ALBUQUERQUE PUBLIC SCHOOLS

APS STRONG

Director of School Climate, Laura E Valdez

Albuquerque Public Schools Restorative Approaches Initiatives | October 9, 2025

Restorative Approaches

Restorative approaches in APS are about being proactive in building safe, caring school climates where students can take risks and, when they make bad decisions, know they are still loved and worthy.

Creating a Culture of Care

GOAL 4
SKILLS, HABITS, & MINDSETS

Self-Regulation Social Awareness
Self-Efficacy Perseverance

Purpose of Initiative

Restorative Approaches is a way for schools to build stronger, more supportive communities. A team of educators and leaders is helping guide how this work is rolled out, making sure it supports students in developing important life skills like understanding others, managing emotions, sticking with challenges, and believing in themselves. A clear plan and shared values were created, and several schools have already started this work by joining a training called *Creating a Culture of Care in Schools*.

Spring SHM Data - Social Awareness (3-12)

How clearly were you able to describe your feelings?　　40%

How well did you get along with students who are different from you?　　66%

Open response data also illustrated a need to respond to enhance the student empathy towards others:

What can adults do to better support students? (3-12)

- "Be kinder and more understanding of how we feel."
- "Be present and listen to us more."
- "Better learning experience."
- "Calm skills to help me when I get upset."
- "I feel in need of a friend or friendly individual to help me through the bullying of my size and personality often being called sped by someone or being called little bro which offends me"

Spring SHM Data - Self-Regulation (3-12)

How often did you remain calm, even when someone was bothering you or saying bad things?   49%

How often did you keep your temper under control?   65%

Open response data also illustrated a need to respond to help students regulate:

What can adults do to better support students? (3-12)

- "They can support by being patient and kind when I'm struggling."
- "Help me stay focused with reminders and not pressure."
- "Allow breaks so students don't feel so overwhelmed."
- Help me stay focused when there are distractions."
- "Help me stay on task when I'm nervous."

Spring SHM Data - Self-Efficacy (3-12)

When complicated ideas are discussed in class, how sure are you that you can understand them? **42%**

How sure are you that you can do the hardest work that is assigned in your class? **40%**

Open response data also illustrated a need to respond to help students regulate:

What can adults do to better support students? (3-12)

- "They can help me keep others on track and focused."
- "Help me when I need some help and they not get mad when they help me."
- "Try not to rush me, I'll get confused and give up."
- "Help me go through with hard work."

Spring SHM Data - Perseverance (3-12)

If you have a problem while working towards an important goal, how well can you keep working?   52%

How often do you stay focused on the same goal for more than 3 months at a time?   48%

Open response data also illustrated a need to respond to help students regulate:

What can adults do to better support students? (3-12)

- "Show me how to do it when I don't get it."
- "Help me practice things I struggle with."
- "Give me a chance to ask questions when I don't understand."
- "Help me when I try but still don't get it."
- "Encourage me to keep trying even when it's hard."

"Help me feel like I can do it even when I'm struggling."

Spring SHM Data - Sense of Belonging (3-12)

How connected do you feel to the adults at your school?   33%

How much do you matter to others at this schools?   35%

Open response data also illustrated a need to respond to enhance the student to adult relationship:

What can adults do to better support students? (3-12)

- "Respect students like you want us to respect you."
- "Understand where we're coming from before judging."
- "Be fair with everyone, not just certain kids."
- "Respect students like you want us to respect you."
- "Stop yelling and accusing when you don't know the whole story."
- "Treat us like humans, not problems."

Key Drivers and Actions

Based on the student input we heard, there is a need to provide more intentional opportunities to learn how to build positive relationships with adults and peers on campus. When adults use restorative approaches—like circles, co-created norms, and calm, respectful communication—students learn to express themselves thoughtfully and handle stress more effectively.

District wide restorative approaches implementation is on track for SY 26-27 with all schools utilizing restorative approaches.

Key Drivers and Actions

Along with our Restorative Approaches work, our Equity team will be working with schools to implement or enhance current student structures at schools that collect and act on student voice.

Examples of these structures are:
- *Black Student Unions*
- *Principal Advisory Councils*
- *Native American Student Groups*
- *Gender Support Alliance*
- *Asian Islander Pacific Student Unions*
- *MECHa Student Groups*
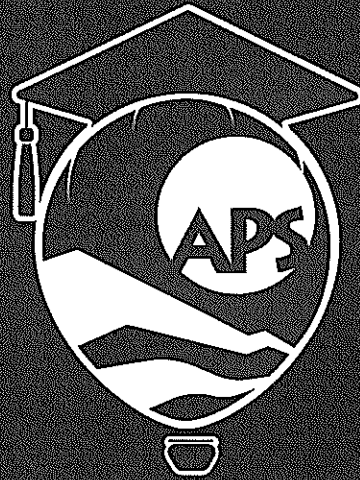
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