

Selah School District Community Collaboration

School Safety and Security

Wednesday September 13, 2023
6:00 PM, Selah Middle School VPAC



Welcome, Thanks and Introductions

Kevin McKay, Superintendent

Joe Coscarart, Director of Safety and Transportation



Agenda



1. Purpose of Community Collaborations
2. Tonight's Purpose
3. Selah School District School Safety and Security
4. Challenges and Opportunities
5. Parent's Perspective
6. Question and Answer
7. Future Community Collaborations

Community Collaborations



Provide Information

Answer Questions

Make Connections

Our hope is that you learn about the topic and have a better understanding of the Selah School District.

Tonight's Purpose: Why School Safety and Security?

1. Shared Priority
2. Shared Responsibility
3. Safe and secure environments leads to better academic performance and overall student well being
4. It is a daily reality and necessity within our society
5. Need to share information with parents and community





The Importance of School Safety and Security

For students to learn, they need to feel safe. It is essential that all students be able to attend schools that provide a safe environment where they can thrive and fully engage in their studies without the distraction and worry about physical safety concerns.

Students who are not fearful or worried about their safety feel more connected to their school and care more about their educational experience.



The Importance of School Safety and Security

Programs to support character education and learning about social and emotional skills can substantially improve students' physical and emotional safety. This includes fostering emotional support between peers and staff, preventing hate speech, and implementing programs that teach social and emotional skills such as conflict resolution, anger management, and positive communication. Experimental research on these types of programs has shown that effective programs enhance social-emotional skills and attitudes, increase the frequency of positive social behavior, and reduce the frequency and severity of conduct issues and emotional problems.



2021 Healthy Youth Survey Data-*I feel safe at school*

Grades 6 and 8

Selah SD: 86%

ESD 105 Region: 83%

Washington: 83%



Selah School District Assets-PEOPLE



Students

Parents/Guardians and Community

School Resource Officer

All SSD employees

- Director of Safety
- Campus Engagement Staff
- Counselors
- Mental Health Professionals
- Building Admin and Office Staff

Selah School District Assets-PARTNERS



- Selah Police Department
- Selah Fire Department
- City of Selah
- Yakima County Sheriff's Department
- Educational Service District 105, Regional School Safety Center
SSOCC (School Safety Operations and Coordination Center)
- Regional School Districts
- Office of Superintendent of Public Instruction (OSPI)
- Statewide Anonymous Youth Safety Tip Line: "HearMeWA" (early 2024)

Selah School District Assets-SYSTEMS



- Intervention and Prevention
- Student Support Services
- Family Support Services
- Crisis Management
- Crisis Planning Team
- Crisis Response Team
- Threat Assessment Team
- Social Emotional Learning
- Communication-Parent Square
- "See Something, Say Something"
- STOPit! Anonymous Reporting
- Student and Staff Identification Badges
- Student Pass
- Drug Dogs
- Gaggle

Selah School District Assets-FACILITIES



- Designed with school safety as a priority
- Location
- Internal movement
- Main entrances with vestibules
- Door locks
- Fencing
- Alarms and monitoring
- Vaping sensors

Selah School District Assets-TECHNOLOGY

- Student information database
- Wifi and infrastructure
- Security cameras (building, campus, school bus)
- Visitor management system
- Access control
- Emergency/panic systems
- Notification applications
- Student devices monitoring



Selah School District Assets-TRAINING & DRILLS

Monthly

- RCW 28A.320.125 Schools shall conduct no less than one safety-related drill each month that school is in session. Schools shall complete no less than one drill using the school mapping information system, one drill for lockdowns, one drill for shelter-in-place, and six drills for fire evacuation in accordance with the state fire code. Schools should consider drills for earthquakes, tsunamis, or other high-risk local events. Schools shall document the date and time of such drills. This subsection is intended to satisfy all federal requirements for comprehensive school emergency drills and evacuations. Although earthquake drills are not required in the new guidelines, earthquakes pose a significant threat in Washington State and proper earthquake procedures must be practiced.



Selah School District “Core Four” Crisis Response

Selah School District recognizes four primary responses to crisis (the Core Four): **Evacuate, Lockdown, Secure and Teach, and Shelter in Place.** There may be additional crisis responses practiced by the school (for example Drop, Cover, and Hold in response to an earthquake). Each month, one of these responses is practiced by our staff and students.





Core Four—Lockdown

1. Lockdown

Response to: *Threat of harm*

- "Locks, Lights, Out of Sight"
- Close and lock internal and external doors
- Everyone into locked areas
- Pull interior and exterior blinds
- Don't be seen or heard (no talking)
- Run/Barricade/Fight
- Monitor communications

Core Four—Secure & Teach



2. Secure & Teach

Response to: *Threat of harm or other need to secure classrooms*

- Close and lock external entrances
- Get students into classrooms
- Close and lock classroom doors
- Pull interior and exterior blinds
- Continue to teach and move about as communicated
- Monitor communications



Core Four—Shelter in Place

3. Shelter in Place

Response to: *Chemical, biological, or radioactive event*

- Shelter in a safe area within the building
- Isolate the environment
- Shut off HVAC systems
- Head count and collect
- Monitor communications

Core Four—Evacuation



4. Evacuation

Response to: *Fire or other internal threat*

- Wait for intercom or email announcement
- Scan hallways, rooftops, parking lots, other vantage points before you...
- Exit the building and go to rally point
- Take attendance
- Show red or green clipboard
- Modified transportation as needed
- Monitor communications

Determining when and how to respond to a crisis

Based on Training, Practice and Circumstances

When:

When the crisis has the potential to put students and staff at risk and/or disrupts the operation of a regular school day.

When the crisis does put students and staff at risk and disrupts the operation of a regular school day.

How:

Based on the individual circumstances associated with the crisis

Based on Core Four

Based on Training

Based on guidance from partners



Communication: What to expect from the SSD

- Primary focus is on keeping students safe, secondary focus is on communication.
- We realize that in most cases we will not be the first to communicate during a crisis. (cell phones, social media)
- We understand that this leads to fear, frustration and negative emotions towards the school and district.
- We will communicate as timely as possible when we have accurate information.
- We will provide initial communications and then provide additional information as it becomes available.
- We will use multiple communication platforms. ParentSquare will be the primary platform.
- We will not communicate information pertaining to specific students.
- We will not communicate information in regards to criminal investigations.



Crisis Response Examples from 2022-23 School Year

SHS Bomb Threat

SMS Shooter Threat #1

SMS Shooter Threat #2

RL Campus (off site, but near)



Challenges & Opportunities



All Students

Expectations of Public Schools

Change in how we treat others

7/24, 180/365

Social Media

Funding

Aubrey Holwegner



Parent Perspective

Actions Taken

Future Goals

- Involvement of Others
- Additional School Safety Improvements



Future Considerations

Community Coalition: A community coalition is a group of individuals representing many organizations who agree to work together to achieve a common goal.

Advisory Committee: Advisory committees way for individual citizens to share their opinions and perspectives, study issues, and develop recommendations to share with superintendent and school board.

School Safety and Security



Question & Answer

Future Community Collaborations



October-College in the High School

November-Student Panel

December-Harassment, Intimidation, Bullying

January-Learning Standards and Assessments

February-Student Panel

March-Early Childhood Education (PK-3 Progression)

April-Viking Promise

May-Long Range Facilities Plan

THANK YOU!



Contact Information

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We are also happy to meet in person with individuals or small groups if interested.