Restorative School Practices of Maine

A Program of the Restorative Justice Project, Belfast, ME

Helping to Create Safe, Fair & Restorative Maine Schools

“The restorative practices movement seeks to develop good relationships and restore a sense of community in an increasingly disconnected world.”

from The Restorative Practices Handbook
B. Costello, et al., 2009

“Students are more likely to succeed when they feel connected to school. School connection is the belief by students that adults in the school care about their learning as well as about them as individuals.”

• Wingspread Declaration on School Connections
• www.jhsph.edu/wingspread
The Restorative Approach

Is a philosophy or guiding principle (not a program or specific activity) that sees relationships as central to learning, growth and a healthy school climate for students and adults.

Discipline Continuum

<table>
<thead>
<tr>
<th>Punitive</th>
<th>Permissive</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Selves as Victims</td>
<td>Lack of Responsibility</td>
</tr>
<tr>
<td>Dwell on Own Feelings</td>
<td>No Consequences</td>
</tr>
<tr>
<td>Lack empathy</td>
<td>Behavior More Unruly</td>
</tr>
<tr>
<td>No insight</td>
<td>Excuses accepted</td>
</tr>
<tr>
<td>Punitive</td>
<td>No accountability</td>
</tr>
<tr>
<td>Avoid real responsibility</td>
<td>Repeat misbehavior</td>
</tr>
</tbody>
</table>

Results from Discipline Continuum

- Decreased engagement
- Decreased connectedness
- Poor school climate
- Increased detentions
- Increased suspensions
- Increased expulsions
- School to Prison Pipeline
Zero Tolerance = doubling of school suspensions annually

- 250,000 more students suspended nationally in 2006-07 than 4 years earlier
- Number of students expelled across the country increased 15% during same period
- 5% of suspension offenses rated serious (drugs, weapons); 95% are for “disruptive behavior” and “other”

Students sent to office for misbehaving more likely to drop out:
- Sent to office 1-2 times in 8th grade = 3.5 times as likely
- Sent to office > 2 times in 8th grade = 6 times as likely
- 25% of all expelled youth will be in youth corrections within 1 year, at a cost in Maine of almost $75,000 per student
- Schools with higher suspension and expulsion rates average lower test scores than do schools with lower suspension and expulsion rates

Youth who leave school are:
- Twice as likely to be unemployed
- Three times as likely to live in poverty
- Twice as likely to become the parent of a dropout
- More likely to end up in prison
- 54.1% of Maine’s prison population did not graduate from high school.
- Every dropout costs the government over $292,000 in public spending.
- Maine’s dropout rate just over 5%, or 21 students every school day. (2007)
### Framework for Practice Reflection

**Doing TO**
- Punitive
- Authoritarian
- Blaming

**Doing WITH**
- Restorative
- Cooperative
- Collaborative
- Reintegrative

**Doing NOTHING**
- Neglectful
- Ignoring
- Turning a blind eye

**Doing FOR**
- Permissive
- Rescuing
- Excusing
- Reasoning

---

### Building a Framework for Practice

<table>
<thead>
<tr>
<th>Social Discipline Window</th>
<th>Doing TO</th>
<th>Doing WITH</th>
<th>Doing NOTHING</th>
<th>Doing FOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Punitive</td>
<td>Restorative</td>
<td>Neglectful</td>
<td>Permissive</td>
</tr>
<tr>
<td>High</td>
<td>Authoritarian</td>
<td>Cooperative</td>
<td>Ignoring</td>
<td>Rescuing</td>
</tr>
<tr>
<td></td>
<td>Blaming</td>
<td>Collaborative</td>
<td>Turning a blind eye</td>
<td>Excusing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reintegrative</td>
<td></td>
<td>Reasoning</td>
</tr>
</tbody>
</table>

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### Report Out
Climate & Connectedness

- Connectedness has a direct positive effect on academic achievement.
- As school climate improves, relational aggression (bullying, harassment, fighting) decreases.
- Highly connected students are less likely to be perpetrators or victims of aggression.


School Connectedness

http://www.cdc.gov/HealthyYouth

"With the push for academic achievement and accountability, there seem to be many new mandates imposed on classroom teachers and school administrators, leaving less time for building relationships and connections with students. Paradoxically, without those relationships students feel less connected to school and are less likely to excel."

Relational Theory of Justice

Human Beings are Fundamentally Relational

Relationships of equal respect, concern and dignity allow human beings to thrive.

Jennifer Llewellyn, Dalhousie University

Restorative Practices

Enable us to integrate and *normalize* this approach within a school culture by focusing on building, maintaining and, when necessary, repairing relationships among all members of a school community.
Restorative Practice Includes

Language that invites and encourages:
• Curiosity
• Empathy
• Respect
• Trust
• Accountability
• Repairing harm
• Collaboration
And Skillful Practice.

The Restorative Approach
Adapted from Morrison (2004)

The Pyramid of Practice

RTI and the Restorative Approach
Adapted from Morrison (2004)
Community Circles

- A key practice to promote Relational Literacy.
- A process of **Authentic Dialogue**:
  
  *The practice of speaking one’s personal truth and listening well to others for deeper understanding.*
- An opportunity to build trust and respect between all members of a school community.

“Circles bring us together to share who we are beyond our appearances. They’re places of listening—of hearing what it’s like to be someone else. They’re also places for being heard—for expressing what’s on our minds and hearts and having others receive it deeply.”

Pranis, Stuart, and Wedge, *Peacemaking Circles: From Crime to Community*, 2003

Break & Community Circles
Overview of Restorative Practices

<table>
<thead>
<tr>
<th>For Community Building</th>
<th>For Low-Level Discipline</th>
<th>For Serious Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making personal connections</td>
<td>Conflicts, Problems (addressed within the classroom)</td>
<td>Matters (addressed outside the classroom)</td>
</tr>
<tr>
<td>Restorative Conferences (&quot;What's up?&quot;)</td>
<td>Restorative Reminders</td>
<td>Resolution Circles (group detention)</td>
</tr>
<tr>
<td>Community Circles: Classrooms, Teams, Clubs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other small groups: With faculty, With parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smiley</td>
<td>Special cue signals</td>
<td></td>
</tr>
<tr>
<td>Greet by name</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Birthday cards</td>
<td>Own your mistakes</td>
<td></td>
</tr>
<tr>
<td>Post your pictures</td>
<td>Be a chaperone</td>
<td></td>
</tr>
<tr>
<td>Ask an opinion</td>
<td>Notice the unique</td>
<td></td>
</tr>
<tr>
<td>Do the &quot;2x10&quot;</td>
<td>Sponsor a club</td>
<td></td>
</tr>
<tr>
<td>4 H’s</td>
<td>Eat with them</td>
<td></td>
</tr>
<tr>
<td>Give notes</td>
<td>Have fun together</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategies for Developing Personal Connections with Students

- Smile
- Greet by name
- Birthday cards
- Post your pictures
- Ask an opinion
- Do the “2x10”
- 4 H’s
- Give notes
- Special cue signals
- Music
- Own your mistakes
- Be a chaperone
- Notice the unique
- Sponsor a club
- Eat with them
- Have fun together

Restorative Conversations

- What’s up?
- How are you doing today?
- How can I be of help?
- Tell me about what’s going on for you.
Restorative Conversations

Situations such as:

- Personal check-in with a student in response to affective cues.
- After an incident in a classroom.
- When a teacher and a parent need to discuss a young person and share different perspectives.
- When colleagues need to air a grievance between each other.

Uses for Circles

- Community Building
- Check-in: one thing you are looking forward to today/this week
- Check out: something you are going to do after school/tonight/this weekend
- Previewing: one thing you want to learn about (topic/unit)
- Quick survey: opinion/questions
- Addressing issues in class in a non-confrontational way
- Having fun together
- Democratic decision-making
- Problem-solving

Things to consider when crafting questions

- Questions are driven by the purpose of the dialogue.
- How much time is available?
- What outcomes are you looking for?
- What is the best sequence of questions?
- Understand the needs of participants, including safety concerns.
- Try to create questions that are inclusive, challenging and inviting, and open-ended (avoid questions with yes/no answers).
Secret to success of a circle:

• Have a clear topic and goal.
• Set a positive tone.
• Get some allies before the circle starts.
• Pre-alert students with processing issues to the questions prior to the circle.
• Maintain focus.

Video & Lunch

Harmed-Harmer Activity

What do I need when I have been harmed?

What do I need when I have harmed someone else?
Basic Human Identity Needs

- **Meaning** – Sense of purpose and a sense of justice or fairness;
- **Connectedness** – The experience of belonging, community, and the ability to identify oneself as a member of a community;
- **Security** – Economic, spiritual, emotional, as well as physical security;
- **Action** – Ability to act and experience a sense of empowerment, personal autonomy;
- **Recognition** – Respect, acknowledgement, appreciation, and basic dignity and self-worth as a human being.

Impact of Harm on Victims

Victimization Undermines:

- **Meaning** – confidence that the world is basically an orderly, just, fair place
- **Connectedness** – relations with others; alienation from others who don’t want to hear about what happened
- **Security** – basic sense of safety
- **Action** – basic belief in our own autonomy and independence
- **Recognition** – sense of dignity and self-worth

Why do Students Violate Rules or Harm Others?

- **Meaning** – feel life isn’t fair, feel disadvantaged
- **Connectedness** – weak ties with family, school, or community
- **Security** – view of world as hostile, threatening
- **Action** – lack of legitimate opportunity
- **Recognition** – lack of legitimate sources of respect, status
Punitive Discipline or Restorative Discipline

<table>
<thead>
<tr>
<th>Punitive Discipline</th>
<th>Restorative Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misbehavior is breaking the rules.</td>
<td>Misbehavior is a violation of people and relationships.</td>
</tr>
<tr>
<td>Offender is accountable only to the school authorities.</td>
<td>Offender is accountable to those harmed and the community.</td>
</tr>
<tr>
<td>Accountability is equated with punishment, usually exclusion.</td>
<td>Accountability is defined as taking responsibility and repairing the harm.</td>
</tr>
<tr>
<td>Those harmed are peripheral to the process.</td>
<td>Those harmed play a key role in response to wrongdoing.</td>
</tr>
<tr>
<td>Offenders are defined by their deficits (the misbehavior).</td>
<td>Offenders have capacity to take responsibility and change their behavior.</td>
</tr>
</tbody>
</table>

Restorative School Discipline

Discipline that restores is a process that encourages accountability, builds empathy, promotes understanding of the effects of one’s actions on others, and repairs relationships.

“Moving from blame and punishment to harm and repair.”

Key Goals of Restorative Discipline

- To understand the harm done and develop empathy for both the harmed and the harmer.
- To listen and respond to the needs of the person harmed and the person who harmed.
- To encourage accountability and responsibility through personal reflection within a collaborative planning process.
- To reintegrate the harmer into the community.
- To create caring climates to support healthy communities.
- To change the system when it contributes to the harm.

*From The Little Book of Restorative Discipline, by Lorraine Anstutz and Judy Mullet*
Accountability

Within the Restorative Approach, we define "accountability" in a very broad and comprehensive way:

- **Owning** our mistakes--accepting responsibility for the harm we have caused;
- **Understanding** the impact of our actions on others;
- **Repairing** the harm—e.g., "making it right."

Doing well is always preferable to not doing well (assuming the student has the skills).

Ross W. Greene, Ph.D.

The formation of human relationships is the primary developmental priority of all human beings and the bedrock of all healthy development.

Janis Whitlock, Research Scientist, Family Life Development Center, Cornell University

Parking Lot – Questions and Answers

(End Day One)

Classroom Practices Overview

Affective Statements
Restorative Reminder Cards
Restorative Inquiry
Problem-Solving Circles

Affective Statements

- Expressing your feelings
  - Risks? Rewards?
  - Express both pleasant and unpleasant feelings

- Used to acknowledge success, hard work, collaboration, other desirable behaviors

- Be specific and emotive when behavior causing concern
### Examples of Affective Statements

<table>
<thead>
<tr>
<th>Typical Responses</th>
<th>Affective Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop teasing Sandy.</td>
<td>It makes me uncomfortable when I hear you teasing Sandy.</td>
</tr>
<tr>
<td>Talking during class is inappropriate.</td>
<td>I am frustrated that you aren't listening to me.</td>
</tr>
<tr>
<td>You shouldn’t do that.</td>
<td>I feel sad when you say something like that to John.</td>
</tr>
<tr>
<td>Sit down and be quiet.</td>
<td>I get angry when you talk and joke during my lectures.</td>
</tr>
<tr>
<td>I don’t want to see you fighting with him.</td>
<td>I was shocked to see you hurt Pete.</td>
</tr>
</tbody>
</table>

### Reminder Cards

- What are you doing?
- Who is being affected by this?
- How are they being affected?
- What will you do differently now?

### Restorative Inquiry

<table>
<thead>
<tr>
<th>Suggested Question</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
<td>Thinking (interpretation) and behavior</td>
</tr>
<tr>
<td>What were you thinking at the time?</td>
<td>Thinking</td>
</tr>
<tr>
<td>How were you feeling at the time?</td>
<td>Feelings</td>
</tr>
<tr>
<td>Who has been affected by this?</td>
<td>Others' feelings, thoughts, and behaviors</td>
</tr>
<tr>
<td>In what ways have they been affected?</td>
<td>Empathy</td>
</tr>
</tbody>
</table>

Adapted from Belinda Hopkins, “A Whole School Approach to Restorative Justice, 2004
And then….

<table>
<thead>
<tr>
<th>Suggested Question</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you need to do to make things right?</td>
<td>Action toward repairing the harm</td>
</tr>
</tbody>
</table>

From “Restoring the Balance 2” by Cathy Warren and Sue Williams, 2007

Restorative Strategies

**Before** sending a student to the office, try:
- Restorative reminder card and conversation.
- Problem solving circle if the student can clearly identify a problem where classmates can be of assistance.
- “You’re not yourself today. Can I help?”
- Change seating.
- Suggest time for quiet reflection in alternate classroom space.
Strategies (con’t.)

- Letter home to parents taped to desk – removed if behavior is corrected.
- Time out in colleague’s room.
- Phone call home with student reporting what happened in teacher’s presence.
- Parent/teacher/student conference. Contract developed and signed by all.

_The common characteristic of chronically misbehaving students is the degree of their emotional alienation._

Administrative Office Discipline

Use Restorative Inquiry for:

- Office disciplinary conversations;
- In-school suspension;
- Out-of-school suspension.

Problem Solving Circles

- Uses a restorative circle process when a group is facing a particular issue or problem.
- Based on the strength of community circles.
- Creates a safe place to process problems.
Break and Problem Solving Circles

Resolution Circles

An Alternative to Detention

It is the intent of the Resolution Circle process to have students become accountable to the greater school community for behaviors that distract from a harmonious learning environment.

Resolution Circle Process

- Circle format.
- Scripted process facilitated by trained individual.
- Persons Causing Harm - Involves 2-5 students with differing infractions.
- If possible the individual affected by the behavior or an advocate representative (may speak to all infractions).
- Other individuals impacted by the behavior(s) (i.e., administration).
- Outcome is an agreement written by the individual to be fulfilled within 48 hours.
Resolution Circle Questions

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

Closing the Circle

Discuss “How to Say I’m Sorry.”
Summarize the outcome.
Emphasize expectation for fulfilling agreement.
Thank all for participating.

Note: Follow-up is critical!

Time for Lunch
Restorative Conferences

- The goal is creating understanding, accepting accountability, and repairing harm with school and community support.
- This process brings together individuals who have been affected by a harmful incident.
- Participants are seated in a circle. Facilitators use a structured dialogue with a script and a talking piece.

Restorative Conferences
Pre-Conference Preparation

- Meet with each participant individually
- Review procedures, guidelines and list of participants
- Modify a standard script for this incident

Restorative Conferences
Who will be there?

- The facilitator(s)
- The student(s) who did the harm
- Family members/support
- The person(s) harmed
- Community observers
- Possibly, a recorder
- Possibly, a representative from the criminal justice system
Restorative Conferences
What Happens?

- All participants sit in a circle in designated seats. A talking piece is used.
- The facilitator presents the guidelines for discussion and agreement.
- The facilitator asks the student(s) the five restorative questions.
- The person(s) harmed and family are asked about their initial reactions and how they feel about the incident now.
- The student(s) is given an opportunity to respond to each person.

Restorative Conferences
The Agreement

- After everyone has had an opportunity to speak, a formal agreement is negotiated, agreed upon, and signed by all participants. All individuals in attendance must reach consensus and sign the agreement.
- The agreement should follow the SMART goals (Specific, Measureable, Attainable, Realistic, and Time-bound). A mentor or member of the school staff may be assigned to assist the student to complete the agreement.

Restorative Conferences
Follow-up & Conclusion

- If the student fulfills all the terms of the agreement in a timely fashion, there are no further actions.
- If the student fails to complete the agreement the situation is referred back to the Administration or School Board for further actions.
“Restorative”
means changing your own attitude,
and it also means
believing in students’
even when - and especially when -
other seems to be behaving badly.
—The Restorative Practice Handbook,
S. Coburn & J. Gundersen

Schools Implementing RSP in Maine

Troy Howard Middle School & BCOPE Alternative HS, Belfast, ME
Messalonskee Middle School, Oakland, ME
Winslow Jr. High, Winslow, ME
Waterville Jr. High, Waterville, ME
Mt. Ararat Middle School, Topsham, ME
Leonard Middle School, Old Town, ME
Whittier Middle School, Poland, ME
Hall Elementary, Waterville, ME
Mt. View Middle School, Thorndike, ME
Morse Elementary, Brooks, ME
Monroe Elementary, Monroe, ME
Moscow Elementary/Quimby Middle/Valley High School, Bingham, ME

RSP Implementation Model

A. Introduce the restorative approach.
B. Develop and train Leadership Team.
C. Train all staff in restorative practices.
D. Develop a team trained in Resolution Circles and Conferencing to respond to more serious incidents.
E. Introduce restorative practices in all settings.
F. Develop school-wide policy and procedures.
G. Evaluate the initiative.
A. Introduce the Approach

- Meet with administrators and identify supporters.
- Provide an awareness presentation for the school community.
- Administer staff and student surveys that establish baseline school climate data.
- Collect discipline data for preceding year to establish baseline statistics.

B. Develop & Train Leadership Team

- Identify members of Leadership Team from all school staff.
- Train the Leadership Team in restorative practices and facilitation skills.
- Collaboratively develop goals for school climate improvements.
- Provide technical assistance and support to Team.

C. Train Staff

- Provide staff development in restorative practices.
- Provide time for ongoing staff discussion of the initiative.
- Encourage staff to attend professional development workshops in restorative practices and related areas (mediation, conflict resolution, non-violent communication, collaborative problem-solving).
D. Develop a Response Team

- Identify members of the staff and members of the community who could respond restoratively to serious incidents.
- Provide specific training in resolution circles and conferencing to those individuals.
- Provide technical support for the conferences.
- Administration insures agreements followed up.

E. Introduce Restorative Practices Into All Settings

- Implement community-building circles in the school on a regular basis.
- Integrate restorative practices into daily school life and throughout the curricula.
- Leadership Team plans and implements on-going activities to support the initiative.
- Provide parent/community awareness session(s).
- Use restorative approaches within the staff and at staff meetings.
- Celebrate activities and efforts community-wide.

F. Develop School-Wide Policy and Procedures

- Adopt a school discipline rubric that includes restorative responses to misbehavior.
- Maintain a record-keeping system to record important disciplinary data including office referrals, detentions, suspensions and expulsions.
- Create or revise school mission/vision statement to reflect the restorative approach.
G. Evaluate the Initiative

- Re-administer the student climate survey after 2 years, and analyze the results to measure changes.
- Compare discipline data pre- and post-implementation.
- Revise/update the initiative to meet changing needs.
- Plan for sustainability.

<table>
<thead>
<tr>
<th>Mt. Ararat Middle School Behavioral Referral - Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Office Referrals</td>
</tr>
<tr>
<td>Detentions</td>
</tr>
<tr>
<td>Suspensions</td>
</tr>
</tbody>
</table>
Waterville JHS

<table>
<thead>
<tr>
<th>BEHAVIOR INFRACTIONS</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESTORATIVE JUSTICE</td>
<td>n/a</td>
<td>143</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td></td>
<td>81 students</td>
<td>80 students</td>
</tr>
<tr>
<td>DETentions</td>
<td>339</td>
<td>218</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td>102 students</td>
<td>75 students</td>
<td>80 students</td>
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<tr>
<td>SATURDAY DETentions</td>
<td>n/a</td>
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<td>35</td>
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<td></td>
<td></td>
<td>3 students</td>
<td>21 students</td>
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<tr>
<td>SUSPENSIONS</td>
<td>302</td>
<td>248</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>74 students</td>
<td>59 students</td>
<td>36 students</td>
</tr>
</tbody>
</table>

Messalonskee MS

**Summary Activity**

- Write a poem!

  Rhyming pattern looks like this: (6 syllables per line)

  __ __ __ __ __ __
  __ __ __ __ __ __
  __ __ __ __ __ __
  __ __ __ __ __ __
  __ __ __ __ __ __
  __ __ __ __ __ __
Poem

(Use “RP” for “Restorative Practices” = 2 syllables)
• The first two lines say something in general about restorative practices (RP)
• The second two lines say how you will use what you learned.
• The third two lines say what positive change will result from your efforts.

Write on Chart Paper and be prepared to present!

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