

Fargo Public School's

# **GUIDE TO RESTORATIVE PRACTICES**



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**What is Restorative Practices?**

2-6

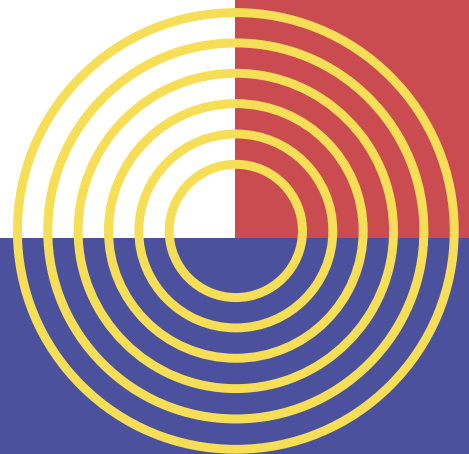
**Restorative Practices: Multi-Tiered System of Supports**

7

**Restorative Conferences: Alternative Discipline**

8

**Restorative Conferences: Post-Exclusionary Discipline**



# **TABLE OF CONTENTS**



# **WHAT IS RESTORATIVE PRACTICES?**

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Restorative practices is a social science that studies how to create positive school communities through relationship-building and achieve social discipline through participatory learning and decision making. It is modeled after many community-centered practices that have existed in Indigenous cultures throughout the world for centuries. In essence, through relationship building, we have the power to teach the importance of community to our students while leveraging those relationships and that trust to help students hold themselves accountable when they've caused harm (IIRP, 2011).

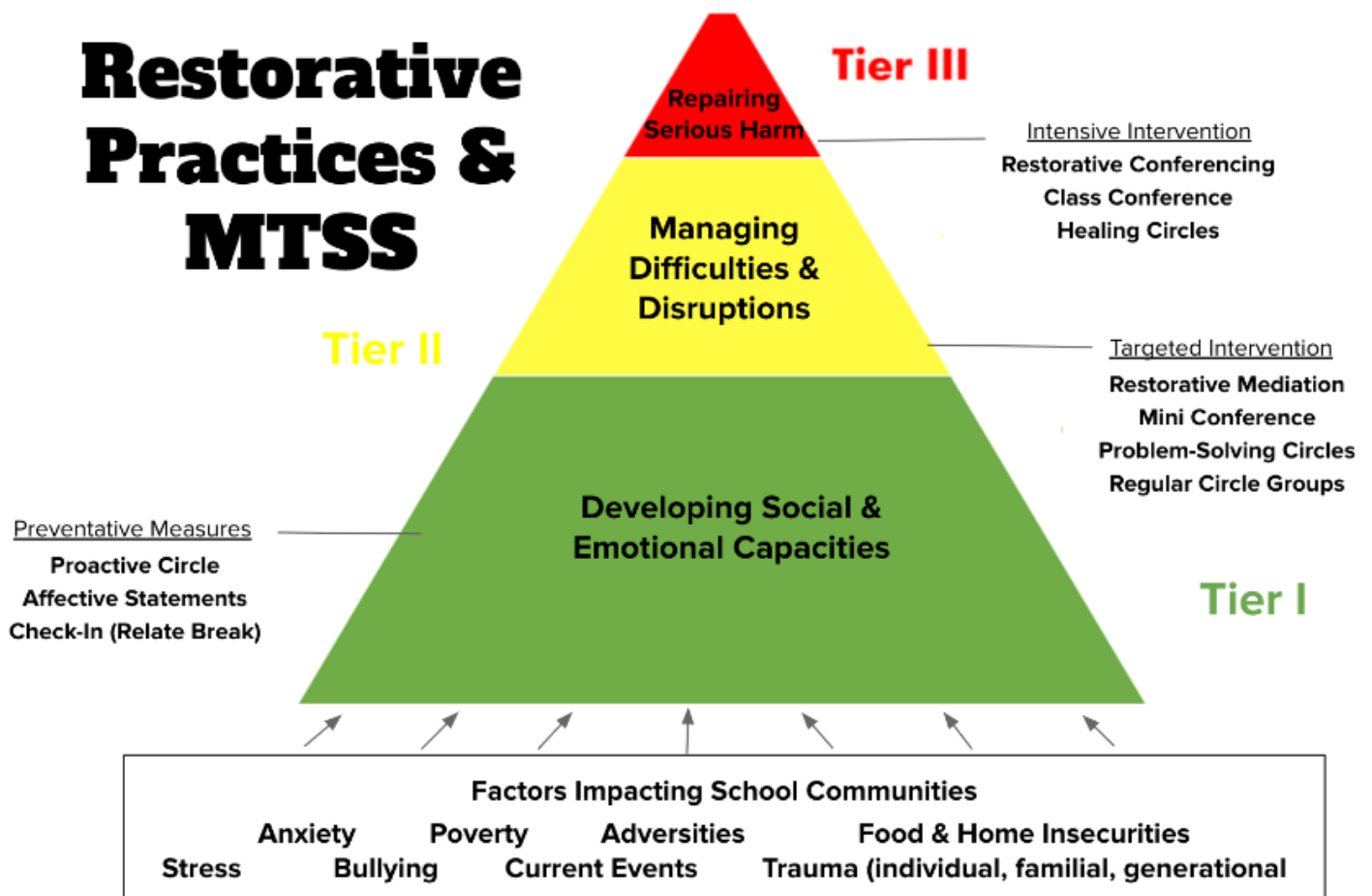
Restorative practices is the embodiment of both ancient and modern wisdom about how to keep human relationships alive, free, open and constructive, especially when conflicts arises. Contemporary practices and principles of consensus building, dialogue, and dispute resolution have helped shape our understanding that restorative practices is not a fad or the latest technique (Safe Supportive Learning, 2016).

Autumn, S., & Guarino, K. (2016). *Positive Behavioral Strategies - Restorative Practices*. Safe Supportive Learning. Retrieved from <https://safesupportivelearning.ed.gov/sites/default/files/OLE%20Restorative%20practices%203%2010%2016%20Final.pdf>.

International Institute for Restorative Practices. (2011). What is restorative practices? Retrieved from <https://www.iirp.edu/restorative-practices/what-is-restorative-practices>.

# Multi-Tiered System of Supports

For restorative practices to be successful, a school must shift their entire mindset. Schools must recognize that restorative practices are beneficial for all students. These interventions may also provide a protective barrier from punitive-based practices for situations in which exclusionary discipline or justice involvement is not necessary.



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## **Affective Statements**

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The most informal type of response that has significant impact on a school community when used widely and regularly. They are personal expressions, or "I" statements, of feeling in response to others' specific behaviors.

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## **Proactive Circles**

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Circles should be held regularly by all school community members as a means of building relationships and fostering communication. They may also be used as a vehicle for delivering content and discussing classroom business.

4

## **School-Wide Mindset**

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All school community members should be familiar with the concept of restorative practices, the "why" for its implementation and show personal commitment to using restorative practices through use of these methods in all facets of the school community

# **MULTI-TIERED SYSTEM OF SUPPORTS**

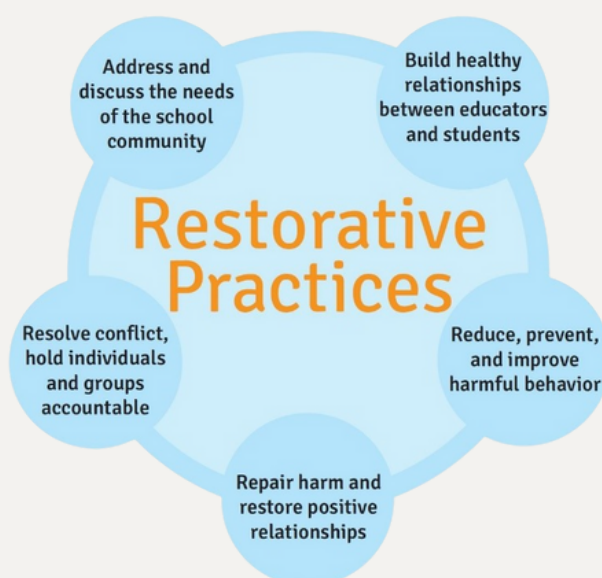
## **TIER I: PROACTIVE**

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## **Values & Guidelines**

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School community members should be regularly given the opportunity to discuss values such as respect, honesty, responsibility, etc., and what those values mean to them. FPS Guidelines for Success can be used as a foundation for this, but may be developed further by community members.



# Teacher-Led Restorative Intervention



## Tier 1 Intervention Using Restorative Chats to Respond to Behavior

**Restorative chats** can be used as an in-class intervention when students are choosing not to meet classroom norms and rules.

The first step is knowing that conflict is normal and cannot be fully avoided as long as you interact with other people.

### Check In with Yourself

1. Am I ready to talk?
2. Do I need support from another adult to have this conversation?
3. Are they ready to talk?
4. Where is the appropriate place to have the talk?

### Key Considerations

Allow wait time for students to answer thoughtfully.  
Be aware of your tone of voice.  
Keep your language simple.  
Be aware of your body language.

### Proceed with the Restorative Questions

1. What happened?
2. When you \_\_\_\_\_, was that a good choice or a bad choice?
3. How do you think \_\_\_\_\_ felt when you \_\_\_\_\_?
4. At school, it's not okay to \_\_\_\_\_. How can we make sure this doesn't happen again?
5. I'll check in with you later to make sure that you're doing what we agreed. What do you think we should do if something like this happens again?

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## Restorative Questioning

Restorative questioning can be used informally as well as formally. The key to effective use is making sure your tone is neutral and not accusatory in any way. It is also important to check in with yourself before engaging in this type of intervention.

### Restorative Questions I

Use these questions to respond to challenging behavior.

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you've done? How?
5. What do you think you need to do to make it right?

# MULTI-TIERED SYSTEM OF SUPPORTS

## TIER II: TARGETED INTERVENTION

### Restorative Questions II

Use these questions to help those harmed by others' actions.

1. What did you think when you realized what had happened?
2. What impact has this had on you and others?
3. What has been the hardest part of this experience for you?
4. What do you think needs to happen to make things right?



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## Problem-Solving Circle

Responsive Circles can be used to respond to wrongdoing, conflicts and/or problems in the classroom or wider school community. The use of responsive Circles allow community members to approach conflict with a solution-focused mindset while still holding individuals accountable.



## Restorative Conference

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A conference is held in which all involved parties discuss the incident. The conference consists of the facilitator asking each participant the same restorative questions and giving each the opportunity to share what's on their heart in front of all other participants.

## Internal Facilitator

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Fargo Public Schools currently employs restorative practices conference facilitators in some of its secondary buildings. These individuals work to create positive community in their schools while also facilitating the conferencing process when harm has occurred.

## Moving Forward

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Eventually, all participants must reach an accountability agreement by consensus that may include the following: the method in which harm will be repaired; making a plan so that the behavior does not happen again; giving back to the school community; and ongoing support for the person harmed, the person who did the harm, or any other affected person.

# MULTI-TIERED SYSTEM OF SUPPORTS

## TIER III: INTENSIVE INTERVENTION

## External Facilitator

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Restorative conferences may be held by facilitators assigned by the district office. District facilitators may be used in schools who do not have a trained facilitator, or in situations where an outside perspective would be beneficial for all parties involved in the incident.





# 01. **ALTERNATIVE TO EXCLUSIONARY DISCIPLINE**

## Restorative Questioning

- Who? Someone at the school site who is familiar with the restorative questions and can keep a neutral tone
- When? As soon as possible after the incident of harm
- Why? Allows individuals involved to share their perspective, feel heard, and start moving into a restorative mindset
- How long? This may take anywhere from 10-30 minutes

## Pre-Conference Meetings

- Who? Conference facilitator holds an individual meeting with all those involved
- When? As soon as possible after the incident of harm
- Why? Allows facilitator to explain the restorative conference process, build rapport with each participant, and give an opportunity for each person to think about how they want to answer the restorative questions
- How long? Held over multiple days and may take 15-60 minutes per meeting

## Restorative Conference

- Who? Facilitator, individuals involved, persons of support, and school members
- When? As soon as possible after pre-meetings are completed
- Why? An alternative to traditional disciplinary measures where participants come together to heal harm done, hold the harmer accountable, create an accountability agreement and support school community re-integration
- How long? May take multiple hours

## Accountability Agreement

- Who? Collaborative process with conference participants
- When? End of conference
- Why? Addresses specifically: how harm will be repaired; ensure that the behavior does not happen again; if and how the person who did the harm will give back to the school community; provide ongoing support for the person harmed; the person who did the harm and any other affected persons
- How long? Varies; usually less than an hour



## 02. FOLLOWING EXCLUSIONARY DISCIPLINE

We recognize that there are some severe incidents that require school leaders to make decisions regarding removal of a student. For these cases, school communities may still hold a restorative conference when the student has permission to return. The only difference is that a re-entry conversation must take place prior to beginning the restorative conference process.

### Re-Entry Conversation

- Who? Principal, student, parent/guardian, conference facilitator
- When? Immediately upon return from exclusionary discipline
- Why? Welcome the student back to school, explain that they are going to take part in a restorative conference to repair harm and ensure that a behavior doesn't happen again, and differentiate the process from traditional punishment by passing off responsibility to a neutral party (facilitator)

### Follow-Up Meetings

- Who? Facilitator, conference participants, school representatives
- When? Every few weeks following the all conferences as necessary
- Why? Celebrate successes, keep participants accountable; make adjustments
- How long? Every few weeks until the team decides harm has been repaired



**It is easier to build strong  
children than to repair  
broken (wo)men.  
- Frederick Douglass**

# #FPSRestores

