



THE RESTORATIVE PRACTICES --ADVOCATE-- DIGEST

VOLUME 1: ISSUES 1-3 – February 2022 – April 2022* An Information Source for EDUCATORS

FOCUS>

These headline articles help shape supporting **ATTITUDES** for those engaged in Restorative Practices.

FOCUS Building Relationships – Page 1
FOCUS Restorative Attitude – Page 3
FOCUS Relationship and Equity – Page 5

*[*NOTE: The inaugural publication of The Restorative Practices Advocate began in February of 2022 with only three issues produced for the school year. Subsequent years feature nine (9) issues.]*

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Produced by
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&
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(In support of establishing a Restorative Practices paradigm in Wichita's USD 259, and beyond.)

Restorative Expression

INSPIRATION is the purpose for this monthly feature – quotes from myriad sources supporting the Restorative Spirit!

Page 1 = Zig Ziglar, Via Ben Mitchell, Dominic barter, Eleanor Roosevelt, Stephanie Leblanc
Page 3 = Daily Word – February 12, 2021, Ernest Holmes, Wayne Dyer
Page 5 = Marian Anderson, George Eliot, The Dalai Lama



RESEARCH

CORNER

Restorative Practices (RP) is richly supported by research. This feature reflects **KNOWLEDGE** (DATA) which reinforces efforts toward RP fidelity.

Issue 1. Restorative Justice in U.S. Schools: An Updated Research Review – Fronius et. al., march 2019 – **Page 2**
Issue 2. The Starts and Stumbles of Restorative Justice in Education; Where Do We Go from Here? – Anne Gregory, Rutgers University; Katherine R. Evans, Eastern Mennonite University; January 2020 – **Page 4**
Issue 3. Major Impact of restorative Practices in Baltimore City Schools – Baltimore Justice Report Excerpt – Open Society institute-Baltimore et. al. September 29, 2020 – **Page 6**



For your...

**RESTORATIVE
TOOLBOX**



Having the proper **SKILLS** to move the RP paradigm forward is essential to our successes. Useful tools are presented **HERE!**

20 THINGS School Staff Can Do Right Now That Are RESTORATIVE, A Reminder - Page 2
Coleman's Circle Spreadsheet – Making Restorative Circle Strategies **EASIER!** - By Laura Alquist-Parks ...– Page 4
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THE RESTORATIVE PRACTICES --ADVOCATE--

VOLUME 1 (2021-22)

A NEWSLETTER for EDUCATORS

ISSUE 1 - February

Restorative Expression

"Speak in such a way that others love to listen to you. Listen in such a way that others love to speak to you." – Zig Ziglar

"The child who is not embraced by the village will burn it down to feel its warmth." – African Proverb (With thanks to Ben Mitchell)

"Conflict is not a problem that needs solving but a phenomenon that needs understanding." – Dominic Barter

"For it isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it." – Eleanor Roosevelt

"I discovered that conscious leadership is love fueled by strategy. What's really missing in leadership is love. If we inspire people and allow them to flourish, everything does much better."
– Stephane Leblanc

CALENDAR

FOR YOU!

February 15 – NO SCHOOL

March – Women's History Month

This SPRING- 4 Half Days TBA – 8:30-12:30 KIPCOR TIER II-TIER III Restorative Practices Training

For Your Information*

February 11, 10:00-11:00 AM – Restorative Practices and Equity Team Meeting

March 8 – 9:00-10:30 – ALT Equity Team Meets; 1:00-2:15 – District RP Team Meets

March 11, 10:00-11:00 AM – Restorative Practices and Equity Team Meets

**Ongoing Restorative Practices collaboration in USD 259, Wichita and beyond for your awareness. Your input and feedback to participating team members is welcome!*

FOCUS> BUILDING RELATIONSHIPS

Since the beginning of the Restorative Practices Initiative in the Wichita Public Schools, the primary catch phrase has been **"It's ALL about RELATIONSHIP!"** And why IS that? Because it IS.

This can be no better expressed than by quoting the basic philosophy of the paradigm as taught and promoted worldwide by the International Institute for Restorative Practices:

"People are happier and more likely to make positive change when those in authority do things WITH them rather than TO them, FOR them, or NOT at all."

This assertion is at the core of everything we do in restorative practices, and we often say if proponents remember nothing else about the framework, shaping the work done in education with this guiding principle in mind will carry schools quite far into a world where the restorative mindset is the norm, and a positive school climate naturally follows. Building relationships is what "WITH" means in this philosophy.

With the steep challenges of the COVID 19 pandemic, working to build relationships is more important than ever in schools, and at the same time, the task is made harder by managing much of the task of education with many students attending school remotely. And yet, when our goal is to prepare students for LIFE, the acquisition of academic and social and emotional skills clearly accrues more readily when everyone in the school environment is working first and foremost on connectedness. This makes us allies in the same campaign rather than allowing the antagonism that naturally arises from situations where people do not know, appreciate or respect one another.

First things first. Build relationships and your world shifts.

RESEARCH

CORNER

Restorative Justice in U.S. Schools: An Updated Research Review

Trevor Fronius, Sean Darling-Hammond, Hannah Persson, Sarah Guckenburg, Nancy Hurley, Anthony Petrosino
March 2019

This updated report is part of a larger effort of the WestEd Justice & Prevention Research Center (JPRC) focusing on restorative justice (RJ) as an alternative to traditional responses to student misbehavior in schools across the United States. This project was funded to document the current breadth of evidence on the subject, provide a more comprehensive picture of how RJ practices are implemented in schools, and lay the groundwork for future research, implementation, and policy. The Robert Wood Johnson Foundation (RWJF) funded WestEd beginning in 2013 to conduct this research to better understand the national landscape, as a large number of American schools were enacting RJ. The JPRC's work on this project has included conducting a comprehensive review of the literature (the subject of this report, first published in early 2016, and updated here), interviewing experts in the field of RJ (people who are nationally recognized for their work on RJ in schools), and administering a survey to and/or conducting interviews with RJ practitioners currently working with or in U.S. schools. For more information, please see these related project reports, available from the JPRC website:

<http://jprc.wested.org>

- Restorative Justice in U.S. Schools: Summary Findings from Interviews with Experts
- Restorative Justice in U.S. Schools: Practitioners' Perspectives
- What Further Research is Needed on Restorative Justice in Schools?

For your...

RESTORATIVE
TOOLBOX



20 THINGS

School Staff Can Do Right Now That Are

RESTORATIVE

When was the last time you took a peek at “**20 THINGS School Staff Can Do Right Now That Are Restorative?**” Do you have the link to it bookmarked? Do you have a hard copy? Do you know you can get one if you want it?

Yes! In case you didn't know or have forgotten, there is a 42-page document available to you and members of your school staff that outlines in priority order (beginning with the easiest, most fundamental and most powerful strategies) a number of approaches you can take to creating a more restorative school environment in classrooms and building-wide. You may already be doing some of them, but others you may not have thought about or taken time to develop.

Here's where you can go peek at the digital copy to see which things YOU can do right now!

To access the .PDF, staff members need to be logged into their district Google account.

Click the link below to access the **20 THINGS** PDF.

<https://drive.google.com/open?id=1A6zynybJoW9tKB6FlBhfprKj7R9ZrpSI>



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A NEWSLETTER for EDUCATORS

ISSUE 2 - March

Restorative Expression

"Grace is mine to receive as well as mine to share. Every time I extend myself by lending a helping hand, I exhibit grace. Whenever I offer forgiveness to someone who has hurt me, I am sharing the gift of grace. When I slow down to listen deeply and empathize with someone, the space between us is filled with grace." - Daily Word, Feb 12, 2021

"Love is a language which is universal, interpreted through every living soul and understood by all. Love will find the solution to every problem, will answer every question and will ultimately vanquish every foe. Love begets tolerance, and tolerance begets understanding, an understanding which is able to put itself in the other person's place." - Ernest Holmes

"Injustice is a constant, but you can refuse to be seduced into being emotionally immobilized by it." - Wayne Dyer

CALENDAR

FOR YOU!

March – Women's History Month!

March 19 – Non-Teaching Duty Day

March 22-26 – Spring Recess

For Your Information*

March 8, April 12– 9:00-10:30 – ALT Equity Team Meets; 1:00-2:15 – District RP Team Meets

March 11 & April 8, 10:00-11:00 AM – RP and Equity Team Meets

**Ongoing Restorative Practices work in USD 259, Wichita and beyond for your awareness. Your input and feedback to participating team members is welcome!*



RESTORATIVE ATTITUDE

10 Daily Commitments for Improved Student Engagement*

Tara M. Brown

1. Commit every day to deepen a relationship with at least one student. That means making a conscious decision to smile, take an interest, do a favor, give a compliment, inquire about what a person likes, wants or feels.
 2. Commit every day to make it easy for your students to connect with you by smiling often, having open body language, positive non-threatening facial expressions and tone of voice, initiating contact, greeting them as they come into your room, etc.
 3. Commit every day to take responsibility for your successes and failures. That means avoid blaming state policy, the principal, the parents, the student, the home life of students, etc.
 4. Commit every day to revisit and remind yourself of your philosophies for life and for education. Why do you believe what you believe? Are your philosophies and actions aligned?
 5. Commit every day to read something positive and to speak something positive. What we read influences our thoughts. What we speak influences our actions and those of others.
 6. Commit every day to remind yourself that you are the CEO-Chief Emotional Officer. You set the tone and that you make the weather/climate in your classroom.
 7. Commit every day to check in with yourself and manage your stress so that it never has a negative impact on your students or peers.
 8. Commit every day to take care of yourself first. Only when you are at your best, can you make others around you better.
- "You can't fill another's tank when you are running on fumes."**
9. Commit every day to not take yourself too seriously. Allow for imperfections, mistakes and a good dose of laughter with those around you.
 10. Commit every day to be a world class Dopamine Slinger and make every person's day better because they interacted with you.

*

<https://myemail.constantcontact.com/10-Daily-Commitments.html?soid=1102386880805&aid=kiUIP2eTyCs>

(Tara Brown is an excellent educational coach and resource person. You can learn more from her website.)

RESEARCH

CORNER

The Starts and Stumbles of Restorative Justice in Education: Where Do We Go from Here?

Anne Gregory, Rutgers University Katherine R. Evans, Eastern Mennonite University January 2020

This article provides a comprehensive approach to Restorative Practices (RP) in schools and a synthesis of the research on school-based restorative initiatives. The authors describe restorative justice in education (RJE/RP) as a comprehensive, proactive, and responsive approach, shifting school culture and climate in ways that nurture healthy relationships, prioritize justice and equity, and foster resilience and well-being. The research indicates highly promising results, such as dramatic reduction in discipline referrals; narrowing racial disparities and exclusionary discipline; higher graduation rates; strengthened social and emotional learning; and improved relationships among students and between students and staff. Healthier relationships, increased inclusion and cultural sensitivity, and additional tools in handling conflict reduce the likelihood of future disciplinary actions for students.

The authors also found mixed results in the research. Given that some schools did not yield the positive results they were hoping for, the authors provide possible explanations and insight into faulty implementation models. The report concludes with recommendations for comprehensive and strategic RJE/RP implementation plans to support schools in reaching increased and consistent positive outcomes.

https://nepc.colorado.edu/sites/default/files/publications/Revised%20PB%20Gregory_0.pdf

**Coleman's Circle Spreadsheet**

Making Restorative Circle Strategies EASIER!

By **Laura Almquist-Parks, LCP**

It goes without saying: We all have A LOT on our plates this year! But there are ways to lessen the load.

The **Community Building Circle Spreadsheet** was developed to be an easy, accessible, and helpful tool to enable teachers and staff to carry out community building circles with less planning time. **It's important to first learn the process for Restorative Practices Circles**, but once you are familiar with the process, this tool can be very helpful, whether you're a newbie or an expert.

The spreadsheet has six tabs filled with questions that can be used for community building circles, including questions that are aimed specifically at **Remote Learning**, **Social Emotional Check-Ins**, and **Academic Check-Outs**. There are also three tabs with general community building questions that start at Level 1 and go to Level 3. It's important to begin with the Level 1 questions and build up to Level 3 after safety, security, and familiarity have been established in your classroom community.

Use the link below and look for future updates. I will soon be adding ideas for centering/mindful moments and other helpful tidbits. For questions about this resource, you can reach me at 973-6658.

https://usd259net-my.sharepoint.com/:x:/g/personal/lparks1_usd259_net/EZwmA8bO2FtEvb9Ghm6X5swBlv8sBPSoiNLU5qHuuuXZOg?rttime=lgHvJmvM2Eg

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A NEWSLETTER for EDUCATORS

ISSUE 3 - April

Restorative Expression

Definition of Restorative:

"Tending to impart new life and vigor; restore health, strength, or a feeling of well-being; renewing, revitalizing, reviving"

"No matter how big a nation is, it is no stronger than its weakest people, and as long as you keep a person down, some part of you has to be down there to hold him down, so it means you cannot soar as you might otherwise." - **Marian Anderson**

"We want people to feel with us more than to act for us." - **George Eliot**

"If, owing to failures of personal integrity, a good system is misused, it can easily become a source of harm rather than a source of benefit. This is a general truth that applies to all fields of human activity..." - **The Dalai Lama**

CALENDAR

FOR YOU!

APRIL is ...

Black Women's History Month
Celebrate Diversity Month
Arab American Heritage Month
Autism Awareness Month
Child Abuse Awareness Month

May 25 – Last day of SCHOOL

For Your Information*

April 22, CURTIS Middle School – Restorative Practices PD

April 26, 1:00-2:15 – District RP Team Meeting

April 28, CALDWELL Elementary – Restorative Practices PD

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FOCUS> RELATIONSHIP & EQUITY

From a Facebook post by

Kathy Evans, Professor ESU

"I just want to highlight that we need to see bigger than student conduct. If we are truly working toward a more restorative school or classroom, all of us have to reflect on how we are relating to one another. We also have to think about how our culture (the ways we do things around here) promotes or hinders justice and equity. . . at the relational places and the structural places. If we only change our expectations for student conduct, for example, without scrutinizing our implicit (or too often, our explicit bias), we will fall short of the vision of Restorative Justice in Education/Restorative Practices.

I also want to affirm the importance of culture change in ways that ensure that educators are deeply aware of the foundations, the values, the principles of Restorative Practices. PD models need to include opportunities to learn skills, yes, but also need to provide challenges to policies and practices that uphold hierarchical and individualistic systems that dehumanize and judge others. We need each other. We need models of school that heal and nurture."

"The whole conversation about behavior and conduct has to change to one about relationship and equity."

As you think about relationship and equity in your school's approach to restorative school climate, here are...

Questions for Reflection

1. What most resonates with you about this passage?
2. What are you already doing well?
3. What are the challenges?
4. What are ways to overcome the challenges?
5. What further questions do you have?
6. What are some steps you will take to support a restorative culture?

RESEARCH

CORNER

"Restorative practices provide teachers with a tool that enables them to check in with students on a social-emotional level while also imparting important teachings."

Brandon Pinkney, Principal
Walter P. Carter Elementary/Middle School, Baltimore

Major Impact of Restorative Practices in Baltimore City Schools

Baltimore Justice Report (Excerpt) (Open Society Institute-Baltimore, Baltimore City Public Schools, Johns Hopkins University Institute for Education Policy, and the University of Maryland Francis King Carey School of Law)

Tuesday, September 29, 2020

BALTIMORE—Baltimore City Schools that have adopted restorative practices since 2018 have seen and reported dramatic drops in suspensions, improved school climate, and better relationships between students and teachers.

Restorative Practices in Baltimore City Schools: A Research Update and Implementation Guide, "gives the clearest indication yet that implementation of restorative practices in Baltimore City Schools is having a definitive, positive impact for students, teachers, and administrators."

- School suspensions dropped by **44% in one year**
- **72%** of school staff reported improved school climate
- **69%** of school staff reported improved student respect for one another
- **64%** of school staff reported improved student respect for staff

The report also highlights how restorative practices are being used in schools, including **restorative circles** (84%), **restorative conferences** to respond to student misconduct and conflicts (60%), and restorative circles and conferences **with families** (39%).

There are, also, challenges to implementation, including **lack of support** from students' families (38%), **the need for additional training** (31.9%), and **student resistance** to the process (26.6%).

For more information see:

<https://www.osibaltimore.org/2020/09/new-report-indicates-major-impact-of-restorative-practices-in-baltimore-city-schools/>

For your...

RESTORATIVE
TOOLBOX



The "Four Ps"

1. **Person:** The way each individual (teacher, principal, counselor, support staff) interacts with others in the school community and how that interaction has an impact on relationships
2. **Place:** The environmental conditions and factors that affect how individuals interact with one another
3. **Practice:** Opportunities for educators to prevent conflict, resolve challenges, and create chances for relationship growth
4. **Plan:** A school community's plan for making restorative practices a regular part of school culture

IN their March Guide for Educators called **Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools**, the Schott Foundation offers among other ideas a framework called "**The Four P's**" and they make them beautifully applicable to what we might call the **3 C's** ... the **CLASSROOM**, the **CAMPUS**, and the **COMMUNITY**.

The basics are as follows:

For the full 16-page guide, see: <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>