



**Overview of Restorative Approaches**

Restorative approaches (RA) are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. RA can improve relationships between students, between students and educators, and even between educators, whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school’s adopted core values.

The MUS Sequence of Intervention adheres to a RA framework. RA is a high-support, high-accountability system that has allowed for significant reductions in suspensions and office referrals in several districts across the United States.

MUS utilizes RA for the following reasons:

- To keep students connected.
- To have students feel known, seen, and heard.
- To maintain relationships on campus.
- To change and improve campus culture.

**Restorative vs. Traditional Approaches**

A contrast between traditional approaches and restorative approaches can be found below.

<b>Traditional Approach</b>	<b>Restorative Approach</b>
School rules are broken	People and relationships are harmed
Justice focusses on establishing guilt	Justice identifies needs and responsibility
Accountability = punishment	Accountability = understanding impact and repairing harm
Justice directed at the offender, the victim is ignored	Offender, victim, and school all have direct roles in the justice process
Rules and intent outweigh whether the outcome is positive or negative	Offender is responsible for harmful behavior, repairing harm, and working towards positive outcomes
Limited opportunity for expressing remorse and making amends	Opportunity is provided to make amends and express remorse

# Montecito Union School District

## Restorative Approaches One-Page Overview

### Four Key Questions when Conflict Arises

When conflict happens in a MUS community, four key questions are asked:

- What happened?
- Who was harmed/affected?
- What part are you responsible for?
- How will the harm be repaired?

The responses to these questions help focus on individuals coming together to restore relationships and repair harm done to the community.

### Restorative Approaches: Basic Tools

Proactive Circles <i>Mustang Meetings</i>	Restorative Conferences	Restorative Circles
Proactive dialogue circles occur three to five times per week in MUS classrooms. Proactive circles allow for community building, collective development and monitoring of classroom norms, and opportunities for students to share with the community their needs for daily support.	When conflict arises, involved students work with a trained staff member (usually administrator or campus support coordinator) to deconstruct the four key questions of RA (see above). The responses to these questions and the mediative process lead to solutions that repair relationships and thus the community as a whole.	Restorative circles can be utilized when significant conflict surfaces in the community. Using the circle framework developed in the proactive <i>Mustang Meetings</i> , students are provided with the opportunity to explore how their behavior is contributing to a conflict and how they can develop a collective solution to restore the community to a “whole”.

### Connections to *Habits of Mind*

The foundation of all character development at Montecito Union School is Art Costa and Bena Kallick’s *Habits of Mind*. Through Restorative Approaches, students develop key habits of mind including:

- Communicating with Clarity and Precision
- Managing Impulsivity
- Listening with Empathy and Understanding
- Developing Metacognition
- Applying Past Knowledge
- Thinking Interdependently

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