

2020 Annual School Safety Summit Report

Attendees

School Safety and Student Well-Being Advisory Committee (SS-SWAC) Members and

Participants: Barbara McMullen, Fire Marshal. Benjamin Coulter, Seattle Public Schools (SPS). Enos Mbajah, Health Care Authority (HCA). Greg Lynch, Association of Educational Service Districts (AESD) and Washington Association of School Administrators (WASA). Karen Davy, Washington School Safety Organization (WSSO). Kurt Hatch, Association of Washington School Principals (AWSP). Myra Hernandez, Washington State Commission on Hispanic Affairs (CHA). Nancy Bernard, Department of Health (DOH). Nancy Chamberlain Washington State PTA. Parker Teed, State Board of Education (SBE). Sandy Hunt, Washington Education Association (WEA). Shanna McBride, Department of Children, Youth, and Families (DCYF).

School Safety and Student Well-Being Advisory Committee Youth Advisory Council (SS-SWACYAC) Members:

Katherine, Vashon Island School District. Lily, University of Washington. Sadie, Okanogan School District.

Legislators: Representative Laurie Dolan, Washington House of Representatives. Senator June Robinson, Washington State Senate. Senator Patty Kuderer, Washington State Senate.

Observers: Ailey Kato, Nonpartisan staff for the Senate Early Learning & K-12 Education. Kathleen Lawrence, Senate Republican Caucus. Mary Kenfield, State House Democrats. Megan Wargacki, Nonpartisan Education Staff for the House of Representatives.

OSPI Representation: Camille Goldy, Cara Patrick, Cindi Wiek, Ella DeVerse, Emmelia Wargacki, Joshua Lynch, Kristin Hennessey, Martin Mueller, Mike Donlin, Scott Black, Tayler Burkhart.

Overview of the Summit Mandate & Review Year 4 Summary

As per HB 1216, the **School Safety and Student Well-being Advisory Committee (SS-SWAC)** is established within OSPI to advise the Superintendent, the office of the superintendent of public instruction's School Safety Center, the Regional School Safety Centers, school districts, and public and private schools on all matters related to comprehensive school safety and student wellbeing.

As per SB 6620 and RCW 28A.300.273, the **Annual Safety Summit** is mandated to:

- ◇ establish a statewide plan for funding school safety,
- ◇ monitor the progress of a statewide plan, and
- ◇ implement school safety planning efforts,



- ◇ train school safety professionals, and
- ◇ integrate mental health and security measures.
- ◇ also include LEA safety planning

Safety summit history

The June 12, 2020 Safety Summit is Summit #5

Previous Summits:

- ◇ 2016: Set the stage, background on safety funding.
- ◇ 2017: Addressed immediate issues; mapping, safety corps, regional school safety centers, administrative safety training, HIB, earthquake preparedness.
- ◇ 2018: Added behavioral health and mental health supports.
- ◇ 2019: Reviewed and focused on HB 1216. What was included, what was and was not funded.

Legislative Activity/Funding

Participants reviewed the elements of a statewide plan for school safety and what has been done so far to build that plan in Washington state. OSPI shared a grid document that was prepared as a visual outline of legislative activity surrounding safety programs.

Breakout Activity 1 & 2

Breakout Activity 1

- ◇ Provide a detailed prompt to simulate an emergency situation (COVID) in an informal, stress-free environment.
- ◇ Initiate discussion of emergency guidelines with a discussion on training and familiarization with roles, guidelines, and responsibilities.
- ◇ Participants will be put into one of three breakout rooms:
 - Before group; focused discussion of what needs to be in place before the example scenario (COVID).
 - During group; focused discussion of what needs to happen during the example scenario (COVID).
 - After group; focused discussion of what needs to happen after the example scenario (COVID).

Exercise Guidelines

- ◇ The exercise is designed to test the preparedness of the district/school to respond to a multi-agency, multi-site emergency event.
- ◇ LEA policies and existing safety plan(s) govern all activities relating to the emergency event.



- ◇ Each participant will be given the opportunity to share their views on what worked well and what needs to be addressed in additional planning, training and/or drilling.
- ◇ The facilitator serves as the exercise referee and provides any official interpretation of the exercise rules.

Breakout Activity 2

- ◇ Small groups were reconvened and tasked with reviewing the suggestions and ideas that were presented in the first breakout.
- ◇ Groups utilized the table below to land on recommendations for prioritizing what school safety and student well-being program elements need to be protected, what still needs to be fully-funded, and what might need to be created.

What is in place, that needs to be retained?	What, from the comprehensive program should be funded?	What needs to be created?	What policy change might need to happen?

Reconvene

Attendees were convened one last time after the breakouts and tasked with:

- ◇ Prioritize Issues and Actions
- ◇ Discuss Recommendations

Summit Follow Up

To follow the Summit, OSPI staff were tasked with researching the funding implications of the recommendations to assist in the further prioritization.

Summit Survey

A survey was sent to all attendees in August 2020 to provide the opportunity to rank the recommendations discussed on a scale of 1-5. A funding key was provided to assist in the ranking process.

Funding Key

- **(\$?) funding for this item is unknown: may require further development, a multi-system approach, or significant changes to the state tax model for implementation:**
- **\$ cost neutral, can be accomplished within existing resources;**
- **\$\$ current level of funding needs to be maintained for continuity of services;**



- **\$\$\$ some new funding is required, while some funding exists;**
-
- **\$\$\$\$ new funding required**

The following recommendations were presented to the group based on the discussion at the Summit:

- ◇ ESD Behavioral Health Navigators to decrease barriers between the education & healthcare systems \$\$
- ◇ ESD Threat Assessment Coordinators \$\$
- ◇ ESD Regional School Safety Planning Lead to provide technical support & training to districts on safety planning requirements \$\$\$\$
- ◇ Collect & analyze data on school district "completeness" of comprehensive safety plans to use for providing technical assistance & training \$\$
- ◇ Maintain cross-system initiative to develop a shared vision & purpose supporting youth behavioral health needs \$\$
- ◇ Comprehensive Safety Planning training for school districts \$\$\$\$
- ◇ Professional development for accommodating several learning environments for equitable access to educational services. \$\$\$\$
- ◇ Trauma-informed practices training for educators \$\$\$
- ◇ Training for staff on anti-racism to be prepared to support students during civil unrest \$\$\$
- ◇ Promote existing Social Emotional Learning Modules to educators and families \$\$\$
- ◇ Increase Social Emotional Learning professional development requirement for educators to annually (currently every 2 years)
- ◇ Update/improve upon existing systems that intent to coordinate communication between community-school-families in the event of a crisis (\$?)
- ◇ Increase social connection among education community, including school staff, parents/guardians, students, & community to increase cultural perspectives. (\$?)
- ◇ Telehealth services accessible to all students (regardless of insurance coverage) (\$?)
- ◇ Trauma-informed behavioral health service delivery in schools (\$?)
- ◇ Creation, or further implementation/provision of school-based mental, behavioral, and physical health access in schools (\$?)
- ◇ Creation of a universal health check system to maintain communication with students in the event of an extended absence from school. (\$?)

Survey Rankings

To ensure accurate representation of recommendations in the survey; rankings were calculated on the following weighted scale:



Recommendation Ranking	Score
1	5 Points
2	4 Points
3	3 Points
4	2 Points
5	1 Point

The following recommendations received the most points based on the weighted scale:

	Recommendation	Points	Ranking
1	ESD Regional School Safety Planning Lead to provide technical support & training to districts on safety planning requirements \$\$\$\$	25	1
2	Creation, or further implementation/provision of school-based mental, behavioral, and physical health access in schools (\$?)	22	2
3	Collect & analyze data on school district "completeness" of comprehensive safety plans to use for providing technical assistance & training \$\$	20	3
4	Comprehensive Safety Planning training for school districts \$\$\$\$	20	3
5	ESD Behavioral Health Navigators to decrease barriers between the education & healthcare systems \$\$	20	3
6	Update/improve upon existing systems that intend to coordinate communication between community-school-families in the event of a crisis (\$?)	18	4
7	Increase social connection among education community, including school staff, parents/guardians, students, & community to increase cultural perspectives. (\$?)	16	5

Of the rankings, the work included in HB 1216 (2019) is noted in recommendations 1, 3, 4, & 5. Based on the information provided, it is suggested that these recommendations are combined to move forward as fully funding HB 1216 which would include maintaining the current funding for Behavioral Health Navigators and Threat Assessment Coordinators as well as the appropriation of funds to create FTEs at OSPI and the 9 ESDs for Comprehensive School Safety Planning, and the provision and monitoring of Comprehensive School Safety Planning plans.



Suggested Recommendations

The following recommendations are based on survey rankings from the Summit work.

Recommendation 1: Fully Fund HB 1216 (2019)

Intent

Encompassing suggestions 1, 3, 4, & 5 above; this recommendations intent is to increase supports for school safety and student well-being with the funding and implementation of all programs and roles under HB 1216 (2019).

- Retain current policy and funding for ESD Behavioral Health Navigator and Threat Assessment Coordinator positions.
- Attain funding for the Comprehensive School-Safety Planning position.
- Maintain the ESD/OSPI/HCA initiative to develop a shared vision and purpose around supporting youth with MH and BH needs.

Utilization of Current funding of Legislation

- Continued utilization of current partnerships.
 - Need a coordinated and collaborative voice in advocacy
 - There is knowledge in union of all prospective stakeholders
- Utilize one voice to create a funding request

Funding

Funding necessary would include continued funding for current staff (Behavioral Health Navigators and Threat Assessment Coordinators) and increased funding for new staff (Comprehensive School Safety Planning).

1.35 million in additional funding to ESDs for new FTE (based on \$150,000 per ESD)

Policy

Retain current policy under HB 1216.

Recommendation 2: School-Based Mental, Behavioral, and Physical Health Access in Schools

Intent

To create easier access to health services for all students in Washington state.

The creation or further implementation/provision of school-based mental, behavioral, and physical health access throughout Washington schools would include programs such as Neighbor Care, Forefront Suicide Prevention, school-based clinics, tele-health options.

Normalizing these options could decrease the stigma associated with seeking assistance for behavioral and mental health care.



Utilization of Current funding or Legislation

- Utilize the MTSS framework to increase awareness and supports at the building level
 - Utilize the MTSS and ISF framework
 - Tiers 2 & 3 of the MTSS system could provide specific support
- LAP funding and training
 - Continue collaboration among and within schools on the guidance and assistance that can be provided with LAP
- Continuation of unlocking and braiding funds work w/ districts
 - Increase understanding of funding schools are currently receiving that could assist in funding these school-based programs
- Utilize the professional development relationship that exists between OSPI and WEA to increase awareness and understanding.
- Cross-cultural competency training for school staff to understand the barriers that may exist for students from a variety of cultural backgrounds.

Funding

- Contracted Services - Contracting with health organizations for on-site services. (MOUs)
- Facilities - Provision of physical space to house school-based clinics – to include contracts/MOUs
- Staffing – school nurses, counselors, or specialists to work within the schools and with students

A program like this would require comprehensive tax reform, by increasing partnerships with community-based organizations, funding could be lessened. For those schools who lack access currently, utilization of current structures like MTSS could assist districts in increasing awareness and need without having to increase funding.

Policy

- Support for school-based and tele-health care.
- Assistance in creating the connection between schools and programs/agencies/organizations that are already in existence and can be utilized.

Recommendation 3: Coordinating Communication Between Community-School-Families in the Event of a Crisis

Intent

Increase communication between Community-School-Families in the event of a crisis. Ensure a coordinated message and response to all members of the educational community.

This could include:

- Updated phone trees and text options for daily communication;



- Training for staff, community, students, and families on an effective use of Zoom, Skype, and other online platforms;
- Ensure that First Responders have access to appropriate contacts and protocols;
- Encouraging students and families to have and post current emergency contact lists in their homes;
 - Identify safe places within homes during emergencies, as well as safe family reunification points in and around neighborhoods.
- Anonymous reporting options;
 - Call, text, web, resources for students, staff and families.
- District Public Information Officer (PIO) coordinates with local media.
 - The community and families have contact information to reach out with questions.
- Ensure no barriers exist or are created in the creation or utilization of communication materials including language barriers.

Utilization of Current funding or Legislation

- RCW 28A.320.126 requires a coordinated emergency response system.
 - Past legislation allocated \$10M in grant dollars to meet this requirement.
- The AGO is developing legislative language for a “helpline/reporting line”.
- An RCW exists that is related to law enforcement notification of schools in the event of a situation requiring lock down, or other safety related situation.
- WSSDA is currently working on updated policies for threat notification.
- The SS-SWAC Mapping Sub-group may be able to assist in further progression.

Funding

Funding needs for this item would vary dependent on the types of communication methods utilized.

Recommendation 4: Increase Social Connection Among Education Community to Increase Cultural Perspectives

Intent

To increase social connection among the education community including school staff, parents/guardians, students, and the community; to build, increase, and maintain positive relationships between students/families and the school and increase access to services and supports from a culturally appropriate perspective.

This framework could include in person gatherings (when allowed) and/or utilize existing social media platforms.



Schools would meet parents/guardians/students where they are in a culturally appropriate manner.

Utilization of Current funding or Legislation

- Utilization of current Title I parent and family engagement requirements could help to increase and build this effort in schools.
- Community engagement and connection to services could help to increase access to services and provide incentive to engage in the educational community
- This framework would rely on the utilization of current staff including:
 - Counselors
 - Social workers
 - Family liaisons
 - Nurses
 - Homeless and Foster Care Liaisons
 - Office Staff
- Increasing partnerships with community organizations such as; The Boys and Girls Club; Youth shelters, and youth service organizations could lead to increased utilization, provision of services, and increased communication.

Funding

- It's difficult to determine a price tag for this item.
 - Could utilize contracts/MOUs with community organizations to assist in the social connection.
 - If current platforms are utilized there may only be need for professional development to ensure meaningful interaction.
- Funding for professional development would be integral in the following areas:
 - Trauma informed care
 - Mandatory reporting
 - Suicide prevention
 - Family therapy
 - Cultural competency

Policy:

Current policy includes Title I family engagement, ESSA Title I, Part A, Section 1116, [OSPI Webpage](#).

Further policy may need to be created.

Conclusion

The 2020 School Safety Summit culminated in the suggestion of 4 recommendations to provide to the legislature. As a function of the School Safety and Student Well-Being Advisory



Committee, these recommendations will be included in the biannual Legislative Report required in Section 4 of HB 1216 (2019) and [RCW 28A.300.635](#).

