



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

School Safety and Student Well-Being Advisory Committee

2020

Authorizing Legislation: [RCW 28A.300.635](#)

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Student Engagement and Support**

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EXECUTIVE SUMMARY

House Bill 1216 (2019) directed the Office of Superintendent of Public Instruction (OSPI) to establish a School Safety and Student Well-Being Advisory Committee (Committee).

The purpose of the Committee is to advise the state superintendent, OSPI's School Safety Center, the Regional Safety Centers at the nine educational service districts (ESDs), school districts, and public and private schools on all matters related to comprehensive school safety and student well-being. The Committee formed in the summer of 2019 through the appointment of members and participants and met on a quarterly schedule during the 2019–20 school year to learn about, discuss, and make recommendations for the school safety and student well-being of Washington's students.

In the 2019–20 school year, the Committee discussed topics including safety drills, behavioral health, school-based threat assessment, COVID-19, and school resource officers. An overview of this work is included in the following report.

The working year for the Committee ended in collaboration with legislators at the 2020 Annual School Safety Summit, resulting in the creation of the following recommendations to the Legislature:

1. Fully fund House Bill 1216 (2019).
2. Expand school-based mental, behavioral, and physical health access in schools.
3. Improve communication between schools, families, and communities in the event of a crisis.
4. Improve social connection and cultural responsiveness among the education community.

INTRODUCTION

The Washington State School Safety Advisory Committee and School Safety Center were originally established in a 2001 legislative budget proviso to address the growing complexities of school safety. House Bill 1216 (2019) revised the School Safety Center and placed it in state law, transforming the School Safety Advisory Committee into the new School Safety and Student Well-Being Advisory Committee (Committee) under Revised Code of Washington (RCW) 28A.300.635.

House Bill 1216 (2019) requires the Committee to submit a report to the Legislature each year summarizing the Committee's activities. This report provides strategies for the improvement of school safety and student well-being as well as prioritized recommendations for state policy changes, including the estimated cost of each recommendation.

Members and Participants

OSPI was tasked with staffing the Committee and appointing members to the Committee. Requests for representative appointment were sent to executive directors, supervisors, and other executive members of multiple sectors, organizations, and agencies identified in the legislation. OSPI also identified additional *participants* with long-term experience in school safety issues. Participants attend quarterly meetings and engage in discussion and learning opportunities, but do not hold the voting privileges that members do.

Appendix A includes a full list of 2019–20 Committee members, participants, workgroup members, subcommittee members, and staff.

Youth Advisory Council

The School Safety and Student Well-Being Advisory Committee's Youth Advisory Council (SS-SWAC-YAC) was created to share the perspective and voice of students across the state with diverse geographic and demographic representation. Current SS-SWAC-YAC membership consists of students from varying geographic, racial, socio-economic, and ethnic backgrounds.

SS-SWAC-YAC members provided presentations on the accessibility of mental health support in schools and communication with students, staff, and families during a crisis or drill. They also actively contributed during the 2020 School Safety Summit, where considerations for recommendations to the Legislature were reviewed and created.

Appendix B includes the SS-SWAC-YAC presentations.

SUMMARY OF WORK: 2019–2020

Convening the Committee

The Committee met quarterly during the 2019–20 school year, in addition to two annual School Safety Summits in 2019 and 2020. Appendix C includes summaries from the Committee meetings in 2019–20.

To assist in the functioning and facilitation of the Committee, a Charter was created and reviewed by members and participants. The Charter was finalized after the fourth quarterly meeting and distributed to members and participants. While efforts have been made to identify Chairpersons to work alongside OSPI in facilitation, this process is still ongoing. Appendix D includes the SS-SWAC Charter.

The following summary covers some of the topics of discussion from the 2019–20 year. The summary includes projects that are ongoing as well as those that were resolved throughout the year.

Diversity and Inclusion

Representation and inclusion of people of color on the Committee was a continued emphasis throughout the year. The process of appointing members included a specific request to establish a diverse advisory group and asked those in charge of the appointment of representatives to consider this during their decision-making process. Representatives from the Commission on Hispanic Affairs and the Commission on Asian Pacific American Affairs were appointed and participated throughout the year. We are still seeking appointments and participation from the Commission on African American Affairs (CAA), the Governor’s Office of Indian Affairs (GOIA), and the Tribal Compact Schools Leadership Committee. In addition to committee membership, the topic of racial equity and inclusion was a substantive agenda item at the June 2020 meeting.

OSPI will continue to reach out to CAA, GOIA, the Tribal Compact Schools Leadership Committee, as well as other appointing agencies to grow the committee membership’s diversity and representation.

COVID-19

The novel coronavirus (COVID-19) pandemic and its impacts were discussed at both the March 2020 and June 2020 meetings. Information and assistance in the navigation of websites related to COVID-19 were provided to attendees, and the need to access accurate and up-to-date information was emphasized. OSPI staff provided a detailed briefing to the Committee on the [Reopening Washington Schools 2020–21 Workgroup](#)

and an overview of the [*Reopening Washington Schools 2020: District Planning Guide*](#) published in June 2020. Attendees were provided updates on the process schools have gone through during the progression of the pandemic and the provision of education during the Governor’s “Stay Home, Stay Healthy” order.

Regional School Safety Centers

An overview of the Regional School Safety Centers (RSSC) authorized by RCW 28A.310.510 was provided to attendees at the September 2019 meeting since the work within the RSSCs is pertinent to the overarching requirements of the Committee. This overview included information related to School-Based Threat Assessment and the regional behavioral health component that was included, but not funded, through House Bill 1216 (2019).

Appendix B includes the Overview of Regional School Safety Centers Presentation.

School-Based Threat Assessment

As a component of RSSCs and authorized by RCW 28A.320.123, school-based threat assessment falls under the purview of the Committee for review and consultation. Legislation requires the creation of school-based threat assessment programs at the district and school level to be implemented beginning with the 2020–21 school year. The educational service districts (ESDs) and OSPI are directed to provide training, technical assistance, and support for districts to implement threat assessment programs in compliance with state law. School-based threat assessment was an agenda item at two of the quarterly meetings.

All nine ESDs have adopted and implemented the Salem-Keizer Threat Assessment Model, a preventative, multi-agency/multi-disciplinary, trauma informed protocol constructed with an equity lens to provide assessment protocols and safety planning procedures. The model is coordinated by a unique collaborative team made up of school, law enforcement, community mental health, courts, and juvenile justice.

Appendix B includes the Overview of Student Threat Assessment System Presentation.

Threat Assessment Policy and Procedure

RCW 28A.300.640 requires the Washington State School Directors’ Association (WSSDA), in conjunction with OSPI and in consultation with the Committee, to create a School-Based Threat Assessment Policy and Procedure.

WSSDA convened stakeholders from OSPI’s Safety Center, Equity and Civil Rights Office, and student discipline experts along with representatives from the ACLU, school

districts, ESDs, the Risk Management Pools, and other key individuals. A draft model policy and procedure were put before the Committee for review at the December 2019 meeting. The model policy and procedure were finalized by January 1, 2020. As required in House Bill 1216 (2019), the School-Based Threat Assessment Policy and Procedure have been posted to the [OSPI School Safety Center Threat Assessment webpage](#).

School Resource Officers

SRO programs and training fall under the purview of the Committee for review and consultation as they relate to the safety and well-being of students in Washington state. House Bill 1216 (2019) articulates the Legislature's intent to create a statewide SRO program. While it is not the intent of the Legislature to require school resource officers in schools, SRO programs must ensure that district policies are in place and that there are clear agreements between school districts and the local law enforcement agencies which provide SROs. In addition, such a program must ensure consistency through minimum training requirements for SROs. These requirements were put in place to establish effective partnerships between school districts and law enforcement agencies to protect the health and safety of all students and staff.

The Committee discussed SROs and the new training requirements under House Bill 1216 (2019) that have now gone into effect for the 2020–21 school year. To meet requirements in RCW 28A.320.124, OSPI published training resources to the [OSPI School Safety webpage](#) in January 2020. An SRO subcommittee was established to assist in this ongoing work.

First Responder Building Mapping Information System Study

Section 8 of House Bill 1216 (2019) required the Joint Legislative Audit and Review Committee (JLARC) to conduct a study on the first responder school building mapping system. At the December 2019 Committee meeting, representatives from JLARC briefed the Committee on the process used to conduct the study prior to its publication. The study was completed and published during the spring of 2020, and can be accessed by visiting the [JLARC Audit and Study Reports webpage](#).

Related, in August 2020, the Washington Association of Sheriffs and Police Chiefs (WASPC), the entity that administers the First Responder Building Mapping Information System, sent correspondence to State Superintendent Chris Reykdal, indicating:

"WASPC has come to the conclusion that the school mapping system, which was developed at the request of law enforcement, no longer serves an identified need for law enforcement at the statewide level."

And:

"...it is our intention to cease operation of the statewide school mapping system, effective July 1, 2021."

Appendix E includes the full text of the letter from WASPC.

School Mapping Workgroup

The final JLARC report primarily describes the school mapping systems in place and provides recommendations on how to improve support for and utilization of the existing system. A subcommittee was established to develop recommendations for the future of the system. A summary of the subcommittee's recommendations is included in Recommendation 5: First Responder Building Mapping Information System, below.

Appendix F includes the full subcommittee recommendations.

Youth Voice

Representatives from the Youth Advisory Council (SS-SWAC-YAC) provided presentations at two of the quarterly meetings.

December 5 Presentation

On December 5, the SS-SWAC-YAC presented about communication to students and staff in relation to drills and other incidents. This presentation included suggestions for the Committee, school districts, and possible legislative considerations. Members of the SS-SWAC-YAC stated that to avoid unnecessary and futile student anxiety, it would be helpful to clearly state when a drill is taking place; schedule drills in advance; and provide this information to students, families, and staff in advance. Being informed and being responsible for informing others are two different things, and students should not have to be the ones to fight for better supports. As noted by one member of the SS-SWAC-YAC:

"Youth are not the structure we should be relying on; it should be a job for the adults."

–Katherine Kirschner, 2019

Further suggestions include:

- Standardization of procedures in variable settings such as passing periods and the lunch hour, and
- Adequate training for school staff concerning drills and other safety procedures.

June 11 Presentation

On June 11, the SS-SWAC-YAC presented about mental health supports. The Committee discussed accessibility related to mental and behavioral health supports, including issues related to training and resources for staff and students. The current behavioral health system is overwhelmed and lacking resources or options for students to receive necessary care and supports. The SS-SWAC-YAC suggested that more training for counselors is necessary, as well as establishing more school-based mental health clinics to increase access and options for students.

Youth Safety and Well-being Statewide Reporting Tool Workgroup Presentation

The 2019 Operating Budget, House Bill 1109 (2019), tasked the Attorney General's Office (AGO) with convening a Youth Safety and Well-being Statewide Reporting Tool Workgroup. The purpose of the Workgroup was to study and make a proposal for the implementation of a 24-hour statewide hotline or app. This resource would receive reports and information related to the safety and well-being of Washington's youth and notify schools or other organizations as needed. The SS-SWAC-YAC joined this workgroup for a youth panel in June 2020 to provide youth voice and perspective. As the workgroup relates to school safety and student well-being, participant Joyce Bruce from the AGO provided a brief overview at the June meeting to inform the Committee of the Workgroup's progress.

The [Youth Safety and Well-being Statewide Reporting Tool Workgroup's report](#) was submitted to the Legislature in July 2020.

Behavioral Health

Over the course of the 2019–20 school year, the Committee discussed many facets of behavioral health as they relate to the safety and well-being of youth. Examples of related work include the work of the Children's Behavioral Health Workgroup, the Educational Service District (ESD) Behavioral Health Pilot Programs, the Behavioral Health Coordinator/Navigator programs at the ESDs, and telehealth options.

Children's Behavioral Health Workgroup

OSPI is a member of the Children and Youth Behavioral Health Workgroup. As a result, there is an important cross-reference between that Workgroup and the Committee. OSPI provided updates to the Committee on legislative initiatives supported by the Workgroup that influenced student well-being.

Behavioral Health Coordinator/Navigator

Recommendations from the Children’s Behavioral Health Workgroup led to the establishment of the Children’s Regional Behavioral Health Pilot Project in July 2017. The purpose of the pilot project was to investigate the benefits of an Educational Service District Behavioral Health System Navigator to coordinate between the behavioral health and K–12 education systems and to develop strategies to engage in regional partnerships to increase access to care for students who are eligible for Medicaid.

In 2017, House Bill 1713 directed OSPI to provide leadership in supporting two ESDs to hire a dedicated staff person as a Behavioral Health Systems Coordinator/Navigator (Navigator). For the full legislative report, please see [Children and Youth Regional Behavioral Health Pilot Program](#).

As a result of the outcomes of the pilot project, House Bill 1216 (2019) established a Mental Health Coordinator, or Behavioral Health Systems Coordinator/Navigator position, in all nine ESDs as part of the network of Regional School Safety and Student Well-being Centers. Unfortunately, this requirement was not funded through the state budget in 2019.

In 2020, the Legislature appropriated funding for the Navigator positions at each ESD. The goal is to provide a network of support for school districts to develop and implement comprehensive suicide prevention and behavioral health supports for students. This intends to support the role of the Navigator as outlined in House Bill 1216 (2019).

2020 Annual School Safety Summit

The 2020 School Safety Summit provided a forum to identify and prioritize the recommendations of the Committee.

RCW 28A.300.273 requires the Annual School Safety Summit to:

- establish a statewide plan for funding school safety,
- monitor the progress of the statewide plan,
- implement school safety planning efforts,
- train school safety professionals,
- integrate mental health and security measures, and
- include the local educational agency (LEA) in safety planning

The 2020 Annual School Safety Summit convened on June 12, 2020 and included attendees from the legislature, Committee members and participants, OSPI representatives, and members of the SS-SWAC-YAC.

Through the Summit process, the attendees settled on four recommendations to provide to the Legislature.

Appendix C includes the full 2020 Annual School Safety Summit Report.

RECOMMENDATIONS TO THE LEGISLATURE

Recommendation 1: Fully Fund House Bill 1216 (2019)

House Bill 1216 (2019) adequately described the needed programs and roles to make progress on school safety and student well-being, but full funding was not provided.

The Legislature should:

- Invest in staffing for comprehensive school safety planning within OSPI and at each of the nine ESDs
- Maintain current policy and funding for ESD Behavioral Health Navigator and Threat Assessment Coordinator positions at the ESDs
- Maintain current policy under House Bill 1216 (2019)

This recommendation would require an additional \$1.5 million annually to provide all nine ESDs and OSPI with 1.0 full-time equivalent (FTE) in staffing for comprehensive school safety planning.

Recommendation 2: Expand School-Based Mental, Behavioral, and Physical Health

Improve access to health services for all students in Washington state by increasing availability and access to school-based mental, behavioral, and physical health services. This may include coordination with existing programs such as sponsoring healthcare organizations for school-based health centers, University of Washington Forefront Suicide Prevention, or telehealth options.

- The Legislature should:
 - Create consistent and required policy and procedures for both school districts and healthcare providers for contracted services or Memorandums of Understanding (MOU) between healthcare organizations and schools for on-site services.
 - Provide liability protection for school districts to establish facility space to house school-based health centers on-site.
 - Require cultural responsiveness training for both healthcare and school staff to identify and address cultural barriers to accessing services.

Incremental implementation of the recommendations of the [Staffing Enrichment Workgroup](#) identified in OSPI's 2021–23 budget request [Building Staffing to Support Student Well-being](#) will support this recommendation. In addition, school districts can

expand use of multi-tiered system of supports (MTSS), as identified in OSPI's 2021–23 budget request [Supporting Students through Multi-Tiered Systems of Support](#) and augment partnerships with community-based organizations to expand access to needed services and the establishment of school-based health centers.

Recommendation 3: Improve Coordination Between Schools, Families, and Communities During a Crisis

During a crisis, schools should provide coordinated, up-to-date, and clear communication to all members of the educational community including staff, students, families, and the community at large.

The Legislature should require districts to:

- Train staff, students, families, and the community on the effective use of online platforms.
- Ensure first responders have access to appropriate contacts and protocols.
- Encourage students and families to post current emergency contact lists in their homes, including reunification points in and around neighborhoods.
- Provide anonymous reporting options utilizing the work of the [Youth Safety and Well-being Statewide Reporting Tool Workgroup](#).
- Eliminate language and other barriers in communication to students, families, and the community.
- Update the Washington State School Directors' Association policies for threat notification.

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

Recommendation 4: Improve Social Connection and Cultural Responsiveness Among the Education Community

An investment from the Legislature is needed to increase school staff support in the event of a crisis.

The Legislature should require districts to:

- Increase FTEs for staff who support community engagement and connection to services as recommended in OSPI's 2021–23 budget request, [Building Staffing Capacity to Support-Student Well-Being](#).

- Increase partnerships between districts and community organizations such as the Boys and Girls Club, youth shelters, and youth service organizations to increase the provision of services and communication.
- Engage school staff from multiple areas, including counselors, social workers, family liaisons, nurses, homeless and foster care liaisons, and office staff.
- Emphasize the utilization of current Title I Parent and Family Engagement requirements and assistance.

OSPI’s 2021–23 budget request, [Building Staffing to Support Student Well-being](#), includes an increase in staffing for a Family and Community Engagement Coordinator, staffing for positions at the elementary level and establishes new FTE for middle and high schools. The prototypical school funding model provides 0.083 FTE to elementary schools with no allocation for middle and high schools.

Recommendation 5: First Responder Building Mapping Information System

The [JLARC study](#) describes a system originally intended to have statewide scope. The existing system has low functional utilization by schools, even lower utilization by law enforcement agencies, and effectively no utilization by other first responders. This system no longer serves the needs of many of the intended users. The School Mapping Workgroup concluded the system, as currently configured and resourced, has reached the end of its useful life.

The Legislature should:

- Update RCW 28A.320.125 to remove references to and implementation of the current mapping system.
- Reallocate funds currently used for the existing building mapping information system to instead meet the recommendations listed above. Specifically, focus should lie on Recommendation 1 (fully funding the state and regional school safety centers) and Recommendations 2 and 4 (increasing staffing for social-emotional health and safety).

Appendix F includes a full copy of The School Mapping Workgroup report.

CONCLUSION AND NEXT STEPS

During the 2019–20 school year, the Committee met the requirements of House Bill 1216 (2019). The Committee met quarterly, discussed and researched matters related to school safety and student well-being, and came up with four recommendations to advance school safety and student well-being in Washington. The work of the Committee is ongoing and will continue into the 2020–21 school year.

APPENDICES

Appendix A: Committee Members, Participants, Staff, Subcommittees, and Workgroups

School Safety and Student Well-Being Advisory Committee Members

- Association of Educational Service Districts (AESD): Dana Anderson
- Archdiocese of Seattle: Sandra Barton Smith
- Archdiocese of Spokane: Kathy Hicks
- Archdiocese of Western Washington: Terri Fewel
- Association of Washington School Principals (AWSP): Kurt Hatch
- Criminal Justice Training Commission (CJTC): Bob Graham
- Clear Risk Solution: Rich McBride
- Department of Health (DOH): Nancy Bernard
- Department of Health (DOH): Michael Dixel
- Washington State Emergency Management (EMD): Stacey McClain
- Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC): Rose Spidell
- Fire Marshalls: Barbara McMullen
- Health Care Authority (HCA): Elizabeth Venuto
- State Board of Education (SBE): Parker Teed
- Washington Schools Risk Management Pool (WSRMP): Amber Garriott
- Washington State Commission on Asian Pacific American Affairs (CAPAA): Brianne Ramos
- Washington State Commission on Hispanic Affairs (CHA): Myra Hernandez
- Washington State PTA: Nancy Chamberlain
- Washington Association of Sheriffs & Police Chiefs (WASPC): Aaron Wuitschick
- Washington Education Association (WEA): Sandy Hunt
- Washington Federation of Independent Schools (WFIS): Andrew Rauch
- Washington Interscholastic Athletic Association (WIAA): Justin Kesterson
- Washington State Fusion Center (WSFC): Curt Boyle
- Washington State School Directors Association (WSSDA): Abigail Westbrook
- Washington School Safety Organization (WSSO): Karen Davy
- Office of Superintendent of Public Instruction (OSPI): Camille Goldy

School Safety and Student Well-Being Advisory Committee Participants

- Attorney General's Office (AGO): Joyce Bruce
- Department of Children Youth and Families (DCYF): Shanna McBride
- Forefront Suicide Prevention: Larry Wright
- Kaiser Permanente: Jill Patnode
- Mead School District: Jared Hoadley
- Office of Superintendent of Public Instruction (OSPI): Kristin Hennessey
- Office of Superintendent of Public Instruction (OSPI): Lee Collyer
- Office of Superintendent of Public Instruction (OSPI): Scott Black
- Office of Superintendent of Public Instruction (OSPI): Joshua Lynch
- Seattle Public Schools (SPS): Benjamin Coulter
- UW SMART Center: Kelcey Schmitz

School Safety and Student Well-Being Advisory Committee Staff

- Office of Superintendent of Public Instruction (OSPI): Ella DeVerse
- Office of Superintendent of Public Instruction (OSPI): Martin Mueller
- Office of Superintendent of Public Instruction (OSPI): Mike Donlin
- Office of Superintendent of Public Instruction (OSPI): Ann Gray
- Office of Superintendent of Public Instruction (OSPI): Tayler Burkhart

School Safety and Student Well-Being Youth Advisory Council Members

- Evergreen School District: Ailani
- Snohomish School District: Isaac
- Vashon Island: Katherine
- University of Washington: Lily
- Okanogan School District: Sadie

School Mapping System Workgroup Members

- Washington Schools Risk Management Pool (WSRMP): Amber Garriott
- Washington Education Association (WEA): Sandy Hunt
- Educational Service District (ESD) 105: Chris Weedon
- Office of Superintendent of Public Instruction (OSPI): Scott Black
- Association of Washington School Principals (AWSP): Scott Friedman
- Former Chair of School Safety Advisory Committee: Frank Hewins

- Former Chair of School Safety Advisory Committee: Tim Garchow
- Former Emergency Management Department Employee: Barbara Thurman
- Office of Superintendent of Public Instruction (OSPI): Martin Mueller
- Washington Association of Sheriffs & Police Chiefs (WASPC): Aaron Wuitschick
- Office of Superintendent of Public Instruction (OSPI): Mike Donlin

School Resource Officer Workgroup Members

- Washington Schools Risk Management Pool (WSRMP): Amber Garriott
- Washington State School Directors Association (WSSDA): Abigail Westbrook
- Washington School Safety Organization (WSSO): Karen Davy
- Washington Education Association (WEA): Sandy Hunt
- Health Care Authority (HCA): Liz Venuto
- Washington State Commission on Asian Pacific American Affairs (CAPAA): Brianne Ramos
- Washington Association of Sheriffs & Police Chiefs (WASPC): Aaron Wuitschick
- Seattle Public Schools (SPS): Benjamin Coulter
- King County School Resource Officer: Andrew McCurdy
- Criminal Justice Training Commission (CJTC): Bob Graham
- Washington State Legislature: Rep. Brad Klippert
- Educational Service District (ESD) 105: Chris Weedon
- Office of Superintendent of Public Instruction (OSPI): Kristin Hennessey
- Office of Superintendent of Public Instruction (OSPI): Mike Donlin

Appendix B: Presentations

- [Creating a Safe Space Within an Educational Community – Lockdown Drill Procedures and the Importance of Communication](#)
 - Prepared and presented by the SS-SWAC-YAC at the December 5, 2019 Committee meeting.
- [Mental Health in Schools](#)
 - Prepared and presented by the SS-SWAC-YAC at the June 11, 2020 Committee meeting.
- [Overview of Regional School Safety Centers Presentation](#)
 - Prepared and presented by Educational Service District 114 and Educational Service District 101 at the September 26, 2019 Committee meeting.
- [Overview of Student Threat Assessment System](#)
 - Prepared and presented by Educational Service District 112 at the December 5, 2019 Committee meeting.

Appendix C: Meeting Summaries and Reports

Committee Meeting Summaries

- [September 26, 2019 Meeting Summary](#)
- [December 5, 2019 Meeting Summary](#)
- [March 12, 2020 Meeting Summary](#)
- [June 11, 2020 Meeting Summary](#)

Annual Safety Summit Reports

- [October 24, 2019 Safety Summit Report](#)
- [June 12, 2020 Safety Summit Report](#)

Appendix D: School Safety and Student Well-Being Advisory Committee Charter

Historical Background

The Washington state School Safety Advisory Committee and School Safety Center were established in 2001 legislative budget proviso to address the growing complexities of school safety. [Second Substitute House Bill 1216 \(2019–20\)](#) revised and codified the School Safety Center and transformed the School Safety Advisory Committee into the current School Safety and Student Well-being Advisory Committee.

A. Definition:

The term “school safety” refers to and includes the overall critical and necessary climate and environment in which effective teaching and learning can take place.

School safety supports student learning by creating and promoting a physically, emotionally, socially, and academically secure climate for students, staff, and visitors. A focus on school safety helps create a learning environment which has a positive impact on behavior, attendance/drop-out rates, and ultimately, academic achievement. It involves planning for the prevention, intervention, mitigation of, and recovery from the variety natural, physical, social and technological threats to the school and the entire school community.

B. Function of the School Safety and Student Well-Being Advisory Committee:

The School Safety and Student Well-being Advisory Committee (Committee) is established within the Office of the Superintendent of Public Instruction (OSPI). The purpose of the committee is to advise the Superintendent, OSPI’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 well-being.

The Superintendent of Public Instruction was charged with appointing the members of the committee. The membership represents the following sectors, agencies, and organizations:

- the various state education associations, including teachers’ associations, the association of colleges for teacher education, associations for educational staff associates;
- the educational service districts;
- the state ethnic commissions;
- the governor's office of Indian Affairs;

- parent organizations; student organizations;
- private schools; emergency management;
- behavioral health;
- public health;
- law enforcement; and
- emergency first responders

The School Safety and Student Well-being Advisory Committee is called upon to:

- (a) Make recommendations on policies and strategies to improve school safety and student well-being;
- (b) Identify emerging issues and best practices for consideration and implementation, particularly as these relate to the integration of student well-being and school safety;
- (c) Establish priorities for training, funding, statewide data collection, and other forms of support for students, schools, and school districts;
- (d) Engage the public on school safety and student well-being, and
- (e) Perform other duties as required by law.

In addition, by November 15, 2020, and by November 15th every even year thereafter, and in compliance with [RCW 43.01.036](#), the Committee must coordinate with the Office of the Superintendent of Public Instruction's School Safety Center to submit a report to the appropriate committees of the legislature. The report must summarize the committee's activities during the past biennium, include recommended state policies and strategies for improving school safety and student well-being, provide an estimate of the cost to implement each recommendation, and prioritize the recommendations.

C. Functions of the School Safety Center

The School Safety Center, staffed by the Office of the Superintendent of Public Instruction, must:

- (a) Serve as a clearinghouse for information regarding comprehensive school safety planning and practice;
- (b) Disseminate information regarding school safety incidents in Washington and across the country;
- (c) Develop and maintain a public web site to increase the availability of information, research, and other materials related to school safety;
- (d) Serve as the lead School Safety Center, and work in conjunction with the Regional School Safety Centers to support school districts efforts to meet state

requirements regarding school safety including the development and implementation of:

- (e) Comprehensive safe school plans as required by RCW 28A.320.125; and
- (f) Plans for recognition, initial screening, and response to emotional or behavioral distress in students as required by RCW 28A.320.127;
- (g) Work in conjunction with WSSDA to develop model school safety policies and procedures and identify best practices in school safety;
- (h) Work in conjunction with the Regional School Safety Centers to plan for the provision of school safety trainings and to provide technical assistance;
- (i) Hold an annual School Safety Summit as required by RCW 28A.300.273;
- (j) Support the required activities of the Regional School Safety Centers, and
- (k) Perform other functions consistent with the purpose of the center, as described in this section.

D. Operation of the School Safety and Student Well-Being Advisory Committee

Membership

Membership on the School Safety and Student Well-being Advisory Committee is called out in legislation, as noted in Section B. Executives of all the noted constituency groups were contacted and invited to identify a representative to the Advisory Committee from their organizations. Those nominated by their constituency groups were invited to become members of the SS-SWAC.

Governance

It is recognized that the Committee is comprised of volunteers. Role expectations shall be clearly defined in writing. Time expectations shall also be clearly explained to not place an undue burden on any person or organization. Committee roles shall include, at a minimum the following:

- A. Co-Chairs, appointed by the Superintendent for a term of two years (July 1- June 30).
- B. The Chairs will facilitate all meetings in partnership with OSPI staff.
- C. Members appointed by their respective organizations.
- D. It is expected that members will participate in all SS-SWAC meetings, whether in person or via electronic means. Members can vote on issues requiring a vote.
 - a. It is understood that there may be times when participation is not possible. In such cases, it is expected that the member will identify another

individual to attend in their place. When a member is sending a delegate, please give OSPI one-week notice when possible.

- E. Participants are school safety and student well-being stakeholders who may not have been called out in legislation, but who bring a critical perspective to a topic or topics discussed within the committee.
 - a. Participants are encouraged to engage in discussion. However, they do not have voting privileges.

Meetings

As per legislation, SS-SWAC meetings will be held on a quarterly basis. There may be times when additional meetings are called.

- A. Unless otherwise noted, meeting times will run from 9:00 a.m. until noon.
- B. Agendas will be posted on the SS-SWAC OSPI website in advance of the meetings.
- C. Zoom option information will be provided along with the meeting agenda.
- D. Notes will be posted on the SS-SWAC OSPI website following each meeting.
- E. Subgroup meeting times and locations will be determined by subgroup participants.

Protocols

- A. Location
 - a. Meetings will be held in person and via Zoom. OSPI will post meeting location information on its website.
- B. Attendance
 - a. Members may attend in person or via Zoom virtual meeting.
- C. Voting
 - a. Substitute members can vote.
 - b. Participants cannot vote.
 - c. Members will vote using the following procedure:
 - i. Thumbs-up signals yes.
 - ii. Thumbs-sideways signals neutral.
 - iii. Thumbs-down signals no.
- D. Setting Agendas

- a. OSPI staff will work with Co-Chairs ahead of the meeting to set the agenda and plan for the meeting.
- E. Sub-Groups
- a. Subgroups may be developed in response to specific questions, needs, purpose, or deliverables which inform the work of the SS-SWAC Subgroups may operate open-ended or time-limited tied to the development of a specific report or product.

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Appendix E: Washington Association of Sheriffs & Police Chiefs (WASPC) Letter to OSPI Regarding School Mapping System



Washington Association of

**SHERIFFS &
POLICE CHIEFS**

3060 Willamette Drive NE
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August 17, 2020

Honorable Chris Reykdal Superintendent of Public Instruction Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

RE: Statewide First Responder Building Mapping Information System Dear Superintendent Reykdal:

As you are aware, we have been collaborating with your staff, representative of ESDs, legislators and others regarding the utility, usage, and other characteristics of the Statewide First Responder Building Mapping Information System (aka "school mapping"). We have appreciated the cooperation of your staff to assist us in identifying the best path forward regarding this system.

In your March 27, 2020 letter to the Joint Legislative Audit and Review Committee (JLARC), you stated that your office will establish a sub-group of the School Safety and Student Well-Being Advisory Committee (SSWAC), identify the key participants, prepare a work plan and timeline and compile recommendations for the future of the system that can be included in the SSWAC's biennial report to the Legislature due November 15. We understand that work is about to get underway. The purpose of this letter is to inform that work of our intentions regarding the school mapping system.

Throughout our collaborative discussions over the past year or so, we have all recognized and acknowledged the challenges that the school mapping system has faced over the years, including insufficient funding to operate the system, the lack of funding to map/remap new or remodeled schools, underutilization of the system by users, as well as the fundamental changes in law enforcement's response to an active shooter incident now than was our response in 2003 when the system was created.

WASPC has come to the conclusion that the school mapping system, which was developed at the request of law enforcement, no longer serves an identified need for law enforcement at the statewide level. Given these challenges, and the lack of an identified need for law enforcement at the statewide level, it is our intention to cease operation of the statewide school mapping system, effective July 1, 2021.

To effect this decision, we are submitting a decision package to the Office of Financial Management requesting that the state cease funding the system at the conclusion of The Honorable Chris Reykdal the current fiscal year. We will also be proposing legislation to the 2021 Legislature to repeal RCW 36.28A.060, RCW 36.28A.070, and other statutory references to the system.

The data within the system belongs to the State of Washington. As such, we will be working with our technology provider to extract all data within the system into a common, transferable format and providing that data to an appropriate state entity. We intend this to be not only appropriate, given the nature of state property, but also to facilitate any school district or other public entity with data in the system to transition into a direct payment model with the current technology provider, some other technology provider, or for some other useful purpose to that public entity.

We have heard, anecdotally, that schools have cited the school mapping system and/or certain features and functions of the school mapping system as valuable to their operations. Given the

anticipated work of the sub-group of the SSWAC, we suggest that the sub-group determine whether the school mapping system and/or any features or functions of the current system are, in fact, valuable to schools at the statewide level. If so, we would be happy to work with your office and the Legislature to transition the system, or any particular feature or function of it, along with the appropriate data in the system, to OSPI or other educational entity as deemed appropriate. Absent any such communication from your office to this point, we will proceed with our intentions as stated above.

If we can be of assistance to your office, or the work of the sub-group of the SSWAC, please do not hesitate to let me know.

Respectfully submitted,



Steven D. Strachan Executive Director

Appendix F: School Mapping Workgroup's Recommendations Report – Published October 20, 2020

The School Safety and Student Well-Being Advisory Committee Mapping System Workgroup

In House Bill 1216 (2019), the Legislature tasked the Joint Legislative Audit and Review Committee (JLARC) with conducting a study of school districts' use of the First Responder Mapping System in K–12 schools. The final [JLARC study](#) was presented to the legislature in June, 2020.

In light of the study and of the Washington Association of Sheriffs and Police Chiefs (WASPC) decision to end its administration of the system, a Mapping System Workgroup was created within [the School Safety and Student Well-Being Advisory Committee \(SS-SWAC\)](#). The Workgroup was tasked with examining the findings of the JLARC study, and in response to the WASPC decision, with providing recommendations to the legislature on potential next steps.

Mapping System Workgroup Activity

In approaching its task, the Mapping System Subcommittee focused on the JLARC study and other source documents. Workgroup discussions centered around the content of the study, school safety planning requirements, costs, funding, and the use and currency of the exiting mapping system. the subcommittee recognized that there is a greater current emphasis on and need for specialized district and school staff to support student mental and behavioral well-being.

Out of the discussions, several preliminary questions arose and were discussed.

Preliminary Questions

Summarized, discussion questions centered around:

- The need for a statewide mapping system
- Other newer safety technologies which districts might consider
- Implementation of newer systems, particularly how these might be implemented by local law enforcement agencies and other first responders
- Behavioral health, threat assessment programs, social emotional learning (SEL), Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Supports (MTSS), nursing, counseling, social worker staffing, and other recognized student safety needs

- Clarity and specificity of requirements for school districts and individual schools around mapping, communications or other technology-based products
- Cost considerations, at the state, regional, local, and site levels
- Implications for data currently held within the system

The state owns the data. The current vendor owns and maintains the software and technology behind the mapping system. WASPC holds a license that allows school districts and emergency response agencies across the state to use it.

Conclusions

It is the conclusion of the work group that the existing school mapping system has outlived its usefulness and is no longer viable or necessary. There is no need for a single system on a statewide level. Within current legislation, there are enough requirements for districts and schools around developing, implementing and updating high-quality comprehensive school safety plans, and implementing school safety practices. However, it was underscored that these need to be funded and implemented at local, regional, and state levels.

Recommendations of the Workgroup

With that as context, the Mapping System Subcommittee makes the following recommendations for the legislature to consider.

- 1. Invest in people, first.** Re-purpose funding historically directed toward the School Mapping system into school safety staffing capacity and staff training targeting to expanding school preparedness and response capabilities.
- 2. Recognize that school staff are, in real time, 1st responders.** Consider legislation which recognizes and builds on this fact. Within that context, allocate funding for staff time and training both in the development of comprehensive school safety plans, as well as specific functional training in areas of need identified by a district and its school(s).
- 3. Allow for alternative solutions to school mapping and communications systems between districts, schools and their 1st responders.** Adequately resource and utilize the state and regional school safety center system established by House Bill 1216 (2019) to guide and support this work.
- 4. Study the total costs involved in establishing safe, healthy, and secure districts and schools.** This would include the costs of all mandated, required, or best

practice actions needs to ensure the safety of students, staff and others in the educational environment.

- 5. Create dedicated school safety funding, with identified categories of expenditures that support school safety and student wellbeing.** Adopting the recommendations of the Staffing Enrichment Workgroup established by House Bill 2242 (2017) would be an excellent start.
- 6. Clarify/modify existing requirements around school mapping.** Modify the current law to clarify what is required of districts and schools relative to school mapping and/or collaboration with local law enforcement, fire departments and other first responders. It should be noted that WASPC has an amended version of RCW 28A.320.125 removing references to and implementation of the current mapping system.
- 7. Capitalize on and fully fund the House Bill 1216 (2019) Regional School Safety Center model.** Currently, less than two-thirds of the requirements established by this law have been funded. notably, a comprehensive school safety planning position in each regional school safety center has not yet been funded. Resourcing this position would dramatically increase the capacity of districts and schools to engage in ongoing, locally relevant school safety planning.
- 8. Transfer existing data into the state's [Information and Condition of Schools \(ICOS\)](#) system at OSPI.** The ICOS system has much of the mapping functionality of the current mapping system; the type of data information in the mapping system would not conflict with or alter the ICOS data. This would also allow time to plan for deletion or distribution of the often-outdated mapping system data. There would be costs involved in this transfer and storage. Costs will have to be determined and budgeted into planning processes.

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