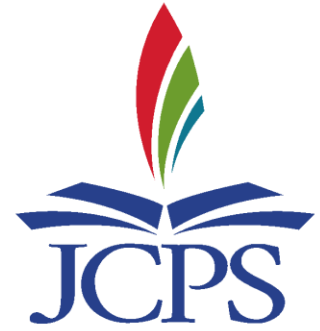


# **District Safety, Security and Restorative Practices**

**October 16, 2018**

# Safety



Partnered with Kentucky Center for School Safety

- Summer training for all principals
- Walk-throughs of eight schools

Lessons Learned:

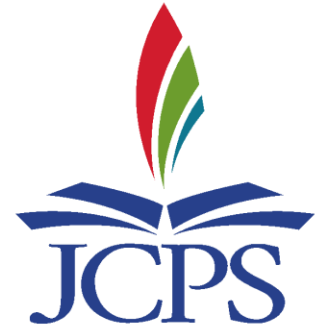
- Prioritize consistency in visitor protocols and entrances
- Regulate access to buildings at all entrances
- Maintain and upgrade hardware as needed
- Review processes for securing classroom and office doors

Next Steps

- Implement protocol for school safety reviews

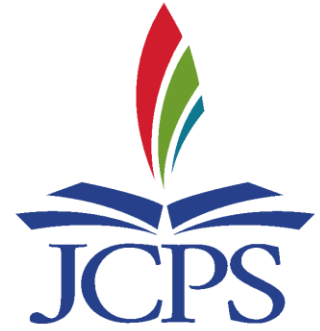
# Internal Safety and Security Work Team

---



Operations- Security  
Academics- Climate and Culture  
DEP- Equity

# Internal Safety and Security Work Team



Organization and Structure

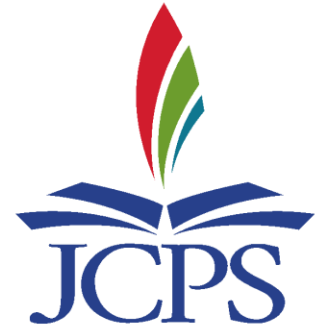
Training

Equipment

Budget

Data/Best Practice

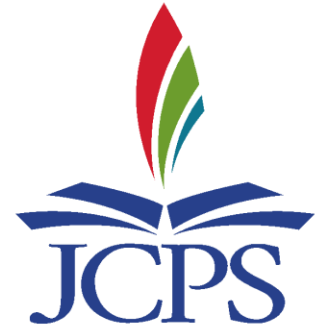
# School Security Officer



KY Law Enforcement Council has just sent guidance to all districts:

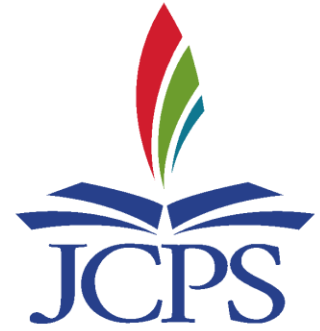
A School Security Officer means a person employed by a local board of education who has been appointed a special law enforcement officer pursuant to KRS 61.902 and who has specialized training to work with youth at a school site.

# Stakeholder Input



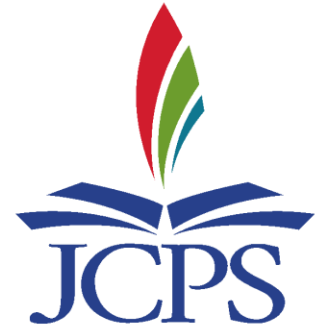
- Internal Partners
- External Partners

# Racial Equity Analysis Protocol



- Using protocol
- Supporting equity in development process

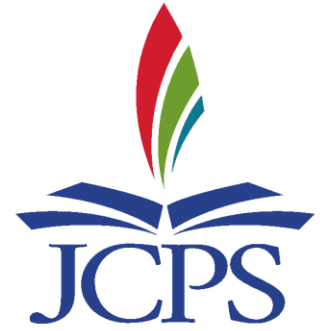
# Timeline for Work Team



- October 16- Board work session
- Twice weekly standing meetings for work team
- By February 1, 2019- Proposal to JCBE

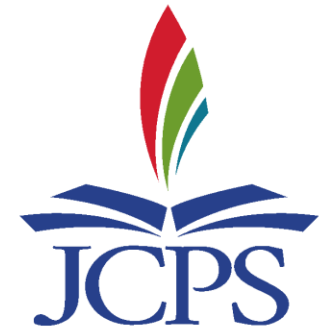


# Restorative Practices



## Implementation Process

# Training Dates



## COHORT 1

- May 2017
  - Knight
  - Shacklette
  - Shawnee
  - Waggener
- August 2017
  - Engelhard
  - Slaughter
  - Phoenix
  - Minor Daniels
- October 2017
  - Brooklawn

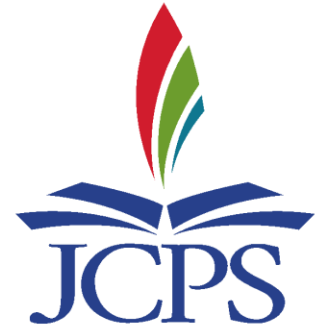
- June 2018
  - Sanders
  - LMYDC (school & facility)
- July/August 2018
  - Blake
  - Klondike
  - Meyzeek
  - Price
  - Rutherford
  - Western MS
  - Wilder
  - Louisville Day Treatment

## COHORT 2

- Summer 2019
  - Cane Run
  - Cochrane
  - Coleridge-Taylor
  - ESL Newcomer
  - Gutermuth
  - Hawthorne
  - King
  - Mill Creek
  - Rangeland
  - Semple

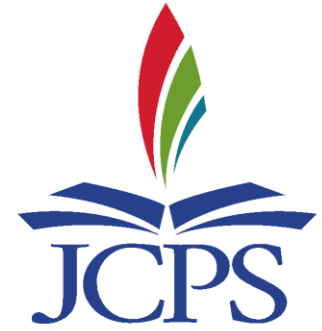
# RP Community Events

---



- RP Community Event – August 2017
- RP Education Summit-- Spalding University, Spring 2018
- Upcoming RP Community Event-- JCPS/Spalding University, March 2019

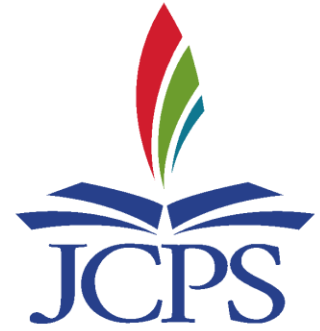
# Evaluation Plan



- Formative and summative data collection
- Monthly implementation meetings
- Quarterly Reports
- Major Outcome Variables
  - Climate
  - Student Behavior
  - Staff RP Skills and Engagement
  - Academics

# Re-integration Model

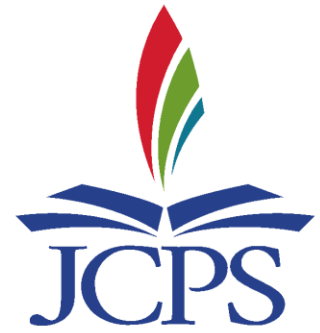
Pilot - Student Relations Department and Waggener HS



- Use re-integration circle, facilitated by counselors, for every student returning from a long-term suspension or placement at an alternative school
- Plan to scale reintegration circles to all suspensions and chronic absences
- Collaborate with Student Relations at district
- Reinforce that the student is part of the Waggener community to foster a sense of belonging

# Safe School Ambassadors

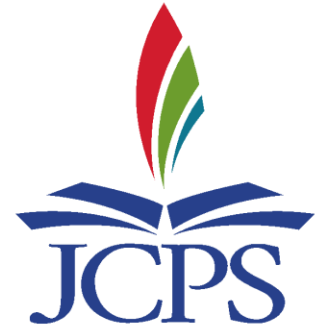
Waggener HS, Knight MS, and Engelhard ES



- Use surveys to determine student influencers
- Select group of students and staff receive 2 day training
- Implement an "inside-out" approach to improve school climate and reduce bullying
- Empower student ambassadors with the motivation and skills to resolve conflicts, defuse incidents, and support isolated and excluded students
- Facilitate circles, help teach RP lessons
- Conduct follow-up through family group meeting

# Impact/ Results

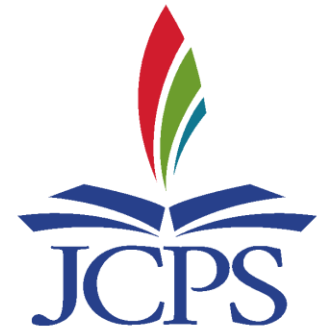
# Impact and Results



- Compared to district, ES and HS with RP had fewer suspensions
- Compared to district, ES and HS with RP had fewer students with multiple suspensions
- Compared to all alternative schools, the RP alternative schools had fewer suspensions
- Building capacity to continue this important work



# RP Observations



## 2017 – 2018 Implementation Checks

### Noteworthy

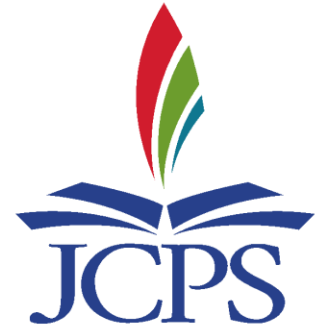
- The schools who showed the most increase in teacher and student engagement had the largest decreases in suspensions
- Student opportunities to respond in class increased overall
- Teacher engagement increased overall
- The number of circles observed increased by nearly 100%
- The amount of positive teacher-led interactions increased while the amount of negative teacher-led interactions decreased
- Every school had at least one teacher that had a dominant “with” style

### Opportunities

- Increase use of Affective Statements
- Vary circle times to increase the types of circles held
- Hold more academic circles
- Look for opportunities for impromptu conferences
- Ensure that student feedback is specific and meaningful

# Scaling/ Sustainability

# Sustainability – Capacity for Expansion



- 30 schools trained by 2019-20 start of school
- Intensive, weekly support from district resource teachers in year 1-2, then bi-weekly support
- Current JCPS RP trainers
  - Intro to RP, Intro to Circles: 12 district and 18 school-based personnel
  - Restorative Conferencing: 7 district, 5 school-based personnel

# Questions

