

School Safety & Student Well-being Advisory Committee (SS-SWAC) January 13, 2026, Meeting Notes

Overview of the SS-SWAC

Purpose of the SS-SWAC

Under RCW [28A.300.635](#), the purpose of this committee is to advise:

- the Superintendent of Public Instruction
- the OSPI state School Safety Center
- the Regional Safety Centers
- School districts, and
- Public and private schools on all matters related to comprehensive school safety and student well-being.

The SS-SWAC shall:

- Make recommendations on policies and strategies to improve school safety and student well-being
- Identify emerging issues and best practices for consideration and implementation, particularly as these relate to the integration of student well-being and school safety.
- Establish priorities for training, funding, statewide data collection, and other forms of support for students, schools, and school districts.
- Engage the public on school safety & student well-being.
- Perform other duties as required by law.
- By November 15th every even year, submit a report to the appropriate committees of the legislature that summarizes activities over the last biennium.

SS-SWAC Priorities from 2024–25:

- Threats
- Community involvement
- Violence prevention
- Sustainable interventions



School Safety Data

Safety Planning Data Collections:

RCW 28A.300.645 requires OSPI to measure school districts' implementation of:

- Comprehensive school safety plans (CSSPs) (RCW 28A.320.125)
 - Next data collection Nov–Dec, 2025
- Threat assessment programs (RCW 28A.320.123)
 - Next data collection Nov–Dec 2026
- Emotional or behavioral distress plans (Also known as Social, Emotional, Behavioral, and Mental Health (SEBMH) plans) (RCW 28A.320.127)
 - Next data collection Nov–Dec 2027

OSPI is required to measure each of these once every 5 years, at a minimum.

Limitations:

- OSPI does not collect the actual plan documents from districts.
- OSPI does not receive data on incidents and interventions. For instance:
 - No data is reported on what threat assessments were performed.
 - No data is reported on emergency incidents.
 - No data is reported on SEBMH interventions.

Safety & Security Staff Data Collection

RCW 28A.320.1241 requires OSPI to collect data on Safety & Security Staff (SSS):

- Total number of SSS working in the district, including how many of them are (1) district employees, (2) private security, or (3) SROs.
- Number of complaints filed against these staff.
- The names of any private or law enforcement organizations providing staff to the district.
- Copies of contracts/agreements the district has with private or law enforcement organizations for provision of these staff.

RCW 28A.320.1241 also requires OSPI to collect data on incidents where SSS are involved with students. Three types of involvement incidents are collected:

1. An SSS uses force against a student.
2. An SSS is involved in a situation that results in a student receiving exclusionary discipline.
3. An SSS is involved in a situation that results in a student being arrested.

This data is recorded at the student level, so it can be linked to the student's demographic characteristics.

Limitations:

- Staffing data and involvement data are not collected at the employee level.
- The datasets can be linked at the district level, but certain actions with students cannot be linked to specific employees.
- Complaint counts cannot be linked back to individual employees.
- Staffing data cannot be linked to training data, collected at the ESDs.
- Complaint data is just counts of complaints that have been filed against SSS staff that year. No other details are collected.

Weapons Data Collection:

Both public AND private schools are required to report all known incidents involving the possession of a weapon to OSPI, as per RCW 28A.320.130.

Public school data is collected at the student-level, through OSPI's CEDARS:

- Public school weapons data can be connected to student demographics
- Public school weapons data can be connected to exclusionary discipline

Private school data is collected using an online application and is not student-level, only counts by weapon type.

Weapon types that are collected:

- Handgun
- Rifle or Shotgun
- Multiple Firearms
- Other Firearms
- Firearm and Other Weapon
- Knife or Dagger
- Other Weapon

Data on weapons in schools is provided yearly in a report to the legislature. The report shows statewide counts by weapon type. Each year, the report is made publicly available online.

Limitations:

- No contextual data about the circumstances of incidents. Essentially, incidents count with weapon type.

Harassment, Intimidation, and Bullying (HIB)

RCW 28A.600.477 requires school district to provide to OSPI:

- "A brief summary of its policies, procedures, programs, partnerships, vendors, and instructional and training materials prohibiting harassment, intimidation, and bullying..."
- "A link to the school district's website for further information."



This information is posted to the school safety center website.

Annually, district harassment, intimidation, and bullying (HIB) compliance officers must verify the information and notify the school safety center of any updates or changes.

Limitations:

- This data collection requirement does not cover HIB incidents or investigations.
- We **do** get some HIB incident data through the discipline data collection in CEDARS, but we only receive the data about the incident if the student receives exclusionary discipline as a result

Questions/Discussion:

- Are school districts required to participate in the surveys? What is the average participation rate?
 - It is a report you must submit. The average participation rate is pretty high, 97-100%.
- Could you explain why some of these limitations are in place, why can't we have access to certain things?
 - Two big reasons, we've been mandated and permission through law to do some of these collections. What we should measure and how. That limits us and there are a lot of demands on schools and districts and their time, so we try to be careful about how much we ask for. The second is resources; if we have a mandate to collect data but are not given enough resources, we are unable to go above and beyond what the law says we need to do.
- The HIB tracking was cleaned up last year to make it clear that it is student to student and if an adult is involved, it goes through HR channels.

Breakout Discussion

Prompts:

- What questions do you have about the current data being collected around safety in schools?
- As you think about potential recommendations from this group, what did you hear today that makes you think we have a gap in the current work?

No notes

School Threats

No notes

Breakout Discussion

- I have been advocating for schools that have cut most if not all of their school counselors. School districts are scrambling when we need key people in those schools to do the preventative piece as well. That's where the concerns are. There is the importance of bringing in the community as well as volunteering and maintaining a safe environment in those existing programs.
- We think there is a lot of information that schools are collecting that's not being sent to the district or state. Some of this information could be useful for preventative tools for students as they prepare to enter high school.
- We had several interesting topics. The first one was that we need to make sure that we stay aware and clear when we talk about the purpose of data. The purpose of student safety and well-being. This kicked off a conversation about balance and clarity. The RSW asks for a very specific thing and here is why and where it is used. Whenever there is an opportunity in resources to advocate for more training, the more faithfully all these supports can be implemented, and the more empowered staff and law enforcement can feel their support.
- A gap area is how and if information is shared between districts. We need to strengthen our partnerships between districts and law enforcement. Safety should be the most important thing.
- We talked about the teacher's experience in a disruptive classroom. We do de-escalation training for security, but not for teachers. Behavior issues normally start in the classroom before the security staff get there. Maybe there is an opportunity for some safety training for teachers.

Gangs in Schools Taskforce Updates

RCW.28A.300.490 – Creates the Task Force

- *A task force on gangs in schools is created to examine current adult and youth gang activities that are affecting school safety.*
- *The task force shall work under the guidance of the superintendent of public instruction school safety center, the school safety center advisory committee, and the Washington association of sheriffs and police chiefs.*
- *The task force shall be comprised of representatives, selected by the superintendent of public instruction, who possess expertise relevant to gang activity in schools. The task force shall outline methods for preventing new gangs, eliminating existing gangs, gathering intelligence, and sharing information about gang activities.*
- *Beginning December 1, 2007, the task force shall annually report its findings and recommendations to the education committees of the legislature*

Scope of our work:

- Focus on gangs impacting school safety and youth in the surrounding community.
- Operate under the guidance of the School Safety Center and the School Safety &

- Student Well-being Advisory Committee.
- Collaborate with relevant stakeholders to propose actionable recommendations

Public Comment

No public comment.

Closing Reminders

- Next meeting Tuesday, March 10 from 9–11:30 am on Zoom.
- Take the [meeting feedback survey](#).