



## **Study Session of the Board of Directors**

**Pioneer Middle School, 1750 Bob's Hollow Lane, DuPont, WA**

Wednesday, April 13, 2022 06:00 PM

### **I. CALL TO ORDER**

**(Action)**

- a. Pledge of Allegiance
- b. Roll Call
- c. Approval of Agenda

### **II. STUDY SESSION TOPIC FOR BOARD DISCUSSION**

**(Discussion)**

#### **A. Supporting Positive Student Behaviors and Learning Environments**

**(Discussion)**

**Presenter:** Gudrun Sullivan, Susanne Beauchaine, Tabitha Ellison

[Supporting Positive Student Behaviors and Learning Environments.pdf \(p. 2\)](#)

#### **B. Expansion of District SRO Program**

**(Discussion)**

**Presenter:** Superintendent Weight

[SHSD SRO Presentation.pdf \(p. 13\)](#)

#### **C. Board Outreach**

**(Discussion)**

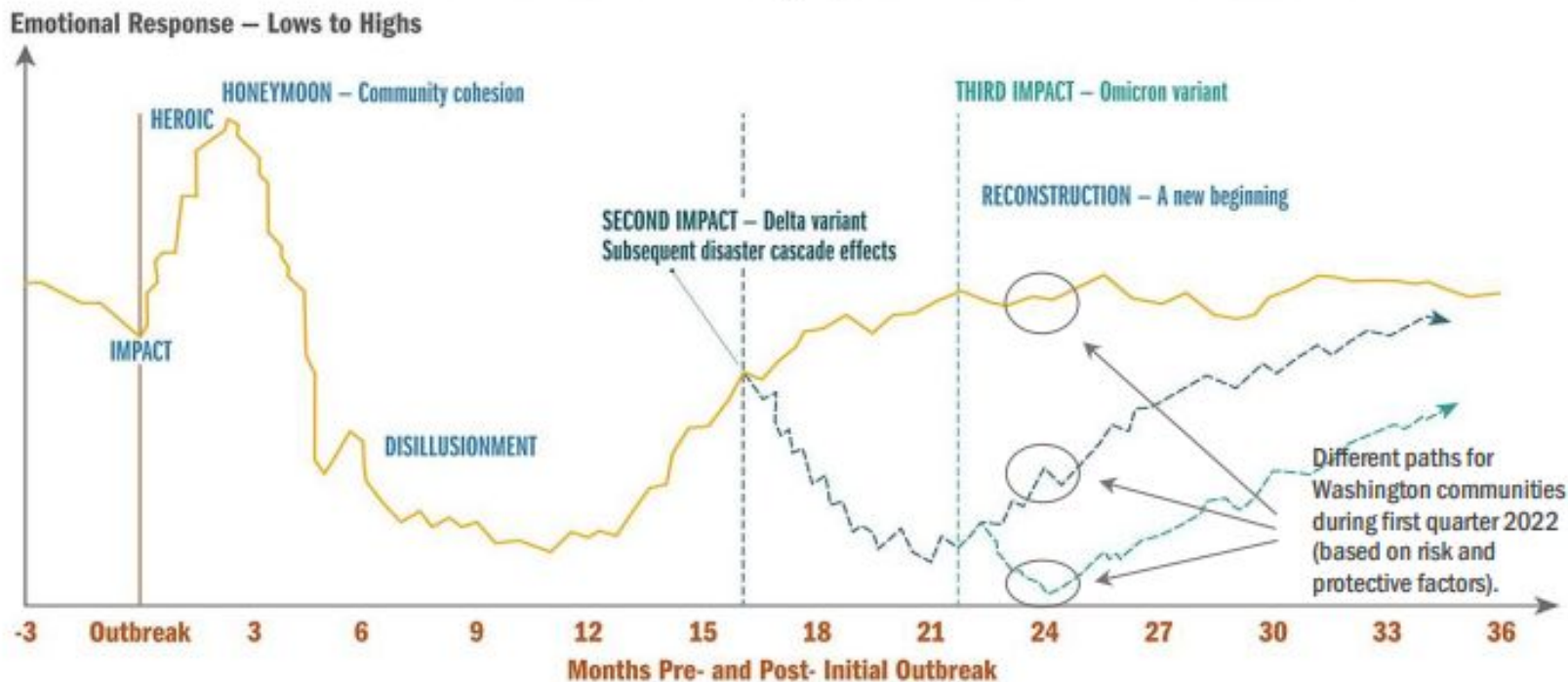
### **III. ADJOURNMENT**

**(Action)**

# Supporting Positive Student Behaviors and Learning Environments

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## Reactions and Behavioral Health Symptoms in Disasters – COVID-19



**Figure 1: Phases of reactions and behavioral health symptoms in disasters.** The dotted graph line represents the response and recovery pattern that may occur if the full force of a disaster cascade is experienced by a majority of the population (i.e., the disaster cascade pathway). Protective factors are characteristics, conditions, or behaviors that reduce the effects of stressful life events. They also increase a person's ability to avoid risks or hazards, recover, and grow stronger. Adapted from the Substance Abuse and Mental Health Services Administration (SAMHSA).<sup>21</sup>

# Effects on kids

- ❑ Social and friendship disruptions
- ❑ Anxiety
- ❑ Increased family stress
- ❑ Increased impulsivity
- ❑ Reduced frustration tolerance
- ❑ Anger
- ❑ Depression
- ❑ Behavioral regression
- ❑ Desire for isolation
- ❑ Disturbed sleep patterns
- ❑ Overreaction to minor irritations
- ❑ Disengagement and lack of motivation



# How this is showing up in our schools

- Heightened emotional reactions to standard conflicts, leading to fights
- Lack of boundaries
- Increased use of profane and vulgar language
- Difficulty with staying in one room for a prolonged period of time-eloping from class
- Increased vaping and marijuana use (secondary)
- Difficulty with appropriately initiating interactions and maintaining friendships
- More students transferring to inpatient/residential mental health facilities
- Increased aggression towards self and others



# How we are responding

## **Prepare For Success**

Use prior knowledge of student to prepare for their success.

Universal Design  
Student Interview  
Environment

Steilacoom Historical School District  
Discipline Menu and Resources  
**Elementary grades PreK-5th**

Discipline is any action taken by the school district in response to a behavioral violation that supports a student in meeting expectations.

### **Relationship Building**

Explicit individualized effort to move past barriers.

Restorative Practices  
Mindsets  
Prosocial

### **Restructure Environment**

Environmental supports that will allow student access to success.

Physical Environment  
Make it Concrete  
Breaks are Better

### **Direct Teach Skills**

Relationship & structure need to be in place while direct teaching lagging skills.

Collaborative Problem Solving  
Neural Education  
Regulation

# **WAC 392-400-440**

## **Conditions and limitations on long-term suspension**

- Requires districts to consider other forms of discipline to support the student in meeting behavioral expectations
- Limits the option of long-term suspension to only specific severe violations
- Specifies that long-term suspension cannot be administered to students in kindergarten through fourth grade with the exception of firearms violations

# Review of Policy and Procedure 3241: Student Discipline

## 2019

Comprehensive revisions to WAC that required districts to use proactive, instructional, and restorative approaches to behavior while keeping students in the classroom to the maximum extent possible.

## 2021

WSSDA updated 3241 and 3241P to support school districts in addressing pervasive discipline disparities for traditionally marginalized populations, acknowledging that the COVID-19 pandemic also had a disproportionately negative impact on these students. The updated procedure organizes behavioral violations by severity level, including violations for which state law permits considering the use of long term suspension or expulsion.

\*SHSD Board of Directors approved the revisions to Policy 3241 on April 28, 2021.



# Procedure 3241: A Snapshot

## Type Two Behavioral Violations

### *Level D-Continuum of Responses*

The administrator:

Provides classroom support

Attempts to involve parent in resolution

Confers with teacher and other personnel

Invites student to share their perspective

Uses school referrals and protocols

Attempts restorative justice and other forms of discipline

Behavioral Violation <sup>i</sup> & Severity Level <sup>ii</sup>	Range of potential responses based on conditions, limitations, and interventions						
	Best practices <sup>iii</sup>	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols <sup>iv</sup>
<b>Type Two</b> Destruction of property <sup>xxxvii</sup>	Level D	✓	✓	✓	No K-4	No K-4	
Physical aggression <sup>xxxviii</sup>	Level D	✓	✓	No	No	No	
Tobacco possession or use <sup>xxxix</sup>	Level D	✓	✓	✓	No	No	Prevention/intervention referral
Failure to cooperate <sup>xl</sup>	Level D	✓	No	No	No	No	
Sexually inappropriate conduct <sup>xli</sup>	Level D	✓	✓	✓	No	No	
Disruptive conduct – II <sup>xlii</sup>	Level D	✓	No	No	No	No	
Other – II <sup>xliii</sup>	Level D	✓	No	No	No	No	

# How we are supporting kids

- ❑ Community partnerships
- ❑ Increased Mental Health Supports
- ❑ Increased Professional Development
- ❑ Training bus drivers and other classified staff to support positive behaviors
- ❑ Identifying and “resetting” classrooms with patterns of challenging behaviors
- ❑ Creating Hope Pathways for students

# An example of the process of Creating a Hope Pathway for a student



Shelacom Historical School District Discipline Menu and Resources Secondary grades 6-12		
Discipline is any action taken by the school district in response to a behavioral violation that supports a student in meeting expectations.		
<b>Relationship Building</b> Explicit individualized effort to move past barriers.	<b>Restructure Environment</b> Environmental supports that will allow student access to success.	<b>Direct Teach Skills</b> Relationship & structure need to be in place while direct teaching ongoing skills.
Restorative Practices Mindsets Prosocial	Physical Environment Make it Concrete Breaks are Better	Collaborative Problem Solving Neural Education Regulation

# Our primary goal is to ensure a safe and healthy environment

When a student's behavior poses a safety concern, a Level One Threat Assessment is conducted:



- ☐ A weapon was brought to school or there was an attempt to bring one.
- ☐ The threat or aggression is specific to an identified target, with a motive and plan.
- ☐ Threat, aggression, or violence is causing considerable fear or disruption to activity.
- ☐ A continued intent to carry out threat is present.
- ☐ Staff, parent, or student perceives threatening circumstances.
- ☐ Administrator is unable to determine if a situation poses risk to school personnel or the community.

Level Two Threat Assessments are conducted if we need to explore community support or the behavior is more serious. Members may include CPS, juvenile justice and other agencies.

We are a member of the Threat Assessment Cooperative with PSESD which includes school districts within King and Pierce County.

# SRO PROGRAM FAMILY FORUM

March 10, 2022 5:30pm

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# WHAT IS A SCHOOL RESOURCE OFFICER?

- The role of the SRO on campus typically involves three parts:
  - educator,
  - informal counselor, and
  - campus safety.
- The focus of the SRO is to keep students out of the criminal justice system when possible.
- The SRO supports a positive school climate by developing positive relationships with students, parents, and staff, and by helping to promote a safe, inclusive, and positive learning environment.
- The SRO is a valuable team member of School Based Threat Assessment Teams and serves as a resource for districtwide safety issues.

# HOW DOES THE SHSD SRO PROGRAM CURRENTLY OPERATE?

- SHSD has one SRO, Justin Hamrick, an officer with the Steilacoom Police Department.
- Justin has an office at Steilacoom High School, but has provided service and assistance at all schools in the district – including those in Steilacoom, DuPont, and on Anderson Island.
- The SRO program is not used to impose criminal sanctions in matters that are more appropriately handled by school principals. Instead, the SRO primarily interacts with students informally to provide a source of support for safety matters.
- Justin routinely assists the district with safety issues that may arise from time to time at any of the district schools.

# WHY DOES THE DUPONT POLICE DEPARTMENT WANT TO PARTICIPATE?

- The City of DuPont Police Department has a strong relationship with the schools in DuPont and with the District.
- The safety of students, teachers, staff and parents when on campus is our top priority.
  - Acts of extraordinary violence,
  - Traffic,
  - Student personal safety awareness (social media, internet “challenges,” human trafficking, dealing with threats, etc.)
- Chief Newman approached the District about this possible partnership because he sees this as an opportunity for his officers to interact in a positive, proactive way to establish relationships in the community that will lead to greater public safety overall.
- Supporting students and ensuring the safety of children is a significant priority for the City and for the Police Department.



# WHAT BENEFITS WOULD PIONEER MIDDLE SCHOOL STUDENTS SEE?

- SROs receive significant training in order to be an SRO. Having another adult to work with as a partner, to support student needs and reinforce student safety is one of the primary reasons that Pioneer is interested in a full-time SRO.
- An SRO helps the schools plan and prepare for a wide range of school emergencies. These planning activities are critical to ensure that staff and students know what to do in unplanned situations.
- Recognizing and responding to youth mental health issues, and knowing how to connect youth and families with non-school services is also a significant benefit of the SRO program.

# WHAT TRAINING WOULD BE REQUIRED FOR THE SRO?

- SROs are required to receive extensive training by District policy and by state law, including:
  - Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;
  - Child and adolescent development;
  - Trauma-informed approaches to working with youth;
  - Recognizing and responding to youth mental health issues;
  - Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;
  - Bias free policing and cultural competency, including best practices for interacting with students from particular backgrounds, including English learner, LGBTQ, immigrant, female, and nonbinary students;
  - Local and national disparities in the use of force and arrests of children;
  - Collateral consequences of arrest, referral for prosecution, and court involvement;
  - Resources available in the community that serve as alternatives to arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;
  - De-escalation techniques when working with youth or groups of youth;
  - State law regarding restraint and isolation in schools
  - The federal family educational rights and privacy act (FERPA) requirements including limits on access to and dissemination of student records for noneducational purposes; and
  - Restorative justice principles and practices

# WHEN WOULD CHANGES GO INTO EFFECT?

- After the District and Police Department gather community feedback, the District and City both would be required to consider a formal written agreement. This agreement would need to be approved by both the DuPont City Council and the Steilacoom Historical School District Board of Directors.
- If approved by both the City and School District, an SRO would be selected in a joint selection process by the DuPont Police Chief and school leadership, and the individual would be introduced to the principals in all schools and the students in Pioneer – and begin transitioning into all SRO duties in partnership with the existing SRO.
- By September 2022, an SRO would be at Pioneer Middle School on most school days.

# QUESTIONS?

- Please use the Question and Answer button in Zoom to provide us your questions.
- For family specific questions, and for those you specifically request, we will answer questions in a message back to you.
- Questions that benefit the entire audience will be read aloud with a response.
- If the City and SHSD decide to pursue this new partnership, people will have additional opportunities to provide public comment at future school board meetings as the agreements are considered in open public meetings.
- If you would like to contact us about any questions about this program in the future, please contact Shawn Lewis, SHSD Community Relations Director at 253-983-2233 or [shlewis@Steilacoom.k12.wa.us](mailto:shlewis@Steilacoom.k12.wa.us)