

This project was supported by Grant No. 2011-GWAX-K003 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, and recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.



enough!

**strengths and needs assessment for preventing
teen dating violence, sexual assault, and stalking
in the Ferndale School District**

youth | educators | families | service providers | community

BWCCADV

Bellingham - Whatcom County
Commission Against Domestic Violence



FERNDALE
SCHOOL DISTRICT

1407 Commercial Street, Bellingham, WA 98225
360.312.5700 | www.dvcommission.org

Table of Contents

Executive Summary	5
Project Description	5
Purpose of the Strengths and Needs Assessment	6
Assessment Tools Used.....	6
Key Findings	8
Priorities for the Strategic Plan.....	8
Sections of the Strengths and Needs Assessment Report.....	9
Ferndale School District STEP Grant Collaborative Teams	10
Community Coordinated Response Team (CCRT)	10
District Staff – Core Members	10
District Staff – Collaborating Partners	10
Service Providers – Core Members	10
Service Providers – Collaborating Partners	10
Community – Core Members	11
Community – Collaborating Partners	11
Youth Advisory Groups	11
Strengths and Needs Assessment Team.....	12
Process for Gathering Team Input.....	12
Community Coordinated Response Team (CCRT)	12
Youth Advisory Groups	12
Strengths and Needs Assessment Team	13
Methodology of the Assessment.....	14
Explanation of Selected Tools and Reason for Selection.....	14
Surveys.....	14
Focus Groups	14
Observations.....	15
Stakeholder Interview	15
Public Forum	15

Review of Services, Training, Education, and Policies	16
Results of Strengths and Needs Assessment.....	17
Student Responses.....	17
Survey Results.....	17
Focus Group Results	17
Observation Results.....	19
Staff Responses.....	20
Survey Results.....	20
Focus Group Results	21
Review of Services, Training, Education, and Policies.....	22
Parent Responses.....	24
Survey Results.....	24
Service Provider Responses	25
Focus Group Results	25
Stakeholder Interview Results.....	26
Community Member Responses	27
Survey Results.....	27
Public Forum Results	27
Key Findings	28
Services	29
Staff Training.....	29
Prevention Education	29
Policies, Procedures, and Protocols	29
Priorities for Strategic Plan	30
Appendix A: 2012 Ferndale School District Climate Survey	33
Student Survey.....	33
Staff Survey	34
Parent Survey.....	35
Appendix B: A School Policy to Increase Student Safety Staff Survey	37

Appendix C: Online Surveys 41

 Staff Survey 41

 Parent Survey 42

Appendix D: Focus Groups 43

 Student Focus Group 43

 Service Provider Focus Group 44

Appendix E: Public Forum 45

Appendix F: STEP Policy Review Worksheet 46

Acknowledgements 50

 CCRT Members 50

 Youth Advisory Groups 50

Executive Summary

Project Description

The Ferndale School District, in partnership with the Bellingham Whatcom County Commission Against Domestic Violence (DV Commission), received a three-year grant in 2011 for \$549,000 from the United States Department of Justice (USDOJ), Office on Violence Against Women (OVW). Domestic Violence and Sexual Assault Services of Whatcom County (DVSAS), is also a core partner in this grant, and Lummi Victims of Crime and the Ferndale Police Department are collaborating partners as well. This STEP grant is to provide services, training, education, and policies to respond to and prevent teen dating violence, sexual assault and stalking (TDV, SA, and Stalking) in the secondary schools of the Ferndale School District.

The Ferndale School District secondary schools and their surrounding community are unique because of their proximity to the Canadian border— it is less than 20 miles from the nearest border crossing. In addition, Whatcom County is an area that is heavily rural and agricultural. These two factors lead it to have high levels of transition and fluidity in its population. The community and its outskirts have a relatively large migrant farm-worker population, whose children attend the Ferndale schools, as well as pockets of Ukrainian, Russian, and Punjabi families. Many of these families and students speak English as their Second Language. Additionally, the District has a compact with the Lummi Nation to provide schooling to students from the reservation; approximately 20 percent of the student population hails from the Lummi Indian Reservation.

The Ferndale School District, DV Commission, and DVSAS, along with Lummi Victims of Crime and the Ferndale Police Department, decided to work together on this grant project because all entities recognized the magnitude of the problem of TDV, SA, and Stalking among young people. This is a problem in Ferndale, but also a problem statewide and nationally that affects our youth and their ability to learn and grow.

Based on its readiness to benefit from the funding and its commitment to addressing issues such as TDV, SA, and Stalking that impact their students' ability to learn and function, the Ferndale School District was chosen as one of only nine sites in the nation to be a pilot for this innovative grant project. The District chose to work with the DV Commission to implement this project because of the Commission's experience and expertise leading systems change efforts, as well as its ability to bring together key leaders in the community. DVSAS was included as the third core partner because of their experience providing domestic and sexual violence advocacy, support groups, and prevention education in the community and with youth. Additional partners in the grant include Lummi Victims of Crime, and the Ferndale Police Department. Lummi Victims of Crime was chosen because of the high number of

The Ferndale School District and the DV Commission worked together to establish the STEP Grant Coordinated Community Response Team (CCRT), which is made up of members from the District that include administrators, counselors, teachers, nurses, and Youth Advisory Group representatives from each school; as well as members from the community that include

representatives from the DV Commission, DVSAS, Lummi Victims of Crime, Ferndale Police Department, Ferndale City Council, Northwest Youth Services, Ferndale Boys and Girls Club, parents and faith communities.

Youth Advisory Groups have been established at each of the Ferndale School District secondary schools: Vista Middle School, Horizon Middle School, Ferndale High School, and Windward High School. These groups are facilitated by staff from the DV Commission, DVSAS, and school counselors. These groups provide input and strategic direction to the STEP Grant CCRT, and coordinate awareness campaigns related to TDV, SA, and Stalking in their respective schools.

Since January 2012, the Ferndale School District and the DV Commission have been collaborating with the STEP Grant CCRT, the Youth Advisory Groups, a Strengths and Needs Assessment team, and additional community groups in Ferndale to identify areas of strength and concern, discuss current services provided, enhance existing partnerships, and develop new relationships, all with the goal of improving the District's response to and prevention of TDV, SA, and Stalking.

Purpose of the Strengths and Needs Assessment

A subcommittee of the STEP Grant CCRT conducted a Strengths and Needs Assessment of the current response to teen dating violence (TDV), sexual assault (SA), and stalking in the Ferndale School District secondary schools. The purpose of this Strengths and Needs Assessment was to explore how each student, educator, parent, and service provider understands and responds to TDV, SA, and Stalking. Moreover, the Strengths and Needs Assessment team was dedicated to ensuring that the survivor's experience of abuse was kept at the center of the work. In order to do this, the participation and voice of an advocate from DVSAS was an essential element to ensure the success of the Assessment. The Assessment process helped to identify stakeholders, their role in the District, and their responsibility to the survivor and the abuser.

With the identified strengths and gaps, it is the objective of the STEP Grant CCRT to use this information to create and implement a comprehensive, consistent, survivor-centered response that will develop strong partnerships between administrators, staff, students, parents, service providers, and other community members. Additionally, the CCRT will use the Assessment to determine how to best provide support services, professional training, prevention education, and policies and procedures regarding TDV, SA, and Stalking for students, staff, and parents at each of the four secondary schools.

Assessment Tools Used

The Strengths and Needs Assessment team determined that it was important to gather information from a diverse group of people in order for systemic change to occur. A range of strategies were implemented during the Strengths and Needs Assessment process to gather as much information as possible.

The following methods were used to gather information for this Assessment:

- One electronic survey of all students in the Ferndale School District.
- Student focus groups, conducted at each of the four secondary schools.
- Observations at each of the four secondary schools, conducted on various days over a two month period. Observers were placed at the school during class transition, before and after school, and during lunch periods.
- Three electronic staff surveys.
- One focus group with Ferndale School District leaders, conducted as part of the application process for the STEP grant.
- One focus group with Ferndale School District administrators, middle and high school principals, and middle and high school counselors, conducted as part of the application process for the STEP grant.
- Advocacy services, prevention education, and staff training review, conducted by Ferndale School District administrators, middle and high school principals, and middle and high school counselors at a STEP planning meeting.
- Policy and procedure review, using the STEP Policy Review Worksheet provided by the Office on Violence Against Women (OVW) as part of this grant.
- Two electronic surveys of parents.
- One service provider focus group, conducted with representation from the DV Commission, DVSAS, Lummi Victims of Crime, Northwest Youth Services, Ferndale Police Department, Boys and Girls Club, Sea Mar Community Health Centers, Child Protective Services, and Parents and Friends of Lesbians and Gays (PFLAG).
- One stakeholder interview with the Ferndale Police Department School Resource Officer, conducted as part of the application process for the STEP grant.
- One survey for all residents in the Ferndale School District's boundaries; a postcard was sent via the U.S. Postal Service to inform residents of the survey, and how to either respond online or to obtain and submit a hard copy.
- A public forum, held in Ferndale during a monthly Ferndale Resource Center meeting. This event was advertised in the local paper and by word of mouth.

Approximately 1,350 students, staff, parents, service providers, and other community members responded via one of these instruments to give input that informed this Strengths and Needs Assessment, and that will be used in the development of the Strategic Plan.

Key Findings



The Strengths and Needs Assessment found that students, District staff, parents, service providers, and other community members have concerns about TDV, SA, and Stalking; want to learn more about these issues and how they impact youth; and/or want to know how to stop such abuse. Moreover, students want to know what will happen if they choose to report TDV, SA, or Stalking to school staff, law enforcement, or others. Similarly, staff want to know what procedure they need to follow if they were told of an abusive situation. Students and staff both report that they have seen abuse in the schools, and don't know how to intervene to stop it. Parents want more information about these issues and how they impact youth. Service providers know that TDV, SA, and Stalking are happening to students in the Ferndale School District, and want to support the District, students, and parents in providing the information and resources they all need. Finally, community members are interested to learn that the Ferndale School District was chosen as one of 9 pilot sites nationally to address these issues, and want to be informed of how they can make a difference.

Priorities for the Strategic Plan



The Strategic Plan will focus on the following:

- survivor-centered services (including advocacy and support groups, culturally appropriate services, and referrals to the School Resource Officer) to be available at each secondary school;
- professional training and education for all District staff on the issues of TDV, SA, and Stalking, with more in-depth training provides for certain key staff;
- DVSAS's Empowerment Project, the School Resource Officer's educational unit on cyberstalking, and the integration of TDV, SA, and Stalking into classroom curricula, to be provided at each of the secondary schools;
- Green Dot training for students, staff, parents, and community members;
- prevention education campaigns, including youth-led awareness efforts at each secondary school, and community-wide messaging; and
- comprehensive policies and procedures along with a detailed, step-by-step response protocol, specific to the Ferndale School District's response to the issues of TDV, SA, and Stalking.

Sections of the Strengths and Needs Assessment Report

This Strengths and Needs Assessment Report contains the following sections: Description of the Collaborative Team, Methodology, Results, Key Findings, and Priorities for Strategic Planning.

The Description of the Collaborative Team details the STEP Grant Community Coordinated Response Team (CCRT), including its core partners and collaborating partners; the Youth Advisory Groups; and the Strengths and Needs Assessment team. The section on Methodology describes the different tools that were used to gather information for the Assessment, as well as why those tools were chosen; it also discusses which groups were queried for information. The Results section includes responses we received in our Assessment using the various tools with different groups. The Key Findings highlight the results that the Assessment team considered to be most pervasive and/or important to the future work of the grant. The final section, Priorities for Strategic Planning, lays out the future direction of the STEP grant in the Ferndale School District.

According to a letter from the U.S. Secretary of Education dated February 28, 2013:

- *Of those who have ever experienced rape, physical violence, or stalking by an intimate partner, about 1 in 5 women and nearly 1 in 7 men were first victimized between 11 and 17 years of age.*
- *Gender-based violence has serious consequences for victims and their schools.*
- *Teenage victims of physical dating violence are more likely than their non-abused peers to smoke, use drugs, engage in unhealthy dieting, engage in risky sexual behaviors, and attempt or consider suicide.*
- *Although all victims of gender-based violence are affected negatively, research reveals that female victims of dating violence often experience more severe and longer-lasting consequences than do male victims.*
- *Research shows that schools can make a difference in preventing teen violence and other forms of gender-based violence.*

Ferndale School District STEP Grant Collaborative Teams

Community Coordinated Response Team (CCRT)

The Ferndale School District, the DV Commission, and the community of Ferndale want to promote healthy relationships for youth in the middle and high schools. The road to getting there is currently being mapped out by representatives from the groups listed below, who are all either core members or collaborating partners on the CCRT. Core members regularly attend CCRT meetings and subcommittees, and give regular input into the STEP grant. Collaborating partners have expressed interest in the STEP grant, attended occasional CCRT meetings or subcommittees, and have expressed a desire to remain informed.

District Staff – Core Members

- Superintendent
- Director of Special Services
- Grants Manager
- Principals – Horizon Middle School, Vista Middle School, Ferndale High School, Windward High School
- School Counselors – Horizon Middle School, Vista Middle School
- School Psychologist – Ferndale High School
- School Nurse – Ferndale High School, Windward High School

District Staff – Collaborating Partners

- Assistant Superintendent
- Maintenance Staff
- Bus Drivers
- Parent Teacher Organizations (PTOs) – Windward High School, Horizon Middle School, Vista Middle School

Service Providers – Core Members

- Domestic Violence Sexual Assault Services of Whatcom County (DVSAS)
- Lummi Victims of Crime
- School Resource Officer , Ferndale Police Department
- DSHS Children’s Administration
- Northwest Youth Services

Service Providers – Collaborating Partners

- Parents and Friends of Lesbians and Gays (PFLAG)
- YMCA Youth Development
- Womenscare Shelter
- Access Freedom

Community – Core Members

- Barb Jones, Parent
- Cathy Watson, Ferndale City Council
- Dr. Laura Bates, retired pediatrician

Community – Collaborating Partners

- First Congregational Church of Bellingham
- Young Life
- Ferndale Resource Center
- Mayor, City of Ferndale
- Boys and Girls Club
- Community members at large

Youth Advisory Groups

In fall 2012, Youth Advisory Groups were formed at each of the secondary schools in the Ferndale School District: Horizon Middle School, Vista Middle School, Ferndale High School, and Windward High School. The CCRT determined early in the grant period that each school needed their own Youth Advisory Group; this was decided in part because each school has their own culture and rhythm, and in part because of the scheduling and transportation difficulties entailed in bringing students from all four of the schools together on a regular basis.

The Youth Advisory Groups were selected by the school counselors and principals at Vista and Horizon Middle Schools, and at Ferndale High School. An open invitation to join the Youth Advisory Group was sent out to all students at Windward High School.

The Horizon Middle School Youth Advisory Group consisted of ten students, six from seventh grade and four from eighth. The Group included five female and five male students; student ethnicity included one multi-racial, one African American, one Hispanic, one Asian, and six Caucasian students.

The Vista Middle School Youth Advisory Group consisted of seven students, three in seventh grade and four in eighth. The Group included four female students and three male students; student ethnicity included one Native American, one Hispanic, and five Caucasian students.

The Ferndale High School Youth Advisory Group consisted of five students, two juniors and three seniors. The Group included one male and four female students; student ethnicity was balanced to represent the makeup of the school, with one Hispanic, one Native American, one Russian, and two Caucasian students.

The Windward High School Youth Advisory Group consisted of twelve students, three from each of the grade levels. The Group included three female and nine male students; student ethnicity was balanced to represent the makeup of the school with two Native American, one African American, one Russian, two Hispanic, one multi-racial, one Pacific Islander, and four Caucasian students.

Strengths and Needs Assessment Team

The STEP Grant Strengths and Needs Assessment team was responsible for determining the methods of information gathering, conducting the Assessment activities, and compiling the input collected into meaningful data. The Assessment team included:

- Kelsey Peronto, Community Education Coordinator, DVSAS
- Stacy Miller, STEP Grant Manager, DV Commission
- Lori Jo Erlichman, Nurse, Ferndale High School, Windward High School
- Terry Saunders, School Drug and Alcohol Counselor, Vista and Horizon Middle Schools
- Mike Black, School Counselor, Vista Middle School
- Catherine Wheeler, School Psychologist, Ferndale High School
- Jed Decker, School Counselor, Horizon Middle School
- John Cashmere, School Counselor, Ferndale High School
- Laurie Alexander, Area Administrator, DSHS Child Protective Services
- Larrick Winslow, School Resource Officer, Ferndale Police Department

Process for Gathering Team Input

Community Coordinated Response Team (CCRT)

The CCRT met eight times between March 2012 and June 2013. Each meeting was between one and two hours in length. The majority of the meeting topics included policy change, staff trainings, Strengths and Needs Assessment, youth and family events, reporting on STEP conferences, and staff development. In addition to the CCRT meetings, subcommittees were developed to work on policy change and the Strengths and Needs Assessment. All members of the CCRT were in regular contact via email between meetings, and many members of the CCRT met with the STEP Grant Manager for one-on-one meetings.

Youth Advisory Groups

The Youth Advisory Groups met on a monthly basis, at each of the schools, for approximately one hour. The high schools were able to schedule consistent meetings during elective hours. The middle school meeting times varied each quarter so students were not consistently removed from the same classes. Students and adult advisors on the Group also remained in contact through email and texts as needed to complete projects and gather information between monthly meetings. At each meeting, the students would follow up with tasks from the previous meeting, and discuss outreach and events such as Teen Dating Awareness Month, poster campaigns, and school assemblies.

Each school's Youth Advisory Group planned an awareness event in Spring 2013; each event was completely student led, and each Group had their own approach. Windward High School,

for example, held a school assembly and read Haley's story, the account of a young woman from Tacoma, Washington whose father killed her mother in front of her and her younger brother. The Youth Advisory Group then held an open discussion about domestic violence. Ferndale High School students wrote a letter to President Obama, inviting him to Ferndale to discuss the topic of teen dating violence with students. The letter was circulated at the school for student signatures, and was also available at City Hall for community member signatures. Horizon Middle School held a school-wide assembly where the entire school participated in an *In Their Shoes* exercise; this exercise, developed by the Washington State Coalition Against Domestic Violence (WSCADV), is intended to teach youth about dating violence. One of the results from that exercise was that a group of girls spoke with their softball coach about a violent relationship a team member was experiencing. Until participating in the *In Their Shoes* presentation, the girls stated they didn't realize how much damage verbal abuse and control could cause; the assembly led to their teammate receiving help. Finally, Vista Middle School held a week-long information fair during the lunch hours. They brought in advocates from DVSAS to discuss the agency and the support they offered to young people, held a poster competition, and invited the Mayor to read a proclamation declaring February as Teen Dating Violence Awareness Month. At the end of each of these events, the respective Youth Advisory Groups debriefed and took notes on what went well in addition to areas for improvement to pass on to the next year's Advisory Group.

Strengths and Needs Assessment Team

The Strengths and Needs Assessment team, a subcommittee of the CCRT, met each week for two months. The team determined the methods for input, reviewed information already gathered, and identified and filled in gaps in data collection. The Assessment team also reviewed the results from the surveys, focus groups, and observations, and spoke with the Youth Advisory Groups at each of the schools. The Assessment team divided the information into categories such as parent responses and concerns, tech support, and training and logistics. Each topic was discussed by the team, and the information was synthesized into this report.

Methodology of the Assessment

Explanation of Selected Tools and Reason for Selection

The Strengths and Needs Assessment team wanted to ensure the sampling included a diversity of opinions from Ferndale School District students, staff, and parents, as well as from other organizations that are connected to the District. Therefore, each organization, group, and individual was selected for their own unique perspective. Additionally, Ferndale is a tightly knit community, and the Assessment team determined that it was important for a variety of voices to be heard in order to develop a comprehensive plan that will have buy in from all parties. Therefore, the following methods were used to gather information for this Assessment:

Surveys

According to the Washington State Coalition Against Domestic Violence (WSCADV):

- *Between 1997 and 2011 in Washington State, 38 victims killed by husbands and boyfriends were under 21 years old.*
- *8.9 percent of domestic violence homicide victims in Washington State were under 21 at the time they were killed.*
- *On average, homicide perpetrators were 5.8 years older than victims who were under age 21.*
- *100 percent of victims under age 21 were female.*
- *At least 45 percent of victims under 21 had ended the relationship or were in the process of leaving.*

Surveys were conducted with students, staff, parents, and Ferndale community members as a way to confidentially gather input from a large number of people representing the three primary stakeholder groups: students, staff, and community members (including parents). The following surveys were conducted:

- One electronic survey of all students at the Ferndale School District (see [Appendix A](#)).
- Three electronic staff surveys (see [Appendix A](#), [Appendix B](#), and [Appendix C](#)).
- Two electronic surveys for parents (see [Appendix A](#) and [Appendix C](#)).
- One survey for all residents in the Ferndale School District's boundaries; a postcard was sent via the U.S. Postal Service to inform residents of the survey, and how to either respond online or to obtain and submit a hard copy (see [Appendix A](#)).

Focus Groups

Focus groups were conducted with students and service providers. The Strengths and Needs Assessment team wanted to conduct focus groups with these groups to get more qualitative and in-depth information from a sampling of key stakeholders. This process helped to ground the Strengths and Needs Assessment, reminding the team that each person has a unique understanding

of violence and the steps that it takes to end it. Moreover, the Assessment team decided to include information gathered during two separate meetings with key Ferndale School District staff (conducted as part of the process for writing the original proposal for the STEP grant) in this category of focus groups. The following focus groups were carried out:

- Student focus groups, conducted at each of the secondary schools (see [Appendix D](#)).
- One focus group with Ferndale School District leaders, conducted as part of the application process for the STEP grant.
- One focus group with Ferndale School District administrators, middle and high school principals, and middle and high school counselors, conducted as part of the application process for the STEP grant.
- One service provider focus group, conducted with representation from the DV Commission, DVSAS, Lummi Victims of Crime, Northwest Youth Services, Ferndale Police Department, Boys and Girls Club, Sea Mar Community Health Centers, Child Protective Services, and Parents and Friends of Lesbians and Gays (PFLAG) (see [Appendix D](#)).

Observations

The Assessment team identified the need to conduct observations, based on input from the staff focus groups mentioned above. During those groups, key District staff expressed concerns about student behaviors that they observed at school. Therefore, the Assessment team decided that it would be valuable to conduct observations to be able to document those behaviors, which would give the team a snapshot of the experiences of students. The following observations were effected:

- Observations at each of the four secondary schools, conducted on various days over a two month period. Observers were placed at the school during class transition, before and after school, and during lunch periods.

Stakeholder Interview

The Assessment team decided to include information gathered during a stakeholder interview with the Ferndale Police Department School Resource Officer. This interview was done as part of the process for writing the original proposal for the STEP grant. The following interview was completed:

- One stakeholder interview with the Ferndale Police Department School Resource Officer, conducted as part of the application process for the STEP grant.

Public Forum

The Assessment team wanted input from the broader community of Ferndale, and determined that the best place to do that was at a monthly Ferndale Resource Center meeting. These meetings are attended by representatives from a broad sector of the community, including social services, elected officials, government agencies, business members, and health care providers. The following was carried out:

- A public forum, held in Ferndale during a monthly Ferndale Resource Center meeting. This event was advertised in the local paper and by word of mouth (see [Appendix E](#)).

Review of Services, Training, Education, and Policies

The Assessment team determined a need to compile information about current advocacy services, prevention education, and staff training that are being provided for students experiencing TDV, SA, and Stalking. A review of these services, education, and training had been carried out recently by school staff at a STEP planning meeting, and the Assessment team decided to include this information in the Strengths and Needs Assessment. The team also decided that they needed to review current policies and procedures for the Ferndale School District. To this end, the following was completed:

- Advocacy services, prevention education, and staff training review, conducted by Ferndale School District administrators, middle and high school principals, and middle and high school counselors at a STEP planning meeting.
- Policy and procedure review, using the STEP Policy Review Worksheet provided by the Office on Violence Against Women (OVW) as part of this grant (see [Appendix F](#)).

Results of Strengths and Needs Assessment

Student Responses

Survey Results

442 students in grades 6 through 12 participated in the Ferndale School District’s annual Climate Survey; several of the questions in the survey related to the STEP grant, and thus the results were used for the Strengths and Needs Assessment. The student survey can be found in [Appendix A](#). In the survey, students responded that:

- 59% “agreed” or “strongly agreed” that their teachers are understanding when students have personal problems.
- 54% “agreed” or “strongly agreed” that their teachers know them well.
- 67% “agreed” or “strongly agreed” that their teachers listen to their ideas.
- 81% stated that they have a Facebook account, which is relevant because of the prevalence of cyber-stalking through social media.
- A common theme emerged from open-ended results from the student surveys: that students desired to have improved communication and respect between students, as well as between students and staff.

Focus Group Results

One focus group was carried out at each of the two middle and two high schools in the Ferndale School District, for a total of four focus groups. Thirty-four students participated in the focus groups – 7 from Vista Middle School, 10 from Horizon Middle School, 5 from Ferndale High School, and 12 from Windward High School. Each of the focus groups was co-facilitated by two people; one of those individuals at each focus group was an advocate from Domestic Violence & Sexual Assault Services (DVSAS). This was done to ensure that students who disclosed abuse would be immediately connected with an advocate for support. Student focus group questions can be found in [Appendix D](#).

Many of the student responses were similar across the ages and schools. The Assessment team found the student focus groups to be insightful and they helped to illuminate some of the differences between the students, especially related to those in middle school and those in high school.

In the focus groups, students reported:

- Students felt a lot of pressure. They shared there was pressure all around them: teachers, coaches, parents, dating partners, and even friends have expectations of them, and often those expectations were in direct conflict with each other. An example they gave was: the coach wants you to practice before the game; however, you have a report that’s due in the morning, you have youth group that night and your friends want to talk. “Do you practice, write the report, answer your phone, go to church with

your parents on a Wednesday night, or stay up late and try to do it all?" TDV, SA, and Stalking are occurring within the context of all of this other pressure in their lives.

- Each of the four focus groups had students who indicated they had witnessed domestic violence in their homes.
- There was a difference between middle school and high school in the level of intensity students experienced in a dating relationship. Approximately 50% of the middle school students said they had been in a relationship in the last six months. These relationships were non-sexual. Almost 90% of the high school students had been in a relationship in the last 6 months, and 60% were sexually active.
- Students across the board said they see other students being assaulted physically and/or verbally on a regular basis. They don't know what to do to stop it. They often feel powerless. They report observing that adults on campus hear comments or see things that are inappropriate, and yet the offender is not stopped. They report that this leaves them feeling confused.
- Windward High School and Vista Middle School were the only two schools where students in the focus groups reported being in a violent relationship.
- 60% of middle school students and 85% of high school students said they would not tell an adult about abuse. Middle school students felt more comfortable confiding in a parent, teacher, or friend, while the vast majority of high school students stated they would not confide in a parent, teacher, or even a friend if they were in an abusive relationship. They said they were afraid of consequences and felt the information could be used against them online, if they had a falling out with a friend.
- The majority of students are not aware of a school policy regarding TDV, SA, or Stalking. They aren't sure who they would report the abuse to, and they aren't clear what the procedure would be if they did report an incident. Students said they may be more likely to report if they were aware of the consequences.
- The majority of students stated that when an incident of abuse, either physical or verbal, is reported, the response from school staff is

According to the Washington Coalition of Sexual Assault Programs (WCSAP):

- *80 percent of Washington women's sexual assault experiences occurred prior to the age of 18.*
- *22 percent of victims in the United States were younger than 12 when they were first raped, and 32 percent were between the ages of 12 and 17.*
- *25 percent of girls and 17 percent of boys are sexually abused before the age of 18.*
- *70 percent of all rape and sexual assault victims know their attacker prior to the assault.*

inconsistent and there is very little follow through. Often students felt it wasn't worth the hassle to speak up because after the initial discipline, they felt uncertain about what would happen, and no one spoke with them again about the incident. Sometimes the steps taken are punitive for the survivor and this discourages other students from reporting. According to the students, the abuse often continues. They state the fallout of reporting has made the situation more difficult. The stories are passed through the schools and the youth are left feeling vulnerable.

- Students also said that talking about abuse, in all of its forms, would help students recognize abuse as unhealthy and unacceptable. They stated that support groups and prevention education would help identify the problem and offer help to those who needed it.

Observation Results

Unstructured observations of student behavior and interactions were conducted at each of the Ferndale School District middle and high schools. This was a useful tool to gather information, based on a snapshot of the everyday lives of the students. It also provided a way to get a feel for the culture of each of the schools. The observations were carried out over the period of two months in the winter of 2013. The observers spent time at each school observing bus pick up and drop off times, transitions between classes, lunch periods, and assemblies. The observers arrived 15 minutes before and stayed for 15 minutes after each of the events, and made notes of student behavior. The observer also noted the presence of staff during these transition times.

The following information was noted during the observations:

- The most disruptive time at the middle schools was at the end of the day, when students were leaving the building and getting on the bus or walking home. The observers noted that students were loud and boisterous, and could be seen running and pushing other students to get to the bus. There was name calling, mostly between boys; some of the comments made were "move out of the way, fag" and "even a girl could have beaten you." At Vista Middle School, there were two staff present during this time in addition to bus drivers, and at Horizon Middle School, there were three staff present in addition to bus drivers.
- During an assembly transition at Vista Middle School, boys were in the hall way running to class and saying "the assembly was so gay" and laughing and pushing each other. One teacher came into the hall and said, "Vista students do not handle themselves this way, get back to class".
- At Ferndale High School, the principal and vice principal met the students at the main entrance each morning, and transitions to the school from the bus as well as the parking lot were uneventful.
- During morning class transition at Ferndale High School, the observer witnessed a girl standing in the hallway. A boy came over to her, snapped her bra, and hit her on the

buttocks with his book. A staff member was nearby in the hallway, but did not intervene.

Based on the observations, the Strengths and Needs Assessment team determined that each school had its own vibe. While it is important to have consistent, cohesive services at each school, the observations helped us to see a one size fits all approach was not going to work. Each school has its own drum and the cadence it chooses to march to; thus, some programming will need to be specific to each location.

Staff Responses

Survey Results

Three online surveys were conducted with school staff. The first survey was conducted in August 2012, as part of the Ferndale School District's annual Climate Study Survey. The District included five questions that pertained to the STEP grant. The second and third surveys were designed specifically to gather information from staff for the STEP grant, and were emailed to all school staff. The second and third surveys honed in on broader questions asked earlier in the year. Questions regarding reporting procedures, policies, and personal knowledge were included in this survey. In total, 439 staff member responses were received to the surveys. Staff survey questions can be found in [Appendix A](#), [Appendix B](#), and [Appendix C](#).

In these surveys, staff reported that:

- The majority of Ferndale School District staff noted that TDV, SA, and Stalking, and/or related issues, were concerns for students. They also agreed that these issues affected the student's ability to learn.
- Overall, the greatest emphasis of concern was placed on the impact of domestic violence in the home on teenagers (78% indicating that this issue was of concern), child sexual abuse (73%), and cyber-stalking (66%). The least emphasis of concern was placed on peer sexual assault (50%), stalking (41%), and peer dating violence (38%). However, within these areas of concern, administrators, teachers, paraprofessionals, and classified staff had different levels of concern. For example, 88% of administrators indicated concern about peer sexual assault, whereas only 46% of classroom teachers did the same. With the exception of the impact of domestic violence in the home on teenagers, administrators indicated a higher level of concern for all of these issues than did other staff.
- Staff felt most strongly about the need for the school to be involved when a student is involved in an abusive relationship (94%), even if it happens off campus (87.5%). Additionally, 92% indicated they would speak to the survivor if they suspected TDV, SA, or stalking; 96.2% indicated they would report it to another staff member.
- 21% have witnessed an act of abuse during the school day.

- 35% indicated that their school has a policy on what to do if a student is involved in TDV, SA, or stalking.
- 75% stated that they knew to whom they should report an incident of TDV, SA, or stalking. 53% believed that students at their school know where to go on campus for help if they have been assaulted, abused, or stalked.
- 83% stated that there is not a TDV, SA, or Stalking curriculum on their campus.
- 67% stated that behavioral expectations related to dating violence, domestic violence, sexual assault, and stalking are not yet established through codes of conduct; 17% did not know; none said this was fully in place.
- 67% stated that there were not regular communications and activities to engage students, staff, parents and the school community in the issues of dating violence, domestic violence, sexual assault, and stalking.
- One third said that the District does not provide specific training for all school employees or encourage employees to increase their knowledge of and ability to respond to dating violence, domestic violence, sexual assault, and stalking that impacts students; one-third said this partially happens; and one-third did not answer. 83% said that the district does not partner with community-based organizations to provide annual trainings for school employees on these issues.
- All staff who responded stated that prevention education measures for students through multiple exposures to curricula, partnering with community-based organizations, and teachers taking advantage of opportunities as part of their lessons were either not yet established, partially in place, or in progress.
- All staff who responded to questions about parent engagement in prevention efforts stated that these efforts were either not yet established, in progress, or partially in place.
- Approximately half felt that aspects of a response plan for early warning signs of abuse and abusive behavior were not yet established; up to one-third stated that they were in progress or partially in place; and up to one-third felt that they were either fully in place or they did not know.
- Up to half stated that aspects of a response plan for serious incidents of abusive behavior were fully in place; up to half stated they were partially in place; and up to half stated that they were not yet established.
- All staff stated that the provision of resources and referrals was either fully in place, partially in place, or in progress.

Focus Group Results

It should be noted that the Strengths and Needs Assessment team, based on input from Ferndale School District staff, decided not to do staff focus groups as part of the Assessment, due to scheduling conflicts and work loads of staff. However, the Assessment team identified

input obtained from staff as part of the process of writing the STEP grant proposal in March 2011 as extremely valuable, and still relevant. During this process, two meetings were held: one with five key District staff including three administrators and two counselors, whose support for the proposal helped to ensure buy-in from their peers; another meeting was with a broader group that included District administrators as well as principals and/or vice-principals and school counselors from Vista Middle School, Horizon Middle School, and Ferndale High School (at this time, Windward High School was not included). Based on these meetings, the following information was obtained:

- No policies, procedures, or protocols are in place in the Ferndale School District specific to the issues of TDV, SA, or stalking.
- There is no identified or consistent way to communicate related to TDV, SA, or Stalking between administrators, counselors, teachers, the School Resource Officer, and domestic violence/sexual assault advocates. Interventions were called “hit or miss”; they do not include clear, consistent, and comprehensive responses and communication by these key practitioners.
- There is no comprehensive plan for ensuring the provision of appropriate and effective support services and prevention education at the middle and high schools.
- Staff at each of the secondary schools have clear concerns about their students experiencing TDV, SA, and/or Stalking.
- The District does not have statistics on student experiencing TDV, SA, and/or Stalking. However, stories shared of incidents during March 2011 provided the following snapshot for that one-month time period:
 - A Ferndale High School counselor saw a high school boy approach his girlfriend in the hallway; grab her by the nipple, twisting it and making her grimace; and then tell her, “it’s time to go.” When the counselor later talked to the girl about the behavior, the girl admitted that her boyfriend had control issues.
 - A Horizon Middle School counselor who works with the children of alcoholics had two boys approach him to discuss domestic violence they had witnessed in their homes.
 - Vista Middle School had eight girls in a support group facilitated by DVSAS; all of these girls had experienced child sexual abuse and/or peer sexual assault.
 - Six girls and one boy from Vista Middle School were working one-on-one with advocates from DVSAS. The majority of these students had experienced child sexual abuse and/or peer sexual assault, with one instance of dating violence, and several instances in which domestic violence was co-occurring in the home.

Review of Services, Training, Education, and Policies

Information was gathered and compiled from school staff to review the current situation in the Ferndale School District related to the provision of services, staff training, prevention

education, and policies and procedures to address the issues of TDV, SA, and Stalking. A review of services, education, and training had been carried out recently by school staff at a STEP planning meeting in early 2013; the Assessment team decided that this information was still correct and relevant and therefore should be included in the Strengths and Needs Assessment. The team also decided that they needed to review current policies and procedures for the Ferndale School District, used the STEP Policy Review Worksheet developed and provided by the Office on Violence Against Women (OVW) as part of this grant. The worksheet can be found in [Appendix F](#). Based on this information, the following was determined related to the current response to TDV, SA, and Stalking:

- Intervention services include a girls’ sexual assault/child sexual abuse group held at Vista Middle School on an on-going basis, facilitated by DVSAS; occasional on-site advocacy provided by DVSAS at both Vista and Horizon Middle Schools; and the availability of a full-time School Resource Officer from the Ferndale Police Department.
- Gaps in intervention services include that there are no groups for male survivors, no groups for girls at Ferndale High School, Windward High School, or Horizon Middle School; and advocates from DVSAS are not regularly contacted by the middle schools and are rarely contacted by the high schools.
- There are no regular staff trainings on the issues of TDV, SA, and Stalking for staff at the Ferndale School District middle and high schools. Several counselors have sought additional training on these issues, with support from the District.

According to the Stalking Resource Center:

- *About 1 in 5 female victims and 1 in 14 male victims experienced stalking between the ages of 11 and 17.*
- *Repeatedly receiving unwanted telephone calls, voice, or text messages was the most commonly experienced stalking tactic for both female and male victims of stalking.*
- *1 in 4 victims report being stalked through the use of some form of technology.*

- There is prevention education available at both middle schools and at Ferndale High School. DVSAS provides a prevention education curriculum, The Empowerment Project, at Vista and Horizon Middle Schools. English classes at Ferndale High School address TDV, SA, and Stalking when reading novels related to these issues. And the School Resource Officer presents a unit on cyber-stalking upon request. These prevention education opportunities are provided based on the decisions of individual teachers.
- Gaps in prevention include that DVSAS provides the prevention education curriculum only at the middle schools; inclusion of TDV, SA, and Stalking in classroom curricula only happens in one teacher’s classes at Ferndale High School; and the School Resource Officer primarily presents his information on cyber-stalking at

Vista Middle School. Moreover, the current prevention efforts could change based on the discretion of individual teachers.

- There were no education and awareness campaigns led by students themselves.
- No comprehensive policies, procedures, or protocols specific to the issues of TDV, SA, or Stalking are in place in the Ferndale School District.
- Partial policies exist for confidentiality, mandated reporting, grievance procedure, disciplinary procedure, notice of policy, and staff working with survivors.
- No policies exist for accommodations, training, education, or definitions.

Parent Responses

The Strengths and Needs Assessment team attempted to hold focus groups with parents in the fall of 2013; however, this did not prove successful because parent groups were focused on planning for fundraisers and school events. The Ferndale School District suggested Parent Teacher Organizations (PTOs) suggested contacting parents online, and provided parent email addresses for a survey. The Assessment team therefore opted to do online surveys and use the information gathered from the Climate Survey the District sent out earlier in the year. The online surveys were sent to the parents of youth involved in the STEP Youth Advisory Groups, as well as the parents involved with Boosters and PTOs at each of the schools. Approximately 60 parents responded to the online surveys. Parent surveys can be found in [Appendix A](#) and [Appendix C](#). By the end of March 2012, we had gathered information from 846 parents.

Survey Results

The parent survey revealed the following:

- More than two-thirds of parents indicated that they were satisfied with the availability of services to help their child(ren).
- 50% of parents identified school counselors as a funding priority; 12% identified funding the School Resource Officer for the secondary schools as a priority.
- When asked about areas of concern, more than one-third of parents identified peer dating violence, domestic violence in the home, child sexual abuse, peer sexual assault, stalking, and cyber-stalking as areas of concern. Parents were most concerned about cyber-stalking (61%), followed by domestic violence (59%), and child sexual abuse (55%). Parents expressed the least concerned about sexual assault (42%), dating violence (36%) and stalking (35%).
- Many parents felt that they did not have enough information about these issues to determine whether or not they were areas of concern. Parents especially felt that they did not have enough information about dating violence (53%), stalking (52%), and sexual assault (49%). Approximately a third of parents felt that they did not have enough information about child sexual abuse, cyber-stalking, and domestic violence.

- At least half of the parents who responded wanted more information about each of these issues, with the exception of child sexual abuse (47% wanted more information on this issue).
- A common theme for parents from open-ended questions was that they wanted improved communication between schools and parents.
- Approximately 80% of the parents surveyed reported they were uncertain of the Ferndale School District's TDV, SA, and Stalking policy. They also said they wouldn't know where to look to find the information if they wanted help from the school. They reported the need for more education concerning this subject and really didn't know the impact TDV, SA, and Stalking has on receiving a quality education.

Service Provider Responses

Focus Group Results

A half-day focus group with twelve local service providers was conducted in the fall 2013. This group included representatives from the DV Commission, DVSAS, Lummi Victims of Crime, Northwest Youth Services, Ferndale Police Department, Boys and Girls Club, Sea Mar Community Health Centers, Child Protective Services, and Parents and Friends of Lesbians and Gays (PFLAG). Questions from this focus group can be found in [Appendix D](#).

The findings of the focus group included:

- There is a need to provide varied and intensive services at each of the schools. These services include one-on-one advocacy counseling; support groups; and advocates present with students when they talk to staff, parents, and/or law enforcement.
- The middle schools both had advocacy and support groups provided on campus by DVSAS, in addition to prevention education. DVSAS does not regularly provide the services or prevention education at either of the high schools.

A 2008 study commission by Liz Claiborne and loveisrespect.org found:

- *69 percent of all teens who had sex by age 14 said they have gone through one or more types of abuse in a relationship.*
- *40 percent of the youngest tweens, those between the ages of 11 and 12, report that their friends are victims of verbal abuse in relationships, and nearly one-in-ten (9 percent) said their friends have had sex.*
- *One-in-five tweens between the ages of 13 and 14 say their friends are victims of dating violence, such as getting struck, hit, or slapped by a boyfriend or girlfriend, and nearly half of all tweens in relationships say they know friends who are verbally abused.*
- *Only half of all tweens (51 percent) claim to know the warning signs of a bad/hurtful relationship.*

- Each of the schools needs to have local community resource information readily available to students. This could include pamphlets and information about organizations such as DVSAS, Lummi Victims of Crime, and Northwest Youth Services. This would enable students to know about and reach out directly for resources and support in situations when they don't want to disclose to school staff or parents.
- Parents and many staff don't have enough information about local community organizations, the services they provide, and how to contact them. The schools need to have presentations about local community organizations at staff meetings, and at community forums for parents. This would help staff and parents to be aware of local support services for students, and able to contact them directly.
- Specific and culturally appropriate TDV, SA, and Stalking services need to be provided at the schools, and in a timely fashion.
- Currently, there is no protocol in place that includes contacting an advocate from DVSAS or Lummi Victims of Crime to be with students when they disclose TDV, SA, or Stalking.

Stakeholder Interview Results

As part of the application process for writing the STEP grant application in April 2011, the School Resource Officer was interviewed and asked for his input about the need to address the issues of domestic/dating and sexual violence in the Ferndale School District. In the conversation, the Officer shared the following information:

- The School Resource Officer is a full-time position, funded 50% by the Ferndale Police Department and 50% by the Ferndale School District.
- The Officer is contacted approximately one time per week by the administrators and/or counselors at Ferndale High School to deal with these issues; occasionally, he is also contacted to respond to these issues at the other secondary schools.
- The Officer responds both to issues that occur on campus, as well as to those that trickle over from home situations.
- In March 2011, he responded to a stalking incident on campus at Ferndale High School. The offender was a former student who had raped a current student, and was stalking her both on and off campus.
- In March 2011, he responded to an incident at Ferndale High School in which the offender had a court-ordered No Contact Order against him due to committing acts of dating violence against his former girlfriend. Both the offender and the survivor were current students. The offender was arrested for violating the No Contact Order.
- The Officer provides an educational unit on cyber-stalking upon request. This is generally requested only at one middle school.

Community Member Responses

Survey Results

As part of the Ferndale School District Climate Survey, community members at large responded to questions about TDV, SA, and Stalking. Community member survey questions can be found in [Appendix A](#). A total of 151 community members participated in the survey, and reported the following:

- Nearly half or more of community members stated that they would like more information on the issues of cyber-stalking (68%), domestic violence (56%), sexual assault (55%), child sexual abuse (52%), dating violence (49%), and stalking (46%).

Public Forum Results

Each month, the Ferndale Resource Center – a small non-profit that includes a food bank, community garden, job training program for low income individuals with families, Christmas gift program, and school clothing drive – hosts an open meeting to discuss community events. Attending these meetings are an interesting mix of clergy, school staff, government officials, law enforcement, business owners, representatives from the senior center, staff from the Boys and Girls club, service groups, and concerned individuals. By having a public forum on the STEP grant at this meeting, the Assessment team had a great opportunity to have the ear of the community and get their input. Forty people were in attendance at the forum on February 4, 2013. Public forum questions can be found in [Appendix E](#). Community members shared the following information:

- Community members expressed that there needs to be a community-wide approach to prevention education, including information about what to do if someone witnesses TDV, SA, or Stalking. They wanted information on how to support survivors, and how to be an active bystander.
- At Ferndale High School, there is a coffee stand located directly off campus. It was reported at the community forum that the owner has to go out regularly and ask kids to “clean up their act”. When asked what she meant, she said it could be anything from smoking to fighting. She has called the police several times on domestic disputes between students. She also said her stand is a safe place for some of the girls to wait until violent boyfriends or name calling girls have left campus and gone home.
- Community members were largely unaware that teens were experiencing dating violence in their dating relationships.
- Community members expressed concern, outrage, and disbelief when they heard Ferndale Police Chief Mike Knapp stated that his agency receives at least one call per day about a minor being abused or sexually assaulted.

Key Findings



By applying for the STEP grant, the Ferndale School District has shown a commitment to addressing the issues of TDV, SA, and Stalking; the District recognized that these are concerns for youth throughout the nation, and that the impact of these issues can greatly affect students' ability to learn. The District partnered with the DV Commission to conduct a Strengths and Needs Assessment to identify strengths and gaps in the District's response to and prevention of TDV, SA, and Stalking in their secondary schools. In conducting the Strengths and Needs Assessment, information was gathered from students, District staff, parents, service providers, and other community members. The Assessment team used surveys, focus groups, observations, a stakeholder interview, a review of the current situation, and a community forum to collect both quantitative and qualitative data about the issues of TDV, SA, and Stalking, and how they impact the students of the Ferndale School District's secondary schools.

Overall, each of the groups queried noted concerns about TDV, SA, and Stalking; want to learn more about these issues; and/or want to know how to stop such abuse. Specifically:

- Students reported that they know that abuse happens in their schools, and they don't know what to do to stop it. Most of them would not tell an adult, or possibly even a friend, though many said that could change if they knew what would happen if they did tell someone.
- Staff identified TDV, SA, and Stalking as areas of concern for students, and agreed that these issues impact students' ability to learn. Many staff have witnessed acts of abuse during the school day, and would like to know how to intervene. Staff also were unsure of the steps they should follow if they became aware of TDV, SA, or Stalking.
- Students and staff both described some differences between the four secondary schools, and stated that there may need to be some differing approaches to each of the various schools.
- Parents generally identified TDV, SA, and Stalking as areas of concern, and stated they needed more information about these issues. Parents were most concerned about the issues that they knew the most about, and least concerned about the issues that they needed more information about.
- Service providers knew that TDV, SA, and Stalking happen and have an impact on the students in Ferndale, and wanted to help the District to provide support to students who have experienced abuse. Service providers state they would like more access to the schools to provide that support.
- Community members were interested in the STEP grant, wanted to be a part of community-wide prevention efforts, and also want to be informed about TDV, SA, and Stalking.

Services

Services for those who have experienced TDV, SA, and Stalking are partially in place already. At the two middle schools, the advocacy services are nearly fully in place, with school counselors connecting survivors with advocacy and support groups provided by DVSAS. At Ferndale High School, referrals to the School Resource Officer happen on a regular basis. There are, however, gaps in the provision of services. Advocacy services are not regularly provided at the high schools; the School Resource Officer is not regularly contacted at the middle schools or Windward High School; community resource information is still not generally known by students, parents, and staff; and there is a lack of connections with specific and culturally appropriate resources, such as Lummi Victims of Crime. Overall, there is no comprehensive plan for ensuring that appropriate and effective services are provided at the schools, so referrals to services can be “hit or miss.”

Staff Training

There is no regular staff training provided for all school employees on the issues of TDV, SA, or Stalking. Some school counselors have sought more in-depth training on their own, with the support of the District.

Prevention Education

DVSAS provides The Empowerment Project – a 3-day prevention education program on TDV, SA, and Stalking – for students at both of the middle schools on a regular basis. But there are gaps in prevention. Students identified a need to talk about abuse in all of its forms; they know it is happening, don’t know how to stop it, and want more information. Additionally, before the STEP grant, there were no campaigns led by the students themselves; and the need for a community-wide approach to prevention, beyond the Ferndale School District, was identified. Finally, the School Resource Officer can provide a unit on cyber-stalking, but only one of the middle schools avails itself of this educational presentation for its students.

Policies, Procedures, and Protocols

The District does have some policies that could partially apply to these issues, but there are no comprehensive or specific policies, procedures, and protocols in place to address TDV, SA, and Stalking. This leads to confusion about the school response. Students aren’t sure who they should report to, and described the response from school staff as inconsistent and, at times, lacking follow-through. Students want to know the consequences if they report abuse. Staff stated that no full response plan is in place, though some aspects are partially in place. Staff also shared that there is no identified or consistent way to ensure communication between stakeholders, and no protocol to connect students with DVSAS, Lummi Victims of Crime, or other services agencies as needed.

Priorities for Strategic Plan



The Ferndale School District will take the information from the Strengths and Needs Assessment and use it to guide its strategic plan for the implementation of services, training, education, and policies over the next phase of the STEP grant. Keeping this objective in mind, the Assessment team worked in a collaborative manner, asking provocative questions to accurately gather information and convey the messages we received during the Strengths and Needs Assessment process. After considering all of the information, the Assessment team identified these priorities:

Services

The CCRT will work with appropriate partners to create cohesive, survivor-centered services that are available at each of the secondary schools. In the middle schools, this will mean formalizing the currently informal identification and referral processes for advocacy and support groups that are already taking place; in the high schools, this will entail designing and implementing new identification and referral systems for advocacy and support groups. Conversely, for referrals to the School Resource Officer, the CCRT will need to formalize what is already happening at Ferndale High School, and design and implement new referral systems at both middle schools and Windward High School.

The primary referral source for advocacy and support groups will be to DVSAS; DVSAS will then ensure referrals to Lummi Victims of Crime for culturally specific services for Native American students, as well as to other local resources as needed by the student. DVSAS and Lummi Victims of Crime will provide advocacy, support groups, and other supportive services on the campuses of each of the schools. The timing, length, and availability of these services will vary based on the needs of each school. For example, it is easier for middle school students to miss classes than high school students, so support groups in the middle schools may be during the school day, while support groups at the high schools may be before and after school.

Staff Training

The CCRT will ensure quality professional training and education for all school District staff. This training will provide basic information including statistics and dynamics related to TDV, SA, and Stalking. The training will also review the District's TDV, SA, and Stalking policies, procedures, and protocols. More in-depth training will be provided for school counselors, principals, District administrators, and any others who have a more active role in the District's response to TDV, SA, and Stalking. The District will partner with DVSAS, the DV Commission, and the Ferndale Police

According to the Washington State Office of the Attorney General, teens and tweens are experiencing disturbing levels of violence in their dating relationships, but only half recognize the signs of a dangerous relationship.

Department to provide these trainings.

Staff will also be invited and encouraged to attend a Green Dot training, which will provide staff with tools for intervening when they witness abusive situations between students.

Additionally, this will enable staff to model safe and effective intervention strategies for students.

Prevention Education

The Ferndale School District will partner with the DV Commission and DVSAS to develop effective and pervasive prevention education on TDV, SA, and Stalking for students, parents, and the general community. This prevention education will include:

- DVSAS's Empowerment Project at each of the four secondary schools on an annual basis, which will entail formalizing agreements for the program at the middle schools and creating new agreements for the provision of the program at the two high schools;
- unit on cyber-stalking, to be provided by the School Resource Officer at each of the schools, which will entail formalizing agreements for the program at one of the middle schools, and creating new agreements at the other middle school and both high schools;
- integration of information about TDV, SA, and Stalking into classroom curricula, which will entail formalizing these efforts at Ferndale High School and creating new efforts at Windward High School and both middle schools, to be discussed by the CCRT;
- youth-led awareness campaigns at each of the schools, with messages tailored to meet the cultures of each individual school, designed by youth under the guidance of the DV Commission and DVSAS;
- educational forums for parents, with presentations and information to be provided by DVSAS, Lummi Victims of Crime, and the Ferndale Police Department;
- community-wide prevention education efforts, led by the DV Commission, with messages and media to be determined at future CCRT and Ferndale Resource Center meetings;
- Green Dot training for students, parents, staff, and other community members, to ensure community-wide messaging about safe and effective interventions, to be organized by the DV Commission.

Policies, Procedures, and Protocols

The CCRT and Youth Advisory Groups will ensure that a survivor-centered District response to TDV, SA, and Stalking is institutionalized and easily accessible.

The Ferndale School District will prioritize the creation of comprehensive, survivor-centered policies and procedures specific to TDV, SA, and Stalking to include following topics: confidentiality, mandated reporting, accommodations, grievance procedures, disciplinary procedures, notice of policy, training, education, definitions, local resources and referrals, and

staffing. The DV Commission will create a template for these policies and procedures using models provided by the Office on Violence Against Women (OVW) and Break the Cycle, and will work with the Ferndale School District to adapt the policies and procedures as needed.

After the District adopts policies and procedures, a step-by-step response protocol will be developed to identify the responses of advocates, law enforcement, staff, and child protective services. As part of this response protocol, the CCRT will explore the implementation of a confidential reporting service that students can use via phone and email.

The District will explore ways to distribute the policy, procedure, and protocols and post them in places that are visible to students, staff, and parents; this could include posting information in school offices, classrooms, and/or bathrooms; and having a link to the information on the front page of the school website.

Appendix A: 2012 Ferndale School District Climate Survey

Student Survey

Perceptions of Teachers	
Percent "Agree" and "Strongly Agree"	
My teachers:	
are understanding when students have personal problems.	59%
know me well	54%
listen to my ideas	67%

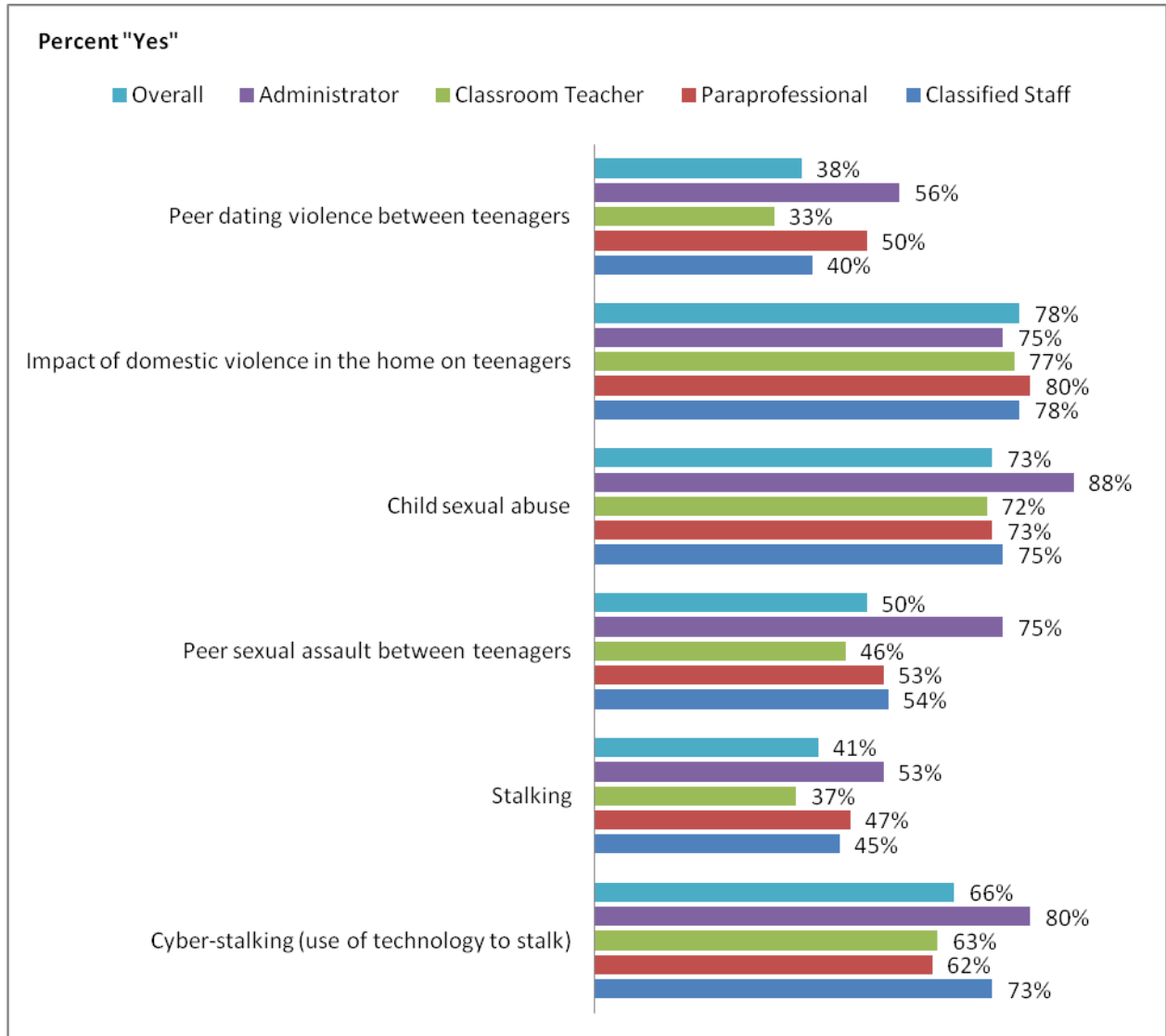
Internet Access	
I have a Facebook account	81%

Common Themes from Students	
What do you wish were different at this school?	Desire to improve communication and respect between students as well as between students and staff members.

442 Students in grades 6 through 12 participated in the Climate Survey.

Staff Survey

Which of these issues do you believe is a concern in our community?



Open-Ended Themed Analysis - District

<p>What needs to be improved?</p>	<ul style="list-style-type: none"> • Improve communication between the district and individual schools and staff members. • Improve overall district morale
-----------------------------------	---

Parent Survey

Student Support	
I am satisfied with the availability of services to help my child by his/her counselor. (Helping students with academic and career planning; helping students address personal issues).	67%

Safety and Behavior	
Bullying and/or harassment are not problems at my child's school.	46%

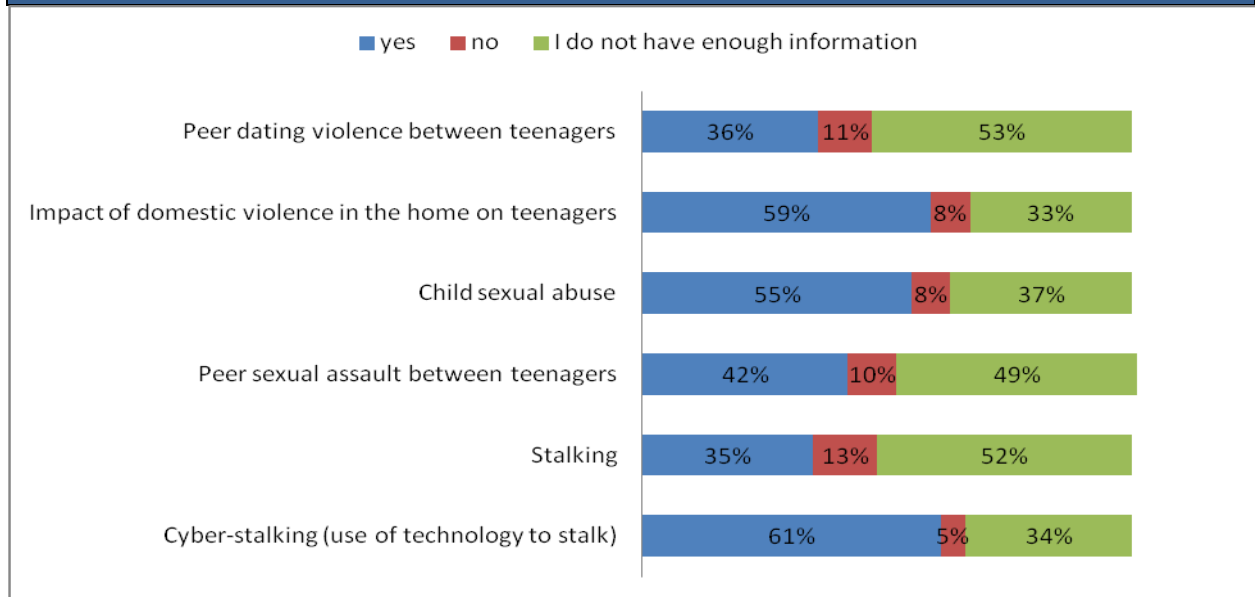
Funding Priorities	
<p><i>Community members were asked to rank the top five programs by importance of maintained funding. The response below have been ordered so that the program with the highest weighted ranking is set to 100% and weighted rankings of other programs are presented as a percentage of the highest rank.</i></p>	
Program	Weighted Percentage
School Counselors (helping students with a academic and career planning, as well as with personal issues)	50%
School Resource and/or Police Officers in secondary schools	12%

Which of these issues would you like additional information about?

846 Parents and 151 Community Members surveyed

	Parents 846 Surveyed	Community 151 Surveyed
	Percentage Responding Yes	
Peer dating violence between teenagers	59%	49%
Impact of domestic violence in the home on teenagers	50%	56%
Child sexual abuse	47%	52%
Peer sexual assault between teenagers	58%	55%
Stalking	54%	46%
Cyber-stalking (use of technology to stalk)	69%	68%

Which of these issues do you believe is a concern in our community?



Common Themes from Parents

Parents were asked to provide feedback to help improve the district.

Improve communication between schools and parents

Appendix B: A School Policy to Increase Student Safety Staff Survey

Scorecard: Measuring Implementation of School Policy to Increase Student Safety Related to Dating Violence, Domestic Violence, Sexual Assault, and Stalking

Positive and welcoming school climate that does not tolerate dating violence, domestic violence, sexual assault, and stalking	Not Yet Established	In Progress	Partially in Place	Fully in Place	Did not Know	Did Not Answer
1. All district and school-based employees define and promote mutual respect, healthy communication and acceptance among students, staff, and the school community. <i>A four means that the following practices are in place:</i>	33%	17%		17%		33%
Are there behavioral expectations related to dating violence, domestic violence, sexual assault, and stalking are established through codes of conduct and are they posted?	67%	17%			17%	
Students and staff can articulate the behavioral expectations and explain their meaning related to dating violence, domestic violence, sexual assault, and stalking.	50%	17%	17%		17%	
Regular communications and activities engage students, staff, parents and school community in the issues of dating violence, domestic violence, sexual assault, and stalking as evidenced by letters to parents, website content, resources made available by school and community partners.	67%	17%	17%			
Administrators discuss with and engage staff in promoting healthy relationships and preventing dating violence, domestic violence, sexual assault, and stalking.	17%	67%			17%	

Professional development about dating violence, domestic violence, sexual assault, and stalking.	Not Yet Established	In Progress	Partially in Place	Fully in Place	Did not Know	Did Not Answer
2. The district provides specific training for all school employees and encourages employees to increase their knowledge of and ability to respond to dating violence, domestic violence, sexual assault, and stalking that impacts students. <i>A four means that the following practices are in place:</i>	33%		33%			33%
Targeted, annual trainings are mandated for administrators, teachers, behavioral health professionals, coaches, and school safety officers	50%	33%			17%	
School staff is trained on how to promote healthy relationships and respond to dating violence, domestic violence, sexual assault, and stalking	67%		33%			
The district partners with community based organizations to provide annual trainings related to dating violence, domestic violence, sexual assault, and stalking to school employees	83%		17%			
The district allows approved community based organizations to promote additional training opportunities related to dating violence, domestic violence, sexual assault, and stalking and provides space for trainings	33%	17%	33%		17%	

Prevention education for students	Not Yet Established	In Progress	Partially in Place	Fully in Place	Did not Know	Did Not Answer
3. The district educates students about dating violence, domestic violence, sexual assault, and stalking and the prevention of abusive behavior. <i>A four means that the following practices are in place:</i>	17%	17%	33%			33%
Students are provided multiple exposures to curricula about dating violence, domestic violence, sexual assault, and stalking and the prevention of abusive behaviors.	50%	17%	33%			
The district partners with community-based organizations to offer additional education programs related to dating violence, domestic violence, sexual assault, and stalking for students during the school day.	17%	33%	50%			
Teachers take advantage of opportunities to incorporate prevention education into lessons when appropriate.	17%	50%	33%			

Parent/caregiver engagement in prevention of dating violence, domestic violence, sexual assault, and stalking	Not Yet Established	In Progress	Partially in Place	Fully in Place	Did not Know	Did Not Answer
4. The district engages parents and caregivers in their prevention efforts and provides educational programming targeted to parents and caregivers. <i>A four means that the following practices are in place:</i>	50%		17%			33%
<ul style="list-style-type: none"> At the beginning of the school year, parents, guardians, and caregivers are provided with a description of the domestic and sexual violence prevention program and the names and contact information for the District and school staff responsible for preventing and responding to dating violence, domestic violence, sexual assault, and stalking. 	83%		17%			
<ul style="list-style-type: none"> The school or district works with community based organizations to provide educational workshops for parents at least once per school year on topics related to promotion of healthy relationships and prevention of dating violence, domestic violence, sexual assault, and stalking. 	67%	17%	17%			
<ul style="list-style-type: none"> District administrators work closely with parents' organizations to keep parents informed of the school's prevention work. 	67%	17%	17%			

Response plan for early warning signs of abuse and abusive behavior	Not Yet Established	In Progress	Partially in Place	Fully in Place	Did not Know	Did Not Answer
5. The district and all school employees have a plan of action to respond quickly and appropriately to early warning signs of dating violence, domestic violence, sexual assault, and stalking.	33%		17%	17%		33%
<i>A four means that the following practices are in place:</i>						
• School has worked with community organizations to develop a referral system.	50%		17%	33%		
• School employees receive training on early warning signs of dating violence, domestic violence, sexual assault, and stalking.	50%	17%	17%		17%	
• The district notifies all school employees of the protocol for responding to early warning signs related to dating violence, domestic violence, sexual assault, and stalking.	50%	17%	17%		17%	

Response plan for serious incidents of abusive behavior	Not Yet Established	In Progress	Partially in Place	Fully in Place	Did not Know	Did Not Answer
6. The district and all school employees respond quickly and appropriately to serious incidents of dating violence, domestic violence, sexual assault, and stalking.		17%		33%		50%
<i>A four means that the following practices are in place:</i>						
• The district has established a protocol for responding to serious incidents of abusive behavior on campus, including documentation of incidents, intervention during incidents, investigation of incidents, and referrals to law enforcement, when necessary.			50%	50%		
• The district has clear and well-publicized student complaint procedure, including age-appropriate complaint forms and assistance filling out forms.	50%		17%	33%		
• School employees receive training on intervening in incidents of abusive behavior and working with targeted students and alleged offenders.	33%	33%	17%	17%		

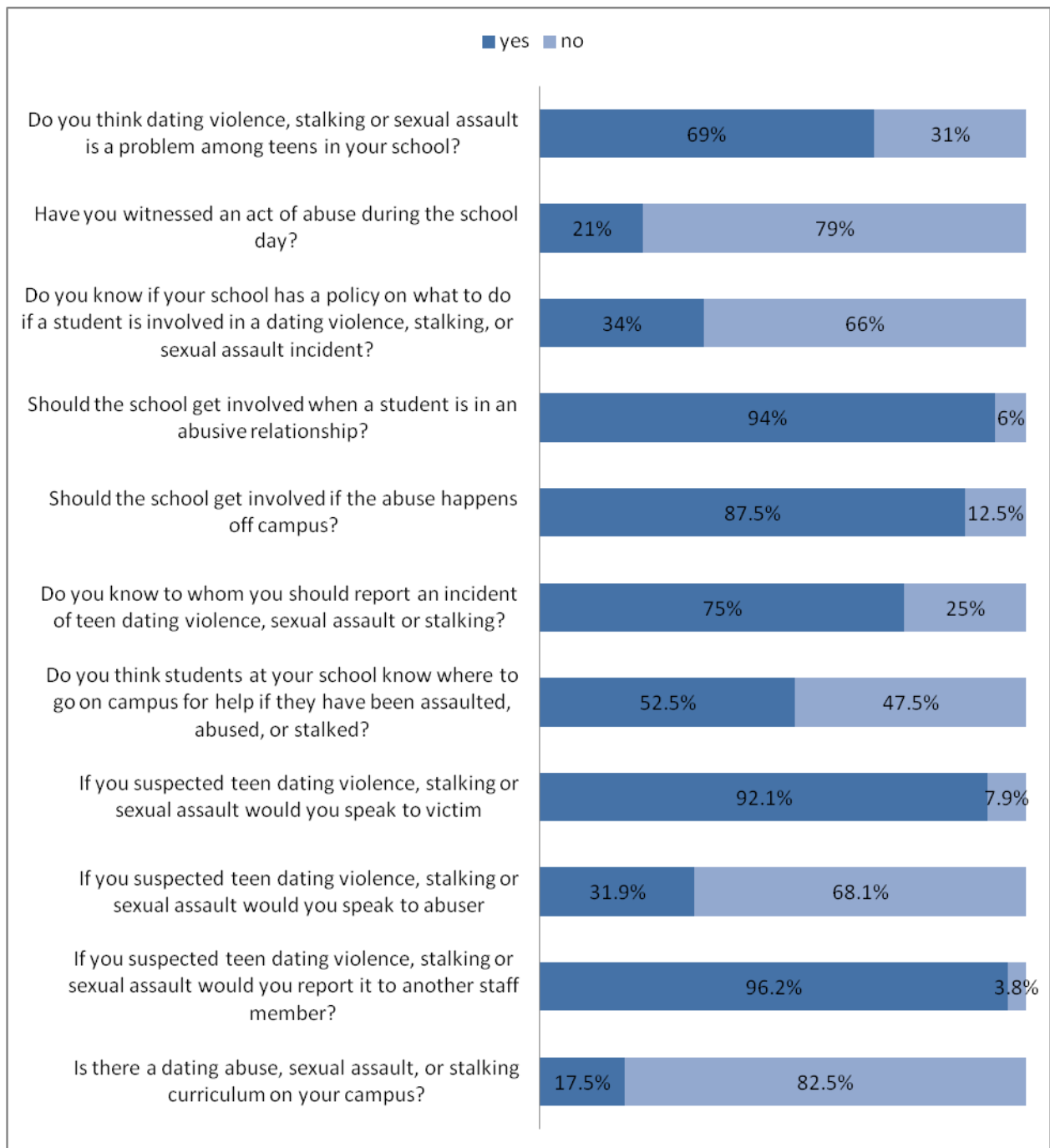
Provision of resources and referrals for dating violence, domestic violence, sexual assault, and stalking.	Not Yet Established	In Progress	Partially in Place	Fully in Place	Did not Know	Did Not Answer
7. The district and all school employees provide accessible resources for targeted students. <i>A four means that the following practices are in place:</i>	17%	17%	17%	17%		33%
• The district works with students holding civil protection orders to enforce their orders on school grounds.			33%	67%		
• Targeted students of abusive behavior are guaranteed rights in any disciplinary hearing against their offender, incorporating safety measures to protect the targeted student.		17%	33%	50%		
• Building points of contact are knowledgeable about community resources and refer students to community-based organizations when appropriate.		17%	33%	50%		

Annual safety report	Not Yet Established	In Progress	Partially in Place	Fully in Place	Did not Know	Did Not Answer
8. The district produces and distributes an annual campus safety report which includes school climate survey results. <i>A four means that the following practices are in place:</i>	33%		17%		17%	33%
• Administrators track the number and type of incidents related to dating violence, domestic violence, sexual assault, and stalking.	33%	17%	17%	17%	17%	
• Administrators track the number and type of student complaints and requests for accommodation related to dating violence, domestic violence, sexual assault, and stalking.	33%	17%	33%		17%	
• Administrators, the Prevention Coordinator, and/or Prevention Liaisons track the district's school employee trainings and student prevention education programs.	67%	17%			17%	

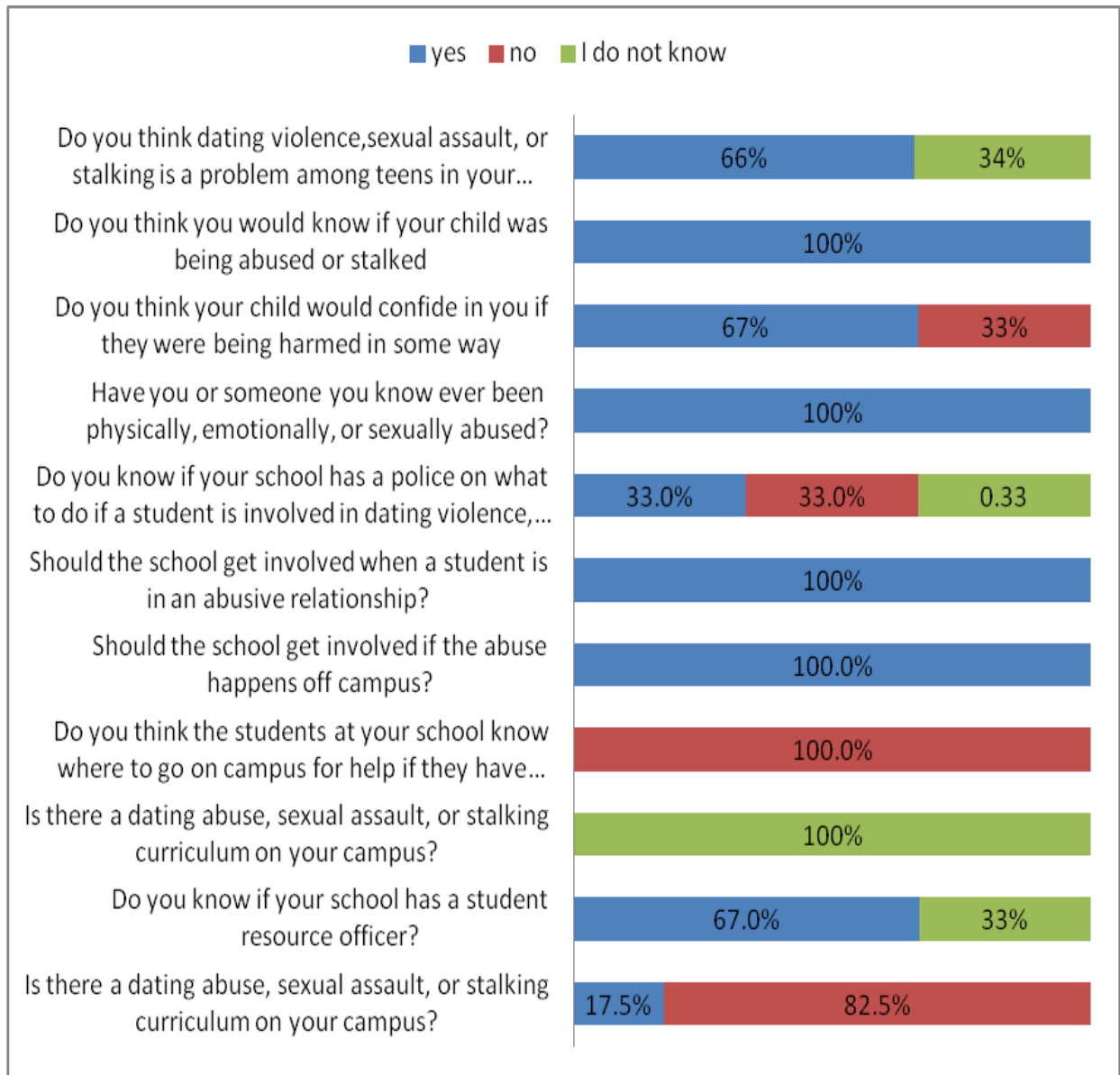
Collaboration with community organizations	Not Yet Established	In Progress	Partially in Place	Fully in Place	Did not Know	Did Not Answer
9. The district works in partnership with local community organizations to provide a comprehensive response to sexual assault, domestic violence, dating violence, and stalking among students. <i>A four means that the following practices are in place:</i>	17%	17%	17%	17%		33%
• District and school staff responsible for prevention and response to these issues maintain a current list of approved national or local community-based organizations with expertise about adolescent dating violence, domestic violence, sexual assault, and stalking.	33%	50%		17%		

Appendix C: Online Surveys

Staff Survey



Parent Survey



Appendix D: Focus Groups

Student Focus Group

Do you have an active “Facebook” account?
Do you have a cell phone?
Do you share any passwords with your friends or boyfriend/girlfriend?
Are you in a relationship now, or have you ever been in a relationship in which you have been harmed or felt afraid of your partner?
If you think a friend might be in an abusive relationship, what would you do?
Who would you tell if you were being hurt, physically or emotionally, in a relationship?
If you find yourself in an abusive relationship, what would you do?
Are you aware of the services available for those that have been physically or emotionally harmed in a relationship?
If the abuse is not physical, is it still abuse? Is one kind worse than another? Why?
What do think emotional abuse is?
What do you think dating violence or domestic violence is?
Do you think boys can be victims of domestic violence or teen dating violence?
Do you know if your school has a policy about what to do if a student is involved in dating violence?
What would your school do if you reported dating violence, stalking, or sexual assault?
Do you know of any incidents of dating violence, stalking or sexual assault on your campus?
How does your school treat students who have been harmed after an incident has been reported?
How does the school treat the perpetrator?
Do you think the schools response has been fair?
Should the school notify the police once an incident has been reported?
What kind of relationship do you have with the student resource officer?
If the school notified your parent or guardian when an incident happened, would this keep you from reporting?

Do you think stalking, this could include cyber stalking, is a problem in your school?
What are the biggest problems you face at school?
What does it mean to be in a healthy relationship?

Service Provider Focus Group

Tell us about your agency and the role you play with youth regarding TDV, SA Stalking
Does your agency have a partnership with Ferndale and Windward High School?
Does your agency have a partnership with Horizon and Vista Middle School?
Do you have a consistent contact person at each of the schools?
How many reports of abuse or calls for information do you receive from the schools in a year?
Do you think dating violence, stalking or sexual assault is a problem among teens in secondary schools?
Do you know if the school district has a policy for students is involved in a dating violence, stalking, or sexual assault? If yes, what is it?
What information about your agency would you like to be included in the schools response to teen dating violence, stalking and /or sexual assault?
Do you think the students you work with know where to go on campus for help if they have been assaulted, abused or stalked?
How should the school get involved when a student is in an abusive relationship? Does it matter if the abuse happens off campus? Please briefly explain.
Does your agency have a relationship with the student resource officer? If so, please explain
What improvements could be made to make the process of reporting abuse to your agency more efficient and productive?
Is your agency actively involved in advocacy and or prevention education regarding SA, TDV, or stalking at any of the schools? If so, which school, and what is your role?
What ways could your agency improve communication with the schools?
What ways, would you like to see communication improved from the schools to your agency?

Appendix E: Public Forum

Do you think dating violence, sexual assault or stalking is a problem among teens in your community?
Do you think you would know if your child was being abused or stalked?
Do you think your child would confide in you if they were being harmed in some way?
Have you or someone you know ever been physically, emotionally or sexually abused?
Do you know if your school has a policy on what to do if a student is involved in dating violence, stalking, or sexual assault incident?
Should the school get involved when a student is in an abusive relationship?
Should the school get involved if the abuse happens off campus?
Who would you report an incident of teen dating violence, sexual assault or stalking to?
What would your school do if you reported an incident of abuse?
Do you think students at your school know where to go for help if they have been assaulted, abused or stalked?
Is there a dating abuse, sexual assault, or stalking curriculum on your campus?
What should the schools response to teen dating violence, sexual assault, or stalking look like?
How should the school get involved when a student is in an abusive relationship?
Do you know if your school has a student resource officer?
What information regarding teen dating violence, stalking and sexual assault would be helpful for you to have?
As a parent, what training would you like regarding teen dating violence, stalking and sexual abuse?

Appendix F: STEP Policy Review Worksheet

Step One: Please use this worksheet to assess your school’s current policies and procedures. Choose the option that best describes the current status of your policy/procedure:

- No Policy:** Your school/district does not have a policy that addresses this issue at all.
- Partial Policy:** Your school/district has a policy on the issue that does not work well or is insufficient in some way. Your school has a policy on a similar issue (e.g., bullying or sexual harassment) that could be adapted to address dating violence, sexual violence, and stalking.
- Comprehensive Policy:** Your school/district has a policy that fully addresses dating violence, sexual violence, and stalking on this particular issue.

Step Two: Think through your next steps towards creating a comprehensive policy or implementing a policy. What will you do with your policies?

- Leave As Is:** You will not seek to change your policy on this issue.
- Alter Current Policy:** You will work with the policy you currently have to strengthen it.
- Create New Policy:** You will create a new policy on this issue, either from scratch or by adapting model policies.
- Comments:** Please explain your next steps if altering or creating a new policy.

Policy	Status	Next Steps
Confidentiality¹ A comprehensive policy addresses: <ul style="list-style-type: none"> • VAWA compliance • Release of information • Recordkeeping requirements • When parent/guardian (P/G) will be notified and what will be disclosed • Referral process to outside agencies • <i>School response to subpoenas or police investigations</i> 	<input type="checkbox"/> No Policy <input checked="" type="checkbox"/> Partial Policy <input type="checkbox"/> Comprehensive Policy <input type="checkbox"/> Other:	<input type="checkbox"/> Leave As Is <input type="checkbox"/> Alter Current Policy <input type="checkbox"/> Create New Policy <input type="checkbox"/> Other:
		Comments: Policy 2164 – D – confidentiality of records of students with disabilities (section 504). Policy 3233 Interview of Students by Law Enforcement Agencies (including CPS)

¹ Remember, your Confidentiality Policy must be submitted to OVW for approval and must be compliant with VAWA.

Policy	Status	Next Steps
Mandated Reporting A comprehensive policy addresses: <ul style="list-style-type: none"> Dating violence, sexual assault, and stalking Student and P/G involvement in making a report 	<input type="checkbox"/> No Policy <input checked="" type="checkbox"/> Partial Policy <input type="checkbox"/> Comprehensive Policy <input type="checkbox"/> Other:	<input type="checkbox"/> Leave As Is <input type="checkbox"/> Alter Current Policy <input type="checkbox"/> Create New Policy <input type="checkbox"/> Other: <hr/> Comments: Policy 3410/5500 H – for child abuse
Accommodations A comprehensive policy addresses: <ul style="list-style-type: none"> Process for requesting/denying Types of accommodations available P/G involvement in process How schools enforce civil protection orders on campus 	<input checked="" type="checkbox"/> No Policy <input type="checkbox"/> Partial Policy <input type="checkbox"/> Comprehensive Policy <input type="checkbox"/> Other:	<input type="checkbox"/> Leave As Is <input type="checkbox"/> Alter Current Policy <input type="checkbox"/> Create New Policy <input type="checkbox"/> Other: <hr/> Comments:
Grievance Procedure A comprehensive policy addresses: <ul style="list-style-type: none"> <i>Compliance with Title IX</i> <i>Process for initiating</i> <i>Protections for students who initiate</i> <i>P/G involvement in process</i> 	<input type="checkbox"/> No Policy <input checked="" type="checkbox"/> Partial Policy <input type="checkbox"/> Comprehensive Policy <input type="checkbox"/> Other:	<input type="checkbox"/> Leave As Is <input type="checkbox"/> Alter Current Policy <input type="checkbox"/> Create New Policy <input type="checkbox"/> Other: <hr/> Comments: Policy 8700 C and F – for sexual harassment
Disciplinary Procedure A comprehensive policy addresses: <ul style="list-style-type: none"> Prohibition of dating violence, sexual assault, and stalking Support for student survivors in the process <i>Early intervention and response that holds abusive students accountable</i> 	<input type="checkbox"/> No Policy <input checked="" type="checkbox"/> Partial Policy <input type="checkbox"/> Comprehensive Policy <input type="checkbox"/> Other:	<input type="checkbox"/> Leave As Is <input type="checkbox"/> Alter Current Policy <input type="checkbox"/> Create New Policy <input type="checkbox"/> Other: <hr/> Comments: Policy 8700 – for sexual harassment

Policy	Status	Next Steps
Notice of Policy A comprehensive policy addresses: <ul style="list-style-type: none"> • Education of all staff, students, parents/guardians about policy related to dating violence, sexual assault, and stalking 	<input type="checkbox"/> No Policy <input checked="" type="checkbox"/> Partial Policy <input type="checkbox"/> Comprehensive Policy <input type="checkbox"/> Other:	<input type="checkbox"/> Leave As Is <input type="checkbox"/> Alter Current Policy <input type="checkbox"/> Create New Policy <input type="checkbox"/> Other: Comments: Policy 8700 – for sexual harassment
Training A comprehensive policy addresses: <ul style="list-style-type: none"> • Commitment to educating staff on healthy relationships, dating violence, sexual assault, and stalking • Schedule of trainings 	<input checked="" type="checkbox"/> No Policy <input type="checkbox"/> Partial Policy <input type="checkbox"/> Comprehensive Policy <input type="checkbox"/> Other:	<input type="checkbox"/> Leave As Is <input type="checkbox"/> Alter Current Policy <input type="checkbox"/> Create New Policy <input type="checkbox"/> Other: Comments:
Education A comprehensive policy addresses: <ul style="list-style-type: none"> • Commitment to educating students on healthy relationships, dating violence, sexual assault, and stalking • Schedule of educational programs 	<input checked="" type="checkbox"/> No Policy <input type="checkbox"/> Partial Policy <input type="checkbox"/> Comprehensive Policy <input type="checkbox"/> Other:	<input type="checkbox"/> Leave As Is <input type="checkbox"/> Alter Current Policy <input type="checkbox"/> Create New Policy <input type="checkbox"/> Other: Comments:
Definitions A comprehensive policy defines: <ul style="list-style-type: none"> • Dating violence • Sexual assault • Stalking • Healthy relationships/prevention • And other related terms 	<input checked="" type="checkbox"/> No Policy <input type="checkbox"/> Partial Policy <input type="checkbox"/> Comprehensive Policy <input type="checkbox"/> Other:	<input type="checkbox"/> Leave As Is <input type="checkbox"/> Alter Current Policy <input type="checkbox"/> Create New Policy Other: Comments:

Policy	Status	Next Steps
Staffing working with Survivors A comprehensive policy addresses: <ul style="list-style-type: none"> • School Resource Officer role and responsibilities • <i>Title IX Coordinator role and responsibilities</i> • Roles and responsibilities of other staff at school who work with survivors • Roles and responsibilities of staff from outside agencies working in school 	<input type="checkbox"/> No Policy <input checked="" type="checkbox"/> Partial Policy <input type="checkbox"/> Comprehensive Policy <input type="checkbox"/> Other:	<input type="checkbox"/> Leave As Is <input type="checkbox"/> Alter Current Policy <input type="checkbox"/> Create New Policy Other: <hr/> Comments: Policy 8700 – for sexual harassment
Other: _____	<input type="checkbox"/> No Policy <input type="checkbox"/> Partial Policy <input type="checkbox"/> Comprehensive Policy <input type="checkbox"/> Other:	<input type="checkbox"/> Leave As Is <input type="checkbox"/> Alter Current Policy <input type="checkbox"/> Create New Policy Other: <hr/> Comments:

Additional Comments:

- None of the topics above that are addressed by a partial policy specifically address dating violence, sexual assault, or stalking, as required by the grant.
- The policies that are partial policies are in different locations, and would need to be referenced (e.g. reference Policy 3233 “Interview of Students by L.E. Agencies”) in any policy specific to dating violence, sexual assault, or stalking.
- A policy specific to dating and sexual violence could be combined with and included in a policy for bullying or sexual harassment, as long as the issues of dating and sexual violence are specifically named and addressed in the ways listed above.
- *Note: Any bullet point that is italicized under the policy box in the above chart is being addressed either partially or fully; non-italicized bullet points are not being addressed at all.*

Acknowledgements

The Ferndale School District STEP Grant Community Coordinated Response Team (CCRT) is responsible for conducting the Community Strengths and Needs Assessment and creating the Strategic Plan. The CCRT will ensure the implementation of support services, professional training, prevention education, and policies and procedures to respond to and stop teen dating violence, sexual assault, and stalking in the secondary schools.

The Youth Advisory Groups at Vista Middle School, Horizon Middle School, Ferndale High School, and Windward High School are responsible for assisting with gathering student input for the Community Strengths and Needs Assessment, approving the Strategic Plan, overseeing the implementation of the strategic initiatives, and providing prevention and awareness activities on TDV, SA, and Stalking in their schools.

CCRT Members

Aaron Kombol Principal, Ferndale High School	Kelsey Peronto Community Education Coordinator, DVSAS
Anya Milton Executive Director, Access Freedom	Kevin Mondau Director, Young Life
Barb Jones Parent, Windward High School	Larrick Winslow School Resource Officer, Ferndale Police Department
Barbara Gardiner Grants Manager, Ferndale School District	Laurie Alexander Area Administrator, DCFS Children's Administration
Catherine Wheeler School Psychologist, Ferndale High School	Linda Quinn Superintendent, Ferndale School District
Cathy Watson Ferndale City Council	Lori Jo Erlichman School Nurse, Windward and Ferndale High Schools
Dan Coward Counselor, Ferndale High School	Mary Kanikeberg Principal, Vista Middle School
David Hutchinson Principal, Horizon Middle School	Michael Berres Director of Special Services, Ferndale School District
Elvis Dellinger Assistant Superintendent, Ferndale School District	Mike Black School Counselor, Vista Middle School
Hannah Fisk Program Director, Northwest Youth Services	Olivia Solomon Lummi Victims of Crime
Jed Decker School Counselor, Horizon Middle School	Sharry Nyberg Christian Education Director, First Congregational Church
John Bishop Community Member	Susan Marks Director, DV Commission
John Cashmere School Counselor, Ferndale High School	Terry Saunders School Drug and Alcohol Counselor, Vista and Horizon Middle Schools
Karen Burke Executive Director, DVSAS	Timothy Keigley Principal, Windward High School

Youth Advisory Groups

Ferndale High School	Vista Middle School
Horizon Middle School	Windward High School