

We Didn't Plan for ***THIS!***

School Safety in the Time of COVID-19
What Did We Learn?





Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of
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We would like to acknowledge that this meeting is being held on the traditional lands of the Squaxin Island Tribe.

We acknowledge the Tribes commitment to the resurgence of their traditional ways and their respect and protection of all people, not only those who are living, but also those who have gone before and who are yet to be born. We pay our respect to the elders both past and present and to the valued resource the Tribe has defined as their children. They are the Tribes future.

We ask that the participants of this meeting also honor the Tribal lands on which each of you are located today.





Introductions

Introduction

2020

Coronavirus pivot influenza Zoom masks vaccine distance learning

Work remotely cybersecurity sneeze pandemic quarantine ICU

COVID-19

Skype telework social unrest Zoom-bombing social distancing cough

Prevention BLM national politics face shield hybrid SEL

EOP digital safety creativity reopening COOP

Health

2021

School Safety took on new meaning and vocabulary



OSPI COVID Guidance

- [OSPI Guidance & Resources](#)
- [School Reopening Data Dashboard](#)
- [School Safety Center](#)

COVID-19 School Safety Guidance

EOP Planning

Drills

HIB

Digital Safety





Hot Topics

SHB 1216 (2019)

- Comprehensive School Safety Plans
- Regional School Safety Centers
 - Threat Assessment
 - Behavioral Health
- Drill Requirements
- School Mapping
- SROs



SB 5689 (19-20)

- Harassment, Intimidation or Bullying (HIB)
- Transgender / Gender Inclusive Schools

Digital Safety & Cybersecurity

MTSS

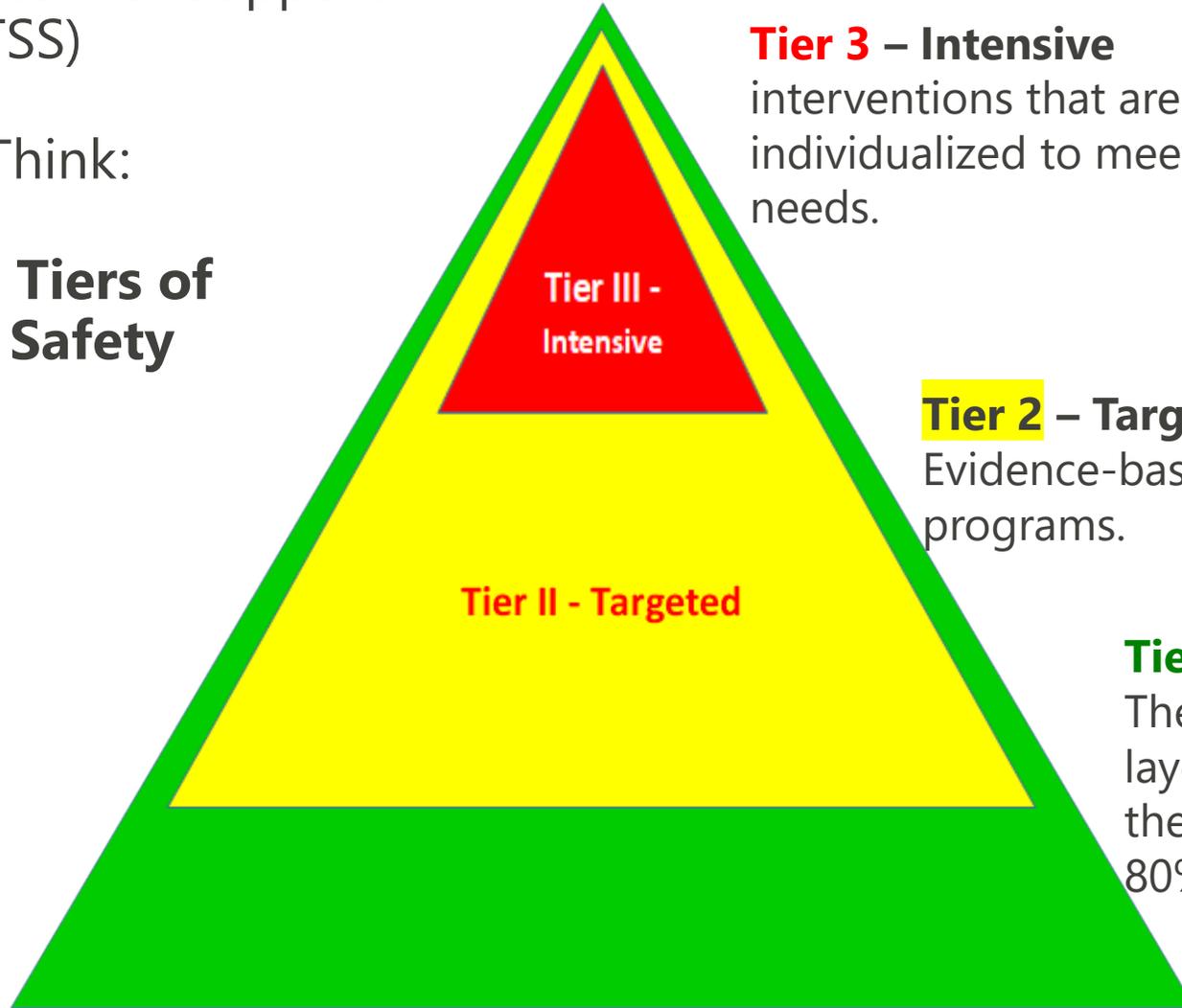
Multi-Tiered System of Supports



Multi-Tiered System of Support (MTSS)

Also Think:

Multiple Tiers of School Safety



Tier 3 – Intensive

interventions that are individualized to meet their needs.

Tier 2 – Targeted

Evidence-based intervention programs.

Tier 1 – Universal

The foundation for additional layers of support; should meet the needs of approximately 80% of the student population.



Proposed Legislation:

HB 1214 – Safety and Security Services by Classifies Staff/Contractors

HB 1340 – Pandemic Task Force

SB 5327 – Youth Safety Tip Line

SB 5209 (HB 1182) – Behavioral Health/Suicide Prevention





Planning for Reopening

Closure & Reopening

Tools to Prepare for Provision of In-Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic

<https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/DecisionTree-K12schools.pdf>

Also see: <https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/FallGuidanceK-12.pdf>



DOH Decision Tree

Can the school(s) implement recommended COVID-19 health and safety measures?

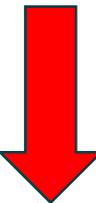
School Administrators and Staff

The risk of COVID-19 spreading in schools depends on the ability of the school to implement DOH's K-12 health and safety measures and [LNI employer safety requirements](#).

Does the school have the plans, staff, space, and supplies to do the following?

- ✓ Protect staff and students at higher risk for severe COVID-19 while ensuring access to learning.
- ✓ Transport or facilitate drop-off and pick-up of students.
- ✓ Group students (required in elementary, recommended for middle and high school).
- ✓ Practice physical distancing of ≥ 6 feet among students and staff.
- ✓ Promote frequent hand washing or sanitizing.
- ✓ Promote and ensure face covering use among students and staff.
- ✓ Increase cleaning and disinfection.
- ✓ Improve ventilation.

Are all staff trained on health and safety practices?



DOH Decision Tree

Is the school and health system ready to monitor for and respond to suspected and confirmed cases of COVID-19? Schools and Local Public Health

COVID-19 cases in the school should be expected.

The risk of COVID-19 spreading in schools depends on the ability to quickly identify and respond to suspected and confirmed cases and the level of community transmission.

- ✓ Can the school ensure monitoring of symptoms and history of exposure among students and staff? (attestation acceptable)
- ✓ Is **the school** prepared to manage students and/or staff who get sick onsite?
- ✓ Does **the school** have letters drafted to inform families and staff about confirmed cases or outbreaks? For other languages?
- ✓ Is there adequate access to testing in the **community health system** for ill students and staff?
- ✓ Is there capacity in your **local health department** to investigate confirmed COVID19 cases, quarantine their close contacts and assess whether transmission is occurring in the school?
- ✓ Can **local public health** monitor the level of community spread to determine when a change in education modality is needed?

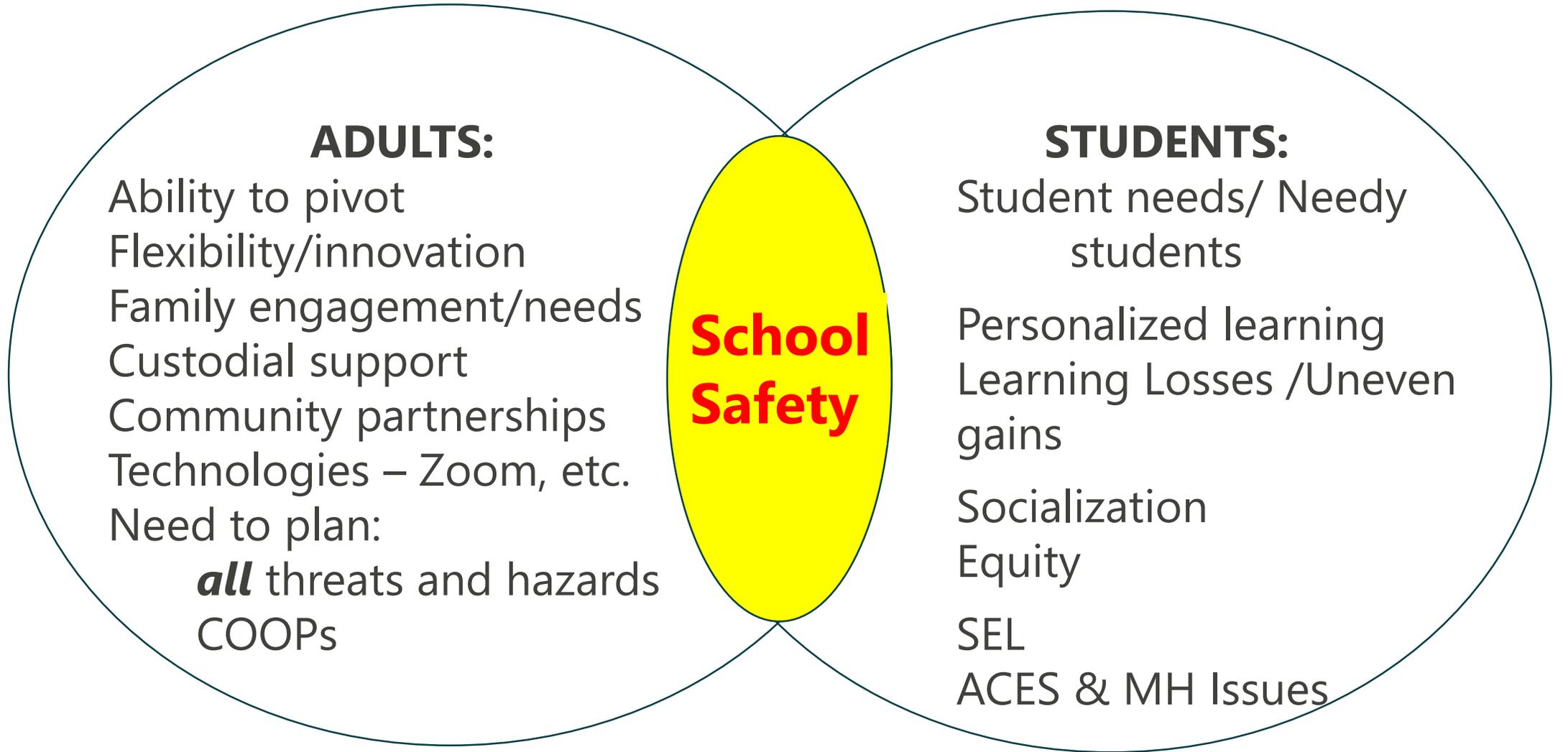


Begin Learning Model and Monitor





New Learnings



ADULTS:

Ability to pivot
Flexibility/innovation
Family engagement/needs
Custodial support
Community partnerships
Technologies – Zoom, etc.
Need to plan:
all threats and hazards
COOPs

STUDENTS:

Student needs/ Needy students
Personalized learning
Learning Losses /Uneven gains
Socialization
Equity
SEL
ACES & MH Issues

School Safety



FINALLY

Our attention has been focused on the COVID pandemic, on providing an education for our students in a variety of ways, and, ultimately, on reopening schools. With that in mind, districts and schools are strongly encouraged to review their district and school comprehensive safety, emergency operation plans (EOPs).

Consider the following suggestions to prepare *now* for potential new threats:

- Connect with your **1st responders** as soon as possible to determine how you will all work together in the event of an emergency;
- Make sure that your **Incident Command System (ICS)** is clear and operational;
- Check all your **Communications** systems, both internal and external;
- Revisit and practice building entry and exit procedures, and
- **Evacuation** plans and procedures;
- Double check **Reunification** plans and locations;
- Be sure staff are **trained** in all the above, and
- Remember that the overall COVID experience has been very traumatic for students, staff, and families, alike.

Have **Behavioral Threat Assessment** and **Behavioral Health** teams in place.



Thoughts? Questions?



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