

Community Engagement Meeting 1/20/20

[Slideshow](#)

Reiterate Importance of cooperation and communication

- First line of communication is the child's advisor or teacher of the class
- Counselors, office staff, principals
- District office
- Board of education

Importance of solution-focused conversations

Revisit Process for Investigating Reported Behavior/Incidents

- A brief overview of the process
- Focus is always on the safety of students first.
- Discussion of consequences
 - Traditional (detention, suspension... punishment/deterrent reactive measures)
 - Effective with 80-90% of students
 - Touched on restorative practices, which will be discussed in depth later.
 - Proactive measures that teachers can use in classrooms
 - Circles, teacher-facilitated student to student restorations
 - Teacher/student restorations
- Process for investigating reports
 - Interviewing students involved as well as witnesses
 - Statements from adults present
 - Video from security cameras
 - Piecing evidence together to find a consistent and reliable account of the incident
- We must be sure a student committed the act before leveling consequences. We cannot take consequences back.

Dogs In Schools

- Reviewed concerns brought forward at the December meeting
- Board policy allows current practices with the dogs at Clarke and TRHS
- The district will be implementing additional policy to add further detail/clarify
 - Waiver and indemnity agreement with owner
 - Vaccination
 - Licensed
- Schools have taken steps to make the dog's presence more visible
 - Signs in the main office.
 - Signs on the doors of the area where the dogs are.
 - Gates/closed doors in those areas.
 - The dogs are leashed when out of those areas of the building

Social-Emotional Skills

- Discussion of the importance of social-emotional skills for students
- Programs/classes the school has implemented to help students with these skills
- More information provided in the slideshow

Restorative Practices

- Defined restorative practices for attendees- short video
- Discussion of the difference between restorative practices and traditional discipline/behavior models of schools
 - Punish/Deterrence vs. Proactive teaching/taking ownership and restoration
- Examples of restorative practices the school has implemented
- Information in slideshow

Collaborative & Proactive Solutions

- Explanation of CPS and Ross Greene's approach to behavior
 - "Kids do well if they can" vs. "Kids do well if they wanna."
- Discussion and explanation of:
 - ALSUP- Assessment of Lagging Skills and Unsolved Problems
 - Plan B Meeting
- L.B. Clarke has a CPS team which is implementing these strategies in each grade level
- More information in slideshow

Grading for Learning

- Ran out of time
 - Information was shared in the [following week's family newsletter](#) along with an overview video.
 - More information in slideshow

Questions

- Can parents bring questions/concerns to the school about booster club programs or other organizations connected to the school?
 - The school is happy to connect parents with the right people in these organizations or assist them in these conversations.
- Are coaches trained in the same practices as school-day staff in working with kids?
 - Coaches of school-based teams must do all of the required training of school day staff, but those training do not include the learning staff receive at inservice about trauma-informed care or developmental learning. Many coaches are not teachers or school day staff.

Next Meeting

- **March 2, 2020**