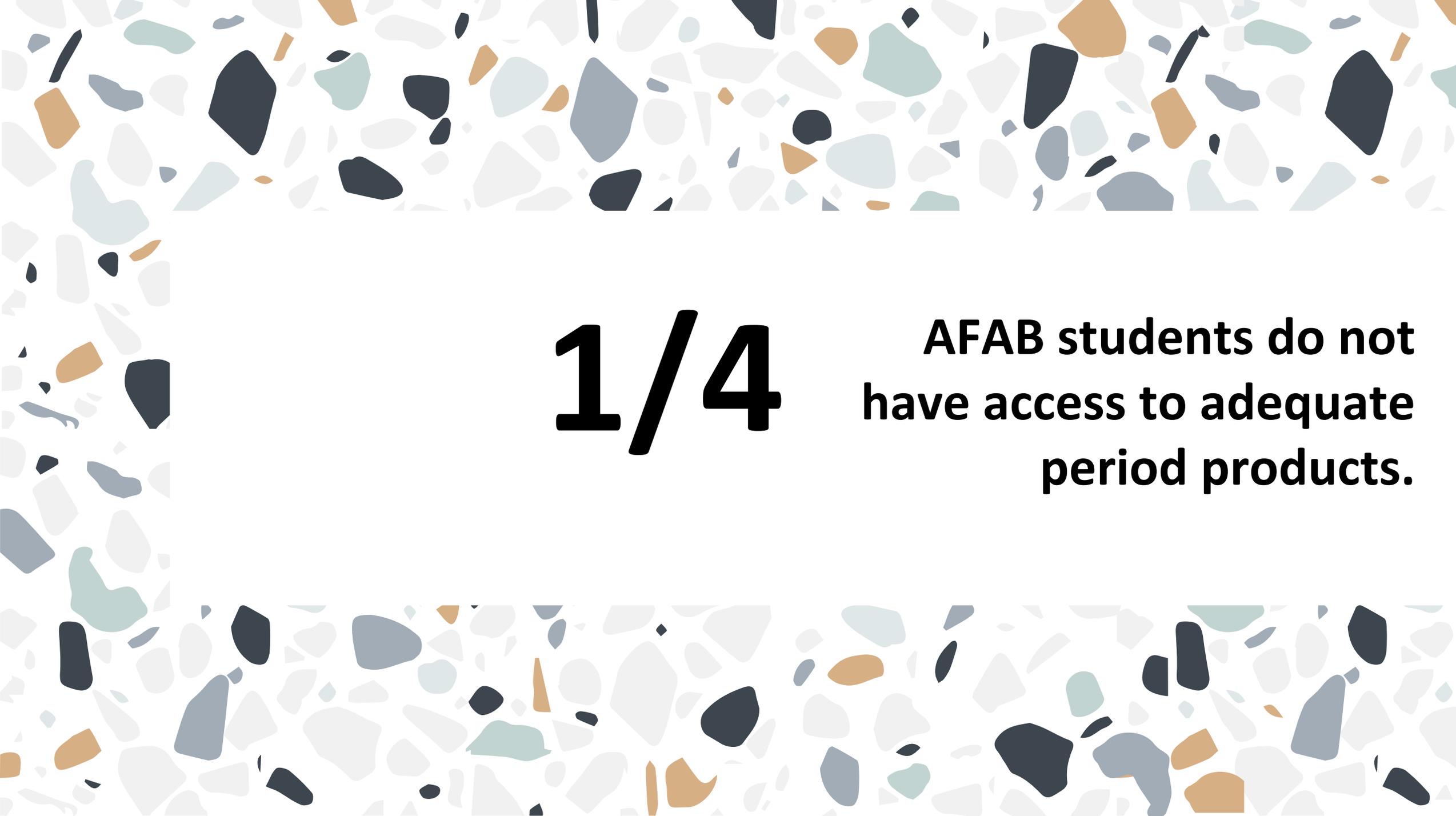
### PERIOD POVERTY

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.





**1/4**

**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**

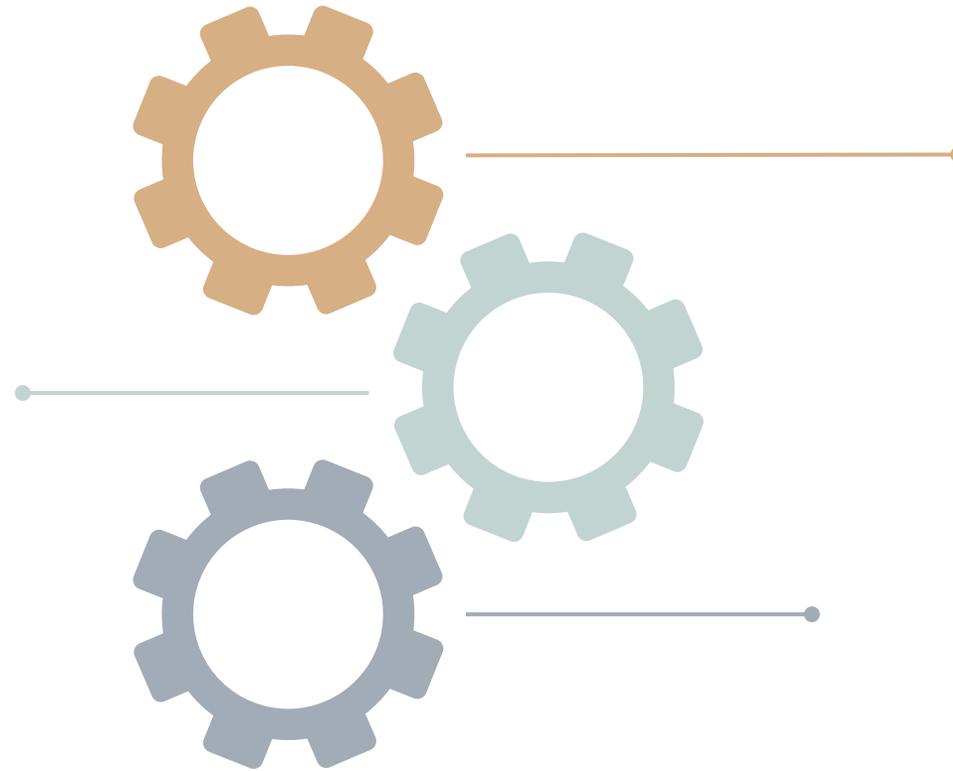
Providing a sales and use tax exemption for feminine hygiene products.



# 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

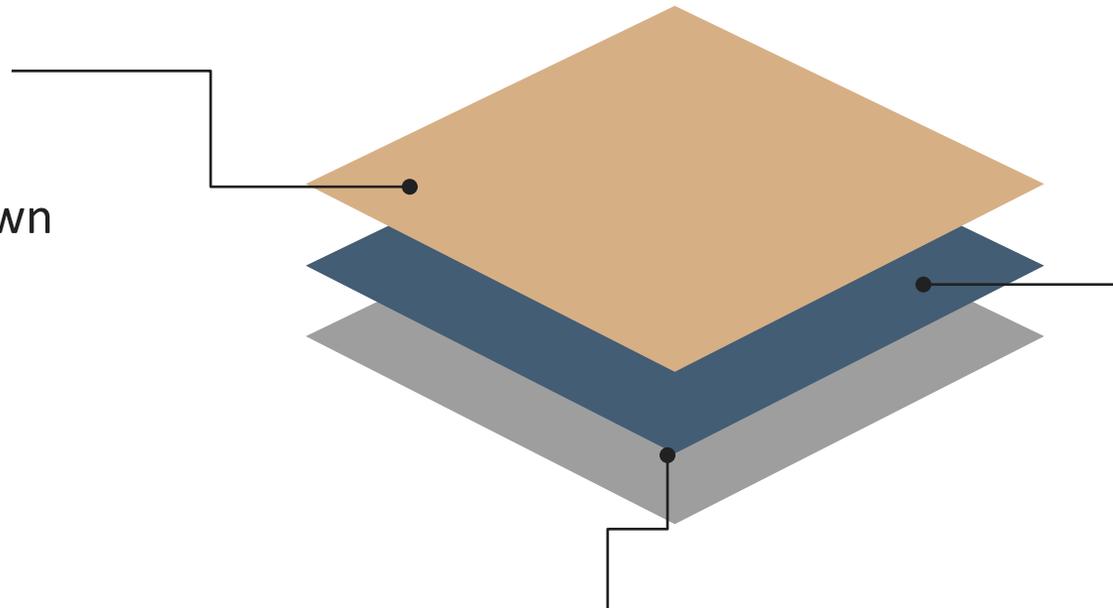
Peer educators are shown to be a critical part.

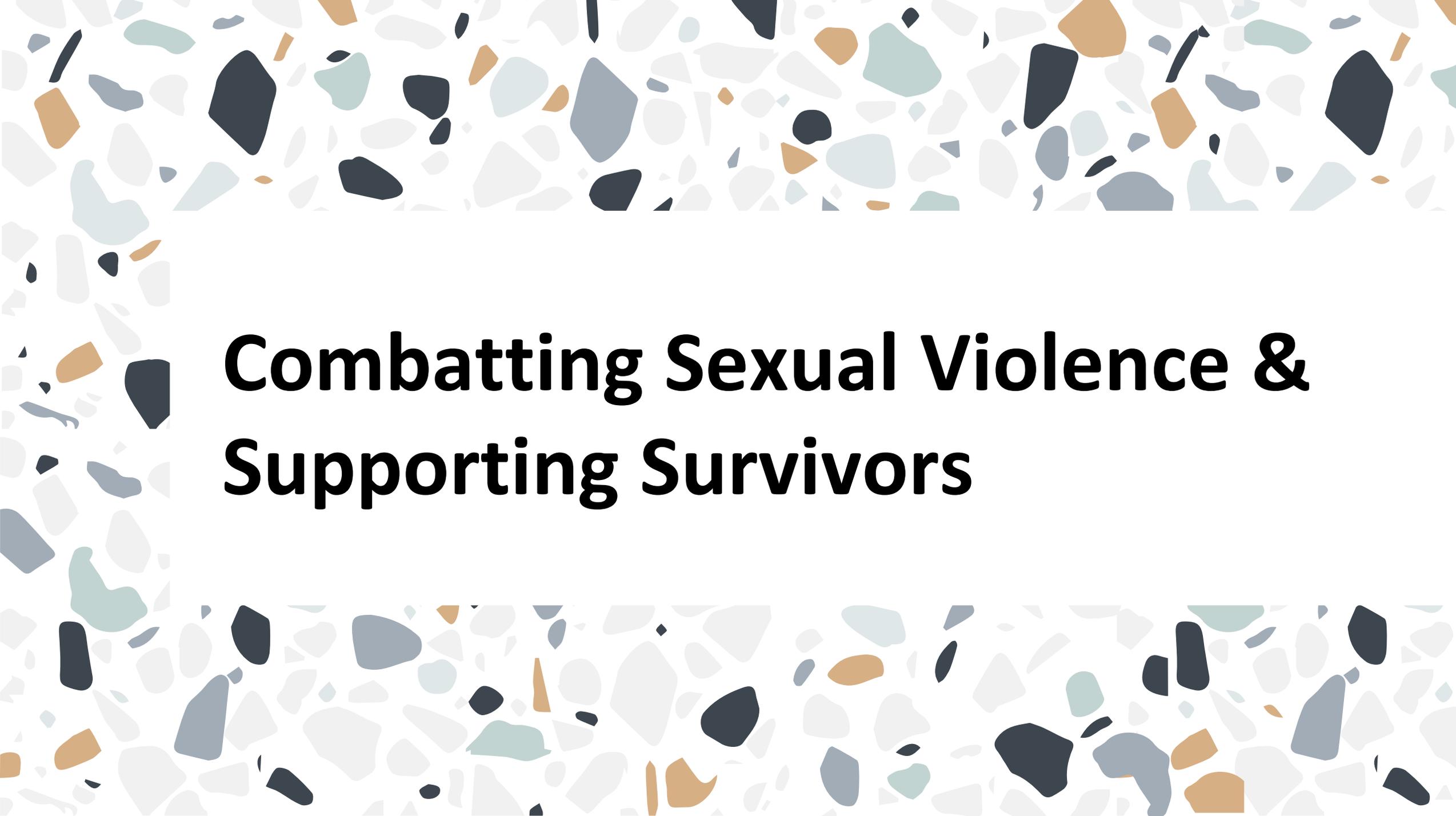
### 02 Resources

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

### 03 More Inclusive Education

Reproductive education that includes LGBTQ people





# **Combating Sexual Violence & Supporting Survivors**



**1/4**

**girls will be sexually  
assaulted by the time  
they turn 18.**



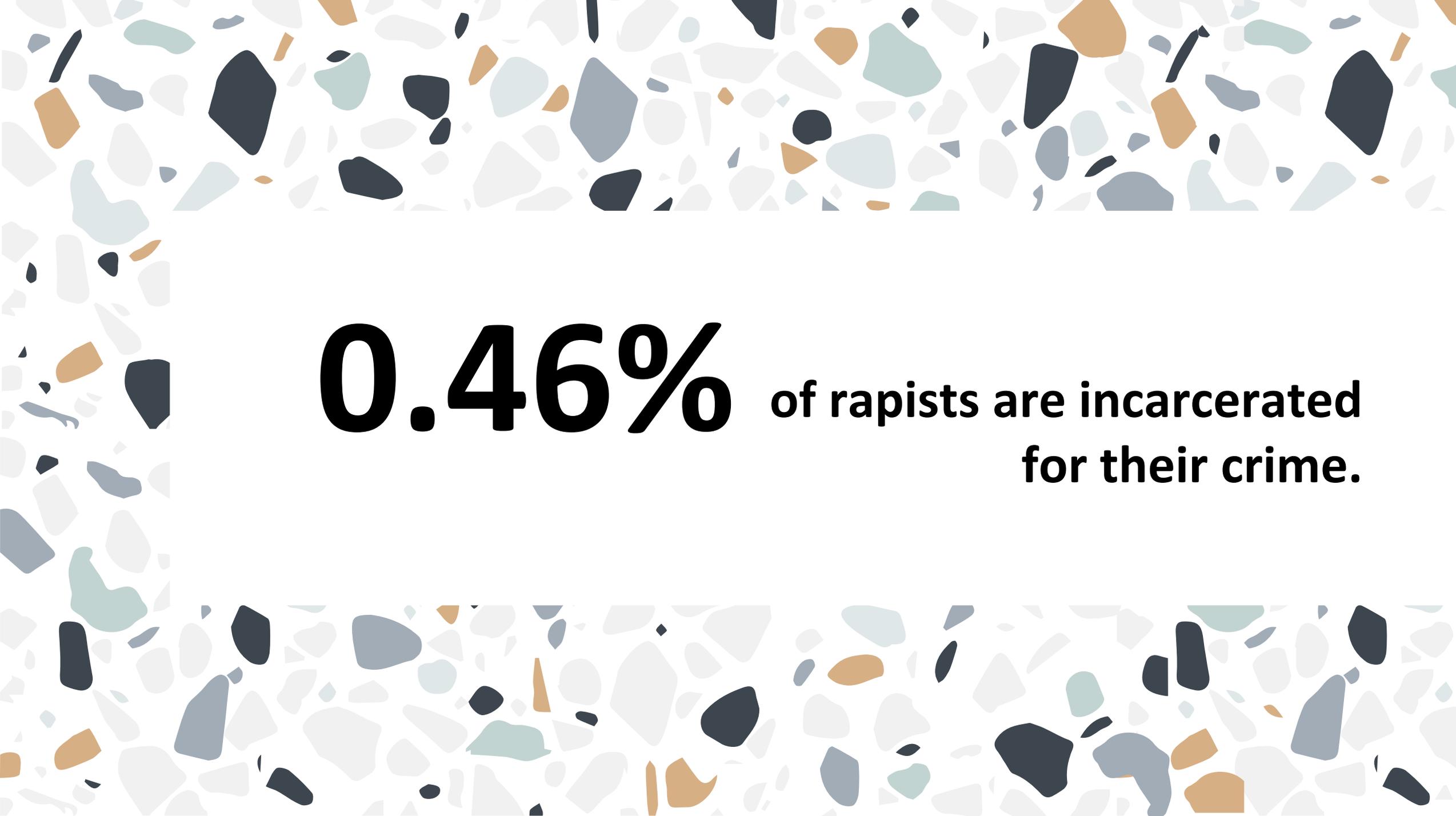
**1/6**

**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

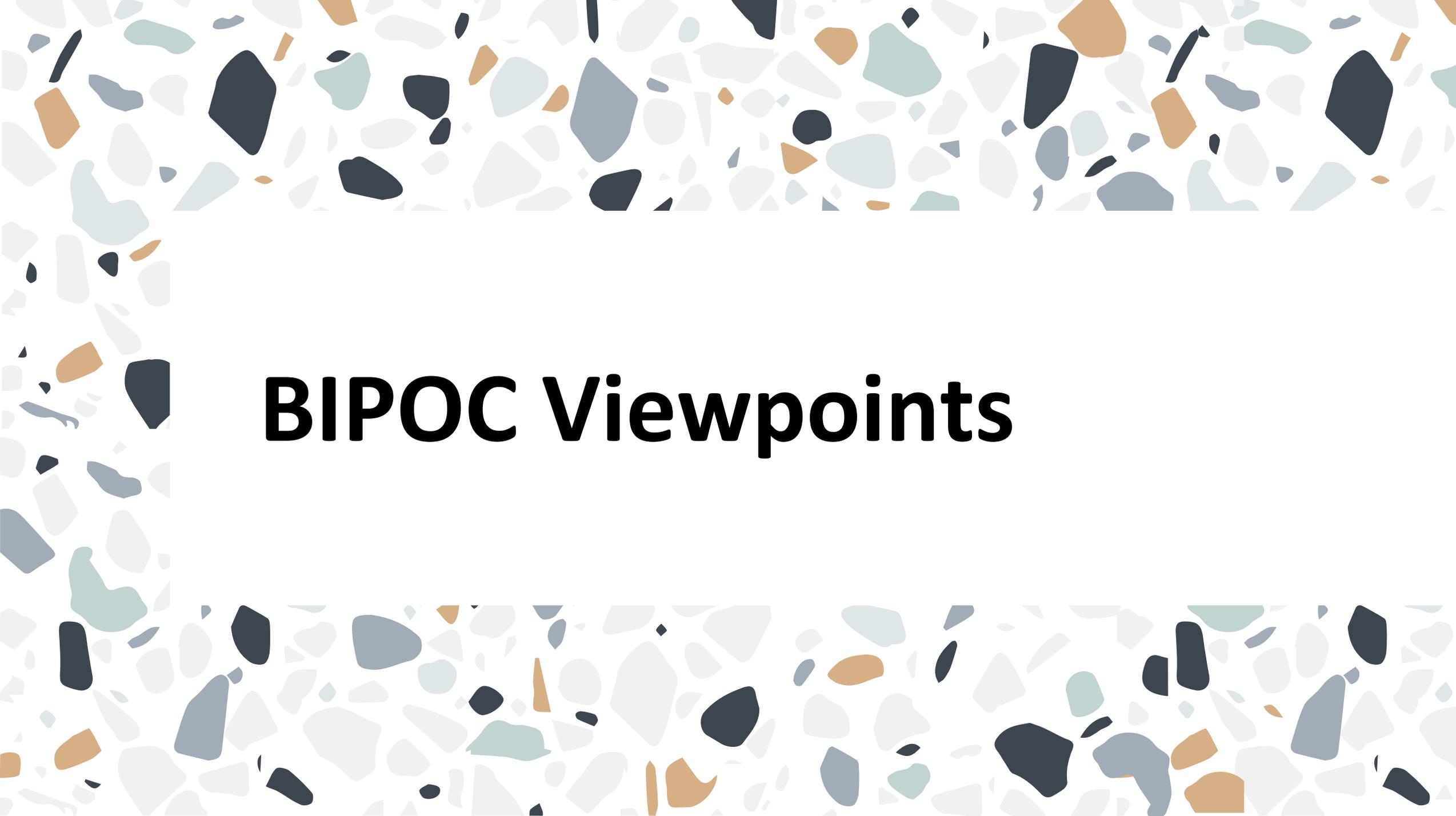
## EQUALIZE DRESS CODES

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

The infographic features a central dark blue circle with the text "Rape Culture and BIPOC". This central circle is surrounded by a large, light brown, semi-circular shape. Two grey circles are positioned on either side of the central circle, each containing a statistic. A dashed orange line forms a semi-circle around the central and surrounding elements. The top and bottom of the page are decorated with a colorful, abstract pattern of shapes in shades of blue, green, orange, and grey.

**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

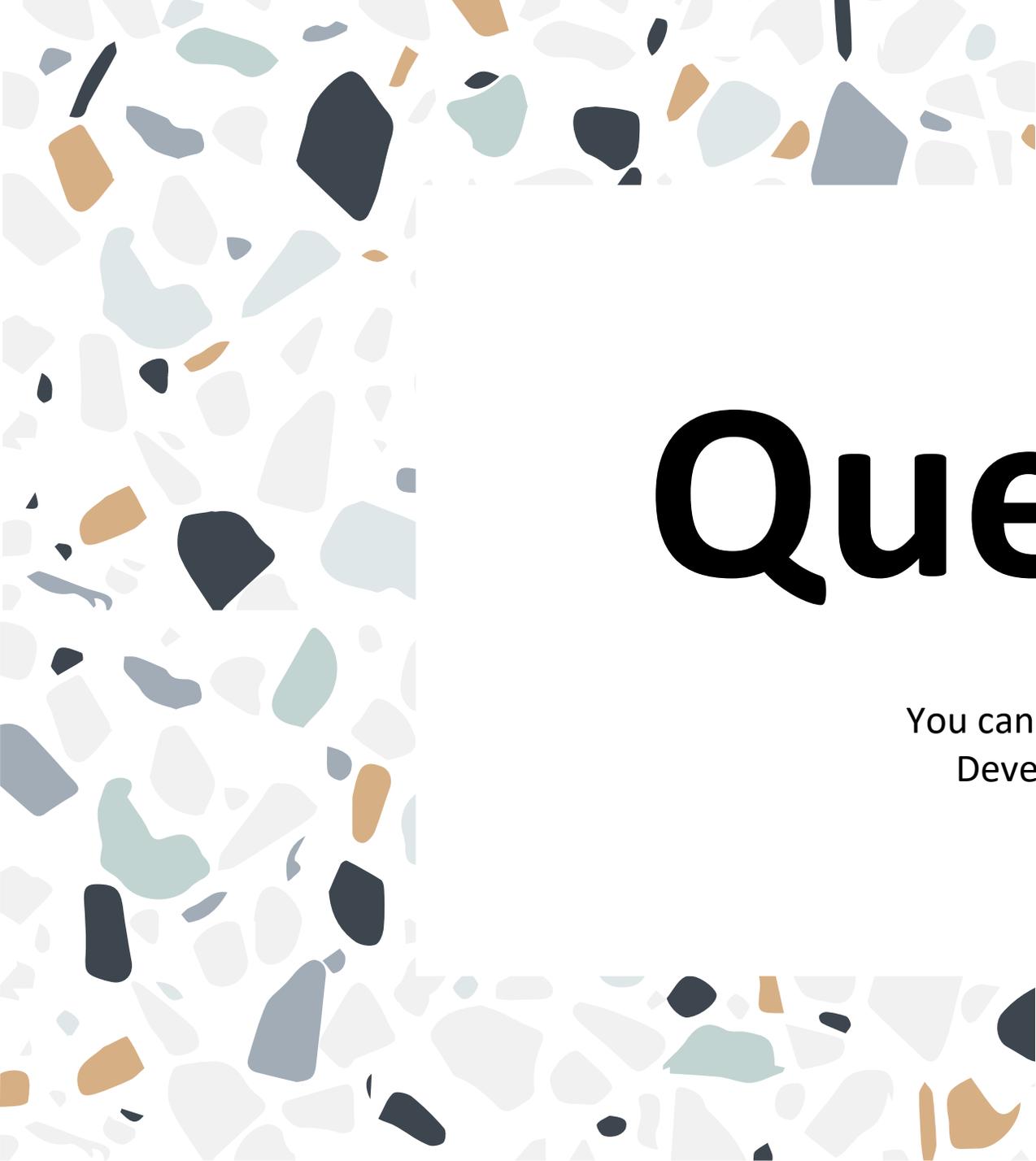
## **ESD Victim Advocate**

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](mailto: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