



To: Safe and Inclusive Schools Listserv

From: The Oregon Department of Education - Safe and

Inclusive Schools

Date: September 25, 2025

Re: Statewide Behavior Safety (threat) Assessment Community of Practice (CoP)

Invitation Information

Statewide Behavior Safety (threat) Assessment Community of Practice (CoP) Invitation Information

The Oregon Department of Education will be hosting a Community of Practice for educators and practitioners involved in the Behavior Safety [threat] Assessment (BSA) process for districts and schools in the state of Oregon. Participants invited include regionally representative BSA field practitioners at school, district, ESD, and community levels; transformative and restorative practices/justice field practitioners; school culture and climate practitioners; and state-level representatives from the ODE, OHA, OSP, YDO, and the Oregon Youth Authority (OYA).

This Community of Practice (CoP) will highlight equitable practices in Behavior Safety Assessments and support the development of policies, best practices, and content for implementing restorative/transformative justice in behavior safety assessments.

Community of Practice offers:

- Access to BSA resources
- Tabletop exercises for skill refinement
- Problem of practice and current event analysis
- Collaboration around integrating equity based best practices into BSA
- Online community of support
- Communications of updates, trends, and meeting notes

Please share this information with any practitioners interested in participating in this Community of Practice.

This Community of Practice will meet online six times during the 2025-2026 school year starting in October. **If you are interested in participating, [please fill out this form](#).** Details and registration instructions for the CoP will be sent to you once we have received your interest form. If you have colleagues who may be interested in participating, please share this information and interest form with them.

October 21, 2025, 1:00-2:30 pm

November 18, 2025, 1:00-2:30 pm

January 20, 2026, 1:00-2:30 pm

February 17, 2026, 1:00-2:30 pm

April 21, 2026, 1:00-2:30 pm

May 19, 2026, 1:00-2:30 pm



For more information or any questions about this Behavior Safety Assessment Community of Practice, contact: ODE.SIS@ode.oregon.gov.

Sign up for the *Safe and Inclusive Schools Listserv*.

This Behavior Safety Assessment Community of Practice (CoP) is being facilitated by ODE employees as a component of grant activities from the Bureau of Justice Assistance STOP Grant. The purpose is to collaborate, share resources, and discuss best practices with practitioners in the field.

The BJA STOP Grant activities support the development and implementation of a school culture and climate approach to Behavioral Safety Assessment (BSA) and other related Safe and Inclusive Schools initiatives. Including organizing, facilitating, and developing statewide practices, policies, and training/technical assistance for improving school culture and climate – particularly with a transformative justice lens as applied to BSA.

About the BJA (STOP) Grant

The STOP School Violence Act of 2018 was created to improve school safety and security by providing students, teachers, and officers with the tools they need to recognize, respond quickly to, and prevent acts of violence. The STOP School Violence Act provides funds to the Department of Justice through the Bureau of Justice Assistance (BJA) and the Office of Community Oriented Policing (COPS Office) to support grantees. For more information visit: <https://bja.ojp.gov/program/stop-school-violence-program/overview>

The BJA offers three-year grants to states, units of local government, tribal government, public agencies, and nonprofit entities that include private schools to improve security within and on K-12 school grounds through evidence-based school safety strategies and initiatives. These grant-funded projects can include:

- *Training school staff and educating students on preventing violence against others and themselves including specialized training in responding to mental health crises.*
- *Implementing technology solutions, such as anonymous reporting systems for threats of school violence, including mobile telephone applications, hotlines, and internet websites.*
- *Developing and operating school threat assessment and intervention teams.*