



THE RESTORATIVE PRACTICES --ADVOCATE--

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A NEWSLETTER for EDUCATORS

Restorative Expression

"The moral arc of the universe bends at the elbow of justice." ~ **Martin Luther King, Jr.**

"There are many young girls, boat people, who were raped by sea pirates.... In my meditation, I saw that many babies are born along the Gulf of Siam, hundreds every day, and if we educators, social workers, politicians, and others do not do something about the situation, in twenty-five years a number of them will become sea pirates. That is certain. If you or I were born today in those fishing villages, we might become sea pirates in twenty-five years. If you take a gun and shoot the pirate, you shoot all of us, because all of us are to some extent responsible for this state of affairs." ~ **Thich Nhat Hanh**

"Violence produces only something resembling justice, but it distances people from the possibility of living justly, without violence." ~ **Leo Tolstoy**

FOCUS> RP is "The Real Thing"

There is growing discussion and debate in America and elsewhere about "Critical Race Theory" and whether it should be taught in schools. There are three things you should know about this discussion as it applies to what happens in Wichita:

1. Many people who claim to be against critical race theory don't know what it is or incorrectly define it for political purposes.
2. People that know what critical race theory is also know that it is a THEORY and deserves further exploration as do ALL theories.
3. Critical race theory is a graduate level academic concept and is NOT taught in Wichita schools. Period.

In Wichita schools, what is at the root of restorative practices and all things related to equity, diversity, accountability and inclusion in our community is based on real elements – data and evidence – not theories.

What drives the work to which USD 259 is committed is real life experience... real world learning ...observations for which there is no argument unless one is not paying attention, or victimized by scotomas ... blind spots. Our work is based on modeling by and from educators, mentors and other resource people who have been down the roads our students are traveling and are familiar with the possibilities and the pitfalls.

All of us have useful capabilities in this regard if they are not distorted by misinformation or misinterpretation, and like anything else, if we explore the world of information that is literally at our fingertips, we find that many of us are aware of the power of modeling that far outstrips effects of criticism.

We also find expressions such as "learning opportunities are far greater when children have the chance to experience something first hand." What is more, we can easily recognize that the next best possibility is learning from second hand experiences courtesy of those of us who teach them. Either way, learning from authentic experience "increases motivation, can improve behavior as the child is more engaged, helps to develop communication and language skills as experiences give children something to talk about, and consequently, further develops their understanding of the world."

Furthermore, "real world learning is an approach to learning that involves schools working with community partners and industry experts to engage students in authentic, relevant problems, projects, and experiences that develop career awareness and readiness."

Bottom Line: Restorative Practices is the real thing!

CALENDAR

FOR YOU!

January 13, February 18, March 11,
April 7 – USD 259 Elementary &
Secondary Assistant Principals
Trained by The IIRP – The
International Institute of Restorative
Practices!

For Your Information*

(NOTE: This calendar section is set aside for events and meetings designed to help us network with one another collaboratively to increase our restorative Attitudes, Skills & Knowledge – The ASK framework for RP.

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

RESEARCH

CORNER

The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline (2015)

ANNE GREGORY, KATHLEEN CLAWSON, ALCIA DAVIS, and JENNIFER GEREWITZ
Rutgers, The State University of New Jersey

AN INTRODUCTION & CONCLUSION

"Restorative approaches to school discipline are increasingly being implemented throughout the United States in an attempt to reduce reliance on suspension and eradicate the racial discipline gap. Yet, little is known about the experience of students in classrooms utilizing restorative practices (RP). This study draws on student surveys (N D 412) in 29 high school classrooms. Hierarchical linear modeling and regression analyses show that high RP implementing teachers had more positive relationships with their diverse students. Students perceived them as more respectful and they issued fewer exclusionary discipline referrals compared with low RP implementers. In addition, the findings demonstrate some initial promise of well-implemented RP for narrowing the racial discipline gap. The study found that higher RP implementers issued fewer discipline referrals to Latino and African American students compared with lower RP implementers. The study findings have implications for equity-focused consultation in schools that honor student experience of new programming."

"The study contributes to a growing body of research that demonstrates the potential of RP for improving schools. It found that teachers who were perceived by their students as frequently implementing many of the RP elements tended to have better relationships with their students compared with infrequent implementers of RP. This was seen in the degree to which students felt respected by their teachers and teachers' use of disruption/defiance disciplinary referrals. The findings also have implications for the potential of RP in terms of reducing the racial discipline gap. Higher RP implementation was associated with lower use of disruption/defiance disciplinary referrals with Latino and African American students. Finally, the study also confirms the need for consultation that integrates student perspectives on implementation and systematically addresses implementation challenges for novel practices in schools."

(For more, click below or copy and past URL to your search engine.)

http://www.antonioacasella.eu/restorative/Gregory_RJ_2015.pdf

For your...

RESTORATIVE
TOOLBOX



USE RESTORATIVE PRINTING AT SCHOOL!

Posters, Postcards & More on Your District Google Drive

<https://drive.google.com/open?id=1A6zynybJoW9tKB6FIBhfrKj7R9ZrpSI>



IF YOU APOLOGIZE...

I'm sorry for...

Be specific. Show the person (or people) to whom you are apologizing that you really understand what you did and why they are upset about it.

This is wrong because...

Until you understand and choose to express why your behavior or choice was improper or how it harmed someone, it's unlikely you will correct it.

In the future, I will...

Use positive language to affirm what you **WILL** do, not to say what you won't do.

Will you forgive me?

Even if people you ask are not ready or willing to forgive you, it is important to **ASK** for forgiveness to help restore relationship and rebuild trust.

Inspired by JoEllen Poon



The Four **4** Agreements

Don Miguel Ruiz

Be Impeccable with Your Word.

Don't Take Anything Personally.

Don't Make ASSUMPTIONS.

Always Do Your BEST.

(So nice, let's say it twice.)

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