



THE **RESTORATIVE PRACTICES** **--ADVOCATE--**

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A NEWSLETTER for EDUCATORS

Restorative Expression

"Restorative Justice is respect. Respect for all, even those who are different from us; even those who seem to be our enemies. Respect reminds us of our interconnectedness, but also of our differences. Respect insists we balance concerns for all parties. If we pursue justice as respect, we will do justice restoratively." ~ **Howard Zehr**

"Peace is not the absence of conflict but the presence of creative alternatives for responding to conflict -- alternatives to passive or aggressive responses, alternatives to violence." ~ **Dorothy Thompson**

"Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal." ~ **Martin Luther King**

"I destroy my enemies when I make them my friends." ~ **Abraham Lincoln**

CALENDAR

FOR YOU!

(NOTE: Watch this space in each issue of the Advocate to see what upcoming Restorative Practices and related events are on the calendar in Wichita. They are coming!

For Your Information*

(NOTE: As the standard footnote below points out, this calendar section will be set aside for events and meetings designed to help us network with one another collaboratively to increase our restorative knowledge, skills and attitudes ... and some of these will be because of YOU!!!

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

FOCUS>

RP TRAINING EXPANDS!!!

Since the beginning of the **Restorative Practices Initiative** in Wichita Public Schools, the hope has been to expand the practices from where they started at West High School to the entire USD 259 school district. We are delighted that currently the **International Institute of Restorative Practices (IIRP)** is collaborating with USD 259 to continue the roll-out through their **SaferSanerSchools** Program. They will be a great support for our district in moving forward with restorative approaches.

Dr. Jan L. Fox-Petersen and **Rob Simon** were trained by the IIRP at the beginning of the Restorative Practices initiative in USD 259 so it has always been aligned with the IIRP. They will continue to provide training and support for Restorative Practices in Wichita schools under the auspices of our school district's **Department of Equity, Diversity & Accountability**, and will be working primarily with high schools.

The basic Restorative Practices philosophy, which originates with and is taught and promoted worldwide by the IIRP is:

"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."

The IIRP teaches fundamental theory and practices for building and maintaining healthy relationships in schools and in society by engaging with students, staff, and parents in a way that honors their personhood and voices regardless of position, and positive relationships are established.

The IIRP describes RP in a way that promotes high expectations with support and balances accountability with compassion. Tools and practices

- (a) provide direct feedback without creating disconnection or further harm to relationships;
- (b) ask restorative questions that foster accountability; and
- (c) resolve common conflicts and facilitate circles to create a positive learning environment and school culture.

So much more to come as restorative practices expands in Wichita!

RESEARCH

CORNER

A Review of...

Can Restorative Justice Keep Schools Safe?

By Jeremy Adam Smith

March 6, 2012

This article recognizes what many of us know about life in schools: disparity feeds larger social inequalities. Many studies reflect students expelled or suspended for behavior are much more likely to drop out of school or end up in jail, but this is much less true of those who face alternate consequences.

A school board member in a California community recognized that her first act as a school board member was to push a student out of school ... which was not what she expected to do and did not fit with her opposite intentions. She is among board members and other educators who recognize restorative practices keep students in school and out of the criminal justice system, and that it holds kids more accountable – not less.

Such folks recognize that restorative justice in education can bring those who cause harm and those who are harmed together to discuss what happened and how to find agreements that make things better. There is also a recognition that discipline choices can't always be about doing the most expedient thing, nor can it be about reintegrating those who cause harm at the expense of those who are harmed.

In the Bay Area, a very difficult school found that suspensions dropped 87 percent after implementing restorative practices, and students and teachers reported that the program made the school "more peaceful."

Still, some kids get kicked out of school – sometimes even if they have gone through a restorative process. The difference is seeing suspensions and expulsions as the last, not the first, resort.

Finally, research shows it takes three to five years to implement anything in schools, - especially when building a new system to replace an old system that's not working. So, staying the course matters.

http://greatergood.berkeley.edu/article/item/can_restorative_justice_keep_schools_safe

For your...

RESTORATIVE
TOOLBOX



20 THINGS

School Staff Can Do Right Now That Are

RESTORATIVE

One of our most powerful restorative tools in USD 259 is a document called **"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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