

MG21

RESTORATIVE PRACTICES



WHAT ARE RESTORATIVE PRACTICES?

Restorative practices are the principles and processes that provide the foundation for how our school operates.



At their core, restorative practices are about building relationships and restoring relationships when harm occurs in the school community.



Our partnership with the YWCA of Madison has been vital in building and sustaining our restorative practices work.



WHAT ARE THE PRINCIPLES OF RESTORATIVE PRACTICE?

Five key principles provide foundation for the MG21 school community.



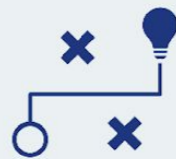
Strong Relationships



Voices Valued



High Support & High Expectations



Problem Solving



Repair Harm

STRONG RELATIONSHIPS



Strong relationships between and among students and staff are central to community building.

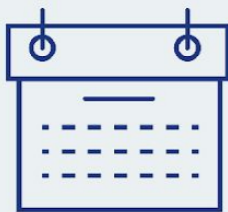


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Quilt

- Think of the MG21 community as a quilt. Each part is unique and integral to the quilt's whole. When there is a tear in any part of the quilt, there is a tear in the fabric of the entire community. The health of the community compels that we mend the tear.
- "To build a sense of community is to create a group that extends to others the respect one has for oneself, to come to know one another as individual, to respond and care about one another, to feel a sense of membership and accountability to the group." --Thomas Likona



Advisory Model

- Check-ins
- Weekly 1-1 Meetings



Roses & Thorns

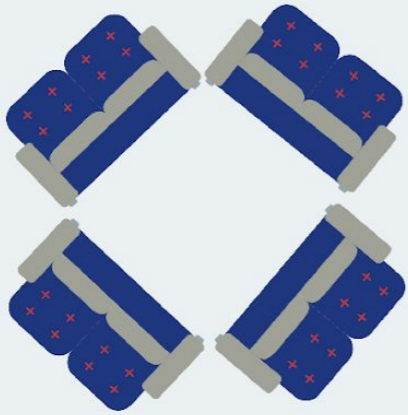
VOICES VALUED



All voices are valued and everyone has an opportunity to be heard.



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Town Hall



Morning Meetings in Advisory

HIGH SUPPORT/ HIGH EXPECTATIONS

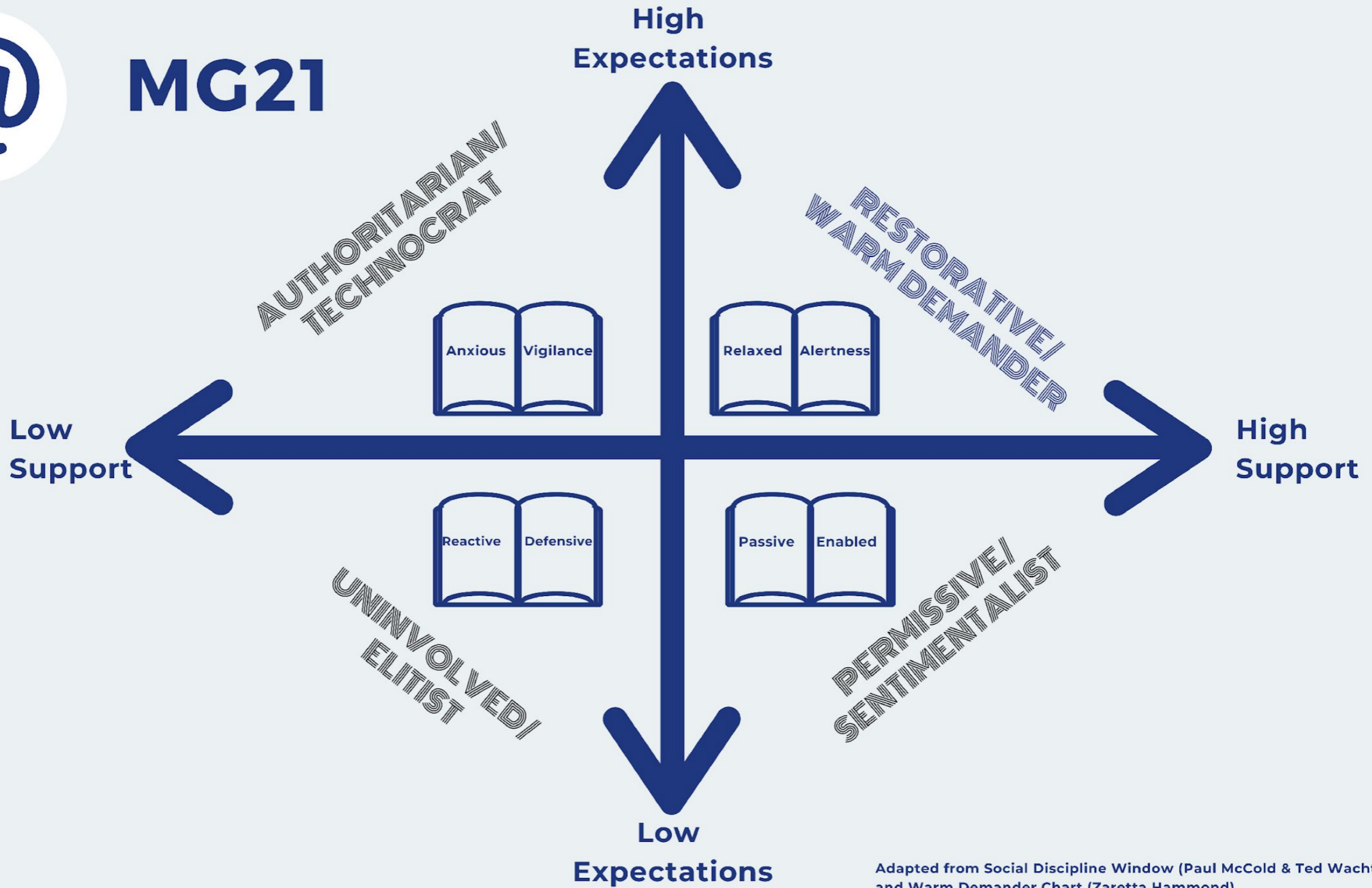


Students are successful when teachers have high expectations with high support. In order to learn, teachers "do with" students rather than "do for" or "do to" students.

HIGH SUPPORT/ EXPECTATIONS



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Adapted from Social Discipline Window (Paul McCold & Ted Wachtel) and Warm Demander Chart (Zaretta Hammond)



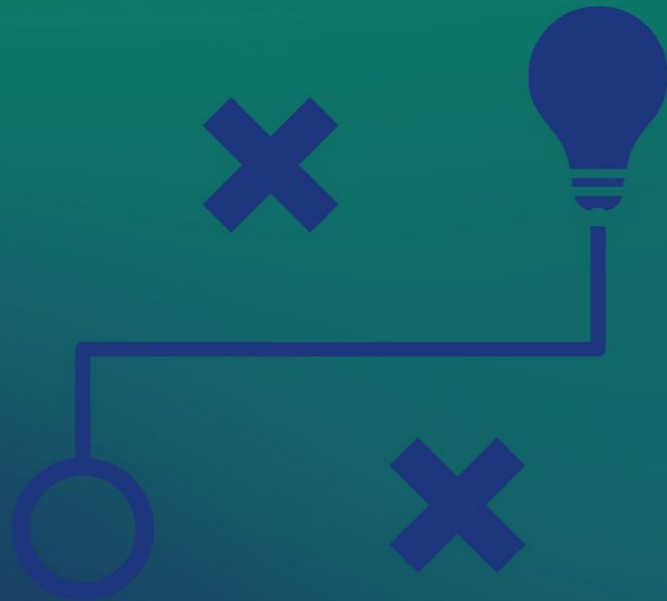
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**RESTORATIVE/
WARM DEMANDER**

- **Makes space for student to reflect on mistakes**
- **Makes room for mistakes to be fixed**
- **Sets clear high expectations and offers support to help students meet the expectations**

As a staff, we ask ourselves to reflect on our practices

PROBLEM SOLVING



Accountability, responsibility and collaborative problem-solving are key to addressing harms that occur.



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Traditional Approach

- School and rules violated
- Justice focuses on establishing guilt
- Accountability=guilt
- Justice is directed at a person who caused harm but the person who experienced harm is rather ignored
- Rules and intent outweigh whether the outcome is + or -
- No opportunity for remorse or amends





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Restorative Approach

- People & relationships were violated
- Justice identifies needs and obligations
- Accountability=understanding impact and repairing harm
- Justice process addresses person who caused harm, person who experienced harm, and school community
- Person who caused harm is responsible for the harmful behavior, repairing harm, working toward positive outcomes
- Opportunity given for amends and expression of remorse

REPAIR HARM



When there is "misbehavior," we attend to the "harm done" rather than simply tell the student what school-imposed rule has been broken.



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AFFECTIVE LANGUAGE



When responding to conflict, a restorative approach consists of asking the people involved these key questions:

- 1- What happened and what were you thinking at the time of the incident?**
- 2- What have you thought about since?**
- 3- Who has been affected by what has happened and how?**
- 4- What about this has been the hardest for you?**
- 5- What do you think needs to be done to make things as right as possible?**



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RESTORATIVE DISCIPLINE



- **Focuses primarily on relationships and secondarily on rules;**
- **Gives voice to the person(s) harmed**
- **Gives voice to the person who caused the harm**
- **Engages in collaborative problem-solving**
- **Enhances responsibility**
- **Empowers change and growth**
- **Plans for restoration**

**This material has been adapted from
SFUSD & YWCA Madison**

**It was created in consultation with
Orion Wells &
Bill Baldwin &
Dr. Arash Daneshzadeh**

