2021 SCHOOL SAFETY SUMMIT REPORT

2021

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Washington Office of Superintendent of PUBLIC INSTRUCTION

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ATTENDEES

Legislative Attendees: Senator June Robinson, Senator Patty Kuderer, Representative Alex Ybarra, Representative April Berg, Representative Brad Klippert, Representative Laurie Dolan, Representative Lisa Callan, Representative Tana Senn.

School Safety and Student Well-Being Advisory Committee Members: Nancy Bernard, Department of Health (DOH). Rose Spidell, Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). Terran Gufler, State Fire Marshal's Office. Enos Mbajah, Health Care Authority (HCA). Amber Garriott, Washington Schools Risk Management Pool (WSRMP). Nancy Chamberlain, Washington State PTA. Aaron "Woody" Wuitschick, Washington Association of Sheriffs and Police Chiefs (WASPC). Sandy Hunt, Washington Education Association (WEA). Katie Gillespie, Washington School Safety Organization (WSSO). Lillian, University of Washington. Katherine, Vashon Island School District. Nevada, Kent School District.

School Safety and Student Well-Being Advisory Committee Participants: Kristin Hennessey, OSPI. Lee Collyer, OSPI. Joshua Lynch, OSPI. Cathy Corbin, UW SMART Center.

Observers/Attendee Support Staff: Aily Kato, Senate Committee on Early Learning and K–12 Education. Alice McLean, House Democratic Caucus. Carrie Seaberg, University of Washington. Chloe Sykes, SCS Intern, Early Learning and K–12 Education Committee. Kathleen Lawrence, Senate Republican Caucus. Stephanie Nelson, House Republican Caucus.

OSPI: Ann Gray, Ella DeVerse, Katherine Mahoney, Martin Mueller, Mike Donlin, Tayler Burkhart.

OVERVIEW OF THE SUMMIT MANDATE

Second Substitute House Bill 1216 (2019–20) Session Law, states that the School Safety and Student Well-being Advisory Committee (SS-SWAC) is established within OSPI to advise the Superintendent, the OSPI School Safety Center, the Regional School Safety Centers (RSSCs), school districts, and public and private schools on all matters related to comprehensive school safety and student well-being.

Per Senate Bill 6620 (2017–18) Session Law and Revised Code of Washington (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 10, 2021 Safety Summit is Summit #6

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.
- 2020: Reviewed the elements of a statewide plan for school safety and what has been done so far to build that plan in Washington state. Created recommendations to provide to the legislature in the 2020 SS-SWAC Legislative Report.

REVIEW OF 2021 LEGISLATIVE SESSION, PAST RECOMMENDATIONS, AND TOPICS

2021 Legislative Session

To assist in the grounding of the work and understanding of current and new policy related to school safety and student well-being, the Summit attendees were provided a presentation on the 2021 legislative session. Attendees reviewed relevant, new policies and funding and provided legislators in attendance an opportunity to speak to bills they were involved with. Discussion and questions followed the presentation.

- ESHB 1214 (2021–2022), Providing K-12 public school safety and security services by classified staff or contractors
- SHB 1484 (2021–2022), Concerning the statewide first responder building mapping information system
- SSHB 1325 (2021–2022), Implementing policies related to children and youth behavioral health
- SSB 5030 (2021–2022), Developing comprehensive school counseling programs
- SHB 1373 (2021–2022), Promoting student access to information about behavioral health resources
- SHB 1225 (2021–2022), Concerning school-based health centers
- E2SHB 1477 (2021–2022), Implementing the national 988 system to enhance and expand behavioral health crisis response and suicide prevention services
- SHB 1363 (2021–2022), Addressing secondary trauma in the K-12 workforce
- ESHB 1140 (2021–2022), Concerning juvenile access to attorneys when contacted by law enforcement
- ESSB 5044 (2021–2022), Concerning professional learning, equity, cultural competency, and dismantling institutional racism in the public-school system
- Budget proviso funding for youth safety and well-being tip line
- Budget proviso funding in Educational Service District (ESD) budget—related to 2SHB

1216 (2019–20)
- Budget proviso funding additional school counselors
- Budget proviso funding for Multi-Tiered System of Supports (MTSS)

2020 Summit and Legislative Report Review

The Summit attendees were provided an in-depth overview of the 2020 School Safety Summit Report which included the following recommendations:
- Recommendation 1: Fully fund House Bill 1216 (2019)
- Recommendation 2: Expand school-based mental, behavioral, and physical health
- Recommendation 3: Improve coordination between schools, families, and communities during a crisis
- Recommendation 4: Improve social connection and cultural responsiveness among the education community
- Recommendation 5: First responder building mapping information system

SS-SWAC-YAC Recommendation Review

Members of the School Safety and Student Well-Being Advisory Committee's Youth Advisory Council (SS-SWAC-YAC) provided the group with an overview of their recommendations that were presented to the SS-SWAC during the 2020–2021 school year.
- SS-SWAC-YAC recommendations covered the following topics:
  - Drill procedures and the importance of communication
  - Mental health accessibility in schools
  - Chronic absenteeism relating to race and health
  - Women's health and safety

BREAKOUT SESSIONS

To increase the opportunity for individual input and voices, Summit attendees were moved into breakout sessions to create new recommendations or to clarify and embellish upon past recommendations.
- The breakout room options were as follows:
  - Room 1: SS-SWAC-YAC Recommendations
  - Room 2: New Recommendations
  - Room 3: 2020 Recommendations

Facilitators in each breakout room utilized a grid with the following questions to guide attendees in discussion and creation of their recommendations.
- Topic Title and Description
- What problem is this recommendation and/or funding attempting to solve?
- Does this work relate to current law, policy, or another requirement?
- How does the recommendation work to eliminate opportunity gaps and develop equitable policies and supports for K12 students?
- Will this work have a disproportionate effect on specific communities and/or student groups?
- Who would be responsible for oversight and implementation? (OSPI, ESDs, Districts)
- What is the estimated FTE needed to meet this recommendation?

In breakout session #1, attendees were asked to join the room of their choice for further

discussion.

In breakout session #2, attendees were asked to join a different room to continue building on the work completed during session #1. This change **in** session rooms **was** intended to add new voice and perspective to the creation of recommendations.

Reconvening

After the breakout sessions the full group was reconvened to discuss the product of the breakout sessions. Discussion occurred and attendees had the opportunity to ask questions and elaborate on the recommendations.

FOLLOW UP SURVEY

As a follow up to the meeting, OSPI composed a survey utilizing an online survey through Alchemer outlining the recommendations produced in the breakout sessions.

A survey was sent to all Summit attendees in June 2021 to provide the opportunity to rank the recommendations discussed on a scale of 1–5. Attendees were provided the full grid from the breakout sessions as reference to assist in prioritization. The survey also provided the opportunity to justify and clarify their reasoning for their priority topics.

Survey Rankings

The Alchemer Survey platform utilized the Reponses from attendees to rank each recommendation based on prioritization. The rankings were calculated as follows:

Figure 1: Survey Rankings

Recommendation	Points	Number of Rankings
Engage youth voice and the community on policies and practices that affect (placing a special emphasis on youth voice).	40	12
Comprehensive School Safety Plans: Funding or adding PD day for teachers to map out safety procedures – PD around hot topics, active shooter, SEL, etc.	30	8
Reducing racial bias to increase student of color access in schools. Provide professional development related to equity, cultural responsiveness, and anti-racism.	26	10

Recommendation	Points	Number of Rankings
Explore mental health curriculum– integrating MH into health curriculum	23	7
Data Collection for HB 1216 and 1214. Focus on safety in school; what will make the school safe? Use data to identify needs and drive new work.	21	6
Racial Equity analysis/threat assessments and restraints.	16	6
Early intervention/safety protocols for school staff.	16	5
Ensure training for SROs and provide OSPI with data for follow-up.	14	6
Tip line use and SRO utilization regarding tips. Provide a Common goal/purpose/framework.	13	5
Mental health as an allowable absence.	13	5
Racial equity analysis for progress in expanding mental health and BH resources.	12	4
Option for schools to ban weapons on school campuses/Conceal carry for law enforcement/Safe storage of firearms/medicines	12	4
Pandemic/post pandemic planning. Ventilation and filtration need to be addressed. (Wildfire smoke as well.)	10	3
Student Dress Code Policy/ Cultural Responsiveness Training for Staff Around Gender Expression WSSDA Model Policy around dress code best practices	9	4

PRIORITIZATION OF TOPICS AND ISSUES

As noted at the Summit, it is our intent to use the recommendations created during the

6th Annual School Safety Summit along with the meeting agendas of the SS-SWAC 2021–2022 meetings to guide the work of the SS-SWAC.

Based on the rankings, 5 main topics have been identified as front and center for the 2021–2022 year.

1. Engage youth voice and the community on policies and practices that affect them (placing a special emphasis on youth voice)
2. Comprehensive School Safety Plans: Funding or adding PD day for teachers to map out safety procedures – PD around front and center topics, active shooter, SEL, etc.
3. Reducing racial bias to increase access for students of color in schools. Provide professional development related to equity, cultural responsiveness, and anti-racism
4. Explore mental health curriculum– integrating MH into health curriculum
5. Data Collection for HB 1216 and 1214. Focus on safety in school; what will make the school safe? Use data to identify needs and drive new work

Priority Topic #1: Engaging Youth Voice and the Community

This suggestion intends to ensure the inclusion and engagement of youth voice and the community on policies and practices in schools as they are often left out of the conversation.

- Elimination of Opportunity Gaps and Disproportionate Effects:
  - This suggestion would lead to the inclusion of more diverse voices and a better understanding of the need of different students, communities, and populations. This would assist districts in more equitable policy creation and the provision of services which would help eliminate opportunity gaps.
  - This work would have a positive effect on specific communities and/or student groups as it would provide an opportunity for their voices and opinions to be heard. This will impact policy that could potentially create a disproportionate effect without this specific input.
- Technical Aspects:
  - Districts would be responsible for engaging youth and the community.
  - Districts could utilize Title I funds for family engagement and to meet staffing needs.

Priority Topic #2: Comprehensive School Safety Plans

This suggestion aims to provide funding or adding a PD day for teachers to map out safety procedures. Professional development would include front and center topics such as active shooter, SEL, etc. This funding or PD would provide time to plan, educate on, and address safety including physical, and mental health needs of students and staff.

Additional aspects include awareness of traumatic experiences and triggers related to school drills and the lack of communication. Behavioral health supports for students that may have trauma resurfaced through drills or having an SRO on site. To mitigate trauma and triggers, schools should communicate the intent to perform a drill to provide transparency and understanding.

- Elimination of Opportunity Gaps and Disproportionate Effects:
  - Trained staff will help close the opportunity gap, by offering supports to students when needed and keeping the BH needs of students in mind throughout the creation of comprehensive school safety plans.
- Technical Aspects:
  - Utilization of the Comprehensive School Safety Coordinator at each ESD would assist districts in acquiring necessary training and assistance in creating safety plans.
  - Funding may be necessary to pay for professional development.

Priority Topic #3: Reducing racial bias to increase student of color access in schools.

Provide professional development related to equity, cultural responsiveness, and anti-racism to increase the knowledge base of school officials around the topic of culture and race and how that can affect student's health, safety, and well-being.

- Elimination of Opportunity Gaps and Disproportionate Effects:
  - Increased understanding of racial bias and cultural responsiveness will create a more positive school climate resulting in reductions in absences and learning loss.
- Technical Aspects:
  - Funding would be necessary for WSSDA to create a policy requiring districts provide training.
  - School districts would be responsible for providing staff access to training. Funding may be necessary to pay for professional development.

Priority Topic #4: Exploring the Mental Health Curriculum

This suggestion works to understand the mental health curriculum and possible ways to integrate MH into the current health curriculum by:
- Reviewing standards and how they speak to content and delivery
- Ensuring that all students are exposed to mental health curriculum

- Elimination of Opportunity Gaps and Disproportionate Effects:
  - Curriculum would be based in equity and cultural responsiveness to ensure needs of all students are met.
- Technical Aspects:
  - This suggestion would include curriculum updates and PD for district staff.

Priority Topic #5: Data Collection—2SHB 1216 (2019–20) and ESHB 1214 (2021–22)

This suggestion would focus on data collection related to safety and well-being in schools. Data would be utilized to identify, understand issues, and drive new work and initiatives.
- Elimination of Opportunity Gaps and Disproportionate Effects:
  - Data will be diverse depending on where in WA state and equitable representation will be necessary to ensure proper date collection and analysis.

Data can assist schools in better understanding of how to serve special populations and diverse communities and identify inequities.
- Technical Aspects:
  - The ESD Regional School Safety Centers could be utilized to collect and analyze data.
  - OSPI School Safety Business Analyst would be utilized to create and administer data collection and analysis.

2021–22 SS-SWAC Agendas

To integrate these topics into the agendas and work of the SS-SWAC, each meeting of the 2021-2022 year will be themed to provide further learning and discussion regarding the topics. The current meeting schedule will include the following focuses.
- September: Comprehensive School Safety
- December: Mental Health
- February: Racial Bias and Increased Access for Students of Color
- April: Engaging Youth and Community Voice

Meetings will also include updates and discussion on data collection as available.

CONCLUSION

As preparation for the 2021 School Safety Summit attendees were provided read ahead materials and review of the previous work and discussions of the SS-SWAC. Through utilization of breakout sessions, small, and large group discussions, the summit culminated in the suggestion of 14 recommendations that were further prioritized by attendees using an online survey. The SS-SWAC will be utilizing the 5 prioritized recommendations to guide it's work over the 2021–2022 year as we move towards the 2022 Annual School Safety Summit and the creation of recommendations to provide to the legislature in the 2022 legislative report.

LEGAL NOTICE