



Experience Restorative Practices with Your Family

DC Public Schools
Parent University



Upcoming Parent University Workshops

September

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Experience Restorative Practices with Your Family

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What Will Attendance Look Like for School Year 20-21?

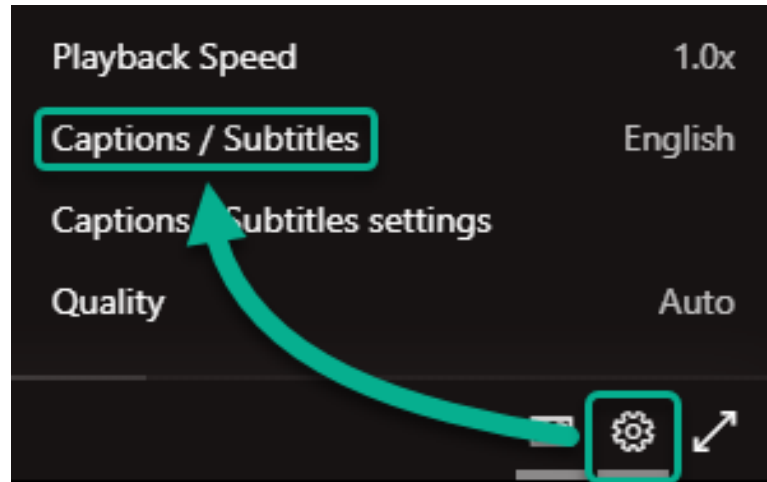
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High School Grading, Graduation and Supports

Sign up at bit.ly/dcpsparentursvp!



Subtitles, Sous-titres, Subtítulos



Look for the gear icon in the bottom right corner of the video player.

Busque el ícono de ajustes en la esquina inferior a la derecha del reproductor de video.

Cherchez le bouton "réglages" dans la barre d'outils en bas à droite de la vidéo.

Select **Captions/Subtitles.**

Seleziona **Captions/Subtitle.**

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Choisissez votre langue parmi les options disponibles.



Welcome to Microsoft Teams

Use the Q&A feature to...



Ask questions



Share insights you might have



Upvote other questions and comments by pressing the thumbs up button

Ask as **Mr Tinkering**

Ask a question

Ask anonymously

Ask



Community Agreement

Assume best intentions

Go hard on ideas, not
on people

Accept non-closure



Today's Presenters



Danielle Butler-Neale
Restorative Practices
Specialist
Elementary Schools
SEL-School Culture Team



Anise Walker
Restorative Practices
Specialist
Middle/High Schools
SEL-School Culture Team





Restorative Practices with Your Family

Social Emotional Learning & School Culture Team



Agenda



DCPS Equity Lens

Explore the full DCPS Equity Framework at bit.ly/OEFramework

| | OUR PEOPLE | OUR SYSTEMS |
|----------------------|---|--|
| TEAM/SCHOOL/DISTRICT | Culture of Equity and Excellence Acknowledge the historical and social context of bias and inequity in schools and intentionally lead teams and schools with an equity lens. <ul style="list-style-type: none"> History & Critical Race Theory Power & Privilege Interrupting Interpersonal Bias Adaptive Leadership Leadership Coaching SEL: Social Awareness, Relationship Skills VALUES: Values-Based Leadership, Excellence | Equity in Policy Establish policies and systems that promote equitable outcomes for marginalized groups. <ul style="list-style-type: none"> Data Through an Equity Lens Equity in School Discipline Equity in Hiring Practices Interrupting Institutional Bias SEL: Responsible Decision-Making VALUES: Foster Courage and Stakeholder Feedback |
| INDIVIDUAL | Identity and Mindsets Team members and students will consider the aspects of their identities, public perceptions and stigmas associated with various groups, and how their identities and experiences affect their work as educators. <ul style="list-style-type: none"> Group Membership Intercultural Competence Power & Privilege Implicit Bias and Stereotypes SEL: Self-Awareness VALUES: Identity and Core Values | Equity in Practice Team members will learn and develop practices that infuse equity into their daily work. <ul style="list-style-type: none"> Culturally Responsive and Trauma-Informed Teaching Strengthening Student/Family Relationships Service & Supports for Equity Social Justice in the Classroom Empowering Student Voice SEL: Self-Management, Relationship Skills VALUES: Students First, Teamwork, Joy |

Equity at DCPS means creating an environment in which we eliminate opportunity gaps, interrupt institutional bias, and remove barriers to academic and social success, particularly for students of color. **To promote equity, DCPS will provide access, inclusion, and affirmation, offering the most support where the greatest disparities have persisted.**

Our work today connects to the **Equity in Practice** quadrant of the DCPS Equity Lens.



Courageous Conversation Norms



FOUR AGREEMENTS

- Stay ENGAGED
- Experience DISCOMFORT
- Speak your TRUTH
- Expect/Accept NON-CLOSURE

SIX CONDITIONS

- Focus on PERSONAL, local and immediate
- ISOLATE race
- Normalize SOCIAL CONSTRUCTION & multiple perspectives
- Monitor agreements, conditions and ESTABLISH PARAMETERS
- Use a “WORKING DEFINITION” for race
- Examine the presence and role of “WHITENESS”

Courageous Conversation is utilizing the four agreements, six conditions, and compass in order to engage, sustain, and deepen interracial dialogue about race.



Agenda



Social and Emotional Learning (SEL) Connection

Today's SEL connection highlights the **Self-Awareness** competency of the SEL Framework.



If you could be a superhero, what power(s) would you choose and why? Think about how this superpower could influence your household?



Learning Outcomes



Gain a basic understanding of restorative practices



Understand how to incorporate restorative practices at home to strengthen familial and school relationships



Agenda



What are Restorative Practices?

“Restorative Practices (RP) are social sciences that studies how to build social capital and achieve social discipline through participatory learning and decision making.”

(IIRP,1977)



Agenda



Why Restorative Practices?

- Restorative practices is a proactive approach to creating caring, productive, and equitable home environments
- Restorative practices allow people the opportunity to analyze the problem, identify the harm or conflict within a family and find a workable solution
- Restorative practices can develop positive relationships and restore a sense of familial community in an increasingly disconnected world

Source:(JCPS,2018)



Why Restorative Practices?

- ***Strengthen*** connection with others
- ***Create*** a positive and productive learning environment
- ***Increase*** social emotional learning skills and cultural awareness
- ***Develop*** skills to resolve conflicts and problem solve



Restorative Practices from home



THINK RESTORATIVELY...

1. Are my actions making me a better person? Are my actions making someone else a better person?
2. How would my reaction impact the other individual?
3. How can I fix the conflict?



Agenda



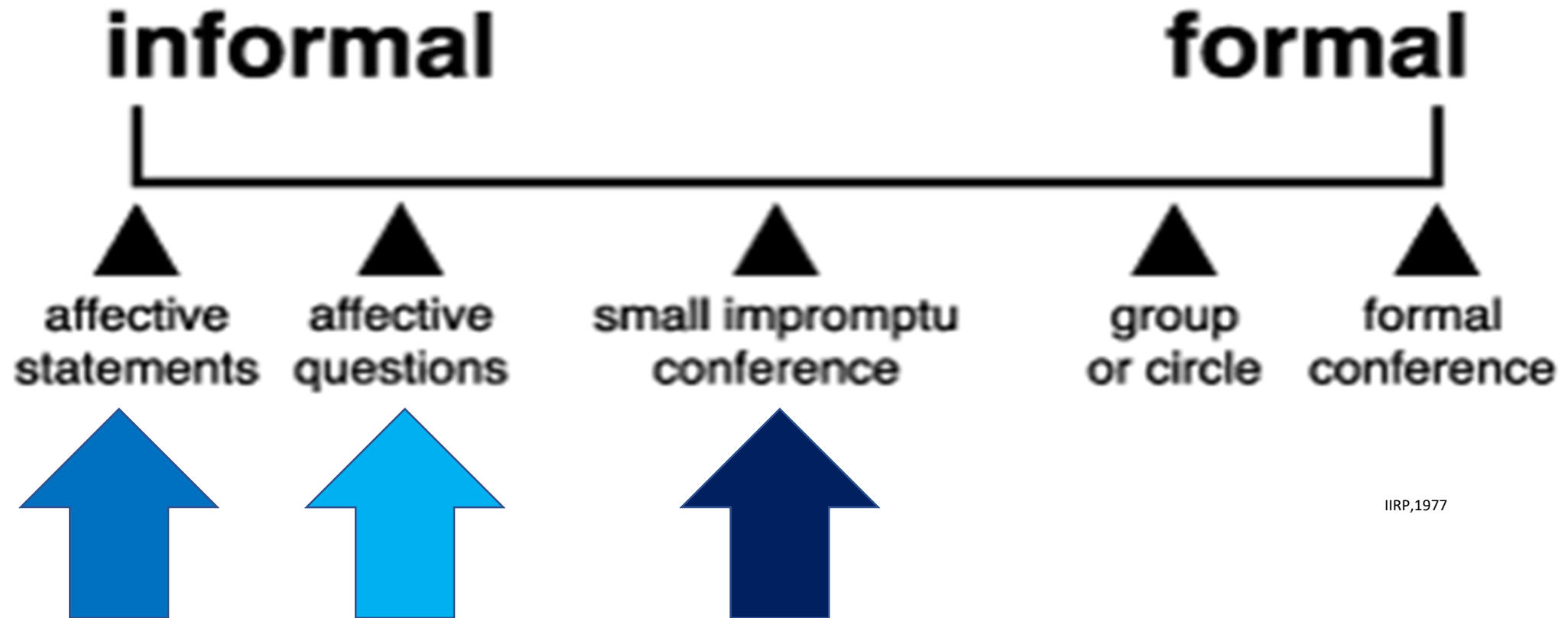
Let's talk about it...



How Do We Get There?



The Restorative Practices Continuum



IIRP, 1977



What are Affective Statements?

- Approach to express your feelings
- Foster immediate change in the dynamics between family members
- Develop empathy in members of your family
- Provide opportunity to build relationships based on the “new image” of you as someone who cares and has feelings rather than a distant authority figure or “just a child”



Examples of Affective Statements

Typical Statements

- “Good job today, Justin.”
- “Why are you acting so crazy today.”
- “You are making a mess Leslie.”
- “Go somewhere and sit down!”

Affective Statements

- “Justin, I was really happy that you cleaned up your room without asking.”
- “ Alexis, I’m frustrated that you are running all over the house today.”
- “It makes me uncomfortable when I hear you teasing your brother.”

What do you notice about the differences in these two sets of statements?



What are Affective Questions?

- Provide students the opportunity to take responsibility for their actions and ***consider*** the ***impact*** of their behavior and share what they are thinking or feeling
- Guides the opportunity to make amends, identifies boundaries and needs while eliminating judgement and encouraging reflection



Examples of Affective Questions

When Challenging Behavior

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way have they been affected?
- What do you think you need to make things right?

To Help Those Affected

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

What do you notice about the differences in these two sets of statements?

IIRP,1977



Small Impromptu Conferences

- Discussing a call from the teacher about my child's behavior
- Concerns about recent neighborhood violence
- Sibling conflict
- Transitioning from virtual to in-person school
- Engaging your child in conversations about random thoughts and feelings they may be having



Small Impromptu Conferences

RP at home provides opportunities of engagement for:

- *Parents and children*
- *Siblings*
- *Neighbors*
- *Community members*
- *School personnel*

These connections will allow people to relate to one another in ways that honor their individuality and the communities they represent.

RP will nurture, guide, and support reflection, and shared learning.



A group of young students, both Black and white, are standing in a line outdoors, singing. They are wearing school uniforms consisting of white shirts and dark skirts or pants. Some girls have colorful bows in their hair. In the background, a sign with the word "BIENVENUE" is visible. The text "QUESTIONS??" is overlaid in large, bold, black letters across the center of the image.

QUESTIONS??



Thank you!

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2020 DCPS Parent University



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Thank you!



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DC Public Schools
Parent University

Find our previous workshops on



bit.ly/parentureopenstrong



Wrapping Up

- Visit dcpsreopenstrong.com to access additional resources!
- Let us know how we did: Visit bit.ly/parentueval19 for a quick survey.
- For additional questions or ideas email ParentU@k12.dc.gov.

