

Restorative Learning Process

Date/Time:

Location:

STEP 1 – Take personal responsibility: What happened? What was your role in the incident?

STEP 2 – Locus of Control: What % of the responsibility is yours?

0% 25% 50% 75% 100%

STEP 3 – Ripple Effect / Restoration

Ripple Effect – list who and what was negatively impacted by your choices/behavior	→	Restoration – how will you repair the harm or damage?
•	→	•
•	→	•
•	→	•
•	→	•

STEP 4 – Processing: what did you hope to accomplish when you used the behavior described above?

STEP 5 – The Plan: in the future, how will you behave differently and what SPECIFIC skills and strategies will you use in order to make positive choices? What resources will you need to help you with this plan? (People, structures, reminders, internal/external supports).

Maine High School Diploma Options and Requirements

This resource provides a general comparison of the two diploma options as established in Public Law 2017, Chapter 466, enacted in July 2018. The points of comparison are relevant to the requirements of a high school diploma as provided for in the new law.



Statutory Requirements		Proficiency-based Diploma Law	Credit-based Diploma Law
Legislation/Statute		PL 2017, Chapter 466	Title 20-A, §4722 as referenced in PL 2017, Ch. 466
State requirements for award of diploma		Demonstration of proficiency in all (8) content areas of the Maine Learning Results and the Guiding Principles Demonstration of proficiency in The Guiding Principles of the Maine Learning Results Educational experiences relating to English language arts, mathematics, and science and technology in each year of a student's secondary schooling	Credits in 1. "English--4 years; 2. "Social studies and history, including American history, government, civics and personal finance--2 years 3. "Mathematics--2 years 4. "Science, including at least one year of laboratory study--2 years. 5. "Fine arts, which may include art, music, forensics or drama--one year"
Locally determined requirements for award of diploma		Allowed; specified by local governing body (typical examples: participation in assessments, specific courses, endorsements or badges, service learning, exhibitions, post-secondary plans)	Allowed; specified by local governing body (typical examples: participation in assessments, additional courses/credits, endorsements or badges, service learning, exhibitions, post-secondary plans; grade/score thresholds)
Applicability of content area standards of the Maine Learning Results to the Diploma		Certification of "proficient" in all eight content areas required for diploma	All secondary school students expected to "achieve" the standards. Certification of achievement is not required by state for diploma
Applicability of Guiding Principles of the Maine Learning Results to the Diploma		Certification of "proficient" in the Guiding Principles required for diploma	None specified
Students with Disabilities: State requirements for diploma		"As specified by Individual Education Program (IEP) team," students must complete all diploma requirements; tasks and accommodations must "maintain integrity of standards."	"As specified by goals and objectives of their Individual Education Plan," students must meet the standards of the Maine Learning Results, and students must satisfy graduation requirements.
Career and Technical Education CTE students: State requirements for diploma		Demonstration of proficiency in six content areas and the Guiding Principles; and Complete state-approved CTE program and meet third-party-verified state or national industry standards OR earned six credits in a dual enrollment CTE program	May, "with the approval of the Commissioner," satisfy minimum state-mandated course requirements with CTE through separate or integrated study within CTE curriculum and courses
Programmatic curricular and instructional requirements specified in diploma laws		Schools must provide "Sufficient opportunity and capacity through multiple pathways for all students to study in [the eight content areas of the Maine Learning Results]."	Schools must provide "Sufficient opportunity and capacity through multiple pathways for all students to study in [the eight content areas of the Maine Learning Results]"
Pedagogical approaches (i.e. methods of teaching)		None; determined by local governing body	Determined by local governing body
Grading/scoring approaches		None; determined by local governing body	Determined by local governing body
Transcript requirements		1. Certification of content-area proficiency "must be included with... permanent...transcript" 2. Certification of post-secondary readiness, based on objective measures	1. Certification of post-secondary readiness, based on objective measures
Official academic credential		1. Certification of content area proficiency 2. Transcript	Transcript