



**PARENT-TEACHER ADVISORY/BEHAVIORAL INTERVENTIONS BOARD COMMITTEE
MEETING OF THE BOARD OF EDUCATION
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
Room 103-104
100 South Brainard Avenue
La Grange, Illinois 60525
Tuesday, November 11, 2025 - 7:00 AM**

AGENDA

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. PUBLIC PARTICIPATION

IV. ITEMS FOR DISCUSSION

A. Presentation and discussion on Restorative Practices from Tier 1-3

2

V. PUBLIC PARTICIPATION

VI. ADJOURNMENT

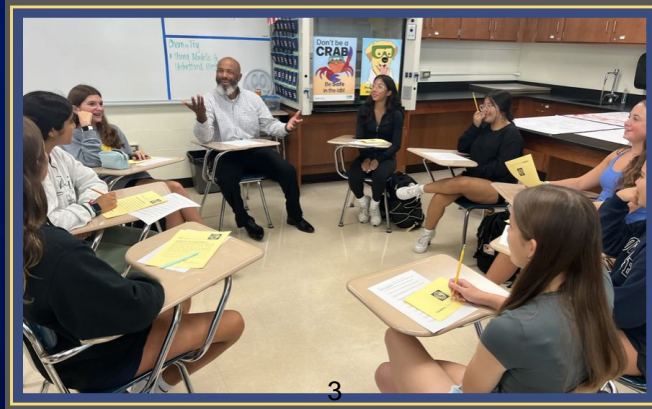
BY ORDER OF
TIM ALBORES
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
100 SOUTH BRAINARD AVENUE
LA GRANGE, IL 60525



Building a Restorative Culture of Belonging: The Restorative Practices Continuum at LTHS PTABIC - November 11, 2025

Let's Connect with Each Other

- Let's begin with a connection question
 - When you think about the educator in your life who had the greatest impact – what qualities did that person have that led to their impact?



Presentation Outline

Define Restorative Practices

Share a Brief History, Background and Data that led to a focus on Restorative Practices

Describe the Restorative Practices Continuum at LTHS

- School
- Classroom
- Student Services
- Assistant Principals

Share Data that Supports Implementation



Definition of Restorative Practices (LTHS)

Restorative practices is “a field within the social sciences that studies how to strengthen relationships between individuals as well as social connections within communities” (IIRP)

LTHS, RP is the vehicle for building a culture of belonging within our school & classrooms and creating a positive learning environment.

LTHS, RP is also about supporting students in learning from mistakes, bringing them in, repairing harm, and restoring relationships.



Beginning of RP Journey

LTHS' focus on belonging started in 2018 with professional development with John Krownapple

2021-22

- Significant changes in leadership
- Post-Covid culture included unrest, lack of trust/confidence, concerns about inclusiveness, safety and belonging
- Student behaviors were of significant concern

Strategic plan was developed with a focus on learning environment (Goal 2)



2021-22 Data Story

Exclusionary discipline was a tool regularly used within our system (83 OSS)
Disproportionality existed within all areas of discipline data
Gaps existed within all areas when analyzing disaggregated data
Chronic absenteeism was at an all-time high (28%)
Qualitative data revealed belonging concerns; adoption of Panorama survey to collect student and staff perception data



Leader Learning & Initial Implementation (2022-23)

Associate & Assistant Principals participated in initial Restorative Practices training

District level administrators had regular discussions regarding disproportionate discipline data.

The Building Leadership Team participated in multiple book studies to learn more about RP.

Assistant Principals began implementation of restorative practices within the AP Office



ives that Mattered in 23-24

BLT and Student Services participation in professional learning series

BLT wrote a proposal and collaboratively planned for Restorative Intervention Room

BLT and DLT participated in a book read/study of the Restorative Practices Handbook (IIRP)

CLT identified Building a Restorative Culture of Belonging as a district priority



24-25 - The Year!

“Restorative” practices are embedded within everything we do

- 80% should be proactive

Building a Restorative Culture of Belonging was focus for professional learning

Implementation of restorative practices within our AP Offices were amplified

Initial implementation of Restorative Intervention Rooms



Guiding Coalition Commences - Summer 2024

Administrators, teachers and student services team members came together as the Guiding Coalition
Participated in RP level 1 workshop (learning)
Had discussion regarding current reality and utilized tools to identify current state
Collaboratively identified short term vision and action steps for school and Guiding Coalition



Restorative Practices Guiding Coalition

2024-2025

- Team met monthly – learning, community of practice, discussions regarding implementation, reflection, and vision planning
- Restorative Practices Website launched
- Development of the Guiding Coalition Operating Principles



Restorative Practices Guiding Coalition Operating Principles

Drafting

- **February 2025:** Committed our learning/our RP language to an initial draft
- **March through August 2025:** Reviewing, revising several iterations of that draft based on feedback from multiple groups

Operating Principles

- #1: Designing an Affirming Classroom Environment
- #2: Using Intentional and Affirming Language
- #3: Elevating Multiple Perspectives





Restorative Practices Resources

- Activities & Athletics
- Business Office ▶
- Payroll & Benefits ▶
- Curriculum ▶
- Equity Resources ▶
- Human Resources
- Staff Directory
- Technology
- Workroom Library & Forms ▶



WELCOME TO OUR RESTORATIVE PRACTICES RESOURCES PAGE!

A core value at Lyons Township High School is creating a culture of belonging as we provide engaging experiences inside and outside of the classroom that are rooted in healthy relationships, trust, and respect. Restorative Practice is an educational philosophy that spans all aspects of our work within schools and it starts with the way we gather in our classrooms each day.

Restorative Practices are...

- evidence-based strategies to increase community within our school and classrooms.
- inclusive and culturally responsive.
- proven to increase student's sense of belonging and decrease student behavior referrals.
- directly related to social-emotional learning standards.
- related to the work of every educator in our building.
- intentional and purposeful strategies to build classroom community.
- proven to reduce behavioral referrals when implemented with fidelity.
- not a replacement for consequences, but are designed to work with students to increase

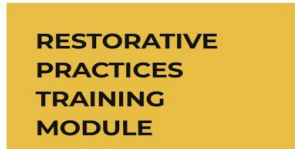
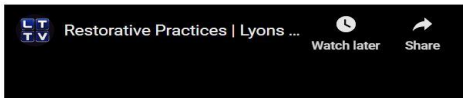
- + LT Staff Cultivated Icebreakers
- + CASEL SEL Playbook
- + Connection Resource - The The First Five by EdTomorrow
- + Restorative Practices in the Classroom
- + The 5 R's Of Restorative Practices Poster

RESOURCES

Relationship/Community Building Norms/Agreements Affective Language



TRAINING VIDEO



Website



LYONS TOWNSHIP HIGH SCHOOL
DISTRICT 204

Restorative Practices is defined as, “a field within the social sciences that studies how to strengthen relationships between individuals as well as social connections within communities”

- International Institute for Restorative Practices

Need advice or assistance running a circle?

Fill out this form and a trained staff member will connect with you soon.

[ADVICE RUNNING A CIRCLE FORM](#)

[STUDENTS](#) ▶ [PARENTS](#) ▶ [ALUMNI](#) ▶ [STAFF ONLY](#) 🔍

[QUICKLINKS](#) ▶

[TRANSLA](#)

RESTORATIVE PRACTICES COMMUNICATIONS

RESTORATIVE CULTURE OF BELONGING AT LYONS TOWNSHIP HIGH SCHOOL - APRIL 2024

RESTORATIVE PRACTICES CONTINUUM DOCUMENT - AUGUST 2024

BEGINNING OF THE SEMESTER PLANNING CONSIDERATIONS - DECEMBER 2024

LTHS PROFESSIONAL LEARNING PRESENTATIONS

ALL ABOUT CIRCLES: COMMUNITY BUILDING, ACADEMIC & RESPONSIVE (MARCH 2025)

IGNITE: SHARING SYMPOSIUM (MARCH 2025 INSTITUTE DAY)

CULTIVATING A RESTORATIVE CULTURE OF BELONGING (CNC OCTOBER INSTITUTE DAY)

CULTIVATING A RESTORATIVE CULTURE OF

Restorative Practices Guiding Coalition

2025-2026

- Subcommittee Structure has been established
 - Communications, Classroom Practice, Data, and Professional Learning



Professional Learning 2024-25

ed

- Introduction to RP with all staff at August institute day
- RP session on norms, agreements, and values
- Students and staff trained to facilitate listening circles on belonging (October).
- Session on language for certified staff (October).
- Accelerated learning plans implemented within Language Arts and Physical Welfare Division
- RIR Introduction and Circle training for all staff at March Institute Day

ertified

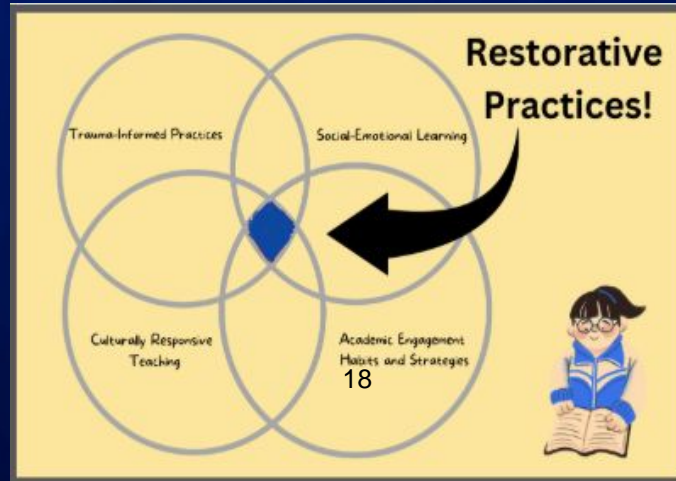
- RP level 1 session (short session on language) for paraeducators, student assistants, administrative assistants, and cafeteria staff.
- Student assistant de-escalation training (January).



Professional Learning 2024-25 (March Institute)

March Institute was an opportunity to reframe and share our district goal: All district stakeholders will be a part of creating a restorative culture of belonging at LTHS. It is LT's expectation that each person in our school community works towards this goal.

- RP is a vehicle for building a culture of belonging & creating a positive learning environment
- RP is supporting students in learning from mistakes, repairing harm, and restoring relationships
- Call to action with implementation - Connection of Community of Practice to sustain learning



Professional Learning 2025-26

School Improvement Days are being used for Restorative Practices learning this year

- Affective & Affirming Language
 - 4 Corners Activity for Practice
- Building Affirming Classroom Environment
 - Classroom Walkthroughs
- Elevating Multiple Perspectives



Restorative Practices at LTHS (Tier 1 - School Level)

Welcome Week implemented during first week

Community Building Circles implemented within:

- Freshman Experience Day
- Professional Learning Communities
- Group Guidance

Code of Conduct Revised to be more Restorative

Co-Curricular Core Values (positive, supportive, inclusive) developed & implemented

Student and Staff Belonging Listening Circles took place during 24-25

Taking the Restorative Practices Show on the Road...

Not quite Tier 1, but a celebration... LTHS Teachers & Administrators present at State and National Conferences



Restorative Practices in the Classroom

Relationship & community building

- Co-creation of classroom expectations and classroom norms

Using affective language

Circle protocol

- Academic circles
- Community building circle
- Discussion circle



Restorative Practices in Student Services

Group Guidance Counselor Circles

Classroom Responsive Circles

Peer Conflict Resolution

Mindset shift of learning & reflecting vs.
consequences



Restorative Practices in the Assistant Principals Office

In addition to utilizing restorative questions and conversations, Assistant Principals implement a variety of restorative responses:

3rd Millennium: A psychoeducation program that includes modules for students to pursue as learning opportunities.

Apology letters: Students write apology notes in order to take responsibility for behavior and apologize for instances that occur that may have caused harm.

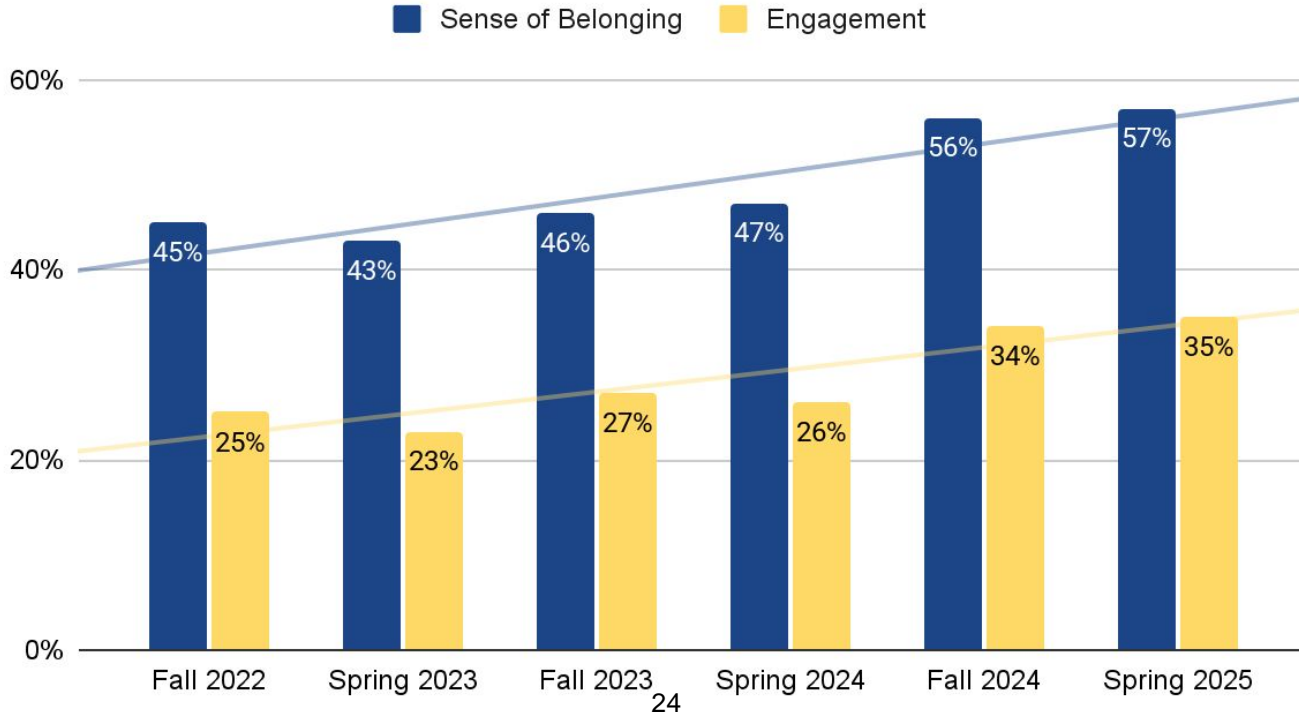
Restorative chats: APs facilitate restorative chats with students in response to situations that have occurred within the school community. These chats can include multiple students or students and staff.

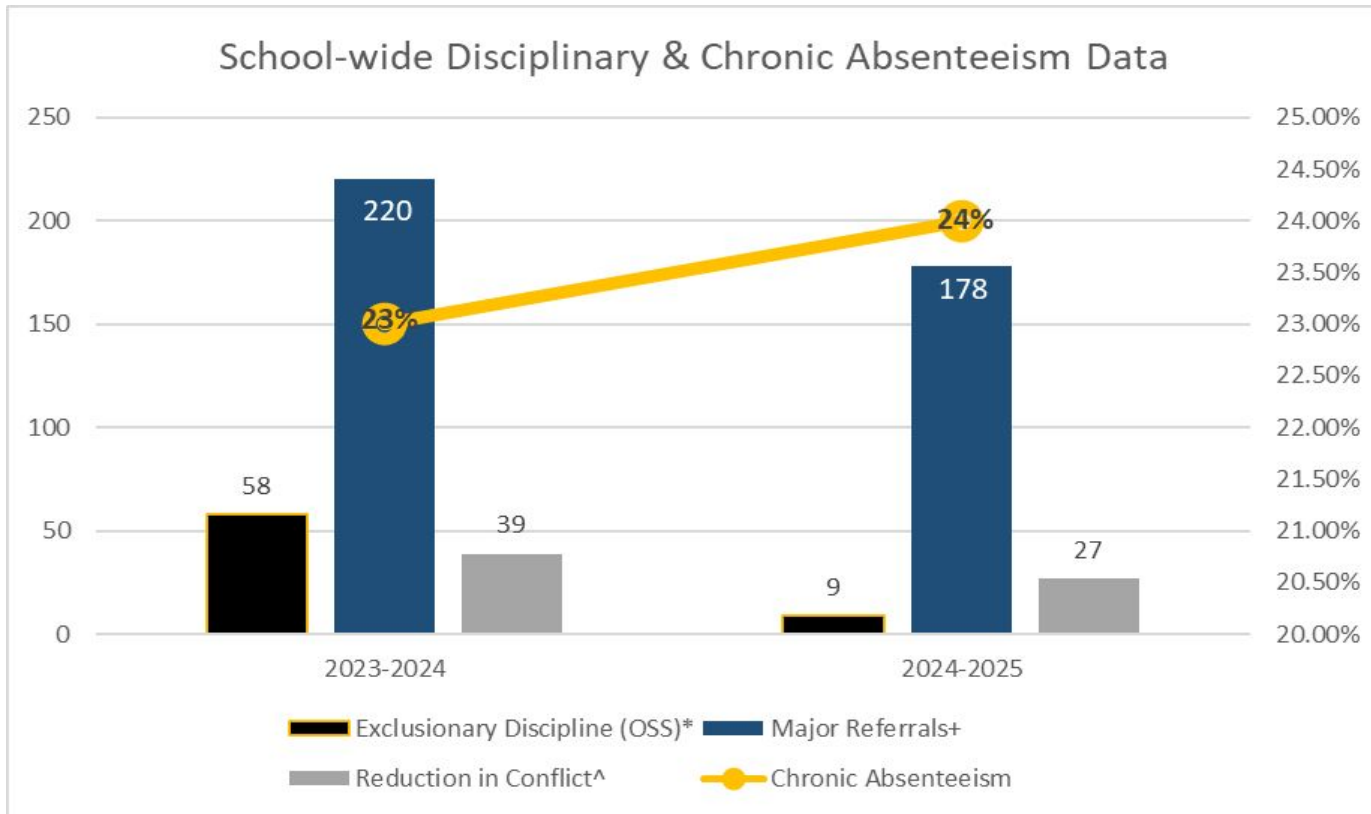
Classroom circles: APs provide support to teachers in facilitating community building, problem solving, or restorative circles.

Parent / Guardian & Student Conferences: APs and/or members of Student Support Teams facilitate conferences in support of students/families.



Reported Feelings of Student Sense of Belonging and Engagement

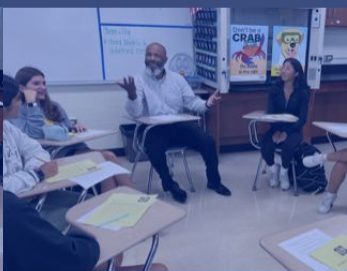




*Involvement decreased from 53 students to 9 students

+Involves alcohol/tobacco/drugs, bullying/harassment, ²⁵violence with and without physical injury/physical confrontation, threat, etc.

^Physical altercation: violence with and without injury. Does not include physical confrontation



QUESTIONS