



Significant increases in academic outcomes for students furthest from educational justice are possible when trusting educator-student relationships exist—and, when social, cultural, emotional and behavioral needs are met by educators that share an unconditional belief in the potential of every student they serve.

When a student feels welcome and safe in school, they are more likely to attend school, stay in school and learn.

Welcoming & Safe Schools



Here's what we're doing to ensure that each student feels welcome and safe in Seattle Public Schools:

1

Supporting the whole child

We appreciate and serve the academic, social, emotional, and behavioral strengths and needs of each student, with an emphasis on promoting a strength-based and accurate narrative about African American boys and teens, by:

- Ensuring each student is on a pathway to academic excellence through challenging, comprehensive, and engaging curriculum in all content areas
- Using data to make decisions and design services to meet the needs of students
- Finding positive interventions and supports to help each student
- Partnering with families to establish positive interventions and supports for each student



2

Shifting adult beliefs and practices

We address implicit bias, foster the use of restorative practices and challenge systemic racism by providing our educators, administrators and district staff with:

- Professional development and training
- Direct support to racial equity teams in schools and the central office
- Job-embedded coaching and consultation



3

Interrupting disproportionate practices

We work with our educators, administrators and staff to disrupt racist systems and teach practices that support safe and welcoming school environments. We do this by:

- Analyzing racial inequities in discipline and access to services
- Shifting to preventive discipline and restorative practices and procedures
- Applying a racial equity lens to existing policies and practices



WORKING TOWARD OUR GOAL

Now, more than ever, we need to support our students beyond academics. Over the last four years we've seen behavior incidents decrease, thanks to targeted efforts to reduce suspensions and expulsions. Our continued focus on this work to keep kids in school, and to make sure those schools are welcoming and safe, includes these measures:

- **Launched the new African American Male Achievement department**, with an intentional focus on the academic, cultural, and social-emotional well-being of African American boys and teens
- **Incorporated professional development** to shift educator mindset through training on identifying and interrupting their implicit bias as a root cause for the over-identification of African American boys and teens as disciplinary issues, as well as shifting educator mindset by offering social, emotional, and behavior focused professional development in support of minimizing lost classroom time for students
- **Reduced out of school suspensions**, thanks to a moratorium on subjective disciplinary actions, like out-of-school suspensions, at the elementary level
- **Shifting to preventive discipline** and restorative practices and procedures to keep students in the classroom, and providing whole child supports to students through care coordination, school-based health clinics, and mental health supports
- **Provided support for students, families and staff** related to COVID-19

How we measure progress

- + Increased attendance
- Reduced suspensions
- + Improvements in student climate survey
- = Equitable access to school services for all students, including advanced learning and special education

