

ANNUAL SCHOOL SAFETY SUMMIT REPORT

2023



Washington Office of Superintendent of
PUBLIC INSTRUCTION

ANNUAL SCHOOL SAFETY SUMMIT REPORT

2023

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ATTENDEES

Legislative Attendees:		
Representative Tana Senn	Representative Alex Ybarra	Representative Joel McEntire
Representative Skyler Rude		
School Safety and Student Well-Being Advisory Committee (SS-SWAC) Members:		
Montserrat Jauregui, Attorney General's Office (AGO)	Kevin Chase, Association of Educational Service Districts (AESD)	Liz Robinson, North Thurston Public Schools
Aaron Sheneman, Clear Risk	April Schentrup, Washington State Parent Teacher Association (WAPTA)	Kim Sanchez, Department of Health (DOH)
Tamika Dean, 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)	Terri Awoko, Department of Children, Youth, and Families (DCYF)
Katie Gillespie, Washington School Safety Organization (WSSO)	Cathy Corbin, University of Washington (UW) School Mental Health Assessment, Research, and Training (SMART) Center	Jill Patnode, Kaiser Permanente
Sandy Hunt, Washington Education Association (WEA)	Jody Suhrbier, Dispute Resolution Center of Thurston County	Mike Patello, Washington Federation of Independent Schools (WFIS)
Cynthia Tamayo, Commission on Hispanic Affairs (CHA)	Isa Kelawili Whalen, Commission on Asian Pacific American Affairs (CAPAA)	Marsha McDowell, (GLSEN)
Jeannette Siemers, Everett School District	Abigail Westbrook, Washington State School Directors Association (WSSDA)	
SS-SWAC Youth Advisory Council Members:		
Hitender, Tacoma Public Schools	Nevada, Kent School District	Hiro, Snohomish School District
Nancy, Lake Washington School District		
Observers/Support Staff:		
Danny Chae	Eric Johnson	Ciela Meyer
Brian George	Dan Beaudoin	DeLeon Gause
Erin Wood	Hailey Shelton	Lawrence Davis
Keara Peltram	Suzi Ryan	Erum Mohiuddin
Kristin Schutte	Mike Dingle	Malorie Woods
Mark McVey	Megan Wargacki	Nancy Bernard
Suzie Hanson	Jennifer Ritchie	Jamie Kvistad
Stephanie Nelson	Susan Peng-Cowan	Debra Parker
Sandra Shanahan	Morgan Meehan	Stephanie Edler

Jerrie Newport	Aaron Nelson	
Office of Superintendent of Public Instruction (OSPI):		
Athena Ruggiero	Christian Stark	Diane Stead
Dixie Grunenfelder	Doua Kha	Ella DeVerse
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BACKGROUND/PURPOSE

Introduction

On May 11, 2023, the eighth 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 2023 Summit consisted of two sections:

- Background information and a grounding in the work of the SS-SWAC and current safety and well-being programs.
- Active work of discussing front and center topics for prioritization.
 - 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 2023 Legislative Session.
- 2022 Summit Review.
- Purpose of the Summit.
- Review of 2022 recommendations and legislative report.
- SS-SWAC year in Review.
- Presentation from DOH.
- Presentation from King County.
- Priority Topic Breakout Sessions.

This report is an overview of information presented and priority topics that surfaced at the 2023 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 (5) priority topics to focus on and guide the work for the 2021–22 SS-SWAC year.
- 2022: Created four (4) Recommendations to provide to the legislature in the 2022 Legislative Report.

Review of the 2023 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 2023 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

- HB 1069 – Mental Health Compact
- HB 1134 – 988 System
- HB 1207 – HIB & Emergency Removal
- HB 1394 – Sexual Offenses by Youth
- HB 1724 – Streamlining Behavioral Health Licensing Requirements

2022 Summit Review

At the 2021 Summit, four priority recommendations were created for the 2022 Legislative Report:

1. Recommendation #1: Reduce bias to improve school climate and student access to supports in school.
2. Recommendation #2: Comprehensive School Safety Plans and Expanded HIB Supports.
3. Recommendation #3: Threat Assessment Point of Contact, Data Collection, and Required Training
4. Recommendation #4: Mental Health Supports in Schools for Students and Staff

The full [School Safety and Student Well-being Advisory Committee Legislative Report](#) can be accessed on the OSPI SS-SWAC webpage.

Review of the 2022–2023 SS-SWAC Year

2022–2024 SS-SWAC Meeting Schedule and Focus

As we began the new legislative biennium, the committee initiated a new two (2) year cycle of work.

- The 2022–23 schedule:
 - Three advisory committee meetings plus the Annual School Safety Summit.
 - Meetings were focused on learning and discussion.
 - The Summit was utilized to create high priority topics of focus for the 2023–24 year.
- The 2023–24 schedule:
 - Three advisory committee meetings plus the Annual School Safety Summit.
 - Meetings will be focused on the priority topics from the 2023 School Safety Summit to expand knowledge and understanding.
 - The 2024 School Safety Summit will continue the work of the full biennium to finalize recommendations for the 2024 Legislative Report.

The 2022–23 SS-SWAC meeting schedule included the following focuses:

- September: Title IV, Part A; Bipartisan Safer Communities Act; Comprehensive School Safety Update, Data Updates, SS-SWAC Youth Advisory Council – Mental Health Awareness
- December: School safety and Student Well-being for Native Students and Educators; Attendance, Re-engagement, and Mental Health Absences
- February: CAPAA 101 – Commission on Asian and Pacific American Affairs; CHA 101 – Commission on Hispanic Affairs; Re-engagement and Restorative Practices; Restraint and Isolation
- May: 2023 Annual Summit: DOH Programs, Concerning Trends in Social Media, ESD Panel, Breakout Sessions

The meeting notes are available on the OSPI [SS-SWAC](#) webpage.

2023 SCHOOL SAFETY SUMMIT BREAKOUT SESSIONS

After grounding the group in the background, purpose, and Summit attendees were moved into breakout rooms to increase the opportunity for individual input and voices, to identify priority topics for the 2023-24 year.

The breakout rooms were categorized as follows:

- Room 1: School Climate, Inclusion/Affinity Groups, Threat Assessment, Harassment, Intimidation & Bullying (HIB), Sexual Abuse/Violence
- Room 2: Discipline, Restorative Practices, Restraint and Isolation, Gang Prevention/School

Re-engagement, Comprehensive School Safety, Safety and Security Staff

- Room 3: Suicide Prevention, Behavioral Health, Substance Abuse/Vaping
- Room 4: Observers – Members of the public who are not identified members of the SS-SWAC, Washington State Legislators, or the OSPI Team.

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 to capture potential topics.

The grid contained the following prompts:

- Topic title and description.
- What is the need or problem we are trying to solve?
- Further Notes and Considerations

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 a new voice and perspective to the discussion of topics.

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.

2023 SCHOOL SAFETY SUMMIT PRIORITY TOPICS

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.

Attendees were then provided the opportunity to choose their top five (5) priority topics via an online survey. 26 attendees completed the prioritization survey and based on survey results, we created a top six (6) priority topics. The 6th topic was added due to similarities among other priority topics and priority percentage. The summit topics are listed below in order of prioritization:

Summit Topics

Topic	Attendee Votes	Percentage
Responding to mental health needs, suicidal ideation, and suicide prevention measures.	19	73.1%
Inclusion for Students with Disabilities	12	46.2%
LGBTQIA+ Safety Supports	11	42.3%
Barriers to widespread implementation of restorative practices	11	42.3%

Education/Intervention related to access to drugs and firearms	10	38.5%
School Staff to receive training in HIB and threat assessment.	9	34.6%
DEI for students	8	30.8%
The benefits and limitations of appropriate Isolation & Restraint policies and de-escalation training.	8	30.8%
Swatting	7	26.9%
Increasing support for Indigenous students – Place based learning	6	23.1%
Communication in Comprehensive School Safety: Drills, Response, Staff	6	23.1%
Compensation for SS-SWAC Community Representatives and YAC members who are providing lived experience.	3	11.5%

Non-priority topics may still be discussed in the upcoming year. These topics include:

- DEI for Students.
- Increasing Support for Indigenous Students
- Compensation for SS-SWAC Community Representatives and YAC Members who are providing lived experience.
- The benefits and limitations of appropriate Isolation & Restraint policies and de-escalation training.
- Swatting
- Communication in Comprehensive School Safety: Drills, Response, Staff
- Legal representation for juveniles if an officer wants to speak with them.

For more information on non-priority topics, please see the 2023 Summit Topics Document in Appendix I.

Priority Topic #1: Responding to Mental Health Needs, Suicidal Ideation, and Suicide Prevention Measures.

Need: Getting students help for mental health needs and suicidal ideation. There is a need for more resources for students before they get to the point of suicidal ideation.

Further Notes and Considerations:

- Privacy Concerns
 - Is there a way to give students more privacy/confidentiality around asking for and receiving help? Many students do not access help because of privacy concerns.
- Lack of Resources:
 - There are not enough resources to meet student behavioral health needs in schools.
 - There is inadequate access to behavioral health services in our rural communities.
- Stigma:

- Cultural and family stigma prevents students from accessing help. There is a need for more positive messaging around identifying the signs in yourself and others.
- Workforce shortages:
 - High turnover with community-based mental health providers. Having providers be district employees increases dependability and retention.
- System Funding:
 - [HB 1664 \(2022\)](#): Included significant state investments to increase the prototypical school funding formula for Physical, Social, & Emotional Support (PSES) staff (includes school counselors, psychologists, nurse, and social workers, among other positions)
 - Increases start this school year ('22-23) and continue to increase over the next two school years before leveling out at new funding levels.
- School-based Health Centers (SBHCs):
 - School based health centers are struggling with demand for BH needs but can be an effective way to offer private, affirming supports on school campus.
- Peer-led supports and student voice
 - Lots of student led groups validate student's feelings. This helps change the narrative around mental health and seeking help.
 - Many schools across the state have peer suicide prevention groups focused on encouraging students to identify signs of concerns in peers and connect peers they think are struggling with trusted adults that can intervene.
 - How can we engage our youth more? Will there be enough resources to help them? How can we make these resources more accessible?
 - Training for youth. Helping parents and students understand their rights. Understanding access points for families. Accessing our marginalized communities so that those youths are not missed.
 - Encouraging school boards to include student voice.
 - We are working on a student driven training course called HOPE Squad.
- Suicide prevention training for school staff
 - Healthy Youth Survey data re: who is most impacted/at risk.
 - Virtual and cohort training for adults around mental health awareness. Catch early warning signs to obtain further help.
 - Provide all staff with mental health training, Tier 1, and Tier 2. Funding needs to be increased so training can be provided to WA schools.
 - Training on identifying red flags.
- Supports for staff wellbeing.
 - What ways at the state level are we thinking about supporting adults who provide services to students in schools?
 - Addressing Secondary Traumatic stress
- Resources for parents and families
 - Training on youth/student rights
 - Resources/training to parents and families about treatment options
- HCA worked with OSPI to create resource for state-offered supports for students.
- If schools move toward implementing cell phone bans, how will this affect student access hotlines like 988?
- The Mental Health specialist model can be effective for providing support in school districts.

- They are district employees, so they have access to school database information for the students.
- Focused on Tier 3 but it spans all levels. Will need funding/would be more sustainable if it was part of school budget.
- District Example: Each high school has one mental health specialist on staff. This school year they were able to hire two additional mental health specialists who collaborate closely with school counselors. The program is funded through levy dollars, but expanded funding helped provide this additional staff.

Priority Topic #2: Education/Intervention Related to Access to Drugs and Firearms

Need: There is a need for more education in school communities around access to means, including Narcan/overdose resources and safe storage of medication and firearms.

Further Notes and Considerations:

- Youth Well Being Hotline in addition to 988.
- Youth should be engaged in co-design.

Priority Topic #3: Barriers to widespread implementation of restorative practices

Need: Research around community and belonging shows that restorative practices are ineffective if students do not feel a sense of community and belonging.

- What gets in the way of putting restorative practices in place?
- What can we do to overcome these barriers?
- So how do we cultivate those feelings of community and belonging?

Further Notes and Considerations:

- School Climate and Culture and Training:
 - Staff may be culturally unprepared for the shift necessary to implement these practices.
 - *Ongoing* coaching is necessary.
 - These efforts also need to be implemented to ensure sustainability when turnover occurs with staff.
 - School/district teams often mention vulnerability when they say what makes their professional learning communities effective. This vulnerability has a positive and powerful impact on restorative practices.
 - Adults may need expanded SEL skills and training which can be applied to this work.

Priority Topic #4: School Staff to receive training in HIB and threat assessment.

This relates to a recommendation from the 2022 Summit.

Need: General district staff is lacking training in Harassment, Intimidation, and Bullying (HIB) and Threat Assessment.

Further Notes and Considerations:

- Staff such as custodians, food service workers, and transportation staff see the kids when they are having crises and are often not included in these trainings.
- Fifteen minutes of safety training a week keeps staff and students fresh and thinking about safety.
- Increasing training for the entire school community would be beneficial to students at risk or who are experiencing HIB.

Barriers to widespread implementation of restorative practices

Need: Research around community and belonging shows that restorative practices are ineffective if students do not feel a sense of community and belonging.

What gets in the way of putting restorative practices in place?

What can we do to overcome these barriers?

So how do we cultivate those feelings of community and belonging?

Further Notes and Considerations:

- School Climate and Culture and Training:
 - Staff may be culturally unprepared for the shift necessary to implement these practices.
 - *Ongoing* coaching is necessary.
 - These efforts also need to be implemented to ensure sustainability when turnover occurs with staff.
 - School/district teams often mention vulnerability when they say what makes their professional learning communities effective. This vulnerability has a positive and powerful impact on restorative practices.
 - Adults may need expanded SEL skills and training which can be applied to this work.

Priority Topic #5: Inclusion for Students with Disabilities

Need: Data shows that students with disabilities experience elevated levels of bullying and discipline.

Further Notes and Considerations:

- There is misinformation circulating SPED funding and budget cuts. We need to clarify that this funding does not impact general education funds.
- Resource: Makeusvisible.org

Priority Topic #6: LGBTQIA+ Safety Supports

Need: Equity policies are not put into practice in schools leading to the use of slurs and increased HIB among students. LGBTQIA+ students who report HIB or stand up for themselves are often equally as disciplined as their aggressor which deters them from standing up for themselves and reporting. Data shows disproportionality within discipline data for LGBTQIA+ students.

Further Notes and Considerations:

- Understanding Safety for LGBTQIA+ Students:
 - There is a difference between an actual safe space and the promotion of one. Safe space stickers are great, but it does not create “actual” safety.
 - Best practices on the creation of a Gay and Straight Alliance (GSA) in schools can help identity safety needs or issues.
- HIB and Discriminatory Harassment:
 - Emphasize districts following through with HIB and discriminatory harassment procedures.
 - Identification of discriminatory harassment should be stressed.
 - This includes educating staff on correct procedures and processes for identifying HIB and discriminatory harassment and how to report it.
- School climate/inclusivity
 - Policy 3211/3210: school inclusivity. What does inclusivity look like around our schools? What is the climate when we walk into our school building?
 - Building trust with the adults in the schools. So that there is intentional inclusivity. Further having situational awareness. Do these adults present themselves as someone that students can trust and go to?
 - How do we build the culture around inclusivity?
 - Restorative Justice training for school staff
- Discipline:
 - Disciplinary action should be dependent on the student and situation.
 - When discipline is discussed, districts should explore alternatives to student removal such as restorative practices. Examples:
 - Learning opportunities (papers, research to help students understand the impact of their words and actions.)

2023-24 SS-SWAC MEETING SCHEDULE

These priority topics will be the main areas of focus for the 2023-24 advisory committee year as we move towards the creation of new recommendations at the 2024 summit and the 2024 Legislative Report.

- Meeting #1: October 10, 2022, from 8:00 am – 12:00 pm.
- Meeting #2: December 8, 2022, from 8:00 am – 12:00 pm.
- Meeting #3: February 23, 2023, from 8:00 am – 12:00 pm.
- Meeting #4/Annual School Safety Summit: May 11, 2023, from 8:00 am – 4:00 pm (tentative time).

CONCLUSION

The 2023 School Safety Summit culminated in creation of six (6) priority topics. The

recommendations were created based on utilization and review of:

- The 2023 legislative session.
- Summit mandate.
- Annual School Safety Summit history.
- The 2022–23 SS-SWAC meetings.
- Breakout sessions and discussion at the 2023 School Safety Summit.

These recommendations will be used to guide the work of the SS-SWAC for the 2023–24 meetings as we move toward the 2023 Annual School Safety Summit and the creation of recommendations for the 2024 SS-SWAC Legislative Report.

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