

District 97

Restorative Practices

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Vision97 4ALL

Unlocking Student Potential

It is Time!

Our Vision

To create a positive learning environment for all District 97 students that is equitable, inclusive, and focused on the whole child.

Four Vision Elements

1. Positive Learning Environment

A place where all members of the school community are engaged in hands-on, real-world experiences and feel safe, empowered, supported and valued.

2. Equity

The practice of beliefs and creation of systems that provide access and opportunities for all students in order to eliminate the predictability of outcomes associated with race, gender and socioeconomic status.

3. Inclusive

The collective responsibility to provide equitable opportunities for access and promote active participation of all stakeholders in an accepting and supporting environment.

4. Whole Child Focused

The practice of supporting, measuring and celebrating all aspects of a student's development (social/emotional, academic, physical, artistic expression) through caring and respectful relationships.

Targeted Strategies & Objectives

Our **Four Pillars** provide a coherent, durable foundation for our work. They frame the capabilities we must develop to ensure successful accomplishment of our Goals.



Our Third Pillar

Effective teachers, leaders, and staff for every student, for every school – is about *investing in people*. We will ensure that our principals and school leadership teams articulate a clear school vision, and are actively involved in planning, guiding and assessing instruction and student learning. Furthermore, our teachers, leaders and staff will receive timely, focused support and intervention; for example, through coaching, mentoring, peer support, and targeted training.



Restorative Practices



Training Plan 2017-18

Strategic Educational Interventions

Pam Horn and Sue Smith

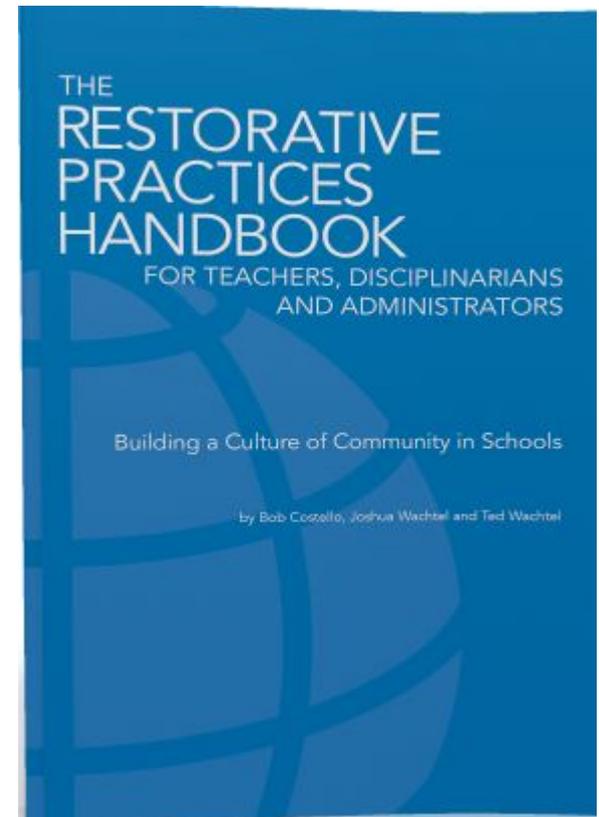
Trained by the International Institute for Restorative Practices

Elementary School PBIS Teams

11/10, 11/17, 1/18

Middle School Teams

1/10, 1/19



Traditional vs Restorative Approach to Discipline

Traditional Approach	Restorative Approach
<ul style="list-style-type: none">• Schools and rules are violated.• Justice focuses on establishing guilt.• Accountability is defined as punishment.• Justice is directed at the offender; the victim is ignored.• Rules and intent outweigh the outcome.• No opportunity is offered for the offender to express remorse or make amends.	<ul style="list-style-type: none">• People and relationships are violated.• Justice identifies needs and obligations.• Accountability is defined as understanding the effects of the offense and repairing any harm.• The offender, victim, and school all have direct roles in the justice process.• Offenders are held responsible for their behavior, repairing any harm they've caused and working toward a positive outcome.• Opportunities are offered for offenders to express remorse or make amends.

Source: Adapted from San Francisco Unified School District. (n.d.). Restorative practices whole-school implementation guide (p. 19). San Francisco, CA: Author.

Restorative Practices



informal

formal

**Affective
Statements**

**Affective
questions**

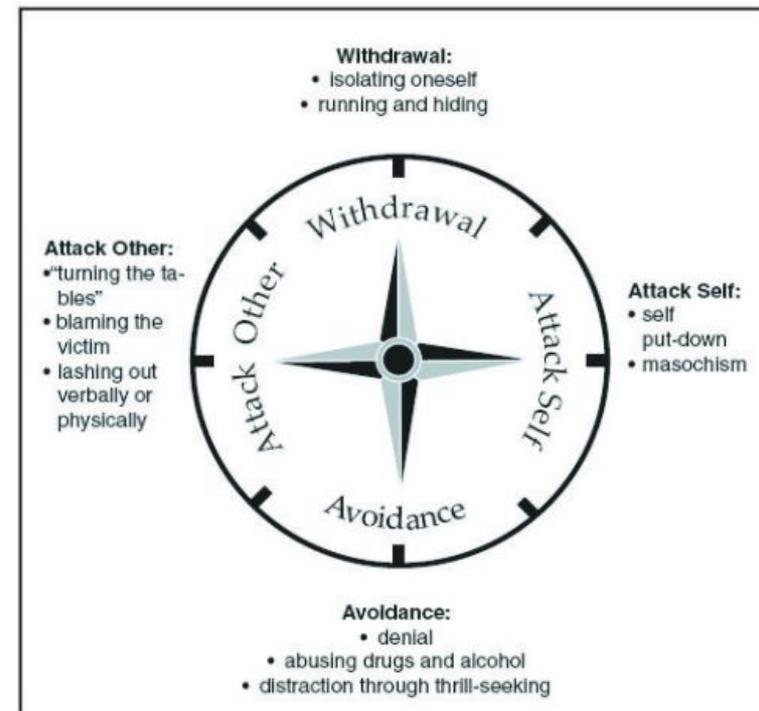
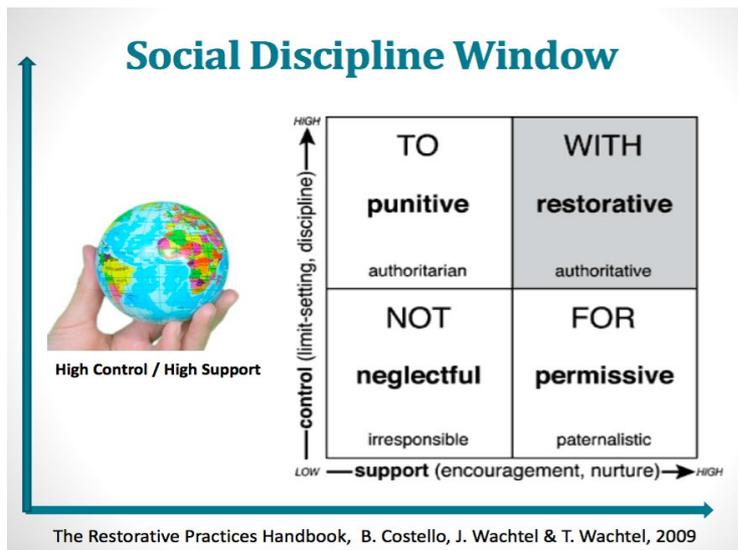
**Small impromptu
conversations**

Circles

**Formal
conference**

Defining Restorative Practices

- Social Discipline Window
- Fair Process
- Compass of Shame
- Nice Affects



A CONTINUUM OF RESTORATIVE PRACTICES IN MULTI-TIERED FRAMEWORK

Tier 3: Intensive Intervention

- Student-Family-Community Conference
- Victim-Offender Conference
- Restorative Conference
- Circle: Restorative / Reintegration

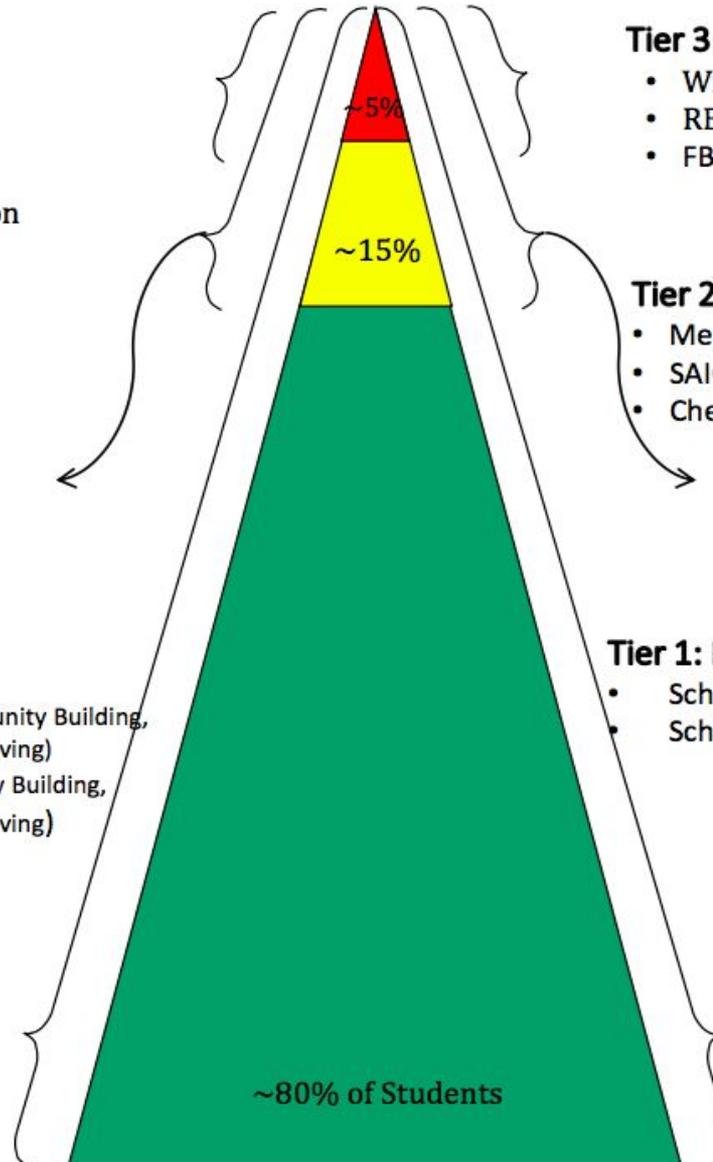
Tier 2: Early Intervention

- Circles: Re-teaching
- Circles: Brainstorming
- Circles: Problem solving
- Restorative Chats/questions
- Affective Statements

Tier 1: Universal/School Wide

- Affective Statements
- Restorative Chats/questions
- Student Circles: (Introductory, Community Building, Content, Brainstorming, Problem Solving)
- Staff Circles: (Introductory, Community Building, Content, Brainstorming, Problem Solving)

**Restorative
Practices**



Tier 3: Intensive Intervention

- Wraparound (Elementary)
- RENEW (Secondary)
- FBA/BIP (Behavior Pathway)

Tier 2: Early Intervention

- Mentoring
- SAIG (Small/Academic/Instructional Group)
- Check-in/ Check-out

Tier 1: Prevention and Skill Building

- School Wide Expectation
- School Wide Teaching/Re-teaching of Expectations

**PBIS
Practices**

Evaluation

A.	SYSTEMS	Data Source	0	1	2
1.	There is documentation that a majority of staff (80%+) agree to adopt and implement Restorative Practices.	Interviews Surveys Staff meeting voting			
2.	District School discipline policy includes administrative and teacher use of restorative practices / restorative justice for both community building and response to problem behaviors.	Student / teacher handbook Discipline flow chart			
3.	School has clear definitions for behaviors that interfere with academic and social success.	Student / teacher handbook Discipline flow chart			
4.	School has a behavior flow chart that identifies strategies, including restorative practices that teachers should use to prevent and redirect problem behavior.	Discipline flow chart			
5.	School has a PBIS team member who has been formally trained as a trainer of trainers in restorative practices and regularly participates in school team meetings.	Team meeting log School policy			
6.	All teachers, support staff and administrators receive ongoing professional development in use of restorative practices.				
7.	Students have been taught the restorative practices in place within the school, including teacher and				

Cargo Circles

- Partnership with the Oak Park Youth Township
- Modeling Cargo Circles in 5th Grade Classrooms
 - 1st semester: Whittier, Holmes, Irving, Longfellow
 - 2nd semester: Beye, Mann, Hatch, Lincoln
- Oak Park Youth Township facilitation of Cargo Circles for classrooms or student groups that need community building support (as needed)

Social Emotional Learning

Mental Health

Positive Behavioral Interventions and Supports

Restorative Justice

Tier 3: Intensive

- Individual social skills instruction

- Crisis counseling
- Individual support teams/plans
- Psychiatric care

- Wraparound
- Complex FBA/BIP
- Individual planning

- Family group conferencing
- Community conferencing

Tier 2: Strategic

- Targeted social skills instruction

- Group counseling/support groups
- Staff & family
- Coordinated referral process/progress monitoring

- Brief FBA/BIP
- Check-in/out
- Check/Connect
- Social academic instructional groups

- Peer Jury
- Conferencing
- Problem-solving circles

Tier 1: Universal

- SEL curriculum
- School climate assessment

- Mental Health screening
- Prevention/Wellness promotion

- School-wide behavior expectations
- Acknowledge positive behaviors
- Data-based planning

- Circles
- Restorative chats
- Data-based planning

Classroom Management Practices/Behavior Expectations