

Regional Safety Centers: Essential Supports for Student & School Safety

WASA Small Schools Conference
AESD Network Team
March 2023

Our time today

- Foundations:
 - AESD Network
 - Regional School Safety Centers
- Deeper Dives:
 - Comprehensive Safety
 - Behavioral Health Navigation
 - Threat Assessment
- Top of Mind Discussion & Questions

But first.... Introductions!

Who we are – AESD Network School Safety Initiative **Team Leads:**

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And...Who's in the room?

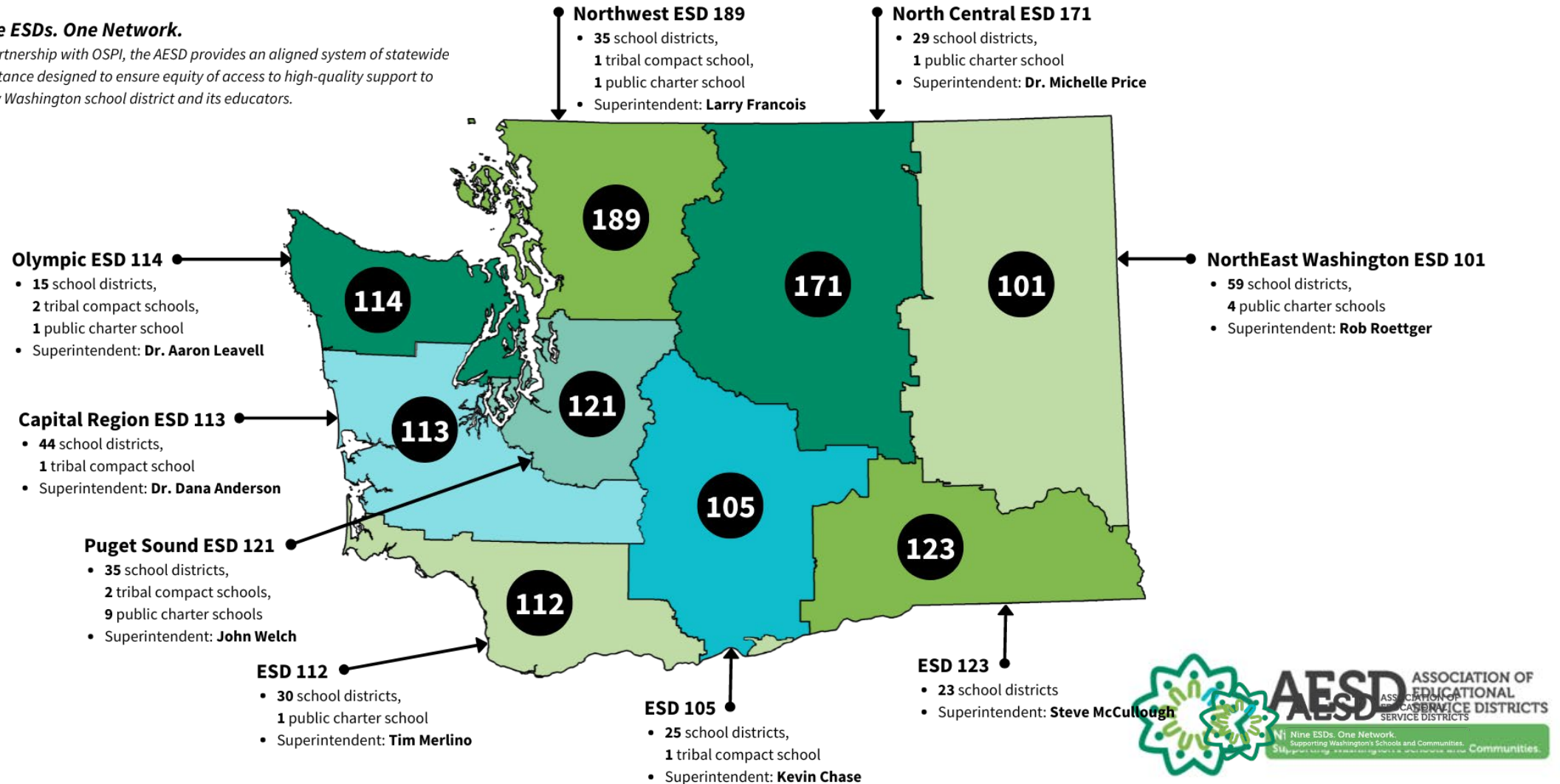


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What *IS* the AESD Network?

Nine ESDs. One Network.

In partnership with OSPI, the AESD provides an aligned system of statewide assistance designed to ensure equity of access to high-quality support to every Washington school district and its educators.



AESD Network – Statewide Initiatives

A regional delivery system for statewide programs & services

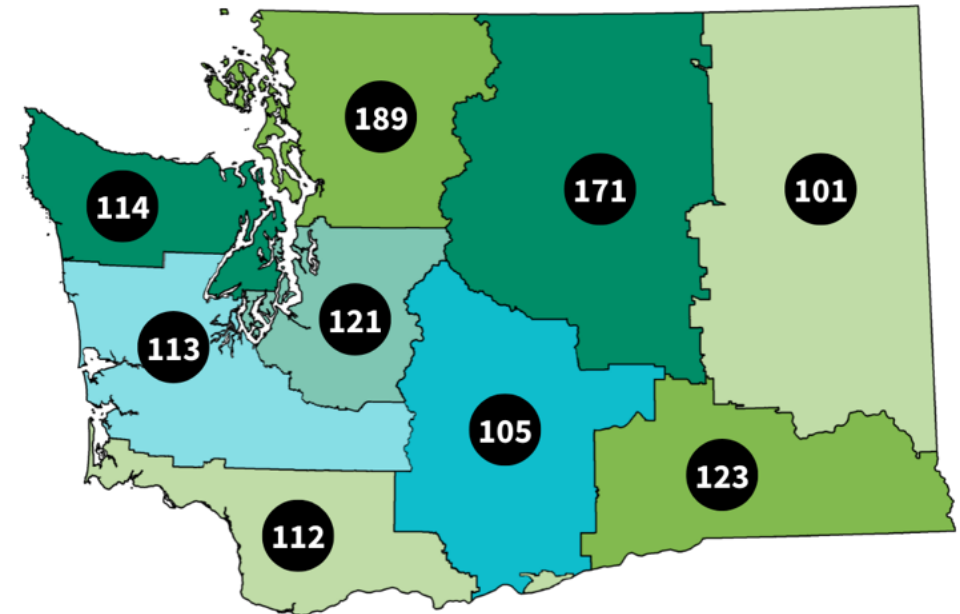
Learning	Student Supports	Operations
<ul style="list-style-type: none">• Beginning Educator Support Training (BEST)• Educator Networks• Early Learning• Teacher & Principal Evaluation (TPEP)• Native Education• Professional Learning<ul style="list-style-type: none">- Computer Science- English Language Arts- Mathematics- Science & Climate Science- Inclusionary Practices• System & School Improvement	<ul style="list-style-type: none">• Behavioral Health COVID Response• Career Connected Learning• Community Prevention & Wellness Initiative - Student Assistance Professionals• Early Learning• Education Advocates / Institutional Education• Multi-Tiered Systems of Support• Regional School Safety Centers (RSSCs)• School Nurse Corps• Special Education	<ul style="list-style-type: none">• District Operations<ul style="list-style-type: none">- COVID testing & mitigation- Communications supports- Fiscal support services- School construction- Hiring supports (i.e., fingerprinting, etc)- Information services (Skyward, WSIPC)- Insurance pools• PPE purchasing & distribution• Program evaluation• School Accreditation• Special education• Student transportation

Regional School Safety Centers (RSSCs): HB 1216 (2019) Intent & Statewide Partnerships

“The legislature intends to establish a **statewide network** of the structural components necessary to **enhance student safety in schools** so that **students have a sense of well-being and can focus on learning**.

This network, or system, of comprehensive school safety supports is **based on the work of the state school safety center**, which supports the regional school safety centers at each educational service district.

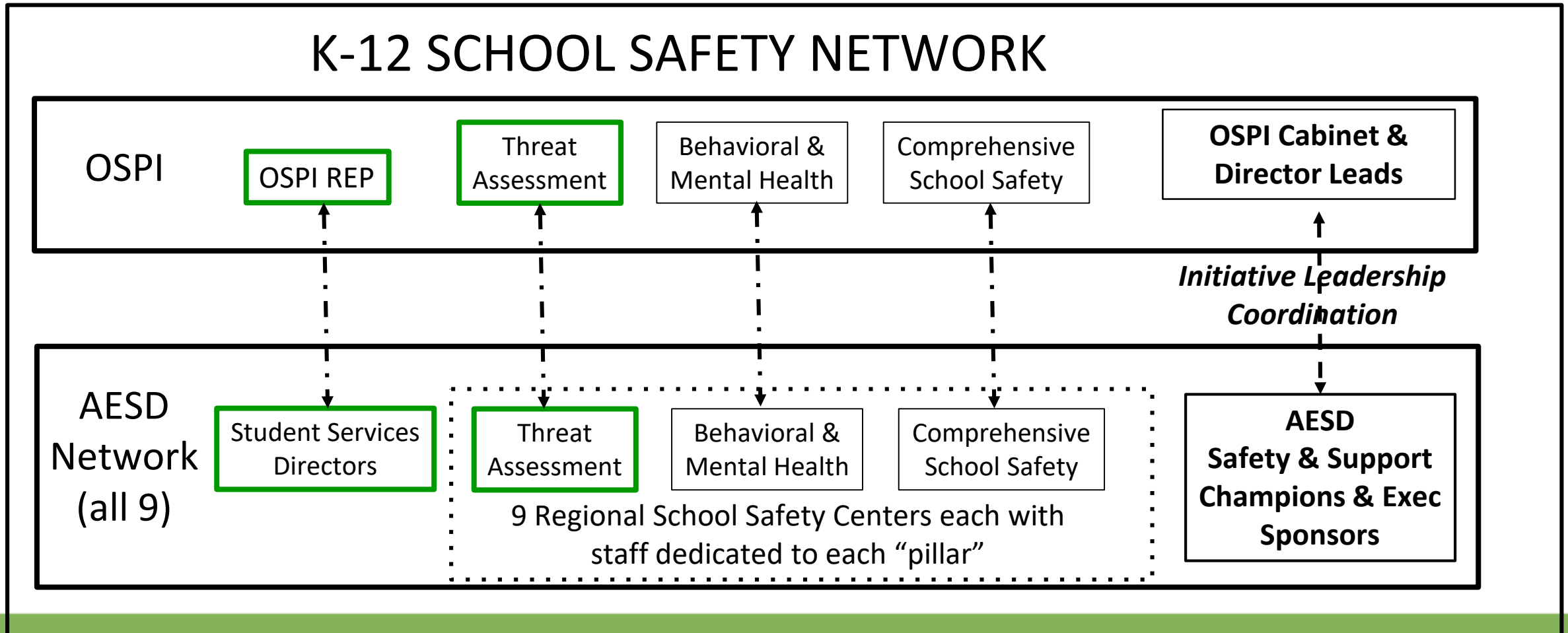
The regional school safety centers, in collaboration with community school safety stakeholders, support the efforts of the local school districts and schools to bring best practices in school safety to every school and classroom in the state.”



RSSC Pillars per HB 1216 (2019), [RCW 28A.310.515](#)

Comprehensive School Safety (2021)	Behavioral Health & Suicide Prevention (2020)	Threat Assessment Support (2019)
<p>Comprehensive safe schools planning supports</p> <p>Emergency planning and preparedness training and technical assistance</p> <p>Technical assistance to districts for providing (funding) for first aid, health, and safety/security resources</p> <p>Real-time crisis response training and assistance</p> <p>Safety and security staff training</p>	<p>Support for SD development & implementation of plans for recognition, initial screening, & response to students' emotional or behavioral distress</p> <p>Suicide prevention training, including support for schools to respond and recover from suicide/attempted suicide</p> <p>Facilitation/coordination of partnerships among K12 and regional/local community behavioral health services</p> <p>Provide support with behavioral health care service delivery models, and training on / assistance with Medicaid billing</p>	<p>Training & technical assistance for implementing school-based threat assessment programs</p> <p>Assist with identification & implementation of best practices for school-based threat assessment programs (per existing statutes 28A.300.640)</p> <p>Build partnerships with community partners (health providers, law enforcement, emergency responders, juvenile justice, etc.) to implement quality programs</p>

Operationalizing the State's School Safety Network



Deeper Dive: Comprehensive Safety Supports

Examples of regional support offerings:

- Comprehensive district/school emergency operations planning supports (including drill requirements).
- All-hazards emergency preparedness, including prevention, mitigation, protection, response and recovery planning.
- Harassment, intimidation, and bullying (HIB) supports (training and reporting)
- Training and verification of school safety and security staff; Canvas online platform and in-person training
- Support compliance with all other district/school safety related RCWs including site safety assessments and staff training
- County/community/school emergency coordination meetings with response partners; Law Enforcement, Fire, EMS, and Emergency Management

Comprehensive Safety Planning Support to Unpack & Unravel School Safety-Related Statutes & Directives

School Safety & Security Related RCWs & WACs

School Safety Planning

- [RCW 28A.320.125](#) – Safe district and school plans required
- [RCW 28A.320.126](#) – Emergency response system
- [RCW 36.28A.060](#) – School mapping
- [WAC 51-54-0400](#) – Emergency Planning & Preparedness

Bullying – HIB

- [RCW 28A.300.285](#) – Harassment, intimidation, and bullying prevention; cyberbullying
- [RCW 9.61.260](#) – Cyberstalking
- [RCW 9A.36.078](#) – Malicious harassment - Finding
- [RCW 28A.600.480](#) – Reporting Harassment, Intimidation, Bullying Immunity
- [WAC 495A-121-011](#) – Definitions

Emotional or Behavioral Distress-Suicide Plans

- [RCW 28A.320.127](#) – Recognition of Emotional-Behavioral Distress

Firearms & Weapons on School Grounds

- [RCW 28A.600.420](#) – Firearms on school grounds
- [RCW 9.41.280](#) – Firearms and other dangerous weapons on school grounds
- [RCW 9.91.160](#) – Possession of personal protective spray devices
- [RCW 9.61.160](#) – Threats to bomb or injure property

Gang Activity in Schools

- [RCW 28A.600.455](#) – Gang activity – Suspension or expulsion
- [RCW 9A.46.120](#) – Criminal Gang Intimidation
- [RCW 9.94A.030](#) – Definitions: criminal street gangs, gang membership, gang-related offenses.
- [RCW 28A.225.225](#) – Applications from Non-Resident Students
- [RCW 28A.320.490](#) – Task force on gangs in schools

Juvenile Sex Offenders in Schools

- [RCW 9A.44.130](#) – Law enforcement notification of schools
- [WAC 392-400-295](#) – Emergency expulsion – limitations

Locker Searches

- [RCW 28A.600.210](#) – Locker searches: drug activity, weapons
- [RCW 28A.600.220](#) – Locker searches – No expectation of privacy
- [RCW 28A.600.240](#) – Notice and reasonable suspicion

Suicide - Troubled Youth

- [RCW 28A.320.127](#) Plan for screening and response to emotional or behavioral distress
- [RCW 28A.320.1271](#) Model school district plan for recognition, initial screening and response to emotional or behavioral distress

Threat Assessment

- [RCW 28A.320.128](#) Threats of violence; Notice and disclosure policies - Student conduct
- [RCW 13.04.155](#) Notification to school principal of conviction, adjudication, or diversion
- [RCW 9A.04.110](#) Definition of "Threat"
- [RCW 9A.46](#) Harassment
- [RCW 28A.225.330](#) Enrolling students from other districts
- [RCW 13.40.215](#) Juveniles found to have committed violent or sex offense or
- [RCW 9.41.280](#) Possessing dangerous weapons on school facilities

Tobacco, Alcohol, Drugs

- [RCW 28A.210.310](#) – Prohibition on use of tobacco
- [RCVW 69.50.435](#) – Controlled substances
- [RCW 69.50.445](#) – Open consumption of marijuana

Transportation

- [RCW 28A.160](#) – Student Transportation

Additional Information: Special Education, Disabilities, and Privacy Compliance

- [Issues around school safety often impact students with disabilities.](#)
- [Special Education – RCW 28A.155: Special Education ADA: FERPA: The Family Educational Rights and Privacy Act \(FERPA\) HIPAA](#)

WSSDA Model Policies & Procedures

- Bullying
- HIB
- Cyberbullying
- Firearms in Schools
- Gang Activity in Schools
- Juvenile Sex Offenders in Schools
- Threat Assessment ([RCW28A.300.640](#))

Support to Districts with School Safety & Security Staff (per HB 1214)

- Required data collection and reporting
- Policy/procedure examples and support
- Required training
- School Safety and Security Staff Meetings; professional development, networking opportunities



School Safety & Security Staff Training Requirements (per HB 1214, [RCW28A.400.345](#))

Two components for **ALL** safety and security staff:

1. **Classroom Training:** 13 Units (To be completed/verified within the first 6 months of working on school property when students are expected to be present.)
2. **On-the-Job Training:** Coordinated through the district (To be completed within the first year of working on school property)

A third component is also **required for those staff who are NOT School Resource Officers:**

3. **Check-Ins (6):** To be completed within the first year of working on school property

ESD grants certificate of completion.



ESD Roles & Commitments for Training

(per HB 1214, [RCW28A.310.515](#))

ESD Roles

- Developed training content & verification process (including Jointly developed SSS training program guidelines for on the job training and check-ins)
 - Calibrated quality training rubrics for planning and implementation of training opportunities
- Support district staff access to training opportunities
- Verify and issue certificate of completion

Commitments / Considerations

- Standardized – Regionalized – Personalized with consistent and accessible training opportunities and verification processes
- Collaborative curriculum content review and development process
- Accessible through multiple paths
 - In-person
 - Virtual
 - On-Demand (Canvas Course)

Top of Mind Areas of Support Needed?

- Swatting update – Swatting threats will most likely continue, be prepared
- County/Community/School Coordination Meetings –CRITICAL
- Consider Redundancy for all safety and security systems specifically COMMUNICATIONS
- Basic language, coordinated and standardized for emergency response

SWATTING Hoaxes



NEW ESD 101 SWATTING

What you need to know and how to respond to this hoax in your community.

WHAT IS SWATTING?

“Swatting” refers to hoax calls placed to 911 reporting an emergency. The reports are often incidents that require a large and immediate law enforcement response possibly including a SWAT team. Reported incidents are often an armed intruder, active shooting or other critical incident.

Swatting in our state

Swatting has been reported in Spokane, Pierce, Skagit, Snohomish, Thurston, and Whatcom counties. It has also been reported in numerous other states.

Characteristics of swatting

Swatting calls appear to come from inside a school. However, calls are often originated from or routed through another country. The callers are typically male and feign urgency.

WHAT CAN I DO?



PREPARE

- Anticipate law enforcement response
- Review safety protocols with staff and students
- Communicate with your community immediately and frequently
- Plan your crisis response



COMMUNICATE

- Consider communicating with families to prepare them before an incident takes place
- Give specific instructions to families “What to do and where to go, if...”
- Draft messages in advance
- Prepare for family reunification if it becomes necessary



REPORT

- Call 911
- Report suspicious activity
<http://www.wsfc.wa.gov/Report>

WE’RE HERE TO HELP

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Deeper Dive: Threat Assessment Supports

Examples of regional support offerings:

- Understanding state requirements
- Provide “Level 1” training and support (some “Level 2”) – based on Salem-Kaiser TA Framework with fidelity
- Organize resources and strategies to manage situations involving students that may pose threats to other students and/or staff.
- Crisis response supports
- School-Community coordination & relationships (assist with ongoing identification and implementation of best practices for school-based threat assessment programs)



Supports to Unpack & Unravel Additional Threat Assessment Statutes

- [RCW 9A.04.110](#) Definition of "Threat"
- [RCW 9A.46](#) Harassment
- **[RCW 28A.320.123](#) School-Based Threat Assessment Programs** (effective in 2020/21 SY)
- [RCW 28A.320.128](#) Notice and disclosure policies -- Threats of violence -- Student conduct -- Immunity for good faith notice – Penalty
- [RCW 27A.300.640](#) School-Based Threat Assessment Program – Model Policy & Procedure
- [RCW 13.04.155](#) Notification to school principal of conviction, adjudication, or diversion agreement -- Provision of information to teachers and other personnel – Confidentiality
- [RCW 28A.225.330](#) Enrolling students from other districts -- Requests for information and permanent records -- Withheld transcripts, effect -- Immunity from liability -- Notification to teachers and security personnel – Rules
- [RCW 13.40.215](#) Juveniles found to have committed violent or sex offense or stalking -- Notification of discharge, parole, leave, release, transfer, or escape -- To whom given -- School attendance – Definitions
- [RCW 9.41.280](#) Possessing dangerous weapons on school facilities -- Penalty -- Exceptions



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Why Threat Assessment?

- Concerns regarding violence and school safety
- Response to RCW 28A.320.123/HB 1216
- Zero-Tolerance Policy, expulsion
- Physical and Psychological Safety
- Most low cost, quick to implement preventative model for school violence
- Promotes connections and supports

Threat assessment IS...

- Helps us to decipher if the situation poses a threat vs. makes a threat
- Inclusive, not exclusive - promotes connections, observations, and supervision
- Increases both the physical safety and the psychological safety
- Prevention and early intervention - not a punitive or gotcha system
- Multi-discipline, multi-agency
- Expeditious but methodical
- Shared ownership, shared responsibility and decreased liability
- Includes equity language; includes trauma informed strategies, includes restorative practice
- Checks and prevents implicit bias and other forms of bias

Threat assessment IS NOT...

- Profiling
- A checklist or a survey
- A disciplinary process or reason for expulsion
- A tool used as a predictor for future violence
- A replacement for 504/IEP team meetings & decisions
- A document that labels students

*A STAT team referral should be initiated due to a threatening situation, not because of a diagnosis, stereotype, or label.



Threat Assessment is a Two-Tier Model

Level I

Conducted by building level STAT team:

Assess - Gather school team to prescreen, conduct investigation, and determine need based on the analysis of the facts and where the student is on the pathway to violence

Organize - School Team meets to organize the data and facts, complete the protocol, and determine the next steps of safety plan for the student that is potentially on the pathway to violence but also the victim

Maintain – STAT team meets to determine the success of the safety plan and discern if supports need to be changed for the student

Level II

Conducted by a multi-disciplinary school & community-based team that:

- Identifies risk factors for targeted and reactive violence
- Provides the student with wrap-around support services with members in the community

Foundations:

Equity, safety, inclusion,
connection, confidentiality



“Prevention often serves as the front door to behavioral health services.”

- Screening, identification, and referral
- Warm hand-offs (e.g., mental health promotion, suicide prevention)
- Parent training
- School-based prevention
- Student assistance
- Community awareness
- Community-based education (e.g., naloxone)
- Community linkages (e.g., harm reduction, recovery support)

Deeper Dive: Behavioral Health Navigation

Examples of regional support offerings:

- Regional networking among school district leaders and community based organizations
- Conduct needs assessments/district interviews to assess regional behavioral health needs
- Deliver mental health, awareness, suicide prevention, and crisis response training to school district staff and students
- Gather/share regional school & community behavioral health service resources
- Consultation supports for school district staff on how to address specific behavioral health needs of students



Supports to Unpack Behavioral Health Related Statutes

- [RCW 28A.230.095](#) Adds mental health and suicide prevention to the essential academic learning standards in health and fitness
- [RCW 28A.410.226](#) School counselor, psychologist, social worker, and nurse to receive suicide prevention training
- [RCW 28A.410.035](#) Issues of Abuse course content include recognition, screening, and response to emotional or behavioral distress in students, substance abuse, violence, and youth suicide
- [RCW 28A.320.127](#) School districts must adopt a plan for recognition, screening, and response to emotional or behavioral distress in students: substance abuse, violence, and youth suicide
- [RCW 28A.310.500](#) Requires that each Educational Service District develop and maintain the capacity to train on youth suicide screening and referral, and student emotional and behavioral distress
- [RCW 28A.320.160](#) Parent notification requirements when alleged sexual misconduct
- [RCW 28A.400.317](#) School districts plan must also include training for recognition of physical or sexual abuse, notification requirements, and staff response procedures

The Role of Regional Behavioral Health Navigators

Provide training and technical support on suicide prevention and plans for recognition, initial screening, and response to emotional or behavioral distress in students.

Increase the equitable access to behavioral health services and supports.

- Assist districts and schools in building capacity to identify and support students in need of behavioral health care
- Facilitate partnerships and coordination between districts and schools and existing regional and local systems of BH care services and supports



The Three Focus Areas of BHN Work

1. Prevention

Increasing awareness and providing education and support on risk reduction and health promotion.

- Trainings for Districts and Schools
- Curriculum, Prevention Clubs
- Awareness Events for Students
- Parent Education/Training/Information Dissemination
- Staff Supports
- Consultation and Technical Support

2. Intervention

Knowing the signs and symptoms of students in distress/crisis, when to act and what to do; and providing or linking to services

- Trainings for Counselors, Social Workers, Psychologists, and nurses
- Linkage to Behavioral Health Services and Supports
 - In the school setting
 - In the community
- Resource Sharing
- Student Assistance Professionals
- ESD SU/MH Provider Licensure

3. Postvention

An organized response in the aftermath of a death of someone who dies by suicide.

- Postvention Training
- Crisis Response Training
- Crisis Response Team: Guidance/Coordination/On the Ground



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Prevention Supports, cont'd:

Universal Screening vs Focused or Indicated Screening

Districts may plan screening to be universal, focused/selected, or indicated

- Universal—All students at all schools
- Focused—Select groups by classroom, grade, or special program status
- Indicated—Individual factors
 - For example: exposure to trauma, history of substance use
- Districts have existing policies and procedures for mandatory screening of students (e.g., dyslexia, hearing, vision, scoliosis), and can follow similar processes tailored to the context of SEBMH
- **Need to consider capacity and implementation**



Top of Mind Areas of Support Needed?

- Magnitude of student behaviors and educator capacity
- Sustainability of BH/MH supports
- Vaping
- Sexual misconduct and assault – addressing the behaviors and the trauma
- Tier 3 Supports
- Concerns about Fentanyl

Questions? Reflections?

Thank you!