



SKOKIE 73.5

Elizabeth Meyer School • John Middleton Elementary School • Oliver McCracken Middle School

Restorative Practices in Action

How teachers in District 73.5 leverage Restorative Practices to support student learning



**80% of Restorative
Practices should be
proactive**

CONTINUUM OF RESTORATIVE PRACTICE

More
of these

Less
of these



**Affective
Statements**

Proactive
class circles
around social
and emotional
learning.

**Restorative
Conversation:**

Class,
Corridor,
Playground

**Restorative
Intervention**

Small,
Impromptu meeting

**Whole class
circle and
restorative
process**

**Formal
Conference**

INFORMAL

FORMAL

More people, planning, time
More complete
More Structure

What might a restorative setting or school look like?

INTENSIVE: Restorative conferencing and circles, restorative plans and agreements

TARGETED: Problem solving circles, peer mediation, restorative

UNIVERSAL: Daily community circle, student-led norms/rules, teaching SEL skills, restorative language (affective questions and statements), effort toward building relationships, check-in/check-out

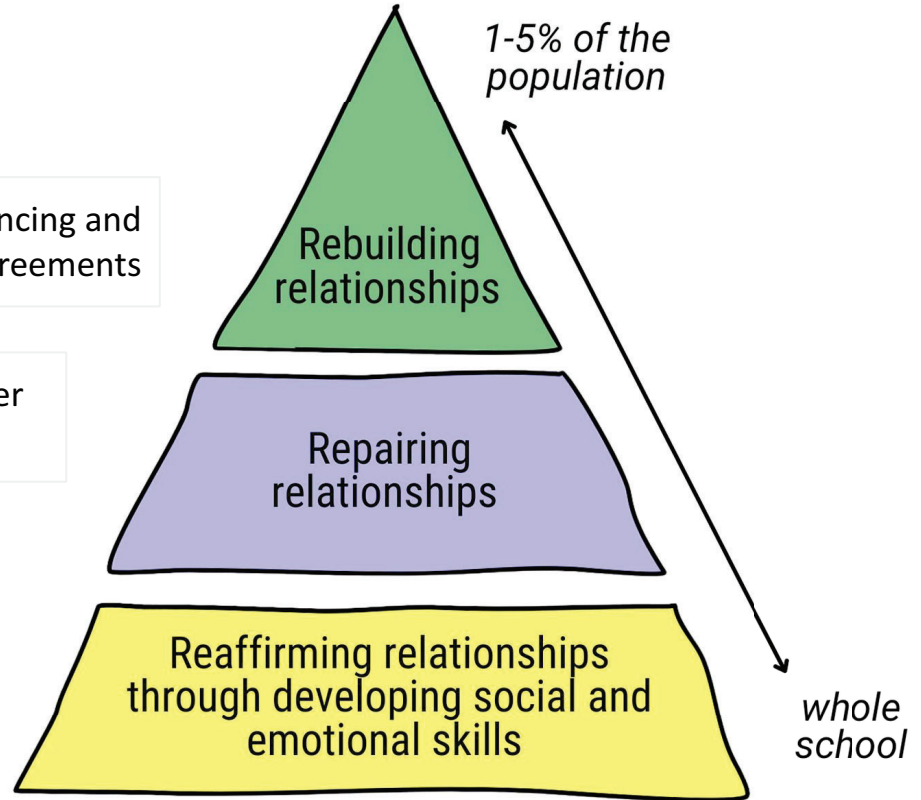



IMAGE: Adapted from Morrison's hierarchy of restorative responses (2004)

Summer learning opportunities

- We had **five** staff members take a multi-day training through the International Institute for Restorative Practices (IIRP)
- We had **18** staff members sign up for a summer book study surrounding *Restorative Circles in Schools, A Practical Guide for Educators*.
- We had **four** staff members continue to engage in their professional learning through Responsive Classroom
- We had **five** staff members sign up for a summer book study surrounding *Building a Trauma Informed Compassionate Classroom*.

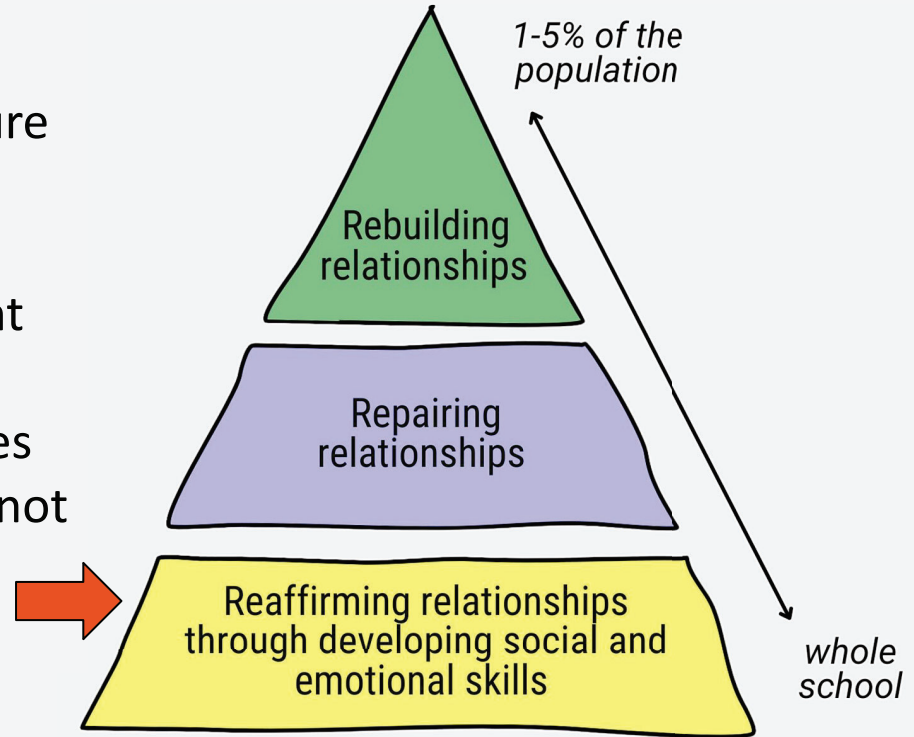




**Restorative Practices:
Strategies that we are currently
implementing consistently**

A Focus on Building Relationships

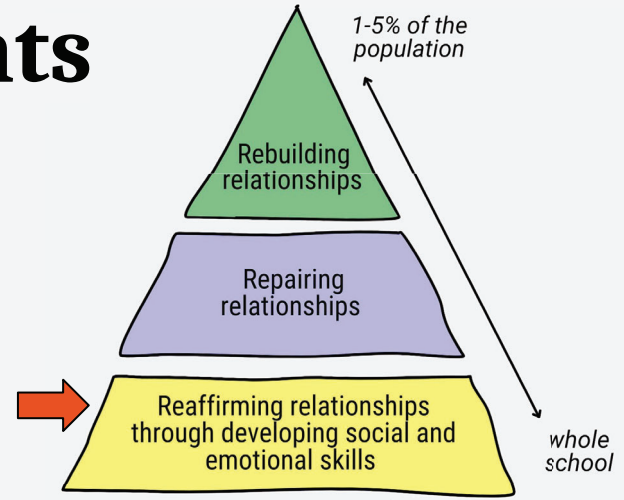
- Morning meeting/advisory
- Using Panorama SEL data to ensure every child has a trusted adult
- Responsive Classroom Strategies
 - How we teach is as important as what we teach
 - Interactive learning structures
- Doing things WITH students and not TO or FOR students



Using Affective Statements

Affective Statements DO...

- explain how behavior affects you or others
- specifically describe behavior and impact on you
- use first person perspective – “I” statements
- allow the person to solve the problem



Affective Statements DO NOT...

- blame the person for feelings of others
- exert power or control
- create controversy or attention
- happen in isolation

I am so proud to see/hear... I am so excited to see/hear...

I am so appreciative of you/your... I am so grateful that/for...

I am so touched that you...

I am worried about/by/to see/to hear that...

I am concerned about... I am feeling frustrated about/by that...

I am feeling irritated by... I am angry about...

I am so sorry that... I am upset that...

I am having a hard time understanding...

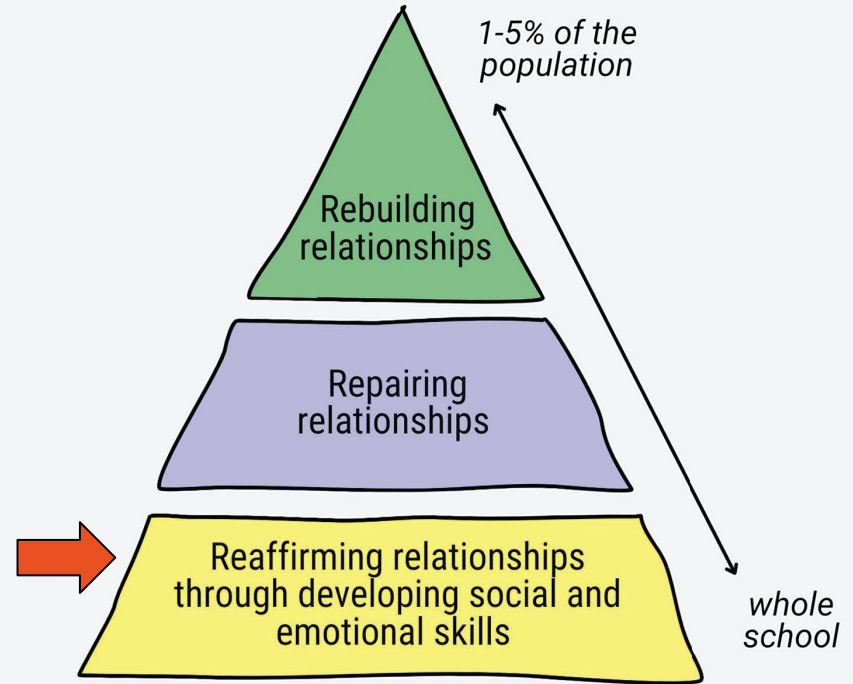
I am uncomfortable when I see/hear...

I feel sad because I heard... I am uneasy about...

I am feeling distracted by...

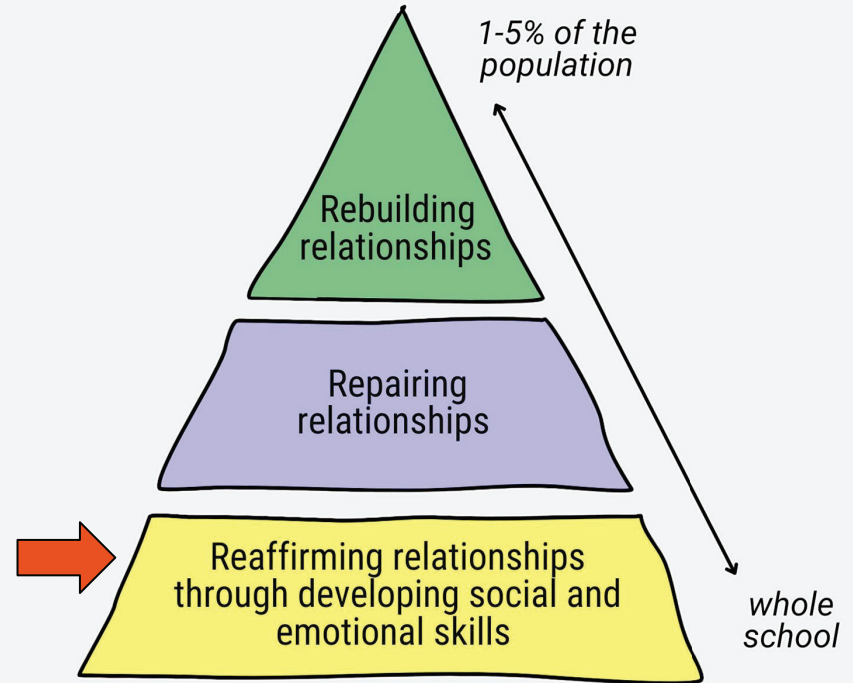
Development of Restorative Practices Norms

- Student-led creation of classroom norms and expectations
- CHAMPS learning behaviors review – led by students
- Practicing Restorative Practices protocols during positive circles before engaging in any restorative conversations
- Restorative Reflections at McCracken in lieu of detentions



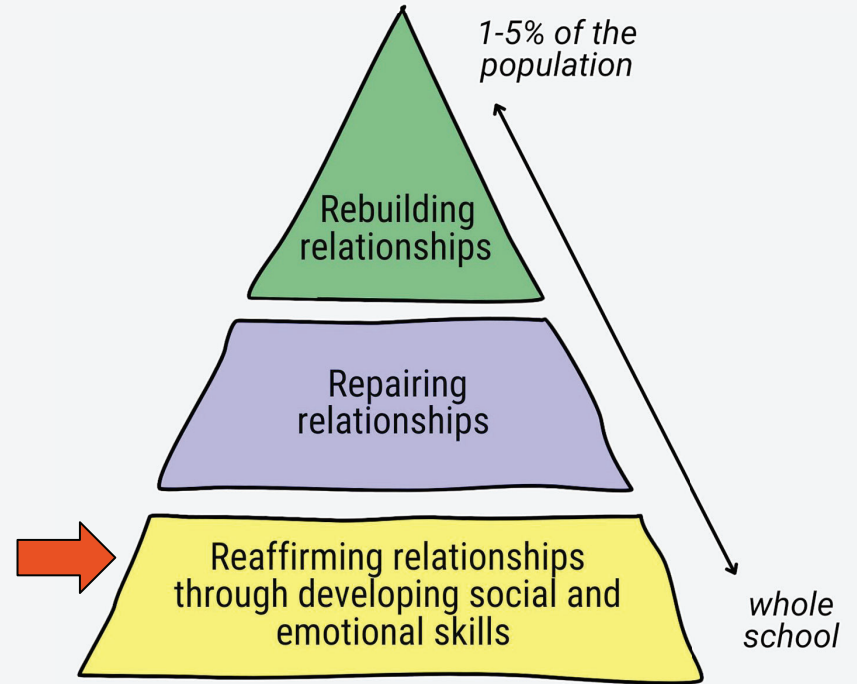
Using Proactive Welcoming Circles

- Morning meeting – getting to know each other
- “Roses and thorns” weekly reflection
- SEL instruction
- Synthesis of restorative practices and explicitly reviewing learning/behavioral expectations (including PBIS)



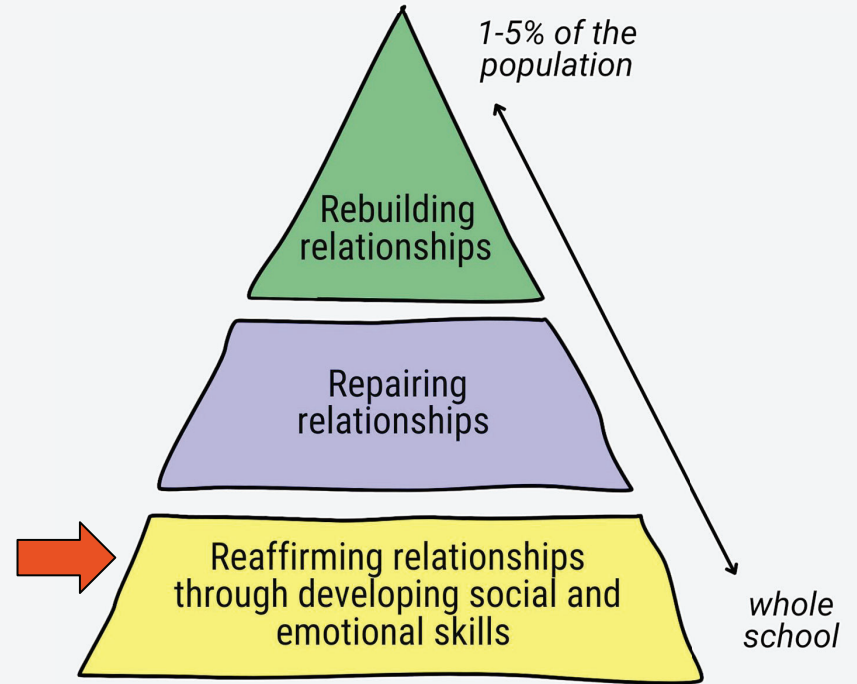
Using Closing Circles

- Summary of classroom agreements
- Goal setting
- Clarification of directions/
next-steps
- Optimistic closure (CASEL and
Responsive Classroom aligned
practice)



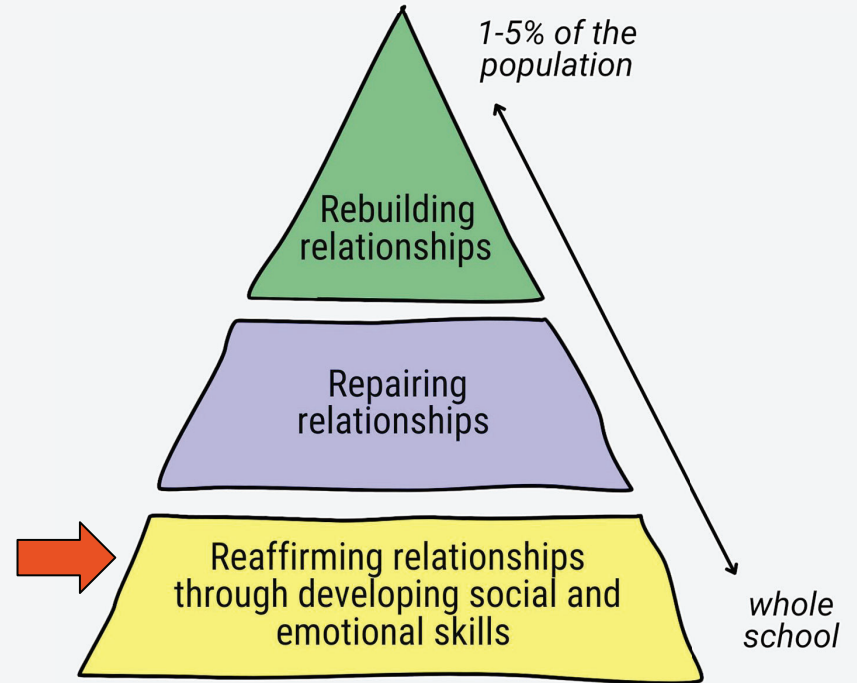
Ownership of Restorative Practices

- SEL and behavioral expectations are taught by ALL educators
- Restorative practices can and should be embedded throughout the school day
- It takes a village
- Someone's perspective is their truth – we must honor their voice
- The more we practice, the more fluid we will be with implementing circles



Engaging in Peer Mediation

- Ongoing or significant peer conflict and/or bullying
- Raising student voice into how their classroom/school is managed
- Students learn how to solve problems without adult intervention/guidance
- Conflicts that occur on the playground

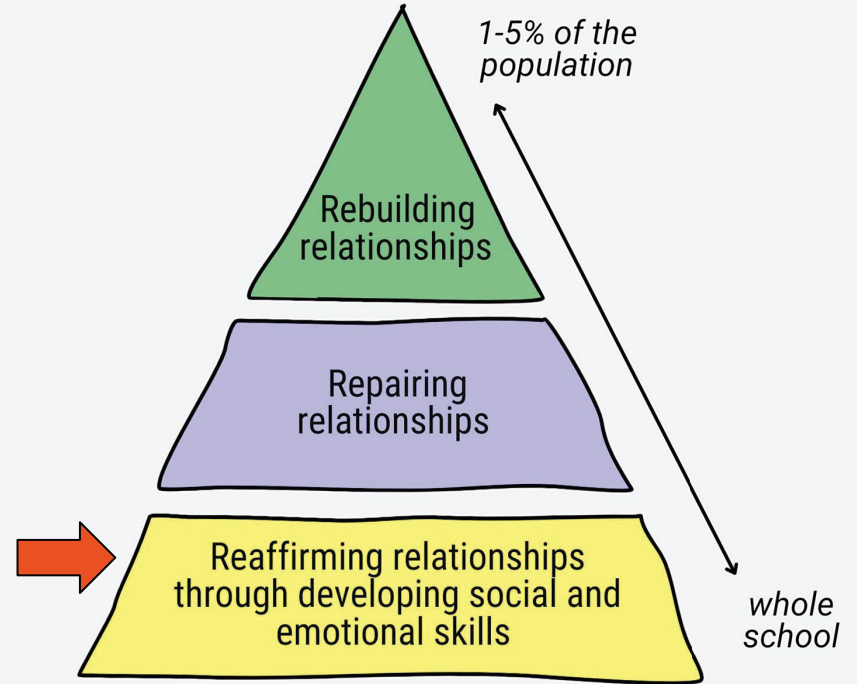


Areas for Growth and Development:

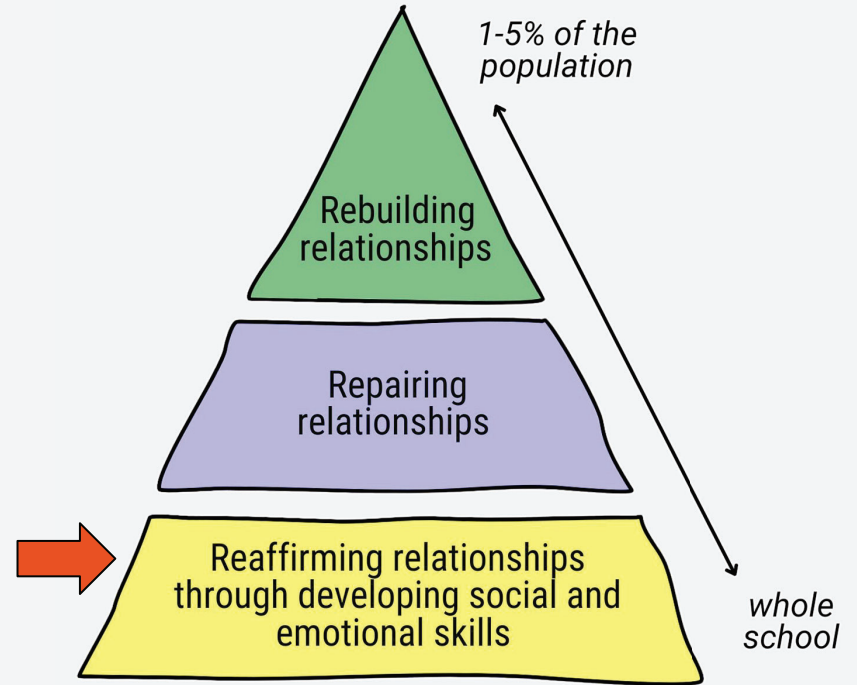
**Where we are seeking to
implement Restorative Practices
more consistently**

Using Affective Questions

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

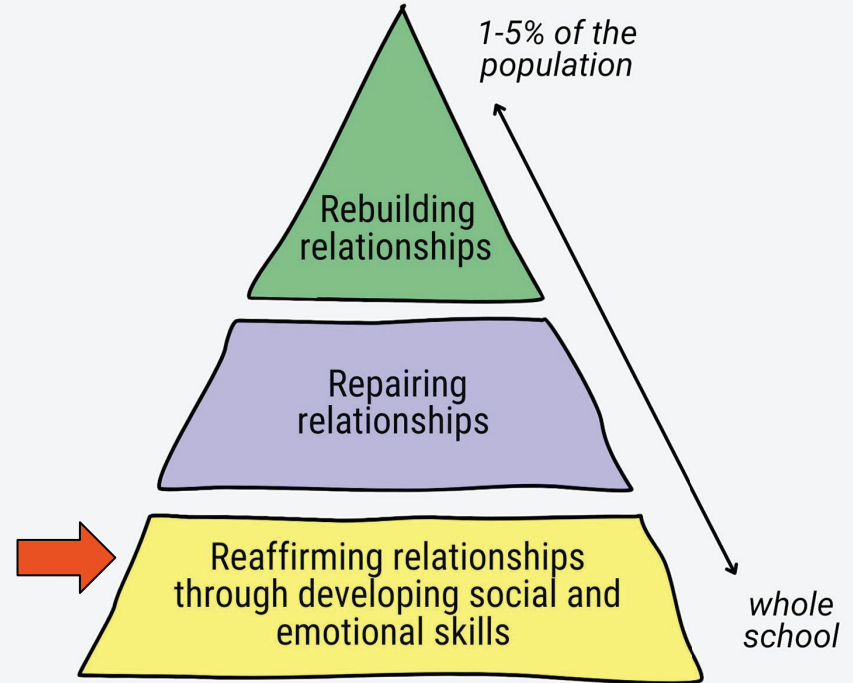


Using restorative practices to elicit academic engagement and growth

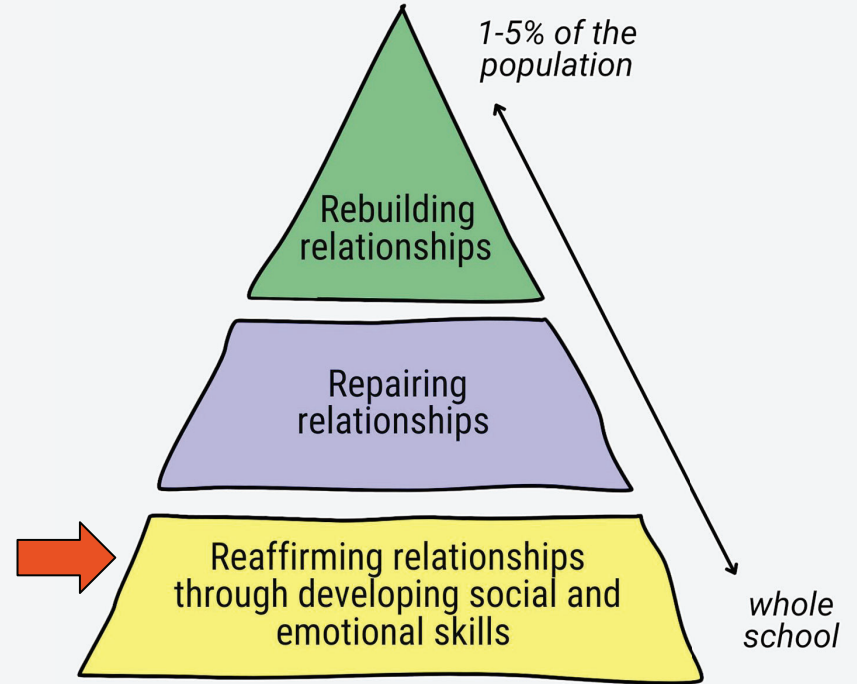


Using the different Restorative Practices structures

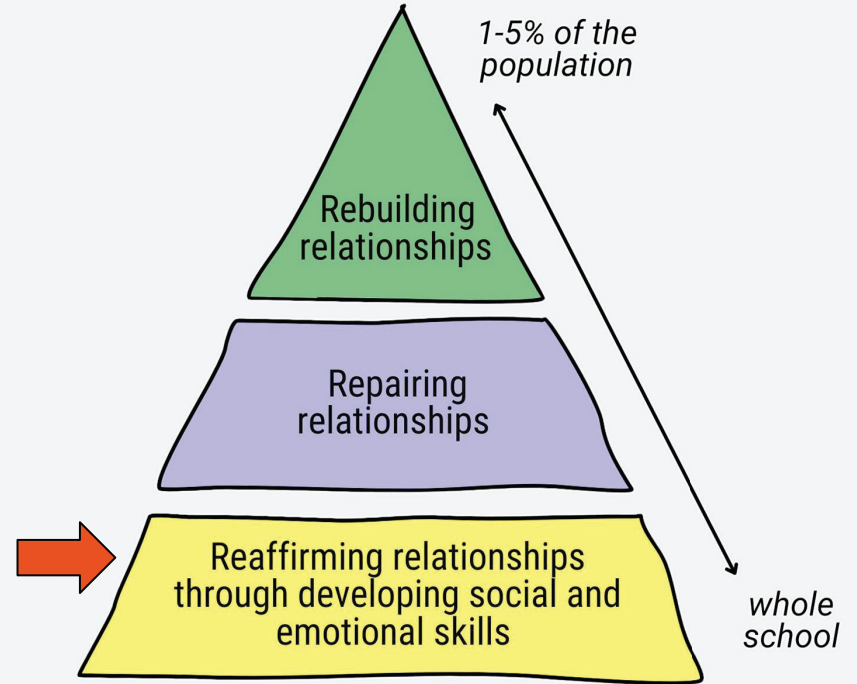
- Sequential
- Popcorn
- Fishbowl



Integration of Restorative Practices with Kagan and other Instructional Strategies that are currently being used

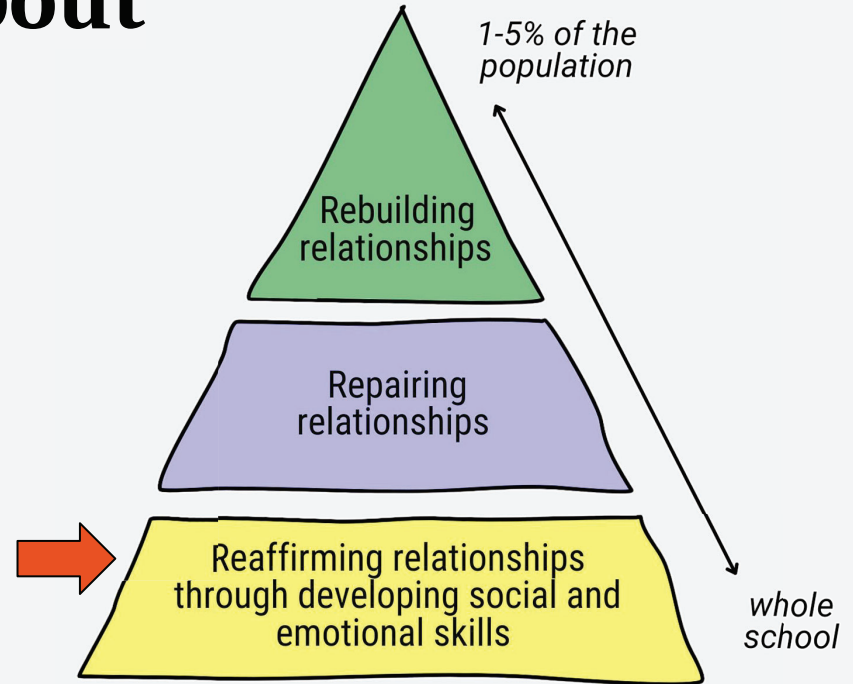


**Giving teachers
explicit permission to
pivot from academic
instruction and
engage in a circle,
when needed**

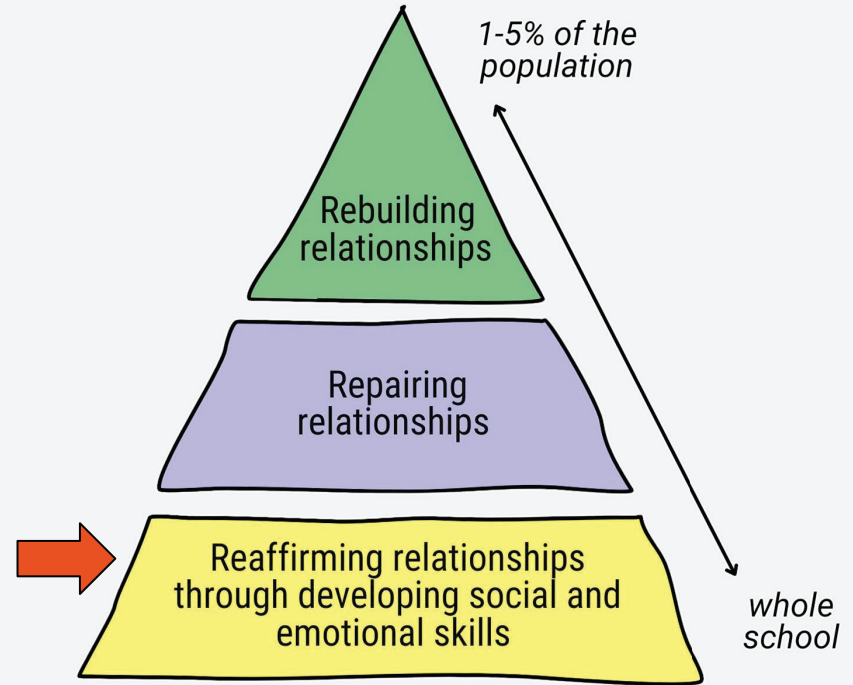


Misunderstandings about Restorative Practices

- RP does not mean no disciplinary measures are taken
 - Consequences should be logical
- Children can and should be held accountable for unexpected behavior(s)
 - Taking away shame while ensuring growth
- Leveraging the power of the peer group is what helps students gain perspective



Understanding when it is appropriate and the related protocols to use when a formal circle is needed



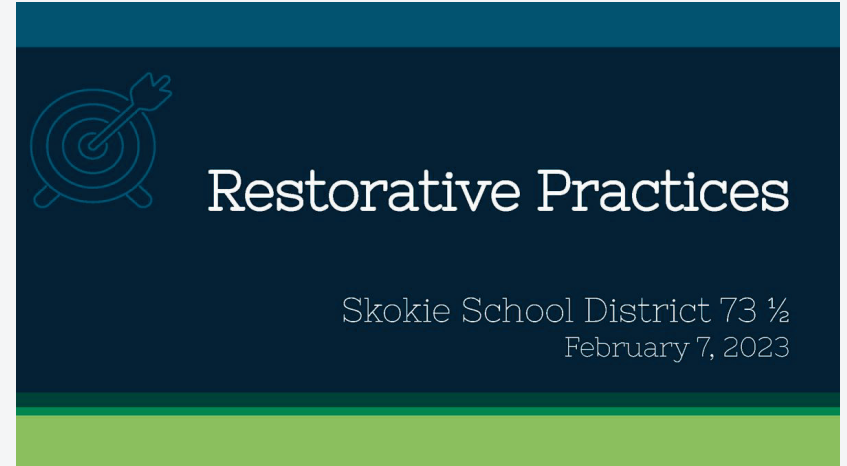
Our Restorative Practices Professional Development Goal

To create a baseline of understanding for all educators surrounding what restorative practices are and how to implement them consistently so that students develop the skills needed for academic, behavioral and social success.



We did a Restorative Practices learning event for families in February

We are also working to create a Restorative Practices page on our District website



Our RP Professional Development Plan 2023-2024

Step 1:

Support staff training
(August 18th)

Step 2:

All staff training – creating a
baseline understanding (August
21st)

Step 3:

Scaffolded, differentiated
sessions for educators (Tuesday
Early Release)

Step 4:

Calibration meetings (Institute
Days)

