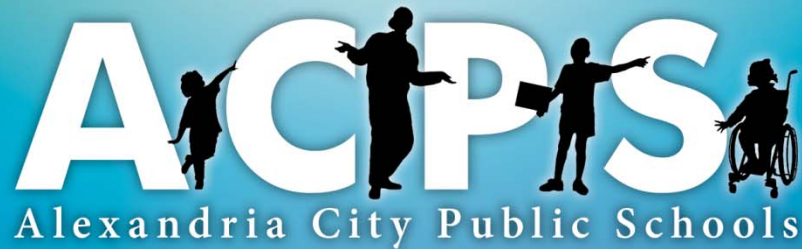


Restorative Responses to Student Absenteeism: An Exploration of Racial Microaggressions



EVERY STUDENT SUCCEEDS

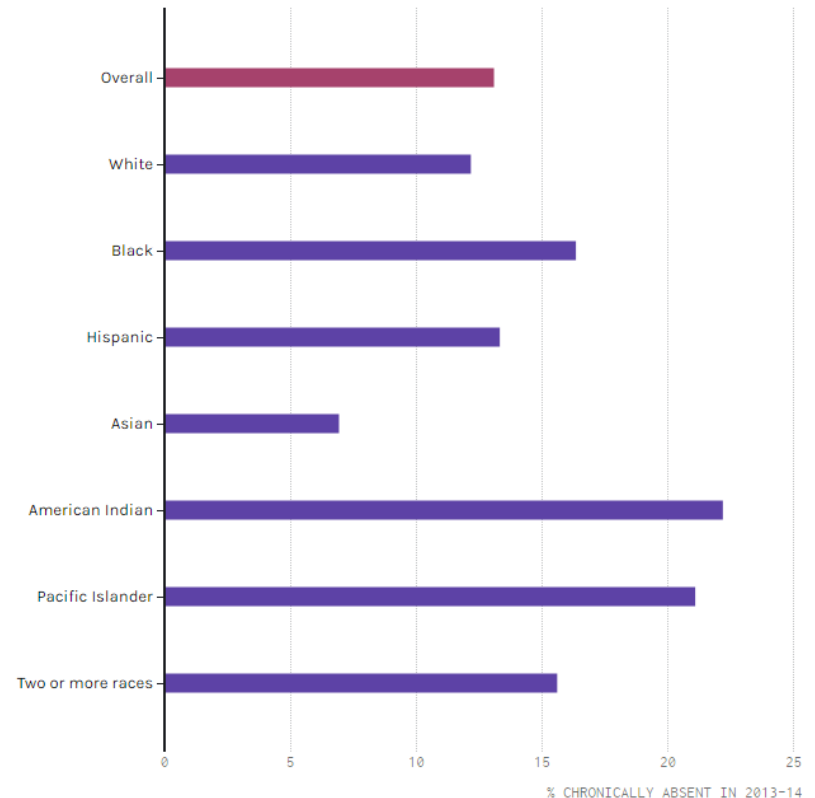
Learning Objectives

- To inform participants of varying ways that racial microaggressions may influence the implementation of state and district attendance policies
- To engage participants via small group discussions regarding the racial microaggressions which impact their respective school district's implementation of attendance policies
- To demonstrate the effectiveness of restorative practices in addressing racial microaggressions and chronic absenteeism

Race Disparities in Chronic Absenteeism

Department of Education

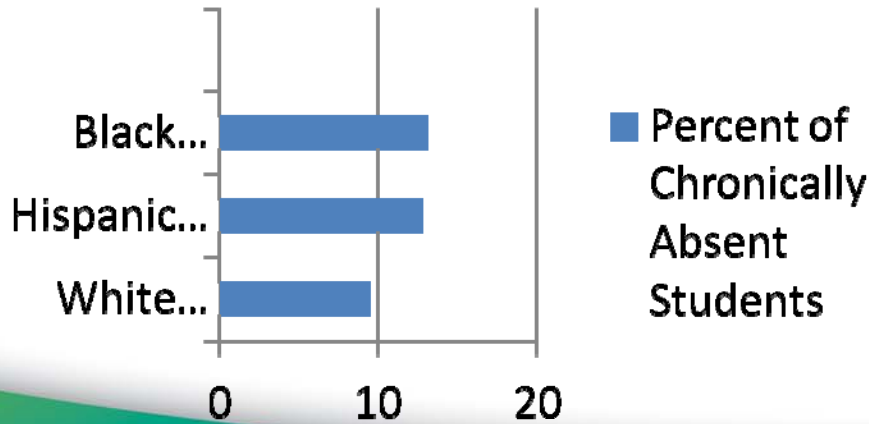
- WHITE STUDENTS 14.5 %
- HISPANIC STUDENTS 17.0 %
- BLACK STUDENTS 20.5 %
- Compared to their white peers, Black students are **40 percent more likely** to miss three weeks of school
- Similarly, Hispanic students are **17 percent more likely** to miss three weeks of school.
- American Indian and Pacific Islander students are over 50 percent more likely to miss three weeks of school.



Race Disparities in Chronic Absenteeism

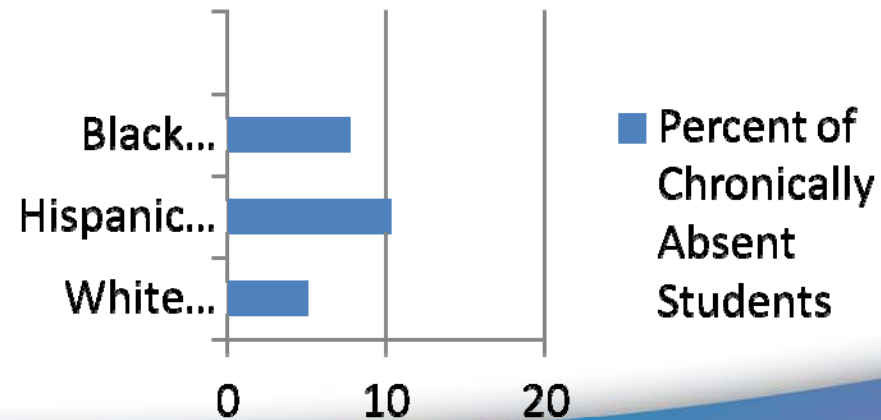
- **State of Virginia**

- WHITE STUDENTS 9.5 %
- HISPANIC STUDENTS 12.8 %
- BLACK STUDENTS 13.1 %



- **Alexandria City Public Schools**

- WHITE STUDENTS 5.0 %
- HISPANIC STUDENTS 10.3 %
- BLACK STUDENTS 7.7 %



Potential Harm: Legal Consequences

Student Impact

- School Based Attendance Conferences
- Community, Inter-Disciplinary Team Meetings
- Juvenile Probation And Court Supervision
- Out-of-Home Placement
- Juvenile Detention Center
- Suspension / Revocation Of Student's Driver's License

Parent Impact

- First Offense: Class 3 misdemeanor, punishable by up to \$500.00 in fines.
- Second or Subsequent Offense: Class 2 Misdemeanor, punishable by up to 6 months in jail and/or a \$1,000 fine.

Potential Harm: Microaggressions

RACIAL MICROAGGRESSIONS

Where are you from? Where are you really from? No, where are you really really from?

What are you?

You speak English so well.

You're not like other Muslim people.

What do your people think about that?

You don't act like a normal Black person.

You're really pretty, for someone so dark.

Why do you sound so White?

Your name is too hard to pronounce, can I call you Mary?



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- Racial disproportionalities in attendance data are often embedded in threads of racial microaggressions in school settings. Although microaggressions are transmitted in indirect ways, they are often pervasively evidenced at varying levels of operation.

Racial Microaggressions

Primary Categories

- Micro assault - Communicates an intentional message of hate or insult
- Micro invalidation - Subtly diminishes and minimizes the experiences, values, feelings, or potential

Examples

- An administrator states in a staff meeting that Hispanic students are always absent from school because they are illegal immigrants and gang bangers who do not believe in education
- Hakeem, a 4th grader from Kenya, has missed 6 days of school. During the attendance meeting with his mom, it is discovered that Hakeem has been afraid to come to school because he has been bullied by classmates for wearing clothing that is representative of his home country. The teacher informs the mother that the best remedy for this matter is to buy him more trendy, American clothing.

Categories Of Racial Microaggressions

Primary Categories

- Micro insult - Both verbal and nonverbal messages that elusively communicate an insult, offense or invalidation

Examples



- The Geometry teacher is submitting referrals for her 10th grade students who have chronic attendance issues. The referral for Rihanna, an African American student, was sent to the school's attendance officer and the In- School Suspension teacher, while the referral for Brittany, a white student, was sent to the school counselor.

Benefits of Restorative Practices



“Restorative
Practices
keep students **in** school,
learning, rather than
removing them for
suspension or expulsion...”

Engaging in the Work

<p>Starting the Circle 5-10 minutes</p>	<ol style="list-style-type: none"> 1. Arrive (circle keeper centers self) 2. State the purpose of the circle 3. Open the Circle 4. Teach and Remember Circle Guidelines 5. Make and Remember Agreements 
<p>Doing the Work of the Circle 15-30 minutes</p>	<ol style="list-style-type: none"> 6. Connection: Check in Round with Talking Piece; 7. Core Activities: <ul style="list-style-type: none"> • Community Building/Connection • Restorative Practices Content or Deeper Connection. 8. Closure: Check out Round 
<p>Ending the Circle 5 minutes</p>	<ol style="list-style-type: none"> 9. Close the circle 10. Debrief with colleagues

The Four Agreements of Courageous Conversations

Stay engaged: Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue.”

Experience discomfort: This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society and in our schools. It is through dialogue, even when uncomfortable, the healing and change begin.

Speak your truth: This means being open about thoughts and feelings and not just saying what you think others want to hear.

Expect and accept nonclosure: This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue.

Community Circle Questions

1. What is your understanding of racial microaggressions?
2. Do you believe that racial microaggressions have an impact on your and other students' belief in themselves to succeed in school?
3. Do you feel that school attendance policies impact Black students differently than other racial groups?
4. Do you believe that student absences and related policies impact your and other students', belief in themselves to succeed in school? Please describe.



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