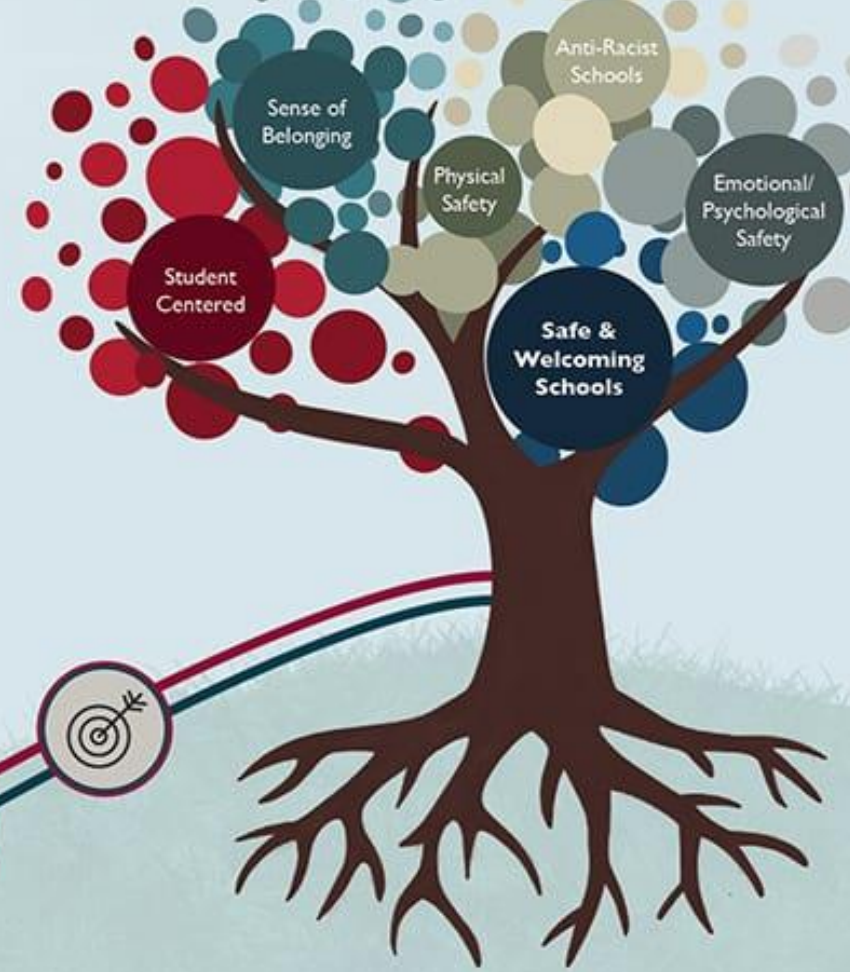


Safe and Welcoming Schools Design Committee

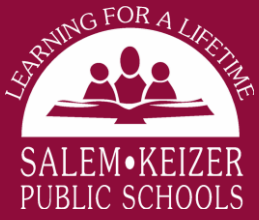
The Journey to Safe & Welcoming Schools



Purpose of the Safe and Welcoming Schools Committee (SWSC)

Continuing our commitment of safe and welcoming schools

- The reimagining school discipline initiative (2020) conveyed the importance of attending to safe and welcoming schools
- The committee will learn, monitor and understand important aspect of school safety that include physical and psychological safety, and sense of belonging. The SWSC will advise the board on various aspects of school safety.
- The committee will act as an additional structure for ensure transparent and collaborative work to support students.
- Commitment to expansive representation to include broad and diverse participation.



Preliminary Work: Safe and Welcoming Schools Design Committee (SWSDC)

- A design committee was assembled to develop the format, framework and composition of the Safe and Welcoming Schools Committee.
- The design committee began meeting in October and meets weekly, with the task of assembling and facilitating the SWSC.
- The design committee consists of district leaders who are knowledgeable about safety systems and SEL.

Guiding Questions

The following essential questions have guided the SWSDC work

- What does a school feel like when students have a sense of belonging?
- What do community staff and students want to know about safe and welcoming schools?
- What outcomes do we want for students, staff, family, and community?

Findings and Themes

The following themes emerged as important for the future consideration by the SWSC

- Voice (Student, Family and Staff)
- Care and Connection
- Sense of Belonging
- Physical and Psychological Safety Systems and Supports
- Racism and Discrimination
- Student Behavior

Timeline & Next Steps

SWDC and SWSC workflow:

February: Design Committee Completes Work

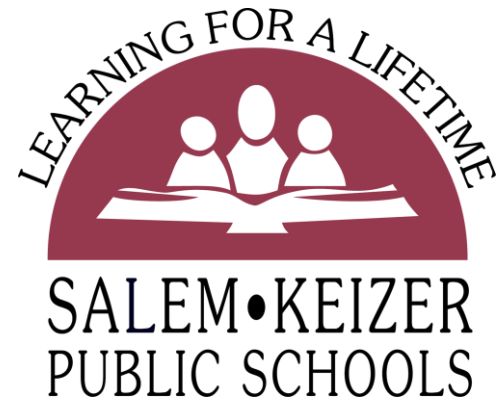
February/March: Initiative assembly of SWS Committee

March: Update to the board / SWS Committee Launches

June: SWS Committee provides update to the board.

“Every child deserves an education that guarantees the safety to learn in the comfort of one’s own skin.”

-- Dr. Dena Simmons



SKPS Safety Systems

Physical Safety

Physical Safety refers to the protection of all stakeholders, including families, caregivers, students, school staff, and the community, from violence, theft, and exposure to weapons and threats, to establish a secure learning environment. For students to learn, they need to feel safe.

(Source: National Center on Safe Supportive Learning Environments)

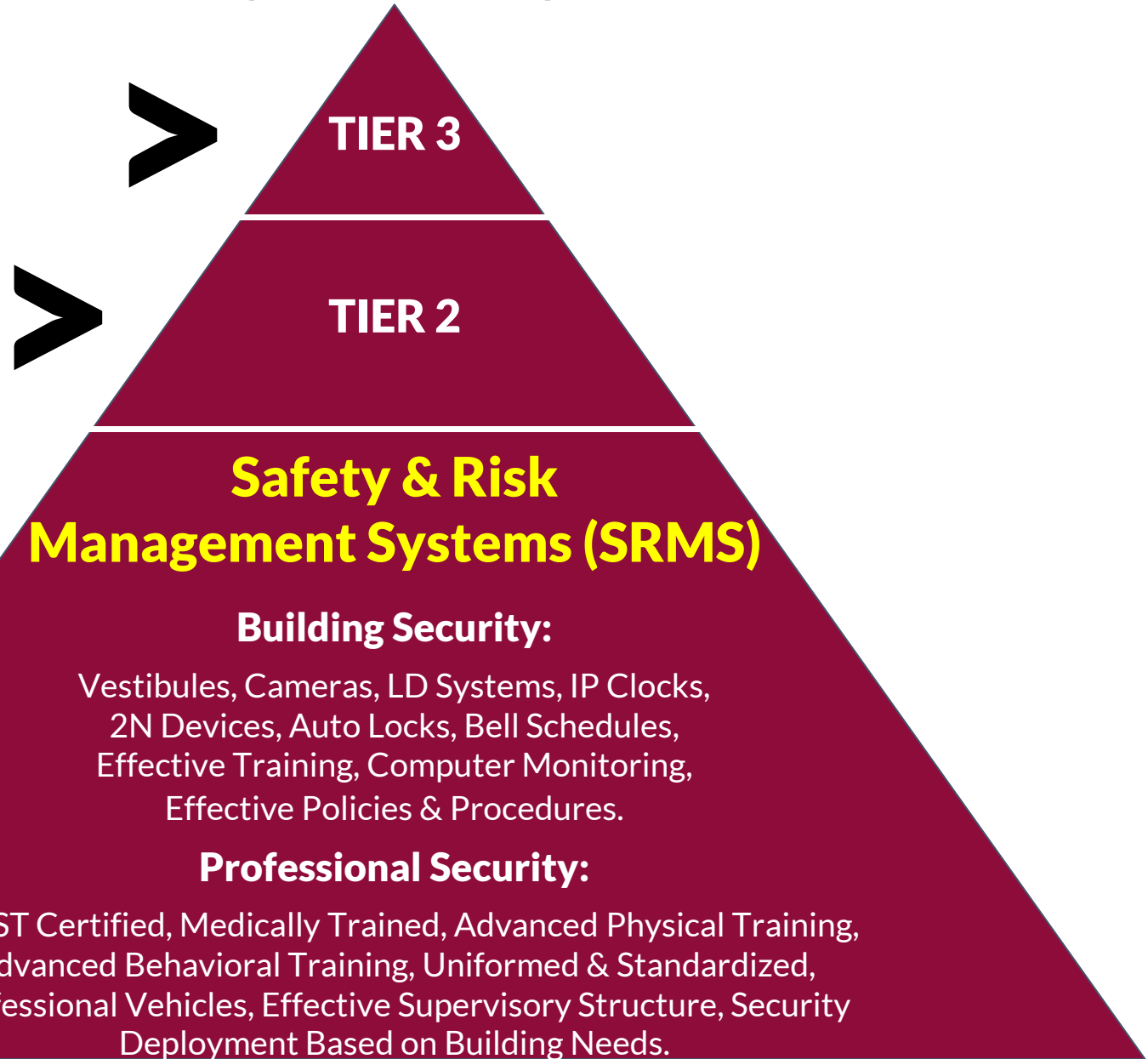
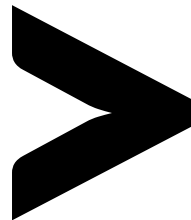
Psychological Safety

Psychological Safety is the belief that one will not be punished or humiliated for respectfully speaking up with ideas, questions, concerns, or mistakes, and that school is a safe place for interpersonal risk taking and growth (Edmondson, 2019).

Safety Support Response System

- Student Threat Assessment Team (STAT)
- Sexual Incident Response Committee (SIRC)
- Suicide Prevention Protocol (SPP)
- Fire-Setting Program
- Emergency/Crisis Response Coordination

TIER 1



Psychological Safety and Support Systems

- School Counselors
- School Social Workers
- School Psychologists
- Crisis Response Team
- Community Resource Specialists
- Community School Outreach Coordinators

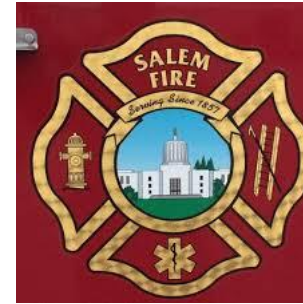
TIER 1



Community Agency Involvement

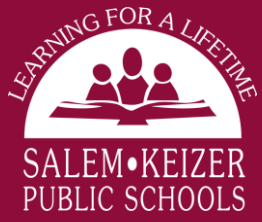


Willamette
EDUCATION SERVICE DISTRICT



Safety Systems and Frequency

SMRS Processes	2018-19		2019-20		2020-21		2021-22		2022-23	
	Level 1	Level 2	Level 1	Level 2	Level 1	Level 2	Level 1	Level 2	Level 1	Level 2
STAT	231	54	199	42	40	19	282	71	95	21
SIRC	125	153	84	50	21	25	100	71	33	19
Fire	13	n/a	18	n/a	4	n/a	21	n/a	5	n/a



Discipline Data: 5-Year Trends

	22-23	21-22	20-21	19-20	18-19
Suspensions	2,948	2,670	0	4,777	4165
Major Discipline	2,489	3,429	6	2,416	2,599
Expulsion	35	36	0	99	67