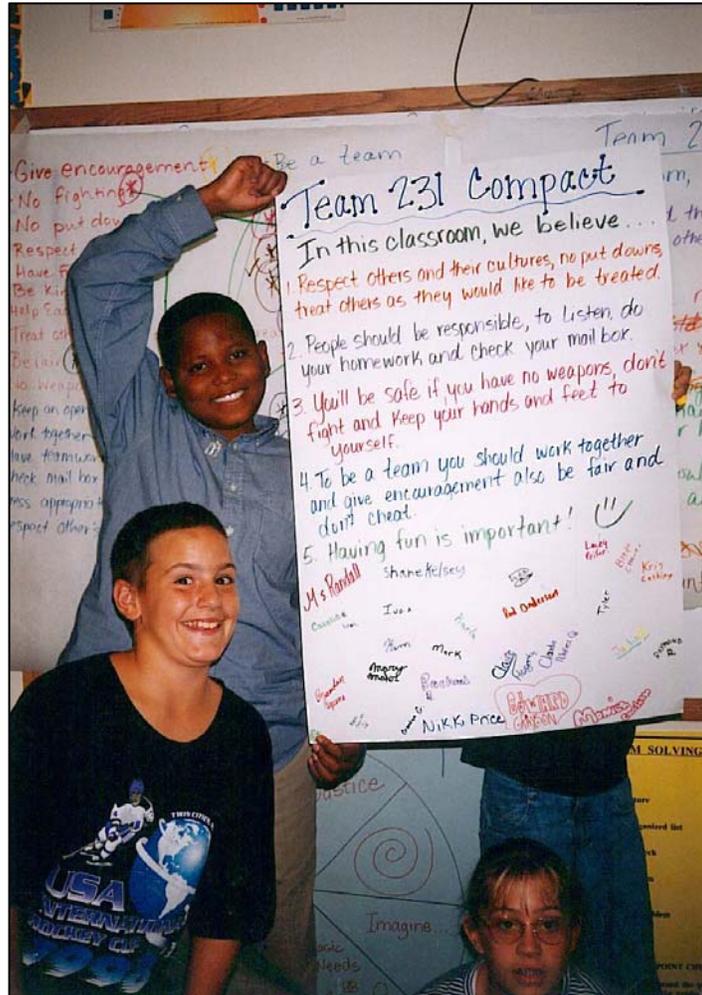


RESTITUTION SCHOOLS REPORT



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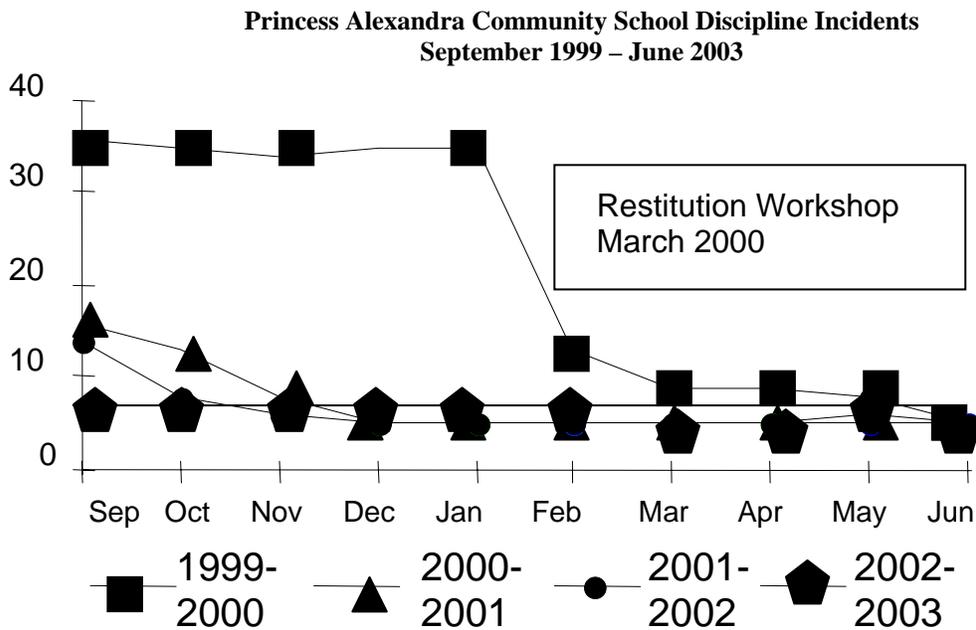
This mini-book contains reports from schools and districts on their work with Restitution. Some of them are concise; others contain longer personal reflections. Over the past decade there have been Restitution trainings in over a thousand schools. These submissions are chosen to illustrate the diversity of programs. They range from a school of 250 to a district of 25,000 students.

ELEMENTARY SCHOOLS

Princess Alexandra Community School, Saskatoon, Sk

Princess Alexandra Community School in Saskatoon, Saskatchewan, is an inner city school. It is half a block from the railroad tracks and shares a parking lot with a bingo hall. Princess Alexandra has an enrollment of 250–300 students from kindergarten to grade eight; 98% of them are aboriginal. It is a community school. Most children walk to school. In 1999 the Saskatoon School Board did a study and found, to its surprise, that in the previous decade not one student who had graduated from Princess Alexandra had gone on to graduate from high school. In the past four years the board decided to support Restitution training, and dramatic changes are taking place. The school has gone from thirty seven incidents of discipline a day to two per day. 55% of the students are now at the median scores of the Canadian Test of Basic Skills, whereas three years ago it was 7%. In the third year each student who left grade one could read. 90% of the parents in the community are involved with the school. Princess Alexandra received a

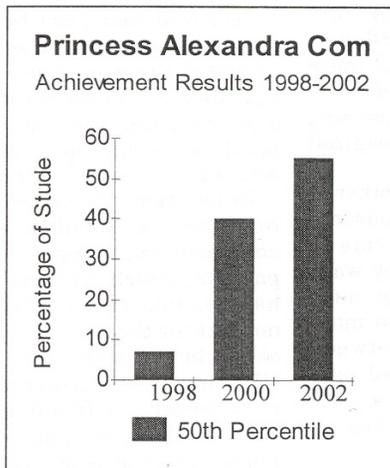
\$15,000 grant from the Saskatchewan Teacher’s Federation to study the relationship between Restitution Self Discipline and aboriginal child rearing practices. Princess Alexandra has been recognized as one of ten outstanding aboriginal schools in Canada in 2003. It was the only urban school to be so honored. Yves Bousquet and Ted Amendt have spearheaded this program. Elders Katy Poundmaker, Ina Ahenakew, and Edward Baldhead have provided guidance. The Princess Alexandra staff has given Restitution many ideas.



Princess Alexandra Community School Update

- In 1998, only 7% of our students in Grade 4 performed at the 50th percentile on the Canadian Achievement Test (CAT).
- In 2000, 40% of our students in Grade 4 performed at the 50th percentile on the Canadian Achievement Test (CAT).
- In 2002, 55% of our Grade 4 students are at or above the 50th percentile on the Canadian Achievement Test (CAT).

- In 2004, each student who left Grade 1 could read.



Submitted by Yves Bousquet, Principal

Reindeer Lake School – Southend, Saskatchewan¹

Reindeer Lake School is located in Southend, which lies at the southern end of Reindeer Lake, about 8000 kilometers north of U.S. border. The school serves about 400 students from nursery school to Grade 12, including a day-care and a Head Start program, as well as a number of adults taking high school programs. There are 52 full-time workers in the school. The school operates under the direction of a local education committee of the Peter Ballantyne Cree Nation Band council.

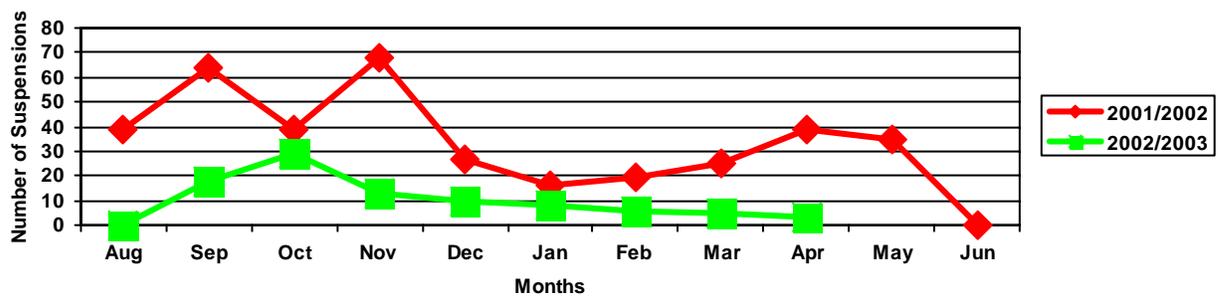
The inclusion of elders and cultural advisors is also significant as part of the leadership structure at Reindeer Lake School. While it could be said that the education committee were a group of elders, committee members actually pointed to others in the community as elders who are a unique source of

¹ David Bell, *Sharing Our Success: Ten Case Studies in Aboriginal Schooling*, Society for the Advancement of Excellence in Education, 2004, p.249-272

influence on student success. An example provided was that the elders often confronted students they saw out in the community during schools hours as to why they were not in school. Elders were respected, and this sort of intervention was suggested as impacting better attendance on the part of students.

The Restitution program instituted at Reindeer Lake in the 2002/2003 academic year has proven very successful. In 2001/2002 there were 371 suspensions from school. In the year following the adoption of the restitution approach, suspensions were reduced to 99. The number of “out of school” suspensions for the last three Septembers shows a marked decline. It is anticipated that this annual suspension rate will be reduced even further in 2004. This trend is a powerful indicator of an improving school climate that is a direct result of the active intervention of the school and the programs used to correct this problem.

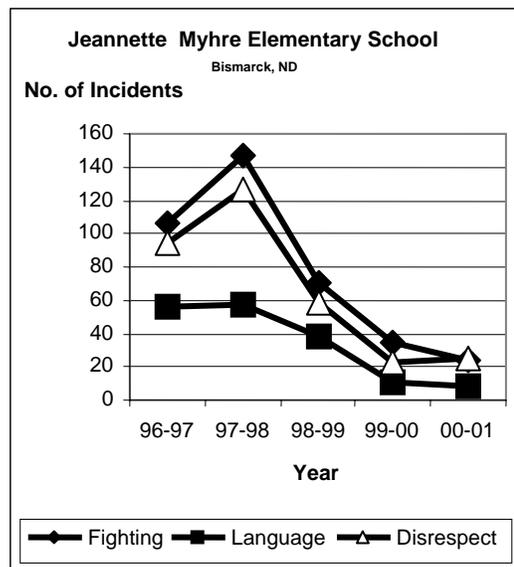
Reindeer Lake School Number of Suspensions



Totals: Aug 2001-Mar 2002 = 262 (Year - 336) Aug 2002-Mar 2003 = 89 (decrease of 66%)	Staff Training: Restitution I –August 2002 Restitution II –March 2003
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Bismarck School District, Bismarck, ND

Bismarck School District has been involved in Restitution since 1996. The first school to try Restitution was Jeannette Myhre Elementary School, led by principal Bill Demaree. It is situated in downtown Bismarck next to the mall and the trailer court. They have trained all their staff in Restitution, even their volunteer grandparents. The first thing a person sees when they come into the school is the Circle of Life which holds ribbons with each child's name on them. This is their commitment to their beliefs. Fran Rodenberg, who has been principal of three elementary schools—Roosevelt, Pioneer and Riverside—has worked creatively to combine Restitution, Asset Building, and Integrated Thematic Instruction to build success for students. The ideas of Restitution have received great support from the district's superintendent, Paul Johnson.



Kindergarten to Grade 6, Average 410-430 students, Urban school with high poverty - 55%.

Submitted by Bill Demaree

MIDDLE SCHOOLS

Central Middle School, Eden Prairie, Minnesota

With 1800 students, Eden Prairie is the second largest middle school in Minnesota. We are located in a suburb of the twin cities. Several of the elementary schools in Eden Prairie which feed into Central Middle School are using Restitution, so the students come to the school oriented to self-discipline. Many staff in the district as well as parents have had training in Restitution.

District Student Management Philosophy

We believe...

- Students, staff, parents, and community will design, communicate and participate as a partnership of self-motivated learners who assume responsibility for their personal actions.
- Problem-solving strategies taught in a positive and supportive environment foster the development of personal and mutual respect. These include strategies such as goal setting, peer mediation, conflict resolution, restitution and self evaluation.
- Promoting a sense of belonging focused on the learners' individual needs provides a safe and respectful environment.

Central Middle School Student Management Mission Statement

The mission of Student Management of CMS is for all staff members to interact with students in a manner that promotes responsible, respectful and self-directed behavior. Central Middle School will foster a partnership with students, staff and parents to establish clear expectations for respect of self,

others and school in order to create a safe, secure environment in which everyone can learn.

Program Description

The student management program at CMS is comprised of three arenas of delivery: classrooms/teams, the planning room, and the office. The philosophy of Control Theory and Restitution underlines the student management efforts at CMS. We believe that all behavior is intentional in order to meet a need. We believe in providing a need-fulfilling environment and in encouraging students to be self-responsible and internally motivated. In accordance with these beliefs, we aim to use the least coercive discipline possible for each situation.

The majority of student management at CMS occurs within the classrooms of the specific teams. At the beginning of the year, each team develops a covenant with their students which addresses student and teacher needs and expectations. When inappropriate behavior occurs in the classroom, this covenant then becomes a reference point of teacher-student discussions. Through these conversations, teachers and students develop a plan for future behavior.

Teachers on each team meet on a regular basis to discuss student management issues that are occurring in their classrooms. This approach allows for the development of successful interventions that address the team needs of the students and the teachers. This philosophy of team-based student management is consistent with our overall philosophy of respect and responsibility. Each team is assigned a Dean of Students to help in this

process as needed. Because the school is so large, there is a restitution staff member who wears a beeper. She can be summoned to any room to assist a student with his/her behavior or to relieve a staff member to talk with a student. She escorts students who need thinking time to the planning room.

The planning room is a learning place where students can process their behavior, and devise a plan for improvement or restitution. The students are assisted in developing a plan to understand and control their behavior. The planning room supervisor works with the students, helping them work through their self-evaluation and planning. The plan created becomes an opportunity for students to restore themselves for re-entry to the student population. The supervisor helps students share that information with the affected teachers and others. Teachers communicate with the supervisor about the expectations for planning and possible consequences if the student is not willing to plan. The planning room is an integral part of teaching restitution to students.

When a team of the planning room has been unable to successfully intervene in a student management issue, or if the issue involves one of the school's bottom line behaviors, the issue is referred to the Student Management Office. Hallway and bus issues are also addressed in the office. The Student management office works with the individual to:

- 1) Take responsibility for the behavior.
- 2) Understand the reasons behind the behavior.
- 3) Develop an alternative means for meeting the needs behind the behavior
- 4) Create a plan to restore any damage created by the behavior.

At CMS, we have clear bottom lines: fighting/physical intimidation, harassment, serious insubordination, possession/use of weapon, and possession/use of chemicals. These bottom lines represent those behaviors which will not be tolerated at CMS.

The teachers at CMS have the choice of sending the student with a discipline issue to the Dean of Students for a consequence or sending the student to the planning room to work on a restitution plan. The first year, 50% of the teachers chose to send the student to the Dean of Student for a consequence and 50% to the planning room. The second year, 20% of students were sent to the Dean of Students and 80% to the planning room. The third year 100% of students were sent to the planning room.

Restorative Suspension Pilot Program For Frequent Flyers

The goal of the restorative suspension program at Central Middle School is to create the conditions for students to fix their mistakes, change their behavior, and return to school strengthened, while spending productive time contributing service to the community.

The original pilot program involved the six students out of 1800 with the most suspensions. There are four parts to this program:

1. The student does community service at a local senior home, bus barn, or kindergarten class, thereby helping the community, instead of always being helped.
2. The student works with a tutor to catch up with academic work.
3. The student meets with a Restitution Planner.
4. The student meets with the person hurt to restore the relationship.

In the first semester there were 39 suspensions for a total of 112 days. In the second semester there were fourteen suspensions. In the in-take meeting the student meets with an administrator/dean and parent(s) after an incident occurs if the student is considered a suitable candidate. Restorative suspension may be assigned and must be agreed upon by a parent. The assignment length is determined by the administrator/dean (but not less than one day) and set up by the discipline clerk and a parent. Students who are considered violent are not welcome.

The student is transported to Prairie Adult Care by his/her parent or Dial-A-Ride (set up by parent) and brings his /her lunch. The student spends the day participating in community service with the senior citizens to show how they want to be part of their larger community. When the student returns to school, he/she will develop a restitution plan to strengthen the student and restore relationships, facilitated by a staff member trained in restitution planning. The student works with someone to catch up academically.

Re-Entry Meeting

This component is required before the student returns to classes. The meeting could include the student, other students, staff, or teachers from the student's team. The format could include a conflict mediation session, a small group meeting with the student and one or two others, or a large group meeting with a team. The emphasis is always on strengthening the student and restoring harmony in the group.

Prepared by CMS Staff and Sally Peterjohn, Restitution Trainer

Hastings Middle School, Hastings, Minnesota

Restitution Is a Lot Like Farming

The slow, steady process of implementing this type of systemwide cultural paradigm shift is a lot like farming. There is an ebb and flow to the process like the seasons on the farm. Success is the sun that can encourage further growth or burnout even the most vigorous professional. Collegial support is the water that sustains life or by its absence allows the process to die on the vine.

Hastings is a bedroom community and suburb of St. Paul and Minneapolis, Minnesota. Hastings Middle School serves sixth, seventh, and eighth grade and uses a programming model that is a hybrid between a traditional Junior High and more student-centered Middle School models. We are in the fifth year of implementing Restitution. There are 1320 students, 65 certified staff, 20 non-certified staff, and a three person administrative team.

One unique factor to our implementation plan that sets us apart from most other large schools is that we decided early on not to have a “planning room.” The rationale behind this decision was based on feedback collected while doing site visits and interviews with schools that were three to five years ahead of us in implementation. We found that they were often struggling with an over-reliance on the planning room model. Lead staff in the buildings informed us that they believed that the planning room model allowed some teachers the chance to “send the problem away and wait for it to come back fixed.” It also seemed counter-productive. Knowing that restitution needed to happen between the victims and offenders in an

infraction, we felt that the act of “making it right” should occur within the setting where the infraction occurred. We believed that this would help to build and maintain relationships between students and adults, as well as increase the ownership of each solution that is developed.

As we continue to work toward a broader implementation of Restitution, three core findings continue to surface. (1) All stakeholders need to be aware of the direction of change, and those immediately responsible for the implementation need to deeply understand and believe in the process. (2) You need to say the right thing. The language is important. (3) You need to say the right thing correctly—using the proper tone, body language, and facial expressions. It takes continued coaching, practise, reminding, and self evaluation because the difference between doing Restitution well and not doing it well is subtle and discreet.

Informing Stakeholders, Building Knowledge and Getting a Buy-In

During the year prior to the first year of implementation at Hastings Middle School, we began the process of “opening up the territory.” We sent formal and informal leaders on our staff to Restitution I training. They consistently returned enthusiastic to implement their newly learned information. We also worked on the building-level vision, mission statement and common beliefs. During our first year, we began slowly by using Restitution in several classrooms and sometimes in the office. We quickly realized the need to bolster our internal support capacity. In the second year, we were able to secure a grant that allowed for a significant amount of training and materials. Five staff members completed training in Restitution I, II, and III as well as a weeklong session in Control Theory. 60% of our staff participated in

Restitution I training and 30% completed Restitution II. The summer between the second and third year, we arranged an on-site training that resulted in two important factors. The critical mass of our building staff was trained in Restitution I and II, and we were able to introduce the concepts to staff from other buildings throughout the district.

In year four, we continued to build our internal capacity to get ourselves “unstuck.” We had 20 staff members participate in Control Theory training, and we continued to keep the school board and district administration informed of our efforts. A significant challenge arose because of three years of dramatic budget reductions and staffing cuts. It is a huge challenge to maintain the “abundance mentality” when resources are in tight supply and there is not enough to go around. The challenge becomes avoiding competition for limited resources, at the same time that resources are depleted. We found that using consensus decision-making, and augmenting our budget through successful grant writing, helped greatly to maintain the spirit of cooperation. A group of interested staff members continued to meet to discuss the continued implementation of Restitution. We believed that our greatest challenges resulted from not having a concerted school-wide effort in teaching students the basic concepts of Restitution. We needed a vehicle to deliver the content.

During the fifth year, we began a homeroom period that met once a week and periodically introduced the key knowledge to students. As I reflect on where we are and how long it has taken us to get this far, there is one major hypothesis that I had that has been tested several times, and almost every time it has been proven wrong. I understood that for teachers who taught

under the reward and consequence paradigm, it would take a major intervention to complete the paradigm shift to a self-control, internal motivation paradigm. In fact, I believed that the longer a teacher had taught under the reward and consequence paradigm, the longer it would take to complete the paradigm shift. Following this logic, I further hypothesized that if a newly licensed teacher began their career in a Control Theory and Restitution environment, they would not require any formal training to understand the concepts. I thought that they would learn from observing their peers interact with children in a non-coercive and non-punishing way; I thought they would pick it up. This hypothesis was wrong. Even for a new teacher, it takes a full two-day training experience to complete the conversion. This is strong evidence that the way we were educated and raised has a tremendous affect on us. A new teacher must overcome not only the behavior management they learn in the teacher preparation courses, but they must also overcome the more than 15 years of role modeling they received as a students in the classrooms of punishers, buddies, and guilters.

You Need to Say the Right Thing

Language is very important. In order to assist us in the paradigm shift, we produced banners, posters, logos on clothing, bracelets, tattoos, and countless cheat sheets to infuse the language of restitution into our environment. It is difficult to think of the right thing to say when you are working so hard to control your non-verbal communication. We developed laminated cheat sheets with important information on them so that teachers could keep the language handy. Many teachers taped the sheets to the wall so that they had a list of brief interventions they could use in front of them while they were teaching. We produced posters with large enough print that

the teacher could see the general principles of Restitution from across the room. We encouraged teachers to hang the poster for their benefit in the back of the room so that they could refer to the poster while working with a child in conflict. We have essentially advertised the language of Restitution throughout our school. Questions are more important than statements. The perpetrators of a harm must arrive at their own way to fix it. The solution they create must be their own. The three most helpful hints I have found are: Focus on helping the offender get to the point where they forgive themselves as early as possible. They must believe that “it is okay to make a mistake” before they will be emotionally healthy enough to creatively find a way to fix it. Secondly, use wait time far more often and for greater amounts of time than you ever imagined would be necessary. Often children may take more than a day to create a solution. Thirdly, if you cannot think of what to say, ask them what they would want a friend to do if they were in their shoes. This empathy-inspiring tactic works well even when the two kids involved in a conflict dislike each other.

You Need to Say the Right Thing Correctly

The nonverbal communication is as important as the words that are used. We often work in teams of two. This allows the primary speaker to carry on the bulk of the restorative conference while the secondary speaker can interject key questions or prompts, as well as to provide an observation for peer evaluation. After the child has left the conference, the primary person asks for feedback. Again, much of the evaluation comes in the form of questions rather than comments such as, “Why did you decide to pursue the belonging need, after it seemed that the fun need was discovered?” or, “Do you think that the student will be able to follow through on the plan they

developed?” This helps the primary speaker to find their own style rather than mimicking that of the observer. There is a saying that goes, “If you bloom where you were planted, be thankful for your roots.” I have been fortunate to bloom where I was planted. I was a student and a teacher in the school where I am now the principal. I am deeply aware that this is why I so strongly believe in Restitution. I have been blessed with great colleagues. The staff at Hastings Middle School are capable, resilient, strong, caring, and creative. They have forgiven me the transgressions of past, teaching me that it is okay to make a mistake. They have helped me to understand that each of us is so valuable that we must make every effort to make every one of us strong. By their role modeling, my own childhood teachers taught me that the only discipline with staying power is self-discipline. I thank them all for the influence they have had on me in the past, the interdependent influence we have on each other today, and the influence that I have been empowered to have with others today and tomorrow. I am also grateful for the introduction to Restorative Justice and Restitution I received as an assistant principal in the South Saint Paul School District which adopted the ideas in 1998.

The biggest difference I have observed in my life as a result of Restitution is observed at the end of the day. I feel better at the end of the workday if I have helped kids solve problems and fix their mistakes, rather than if I have consequence kids all day. When I get home to my wife and kids, I not only feel better than I would after a day of doling out consequences, but I also have a new skill set that allows me to be a more loving and capable spouse and father.

Submitted by Mark Zuzek - Principal

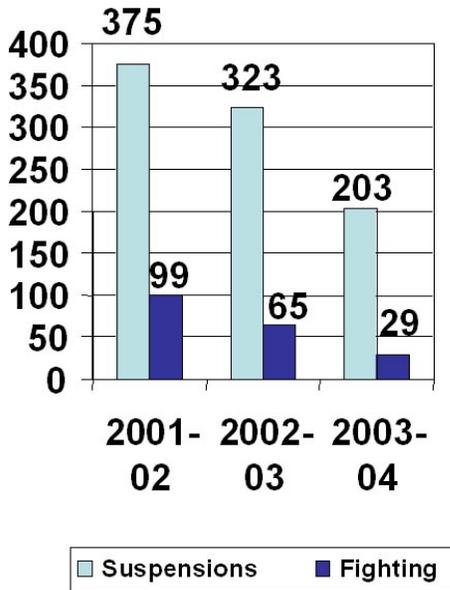
HIGH SCHOOLS

Roosevelt High School, Minneapolis, MN

Roosevelt is a downtown Minneapolis High School of 1500 students with a very ethnically mixed population.

Starting in school year 2000/2001, staff had Restitution and Control Theory training. At least one third of our teaching staff have had at least Restitution I, and a number have had several trainings as well as Control Theory. Deans who deal with suspensions have especially been trained. We also use peer mediators some of whom have been trained in Restitution. We have a student group called Unity that actively tries to stop negativity and supports positive peace efforts. We have a program called Reflect and Repair (R & R) that gives students various work activities to do if they have created problems in the building. We give Saturday school for infractions that might have generated suspensions previously. We also have administrators with more focus on hallway activity than we have had last year. Saturday School and R & R are monitor tools we use as we continue to suspend for bottom lines. We think all these things are helping increase positives and decrease negatives in the building. The ideas of Restitution and Control Theory have been a great help, as have been the specific practises we have learned for implementing these ideas.

You can see over three years that the fighting decreased quite dramatically as did this year's suspension rate. Here is our accounting of the decreases.



Submitted by Pat Palan

Assistant Principal & Restitution Facilitator

Below is a story from Roosevelt of teachers and parents pulling together to help create a peaceful environment.

In the autumn of 2001 a youth stabbed a fellow student. He was immediately suspended because use of violence is a bottom line. Our deans talked about how restitution could be used in this case. We talked about the option of the student reapplying the next year if he had sufficient counseling. However we knew a real restitution would involve looking at the underlying structure.

An examination of all the factors revealed where the conflict lay. Our school has a large population of Somali students and there was frequent

friction between them and the African American population. It was such an encounter that had led to the stabbing. As we discussed possible restitutions we looked for common ground to create the goodwill to solve disputes.

Common ground was:

1. Both groups were black in America.
2. Both groups had historical roots in Africa.
3. Both groups were somewhat socio-economically dispossessed.
4. All wanted an education for their teens.
5. Both groups had concerned parents although they had differences.

The African American culture tended to be more matriarchal and Christian based while the Somali group was more patriarchal and Muslim based.

The solution the school developed was to establish parent meetings with the mothers and fathers of both groups to develop common goals. Each agreed to talk to their children about tolerance and respect, and they agreed to help each other. As a result of the stabbing, our school has become safer. We are looking forward this year to introducing meetings with translation for our Hispanic parents and Hmong parents. This is using the strength of the members to restore harmony in the group. If we had only first dealt with the offender as an individual problem, it would have been a restitution payback with the boy taking a temper control class or even doing community service. The solution can be moved to a restitution pay forward when the staff, students, and parents begin to explore and solve the underlying issues for long-term change.

DISTRICT WIDE CHANGE

Richfield Public Schools, Richfield, MN

Report on Responsibility Training

Richfield School District is ten minutes from the Minneapolis airport. It is a blue collar community with a diverse population of students. It is several blocks from the new Best Buy headquarters, which houses 5000 employees. In the Richfield School's Strategic Plan for 1995-2000, Strategy Number III calls for the district to "develop and implement strategies to ensure a continued safe, supportive and caring environment." Richfield Schools have adopted the tenets of Responsibility Restitution Training/Control Theory (RT/CT) as a framework for helping to implement this strategy with their 450 employees.

Richfield Schools have been involved with the program since June of 1992 when the first training session was presented by Diane Gossen to a group of fifty administrators and teachers. The district has continued to consistently offer workshops and additional training to all staff. From the beginning, this was intended as a total-district program. Since 1993, more than 689 staff members have participated in a minimum of a ten-hour workshop on this topic. Of this number, 13 were administrators, 178 were classified staff (assistants, clerical, bus drivers, etc) and the remaining 498 were teaching staff. While many of those individuals have now left the district through moves and retirement, these figures speak to the ongoing commitment of resources and time to provide continuity for this program.

After five years, in a survey of the teaching staff in the fall of 1997, it was determined that 91% of the teaching staff had participated in at least twelve hours of training in RT/CT and approximately 30% had taken twelve to more than fifty hours of training. Since the fall of 1997, the district has offered, in house, eight additional sixteen-hour Basic Workshops in which 118 staff have participated. Those attending included paraprofessionals, teachers and nine reserve teachers. There were five Parent Nights presented for parents from the total district to provide opportunities for them to learn more of the strategies being used in the schools. More than 300 parents attended these sessions. In May 2002, Nancy Rowley, board chairperson of the Richfield School Board, proposed a motion that on the tenth anniversary of the first responsibility training the board recommit itself to the program. Each year new staff will continue to receive eighteen hours of in-service on student management.

Richfield High School with a staff of 80 teachers is the secondary program that has been using Restitution the longest time. In 1992, Teresa Rosen, assistant principal, and Bob Chamberlin, science teacher, began teaching the ideas through voluntary 45 minute meetings with colleagues every second week. Their partners with the Richfield police department also joined in. In the past decade the school went from 18% diversity to 37% diversity, but the incidence of discipline did not increase. Also, Richfield District adopted four core beliefs that can be seen at the businesses and churches and recreation centers all over the community. Dr. Judy Anderson and Richfield staff have also developed a form for people to self evaluate their Restitution skills.

Prepared by Terri Robertson

Responsibility Training – Richfield School District Self evaluation Survey

Place an “X” on each line indicating where you are on the continuum.

1. I seldom self-evaluate, “Is what I’m doing aligned with what I want, know and believe?”					I frequently self-evaluate, “Is what I’m doing aligned with what I want, know and believe?”
2. I mostly use consequences and/or rewards to solve problems with students.					I mostly work with students to solve problems.
3. It’s my job to make students be good and do their work.					It’s my job to help students take responsibility for their work and behavior.
4. I have a high number of class removals (ALPS, ISS, Office, etc.)					I have a low number of class removals (ALPS, ISS, Office, etc.)
5. It’s not okay to make a mistake.					It’s okay to make a mistake.
6. Everything matters.					I frequently ask myself, “Does it really matter?”
7. I frequently say, “No.”					I say, “Yes,” or “Yes, if…” as often as possible.
8. I solve students’ problems.					My students solve their problems.
9. I see misbehavior as bad.					I see misbehavior as purposeful.
10. I frequently say, “What will happen to me?” or “What do I get?”					I frequently say, “Am I being the kind of person I want to be?”
11. My students frequently say, “What will happen to me?” or “What do I get?”					My students frequently ask themselves, “Am I being the kind of person I want to be?”
12. I focus on the problem.					I focus on the solution.
13. I seldom use Control Theory principles to manage my stress.					I frequently use Control Theory principles to manage my stress.
14. In a group I prefer voting and majority rule.					In a group I prefer consensus decision making.
15. When students report problems, I say, “Who did it?” and “What happened?”					When students report problems, I say, “What did you do to solve the problem?” and “What could you do next time?”
16. I seldom use research and best knowledge to plan.					I usually use best knowledge and research to plan.

17. My students hide their mistakes, blame others, deny or make up excuses.					My students are honest and open, and accept responsibility for their behavior.
18. After discussing a problem with me, I think the person goes away with a failure identity.					After discussing a problem with me, I think the person goes away with a success identity.
19. At a conference for a student having difficulty, I focus on the problem behaviors.					At a conference for a student having difficulty, I focus on the needs of the student.
20. I focus on rules.					I focus on beliefs and values.
21. I develop the classroom rules and expectations.					My students and I together develop a classroom agreement
22. I hear myself say, "It was your fault."					I hear myself say, "This was my part of the problem."
23. I get stuck on the back wheels of my behavior car (feelings and physiology).					I can move from the back wheels to the front wheels of my behavior car (move from feelings to thinking and action).
24. I say to myself and others, "You should have done better!"					I say to myself and others, "Could you have done worse?"
25. I have little input in important decisions in my school.					I have significant impact in important decisions in my school.
26. I do not see discipline as part of my job. Teaching the curriculum is my job.					I see discipline as part of my job. Part of the curriculum is building a caring community, teaching problem solving skills, and teaching control theory.
27. I am usually a punisher or a guilter.					I am usually a monitor or a manager.
28. I avoid conflict.					I see conflict as an opportunity to grow.
29. I seldom ask people what they want.					I frequently ask people what they want and how I can help them get some of what they need.
30. When people complain, I commiserate with them or try to convince them that it's not so bad.					When people complain, I say to them, "Do you just want me to listen to you complain, or do you want to talk about a solution?"
31. I focus on convincing other people of my point of view.					I focus on understanding other people's perceptions.

Saanich School District, Saanichton, BC

The Saanich School District #63 began its journey with Restitution in 1998. Barrie Bennett, of the Ontario Institute for Studies in Education of the University of Toronto, worked with the Saanich District for three years in Instructional Strategies. Barrie shared two pieces of a puzzle that equates to student success: Instructional Strategies and Relationships. This reverberated with a district staff member who had pursued training in Control Theory and Restitution.

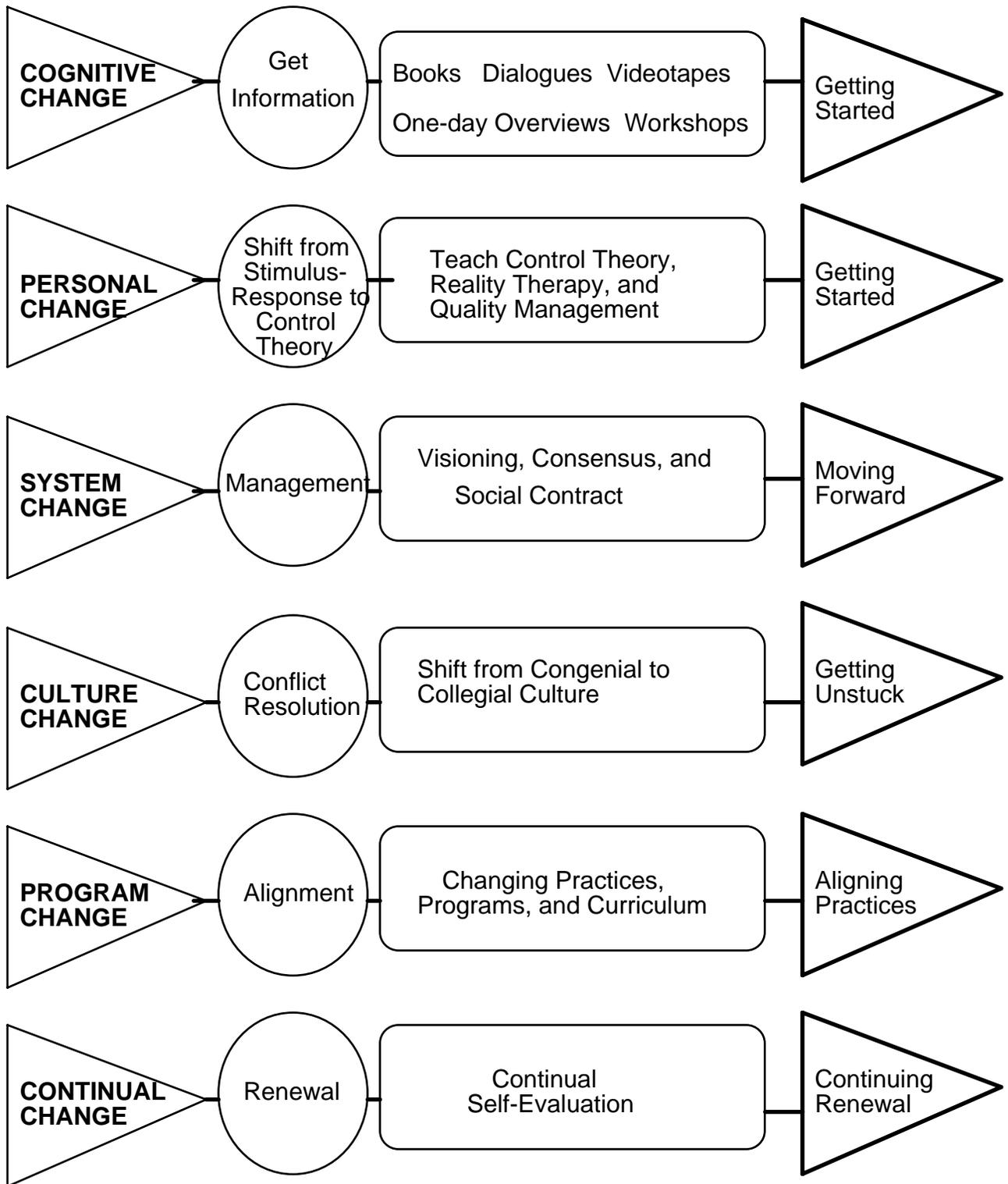
Restitution has become a common approach that many schools in Saanich are exploring and teachers are implementing in their classrooms. The evolution of Restitution within the district followed the process as described in *Creating the Conditions: Leadership for Quality Schools* (Judy Anderson and Diane Gossen, 1996):

- **Cognitive change**: Information on Control Theory and Restitution was shared with the District Professional Growth Council, district administrators, executive, district trustees, school staffs and individuals. District has worked extensively staying current with brain-research and character education material written/presented by such authors as Alfie Kohn, Eric Jensen, William Glasser, Barrie Bennett, Rushworth Kidder, William Powers and Diane Gossen. Staff read *Restitution, Restructuring School Discipline* through book clubs, professional development and various work groups
- **Personal change**: People began to question our stimulus-response practices. The Saanich District has provided five Level I and two Level II training sessions, various work sessions and community

forums sharing the ideas of Restitution. Presently, over 250 district employees, administrators, teachers, teaching assistants, teacher substitutes, university intern students, parents, Restorative Justice members and First Nation participants have had training.

- **System Change**: Networking and dialogue occurred at district and school levels to explore beliefs and construct social contracts. Staffs began implementation of the ideas. A Restitution support group was formed where teachers could meet to collaborate, share experiences and practise skills. Visits to classrooms were made by the district's Restitution facilitator to teach and model the ideas of Control Theory and Restitution.
- **Culture Change**: School-wide dialogue began to take place where staffs examined relationships: student-to-student, student-to-adult, adult-to-student and adult-to-adult. This opened up the territory toward reflection and self-evaluation, leading to improved conflict resolution awareness and practise. All elementary administrators spent a day looking at British Columbia's Performance Standards for Social Responsibility, examining research comparing didactic vs. holistic approaches to address Social Responsibility and using the ideas of Restitution.
- **Program change**: Schools began to change by exploring how their practices aligned with their beliefs. Schools were able to identify where things were working well and where efforts could be made to improve.
- **Continual change**: Five years moving towards becoming a Restitution district, the process of self- evaluation and practise continues.

CREATING THE CONDITIONS



Adapted from CBAM, Gene Hall from the University of Texas

Saanich is committed to providing continued opportunities for training. Individual teachers and schools are witnessing the positive results. Teachers have shared that they are not working as hard and feel healthier as a result. Students have a greater knowledge about behavior through learning about the needs. Teachers share that they have to work less to control, and students are becoming more socially responsible based on greater intrinsic values. They are becoming better managers of their behavior. A grade four teacher shares, "The first week of school the children were wild and I knew I had to do something different to maintain my sanity for a whole year. I made the decision to spend time developing class beliefs, Y-charts for respect and 'My Job/Your Job' while many of my colleagues went straight into academics. I talked to the principal about the guilt I was feeling for not teaching reading, writing and math. She replied, 'Sometimes you need to go slow to move faster later.' The teacher continues," It was a great relief to hear that, and I ran with it. Within a few weeks, I noticed a huge difference in the tone of the class. I don't nag at them, which makes me feel a lot better about my job. The class doesn't come from a position of tattling because now we solve problems, not blame or shame."

Two grade eight girls were referred due to skipping a P.E. class and arrived late to a Home Economics classroom. The class was interrupted while the teacher looked for their names on the register. The girls worked with the Restorative Justice team who introduced the needs to the two students. They quickly identified fun as their need. Their behaviour was to skip "boring" physical education and have some "fun." The girls recognized the inconvenience their actions had caused the Home Economics class. The girls identified a plan of Restitution and upon completion of their plan

stated, "This Restitution is a lot better than punishment. Restitution makes you think more before doing... punishment just makes people mad, whereas Restitution, you repair.... and go on."

This testimony is just one of many that have been shared throughout the district. There is greater clarity between adults, students, and parents as a result of our journey in Restitution. It has helped us to verify assumptions and has improved our consensus building at the intra-personal, inter-personal and systems levels. What we know is that the levels and degree of diversity in our population is ever increasing. We have no control of this. What we do have control over is the manner in which we as individuals and systems respond to our changing social norms. The Saanich district remains committed in our evolution and practice in Restitution. Our journey from traditional means of discipline, extrinsic control and conformity, toward a needs-satisfying environment void of coercion and fear is making a difference.

Teachers are expressing greater job satisfaction and seeing a difference in students. We feel that Restitution truly represents our values and beliefs rooted in the concepts of internal motivation. This will better provide students the necessary knowledge and skills to be socially responsible citizens. The following is a rubric we created to meet our social responsibility criteria through Restitution.

John Martin
Instructional Support-Student Services
Saanich School District #63

Saanich Restitution Rubric

	1	2	3	4	Evaluation
Character education	Rules-based No recognition of underlying values/beliefs	Values are evident but directed by adults “to children”	Open dialogue with students to construct common values	Behavior and language reflects intrinsic ownership and responsibility	
Rewards	Punishment orientation for negative behavior	Positive rewards for good behavior e.g. points for pizza	Adult support and monitoring to guide more intrinsically driven behavior	Students rewarded by intrinsic motivation “being the people they want to be”	
Mistakes	Student mistakes are isolated, identified and shared as negative examples	Mistakes identified but counseling occurs in a more private manner	Adult provides a plan to support student’s attempt to fix the mistake	Students recognize and own mistakes and initiate a plan of restitution	
Adult relationships	Talk about each other behind their backs	Varying opinions heard but disregarded in consequent actions	Courteous toward each other but not a shared vision	All adults communicate and treat each other with respect through shared vision	

Restitution at Hampton-Dumont Community School District Hampton, Iowa

Many of our elementary teachers at Hampton-Dumont use Restitution in their classrooms, at recess, and in their personal lives. I am speaking from an elementary viewpoint. In 1994, a climate/culture study was done in our school system sponsored by our local area education agency, and it was determined that the climate and culture of our buildings need some improvement. Conflicts in and out of the classroom were a major concern. Teachers felt that much of their time was spent punishing or putting out fires rather than concentrating on teaching.

After the study we started a conflict resolution program that focused on training all students rather than just a select few. The program worked well, but staff felt like something was missing. After the students determined what the conflict was and what they both needed to be happy, they were stuck. They needed to see things from a different point of view. Restitution was the answer.

Restitution has changed lives at Hampton-Dumont. Restitution trainings have had a profound impact on the way teachers look at the behaviors of others and how they respond. The role of the teacher has become much more important because they are teaching the life skills required to get along in society rather than just handing down punishment sentences to put out fires along the way.

Change has not been easy. The teachers who use Restitution like to schedule times to get together and dialogue about Restitution ideas on a regular basis. Without that, it is too easy to slip back into old approaches. The results make the change worthwhile. In the classroom, students have learned to separate the person from the behavior, and they are helping each other as they acquire the skills. They have determined that the teacher is not going to fix the problem or simply punish the person with whom they have a conflict. Instead, they use a combination of their conflict resolution skills and Restitution to make it right. Teachers hope that these skills will carry over into their lives at home and in the future.

Restitution gives students an out or a chance to save face. Students don't feel the need to lie because they understand that they made a mistake, that everyone one makes mistakes, and that they will feel more in control if they own up to it and then fix it. It teaches students how our emotions control how our brain works or doesn't work (brain stem), and then it teaches them how to get around those roadblocks. Restitution empowers students, builds confidence, and creates positive thinking.

Student and substitute teachers report back to homeroom teachers that they are amazed at the decreased amount of tattling in the classrooms that use Restitution. Students can work through problems together before they have to come to the teacher for help. There have been other benefits in the teachers' personal lives as well. Staff reports that there is a calmer feeling to the way that they approach conflict. Restitution has helped them to deal with the issues at hand and to stay on track. They are now standing beside

and not in front when dealing with a situation. They are shoulder to shoulder, not toe to toe.

To keep Restitution alive, it is important to have a few key people in your district, including some parents. It is extremely helpful if the administration is on board. We try to provide as many opportunities for training as we can, including making sure that all new staff have received training in at least Restitution I. We also try to provide as many opportunities as possible to refresh ideas using time during staff meetings, book studies, and watching the Restitution tapes again. On a yearly basis, we also provide parent groups to discuss Restitution, how we use it at school, and how that can carry over into the home. We had one parent meeting where there were one hundred and thirty parents. Each one was given the book, *My Child Is A Pleasure*.

One veteran teacher reported to me her experience with Restitution. “I’ve taught school for 32 years, and this works better and makes more sense than anything I’ve ever done. Students listen when I respectfully talk with them about what kind of person they want to be and what that will look like. Teaching control theory and Restitution has helped me understand not only my students, but also all people better. It helps me personally analyze my own needs and meet them in appropriate ways.”

Submitted by: Sheryl Borcharding
Elementary Guidance Counselor and Restitution Facilitator

EAU CLAIRE AREA SCHOOL DISTRICT

Eau Claire, WI

When I came to the Eau Claire Areas School District (ECASD) in 1999 staff members were asking for more information about Restitution Self Discipline. In the early '90's a regional alternative school, the Eau Claire County Off Campus School, had heard Diane Gossen speak and began adopting her model. In 1996 McKinley Charter School and a few interested staff from throughout the district began using the Restitution model. Being new to the district, my first questions were, "Is there district-wide interest in moving toward a common discipline model," and "Is there funding to do so?"

Administrators were asked to complete self-assessment surveys and determine the level of interest among the staff in their buildings. The ECASD serves 10,000 students in 2 high schools, 3 middle schools, 12 elementary schools, and 3 charter schools. Administrators and student services staff were invited to attend informational sessions with Diane to learn more about the program. Funding was secured through multiple AODA grants.

Our first district training session was held in the summer of 2000 for 80 staff members. From the very beginning, the #1 question from building staff was "Are all district staff going to be required to take training and implement restitution?" The answer has always been the same: "Restitution training is being offered to allow staff to gather new information about a discipline model intended to create a needs-satisfying environment for all students and

staff.” Staff will not be required to attend. Since this time Restitution has gained momentum purely on the merits of the program itself.

The first three years of implementation were merely to offer enough training to develop a mass of individuals within buildings, to foster a love of learning for the restitution and control theory principles (cognitive change). Staffs were encouraged to try out what they learned at home and in the classroom (personal change). To move any faster than this, in a district our size, would have destroyed the passion that individuals had for the program. During the last year and a half we began to see a system change and a culture change in a few of our buildings that are using Restitution as a means to achieve Continuous Improvement Model goals in their buildings.

More and more people are talking about Restitution in the classroom. Curriculum units have been developed to teach Restitution concepts at all levels...principal to staff, staff to students, students to students, and staff to parents. At our first parent night in 2000 we had 5 people attend. At our last one in January of 2004 we had 65 people attend. As I walk down the halls of our various school buildings I have staff stop me and tell me their stories. I hear how Restitution has improved their interactions with family members, staff, and students. They show me the tools they have created to use in the classroom and on the playground to help the students. I have had teachers who have been in the field of education for over 20 years express a renewed sense of spirit in the field of education as they implement new strategies to work with today’s students. Here is an example:

I then tell my students that in my classroom I will present them with problems to solve. I will give them guidelines which clearly state

the purpose and objective of each lesson; however, every experience will allow room for them to be an individual and no two solutions need be the same. Each problem, I tell them, will allow each of them to invest something of themselves in it. Furthermore, they have a choice on how they view each learning experience. They can view it as something they have to do to avoid getting a bad grade or the disapproval of their teacher/parent, or they can view it as an opportunity to stretch and grow as an individual and as an artist.

Prior to Restitution training, I looked at the field of school administration and thought discipline would be the hardest part of the job. Personally, I didn't feel fear and coercion were the most effective means to deal with student behavior. Now, five years later, I feel that by using Restitution concepts, determining shared values and beliefs, establishing mutually agreed upon bottom lines, and creating a culture of mutual respect for self and others, discipline is a manageable part of administration and teaching.

Every building in our district is at a different level in the implementation of Restitution, and that's OK. We are building a core of staff who are becoming experts in Restitution and will serve as mentors for new staff. Restitution is a personal journey, as well as a professional one. It is a constantly evolving process by which we can continually renew the skills needed to work with youth in today's ever changing society. I close by sharing the self assessment form we created to evaluate Restitution.

Submitted by;

Jean Schroeder Christenson
ATOD Prevention Coordinator

Restitution Self Assessment Survey

	I have little or no knowledge about this strategy and no plans to use the strategy	I am gathering information about this strategy through reading discussions, observations, and/or workshops	I have established a time to begin implementing this strategy	I am using the strategy . . .preliminary phase	I routinely use this strategy, and I am satisfied with how the strategy is being implemented	I use this strategy, and I'm beginning to modify its implementation to enhance the strategy's impact on students	I use this strategy, and I am working with colleagues to combine my efforts with theirs to achieve a collective impact on our students
Using the 5 positions of control to assess classroom management style							
Develop and use of social contract in classroom							
Develop my job/your job with students							
Teaching the needs to students							
Using the reality therapy questions							

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Evergreen School District ABC Plan Survey Vancouver, WA

Evergreen is the fastest growing district in Washington State, and it is to their credit that they have held the edge of change. Evergreen School District is located in Southwest Washington and is the home for 24,000 students and over 2500 staff. It covers 54 square miles and has a population of over 95,000. Currently, there are 28 schools. Our belief is that only a collaborative effort of all staff, students, and the community can create true change in schools. For this reason, we have chosen a systems model for our continued journey toward quality. Over five years we trained all staff members, both clerical and credentialed, in the ideas of Control Theory and Restitution. In 2002 Evergreen School District received the first William and Melissa Gates Grant of \$9.2 million to reinvent the high school of the future. There follows a survey that we did to assess the implementation level after five years. Our training is called Responsible Decision Making.

Goal: To create a positive environment in which to learn and work, where students and staff are valued, and where all stakeholders are invested in the success of our students.

I have taken a 3-day overview workshop from Diane Gossen.

695 - Yes 93 - No

I use the following strategies of Responsibility Decision Making (RDM) in my classroom. Mark all that apply.

My Job/Your Job -	652 (93%)
Behavior Car	177 (25%)
Classroom Beliefs	566 (81%)

Restitution	536 (77%)
Basic Needs	547 (78%)
What's Your Plan	549 (78%)
None	23 (0.03%)

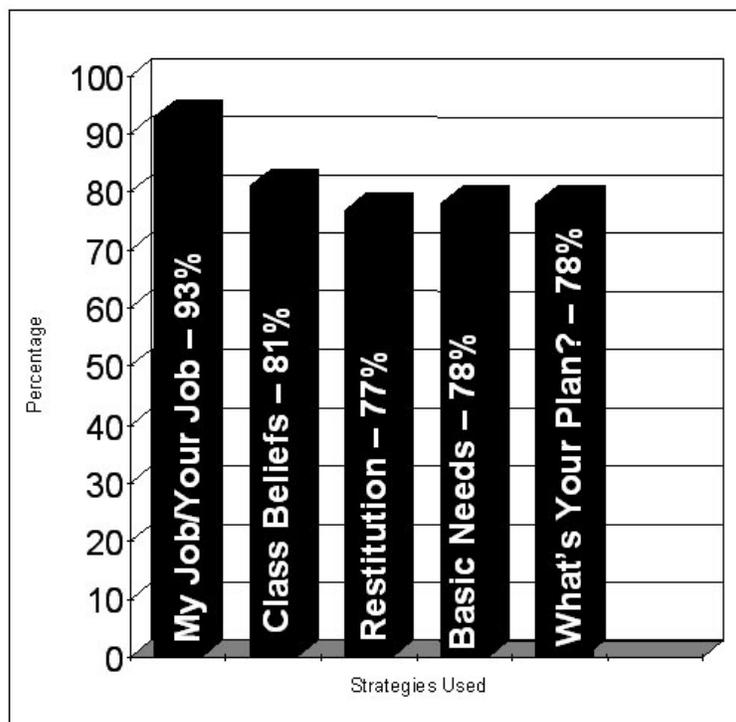
I use the concepts of RDM in my classroom.

Occasionally	177 (25%)
Daily	419 (60%)
Weekly	103 (14%)
Do not use	48 (0.06%)

My staff has spent time discussing and implementing the district EXPECTATIONS (beliefs) (how much time)?

2 hours - 369 8 hours - 194 12 hours - 115

**Implementation By Teachers Five Years After Training
695 Surveyed - Evergreen School District, Vancouver, WA**



The following is an outline of the Evergreen five year plan for Responsible Decision Making (Control Theory) and Restitution.