



THE RESTORATIVE PRACTICES --ADVOCATE--

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A NEWSLETTER for EDUCATORS

Restorative Expression

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

"Peace and justice are two sides of the same coin." — **Dwight D. Eisenhower**

"Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob and degrade them, neither persons nor property will be safe." — **Frederick Douglass**

"[Human] capacity for justice makes democracy possible, but [human] inclination to injustice makes democracy necessary." — **Reinhold Niebuhr**

"You've got to find a way to constantly improve the amount of joy, passion and nourishment that's happening within you and for the person you're in a relationship with." — **Tony Robbins**

"We often refuse to accept an idea merely because the tone of voice in which it has been expressed is unsympathetic to us." — **Friedrich Nietzsche**

"Three things in human life are important: the first is to be kind; the second is to be kind; and the third is to be kind." — **Henry James**



By **Kelly Bielefeld**
Superintendent

Where We Are With RP – A Look Back, A Look Forward

The implementation of Restorative Practices (RP) in Wichita Public Schools has seen significant success, as evidenced by the positive changes in school climate and relationships among students and staff. This approach has involved training teachers and staff in restorative justice principles, developing plans to integrate into the classroom for students to experience a setting of belonging, and integrating these practices throughout the school to foster a culture of empathy, peace, and understanding.

The success of this initiative can be attributed to several key factors:

- strong leadership that models effective practice,
- the ability to build and restore positive relationships,
- comprehensive professional development for educators,
- a mindful approach to school culture, and
- effective communication plans that involve all stakeholders.

"We have more work to do, but a strong foundation has been laid through our efforts over the past few years."

CALENDAR

FOR YOU!

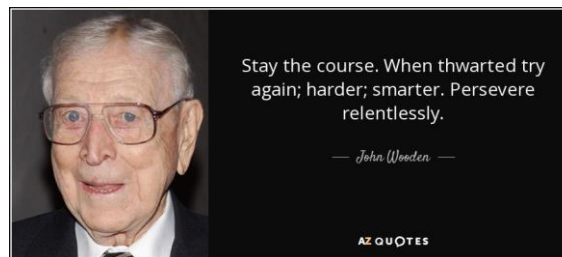
ONGOING – Restorative Practices Coaches in various schools from the International Institute for Restorative Practices (IIRP)*

*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. Other RP work is also underway elsewhere in the Wichita community, throughout Kansas, and beyond. Your exploration, questions, input, and feedback are welcome!

It is true that there is more work to do. Since the inception of RP at West High over a decade ago, we continue to strive to create a supportive and inclusive educational environment for all students. We hope Wichita Public Schools are a place where students and staff strive, and Restorative Practices helps to make that possible.



We. Stay. The. Course.

The 5 'R's of Restorative Justice: Are They Always Applicable? Restorative Solutions (.org)

"Restorative Justice has been around in one way or another for centuries. But Restorative Justice as we know it today is a relatively new practice, starting out in its modernized form in the 1970s. There are 5 long-standing principles of Restorative Justice/restorative practice:

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Relationship: The principle here is that, if ever there is a need for Restorative Justice, it's because a relationship has been harmed in some way. The aim is to help repair this harm, giving the harmer a safe space to take responsibility and make amends.

Respect: This principle refers to how respect allows for a safe experience for everyone involved in the Restorative Justice process. In this case, respect involves listening to the other person's perspective, whether we agree with it, and behaving in a way that allows the Restorative Justice process to play out safely for everyone.

Responsibility: [This] principle refers to how the harmer and the harmed must take responsibility for their part in the harm if there is any. Each party must be honest with themselves and look deeply to see if they did have a part in the incident, even if they were the harmed person.

Repair: The Repair principle refers to how the harmer is supposed to repair as much harm as they can, whilst still acknowledging that it may not all be able to be repaired. The repair carried out by the harmer should be able to resolve feelings of anger and revenge from the harmed and help the harmer to regain feelings of respect for both themselves and others.

Reintegration: The final principle, Reintegration, refers to how the community should allow the harmer to accept their part in the harm and reintegrate back into that community with trust.

As the use of Restorative Justice brilliantly gathers more momentum, we have to ask ourselves if the 5 'R's are really necessary for the basis of all Restorative Justice cases. In extreme cases of harm, perhaps only Responsibility is the only 'R' that matters.

When we see examples of abuse, killings, and other heinous acts - as we do frequently in our work, see our [case studies](#) - relationship, respect, reintegration, and even repair, can go out of the window, and the only thing that matters to the harmed is that the harmer takes responsibility and answers any questions they have. Can we ethically have the expectation that, for example, an abused person must allow their abuser to attempt to rebuild a relationship with them? Perhaps less of a focus should be put on these principles and we should focus on what is most important for the harmed, and also the harmer.

An example of Restorative Justice in action without all 5 'R's being met doesn't mean it's an unsuccessful process - and no less successful than a Restorative Justice conference with satisfied participants. The success should lie in how the harmer and the harmed feel after the process is finished.

If a harmer comes out of a conference fully understanding the impact of their crime and never wanting to commit an offence to harm someone again, that's a huge achievement. And if a victim finishes a conference feeling that they've had answers to the questions they asked and feel, that again is a huge success.

Of course, the 5 'R's of Restorative Justice/restorative practice are an excellent foundation for understanding the aims of the process. But as a people-first approach, the objectives and success of a Restorative Justice conference must be based on the needs and wants of the people themselves instead of a 5-step process.

For more information: [Discover more about the research](#) surrounding Restorative Justice, and why we offer this service. To find out more about Restorative Justice, browse our [frequently asked questions](#), or learn more about our work in the area of [Restorative Justice](#).

For your...

RESTORATIVE
TOOLBOX



"Move from understanding student data to taking action."*

**Explore more ways that Restorative Practices is foundational for educational best practices!*

"Playbook is Panorama's professional learning library that connects educators with hundreds of instructional resources and interventions across academics, behavior, and Social-Emotional Learning (SEL) to support students holistically and within an MTSS/RTI framework."

"We come to work every day because we want to make a difference in the lives of all students. We started this work as students ourselves, promoting student voice in school improvement conversations. Today, we proudly support over 15 million students in 25,000 schools, 2,000 districts, and 50 states.

Over the past 10 years, we have seen how data plays a powerful role in improving school climate and culture, teaching and learning, family and community engagement, and students' social-emotional learning. We believe in supporting schools and districts from beginning to end—from administering surveys and conducting data analysis, to providing hands-on coaching and support.

Because we believe that all students deserve the highest-quality education, we've made all of our [research-backed survey instruments](#) open-source and free for educators to use. We'll continue to share the best practices we learn from the innovative schools and districts we support.

We're committed to widening our perspective on what matters for students and for school success. We've since created the team and the company to do it, and we call ourselves Panorama."

"Panorama districts have access to hundreds of interactive lesson plans and activities that promote SEL skills, student well-being, and academic success in a variety of learning environments. Playbook also includes resources for leading professional development, practicing self-care for educator wellness, engaging families with activities to foster social and emotional development, and implementing school-wide practices to prioritize SEL instruction in your school district."

NOTE: Panorama Ranked #1 in SEL Measurement in Report from Tyton Partners, CASEL, and the Bill Melinda Gates Foundation

For More Information: <https://www.panoramaed.com>

More in: **20 THINGS School Staff Can Do Right Now That Are RESTORATIVE:** <https://drive.google.com/open?id=1A6zunyJoW9tKB6FIBhprKj7R9ZrpSI>

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