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 recognize the value of positive and strong educator-student relationships, where social, 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.

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, administration and staff to develop educational practices that support all students, while minimizing stress for Black and brown students in schools. We do this by:
     - Analyzing data to identify and interrupt discipline disparities
     - Designing and implementing school and classroom-wide 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 to support interrupting and changing classroom law for students
- Reduced out of school suspensions, thanks in large part to implementing new policies, like a school-wide, year-out-of-school suspension, at the elementary level
- Shifting to prevention and restorative practices and policies to keep students in the classroom, and providing whole-child supports to students through our 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 and supports, including increased hiring for special education

Learn more at seattleschools.org/seattleexcellence