



THE RESTORATIVE PRACTICES --ADVOCATE--

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A NEWSLETTER for EDUCATORS

Restorative Expression

"In order to change an existing paradigm, you do not struggle to try and change the problematic model. You create a new model and make the old one obsolete." — R. Buckminster Fuller

"The ability to shift from reacting against the past to leaning into and presencing an emerging future is probably the single most important leadership capacity today. It is a capacity that is critical in situations of disruptive change, not only for institutions and systems, but also for teams and individuals." — C. Otto Scharmer

"The kinds of ...leaders needed are those who have a strong vision, clarity of purpose, willingness to live in uncertainty and paradox, high emotional and spiritual intelligence, and who know how to empower others. These qualities are in addition to all of the current qualities and competencies in effective ...leaders." — Jim Lockard

"Leaders can leverage restorative practices as a key tool for facilitating dialogues, managing conflicts, and strengthening communities." — Dr. Artika Tyner

CALENDAR

FOR YOU!

March 20, 2024 – Restorative Practices Listening Circles*

ONGOING – Restorative Practices Coaches in various schools from the International Institute for Restorative Practices (IIRP)*

*Check with your school administrator for scheduled visits and events. *For other details: Michele Ingenthron or Branden Johnson.*

For Your Information

The International Institute for Restorative Practices (IIRP) is leading on-going RP training and coaching in our district to augment and enhance efforts by select district employees and resource people. RP work is also underway in the Wichita community, Kansas, and beyond. Your questions, input and feedback are welcome!



By Rob Simon

Restorative Practices Is A "Better Mousetrap"

*"Build a better mousetrap, and the world will beat a path to your door."
— Ralph Waldo Emerson.*

What Emerson apparently didn't mention is that his assertion only has a chance to be viable if the world knows you HAVE a better mousetrap.

There are people getting much better results applying the principles of the restorative practices (RP) paradigm...and you may be among them; but if you are, and you are not tooting your own horn, you may be missing a golden opportunity. The world needs to know you have a better proverbial mousetrap ... or at least some of the folks close to you. For leadership in the world of RP, a little bit of yours can go a long way toward changing the model for how we do school. And if you are not there yet, others definitely are.

In the 2013-14 school year, for example, Chicago Public Schools, the nation's fourth-largest school district started RP implementation in secondary schools district wide. They have since discovered that schools implementing "restorative justice practices saw a staggering 35 percent reduction in student arrests in school and a 15 percent reduction in out-of-school student arrests. The researchers also saw declines in arrests for both violent and non-violent offenses. In addition to significant decreases in student arrests, restorative justice practices decreased out-of-school suspensions by 18 percent and improved students' perceptions of school climate." (*neaToday*)

In Wichita, we have the good fortune to have had the International Institute for Restorative Practices (IIRP) promote their SaferSanerSchools program – putting Wichita in the same league as other cities where positive results have been gained, and the IIRP promotes them.

"For example, at West Philadelphia High School, once deemed one of the state's most 'Persistently Dangerous Schools,' violent acts and serious incidents dropped by 52 percent, followed by a 40 percent drop the next year after implementation (*Lewis, 2009*). At a middle school in San Antonio, suspensions fell 57 and 36 percent, respectively, for 6th and 7th graders, and standardized reading and math scores improved for Black students after adopting restorative practices (*Armour, 2014*). Similarly, in Denver Public Schools, out-of-school suspensions improved 13 percent and expulsions dropped from 23 to six per year across seven schools that adopted restorative practices over a three-year period (*Baker, 2009*)." (*ASCD*)

Doesn't this seem like a "better mousetrap" to you? If it does, be sure you are trying on the strategies others have found successful if you haven't already, and if you are among those gaining benefits from RP, toot your horn!

We. Stav. The. Course.

How Can Restorative Practices Decrease "School to Prison Pipeline" Occurrences for Black Male Students?

A Dissertation Submitted to the Faculty of Drexel University

By Martha Jones Russell, August 2013

Abstract

"In-depth interviews were conducted with nine Black male students who graduated from Restorative Practices schools. In-depth interviews were also conducted for 15 professionals who served as advocates for Black male students at Restorative Practices schools. An online focus group was also implemented. The three primary questions explored were how do Restorative Practices impact the 'School to Prison Pipeline' as viewed by Restorative Practices Professionals, how do Restorative Practices impact Trauma and Intergenerational Trauma as it relates to Black male students, and how do Black males who attended a Restorative Practices school view their experience.

Seven findings resulted from this study:

- 1) Zero tolerance as often applied has racial bias against Black male students;
- 2) Black male students face unacknowledged and unaddressed trauma that is caused by disenfranchisement, racial profiling, violence, erroneous identity;
- 3) Unacknowledged and unaddressed trauma often leads to a cycle of trauma;
- 4) Study only minimally affirmed that theories of Intergenerational Trauma is a "lived experience" of Black male students;
- 5) Restorative Practices was found to address the manifestations of Intergenerational Trauma which were primarily the same behaviors related to trauma response found in previous studies;
- 6) Some school models of Restorative Practices encompass cultural immersion education (referred to as Cultural Restorative Practices in this study); and
- 7) Cultural Restorative Practices that involved heritage immersion as an important component of Restorative Practices offered the greatest benefit for assisting Black male students with finding their authentic identities and healing from racial trauma."

For more information: http://www.antonioacasella.eu/restorative/JonesRussell_aug13.pdf

For your...

RESTORATIVE
TOOLBOX



IALAC = I Am Lovable And Capable A LESSON PLAN (with Resources)

To Help Build Self Worth,
Connections, Relationships,
Community

OBJECTIVES: (1) To promote that we are all lovable and capable; (2) to explore how negative experiences CAN influence us to feel less so; and (3) to agree to help each other with mutual encouragement and empowerment strategies.

ABBREVIATED INSTRUCTIONS:

The teacher prints and distributes an IALAC sign for each participant. (See below.) *[The sign prints front and back on any color of paper (or many colors to show diversity) with the largest "IALAC" abbreviation centered on one side, and the several other representations printed on the other.]*

To begin, the teacher seats students in a circle (if possible) and asks the group to imagine that we all show up in the world (or on a given day) with an imaginary sign that says IALAC, which stands for "I am lovable and capable." The teacher then invites group members to hold their large signs up in front of them.

Next, the teacher asks the group to brainstorm one or more things that can happen which can make people feel less lovable and capable. After an idea has been shared, the teacher tells participants that if they can identify with it, to fold their poster in half to hide their original sign, and then hold their next largest signs up in front of them.

The group is led to repeat this brainstorming exercise for a total of at least five times, and then asked to compare the size of their signs at that point to the size with which they started, and to speak to how the exercise feels.

Next, the teacher asks the group to brainstorm one or more events which can make people feel MORE lovable and capable, then tells participants to unfold their sign at each point. At least five repetitions works well.

The group is then asked to compare the size of their signs when the brainstorming stops to the size with which they started, to speak to how the total exercise feels, and to discuss the differences to explore woundedness.

Last, the teacher asks the group to brainstorm what they might agree to for helping to change the dynamic.

FULL Lesson Plan = <https://www.dropbox.com/scl/fi/q7t56u7b4woe862ya53q5/IALAC-Lesson-Plan-I-Am-Lovable-And-Capable.pdf?rlkey=45866459u0t68bsfntubc86jq&dl=0>

SIGN To Print = <https://www.dropbox.com/scl/fi/kbyo2q09f90yeug9vmlor/IALAC-Sign-11X8.5.pdf?rlkey=edjerih8hnljpi2kl8tp27thy&dl=0>

Useful basic ideas are always available in: **20 THINGS School Staff Can Do Right Now That Are RESTORATIVE**

To access, log into your District Google Account, then click: <https://drive.google.com/open?id=1A6zunybJoW9tKB6F1BhfrKj7R9ZrpSI>

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