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Safe and Inclusive Schools for All

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Governor
Kate Brown

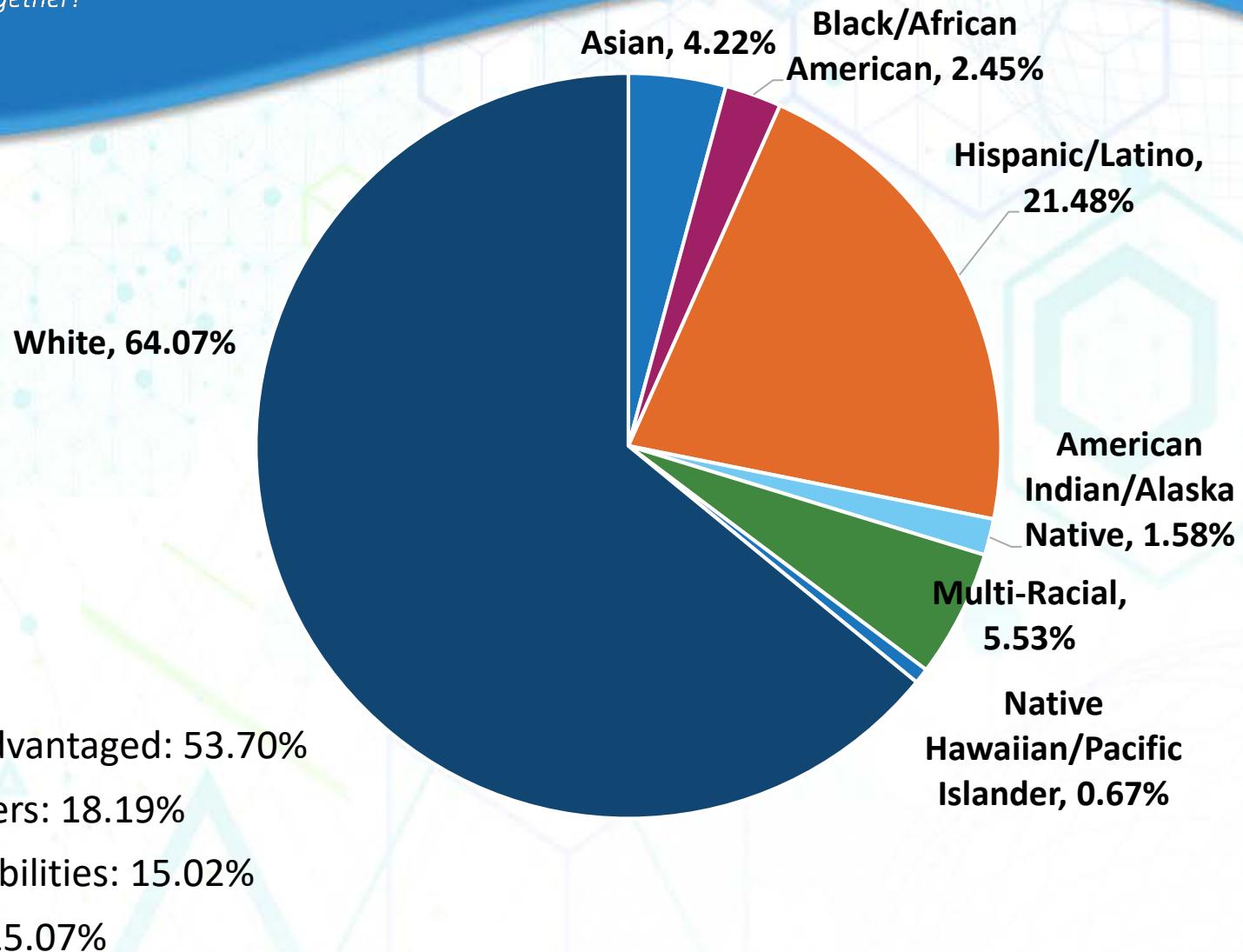


*“My vision is for every student in Oregon to graduate from high school with a plan for their future and that starts with **creating a safe, equitable classroom environment where everyone can focus on learning**,”* said Governor Kate Brown. *“I look forward to the work of the Advisory Committee in **ensuring that every student has the support they need to thrive.**”*





Student Demographics



Community Advisory Committee

Student Voice Family UO
Equity Leaders OCASD Autism

Educators

CASEL

Mental Health Youth Development Division Legislators
OSBA Restorative Practices
Oregon Senate Researchers Early Learning
DHS ORI OHA ELC
ELD COSA OYA LGBTQ Trauma Informed

Students

Parents Dropout Prevention OSEA
SROs OFSN DSAC Self Regulation

ODE OSLC OEA Teachers Tribes

Latino Network Oregon Health Authority
Civil Rights

FACT Oregon Educator Preparation
Oregon House Basic Rights Oregon
Oregon Youth Authority

Social Emotional School Safety Task Force
School Districts



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The Purpose

- Increased reports of disruptive behavior among very young students
- Prevention of harassment, intimidation, bullying, marginalization based on protected classes
- Life circumstances impacting a student's ability to fully participate in learning



JCSS Goal Alignment

Students Ready and Able to Learn Work Group

- **Goal 3:** Students who have behavioral challenges during the school day have access to in-school supports to minimize classroom disruption and re-engage the student in learning.
- **Goal 4:** Provide access to wraparound services and supports (e.g., behavioral and physical health, nutrition, etc.) to all students so that they can reach their full potential to learn. These should be provided either by the schools directly or in coordination with other government and non-profit agencies (e.g., CCOs, DHS, county mental health and public health agencies etc.) to braid services, minimize duplication, and maximize resources.
- **Goal 5:** Maximize learning time for students, including instructional time (e.g., longer school days, longer school years, summer learning) and increased student attendance.

High Quality Classrooms Work Group

- **Goal 2:** All Oregon public schools have facilities that are accessible, safe, healthy, secure, and meet the comprehensive educational needs of students.
- **Goal 4:** Oregon educators and administrators are prepared to teach to changing demographics and should reflect their local communities.



Solution-Oriented Mindset

- Data, research, promising practices, new ideas, and learning are all *welcome here*.
- *Think inclusivity* – public schools welcome and serve ***all*** students
- *Think cross sector* – welcome state and local partners, schools and the education sector alone will not provide the solution



Equity Lens: We Believe...

- that **everyone has the ability to learn** and that we have an ethical and moral responsibility to ensure an education system that **provides optimal learning environments** that lead students to be prepared for their individual futures.
- **students receiving special education services are an integral part of our educational responsibility** and we must welcome the opportunity to be **inclusive**, make appropriate accommodations, and celebrate their assets...
- that the students who have previously been described as “at-risk,” “underperforming,” “under-represented,” or minority actually represent **Oregon’s best opportunity to improve overall educational outcomes...**
- in the importance of supporting great teaching. Research is clear that **“teachers are among the most powerful influences in (student) learning.”** An equitable education system **requires providing teachers with the tools and support to meet the needs of each student**, and a dedicated effort to increase the culturally and linguistically diverse educators who reflect Oregon’s rapidly changing student population.
- that **communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students** and educational systems. Our work will only be successful if we are able to **truly partner** with the community, **engage with respect, authentically listen**, and have the courage to **share decision-making, control, and resources**.
- that **resource allocation demonstrates our priorities and our values** and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.



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Recommendations

- Equity
- Professional Learning
- Implementation of culturally relevant prevention program
- Early Indicator and Intervention Systems
- Co-location of services
- Data collections
- Representative workforce
- Transition support
- Inclusion of student and family voice



Legislative Recommendations

1. Provide trauma-informed, stigma-free access to cross-sector wraparound services.
2. Pilot a *Holistic Safe, Effective, and Equitable Schools Assessment Tool* for schools and districts to determine effectiveness of current programs, practices, and policies and their level of implementation.
3. Develop a framework of criteria to select, adopt, and implement evidence-based and promising practices, strategies, and programs.
4. Support all districts in the use of Early Indicator and Intervention Systems.
5. Inventory current data collections related to exclusionary and disproportionate practices.
6. Create the Oregon Student Voice Network to be charged with informing the Deputy Superintendent, State Board of Education, and local education leaders.



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