



To: Members, Board of Education
Dr. Carol Kelley, Superintendent

From: Dr. Felicia Starks-Turner, Senior Director of Student Services
Dr. Carrie Kamm, Senior Director of Equity
Michele Capio, Behavior Interventionist

Re: Restorative Practices

Date: November 21, 2017

Purpose: To provide an update on district efforts to integrate restorative practices into school and classroom practices.

Positive Behavioral Interventions and Supports (PBIS) is a systemic approach to teaching and managing students' behavior in schools. The goal of PBIS is to enhance the capacity of school staff, families, and communities to support a positive learning environment that supports students academically and socially. District 97 schools are working to integrate PBIS through a continuum of evidence-based practices that are situated within classroom and non-classroom (hallways, lunchrooms, restrooms, etc.) settings.

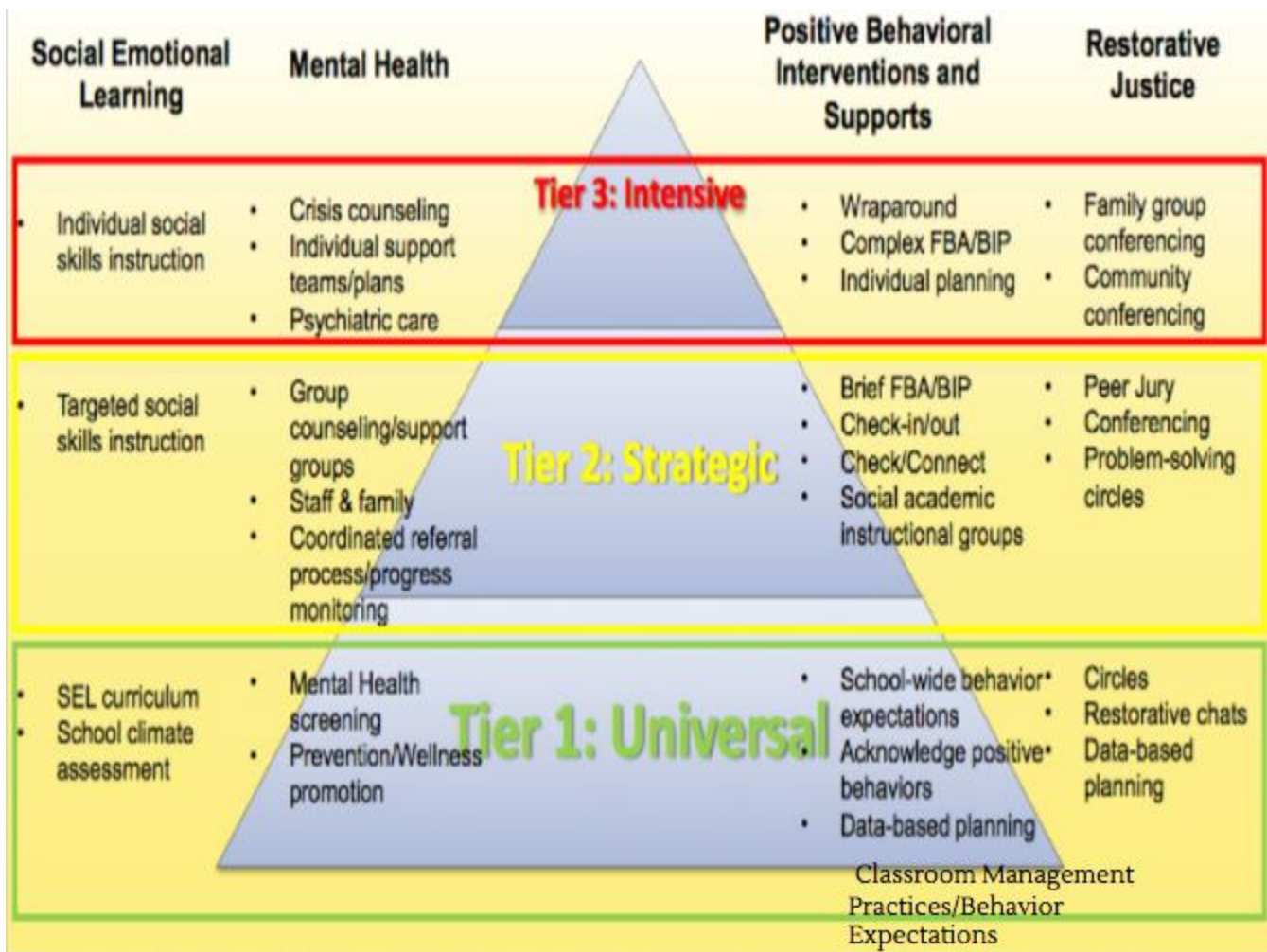
Restorative practices are a framework for building community and for responding to challenging behavior through dialogue, developing understanding, and making things right (IIRP website, 2013).
Restorative practices:

- Address and discuss the needs of the school community
- Build healthy relationships between educators and students
- Resolve conflict, hold individuals and groups accountable
- Reduce, prevent, and improve harmful behavior
- Repair harm and promote positive relationships

(Restorative Practices Working Group, 2014)

PBIS and restorative practices are whole school models that can be integrated together to emphasize prevention and increase positive outcomes for student behavior. PBIS helps to shift the focus of adults as they focus on teaching and recognizing students' positive behavior, while restorative practices encourage reflection, accountability for staff and students.

In our efforts to integrate PBIS, restorative practices, and social-emotional learning (Second Step), it is important to note these are separate practices, yet each are important as we consider how we support our students socially, emotionally, and behaviorally. The graphic below helps to illustrate this point.



(D. Osher)

District 97 has two key restorative practice initiatives: restorative practice training for school-based PBIS teams and Cargo Circle training with 5th grade teachers.

The current restorative practices training is being facilitated by Strategic Educational Interventions (SEI). The training is highly interactive and allows for practice of circles as well as the logic model of why and when we do circles. SEI's training also includes affective statements and a shift from "traditional" to "restorative" language, all effective practices promoting trauma sensitive classrooms and schools. Trauma Informed Care (TIC) and Resiliency are features critical to the understanding and effective implementation of Restorative Practices at all tiers.

This training for PBIS teams is designed to ensure that our teams have a clear understanding of the logic behind restorative practices and training in circles. Days one and two are critical days for the foundation of restorative practices. Day three is for coaching and additional training if needed.

One of the aims of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Circle processes, like Cargo Circles, are but one restorative practice. Circle processes can be used proactively, to build community and support relationships or reactively, to respond to conflicts or issues. Circles give participants an opportunity to speak and listen to one another in an atmosphere of safety and equality, as well as to share their own stories and experiences.

Cargo Circles are a unique circle process that is based on the idea that everyone has Cargo or “Gifts” or “Genius” within and that through the circle process participants will have an opportunity to provide opportunities to explore, discover and share their unique gifts. We are working with 5th grade teachers because 5th grade students are at a stage of development in which they are growing as listeners, developing their problem solving skills, and increasing their ability to resolve conflicts. Developing these skills will especially support our 5th grade students as they transition into middle school. We are in conversation with the Oak Park Youth Township to consider how this training may be extended to 6th grade teachers in the 2018-2019 school year.