



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title: School Safety Panel	
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Relevant to business item:	12. Approval of School Safety Resolution
Materials included in packet:	<ul style="list-style-type: none">• Office of Education Ombuds Strategic Plan, as requested by panelist Ms. Rose Spidell.• Draft of School Safety Resolution.
Synopsis:	<p>Chair Laverty will introduce the group and facilitate the discussion. Mr. Tim Garchow will start by explaining WSSDA’s role in school safety and some of the various perspectives on school safety that exist throughout the state. After Mr. Garchow gives a lay of the land, then Mr. Kevin Chase will present on the strategies being used in ESD 105, including how to intervene to reduce gap time between when a school shooting incident begins and when the police response arrives. Finally, Ms. Rose Spidell will present on the need for counselors, mental health supports, and describe issues regarding threat assessment.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none">• What state-level policies would you stand behind for improving school safety? What can’t the state do that local districts can?• What are the policy levers for improving school safety? At the local level? At the state level?• What sort of school safety events are districts planning for?• What guidance or resources are available to help prevent a school shooting? To intervene during a shooting? To alleviate challenges following a school shooting? <p>The National Association of State Boards of Education (NASBE) has provided valuable resources on school safety. Please see the following list:</p> <ul style="list-style-type: none">• Full recording of the NASBE webinar on school safety• National Conference of State Legislatures (NCSL) page on school safety legislation• Massachusetts Board of Elementary and Secondary Education March 2018 meeting (and video of the meeting)• NASBE School Health Policy Guide (2012): Fit, Healthy, and Ready to Learn, Chapter I: Policies to Promote Safety and Prevent Violence• Federal Commission on School Safety• Project SERV (School Emergency Response to Violence)• Recent data from the National Center for Education Statistics (NCES) on crime, violence, discipline, and safety in U.S. public schools

Our role at the Office of the Education Ombuds (OEO) is to:

- Listen to concerns and perspectives and offer accurate, independent, and impartial answers to questions about the K-12 public education system
- Offer collaborative problem-solving and dispute resolution tools to address family-school conflicts and promote equity and access
- Provide coaching, facilitation, and training to support family and community engagement and systems advocacy
- Collect data, identify trends, and make policy recommendations to elected officials and state educational leaders to promote fair and equitable processes and positive student outcomes



Our Vision: We envision an equitable public education system that is responsive and accountable to every student in the State of Washington.

Our Values: Impartiality, Independence, Responsiveness, and Accuracy

Casework

We answer questions and provide impartial, independent perspectives on public K-12 school issues. We offer direct, informal, and collaborative support on behalf of students facing opportunity gaps and barriers to inclusion.

Our Goals:

Respond to questions and concerns about the state's K-12 public schools with accurate and impartial information. Target our direct ombuds support to the opportunity gaps in our state, as identified by our statewide policy partners.

Initiatives:

- Use existing definitions of opportunity gaps and access barriers from the Superintendent of Public Instruction, Governor's Office, and legislature to target our direct Ombuds support to increase positive outcomes for students experiencing: discipline, graduation barriers, academic failure (or immediate risk), chronic absenteeism; harassment or bullying; inclusion for students with disabilities; transition from high school for students with disabilities; and language access.
- Share timely and helpful resources and identify gaps where families, schools, and communities need more information and tools.
- Provide consistent opportunities for families and communities to have questions addressed through Ask an Ombuds webinars, email, and other ways.

Outreach and Training

We improve **families and communities'** understanding of how our public K-12 schools work so that schools, families, and communities can start from the same place to make decisions that support students, strengthen the family-school relationship, and reduce opportunity gaps.

Our Goals:

Build ongoing relationships with community partners to empower families, communities, and educators to work together to solve problems and make decisions that improve students with disabilities' transition from high school; language access; school climate; and equitable discipline. Over 3 years, OEO will reach every educational service district in the state to offer an event or training.

Initiatives:

- Help organizations expand their advocacy skills by offering online and in-person trainings, clinics, and listening sessions. We will focus on families and students that are: Limited English Proficient; experiencing bullying or harassment; preparing for the transition from high school with disabilities; affected by the incarceration or reentry of a family member; or disproportionately affected by discipline.
- Promote equitable access to our services through multimedia and advertising in different cultural and geographic communities in the state.

Policy Partnership

We believe that good policy begins with positive relationships. We listen to the perspectives of families, students, educators, and community advocates, and share those voices in state policy conversations to improve outcomes for students. We also share policy changes with families and communities to make sure that they know what is happening and can give their feedback.

Our Goals:

Facilitate family, community, and educator input into education policy from its development to its final stage. We focus on improving collective problem-solving to make processes easier to understand and navigate. As a team, we provide training on important policy changes to communities so that they can be supported in their daily efforts to reduce opportunity gaps and make schools more transparent, collaborative, and inclusive.

Initiatives:

- Use data from our cases and collaborate with policymakers to elevate student and family voice in critical policy decisions in these areas: language and disability access, harassment and bullying, and welcoming, inclusive school climates.
- Share latest policy changes and best practices with families and schools through our casework.
- Provide quarterly training to stakeholders on recent policy changes to make sure that policy is transparent, inclusive, and accessible to the people affected by it.

Team Culture

We strengthen our **team's resilience and effectiveness** by improving our communication and problem-solving skills with one another and the public. We promote a culture of shared commitment to educational equity, cultural responsiveness, and public service.

Our Goals:

Provide opportunities for staff to grow professionally by improving their communication skills and being culturally responsive with each other and the public. Use our team's individual and collective strengths to maintain an efficient, effective organization, and foster a shared commitment to reducing opportunity gaps for students.

Initiatives:

- Support peer and new employee mentoring.
- Increase clarity, responsiveness, and efficiency of team communications by using collaborative planning tools and technologies.
- Offer quarterly team activities focused on wellness and collaboration to help every team member reflect on how he or she would like to contribute to the team and grow professionally.
- Nurture staff learning and expertise for growing areas of work, such as supporting incarcerated parents, honoring cultural diversity, and reducing bullying.



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

DRAFT SCHOOL SAFETY RESOLUTION

WHEREAS, the Washington State Board of Education supports the right of students and staff to attend schools that are safe and free from violence and harassment; and

WHEREAS, providing a safe school environment that ensures both the physical and emotional safety of students and staff creates the conditions necessary to foster academic achievement and is necessary to the health of Washington's K-12 system; and

WHEREAS, safe schools provide an environment where teaching and learning are not distracted; disruptions are minimized; drugs, violence, bullying and fear are not present; students are not discriminated against; expectations for behavior are clearly communicated and standards of behavior are maintained; and consequences for infractions are consistently and fairly applied; and

WHEREAS, even though the loss of life is unacceptable and school shootings are a tragedy that affect the whole of society, they remain a very small percent of the overall homicide rate among school-aged children; and

WHEREAS, student injury and death, including suicide, are statistically much greater from drug abuse, child abuse, suicide, bullying, and auto accidents; and

WHEREAS, the Washington State Board of Education has consistently advocated for additional counseling and mental health staff for our schools; and has passed a resolution to oppose and root out bullying; and

WHEREAS, the most effective approach to creating safe school environments requires a comprehensive, coordinated effort including school-wide, district-wide and community-wide strategies where all institutions, organizations and individuals must accept responsibility for their critical roles and collaborate to establish a positive environment for teaching and learning; and

WHEREAS, the Washington State Board of Education supports local schools, districts and communities in developing, implementing and monitoring policies and programs to address the prevention, intervention and elimination of school violence; and

NOW, THEREFORE, BE IT RESOLVED



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

That the Washington State Board of Education will continue to advocate for programs that foster and support a positive school climate, free from harassment and violence.

BE IT FURTHER RESOLVED that the State Board of Education urges the state of Washington to invest in, promote and support comprehensive, coordinated and collaborative strategies to prevent drug use, bullying, harassment, discrimination and violence in our schools so that all students have the opportunity to attend school, engage in the classroom and achieve academic success.

DRAFT