



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Reporting Public School Emergency Response Systems 2025

Authorizing Legislation: RCW 28A.320.126

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EXECUTIVE SUMMARY

State law ([RCW 28A.320.126](#)) requires the Office of Superintendent of Public Instruction (OSPI) to compile the information submitted by school districts and report to the legislature on the types of emergency response systems used by school districts.

Washington state schools demonstrate strong progress in meeting the requirements of Engrossed Substitute House Bill ([ESHB 5004](#)) (Alyssa's Law), which calls for the implementation of school safety and emergency response systems. During the reporting period, 291 local education agencies (LEAs)—including K-12 public school districts, state-tribal education compacts (STECs), and charter schools—submitted data to OSPI, representing 90.4% of all reporting entities statewide.

Of those reporting, 269 LEAs (92.4%) were found to be compliant with ESHB 5004. Compliance indicates that a district has implemented at least one qualifying emergency response system that is active and operational. These systems include panic or alert buttons connected to school or district staff and emergency responders; live video or audio feeds accessible to law enforcement and school officials; remote control access capabilities; interactive two-way communication systems; or other systems meeting the requirements of state building codes or local safe school plans (RCW 28A.320.125 (8)).

School districts reported through the Information and Condition of Schools (ICOS) system. Data collected show that Washington schools reported 18,235 active safety systems statewide, with 76.1% (13,884) accessible for emergency response.

The data indicates that the majority of Washington schools are equipped with multiple, layered safety systems, and that emergency-response accessibility is common across all system types. While the number of systems is substantial, ongoing efforts remain necessary to ensure that all systems are fully accessible for emergency response, supporting the goal of maximizing safety for students and staff statewide.

INTRODUCTION

Engrossed Substitute House Bill ([ESHB 5004](#)), commonly known as Alyssa's Law, was enacted to enhance school safety by ensuring that K–12 schools have reliable and immediate communication capabilities during emergencies. The legislation was developed in response to national school safety concerns and aims to reduce emergency response times, improve coordination with school and district personnel, and strengthen overall preparedness.

Under ESHB 5004, school districts are required to implement emergency response systems that support rapid notification and access, as well as report on the status of these systems. The following report summarizes the statewide data submitted through the Information and Condition of Schools (ICOS) system for the most recent reporting period.

Table 1: LEA Reporting and Compliance with ESHB 5004

Metric	Count	Percentage
Total LEAs in scope (K–12 Public School Districts, STECs, Charters) *	322	100%
LEAs that reported to OSPI	291	90.4%
Reporting LEAs compliant with ESHB 5004	269	92.4% of LEAs that reported to OSPI

Source: Data collected in the Information and Condition of Schools (ICOS) system

*Does not include ESDs acting as a school district nor state schools

Note: Compliance means having at least one active emergency response system meeting Alyssa's Law requirements.

Table 2: Emergency Response System Reporting

Safety System Type	Number of Installations	% of Total Systems
Visual Feed	2,950	16.2%
Two-Way Communications	2,543	13.9%
Access Control Infrastructure	2,332	12.8%
Lockdown Systems	2,298	12.6%
Emergency Response Access	2,134	11.7%
Notification Systems	1,789	9.8%
Fencing	1,789	9.1%
Panic Buttons	1,568	9.1%
Audio Feed	549	8.6%
Total Active Systems	18,235	100%

Safety System Type	Number of Installations	% of Total Systems
Emergency-Response Accessible Systems	13,884	76.1%

Source: Data collected in the Information and Condition of Schools (ICOS) system

Table 3: Safety Systems that are Accessible to Emergency Responders

Safety System Type	Emergency Response Accessible	District Access Only	% of Systems Emergency Response Accessible
Visual Feed	2,075	875	70.3%
Two-Way Communications	1,618	862	66.1%
Access Control Infrastructure	1,902	430	81.6%
Lockdown Systems	1,640	658	71.4%
Emergency Response Access (ERA)	2,037	*97	95.5%
Notification Systems	1,289	500	72.1%
Fencing	1,367	288	82.6%
Panic Buttons	1,274	288	81.3%
Audio Feed	318	231	57.9%
Other	301	116	72.2%

Source: Data collected in the Information and Condition of Schools (ICOS) system.

* Districts reported having an ERA system but noted that emergency responders did not have access.

CONCLUSION

Washington state schools have made significant investments in safety, with thousands of active systems—ranging from visual feeds and two-way communications to lockdown and emergency response systems—supporting secure learning environments. With a majority of systems accessible for rapid emergency response, schools are well-equipped to protect students and staff. These efforts demonstrate that Washington schools are safe, proactive, and committed to continuous improvement in maintaining secure spaces for learning.

Safety remains a priority for Washington state schools. Beyond installing emergency response systems, districts are investing in comprehensive safety planning, behavioral threat assessment work, mental and behavioral health supports, and proactive school climate initiatives.

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