SFUSD embraces Restorative Practices, but what are Restorative Practices?

Restorative Practices are a positive way of working with challenging students, including those who have caused harm to others. Rather than simply punishing offenders the Restorative Justice component of Restorative Practices holds students accountable for their actions by involving them in face to face encounters with those they have harmed. Interventions can occur on an individual, small group or classroom level and involve using Affective Statements and Questions while conversing. Research in Restorative Practices has revealed positive outcomes for victims and offenders alike, including a reduction in re-offending behaviors. Over the next several newsletters I will be breaking down components of the Restorative Practices process, as I understand them. Please feel free to write me with any questions at przybylan@sfusd.edu.

Disclaimer - Although all counselors and Administrators have been trained in Restorative Practices it is still a very new practice for the district and we are not experts. Please join us as we explore this interesting new approach and hopefully we can learn some new techniques to benefit our community.

Shout Outs

The Valentines day dance was a great success. The dance featured the ever popular DJ High Top and lots of wonderful treats. Great job Ms. Wardell and the “Dance Planning Committee!”

The YOWS (Youth Outreach Workers) have been making fantastic Substance Abuse presentations in Ms. Meneely’s 7th Grade Science Classes and are now expanding to cover Ms. Haberfeld’s classes!

Ms Warman’s Tuesday Graduation Support Group is up and running. The group featured speakers from City College last month in addition to the normal Planner and Progress report checks.

STEPS: Ms. Castillo and Ms. Warman are moving through the STEP’s curriculum and Ms. Warman will take her group to City College on the 22nd!

Ms. Wax began a counseling group in the after school program.

Black History Month Assemblies were held on February 25th and were well received by staff and students alike. The assemblies featured Orchestra, Band and Choir performances as well as several student and staff speakers.

March is Nutrition Awareness Month
Here are some School Activity Ideas:

- Post a classroom, school, or cafeteria bulletin board with student photos to highlight nutrition education activities and events.
- Invite student nutrition food workers to make classroom presentations on job duties, healthy eating or cafeteria rules.
- Have students set goals for healthy eating habits and monitor progress (e.g. including a fruit with morning cereal, decreasing consumption of soda).

Middle School: Students can view Teen Files Flipped “Eating Disorders/Steroids” video.

Please Remind Students About The Hoover Teen Center!

Hoover Teen Center is open on Mondays, Wednesdays and Fridays during lunch.
Over the next several news letters I will attempt to break down the Components of Restorative Practices which include:

1. Affective Statements  2. Affective Questions  

**Affective Statements** - Affective statements are basically telling someone how their actions made you feel, expressing your feelings. Affective statements are the least formal of the Restorative Practices and are a crucial first step. Sharing your feelings helps to humanize yourself to others, which (in this writer’s opinion) is especially important when working with Middle School students who often view teachers as very distant from themselves. Some would think that sharing their feelings would make them appear weak to their students but in fact the opposite is true. When you share your feelings children become more, not less, empathetic and it can help you to build a relationship as someone who cares and has feelings rather than a distant authority figure. Please remember that it is important to share both positive and negative feelings. The more specific you are about a students actions and your feelings around it, the better.

<table>
<thead>
<tr>
<th>Typical Response</th>
<th>Affective Statement</th>
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<tbody>
<tr>
<td>Stop Teasing Sandy</td>
<td>It makes me uncomfortable when I hear you teasing Sandy.</td>
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<tr>
<td>Talking during class is inappropriate.</td>
<td>I am frustrated that you aren’t listening to me.</td>
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<td>You shouldn’t do that.</td>
<td>I feel sad when you say something like that to John.</td>
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<td>Sit down and be quiet.</td>
<td>I get angry when you talk and joke during my lectures.</td>
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<tr>
<td>I don’t want to see you fighting him.</td>
<td>I was shocked to see you hurt Peter.</td>
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<tr>
<td>Good work John.</td>
<td>I really appreciated the detail you put into your thesis.</td>
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