

Restorative School Practices of Maine

A Program of the Restorative Justice Project
Belfast, Maine

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Helping to Create Safe, Fair & Restorative Maine Schools

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.*

Restorative Practices

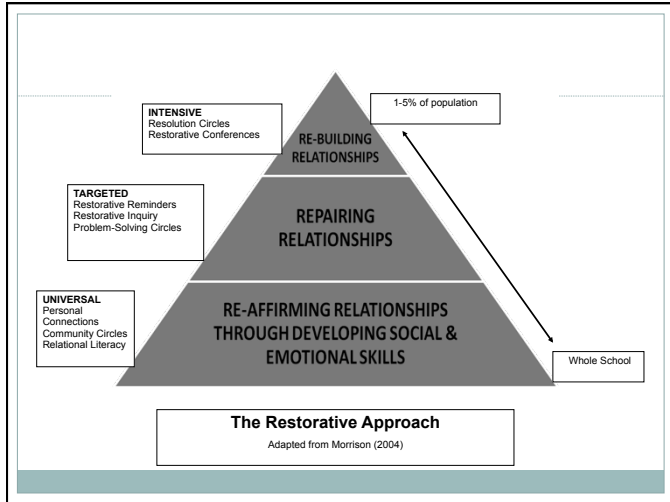
Enable us to integrate and *normalize* this approach within a school culture by focusing on building, maintaining and, when necessary, repairing relationships among all members of a school community.

These practices include:

Language that invites and encourages curiosity, empathy, respect, trust, accountability, repairing harm and collaboration.

AND

Tools for community building, such as Community Circles, and for addressing conflict and misbehavior, such as restorative dialogue, restorative reminders, peer mediation, problem-solving circles, resolution circles and restorative conferences.



Overview of Restorative Practices

<u>For Community Building</u>	<u>For Low-Level Discipline, Conflicts, Problems (addressed within the classroom)</u>	<u>For Serious Discipline Matters (addressed outside the classroom)</u>
Making personal connections	Restorative Reminder Cards	Resolution Circles (group detention)
Restorative Conversations ("What's up?")	Restorative Inquiry (one-to-one conversations during class or assigned, after-school "detention" within the classroom, using restorative questions)	Restorative Conferences (includes student, family and other key people)
Community Circles: Classrooms, Teams, Clubs	Collaborative Problem-Solving (Ross Greene)	Restorative Inquiry used for in-school suspension
Other small groups With faculty, With parents	Peer Mediation	
	Problem-Solving Circles (for whole class issues)	

Schools Implementing RSP in Maine

4 Elementary Schools
9 Middle Schools
2 High Schools
1 School District

- ### 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.

Mt. Ararat MS

Mt. Ararat Middle School Behavioral Referral – Resolution Data

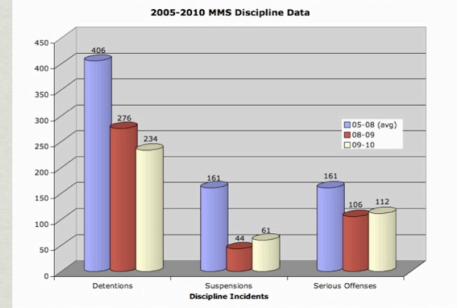
	Sept. – Dec. 2007	Sept. – Dec. 2009	Sept. – Dec. 2010
Office Referrals	381	168	133
Detentions	150	13	8
Suspensions	24	30	19

Waterville JHS

BEHAVIOR INFRACTIONS	07 - 08	08-09	09-10
RESTORATIVE JUSTICE	n/a	143 81 students	143 80 students
DETENTIONS	339 102 students	218 75 students	203 80 students
SATURDAY DETENTIONS	n/a	7 3 students	35 21 students
SUSPENSIONS	302 74 students 532 days	248 59 students	92 36 students

Messalonskee MS

Discipline Results



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