Restorative Practices in District 65

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Today’s Agenda

- Team Introduction
- Background
- Strategic Plan
- School Climate
- SEL Programming/PBIS
- Restorative Justice
Background

How did we get here?

– Suspension policy changed September 2014 to make consequences for students less punitive.
  • Started with strategic plan concepts
    » Restorative Justice Continuum Initiative (New)
    » Continuation of PBIS
    » Continuation of SEL programming
    » Continue to offer Alternative to Suspension
Strategic Plan Components
Goal: Ensure all D65 schools have positive school climates built upon clear and equitable policies and practices where all members of the school community feel emotionally and physically safe, included and accepted.
• Implement Social and Emotional Learning (SEL) programs at all schools in the District
  ▪ Second Step
    ▪ Re-train SSWS
    ▪ Train classroom teachers
    ▪ Determine middle school programming
  ▪ PBIS
    ▪ Maintain
    ▪ Refresh
  ▪ Restorative Justice
    ▪ 2015-2016: Kingsley, Dawes, King Arts, Nichols, Walker
  ▪ Additional SEL Programming
    ▪ All schools provide a variety of SEL programs
    ▪ Expand 6th grade advisories
Strategy 2: Professional Development

- Develop staff knowledge of social and emotional development in children, and its application to classroom routines so that all teachers can work with all students, particularly those with challenges.
  - This will require comprehensive training over the next 3-5 years.

- Four Major Areas
  - Truancy
  - ED students
  - Students on the Autism spectrum
  - LGBT and Diversity Training
Strategy 3: School/District Action Teams

- Create school climate action teams in each school that will review data on student academic progress, student social and emotional learning, school wide disciplinary activities, and access to culturally responsive instructional and support strategies.

  - School Climate Teams (Each School)
    - Oversees school climate work in the school
    - Identifies cultural needs, programs, and training needed

  - Whole Child Council (District and Advisory)
    - Oversees work of the school teams
    - Oversees district wide data/programming
    - Develops School Climate Toolkit
Overview

- District 65’s goal is to promote positive and sustained school climate.
- D65 will help schools integrate crucial social and emotional learning with academic instruction.
- School climate committees to address these issues, to work together to improve and integrate our social emotional learning.
- Consistent with the National School Climate Center’s recommendations, D65 strives to build capacity with thoughtful use of data to establish best practices, and meaningful guidelines. We will be developing toolkits to support educators, programs, and services that support a model for whole school improvement with a focus on school climate.
Yearly Focus

- Year 1  Interpersonal Relationships
- Year 2  Safety
- Year 3  Teaching and Learning
- Year 4  Institutional Environment
Domains

- Interpersonal Relationships
- Institutional Environment
- Safety
- Teaching and Learning
Interpersonal Relationships Structure

- Student/Student
- Staff/Student
- School/Family
- Staff/Staff
Review and Update of Current Programs
Social and Emotional Learning (SEL)

- Self-Awareness
- Social Awareness
- Relationship Skills
- Responsible Decision Making
- Self-Management
Committee for Children

- Talking About Touching: A Personal Safety Curriculum
- Second Step
- Steps to Respect: Bully Prevention Program
Positive Behavioral Interventions and Supports

Consist of five elements; Define, Teach, Remind, Reinforce, Re-Teach

- Individualized
- Targeted Group
- School-wide
PBIS “Recognition Status”
Significant Growth District-wide

ALL District schools go through PBIS evaluation process – There are four levels of implementation recognition

- 2013-2014: 3 schools at highest level of implementation, 9 schools at second level
- 2014-2015: 4 schools at highest level of implementation, 5 schools at second level
Alternative To Suspension

GOALS:

1. Reduce the number of days a student misses school due to out of school suspension.
2. Provide direct support to students who reach a level of behavior that indicates a need for work in conflict resolution, problem-solving, and/or managing anger.
3. Teach skills that are associated with success in school and community (i.e. working cooperatively with others, talking through a problem, focusing on learning, etc.)
4. Facilitate home-school connections to help parents/guardians support behavioral expectations as well as provide an avenue to share concerns and make referrals to community resources.
RSC believes if we strengthen relationships among all school community members through restorative practices (e.g. circles), children’s socio-emotional and academic learning will flourish.
Our Circle Guidelines

1. We all sit in a Circle.
2. We use a Talking Piece.
3. We use “I Statements.”
4. What’s said in Circle Stays in Circle.
5. We have Openings and Closings to our Circles.

ALL CIRCLES ARE RESTORATIVE BY NATURE. THEY FOSTER...

*Equity and Inclusion       *Self-Exploration and Reflection
*Listening and Speaking with Intent       *Empathy for One-Self and Others
*Accountability       *Leadership and Academic Competencies
Percent of Students Suspended

Policy Change

- All Students
- Black Students
- Hispanic Students
- White Students
Out-of-school Suspension Days per 100 Students

Policy Change

2012 2013 2014 2015

All Students  Black Students  Hispanic Students  White Students

EVANSTON/SKOKIE SCHOOL DISTRICT 65
Thank you!