

Kensington Parkwood ES PTA Restorative Approaches

Welcome

Creating Win-Win Situations for Parents/Caregivers/Guardians

Meet and Greet



Find three people in the room and share the following:

- 1.) You name
- 2.) Grade of your child
- 3.) One quality you like about the KPES community
- 4.) What are you looking forward to most about this school year?

One has to go!

If you could lose
one of these
candies forever,
which would it be?



Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us.



- [Mindfulness.org](https://www.mindfulness.org)

Mindfulness is a great way to de-escalate both students and adults when elevated, stressed or overwhelmed.

Click on the image to learn more including parenting tips.

Which word resonates with you most from the Restorative Approaches word cloud?



What are Restorative Approaches?

Restorative Approaches is a mindset and philosophy toward school climate and relationship building in a system. It involves working together to foster the physical, social, psychological, and academic well-being of students, staff, and families through:

Building Community



Self-Care



Resolving Conflict



Practices and approaches reflective of these

KEY VALUES

- Nurturing healthy relationships
- Fostering mutual respect between individuals
- Feeling responsibility for your community
- Repairing harm and transforming conflict
- Reintegrating back to your community

Restorative Approaches is NOT...

- A response to conflict
- Being soft on students or eliminating consequences
- A Classroom management Strategy
- A response to student misbehavior
- Punitive

- An intervention/ A program/ A set of prompts/
- A band-aid
- Something you can finish
- Limited to circles
- A means of empowering already privileged families and students
- Inherently anti-racist
- Meant to fit comfortably into our current education systems

How Did We Get Here

MD House Bill 725 (May 2019)

Maryland House Bill 725 requires all Maryland Public schools to implement and continuously monitor restorative approaches to student discipline. The state of Maryland has taken measures to reduce student suspensions and loss of instructional time.

Restorative Approaches are:

- Preventative and Proactive
- Emphasizes building strong relationships
- Setting clear behavioral expectations that contribute to the well-being of the community.
- Repairing harm and taking accountability
- Practices that move away from punitive measures of discipline

What is Restorative Discipline?

Restorative Discipline is a whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other.

Why Restorative Approaches (RA)?

The School-to-Prison Pipeline

- The "school-to-prison pipeline" refers to the policies and practices that push our nation's school children, especially our most at-risk children, out of classrooms and into the juvenile and criminal justice systems.
- This pipeline reflects the prioritization of incarceration over education.
- African-American males are 3x times more likely to be disciplined (suspension, expulsion) for the same incident (subordination, disrespect, disruption) than their counterparts.
- Students with a disability are 3x times more likely to be disciplined for the same incident as their non-disabled peers.
- Suspended students are more likely to drop out or face future encounters with the Juvenile Justice System because it is communicated we do not want you hear.

Why Restorative Approaches (RA)?

Elements of the School-to-Prison Pipeline

- Racial & ethnic disparities (equal access and opportunities)
- Zero tolerance discipline and school suspension
- Criminalization of adolescent behaviors
- Focus on punitive measures as opposed to restorative approaches
- High stakes testing and time outside the classroom (there is a direct correlation between low literacy rates and probability of incarceration)

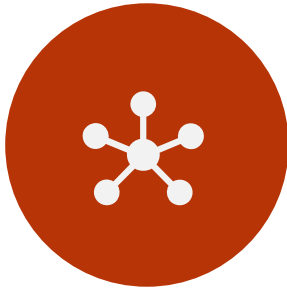
What You Need to Know about RA

- 5 years to fully implement a program a full program
- Year 4 of the initiative for MCPS (Began during virtual learning)
- Year 4 for secondary schools in person
- Year 3 for elementary
- All schools have funding for a school based RJ coach.
- All schools are supported with an instructional specialist who provides direct professional develop to coaches (monthly) and school staff as requested.

What You Need to Know about RA

- The aim of strong restorative schools and districts are to focus 80-90% of services on preventative measures. These include professional development, goal setting, consultation, and more.
- RA at times is used as a reactive measure as opposed to a preventative measure (way it is intended) which impacts effectiveness of philosophy
- RA is a philosophy not a curriculum, which makes measuring consistency of success challenging

Impacts of Suspension as a Primary Method to Discipline



Suspensions impacts school culture, climate, relationships, and student well-being



Suspensions impacts access to learning, access to quality first instruction, and are connected to poorer academic outcomes



Suspensions are directly tied to the findings in the anti-racist audit around student discipline, community perceptions of fairness and trust
Domain 1



Research has found suspensions to be ineffective and they feed the school to prison pipeline.

Suspension Data: Past and Present

- Montgomery County Public Schools consistently has the lowest suspension rate in Maryland as reported by the Maryland State Department of Education with a suspension rate of 1.5% in 2023. Suspensions have reduced by 38% in the last 6 years alone.
- This is due to policies focused on trauma-informed practices, student well-being, applying restorative approaches and interventions to address student behavior interventions.

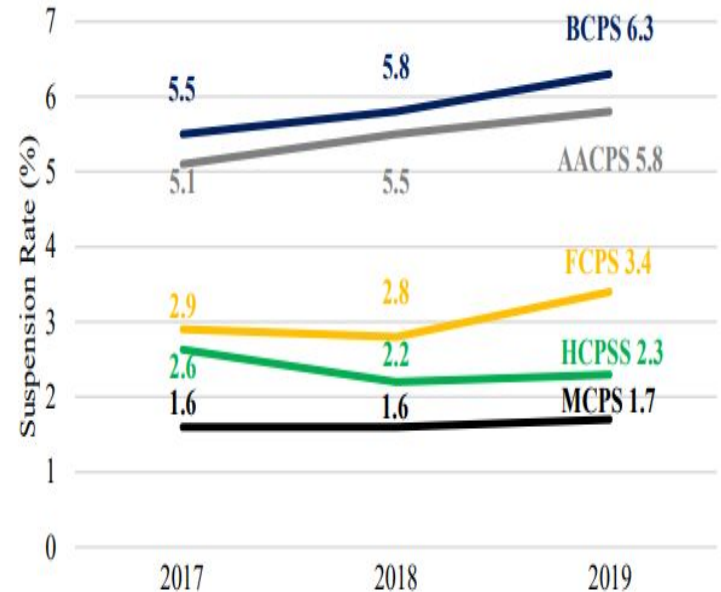


Figure 2. Comparison of HCPSS 2017-2019 out-of-school suspension rates to similar nearby school systems.

Questions used to support students with processing an incident:

Restorative Conversations **Affective Questions**

RESTORATIVE PRACTICES QUESTIONS	
When Challenging Behavior	To Help Those Affected
What happened?	What did you think when you realized what had happened?
What were you thinking of at the time?	What impact has this incident had on you and others?
What have you thought about since?	What has been the hardest thing for you?
Who has been affected by what you have done? In what way have they been affected?	What do you think needs to happen to make things right?
What do you think you need to do to make things right?	

Bridge to Home:

What does RA look like at home?



- Celebrating the positive
- Asking questions: How was your day? What went well? what would you improve? How are your relationships with your peers and teachers? Listening during Family dinners, shared interests, and car rides, neighborhood walks can all be opportunities to talk, listen, and build relationships within the family.
- Acknowledging and accurately identifying emotions
- Working together to identify problems and develop solutions
- Be reflective and transparent when harmed and take responsibility for harm-doing
- Being reflective rather than reactive:
 - Focus on behaviors, not individuals.
 - Ask questions: What happened? What were you thinking or feeling at the time? Who was affected or harmed? How can the harm be repaired?

Restorative Practices at Home

Restorative practices focus on having positive relationships. When we make a mistake, they ask us to take responsibility for our behavior and make amends. At the heart of restorative practices is the belief that we are all in this together. At home, this can include taking responsibility for keeping spaces clean or for the choices we make, having positive relationships with family and friends, and being respectful of those around us. Restorative practices support children in learning how to create healthy relationships and how to resolve conflicts.

[Read More Here](#)



Resources for Home



Restorative Approaches at Kensington Parkwood ES

Frequently Asked Questions

What are Restorative Approaches (RA)?

Restorative Approaches (RA) is a mindset and philosophy toward school climate and relationship building within our school system. It is a social justice platform that allows students to: build strong relationships to feel a sense of connectedness and belonging within a community, actively engage and problem-solve various issues that affect their lives and the community at large and take accountability for their actions and work with those affected to restore the community and members who were harmed as a result of those actions.

Why Restorative Approaches?

Maryland House Bill 725 requires all Maryland Public schools to implement and continuously monitor restorative approaches to student discipline. Restorative Approaches take a preventative and proactive approach to creating school communities that feel safe, caring and affirming.

What are the core values of Restorative Approaches?

Building Community: Strengthen relationships and build community by encouraging a safe and caring school climate.

Self-Care: Reduce, prevent, and improve harmful behaviors.

Conflict Resolution: Increase accountability through identifying problems and solutions and restoring positive relationships.

Important Contacts

Elizabeth Wert
Restorative Approaches Coach
elizabeth_a_wert@mcpes.net

Floyd Branch III- MCPS
Restorative Approaches Unit Instructional Specialist
floydbranch@mcpes.net



Join the RA Co-organizer Canvas Group



Bridge to Home: What does RA look like at home?

Listening: Family dinners, car rides and neighborhood walks can all be opportunities to talk, listen, and build relationships within the family through shared interests.

As a trusted adult, you can:

Support with acknowledging and accurately identifying emotions.

Support identifying problems and working together to develop solutions.

Being reflective rather than reactive:

- Focus on behaviors, not individuals.
- Ask questions: What happened? What were you thinking or feeling at the time? Who was affected or harmed? How can the harm be repaired?

Additional Resources for Home:



Enfoques Restaurativos en Kensington Parkwood ES

Preguntas frecuentes

¿Qué son los Enfoques Restaurativos (AR)?

Enfoques restaurativos (AR) es una mentalidad y una filosofía hacia el clima escolar y la construcción de relaciones dentro de nuestro sistema escolar. Es una plataforma de justicia social que permite a los estudiantes construir relaciones sólidas para sentir un sentido de conexión y pertenencia dentro de una comunidad, participar activamente y resolver problemas que afectan sus vidas y la comunidad en general y asumir la responsabilidad por sus acciones y trabajar con los afectados para restaurar la comunidad y a los miembros que fueron perjudicados como resultado de esas acciones.

¿Por qué enfoques restaurativos?

El proyecto de ley 725 de la Cámara de Representantes de Maryland requiere que todas las escuelas públicas de Maryland implementen y superen continuamente los enfoques restaurativos de la disciplina estudiantil. Los enfoques restaurativos adoptan un enfoque preventivo y proactivo para crear comunidades escolares que se sientan seguras, solidarias y afirmativas.

¿Cuáles son los valores fundamentales de los enfoques restaurativos?

Construir comunidad: Fortalecer las relaciones y construir una comunidad fomentando un clima escolar seguro y solidario.

Autoconciencia: Reducir, prevenir y mejorar las conductas dañinas.

La resolución de conflictos: Aumentar la responsabilidad mediante la identificación de problemas y soluciones y el restablecimiento de relaciones positivas.

Contactos importantes

Elizabeth Wert
Coach de Enfoques Restaurativos
elizabeth_a_wert@mcpes.net

Floyd Branch III- MCPS
Especialista en Instrucción de la Unidad de Enfoques Restaurativos
floydbranch@mcpes.net



Únase al lista de estudiantes de RA



Puente a casa: ¿Cómo se ve RJ en casa?

Escuchando: Las cenas familiares, los paseos en automóvil y los caminatos por el vecindario pueden ser oportunidades para hablar, escuchar y construir relaciones dentro de la familia a través de intereses compartidos.

Como adulto de confianza, puedes:

Apoyo para reconocer e identificar con precisión las emociones.

Apoyar la identificación de problemas y trabajar juntos para desarrollar soluciones.

Ser reflexivo en lugar de reactivo:

- Conciéntese en los comportamientos, no en los individuos.
- Haga preguntas: ¿Qué pasó? ¿Qué estaba pensando o sintiendo en ese momento? ¿Quién resultó afectado o perjudicado? ¿Cómo se puede reparar el daño/dañar?

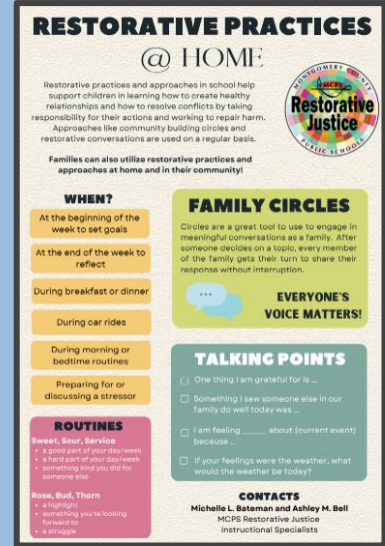
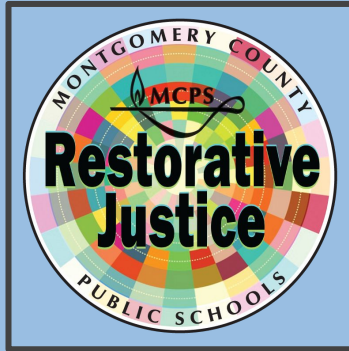
Recursos adicionales para el hogar:



English

Spanish

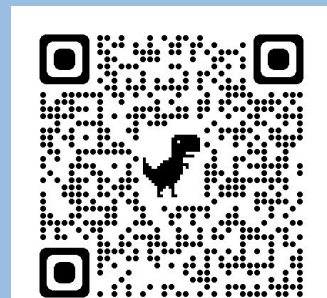
Resources for Parents and Caregivers





[MCPS RJ Website](#)

Follow us on social media

@MCPS_RJ





"Building relationships with students is by far the most important thing a teacher can do. Without a solid foundation and relationships built on trust and respect, no quality learning will happen."

Timothy Hilton in Education Week Teacher

Respond Instead of React

Responding brings about change. Reacting to behavior causes fear and emotional escalation that can quickly get out of control.

Try to understand the why

THANK YOU

THANK YOU

THANK YOU

THANK YOU