

Restorative Circles and Class Meetings

South Saint Paul Public Schools: Mary Leadem Ticiu

Essential Elements for Restorative Justice/Restitution Planning

Restoring the Right Relationships For All In Our Schools

- **Consent** from teacher, parent, and/or staff, parents are involved in issues where planning is involved
- **Voluntary** as traditional measures are always an option for those who cannot see their role or move towards understanding the beliefs and responsibilities in school
- **Involvement** of those who are likely to impact or assist in restoring the right relationship, this includes themselves as direct participants and/or parents if the issue appears to be a serious disciplinary issue, and others who are a part of the solution
- **Commitment** to take their role seriously, to honor those involved, and to speak fairly using the talking piece to make steps to learn a better way
- **Time** to settle the conflict, to work the plan, and to follow through before and/or if necessary to support one another during the day or as needed beyond the classroom day
- **Truth** in words and actions to create a school community which allows everyone an opportunity to learn and grow together

A Reflection

Life is like water bubbling up from a mountain spring.

First it sparkles and dances with newness,

Not knowing

Or even caring about a destination.

On it tumbles

Around all obstacles,

An ever-growing stream

Enriched by the lives which join it in its course.

The rush and the splash somewhere give way to a chuckling murmur.

Why the hurry?

Was there ever a need for the hurry?

Why did it always seem so?

And so life embraces a wiser slowness.

It becomes in time,

A wide majestic river with gentle currents and

Unknown depths,

A marvel of serenity

Wishing you less hurry and more serenity...

Discipline Retributive VS. Restorative	
<i>Do something to the students</i>	<i>Internal focus of control</i>
<i>External focus of control</i>	<i>Internal motivation to restore</i>
<i>Rewards and consequences</i>	<i>Strengthen the student</i>
<i>Remove students from class</i>	<i>Create empathy and self responsibility</i>
<i>Shame the student</i>	<i>Return strengthened to the classroom</i>
<i>Focus only on the problem</i>	<i>Student solves the problem</i>
<i>Teacher solves the problem</i>	

Restorative Justice Community Values

All human beings have value

The direct participation of those most affected by the crime is important to its resolution

Crime victims' perspective is crucial to defining harm and how the harm can be repaired

Emphasis on restoration - including economic and symbolic

Responsibility for individual & community

Meaningful accountability

Reintegration of victim and of offender

Community Safety

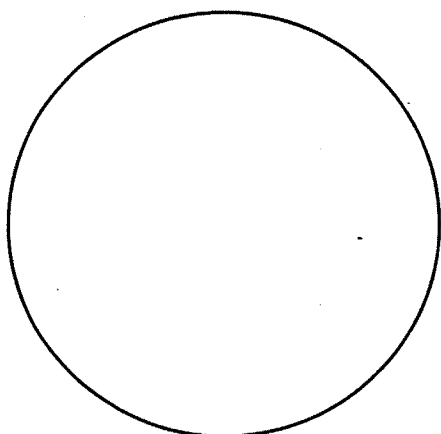
Restorative Circles and Class Meetings

South Saint Paul Public Schools: Mary Leadem Ticiu

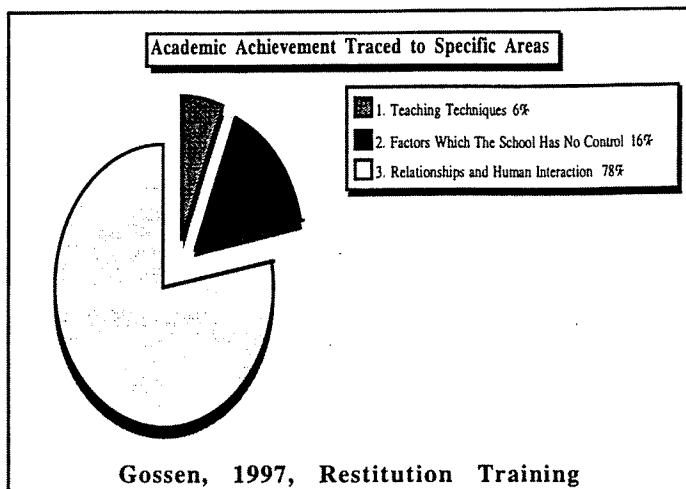
Key Elements of the Circle Process:

No precise order to follow, facilitators or circle keepers choose based on principles of "needs" to move through difficult situations and maximize participation

- I. **Opening the Circle:** Set tone, speak in a good way, express welcome, share a ritual, present a reading, encourage reasoned responses, speak from the heart, create opportunities for all to speak, introduce talking piece, promote consensus, establish introductions and guidelines
- II. **Legal Steps:** Facts of the offense, acceptance of responsibility, materials filed, interests of the justice community addressed, lawyers and parents tend to do best to allow their clients/children to speak on their own behalf, opening remarks of probation officer, Judge, teacher, or school representative
- III. **Clarifying information:** Others share what has happened, supporters, members of the healing circle, circle input, ask what has been done to go forward in a "good way"
- IV. **Challenges Facing the Circle:** What are possible causes for the actions, search all who may have an idea in order to maintain integrity of the circle
- V. **Circle Input:** Explore the options, what must be done to repair the harm, to community to victim, to offender, to school. Then gain and reach consensus, clarify roles, set forth expectations, check agreement, is it reasonable
- VI. **Close the Circle:** Plan follow up and accountability, use a ritual, shake hands or connect hands as a group, share a reading or reflection, break bread together



We are the dance of moon and sun
We are the light that's in everyone
We are the hope that's deep inside
We are the turning of the tide
Chant attributed to Starhawk



Role of the Keeper:

How They Help Move Circle Towards Consensus

•Guide the Process

Guidelines exist in this community (beliefs)

"We ask you for suggestions for other guidelines to help our circle."

•Promote Equality

"We all have important experiences and something to offer."

•Generate Respect

"We are different, but we all have something to learn from each other."

•Share Responsibility

"Problems belong to all of us - and we all have a responsibility for finding solutions."

•Encourage New Ideas

"Every idea is a good one - and helps us work together to find answers."

•Seek Solutions that Benefit Everyone

"Can we find a way to meet the needs of all who seek help today?"

•Promote Brainstorming

"Can we image some ways to deal with the challenges?"

•Call Timely Breaks

"We have accomplished a lot - I would like to summarize what we have done and have left to do before taking a break."

•Maintain Positive Perspective

"Difficult work, but we are moving forward in a good way."