

# 2022–23 School Safety and Student Well-Being Advisory Committee Meeting #3

February 23, 2023



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

## Vision

*All students prepared for post-secondary pathways, careers, and civic engagement.*

## Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

## Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of  
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# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of  
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# ***Tribal Land Acknowledgement***

OSPI building rests on the ancestral lands of the Squaxin Island Tribal peoples.

Today, we honor those native peoples who are tied to the land through history, legends, and culture. We acknowledge their descendants who live in the world today. We thank the caretakers of this land, who have lived here and continue to live here since time immemorial.

An acknowledgement is a simple, powerful way to show respect, and a step toward correcting the stories and practices that erase Indigenous people's history and culture. It also honors the truth.





Welcome!

# Housekeeping

For organization and attendance, please change your name in Zoom:

Members and Participants: **Organization – First and Last Name**  
(example: OSPI – Kerry Bloomquist)

Observers: **Observer – First and Last Name** (example: Observer – Kerry Bloomquist)



How to change your name in Zoom:

Click on the “Participants” button at the top of the Zoom window

Hover your mouse over your name in the “Participants” list on the right side of the Zoom window. Click on “Rename”

Enter the name you’d like to appear in the Zoom meeting and click on “OK”

# Members

Organization	Name
Archdiocese of Seattle	Sandra Barton Smith
Archdiocese of Western Washington	Terri Fewel
Association of Educational Service Districts (AESD)	Kevin Chase/Andrew Eyres
Association of Washington School Principals (AWSP)	Kamrica Ary-Turner
Attorney General's Office (AGO)	Montserrat Jauregui
Bethel School District	Val
Chief Deputy State Fire Marshal (DSFM)	Devin McCosh
Clear Risk Solution	Aaron Sheneman
Community Representative/ Parent	Jeannette Siemers
Community Representative/ Parent	Marsha McDowell
Community Representative/ Parent	Pamela Savagaonkar
Community Representative/ Parent	Vanessa M Adams
Criminal Justice Training Commission (CJTC)	Bob Graham
DCYF Department of Children Youth and Families	TBD
Department of Health (DOH)	Kim Sanchez
Diocese of Spokane	Kathy Hicks
Dispute Resolution Center of North Thurston	Jody Suhrbier



# Members

Organization	Name
Eastmont School District	Briseldy
Eastmont School District	Cindy
Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)	Yordanos Gebreamlak
Evergreen Public Schools	Kai
Forefront Suicide Prevention	Larry Wright
Health Care Authority (HCA)	Enos Mbajah
Kent School District	Nevada
Lake Washington School District	Viraj
Mead School District	Jared Hoadley
Native Education/North Thurston School District.	Jerad Koepp
North Thurston School District	Elizabeth Robinson
Olympia School District	Lucy
School District Representative/ Central Valley School District	Mike Syron
School District Representative/ Curlew School District	Brian Freeman

# Members

Organization	Name
School District Representative/ Kettle Falls School District	Michael Olsen
Seattle Public Schools	Japhia
Seattle Public Schools (SPS)	Benjamin Coulter
Snohomish School District	Hiro
State Board of Education (SBE)	TBD
Tacoma Public Schools	Hitender
University of Washington	Lily
UW SMART Center	Cathy Corbin
Washington Association of Sheriffs & Police Chiefs (WASPC)	Aaron "Woody" Wuitschick
Washington Education Association (WEA)	Sandy Hunt
Washington Federation of Independent Schools (WFIS)	Mike Patello
Washington Interscholastic Athletic Association (WIAA)	Justin Kesterson
Washington School Safety Organization (WSSO)	Katie Gillespie
Washington Schools Risk Management Pool (WSRMP)	Amber Garriott
Washington State Commission on Asian Pacific American Affairs (CAPAA)	Isa Whalen



# Members

Organization	Name
Washington State Commission on Hispanic Affairs (CHA)	Cynthia Tamayo
Washington State Emergency Management (EMD)	Joel Haarstad
Washington State Fusion Center (WSFC)	Brian George
Washington State PTA	April Schentrup
Washington State School Director's Association (WSSDA)	Abigail Westbrook
OSPI Special Education	Cassie Martin
OSPI School Climate	Doua Kha
OSPI Equity and Civil Rights	Kristin Hennessey
OSPI High Performance Schools	Morgan Powell
OSPI Social Emotional Learning (SEL)	Tammy Bolen



# OSPI Members and Representatives

<b>Program</b>	<b>Name</b>
School Safety and Student Well-Being	Ella DeVerse
School Health and Student Safety	Lee Collyer
School Safety and Student Well-Being	Ross Boylan
School Safety and Student Well-Being	Kerry Bloomquist
School Safety and Student Well-Being	Christian Stark
School Safety and Student Well-Being	Nikki York
School Safety and Student Well-Being	Athena Ruggiero



# Agenda

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9:10-9:25 Legislative and OSPI Updates

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9:25-9:45 CAPAA 101

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9:45-10:05 CHA 101

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10:05-10:15 Break

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10:15-10:45 RE-engagement and Restorative Practices

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10:45-11:15 Restraint and Isolation

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11:15-11:20 Stretch Break

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11:20-11:40 SS-SWAC-YAC

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11:40-11:55 Summit Preparation

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11:55-12:00 Public Comment

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# OSPI and Legislative Updates

# OSPI Staff Updates

Welcome, Athena!

Open positions:

- Assistant Director, Restorative Practices and Discipline
- Program Supervisor, School Safety Center



# Still Active

HB 1069 – Mental Health Counselor Compact

HB 1134 – 988 System

HB 1207 – HIB and Emergency Removal

HB 1394 – Sexual Offenses by Youth

HB 1439 – Social Worker Licensing Requirements

HB 1479/SB 5559 – Restraint and Isolation

HB 1724 – Streamlining behavioral health licensing requirements

SB 5019 – Classified staff providing student and staff safety

SB 5647 – School safety - Substitutes and Temporary Staff

SB 5710 – Grants for telehealth services in rural districts

# No Longer Active

HB 1069 – Mental Health Counselor Compact

HB 1071 - School Resource Officers

HB 1675 – School Safety Dashboard

SB 5219 – Counseling Compact

SB 5422 – Behavioral health/schools

SB 5543 – Sexual Offenses by Youth

SB 5559 – Restraint and Isolation

SB 5678 – Firearms Safety K-12





# CAPAA 101



# Washington State Commission on Asian Pacific American Affairs

Presentation to the OSPI School Safety and Student Well-Being Advisory Committee  
2-23-23

Toshiko Hasegawa, Executive Director



# Agency Overview

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**Established:** 1974

**Renamed:** 1995

**Structure:** Three staff & 12 Commissioners, 3 3-year terms (9 years)

**Allocation:** CAPAA's FY 2023 appropriation is \$537k

**Mission:** To improve the well-being of Asian, Native Hawaiian & Pacific Islander Washingtonians by ensuring their access to participation in the fields of government, business, education, and other areas.

**Authority:** CAPAA's statutory authority is established in RCW 43.117.010. Implementing regulations are contained in WAC 34-02.

**Powers & Duties:** The Commission examines and defines issues pertaining to the rights and needs of Asian, Native Hawaiian & Pacific Islanders and makes recommendations to the governor, state legislature, and state agencies with respect to desirable changes in program and law.



# Strategic Plan

2023-2026



# 2023-2026 Strategic Plan

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# Priority Issue Areas

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**Civil Rights & Immigration: Examine and define issues of systematic or widespread discrimination, bias, disadvantage or harm against Asian, Native Hawaiian & Pacific Islander peoples, including immigrants and refugees, and proactively work with institutional actors and communities to undo oppression and advance equity.**

**Economic Development: Support Asian, Native Hawaiian & Pacific Islander businesses and workers with the knowledge, tools, and resources, and changes to state law and policy necessary to be successful.**

**Education: Minimize barriers and close the educational opportunity gaps impacting Asian, Native Hawaiian & Pacific Islanders students, families & educators in early learning, K-12 and higher education.**

**Health & Human Services: Advance policies and conditions to promote the physical, mental, emotional and spiritual wellness of Asian, Native Hawaiian & Pacific Islander communities.**

# Access to Democracy



ANHPI Lobby Day

COFA Lobby Day

Vietnamese Lobby Day

Lunar New Year

Southeast Asian New Year

POC Legislative Summit

Ethnic Commissions Reception

POC Elected Officials Reception

Day of Remembrance

Heritage Proclamations

- Filipino Heritage Month
- Samoa Cultural Week
- Interest from Chinese, Tongan, South Asian Communities

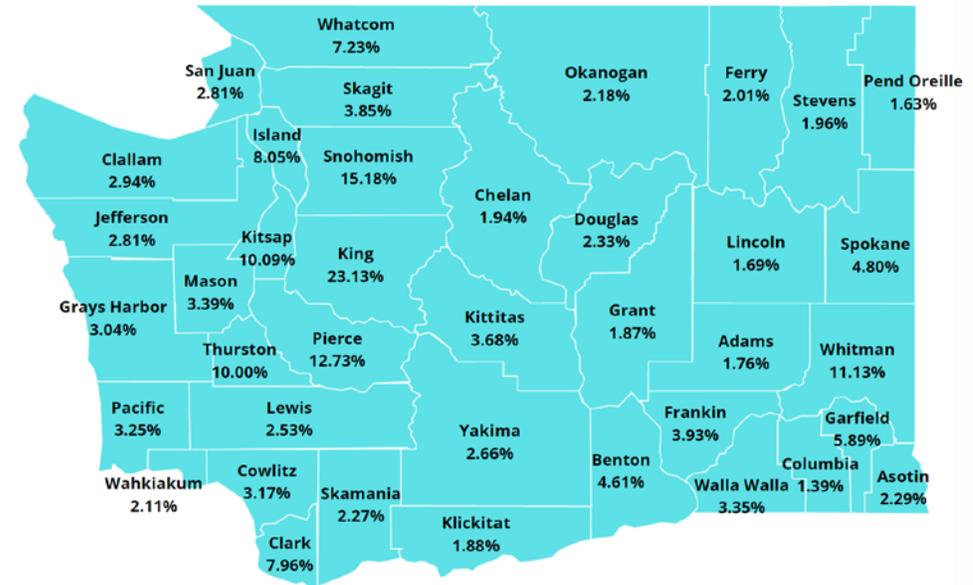
ANHPI Heritage Month

# State Committees, Workgroups, Taskforces:

1. Digital Equity Forum
2. Pandemic After Action Review Task Force
3. Sexually Transmitted Infections Work Group
4. Physical Activity Task Force
5. Washington Recovery Work Group
6. Family Engagement Framework Work Group
7. Social Emotional Learning Advisory Committee
8. Ethnic Studies Curriculum Advisory Committee
9. AAPI English Learner Data Disaggregation Grant
10. COFA Healthcare Advisory Committee
11. COFA Dental Care
12. Early Learning Advisory Council
13. Educational Opportunity Gap Oversight and Accountability Committee
14. Governor's Interagency Council on Health Disparities
15. Action Alliance for Suicide Prevention
16. Washington State Creative Economy Strategic Plan Work Group
17. OSPI School Safety and Student Well-Being Advisory Committee
18. Technical Advisory Committee on Congenital Cytomegalovirus (cCMV)



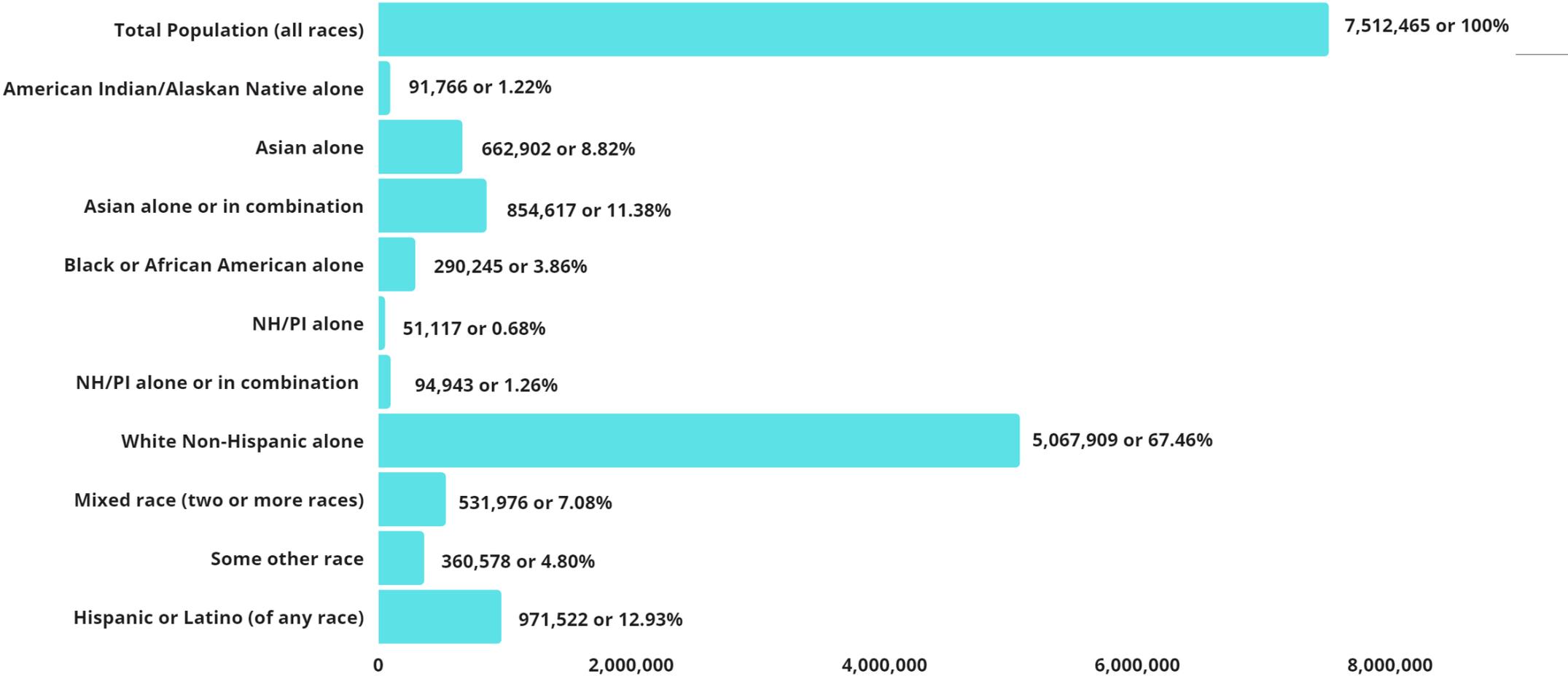
**ASIAN, NATIVE HAWAIIAN, AND PACIFIC ISLANDER POPULATION IN WASHINGTON COUNTIES  
 (PERCENT OF TOTAL COUNTY POPULATION)**



U.S. CENSUS BUREAU AMERICAN COMMUNITY SURVEY 2020, 5-YEAR ESTIMATES  
 ASIAN, NATIVE HAWAIIAN, AND PACIFIC ISLANDER ETHNIC GROUPS ALONE OR IN COMBINATION

2020 Demography Report (based upon 2020 Census & 2020 ACS data)

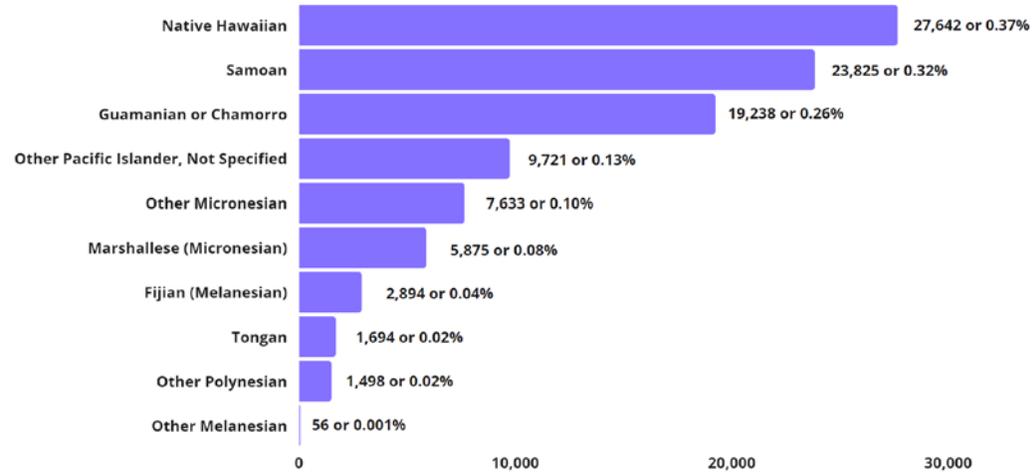
### 2020 WASHINGTON STATE POPULATION BY RACE



U.S. CENSUS BUREAU AMERICAN COMMUNITY SURVEY 2020, 5-YEAR ESTIMATES

PART I: ASIAN, NATIVE HAWAIIAN, AND PACIFIC ISLANDER COMMUNITY DEMOGRAPHY (2020)

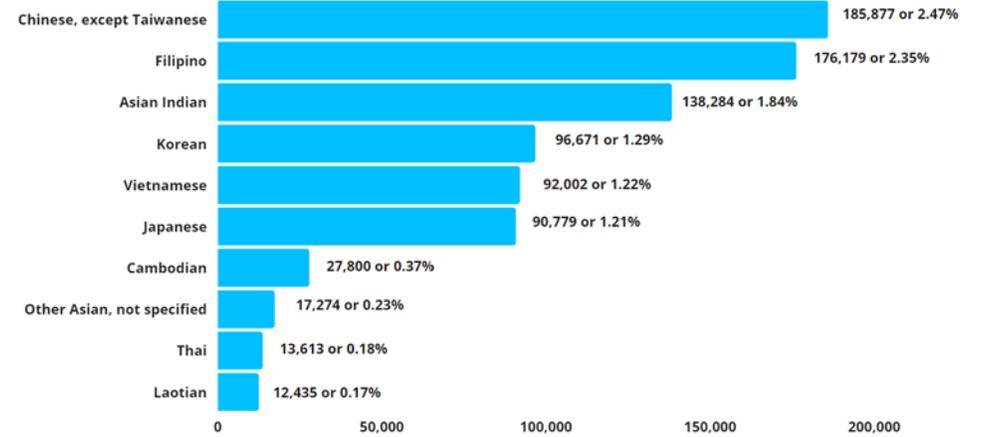
TOP NATIVE HAWAIIAN AND PACIFIC ISLANDER ETHNIC GROUPS IN WASHINGTON  
(PERCENT OF TOTAL WASHINGTON STATE POPULATION)



U.S. CENSUS BUREAU AMERICAN COMMUNITY SURVEY 2020, 5-YEAR ESTIMATES  
NATIVE HAWAIIAN AND PACIFIC ISLANDER ETHNIC GROUPS ALONE OR IN COMBINATION

PART I: ASIAN, NATIVE HAWAIIAN, AND PACIFIC ISLANDER COMMUNITY DEMOGRAPHY (2020)

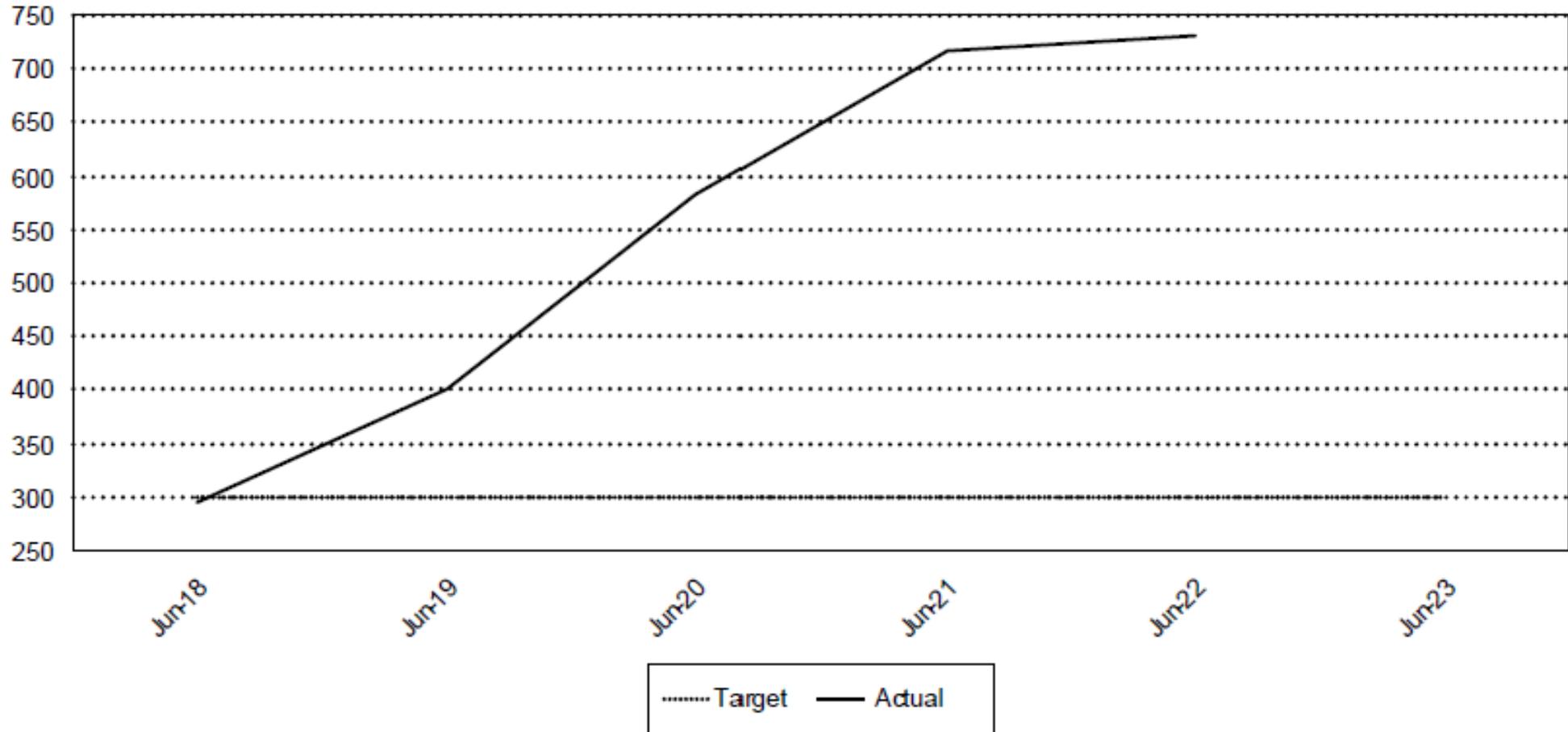
TOP ASIAN ETHNIC GROUPS IN WASHINGTON  
(PERCENT OF TOTAL WASHINGTON STATE POPULATION)



U.S. CENSUS BUREAU AMERICAN COMMUNITY SURVEY 2020, 5-YEAR ESTIMATES  
ASIAN ETHNIC GROUPS ALONE OR IN COMBINATION

# Performance Measures

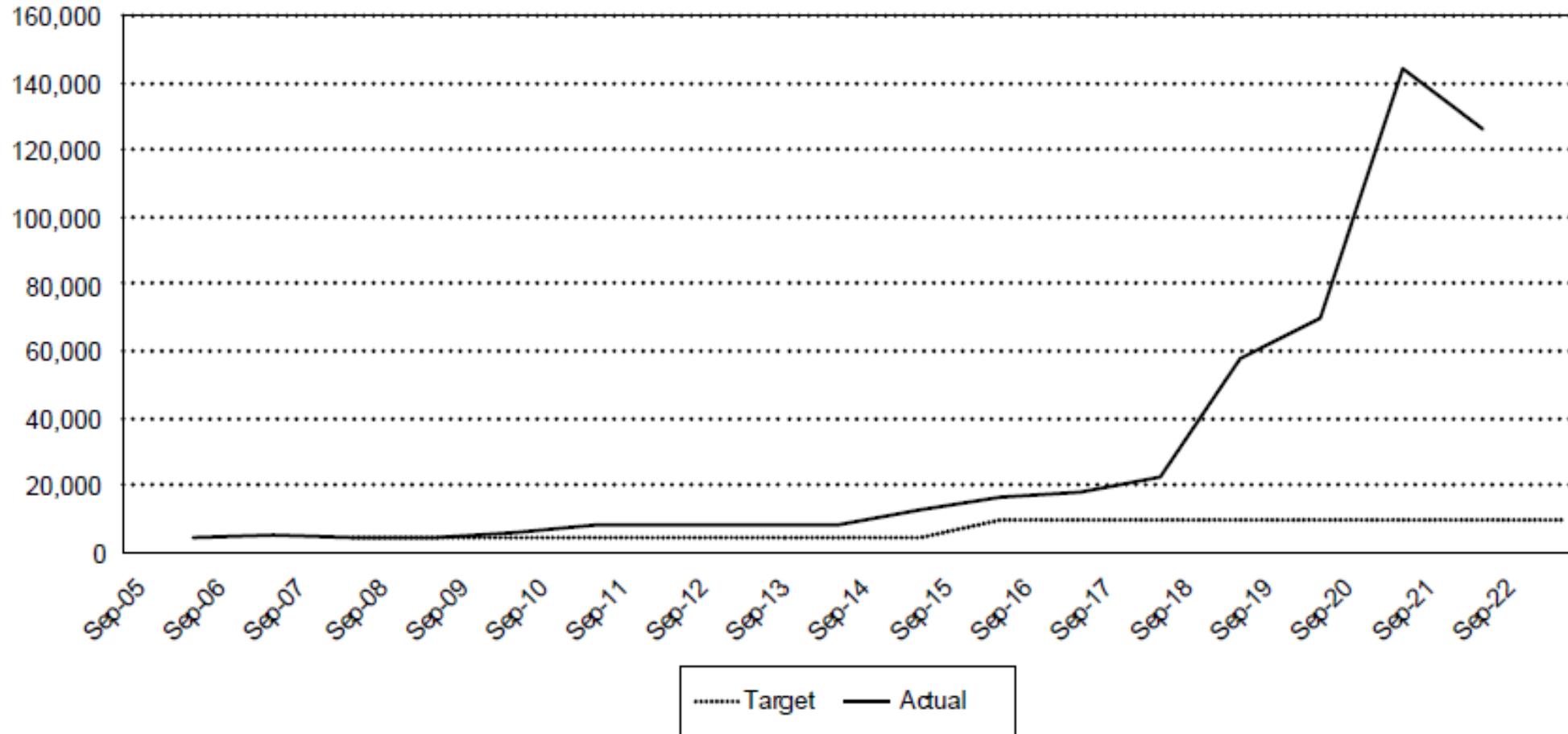
Number 002867 - Meetings attended to identify issues/advise policymakers on rights/needs of Asian Pacific Americans



# Performance measures

Number

000495 - The Number of distinct recipients educational materials were delivered to





# Bystander Resources

In light of the [increased incidence of hateful acts against AAPIs](#) during the COVID-19 emergency, it's important to know what to do if you see something wrong. To address this issue, [Asian Americans Advancing Justice](#) and [Hollaback!](#) are hosting bystander intervention training sessions to equip people with the tools and knowledge they need to intervene in incidents of harassment. To register for a training session, visit their page on [Bystander Intervention Virtual Trainings](#).

**THE 5 Ds OF BYSTANDER INTERVENTION**  
**DISTRACT**

Take an indirect approach to de-escalate the situation.

**SAY:**  
Excuse me, do you know what the next stop is?

Start a conversation with the target or find another way to draw attention away from them. Ask them for directions or the time, or drop something.

**THE 5 Ds OF BYSTANDER INTERVENTION**  
**DELEGATE**

Get help from someone else.

**SAY:**  
Excuse me! This person is being harassed. Can you help?

Find someone in a position of authority—like a bus driver, flight attendant, security guard, teacher, or store manager—and ask them for help. Check in with the person being harassed. You can ask them if they want you to call the police.

**THE 5 Ds OF BYSTANDER INTERVENTION**  
**DOCUMENT**

It can be helpful for the target to have a video of the incident. Laws about recording in public vary, so check local laws first.

**TIPS FOR DOCUMENTING PUBLIC HARASSMENT**

- Keep a safe distance.
- Film street signs or other landmarks that help identify the location.
- Say the day and time.

Only document the situation if it's safe.

**ALWAYS** ask the person targeted what they want to do with the footage. **NEVER** post it online or use it without their permission.

Keep your attention on the person being harassed—make sure anything you do is focused on supporting them.



**Washington State Commission  
on Asian Pacific American Affairs**

*Improving the lives of Asian Pacific Americans in Washington State*

# School Safety and Student Well Being Advisory Committee

Isa Whalen



Washington State Commission  
on Asian Pacific American Affairs



# Pepeha (Māori, Introduction)

- Born in San Diego, California
- From Umatac, Guam
- Raised by the CHamoru culture
- University of Washington, Seattle
  - B.A Anthropology
  - Minor: Oceania and Pacific Islander Studies
  - Minor: Diversity
- University of Massachusetts, Boston
  - M.S Critical Ethnic and Community Studies
  - Focus: AANHPI, Public Policy
- CAPAA Appointed Representative to OSPI SS-SWAC.



## *Minito* (Chamorro, Purpose)

**Task:** Present AANHPI concerns on School Safety and Student Wellbeing to the Office of Superintendent of Public Instruction and the WA Commission on Asian Pacific American Affairs.

**Mission:** In addition to quantitative data collection, Engage the students themselves.

**Belief:** AANHPI students must be “at the table” for conversations centered around their lives.

**Personal Goal:** Be a bridge between community and SS-SWAC to ensure AANHPI student voices are acknowledged.

**Structure:** *Talanoa*, Fijian methodology to hold a conversation in an inclusive, receptive space, with 9-12 and undergraduate AANHPI students.

*Talanoa* (Fijian, “talk story”)

***When you think of “School Safety and Student Well Being” what initially comes to mind?***

- Fear of gun violence on campus and hate crimes.
  - Assumption that campus police benefits student wellbeing.
- Lack of counselors to address post-covid effects on student mental health and wellbeing: depression, burnout, loneliness.
- Significant underreporting of K-12 AANHPI male students of race-biased bullying.

***What practices/opportunities/spaces do you see currently working or benefitting SS-SWAC?***

- Mentorship and guidance from teachers and professors. Having knowledge, training, or resources similar to a counselor or therapist, but also engaging with students' lived experiences, cultures, religions, etc.
- Physical, informal spaces for students to gather to create communities.
- Ethnic studies curricula resource hubs for Asian American Studies teachers.
  - Need for Oceania & Pacific Islander Studies (OPIS)

## ***What work needs to be done? What do you want to call attention to?***

- Hire and increase capacity for counselors on campus.
- Having designated spaces for diverse racial/ethnic student organizations, made available after school hours.
  - Moving away from “office of minority affairs” or “AAPI room” that create community tension, invisibility and monoliths.
- Resources are abundant in urban communities, need to increase accessibility for rural communities.
- Changing the narrative: storytelling, ethnic studies, and heritage celebratory months.

## ***What are possible solutions to expand SS-SWAC for AANHPIs?***

- Disaggregated data to empower NHPs.
- Professional development: grant writing, civic engagement.
- Retainment: Affordable housing on campus, flexible coursework for demanding lives, and listen to the students' interests and desires!
- Parent advocacy: attend school board and committee meetings to advocate on behalf of your students.
- Intentionality with terms and guidelines. "AANHPI and AAPI" has the tendency to be East Asian prominent, excluding NHPs and South Asians.

## Kaiaulu (Hawaiian, Community) Ask

*MakeUsVisible* : Legislation for Asian American Studies in K-12 schools.

12 active state chapters. Long term preventative measures of Anti-Asian violence, exacerbated by pandemic, through education. Students want the understanding and feeling of belonging: to be seen, to be heard, to be valued.

- a) Community Interest Form <https://forms.gle/s17pFUaQ2kyN1VeW9>
- b) Student Interest Form <https://forms.gle/aCjD4yg1NgNspEgg8>
- c) Launch event on March 4th at the Wing Luke Museum.

[I.Whalen001@umb.edu](mailto:I.Whalen001@umb.edu)

**Si Yu'us Må'åse'**  
**Thank You**

*C-zu-oohs-Muh-ah-sea*



# Commission on Hispanic Affairs



**CHA**  
WA COMMISSION ON  
HISPANIC AFFAIRS





# History and Staff

## History:

- Created in 1971
- Chicano and Mexican leaders lobbied Governor Evans
- The name changed in the 80s to reflect the growing populations of Latin Americans in the State

## Staff:

- 3

## Commissioners:

- 11

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## Mission & Statute

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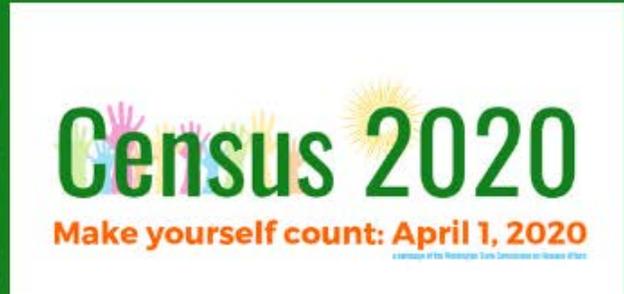
- Identify and define issues concerning the rights and needs of Washington State's Hispanic/Latine community;
- Advise the Governor and State agencies on the development of relevant policies, plans and programs that affect Hispanic/Latine community;
- Advise the legislature on issues of concern to the State's Hispanic/Latine Community;
- Establish relationships with State agencies, local governments, and members of the private sector;





- 13.7 % - largest minoritized community
  - 1.08M
- 24.65% Student Population or 1 of 4 students in the K-12 system.
- Highest density of Latine/Hispanic population counties in the state:
  - Yakima 51%
  - Adams 65%
  - Grant 43%
  - Douglas 33%
  - Franklin 54%

## Population



## Highlights

- Census 2020
- Career Connect Washington
- Miller Park
- Equity Office
- Gang Intervention
- Financial Literacy
- Civic Engagement
- State workgroups



# Strategic Priorities

- Redistricting and Census 2030
- Agency Rename and Rebrand
- Agency Alignment with Executive Strategic Priorities

# Decision Package Requests

- Agency DPs
  - ✓ Regional Outreach Team
  - ✓ Agency Rename

Research

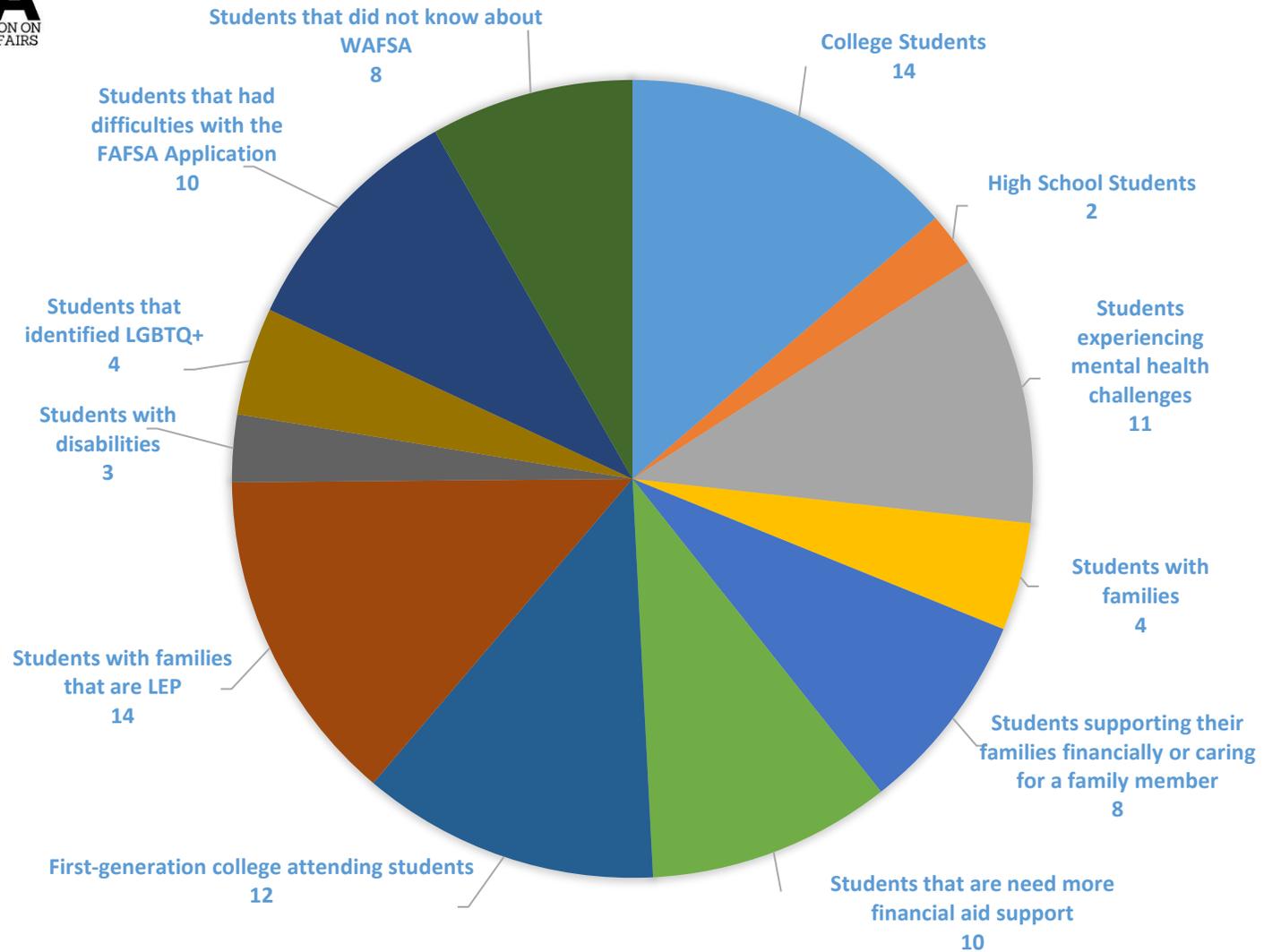
## Hispanic/Latinx Student Listening Session



A partnership between the Washington  
Student Achievement Council & The  
Commission on Hispanic Affairs



### TOTAL NUMBER OF STUDENTS THAT PARTICIPATED: 29



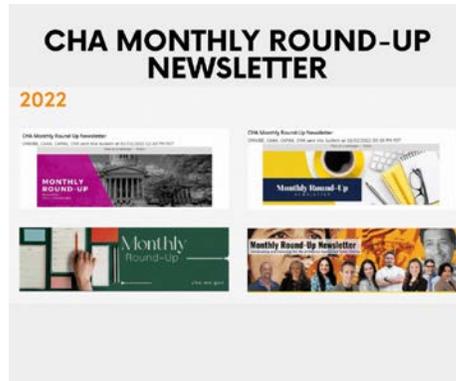
Why school safety and student wellbeing is important to your community.

Important for students to feel safe while getting an education:

- Hispanic/Latine/a/x teachers
- Support and resources especially in Spanish
- Support system! : **20<sup>th</sup> Annual Latinx Youth Summit**
- School providing increase funding for school counselors, psychologists, and other mental health services



# Thank You



## Contact:

Cynthia Tamayo

**Phone:** 360.742.4015

**Email:** [Cynthia.Tamayo@cha.wa.gov](mailto:Cynthia.Tamayo@cha.wa.gov)

Nancy Rocha Aguilar

**Phone:** 360.515.6101

**Email:** [Nancy.rochaaguilar@cha.wa.gov](mailto:Nancy.rochaaguilar@cha.wa.gov)



@somoscha



@hispaniccha



@Washington State  
Commission on  
Hispanic Affairs



Break – 10 Minutes

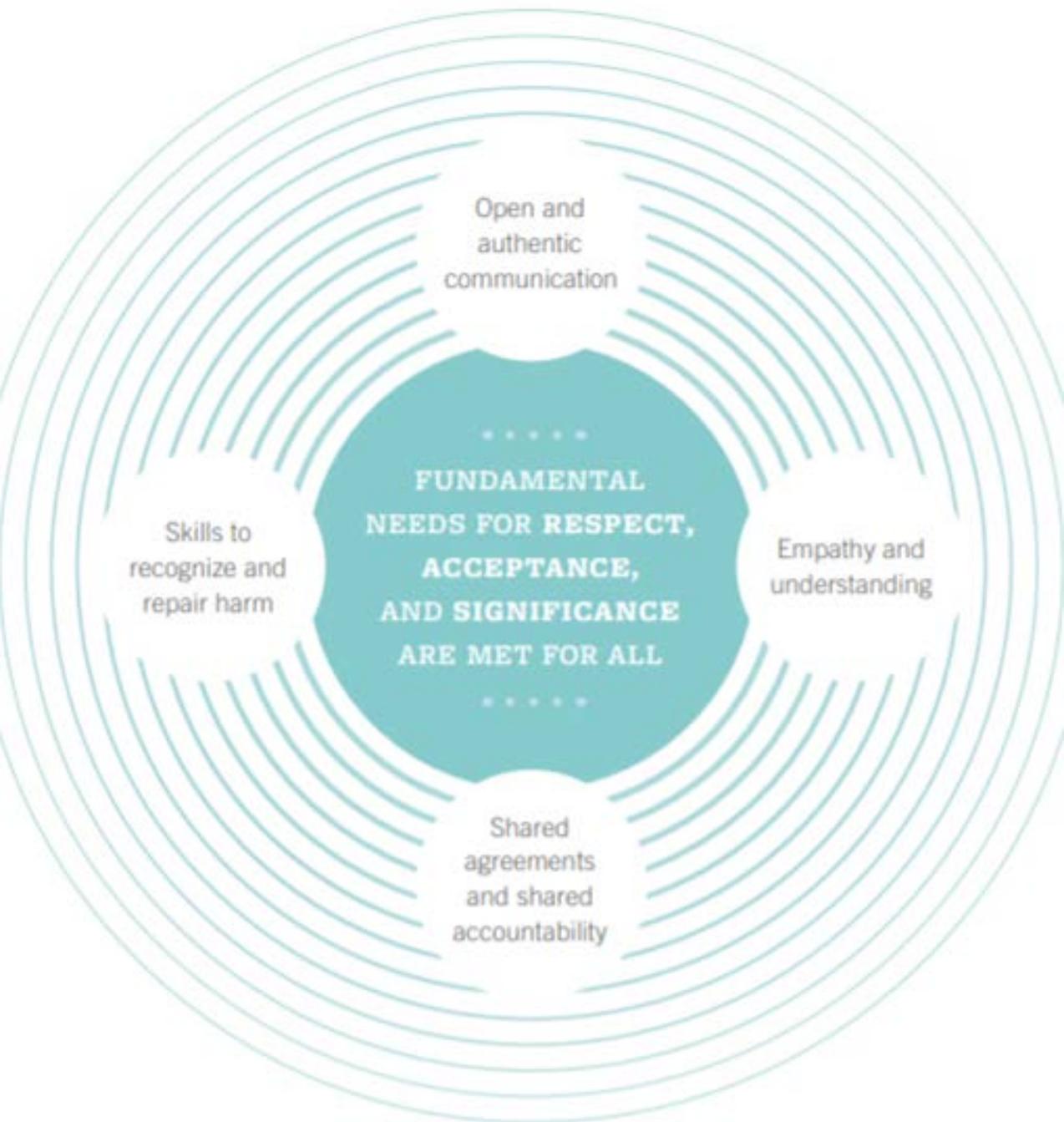


# Re-engagement and Restorative Practices

# Restorative & Re-Engagement Strategies

**Kamrica Ary-Turner**  
**AWSP Associate Director, PSESD 121 & NWESD 189**





# Restorative Practices

- Building relationships
- Community Agreements
- Strives to be respectful to all
- Provides the opportunity for equitable dialogue and decision making
- Involves relevant participants/community
- Addresses harms, needs, obligations
- Encourages all to take responsibility

# Shift in Mindset

	<b>PUNITIVE</b>	<b>RESTORATIVE</b>
<b>MISBEHAVIOR IS DEFINED AS</b>	Breaking school rules, disobeying authority	Harm done to one person/group by another
<b>PROCESS RELIES ON</b>	Authority figure establishing what rules are broken, and who's to blame	Everyone working to problem solve, build relationships and achieve a mutually-desired outcome
<b>ACCOUNTABILITY DEFINED AS</b>	Receiving punishment	Understanding the impact of actions, taking responsibility for choices, suggesting ways to repair harm and restore community
<b>GOAL OF THE RESPONSE</b>	Pain or unpleasantness to deter/prevent	Meaningful restitution to reconcile and acknowledge responsibility for choices
<b>EFFECTS OF THE RESPONSE</b>	Short term—behaviors often stop in the moment but return once the punishment is over	Long term—students learn critical social and emotional skills that serve them in college, career, and life

Restorative Justice Mindset	Non Restorative Justice Mindset
Intentionally builds relationships and trust within a community	Assumes relationships and trust automatically exist in a community
Values and welcomes multiple perspectives	Sides with a perspective that aligns with their own values, beliefs, or truths
Acknowledges that healing is crucial to restoration and that it is a process	Does not acknowledge healing
When harm is caused, the harm-doer is asked to take an active role in repairing the harm	When harm is caused, the harm-doer is punished
Interpersonal conflicts are resolved by dialogue that gets at the root of the conflict and best ways to move forward. It includes all parties involved.	Interpersonal conflicts do not need to be resolved; they "disappear", or are resolved with unhealthy mechanisms (i.e. violence, screaming, etc.)
Asks that individuals are vulnerable	
When harm is caused, acknowledges that those effected often need support and healing opportunities	
Believes that ownership of a conversation or process should be collective	

Key Restorative Language				
Fix	Harm	Space	Accountability	Moving forward
Heal	Harm do-er	Process	Reflection	Rebuild
Restore	Behavior	Time	Safe Space	Ownership
Repair	Community	Relationships	Perspective	Collaboration

## *Tier 1*

ALL  
STUDENTS



### RESTORATIVE SCHOOL CLIMATE

A restorative school climate focuses on building a strong sense of community and positive relationships among all stakeholders. In a restorative environment, all community members feel safe and welcome, and adults support students in developing social and emotional skills.

#### **Practices that support Tier 1:**

Restorative Mindsets  
Restorative Language  
Talking Circles  
Restorative Conversations

## *Tier 2*

SOME  
STUDENTS



### RESTORATIVE DISCIPLINE

After harm or conflict, restorative responses address the root cause of the problem, promote healing, and ensure that students are held accountable and take ownership over the process of repairing harm.

#### **Practices that support Tier 2:**

Restorative Conversations  
Peer Conference/Peer Mediation  
Peace Circles  
Skill-Building Alternatives to Suspension

## *Tier 3*

FEW  
STUDENTS



### RE-ENTRY AND RESTORATIVE HEALING

In the most serious incidents of harm or conflict, restorative practices ensure that students who have been removed from the classroom/school are welcomed back to the community. When needed, intensive one-on-one interventions promote healing.

#### **Practices that support Tier 3:**

Re-entry Procedures  
Restorative Conferencing

# Re-Engagement Strategies



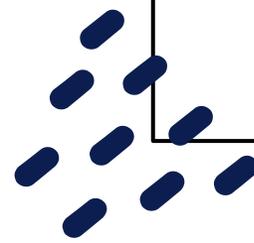
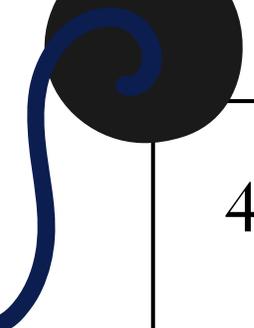
# 4 R's...

**Reflecting**

**Reminding**

**Redirecting**

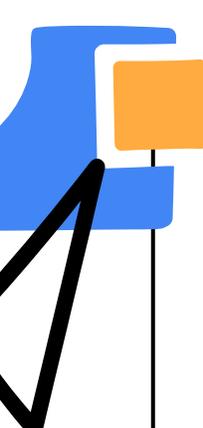
**Reinforcing**



# Offender Reflection

- What choice did I make?
- How did my choice impact others?
- Is there a better way that I could have addressed this situation?
- If I had the opportunity for a redo, would I make the same choice?
- Why or why not?





# Whole School Quick Tips

01

**Daily or Weekly Morning Meetings (SEL Check-In)**

03

**Allow the student who was harmed to share what the harm made them feel to the offender**

02

**Goal Setting with Students (academic or behavioral)**

- Realistic and Attainable
- Individual student meetings

04

**Create Learning Lab (Classroom) norms with the students**

**(REVISIT)**

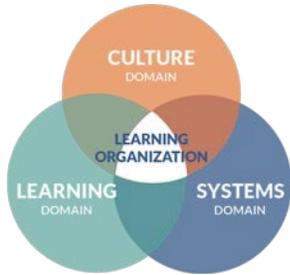
# Process of Restorative Practices for Teachers?

1. **Build Relationships with students (SEL-Character Strong)**
2. **Learning Lab/Classroom Interventions & Reteach Behavior**
3. **Communicate Home (Calling is more effective, followed by email)**
4. **Reach out School Community for support (Counselors, Coaches, etc.)**
5. **Document**
6. **Complete Student Management entry**
7. **Participate in Re-entry**
8. **Follow up with the student**
9. **Consistent Communication Home (Positive or Lack of Growth or Change Behavior)**
10. **Keep Students Team Informed**

“

**Educators have come to realize that you can't punish a child into doing anything.**

- Dr. Sheila Wilson  
in Education Week Teacher

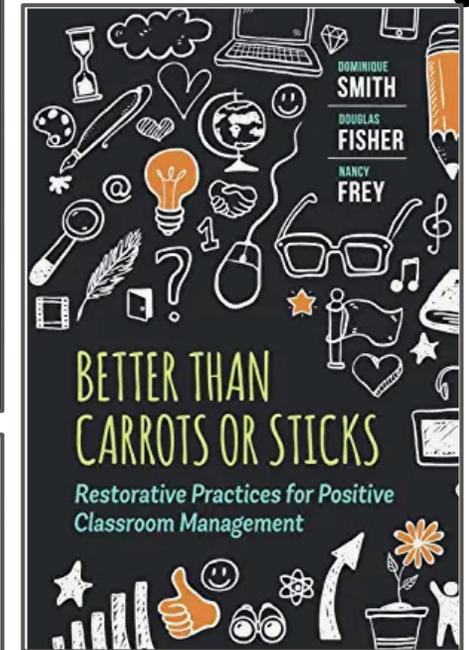
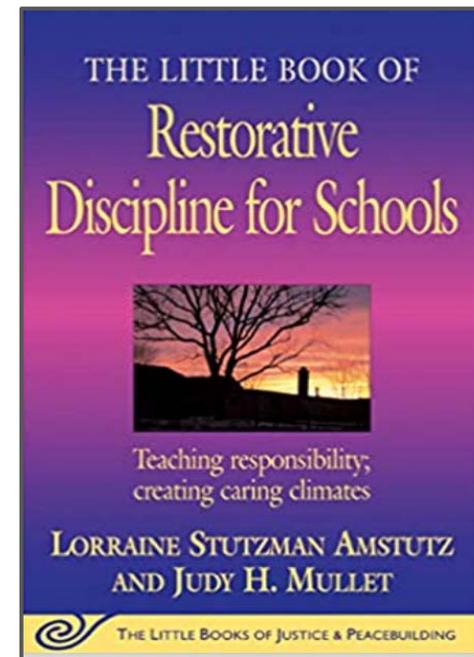
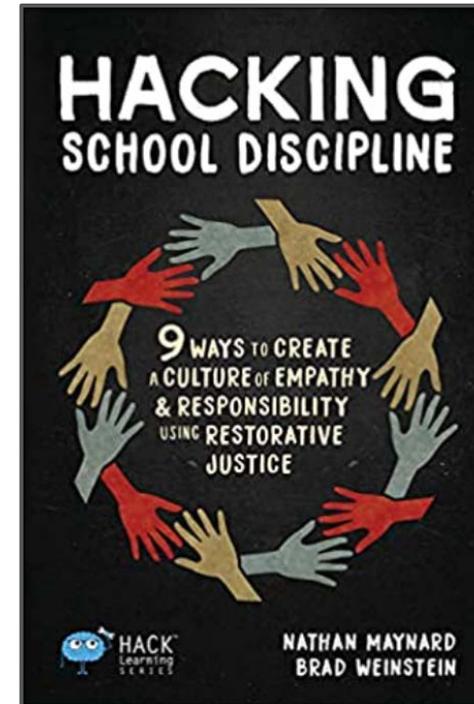


# Leadership Moves En-Engagement Process

- **Communicate with student(s) family/guardian**
- **Identify staffulty support team**
- **Communicate with staffulty**
  - **Counselor Partnership is key**
- **Restorative circle classroom (as needed)**
- **Restorative circle with teaching team (as needed)**
- **Meet with student who caused the harm**
- **Meet with student who received the harm**
- **Conduct a restorative meeting with students (as needed)**
- **Follow up plan**
- **Communication is key**

# Resources

- [Building Community with Restorative Circles](#)
- [Restorative Circles: Edutopia Video](#)
- [Restorative Welcome & Re-Entry Circle Video](#)
- [Facts and History](#)





# Restraint and Isolation



Stretch Break – 5 Minutes



# School Safety and Student Well-being Advisory Committee - Youth Advisory Council (SS-SWAC-YAC)



# INCLUSIVITY IN SCHOOL CULTURE

# What's the problem?

School culture involves the interactions between people at the school, school-wide activities, and the overall customs, traditions, history, and practices of the school.

From the point of view of the larger community, school culture is often associated with large, flashy activities, such as athletics or great academic achievements. This can easily distract from other, equally important aspects of school culture that may be more appealing to some students who feel left out or alienated because they are not interested in sports or academic competition.

School culture also often brings a sense of competition. This might be between students at the same school, or between schools. This could be academic competition, but often refers to extracurricular activities, such as athletics. When so much stress is put on students to perform well in extracurriculars, it can take away from the main reason that students are in school—to learn.

# Statistics/Equity

- 1 in 3 students rate their school positively
- Feeling like school culture is positive is different on the basis of gender (35% of males feel their school has a positive school culture, 32% for female students and 16% for students who do not identify as either)
- Feeling like school discipline is fair can be different based on race (39% of white students felt school discipline is fair, 28% of Black Students felt the same)

# Solutions



## Collaborations

With more interactions and having an open perspective, it allows the understanding of others perspectives to be projected onto an engaged collaboration. Furthermore, it promotes engagement, and leads to inclusivity in school culture.

## Awareness



It is significant that awareness is displayed to all in order to gain a fundamental understanding of inclusivity within the school culture. Especially within diverse perspectives.

## Strategies



Increasing or simply expanding abroad job that circles Student Well Being such as a director specified only for that in each district such as a Diversity Officer or Director.

# Thank you!

Please direct any further questions to Ella DeVerse, and they will be forwarded to us!

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# School Safety Summit Preparation

# Looking Forward for the New Biennium

## 2022–23:

- 3 meetings plus the Summit.
- Meetings will be focused on learning and discussion.
- The Summit will be utilized to create high priority topics of focus for the 2023–24 year.

## 2023–24:

- 3 meetings plus the Summit.
- Meetings will be focused on the priority topics from the 2023 Summit to expand knowledge and understanding.
- The Summit will continue the work of the full biennium to create recommendations for the 2024 Legislative Report.



# Purpose of the School Safety and Student Well-Being Advisory Committee (SS-SWAC)

In the 2019 session, the legislature directed the Office of Superintendent of Public Instruction (OSPI) to establish a School Safety and Student Well-Being Advisory Committee (SS-SWAC). “The purpose of this committee is to advise the Superintendent, the Office of the Superintendent of Public Instruction’s 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” (SSH 1216).

## The SS-SWAC duties include:

- 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 and student well-being.
- Perform other duties as required by law.



# Purpose of the Summit

[RCW 28A.300.273](#), Annual School Safety Summits

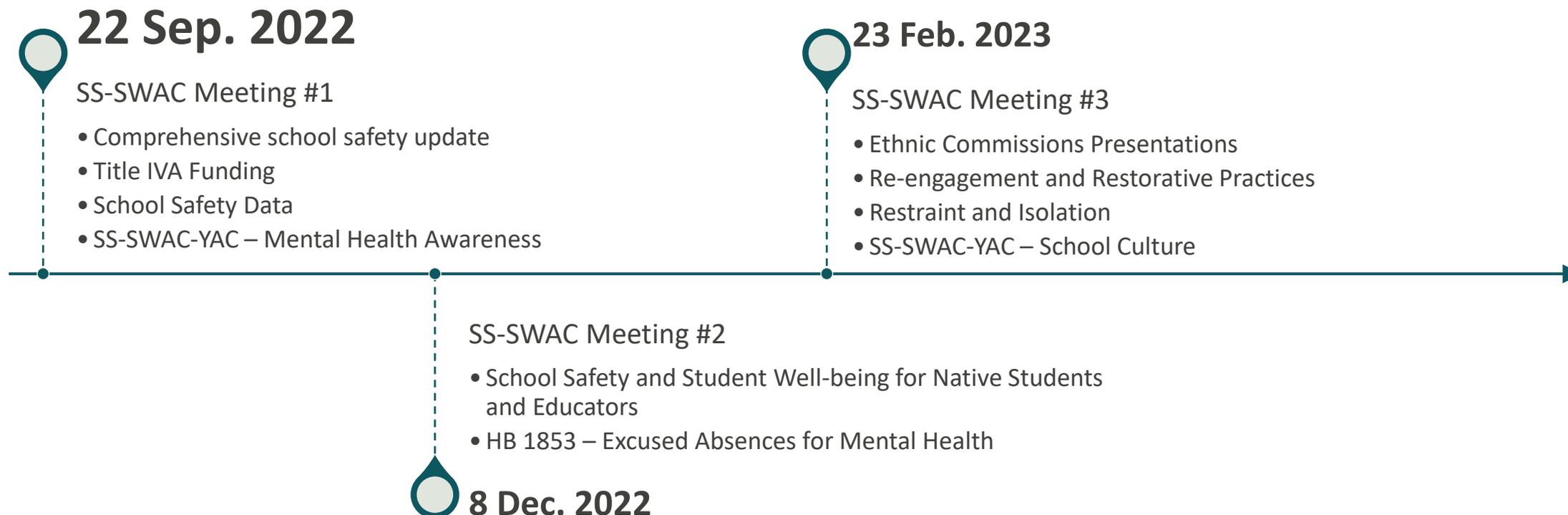
Each annual summit must:

- Focus on establishing and monitoring the progress of a statewide plan for funding cost-effective methods for school safety that meet local needs

Other areas of focus may include:

- Planning and implementation of school safety planning efforts
- Training of school safety professionals
- Integrating mental health and security measures

# Review 2022–23 SS-SWAC Meetings





# Public Comment



# Closing Remarks

# Upcoming Meetings

2022–23 SS-SWAC Summit

May 11, 2023, 8:00 am – 1:00 pm

