ANNUAL SCHOOL SAFETY SUMMIT REPORT

Washington Office of Superintendent of
PUBLIC INSTRUCTION

2022

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2022

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Washington Office of Superintendent of PUBLIC INSTRUCTION

TABLE OF CONTENTS

ATTENDEES

Legislative Attendees:		
Representative April Berg	Representative Laurie Dolan	
School Safety and Student Well-Being Advisory Committee (SS-SWAC) Members:		
Erica Chang, Attorney General's Office (AGO)	Dana Anderson, Association of Educational Service Districts (AESD)	Scott Seaman, Association of Washington School Principals (AWSP)
Aaron Sheneman, Clear Risk	Kathy Hicks, Diocese of Spokane	Kim Sanchez, Department of Health (DOH)
Rose Spidell, Education 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)	Aaron "Woody" Wuitschick, Washington Association of Sheriffs and Police Chiefs (WASPC)	Sandy Hunt, Washington Education Association (WEA)
Katie Gillespie, Washington School Safety Organization (WSSO)		
SS-SWAC Youth Advisory Council Members:		
Hitender, Tacoma Public Schools	Nevada, Kent School District	Hiro, Snohomish School District
Kai, Evergreen Public Schools	Val, Bethel School District	
SS-SWAC Participants:		
Cathy Corbin, University of Washington (UW) School Mental Health Assessment, Research, and Training (SMART) Center	Jill Patnode, Kaiser Permanente	Larry Wright, UW Forefront Suicide Prevention
Observers/Support Staff:		
Adam Scattergood	Alice Palosaari	Becky Doe
Brian George	Dan Beaudoin	DeLeon Gause
Erin Wood	Hunter McLeod	Jack Bridgewater
Janieve Mondale	Jared Mason-Gere	Jenny Graham
Kristin Schutte	Liz Pray	Malorie Woods
Mark McVey	Megan Wargacki	Nancy Bernard
Ryan Neese	Shawna Moore	Shelby Jensen
Stephanie Nelson	Susan Lathrop	
Office of Superintendent of Public Instruction (OSPI):		
Ann Gray	Christian Stark	Diane Stead
Dixie Grunenfelder	Doua Kha	Ella DeVerse
Kristin Hennessey	Lee Collyer	Maria McKelvey-Hemphill
Mike Donlin	Ross Boylan	Tammy Bolen
Tayler Burkhart		

BACKGROUND/PURPOSE

Introduction

On June 16, 2022, the seventh Annual School Safety Summit (Summit) was held to convene and provide a platform for school safety and student well-being stakeholders across Washington state. The School Safety and Student Well-being Advisory Committee (SS-SWAC) utilizes the Summit as a working meeting to combine the work and learning that has taken place during the year and collaborate on the creation of recommendations to provide the legislature.

Attendees at the Summit include SS-SWAC members and participants, the School Safety and Student Well-being Advisory Committee's Youth Advisory Council (SS-SWAC-YAC), legislators, Office of Superintendent of Public Instruction (OSPI) staff, and observers.

The process for the 2022 Summit consisted of two sections:
- Background information and a grounding in the work of the SS-SWAC, SS-SWAC-YAC, and current safety and well-being programs.
- Active work of creating and discussing recommendations.
    - For this section, attendees split up into breakout rooms to work with OSPI facilitators for discussion and then large group discussion afterward.

The agenda for the 2022 Summit followed this structure and included the following:
- Review of the 2022 Legislative Session.
- 2021 Summit Review.
- Purpose of the Summit.
- Review of previous recommendations.
- SS-SWAC year in Review.
- Data Breakdown.
    - Behavioral Health Navigator Data.
    - Threat Assessment Data.
    - HB 1216 Data.
- Recommendation Building Breakout Sessions.

This report is an overview of information presented and recommendations that surfaced at the 2022 Summit.

Overview of the Summit Mandate

Second Substitute House Bill (2SHB) 1216 (2019) Session Law, states that the 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 local education agency (LEA) safety planning.

Safety Summit History

Previous Summits covered:
- 2016: Set the stage, background on safety funding.
- 2017: Addressed immediate issues; mapping, safety corps, RSSCs, administrative safety training, earthquake preparedness, and harassment, intimidation, and bullying (HIB).
- 2018: Added behavioral health and mental health supports.
- 2019: Reviewed and focused on HB 1216 (2019), items funded and 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.
- 2021: Created five priority topics to focus on and guide the work for the 2021–22 SS-SWAC year.

Review of the 2022 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 2022 legislative session. Attendees reviewed relevant, new policies and funding, and provided attending legislators an opportunity to speak to bills they were involved with. Discussion and questions followed the presentation.

Bills
- [Second Substitute House Bill (2SHB) 1664 (2022) Session Law](), Concerning prototypical school formulas for physical, social, and emotional support in schools.
- [House Bill (HB) 1834 (2022) Session Law](), Concerning student excused absences for mental health reasons.
- [Second Substitute House Bill (2SHB) 1890 (2022) Session Law](), Concerning the children and youth behavioral health work group.
- [Substitute House Bill (SHB) 1941 (2022) Session Law](), Prohibiting active shooter scenarios for school safety-related drills.

Provisos
- [Engrossed Substitute Senate Bill (ESSB) 5693 (2022) Session Law.]()
  - Section 501(1)(a)(xii), page 590, line 32: HB 1834 (2022), Concerning student excused absences for mental health reasons.
  - Section 501(1)(t), page 594, line 17: $70,000 to provide centralized support and coordination, including supervision and training, for social workers hired by or contracting with school districts.
  - Section 501(3)(h), page 596, line 37: $200,000 to convene a work group to identify trauma informed strategies, approaches, and curricula for supporting students in distress and with challenging behaviors that prioritize relational safety (restraint/isolation).
  - Section 501(4)(gg), page 607, line 8: $1,000,000 contract with a community-based youth development nonprofit organization for a pilot program to provide behavioral health support for youth and trauma-informed, culturally responsive staff training.

- Section 522(13), page 666, line 15: $38,000 to contract with a Washington-based nonprofit organization that provides one-to-one mentoring through a volunteer-supported network for disadvantaged youth facing academic and personal challenges to provide supportive services for youth who are experiencing mental and behavioral health crises due to the pandemic.
- Section 522(39), page 674, line 27: $250,000 of the general fund—state appropriation for fiscal year 2023 to contract with a nonprofit organization to develop and provide a Latino youth-on-youth gang violence prevention program for students in either the Moses Lake or Federal Way school districts.

2021 Summit Review

At the 2021 Summit, five priority topics were identified for the 2021–22 school year:
1. Engage youth 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 a professional development (PD) day for teachers to map out safety procedures, front and center topics, active shooter, social and emotional learning (SEL), etc.
3. Reducing racial bias to increase access for students of color in schools—provide PD related to equity, cultural responsiveness, and anti-racism.
4. Explore mental health curriculum—integrating mental health into health curriculum.
5. Data Collection for 2SHB 1216 (2019) and Engrosses Substitute House Bill (ESHB) 1214 (2021) Session Law—with a focus on safety in schools, what will make the schools safe, and use data to identify needs and drive new work.

The full 2021 Summit Report can be accessed on the OSPI SS-SWAC webpage.

Review of the 2021–2022 SS-SWAC Year

2021–2022 SS-SWAC Meeting Focus Areas
The intent was to use the recommendations created at the 2021 Annual School Safety Summit to develop the agendas for the 2021–22 SS-SWAC meetings and to guide the work of the committee. Furthermore, each meeting was themed to provide additional learning and discussion specific to the priority topics. The 2021–22 SS-SWAC meeting schedule included the following focuses:
- September: Comprehensive School Safety.
- December: Mental Health.
- February: Racial Bias and Increased Access for Students of Color, Engaging Youth and Community Voice.
- April: Summit Prep.

The meeting notes are available on the OSPI SS-SWAC webpage.

Youth Advisory Council Recommendation Review
Throughout the 2021–22 SS-SWAC meeting schedule, the SS-SWAC-YAC presented on the following recommendations:
- Communication systems during health emergencies.
  - Communication and transparency.

- o Accessible information and communications.
- o Equitable access to devices.
- Mental health and the transition back to in-person learning.
  - o Lowering barriers to receiving accommodations.
  - o Students need more time to receive help from teachers.
- Reducing racial bias and disparities in schools.
  - o The lack of representation in staff can create a lack of community for students of color and lead to decreased participation in classes.
  - o Disciplinary actions targeted at students of certain racial groups can cause them to feel unsafe in the classroom and lead to increased absences.
  - o Increased absences lead to students missing crucial learning time which can also lead to decreased graduation rates for students of color.
- HIB in LGBTQ2+ youth.
  - o Mental health problems, including those related to HIB, increase the risk for poor academic performance.
  - o Students reporting severe mental distress are two to four times as likely to self-report low academic self-efficacy.

DATA

Behavioral Health Navigator School District Interview Data

Data was collected from 2019–21 by the Behavioral Health Navigator (BHN) at each Educational Service District (ESD) through interviews with school district staff. The dataset includes interview data from 219 school districts in Washington, representing all 9 ESDs and 37 of the 39 counties in the state.

Interviews were conducted using a protocol that included 62 questions, covering the following school-based behavioral health topics:
- Behavioral health services in schools.
- Referrals to outside providers.
- Past coordination with outside providers.
- Memorandums of understanding (MOUs).
- Suicide prevention.
- Behavioral health screening.
- Mental health and substance abuse.
- Medicaid.
- COVID-19.

48% of districts surveyed indicated that all students in their school community do not have access to behavioral health services. The following barriers were most frequently cited as reasons why students lack access to behavioral health services:
- School staffing shortages.
- School service capacity does not match the nature of student needs.
- Lack of community provider capacity.
- Lack of physical access to services and/or transportation issues.
- Insurance and/or other cost barriers.

- Stigma.
- Ineffective coordination of services within schools.
- Inconsistent access to services across districts.
- Language and/or cultural barriers.

47% of districts indicated that they offer behavioral health services to students both directly and through partnership(s) with outside agencies; 11% of districts said they offer services through school staff only, 35% of districts said they offer services through partnerships with outside agencies only and 7% of districts said they offer no behavioral health services at all. Interview data indicated that school districts use a wide variety of often inconsistent funding sources to fund behavioral health services for students. The most common funding sources cited were Medicaid (generally through outside providers billing student Medicaid coverage), district general fund dollars, and state basic education dollars.

79% of districts surveyed indicated that they have a suicide prevention protocol in place. Of those 174 districts, 56% had a formal protocol in place, 19% had an informal protocol in place, and 25% either did not specify whether their protocol was formal or informal or indicated that they had a partial or outdated protocol. Only 21% of districts with a suicide prevention protocol in place indicated that their suicide prevention tools were available in multiple languages.

68% of districts surveyed indicated that their students receive mental health and substance use instruction. 70% of districts said their staff receives mental health and substance abuse training. Only 49% of districts said their district receives racial equity/social justice training and only 40% of districts indicated that their district has participated in needs and gaps assessments related to mental health and substance abuse.

Next steps for this project include continued data analysis to provide deeper insight into statewide needs and service gaps in school-based behavioral health offerings.

Threat Assessment Data

Grant Required Data Collection
In the fall of 2018, OSPI was awarded a Federal Bureau of Justice Assistance (BJA) Student, Teachers, and Officers Preventing (STOP) School Violence Grant to build on Threat Assessment Programs already established at each of the nine ESDs in Washington. The grant builds on existing expertise, experience, and infrastructure to support the development of threat assessment and crisis intervention teams in each of the state's 295 school districts. This is done through the utilization of the nationally recognized SK-Cascade Student Threat Assessment Model which Washington ESDs and many school districts have been implementing for over a decade. The grant included data collection components for the ESD Threat Assessment Programs.

Washington State Legislation: 2SHB 1216 (2019)
2SHB 1216 (2019) established the Threat Assessment Coordinator (TAC) position in all nine ESDs as part of the RSSCs and provided funding to each ESD to support the role of the TAC as outlined in the legislation.

As of the 2021–22 school year, each ESD in the state of Washington has employed a TAC and is actively working with their districts to provide training and support across the state.

Data Collection Components

The data collection under the BJA STOP Grant included data components such as training to include the number of schools and participants in attendance as well as the number of Level I and Level II threat assessments completed. The following charts provide specific information about trainings and threat assessments conducted from July of 2019 to December of 2021.

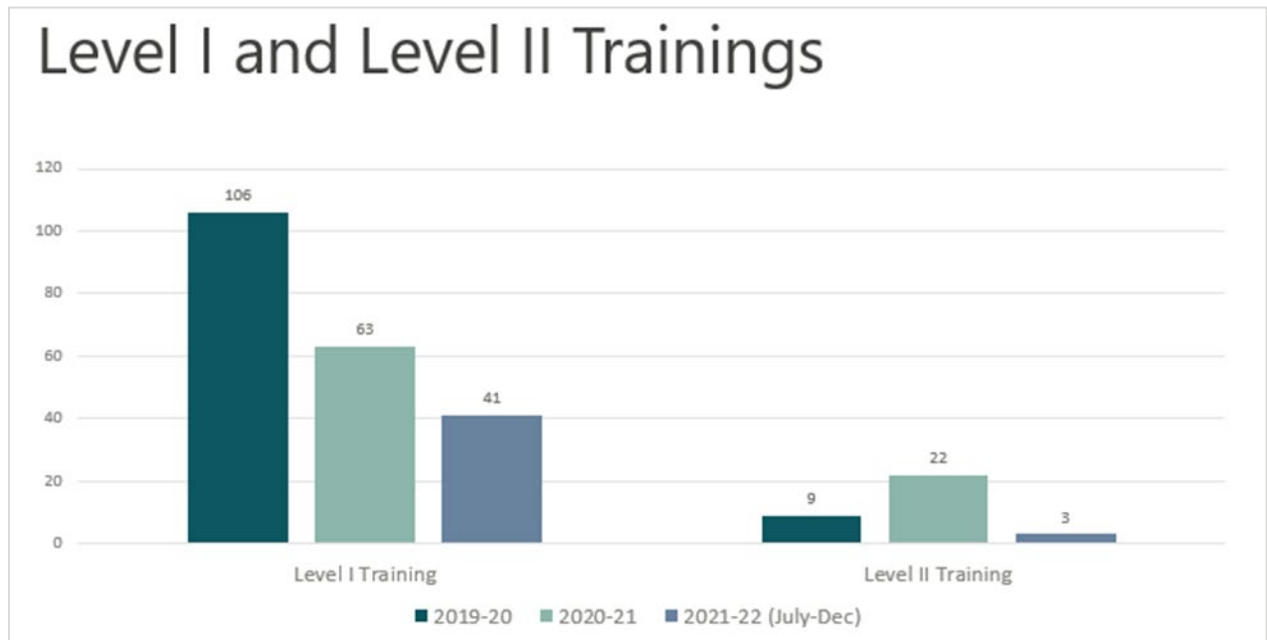**Chart 1: Level I and Level II Threat Assessment Training Data**

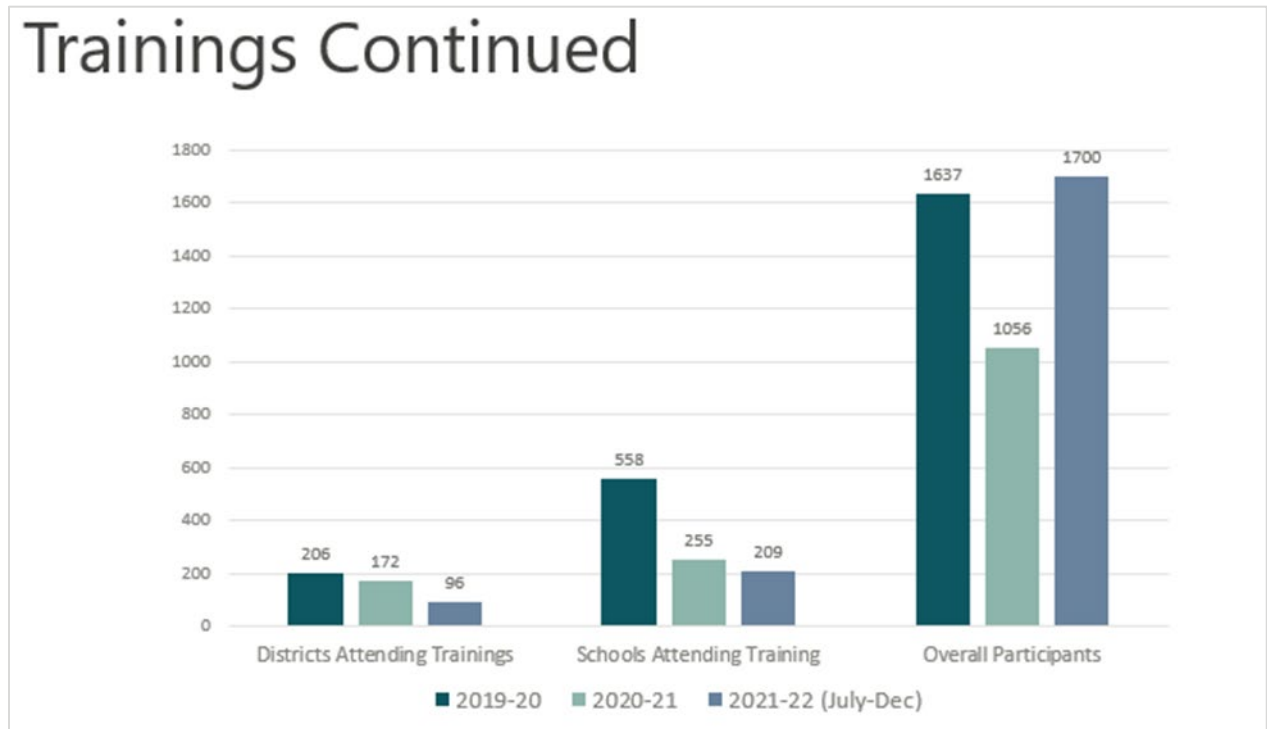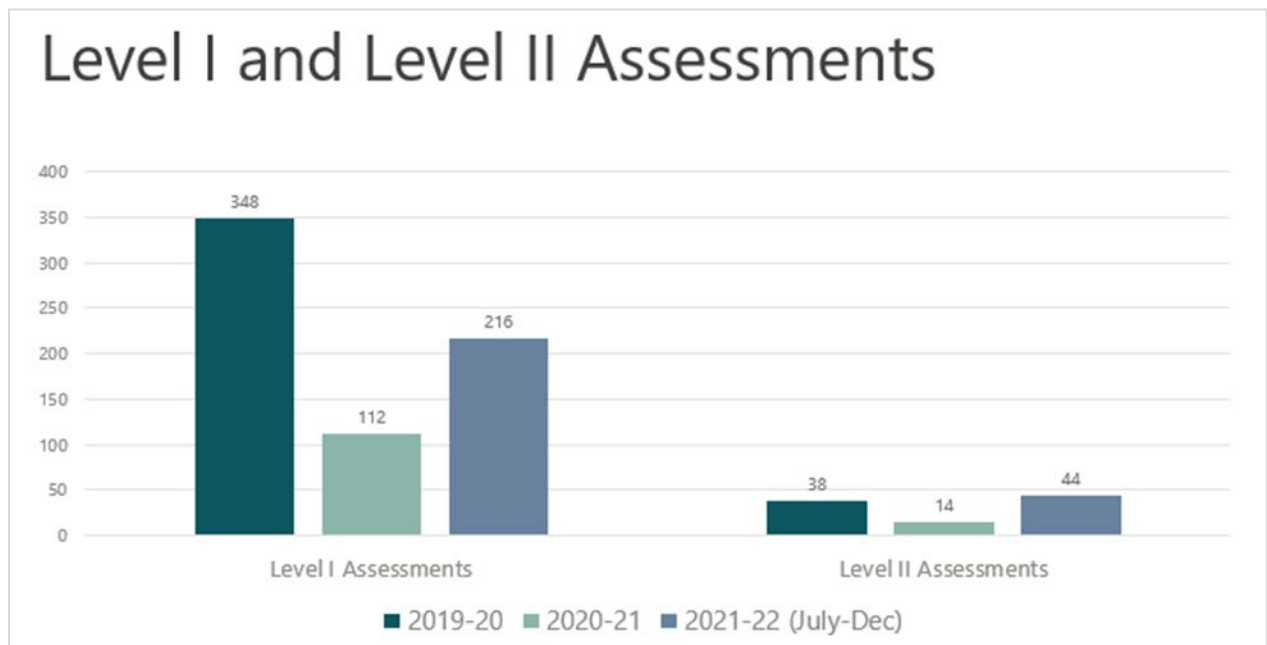**Chart 2: Threat Assessment Training Attendance and Participants**

Trainings Continued

Chart showing Districts Attending Trainings: 206 (2019-20), 172 (2020-21), 96 (2021-22 July-Dec); Schools Attending Training: 558 (2019-20), 255 (2020-21), 209 (2021-22 July-Dec); Overall Participants: 1637 (2019-20), 1056 (2020-21), 1700 (2021-22 July-Dec).

Chart 3: Threat Assessment Data

Level I and Level II Assessments

Chart showing Level I Assessments: 348 (2019-20), 112 (2020-21), 216 (2021-22 July-Dec); Level II Assessments: 38 (2019-20), 14 (2020-21), 44 (2021-22 July-Dec).

To date, the ESDs have met and exceeded all proposed goals for training and assessments under the BJA Grant. TACs continue to work with their districts on training and the implementation of threat assessment to fidelity.

Safety Planning Surveys

Three surveys were sent out in spring of 2022 to assess whether districts had each type of required safety plan in place and to assess plan completeness. The three surveys covered:

- Threat assessment.
- Emotional and behavioral distress planning.
- Comprehensive district safety planning.

In the first of five rounds of surveys, each survey was sent to 67 school districts and each survey had a response rate of 97%, with 65 districts responding to each survey.

66% of districts surveyed reported having a threat assessment program, and 74% of those districts have both a threat assessment policy and procedure in place. 53% of districts with threat assessment programs were not training their threat assessment team often enough, reporting that their team trained on their threat assessment process less often than once a year. Additionally, the survey highlighted some equity concerns around focusing threat assessments on situational variables instead of a student's demographic or personal characteristics. Although 86% of districts with a threat assessment program did include this consideration in their threat assessment policy, only 18% of them were able to adequately communicate what tools they were using for this purpose.

47% of districts surveyed reported that they had adopted a plan for recognition, initial screening, and response to emotional or behavioral distress in students. 87% of districts that had adopted a plan reported that they held trainings on that plan for staff that work with students at least as often as once a year. On average, district plans for emotional or behavioral distress were 82% complete for addressing sexual abuse, 77% complete for addressing substance abuse, 91% complete for addressing suicide, and 80% complete for addressing violence.

69% of districts surveyed reported that they had adopted and implemented a comprehensive district safety plan. 58% of these districts reported updating their plan at least once a year, which tells us that their plan is up to date. 72% of districts surveyed reported that all the schools in their district had developed and implemented a comprehensive safe school plan.

Next steps for this project include continued data analysis to provide deeper insight into district preparedness and continued data collection for the remaining 80% of districts that have not yet been surveyed.

2022 SCHOOL SAFETY SUMMIT BREAKOUT SESSIONS

After grounding the group in the background, purpose, and data, Summit attendees were moved into breakout rooms to increase the opportunity for individual input and voices, create new recommendations, or to clarify and embellish upon past recommendations. The breakout room options were as follows:
- SS-SWAC-YAC/Threat Assessment Recommendations.
- Comprehensive School Safety Recommendations.
- Behavioral Health Recommendations.

For the first breakout session, attendees were asked to join the room of their choice for further discussion.

Facilitators in each breakout room utilized a grid to guide attendees in discussion and creation of their recommendations. The grid contained the following prompts:
- Recommendation 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?

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

Reconvening

After both breakout sessions concluded, the full group was reconvened to discuss the outcomes. At this time, attendees had the opportunity to discuss, ask questions, and elaborate on the recommendations.

2022 SCHOOL SAFETY SUMMIT RECOMMENDATIONS

Once the Summit concluded, the grids from each breakout session were combined for OSPI staff to review, edit, and expand on. Some recommendations with similar properties and ideas were combined to create detailed recommendations.

In addition to the recommendations, Summit attendees also discussed other topics related to funding and training. These topics may have been considered out of scope, did not provide enough information to create a standalone recommendation, or did not connect to the other larger recommendations. These topics include:
- Tracking the utilization of funds including Elementary and Secondary School Emergency Relief (ESSER) Funds.
- Balancing staff professional development with student hours and providing waivers for districts regarding training hours.

Recommendation #1: Reduce bias to improve school climate and student access to supports in school

This recommendation intends to provide professional development related to equity, cultural responsiveness, and anti-racism. It seeks to engage youth voice and the community on the creation and review of policies and practices and curriculum that affect them, with particular emphasis on youth voice. This recommendation intends to decrease feelings of exclusion and increase student well-being through more inclusive learning opportunities, reduce absences and learning loss, create a positive school climate, create a space for more representation of historically marginalized groups, and help reinvigorate excitement and learning for

underrepresented groups.

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 and provide representation of all demographics in decision making.
- 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.
- Increasing knowledge base of school officials around the topic of culture and race and how both can affect students in the school environment will help to decrease chronic absenteeism.

Technical aspects:
- Districts would be responsible for engaging youth and the community.
- Washington State School Directors' Association (WSSDA) would need to create a sample policy and procedure.

Legislative alignment and/or funding:
- This work could relate to ESSB 5693 (2022) Section 501(4)(gg), page 607, line 8: $1,000,000 contract with a community-based youth development nonprofit organization for a pilot program to provide behavioral health support for youth and trauma-informed, culturally responsive staff training.
- Districts could utilize Title I funds for family engagement and to meet staffing needs and training.

Recommendation #2: Comprehensive School Safety Plans and Expanded HIB Supports

This recommendation aims to provide funding or add a professional learning day for school staff to map out and understand safety procedures. Topics would include current and/or relevant issues such as active shooter, SEL, etc. This funding would provide staff time to plan, educate on, and address safety including physical and mental health needs of students and staff, placing schools in a proactive position.

Additional aspects include emphasis on shifting the narrative across the system to place schools in a proactive position to increase safety for everyone. This includes:
- Awareness of traumatic experiences and triggers related to school drills and the lack of communication.
- Mental health and behavioral health support for students that may have trauma resurfaced through drills or having an SRO on site.
- Expansion of HIB Supports.
- To include emphasis on understanding the different types of bullying (racism, LGBTQIA, etc.) and increased training opportunities for school staff.

To increase school climate and safety trainings and decision-making, schools should include youth voice to learn from their lived experiences.

Communication:

- To mitigate trauma and triggers, schools should communicate the intent to perform a drill to provide transparency and understanding.
- After an incident, staff, students, and the community should be notified to provide transparency and understanding.
- Connection and collaboration on the intersection of work with state agencies and/or public health will help to provide services and supports in the aftermath of traumatic events.

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 needs of students in mind throughout the creation of comprehensive school safety plans.

Technical and aspects:
- Connection and collaboration with the Comprehensive School Safety Coordinator (CSSC) at each ESD would assist districts in acquiring necessary training and assistance in creating safety plans.
- Impact on building administrators and increased expectations need to be taken into consideration.
  - Dedicated time for district staff to assess and develop resources, including a new or increased FTE, may be necessary to fully implement comprehensive school safety in each school.
- Comprehensive School Safety Plans should utilize lessons learned, disease mitigation, and other aspects of the past and current situations to ensure thorough and detailed plan development.
- Increased monitoring to assist districts in implementation and accountability.
  - Based on monitoring, provide targeted technical assistance for schools who have indicated they do not have plans or are not confident in their current plans based on data collection.

Legislative alignment and/or funding:
- Comprehensive School Safety Plans and requirements fall under RCW 28A.320.125.
- Funding may be necessary to pay for PD.
- Funding school resource assessments with the intention of supporting and building comprehensive school safety plans.

Recommendation #3: Threat Assessment Point of Contact, Data Collection, and Required Training

Each district should have a designated point of contact (POC) and a required data collection to monitor for disparities and required training for all team members surrounding threat assessment. This suggestion intends to increase implementation of threat assessment in the state to fidelity with best practices. It focuses on a prevention method to school violence, including providing detailed information on who to contact when a threat is received. It would decrease disparities in assessment due to a required data collection and training with an increased equity component.

Elimination of opportunity gaps and disproportionate effects:
- Increase training required for school threat assessment team staff.
  - More information and access to training for general staff, students, and the community will provide better understanding of the process and decrease inequities in implementation.

- A designated data collection pulled from the Comprehensive Education Data and Research System (CEDARS).
  - Data will help identify disparities in threat assessments performed and provide clear indication of districts in need of further training on implementation and equitable threat assessment practices.

Technical aspects:
- Increase training required for school threat assessment team staff.
  - RCW 28A.320.123 requires districts to have school-based threat assessment programs but does not require training in threat assessment.
  - RCW 28A.310.510 requires the ESD RSSCs to have trained TACs on staff to assist districts in training and implementation of threat assessment.
- Data collection including student demographic data, reasons for threat assessment, and discipline/exclusion data pulled from CEDARS.
- An identified POC will alleviate confusion on who to contact in the event of a threat and will help with disbursement of information and connection and coordination when a student moves from one district to another.
  - This will help to create a network so that the student can go to a trusted adult, or another student, and that person will know who to contact.

Legislative alignment and/or funding:
- This recommendation could include proposing amendments to and RCW 28A.320.123.

Recommendation #4: Mental Health Supports in Schools for Students and Staff

This recommendation works with increasing access to mental health supports in schools, identification of students in need of supports, and coordination with community-based services and higher education institutions.

Often when students start having mental health problems, their academics and social emotional functioning decline. Mental health problems also create difficulty for school staff who may be experiencing secondary traumatic stress, anxiety, or depression themselves. These concerns can leave them unable to support students or themselves, eventually leading to absences from work in the short term and increased turnover of school staff in the long term. These supports would be accessible for both students and staff to address mental health needs and increase student and staff wellness.

Elimination of opportunity gaps and disproportionate effects:
- Increase access and remove barriers to supports for all students and staff.
  - Increasing these supports would have a significant impact on districts in rural communities with lack of access to community-based services.
- Increase and implement robust, proactive child find activities to identify students with potential mental health disabilities following referral processes for Section 504 and Individuals with Disabilities Education Act (IDEA).
- Expand 504 plans and additional accommodations for students in need.

Technical aspects:
- Create a sustainable structure that uses all participants' capabilities, expertise, and materials and is consistent across the state.
- Create an asset mapping system to:
  - Increase awareness of Community Based Organizations (CBOs) and identify

available community assets.
  - o Build partnerships with higher education to utilize mental health experts and internships.
  - o Improve collaboration between statewide and regional stakeholders to improve mental health curriculum used in schools.
- Support teacher competency development for mental health.
- Increase accessibility necessary for students who may be potentially facing a crisis.

Legislative alignment and/or funding:
- It is suggested that to meet this recommendation districts would need an additional Full Time Equivalent (FTE) to provide students and staff with direct services, training, and connection to broader resources. This could be aligned with the recent increases in student support staffing ratios.

NEXT STEPS

These recommendations will be included in the 2022 SS-SWAC Legislative Report and integrated into the ongoing work of the SS-SWAC for further discussion and refinement, consistent with other important aspects of school safety and student well-being.

SS-SWAC Meeting Schedule
- 2022–23 SS-SWAC meeting #1: September 22, 2022, from 9:00 am – 12:00 pm.
- 2022–23 SS-SWAC meeting #2: December 8, 2022, from 9:00 am – 12:00 pm.
- 2022–23 SS-SWAC meeting #3: February 23, 2023, from 9:00 am – 12:00 pm.
- 2022–23 SS-SWAC meeting #4/Annual School Safety Summit: May 11, 2023, from 9:00 am – 4:00 pm.

CONCLUSION

The 2022 School Safety Summit culminated in the suggestion of four recommendations. The recommendations were created based on utilization and review of:
- The 2022 legislative session.
- Summit mandate.
- Annual School Safety Summit history.
- The 2021–22 SS-SWAC meetings.
- 2021–22 SS-SWAC-YAC recommendations.
- Data.
- Breakout sessions and discussion at the 2022 School Safety Summit.

These recommendations will be used to guide the work of the SS-SWAC for the 2022–23 meetings as we move toward the 2023 Annual School Safety Summit and the creation of the 2022 SS-SWAC Legislative Report.

LEGAL NOTICE