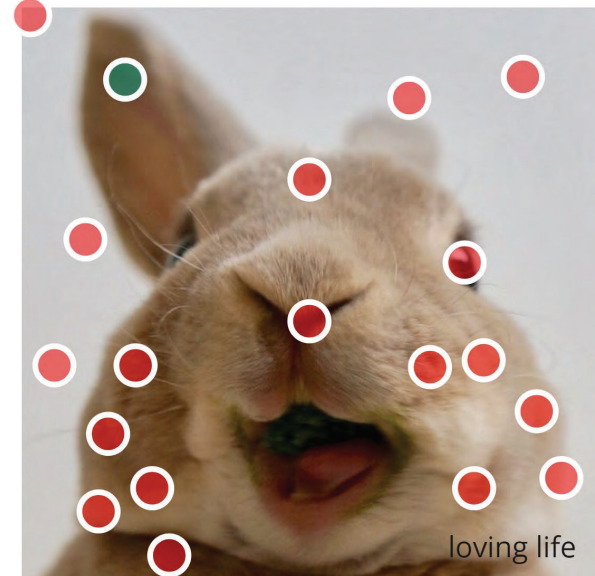
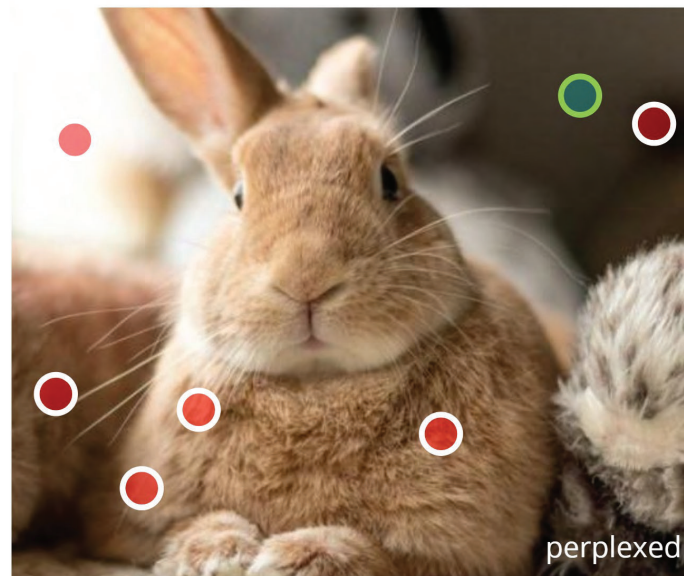
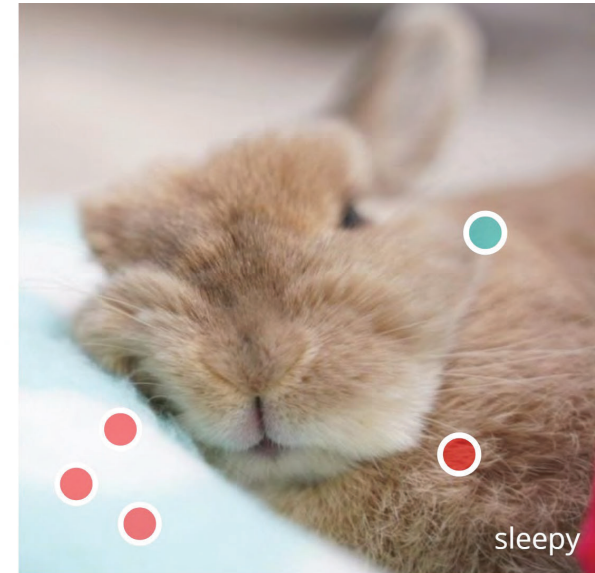
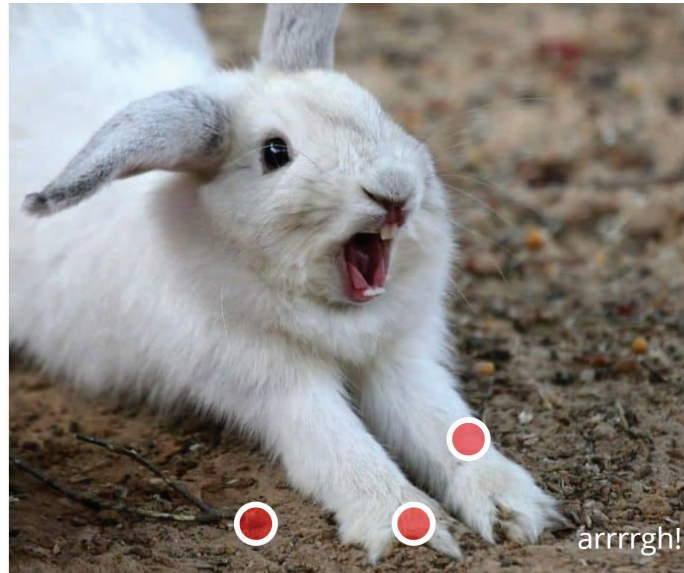


Dot Voting
Current Mood:

Welcome
2022
Capital Bond Task Force
Meeting #3!



OBJECTIVES

- Process Orientation
- Understand how district goals & measures inform our work
- General understanding of needs throughout the district
- Understand supports for decision making

01

02

03

04

05

06

Recap of Last
Meeting

District Goals &
Measures

Safety &
Security

Student
Services

Early
Learning

Inclusive &
Outdoor
Learning

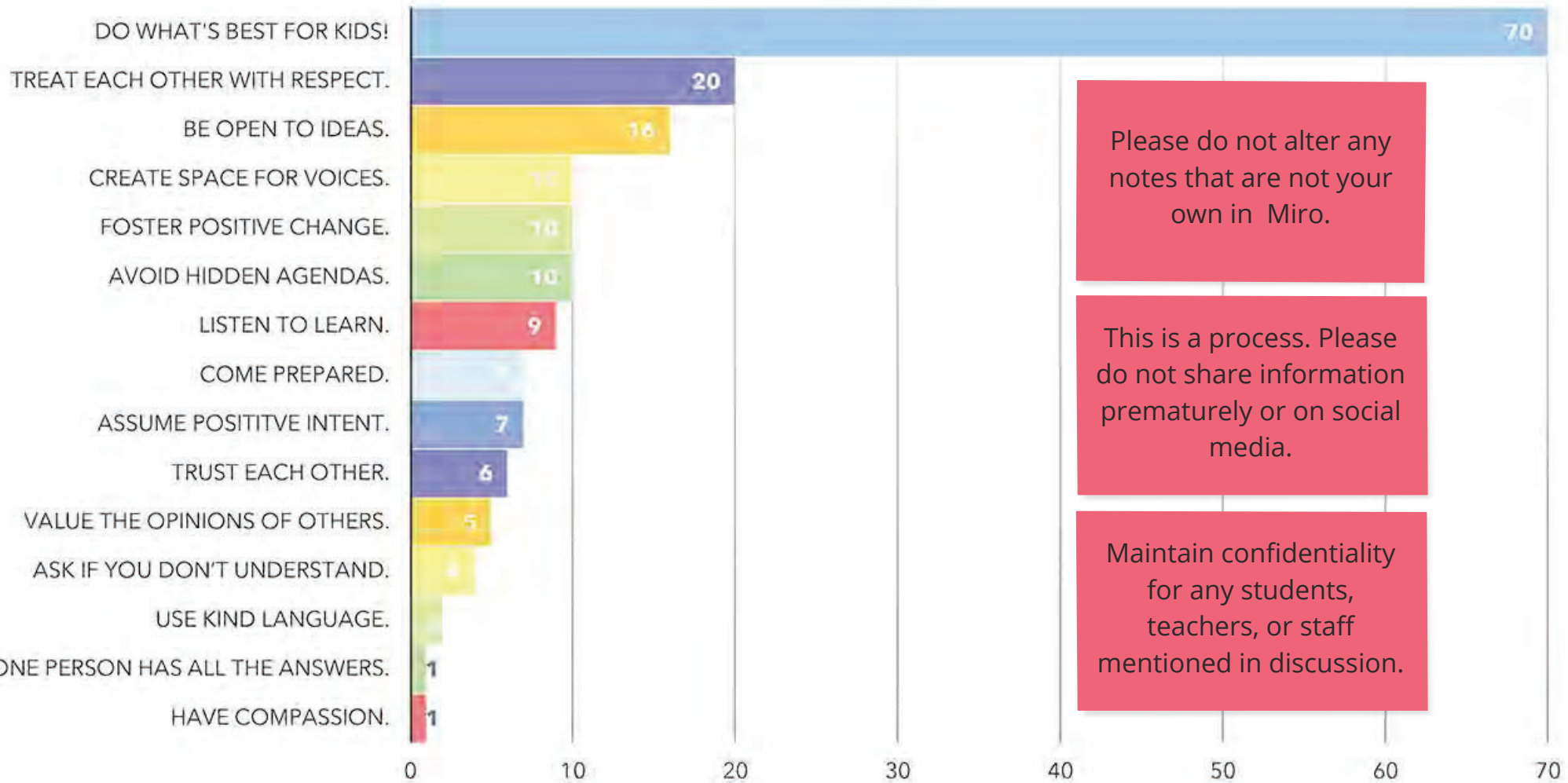
Break
Out

Time
Out

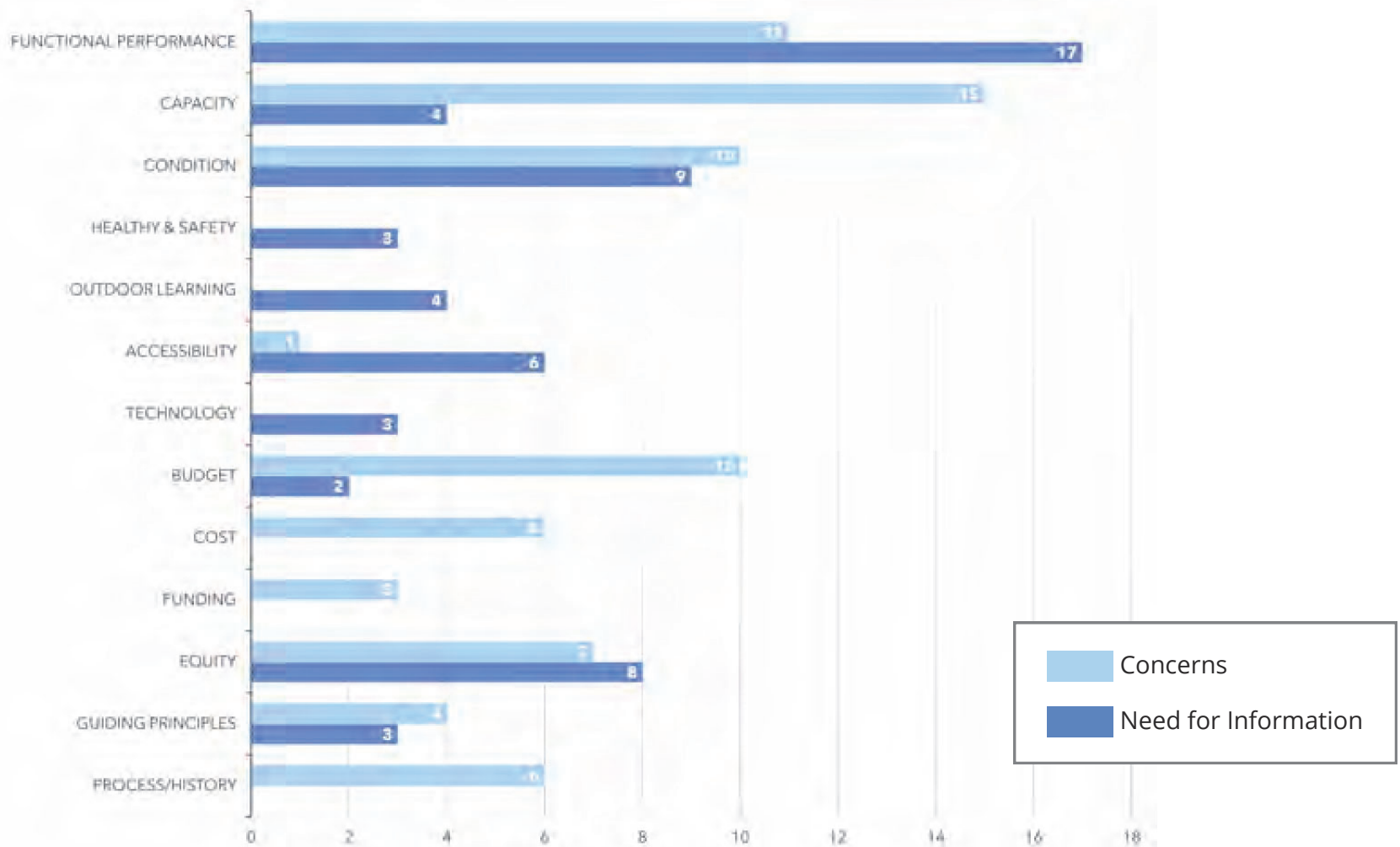
Q & A

Q & A

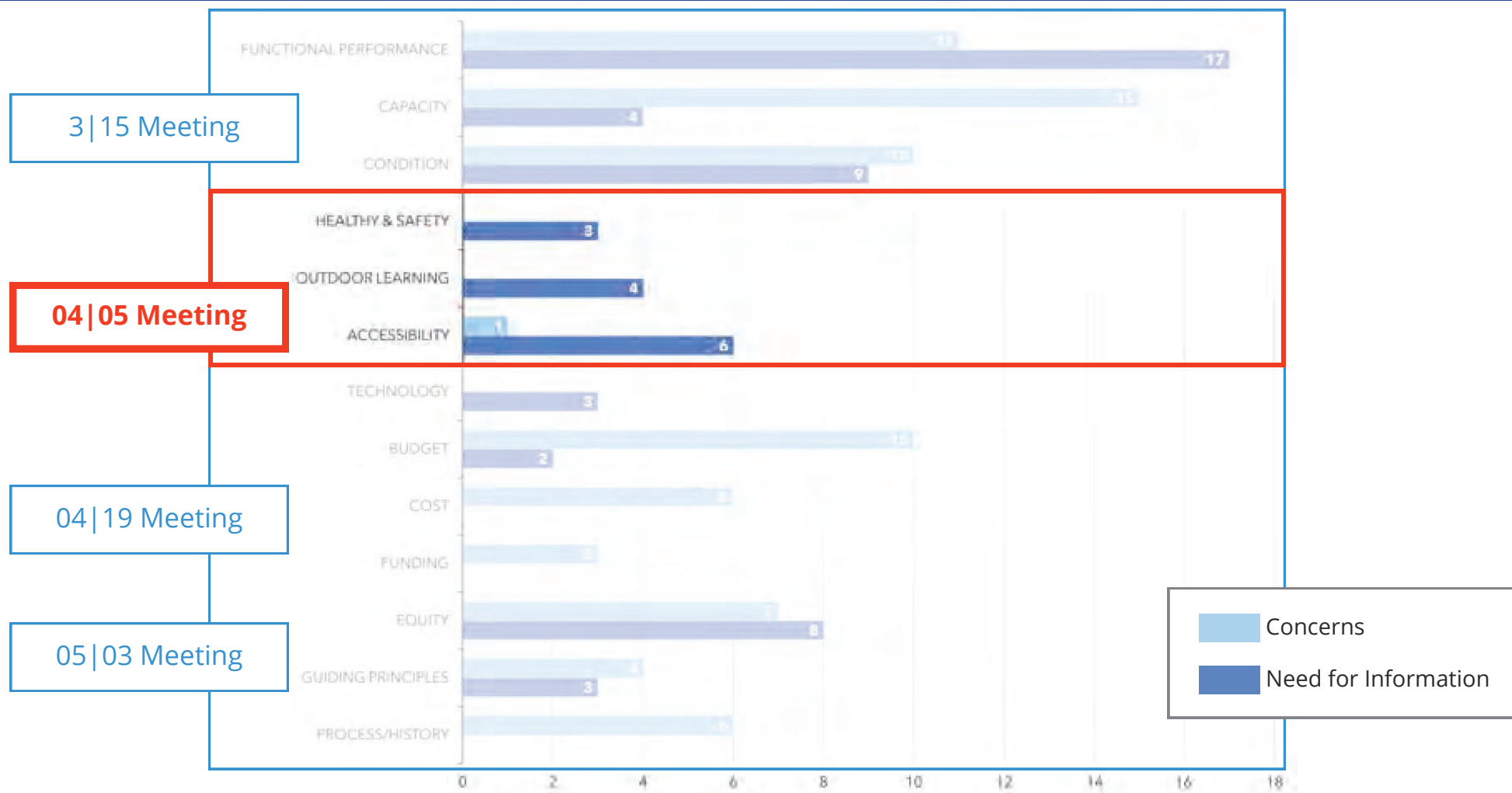
Group "Norms"

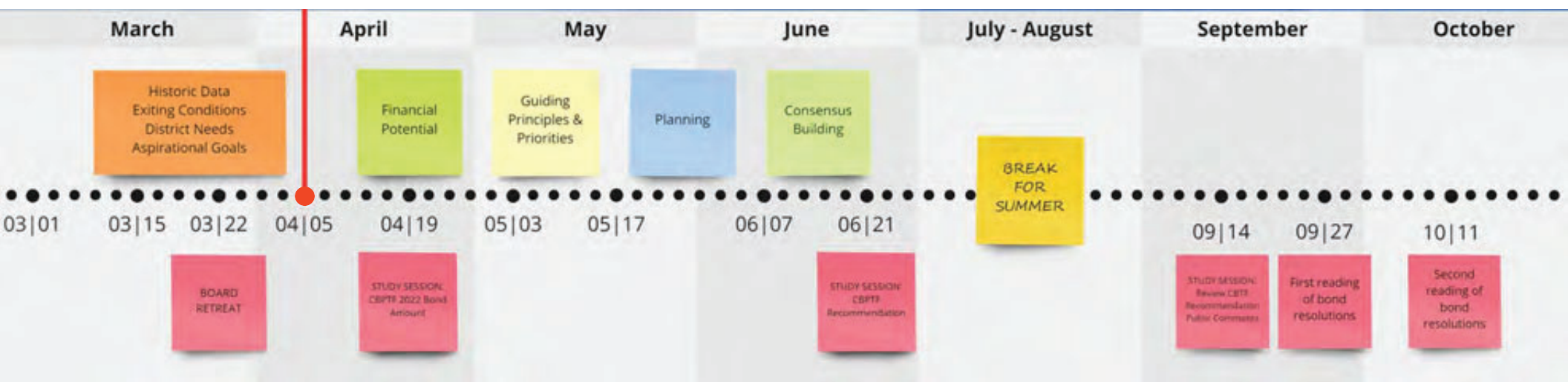


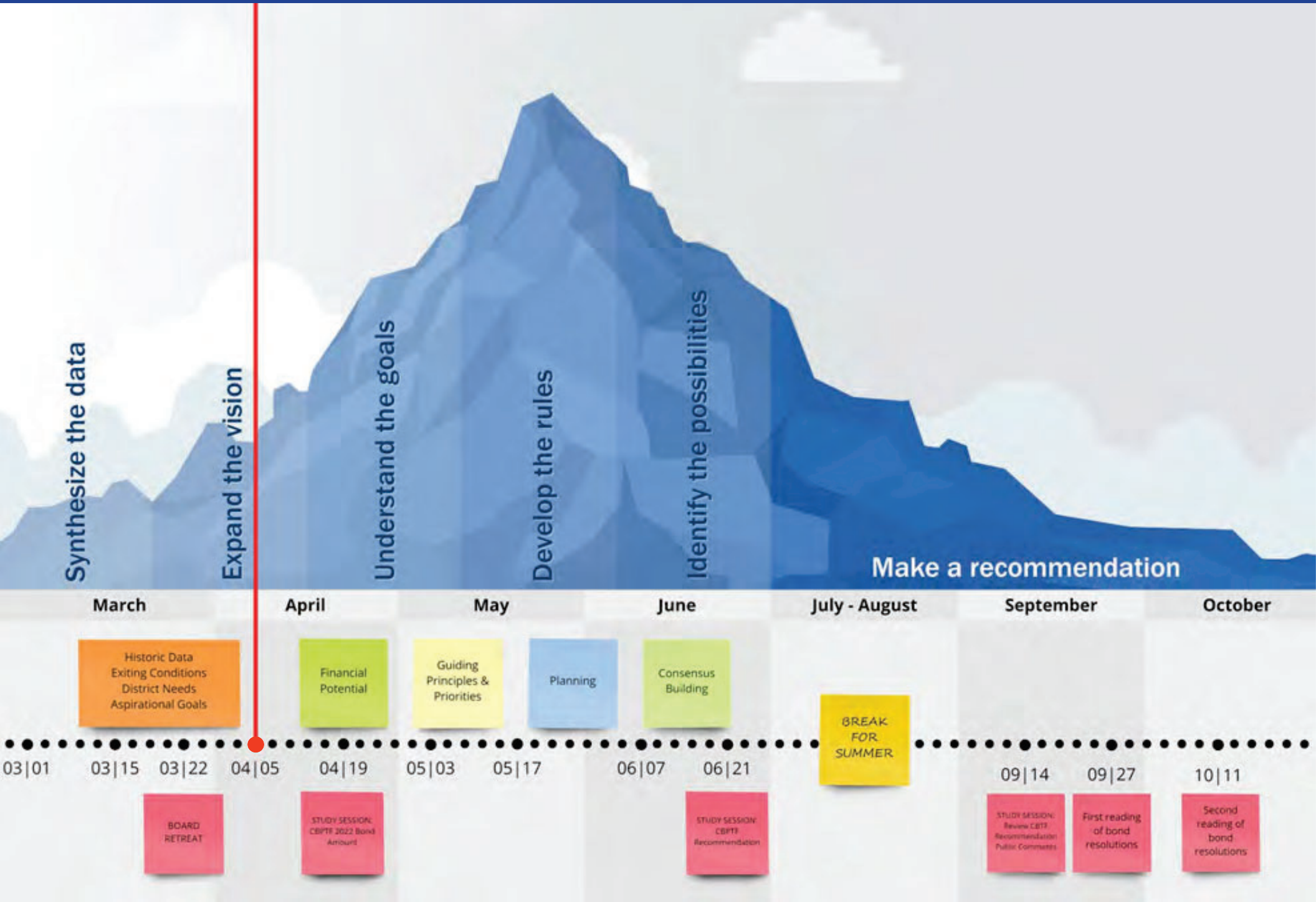
Breakout: Info Needs & Concerns



Breakout: Info Needs & Concerns







What is a District Initiative?

Projects designed to meet strategic and aspirational goals.
Projects that support all or most populations across the district.



District Goals & Measures

2017-22 Strategic Plan Learning into the Future!



Imagine the Possibilities!

Learning leads to change and change leads to growth and new possibilities. Learning into the future is a precondition for growth, a passageway into living the life you imagine.

With this strategic plan, our school system embarks on a new phase of a goal that has never changed: nurturing the limitless possibilities in every student. Our community possesses the ingredients for success: caring, committed teachers and staff; capable, empowering leadership; supportive, engaged parents and caregivers; and a responsive, generous community.

More precious than all these are our students – children and young adults whose compassion, sense of wonder,

and imagination invite us to dream, to push out our boundaries. The promise we see in our students gives deeper meaning to our lives, just as we nurture in them a deeper appreciation of the wonderful meaning of their lives.

Northshore is a community of possibilities. However, we are not "home" yet. We still have room to grow to ensure equitable learning and success for all students. Those possibilities will become manifest through learning – the engine for change and growth.

As we embrace learning into the future as an ethic within our schools and community, we will

advance steadily toward accomplishing our aspirational goals for ALL of our students and the hopes and dreams for our community.

Imagine the possibilities!

Dr. Michelle Reid
Superintendent



Four Building Blocks

Our Four Building Blocks provide a coherent, durable frame for our practices, programs and processes. They define the most important competencies or "internal muscles" that we must develop in order to achieve our goals for student learning, growth and success.

1	2	3	4
Equitable Access to Personalized and Culturally Responsive Teaching & Learning <p>TEACHING & LEARNING is the central function of our school system. We will advocate for standards, practices and programs that engage every student in challenging work, regardless of their current level of performance. And, because "one size does not fit all," we will differentiate and scaffold instruction and supports to meet the unique strengths, backgrounds, readiness, and learning styles of each student.</p>	Safe Climate and Strong Relationships with Families and Community <p>Because SCHOOLS CAN'T DO IT ALONE, we will welcome all families as partners for student success; communicate via forums and media that are responsive to the preferences of our stakeholders; collaborate with our community to build strong schools where all students thrive; and involve Northshore community members meaningfully in decisions about the future of our schools.</p>	Results-Focused Professional Learning and Supports for Staff <p>By INVESTING IN PEOPLE, we recognize that student learning depends critically on the quality and effectiveness of Northshore's teachers, leaders and staff. We will attract talented employees at all levels; provide safe, respectful environments for learning and work; and stimulate continuous professional growth through collegial collaboration and differentiated professional development.</p>	Data-Informed, Needs-Based Resource Allocation <p>A focus on MANAGING THE WHOLE ensures that all aspects of our school system are goal-aligned and moving together in an equitable, mission-focused manner. We will base decisions on fact, rather than opinion. Furthermore, we will ensure that resources – people, time, money – are allocated equitably, in line with the needs of our students and schools, and the priorities established by our community.</p>

Goals & Measures of Student Success

GOALS	MEASURES	EQUITY MEANS
1 Success in the Early Years <p>Each student will develop relevant curiosity, persistence, social-emotional awareness, and academic skills to be prepared for success by the end of grade 3.</p>	<ul style="list-style-type: none"> Increased percentage of students who have equitable access to developmentally appropriate teaching Increased percentage of students in pre-kindergarten to grade 3 meeting criteria for social-emotional, cognitive and cognitive development Increased percentage of students at grade level in the five components of the early Developmental Profile: awareness, physical, thinking, communication, and vocabulary Increased achievement gaps across student subgroups in English Language Arts and Mathematics Increased percentage of students in each student subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3 	<p>Each student, regardless of background or experience, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</p>
2 Responsible, Resilient, Empathetic Learners <p>Each student will feel safe as a responsible and persistent learner; open to and accepting of diverse cultural and perspectives; and empowered to advocate for and pursue educational passions.</p>	<ul style="list-style-type: none"> Increased percentage of students who feel safe, secure, and belong in school Increased percentage of students who demonstrate healthy life skills: choices, including nutrition, exercise, personal and social safety Increased percentage of students who model positive social skills and behaviors in a culturally diverse community Increased percentage of students with 60-80% average school attendance and at least 95% of school attendance Increased percentage of students who have not been referred to an alternative, exclusion, or suspension 	<p>Each student embraces ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>
3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps <p>Each student will experience continuous growth in achievement; successful toward graduation at a pace that eliminates opportunity and outcome gaps and receive fair and equitable treatment with regards to discipline.</p>	<ul style="list-style-type: none"> Increased equitable access to social-emotional supports in all settings (e.g. classroom, mental health and counseling staff) Minimum annual academic growth rate of one year for students at each grade level, and more than one year for students below grade level Increased percentage of students meeting standards in core subjects Reduction of the disproportionate rates of discipline, suspension and exclusion rates across student groups Increased assessment and consultation rates for traditionally underserved student groups to address gaps and specialized programs 	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and positive social-emotional supports.</p>
4 Innovative, Creative, Critical Thinkers <p>Each student will be involved in relevant and engaging learning that fosters creativity and imagination, and will gain the confidence and competence to address personal, community, and global issues in collaborative and respectful ways.</p>	<ul style="list-style-type: none"> Increased percentage of students who are jointly a problem solver and a creative thinker Increased percentage of students who apply learning to solve real-world challenges in meaningful ways Increased percentage of students who demonstrate a mastery of relevant skills in multiple ways Increased percentage of students who can explain how they received through a problem in their own words to a peer or teacher Increased percentage of students who successfully negotiate conflict Increased percentage of students who use appropriate technical/gifted skills to solve state classroom, community, or global issues, and Increased student learning 	<p>Each student engages in culturally relevant and cognitively challenging, real-world learning while applying knowledge and skills in a variety of ways.</p>
5 Ready for Lifelong Success after Graduation <p>Each student will graduate from high school with the habits to professionalize access to postsecondary success and lifelong learning.</p>	<ul style="list-style-type: none"> Increased percentage of 9th grade students on track for graduation Increased percentage of students who demonstrate evidence of practical skills and dispositions for life after high school (e.g., goal orientation, self-responsibility, time management, teamwork, decision-making and focus) Increased percentage of students who graduate on time Increased high school dropout rates Increased percentage of students involved in activities beyond the classroom (e.g., sports, arts, music, etc.) Increased percentage of high school graduates attending college without need for remedial classes 	<p>Each student receives equitable access to opportunities beyond high school and beyond, and meets or exceeds Washington state's college and career readiness graduation requirements.</p>

"I want my school to give me a strong voice in what I think."
NORTHSHORE STUDENT

"I promise to bring engaging and meaningful learning experiences to you each day."
NORTHSHORE TEACHER

"Students will leave our school prepared to think critically, act responsibly, live compassionately, and confident they can meet the challenges that lie ahead."
NORTHSHORE COMMUNITY MEMBER

Board of Directors

Aqueline McGourty, VICE PRESIDENT DISTRICT 1H
L. Swain, PRESIDENT DISTRICT 2H
D. Cogans, MEMBER DISTRICT 3
L. Hayes, MEMBER DISTRICT 4
C. East, MEMBER DISTRICT 5
Michelle Reid, SUPERINTENDENT
Elected to the Northshore School Board for the 2017-2021 term.

Northshore School District
3201 Northside Villa Parkway
Bothell, Washington 98021
www.nsd.org

Four Building Blocks

Our Four Building Blocks provide a coherent, durable frame for our practices, programs and processes. They define the most important competencies or "internal muscles" that we must develop in order to achieve our goals for student learning, growth and success.

1

Equitable Access to Personalized and Culturally Responsive Teaching & Learning

TEACHING & LEARNING is the central function of our school system. We will advocate for standards, practices and programs that engage every student in challenging work, regardless of their current level of performance. And, because "one size does not fit all," we will differentiate and scaffold instruction and supports to meet the unique strengths, backgrounds, readiness, and learning styles of each student.

2

Safe Climate and Strong Relationships with Families and Community

Because **SCHOOLS CAN'T DO IT ALONE**, we will welcome all families as partners for student success; communicate via forums and media that are responsive to the preferences of our stakeholders; collaborate with our community to build strong schools where all students thrive; and involve Northshore community members meaningfully in decisions about the future of our schools.

3

Results-Focused Professional Learning and Supports for Staff

By **INVESTING IN PEOPLE**, we recognize that student learning depends critically on the quality and effectiveness of Northshore's teachers, leaders and staff. We will attract talented employees at all levels; provide safe, respectful environments for learning and work; and stimulate continuous professional growth through collegial collaboration and differentiated professional development.

4

Data-Informed, Needs-Based Resource Allocation

A focus on **MANAGING THE WHOLE** ensures that all aspects of our school system are goal-aligned and moving together in an equitable, mission-focused manner. We will base decisions on fact, rather than opinion. Furthermore, we will ensure that resources - people, time, money - are allocated equitably, in line with the needs of our students and schools, and the priorities established by our community.

Goals & Measures of Student Success

▼ GOALS

▼ MEASURES

▼ EQUITY MEANS

1

Success in the Early Years

Each student will develop intellectual curiosity, persistence, social-emotional awareness, and executive skills to be prepared for success by the end of grade 3.

Increased percentage of students who have equitable access to developmentally appropriate teaching

- Increased percentage of students in pre-kindergarten to grade 3 entering early in the year of enrollment, of grade level, and experience developmentally
- Increased percentage of students at grade level in the three components of Learning Development: pre-literacy readiness, phonics, fluency, comprehension, and vocabulary

Decreased achievement gaps across student subgroups in English Language Arts and Mathematics

- Increased percentage of students in each student subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3

Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable targeted resources, instruction and individualized learning

2

Responsible, Resilient, Empathetic Learners

Each student will have safe and supportive and personalized learning opportunities and access to all needed resources and perspectives, and empowered to advocate for and pursue own educational passions

Increased percentage of students who have safe, secure, supportive and personally meaningful learning experiences that promote school or school district as a whole and equitable

- Increased percentage of students who demonstrate healthy life skills, resilience, including academic, emotional, personal and social ability
- Increased percentage of students who make positive social skills and empathy for a culturally diverse community
- Increased percentage of students with at least 70% average school attendance and at least 95% of in-class participation
- Increased percentage of students who have the financial literacy to be efficient, resourceful, and resilient

Each student expresses own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others

3

Growth for Every Student, Elimination of Outcome and Opportunity Gaps

Each student will experience continuous growth in all standards, designed toward graduation at a pace that eliminates opportunity and outcome gaps and reaches beyond equitable treatment with equity to all students

Increased growth across all academic national standards and standards in 3 domains: social health and psychological

- Measurable growth in students' growth rate of learning in all standards across grade level and across state and local benchmarks across grade level
- Increased percentage of students meeting standards in core subjects
- Reduction of the achievement gap in discipline, attendance and academic skills across student groups
- Increased enrollment and graduation rates for traditionally underserved populations through effective and evidenced-based targeted programs

Each student actively engages in rigorous standards-based standards, effective instructional, targeted instructional and intervention, and proactive and emotional supports

4

Innovative, Creative, Critical Thinkers

Each student will be involved in creative and engaging learning that fosters curiosity and innovation and will gain the confidence and resources to address personal, community, and global issues in collaboration and respectful ways

- Increased percentage of students who are jointly a partner with successful partners
- Increased percentage of students who study learning to solve real-world challenges through various ways
- Increased percentage of students who demonstrate a use of all relevant skills in multiple ways
- Increased percentage of students who are confident in their own learning through a problem to solve across subjects or in their own lives
- Increased percentage of students who successfully participate in (a) traditional or non-traditional experiences

Increased percentage of students who use appropriate technology skills to facilitate classroom instruction, projects, collaborative learning and individual student learning

Each student engages in culturally relevant and cognitively challenging and world learning while applying knowledge and skills in a variety of ways

5

Ready for Lifelong Success after Graduation

Each student will graduate first high school with the skills to post-secondarily enter to successful training and lifelong learning

- Increased percentage of the grade-level skills assessed for graduation
- Increased percentage of students who demonstrate equivalent or advanced skills and dispositions for the third high school (e.g., goal orientation, self-motivation, time management, teamwork, financial literacy and literacy)
- Increased percentage of students who graduate on time
- Decreased high school dropout rates
- Increased percentage of students involved in activities beyond the classroom, outside of school or school year
- Increased percentage of high school graduates entering college without need for remedial classes

Each student enters adult life having experienced career successes in college and beyond, and needs or interests Washington state's college and career readiness graduation requirements



Northcreek High School





Ruby Bridges



Elementary





Break Out!

Think. Pair. Share.

What have you/your student been missing in a virtual learning environment?

How might learning facilities need to adapt the next decade?

How can schools better support communities?

What benefits of remote learning can we bring into new learning facilities?



Safety & Security

Henry Simon - Director of Safety & Security

Cliff Bambach - Capital Projects Planner

A grayscale background image showing two young students in a science laboratory. They are both looking through microscopes on a lab bench. The student on the left is a girl with long dark hair, and the student on the right is a boy with short light-colored hair. There are other lab equipment items visible on the bench, including a container and some papers.

BRIEF OVERVIEW

- Safety and Security Department
- Early/complete modernizations

OVERARCHING GOALS

- STANDARDIZE program and systems across campuses
- SYSTEMATICALLY UPGRADE systems for safer schools.
- Complete DISTRICTWIDE Initiatives
- CENTRALIZE management of electronic systems

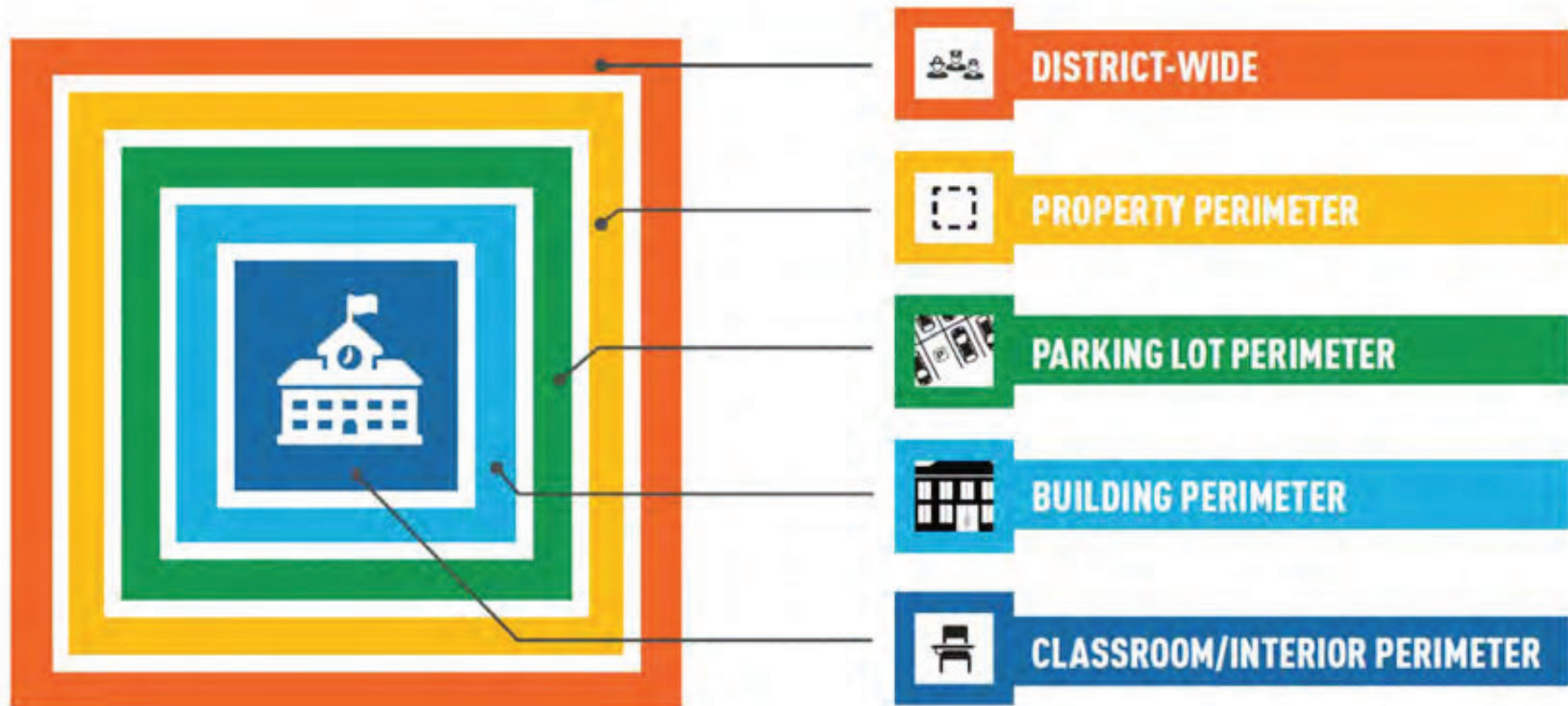
2022 Capital Bond Planning Task Force

STRATEGY



- Sought independent outside input
 - Standardize
 - Prioritize
- Systematic Layered Approach

LAYERS OF PROTECTION



Prioritization Matrix - example

Prior to 2018 Bond Project Initiation

		SITE TOTAL:	Main office	Campus/ Site Perimeter	Entry Points	Room Security	Comms	Video Camera	Visitor Mngmt
		35	8	9	5	5	3	2	3
		175	38	25	28	28	10	18	8
Level	Campus								
40 EL	C	121	22	29	17	16	8	10	3
40 EL	B	101	26	19	17	14	7	10	3
40 EL	B	108	21	24	15	13	8	10	3
40 EL	B	109	25	24	17	12	10	10	3
40 EL	C	120	24	18	17	12	5	10	3
40 EL	B	107	22	23	16	13	10	10	3
40 EL	B	107	23	20	15	16	7	10	3
40 EL	B	111	22	25	17	12	8	10	3
40 EL	B	114	26	25	16	16	9	10	3
40 EL	C	117	24	27	16	18	8	10	3
40 EL	B	111	26	20	15	15	8	10	3
40 EL	C	108	22	23	17	15	8	10	3
40 EL	B	114	22	29	15	14	6	10	2
40 EL	C	117	22	31	17	11	9	9	2
40 EL	B	112	22	25	17	12	11	10	3
40 EL	A	95	19	10	11	13	5	10	2
40 EL	B	121	23	24	15	16	14	10	3
40 EL	B	117	23	26	16	15	10	10	3
40 EL	B	109	23	21	15	12	8	10	2
40 EL	B	109	24	23	15	12	6	10	3
40 EL	A	95	23	19	13	16	8	10	2
31 MI	B	111	20	28	17	12	7	7	3
31 MI	C	90	20	21	17	8	7	5	3
31 MI	B	125	26	31	17	16	10	5	3
31 MI	A	90	22	20	13	18	9	5	3
31 MI	B	110	24	26	15	12	10	5	3
31 MI	B	112	25	27	17	19	7	6	3
13 HS	B	115	24	29	16	13	7	8	3
13 HS	C	120	24	31	17	19	8	7	3
13 HS	B	78	18	23	7	13	8	2	3
13 HS	B	99	23	22	14	13	7	5	3
13 HS	A	99	20	22	14	14	8	6	3

Prioritization Matrix - example

Anticipated Completed Projects Post-2018 Bond

		SITE TOTAL	Main office	Campus/ Site Perimeter	Entry Points	Room Security	Commis	Video Camera	Visitor Mngmt
		35	5	3	4	5	3	2	3
		171	16	49	28	39	19	18	5
Level	Campus								
00 EL	C	70	11	19	15	1	8	20	1
00 EL	B	67	12	15	15	1	7	20	1
00 EL	B	77	11	20	15	1	8	20	1
00 EL	B	72	10	16	15	1	10	12	1
00 EL	C	70	10	20	14	1	10	20	1
00 EL	B	73	11	17	16	1	10	20	1
00 EL	B	70	10	17	15	1	7	20	1
00 EL	B	75	10	17	16	1	8	20	1
00 EL	B	71	11	17	15	1	9	20	1
00 EL	C	60	10	17	15	1	4	20	1
00 EL	B	75	11	16	15	1	8	20	1
00 EL	C	74	11	19	17	1	4	20	1
00 EL	B	76	10	20	15	1	8	20	1
00 EL	C	81	9	21	17	1	8	20	1
00 EL	B	76	11	19	15	1	11	20	1
00 EL	A	57	9	10	11	1	5	20	1
00 EL	B	79	10	18	15	1	11	20	1
00 EL	B	76	11	18	16	1	10	20	1
00 EL	B	74	10	16	15	1	8	20	1
00 EL	B	73	9	20	15	1	8	20	1
00 EL	A	53	8	14	8	1	20	20	1
00 MI	B	80	9	28	11	1	8	20	1
00 MI	C	73	9	21	17	1	5	20	1
00 MI	B	91	12	31	15	1	9	20	1
00 MI	A	69	10	20	8	1	7	20	1
00 MI	B	84	11	26	15	1	8	20	1
00 MI	B	79	9	27	15	1	7	20	1
00 HI	B	86	11	29	16	1	5	20	1
00 HI	C	88	11	31	17	1	6	20	1
00 HI	B	63	11	23	5	1	8	20	1
00 HI	B	79	11	22	14	1	8	20	1
00 HI	A	71	9	22	14	1	7	20	1

A grayscale photograph of two young women in a science laboratory. They are both focused on their work, with one looking through a microscope and the other looking down at something in her hands. There are several microscopes on the lab bench, and the background shows typical lab equipment and shelving. The image has a soft, slightly faded appearance, making the overlaid text stand out.

2018 BOND RECAP and 2022 BOND PROJECTS

2022 Capital Bond Planning Task Force

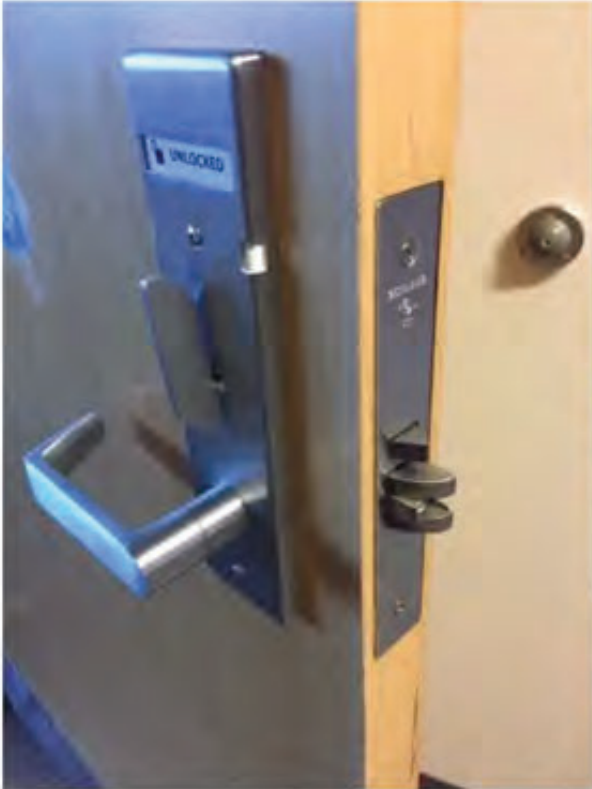
2018 Bond: Locks

CLASSROOM LOCKS:

- COMPLETE at All Schools
- 3500+ locks
- Primary Classroom Entries
- Handled locks
- Push Bars
- Portables
- Secondary Classroom Access

MAIN OFFICE/OFFICE LOCKS:

- Will start planning/scoping process this summer



2018 Bond: Fencing



FENCING:

- 2 pilot schools complete
- Design near completion for 2 schools
- Mix of Chain Link/ Decorative
 - Balance aesthetics/cost
- Funnel visitors to main office
- Focus on open campuses and elementaries

2018 Bond: Intercom Upgrades

- When schools were built the purpose of the intercom system was for important messages!
- Now we use the intercom systems for important messages and **URGENT** alerts!

2014 Bond: Upgraded systems to have Automated Messages

- Lockdown, Safe Inside, Shelter in Place, Evacuate

2018 Bond Goals:

- Upgrade all aging intercom systems that are not Telecenter U Hybrid
- Install status lights/visual indicator in loud/high volume spaces
- Install message reader at Main Entry to alert visitors of urgent situations (different that digital message boards)



2018 Bond: IP Camera Modernization



GOAL- Meet the guidelines created by the Safe Schools Advisory Committee report.

- Install Approx. 10 new cameras at each elementary school
- Modernize secondary schools camera systems and improve coverage
- Migrate all cameras to new video management software
- Improve quality and equity district wide
- Campus coverage to include interior and exterior cameras, depending on report recommendations

CURRENT STATUS:

- 540 camera units are installed
- Sites with camera coverage 23 out of 38, 7 Sites modernized
- Halfway through migration to new video management software- Genetec

2018 & 2022 Bond: IP Camera Modernization



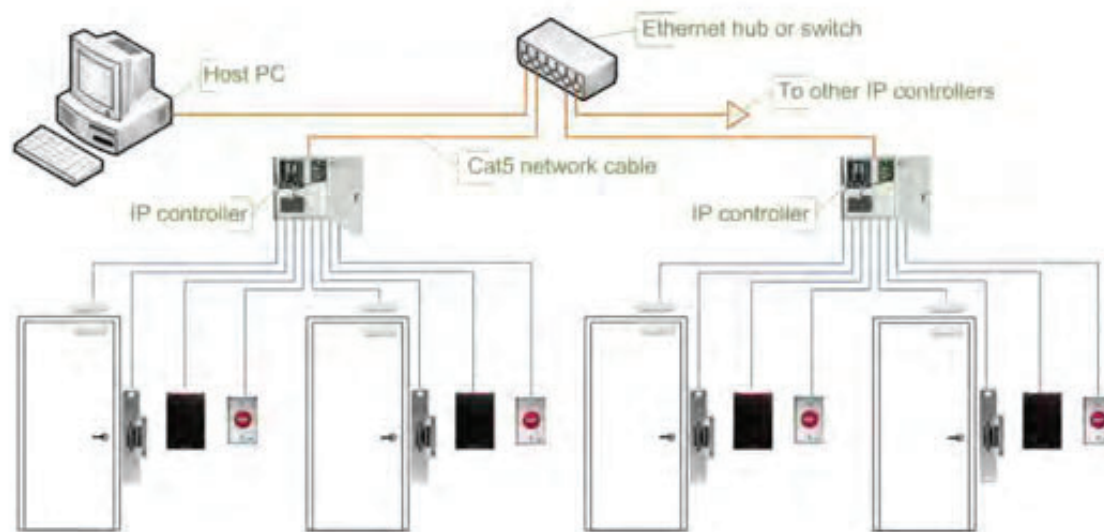
2018 BOND PLAN

- Complete installation at all elementary schools
- Maximize modernization at most secondary schools
- Complete migration of all to new video management system

2022 BOND PLAN

- Modernize Woodinville High School camera system
- Modernize Pop Keeney camera system
- Cover any gaps in coverage at other school sites
- Complete any upgrades at support sites: Transportation, Admin, Support Services
- North Creek HS will be reviewed for 2026 bond

2018 & 2022 Bond: Visitor Management and Vestibule/ Access Control



- Continues Layered Approach for physical security.
- Denotes approved visitors on campus
- Programmable; can control lock/ unlock times.
- Electronic credentials help centralize control and reduces number of physical keys that can be lost.
- Credentials can be disabled centrally

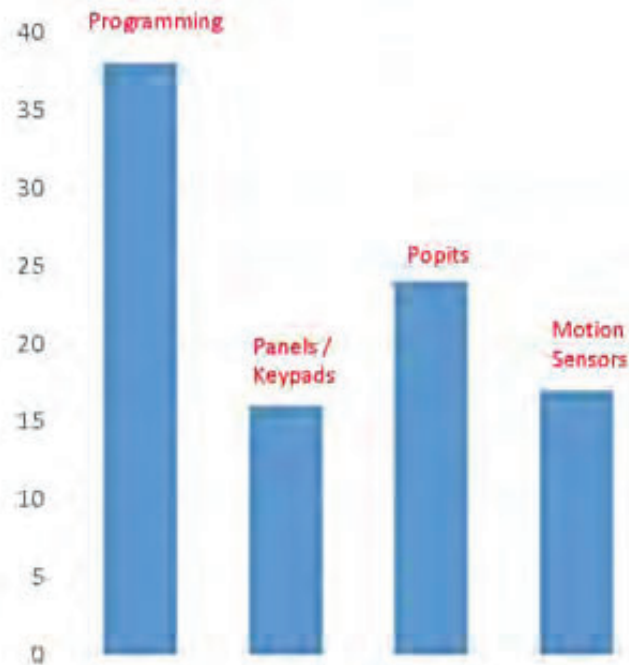
2022 Bond: RADIOS and ALERT APS



- Radios are not standardized; are campus specific
- Radio system is not a districtwide system/ campuses are not interoperable
- Radios may be needed as PRIMARY form of communication in emergency if cell/ phone lines are unavailable.
- Districtwide Phone App for staff to communicate internally and to emergency responders during emergencies.

2022 Capital Bond Planning Task Force

2022 Bond: SECURITY SYSTEM MODERNIZATION



Security systems promote:

- Safety for students, staff, visitors
- Notifications to law enforcement, security department and to other security systems on campus
- Asset protection



Campus Upgrades needed by site

- Programming updates: can be accomplished in house.
- Panels/Keypads replacement: brains of the security system - keypads for logging in
- Popits – new or replacement: provides exact location of an alarm. Makes the system addressable.
- Motion Sensors – new or replacement: detects motion and sends a signal to the security panel.

Reason to upgrade

This is one of the sites that needs a panel and keypad update.



- No remote programming available
- Not addressable (cannot locate exact point of alarm)
- Limited campus coverage
- No integration capabilities

This is one of the sites that need in house programming only



- Addressable system (can locate exact point of alarm)
- Total campus coverage
- Remote programming
- Parts available for in house maintenance vs contractors.
- Equipment consistency/standardization
- Integration capabilities

2022 Bond: Emergency Prep Conex Container - Replacement



CURRENTLY:

- Most containers were purchased used and are over 15-20 years old
- Doors are hard to open and repair
- No natural light
- Challenging to keep moisture out of container leading to possible spoilage and disposal of materials stored.



Emergency Preparation Tuff Shed



- 10 foot by 20 foot Tuff Shed large easy to open doors
- Small transom windows provide natural lighting
- Good ventilation which prevents moisture build up
- Critical Search and Rescue items attached to doors
- Medical Team and Command Post materials on first set of shelves
- Provided local hospitals PPE supplies (masks, gloves, etc) early on in pandemic supply shortage



Student Services

Rick Ferrell

Director of Student Services

Goal 2

**Responsible, Resilient,
Empathetic Learners**





Goal 2: Responsible, Resilient, Empathetic Learners



Each student will feel safe as a responsible and persistent learner, open to and accepting of diverse cultures and perspectives, and empowered to advocate for and pursue own educational passions.

Measures

- Increased percentage of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable
- Increased percentage of students who demonstrate healthy lifestyle choices, including nutrition, exercise, personal care, and safety
- Increased percentage of students who model positive social skills and resiliency for a culturally diverse community
- Increased percentage of students with at least 95% average school attendance and at least 95% of in-class attendance
- **Increased percentage of students who have continuous access to an advocate, mentor, or counselor**

Equity Means

Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.



Goal 2: Responsible, Resilient, Empathetic Learners



Increased percentage of students who have continuous access to an advocate, mentor, or counselor



Goal 2: Responsible, Resilient, Empathetic Learners



- **Increase in School Counselors**
- **Increase in Nurses**
 - Central Location
 - Isolation/Care Rooms
- **Mental Health Therapists**
 - Spacing/Privacy
- **Family Liaisons**
 - Additional Space
- **Mckinney-Vento Support**
 - Storage Space



Students' Continuous Access to an Advocate, Mentor, or Counselor

NSD SCHOOL COUNSELORS



School Counselor (K-12)



	2019-20	2020-21	2021-22
Elementary	8 Elementary Counselors per 16 schools w/ the highest need.	12 Counselors for 20 schools (.5 counselor is assigned to each school).	1 full-time Counselor for every school w/ enrollment of at least 500 students.
Middle School	1:375 Counselor: Student Ratio (min. 3 counselors at each school)	1:365 Counselor: Student Ratio (min. 3 counselors at each school)	Current ratios maintained
High School	1:365 Counselor: Student Ratio	1:325 Counselor: Student Ratio	Current ratios maintained

Counselor Interns



Mental Health Therapists Hours (9-12)

High Schools	Hours Per Week 2019-20	<i>Hours Per Week 2020-21</i>
Bothell HS	18	35
Inglemoor HS	35	35
Innovation Lab HS	N/A	7
North Creek HS	20	35
SAS	20	35
Woodinville HS	40 (school social worker)	35

Mental Health Therapists Hours (6-8)

Middle Schools	Hours Per Week 2019-20	<i>Hours Per Week 2020-21</i>
Canyon Park MS	35	35
Kenmore MS	35	35
Leota MS	35	35
Northshore MS	35	35
Skyview MS	20	28
Timbercrest MS	35	35

Mental Health Therapists Hours (K-5)

Elementary Schools	Hours Per Week 2019-20	<i>Hours Per Week 2020-21</i>
All (20) Elementary Schools	0	28



NSD Family Liaisons 2020-21

Liaison	Schools	Región	Number**
Maria Cisneros mcisneros@nsd.org	Woodinville HS Leota MS Woodin	East	425.408.6036
Virginia Gonzalez vgonzalez@nsd.org	Bothell HS Canyon Park MS Shelton View	West	425.408.6030
Patricia Herrera-Chavarria pherrerachavarria@nsd.org	Kenmore MS Frank Love Kenmore Elementary	South/West	425.408.6034
Mayela Martinez mmartinez@nsd.org	North Creek District Support Crystal Springs	North/West	425.408.6022
Jazmin Loreto jloreto@nsd.org	Inglemoor HS Northshore MS Woodmoor	South	425.408.6035

McKinney-Vento Support

- __ students currently qualify for services
- Needs:
 - Clothing
 - Food
 - Laundry



A photograph of a young woman with long dark hair, wearing a white lab coat, sitting at a desk in a classroom and typing on a laptop. The laptop screen displays a web application with various text fields and buttons. In the background, other students are visible at their desks, and the classroom environment is softly blurred. The text 'Q&A' is overlaid in the center of the image in a blue, hand-drawn style font.

Q&A

A photograph of a woman with long dark hair and glasses, smiling, standing next to a young girl with blonde hair, also smiling. They are outdoors, and other children are visible in the background, some sitting on a bench. The image has a soft, slightly blurred background.

Inclusive Learning

Shannon Phanhthavilay
Director of Special Education



What is Inclusive Learning?

Inclusive learning recognizes the entitlement of all students to a learning experience that respects diversity, enables participation, removes barriers and anticipates a variety of learning needs and preferences.

- Special Education
- Adult Transition
- Inclusive Outdoor Learning
- Overall Accessibility
- Related Services

OT/PT • Sensory Services • Flexible & Multi-purpose Spaces • Itinerant Programs

1

Equitable Access to
Personalized and
Culturally Responsive
Teaching & Learning

2

Safe Climate and
Strong Relationships
with Families
and Community

3

Results-Focused
Professional Learning
and Supports
for Staff

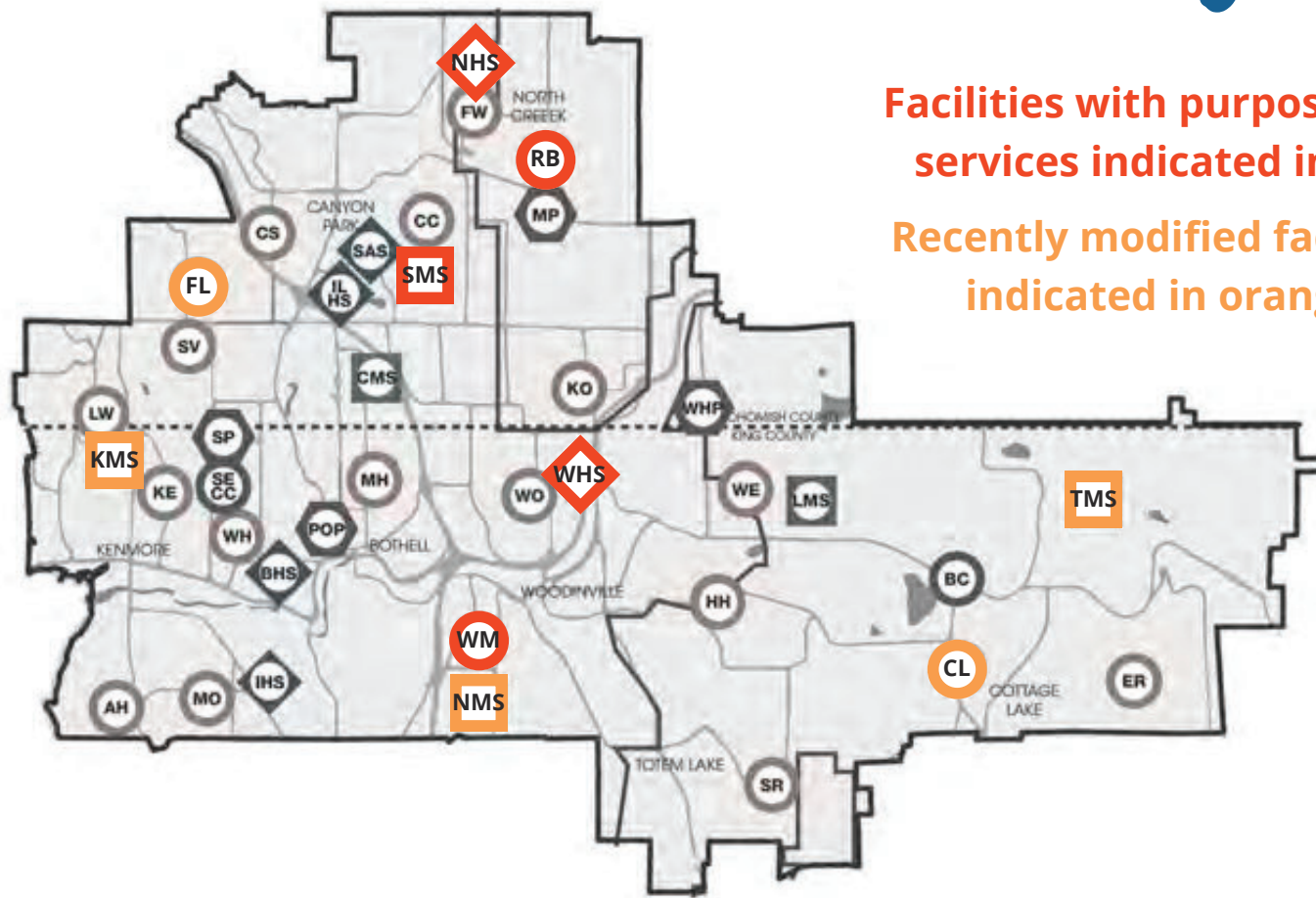
4

Data-Informed,
Needs-Based
Resource Allocation

Our Vision

- Neighborhood facilities that meet the needs of all students we serve.
- Proactive planning & design.
- Serve as an extension of the Special Education team at each facility.
- Adaptable spaces with the flexibility necessary to allow programs to develop as educational models change.

Where are we today?



Where are we today?

Northshore School District facilities meet or exceed legal standards for facilities. Our teachers and staff provide an excellent learning experience with programs that draw in families from other districts.

Enrollment is growing for these programs.

However, the standards for facilities do not support the vision moving forward:

equitable and inclusive services in all neighborhood schools at every grade level.

- We utilize a "Regional Programming" approach.

Not all ES & MS students can be served in their neighborhood school.

When a program moves the student may have to move schools.

- Lack of purpose-built spaces.
- Outdoor learning spaces are compliant, but not fully inclusive.
- Accessibility is compliant by facility, but not standardized across the district.

Where we are going!

- Support for all students and families in every neighborhood
- Purpose built spaces for all Special Education programs at Northshore School District
- Fully inclusive outdoor learning spaces

Why is this important?

- Community building
- Maintaining integration within a grade band
- Attending school with siblings
- Lifelong friendships for students
- Enrollment growth
- Highest need students are in peripheral spaces

Barriers to Achieving Our Goals



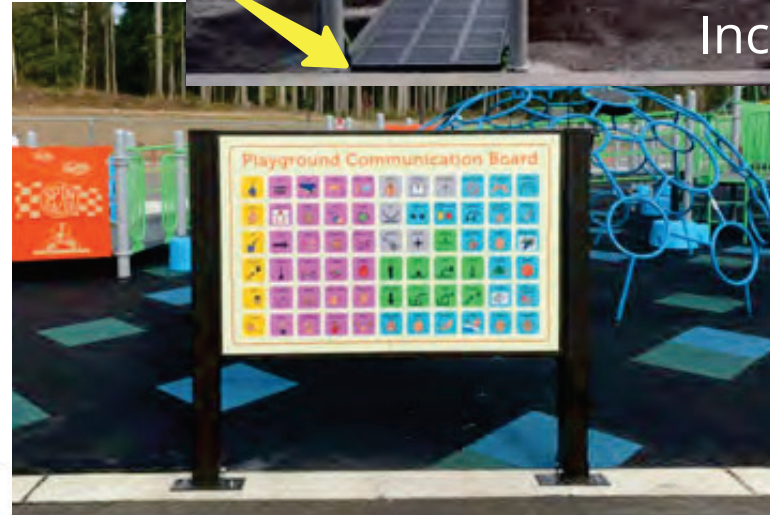
Programs that have expanded over time to meet the needs of our students were not accounted for during the original design of the school.

Accessibility within and between spaces.

Equipment and the structural support necessary for installation.

Storage and support for itinerant (traveling) programs.

Outdoor Learning



Related Services



Repurposed collaborative space

Purpose-built
not an NSD facility

A photograph of a young woman with long dark hair, wearing a white lab coat, sitting at a desk in a classroom and typing on a laptop. The laptop screen displays a web page with a list of items. In the background, another student is visible at a desk with a laptop. The text 'Q&A' is overlaid in the center of the image in a blue, stylized font with a white outline.

Q&A



Thank you!

The next meeting is:

Monday, April 19, 5:30-7:30 p.m.

Summaries of today's meeting will be sent to each of you and posted to the website.

Please continue to fill out the *"Tell Us About Yourself"* boards.

Optional Office Hours:

Wednesday, April 7, 2 - 3:00 p.m.

(Zoom link to follow)

If you have any questions please contact:

Ashley McClaran amccclaran@oacsvcs.com

and

Steve Murakami smurakami@oacsvcs.com