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Submitted: September 4, 2018

Restorative Practice

DISTRICT: [Farmington Public Schools](#)

Overview:

Restorative Practice (RP) looks to develop and maintain healthy, whole relationships through intentional dialogue, classroom engagement and group circle talk. Additionally, RP Facilitators:

-Provide professional learning for staff on RP strategies, Cultural Competency and Culturally Responsive Instruction

-Support teachers and admin “restore/heal” broken relationships that often have code of conduct implications

Dates of program implementation:

Sept. 2014-present

Intervention target(s):

Teachers
Students
Principals

Intervention level(s):

District-Level
School-Level

High School
Middle School

Concise description of promising practice:

With disproportional suspensions of African Americans in school, coupled with climate and instruction that do not intentionally provide opportunity and success for those that have been marginalized, Restorative Practice looks to shift the tide in helping educators and school leaders build and maintain healthy, supportive relationships with students. It also provides students the tools necessary to do do the same with each other and with the adults in their lives.

Within our district, each secondary school is provided one RP Facilitator to not only help restore broken relationships, but to also aid in a culture shift towards more responsive instruction and disciplinary practice. RP Facilitators provide professional learning, support in the classroom, and coordinates with administration to address relationships that have been impacted due to code of conduct violations.

One of the main goals of RP professional learning to to teach strategies that can be used every day, including how to set high expectations while being supportive, how to provide direct feedback and how to ask questions that foster accountability. RP also looks to provide adults and students alike with the most effective methods to resolve common conflicts, including but not limited to the use of restorative circles. Circles are an essential process for building social capital, resolving social problems and responding when harm occurs. Circles can create a sense of equity and inclusion while lending to a positive learning environment.

Is this promising practice purchased or original to your district? If original, what is the availability to other MSAN districts?

The training for RP is through the International Institute for Restorative Practices (IIRP). It is NOT original to our district, but is now required in the state of Michigan (as of 2017).

This is promising because...

This is a promising practice because it has led to increased levels of school engagement (by 10% over the past 3 years) at our secondary level, a decrease in overall suspension rates (by 10% over 3 years), and a decrease in African American suspension as well (by 25% over 3 years). We attribute

our exit from disproportionality status to the implementation of RP, yet we realize that much work is still needed to truly shift culture and employ culturally responsive practice in all we do.

Significant challenges and lessons learned:

The need to change overall culture as well as practice/policy continues to be a challenge. We are currently revising our Code of Conduct and handbooks to be more responsive to the changes we are implementing with RP.

We must broaden our education and continue to deepen the learning for our partners, particularly our community resource officers.

While we have seen some shift in behavior, we need to continue to push admin to use RP approach in all practices and not default to prior practice of suspension and expulsion.

Link to an existing district report(s), if available:

<https://login.boardbook.org/Public/publicitemdownload.aspx?mk=50259108&fn=publicquickview.html>

Link to electronic resources that would be helpful:

<https://sites.google.com/farmington.k12.mi.us/disproportionality/monthly-updates?authuser=0>

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