



## **Profile of the South Carolina Graduate**

### **World Class Skills**

- Creativity and innovation (in discipline)
- Critical thinking and problem solving (in discipline)
- Collaboration and teamwork (in discipline)
  - Communication (in discipline)
- Knowing how to learn (in discipline)

### **Life and Career Characteristics**

- Integrity (through discipline)
- Self-direction (through discipline)
- Global perspective (through discipline)
  - Perseverance (through discipline)
  - Work ethic (through discipline)
- Interpersonal skills (through discipline)

<http://www.eoc.sc.gov/Home/Budget%20Reports/Profile%20of%20the%20SC%20Graduate.pdf>

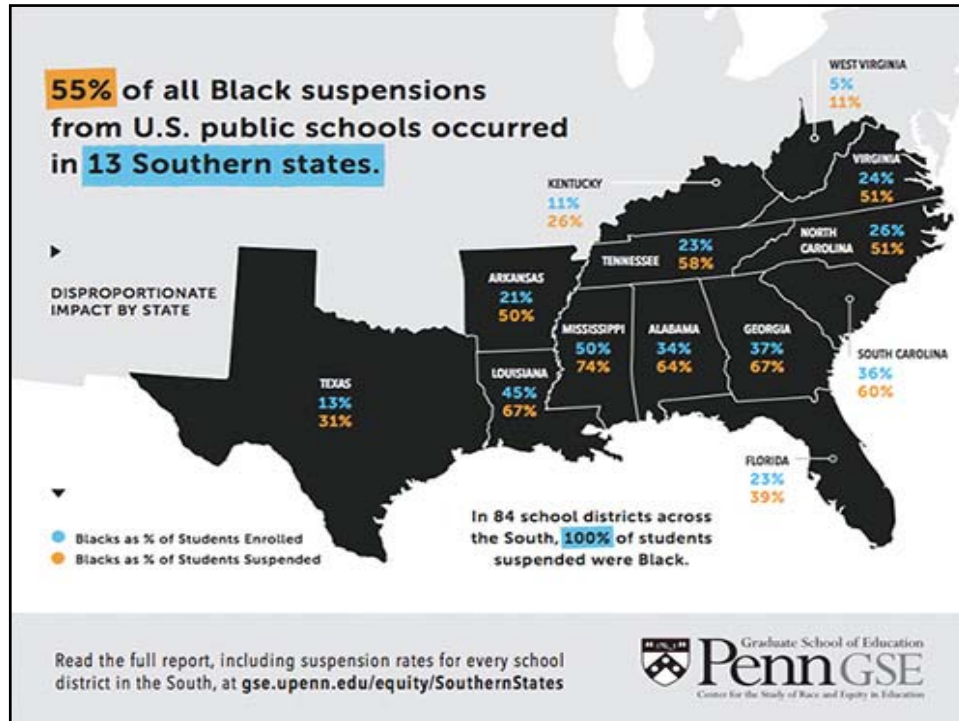
# **Alternative Discipline: Restorative Justice**

*We will discuss...*

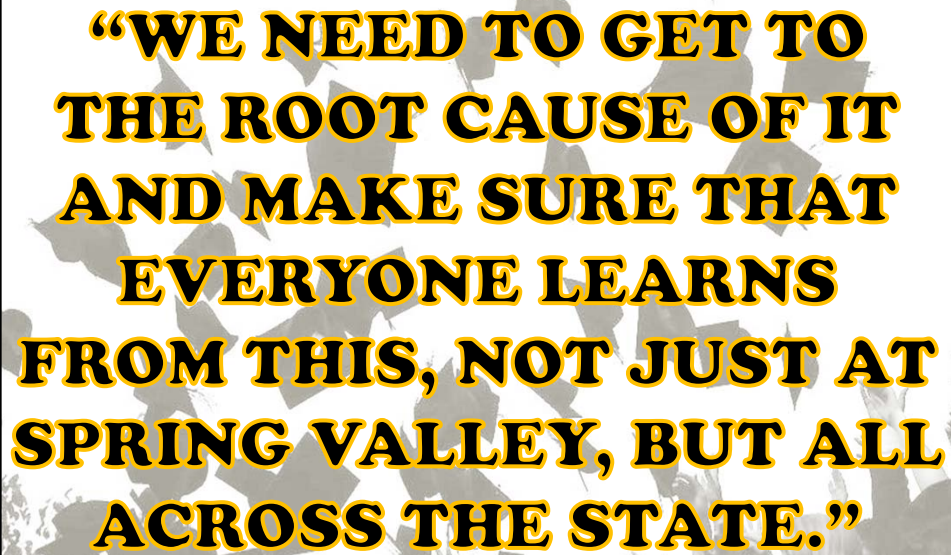
- 1. Why We Need Consider a Different Approach to Student Discipline**
- 2. Alternative Discipline Overview**
- 3. SDPC Restorative Justice Model**

**University of Penn Graduate School  
of Education** (Edward J. Smith & Shaun R. Harper)  
**did a 2015 study on the  
disproportionate impact of School  
Suspension and Expulsion on Black  
Students in Southern States**

- 45,494 Black students suspended in one academic year in SC.**
- Blacks=36% of students across the state**
- Blacks=60% of suspensions and 62% of expulsions**





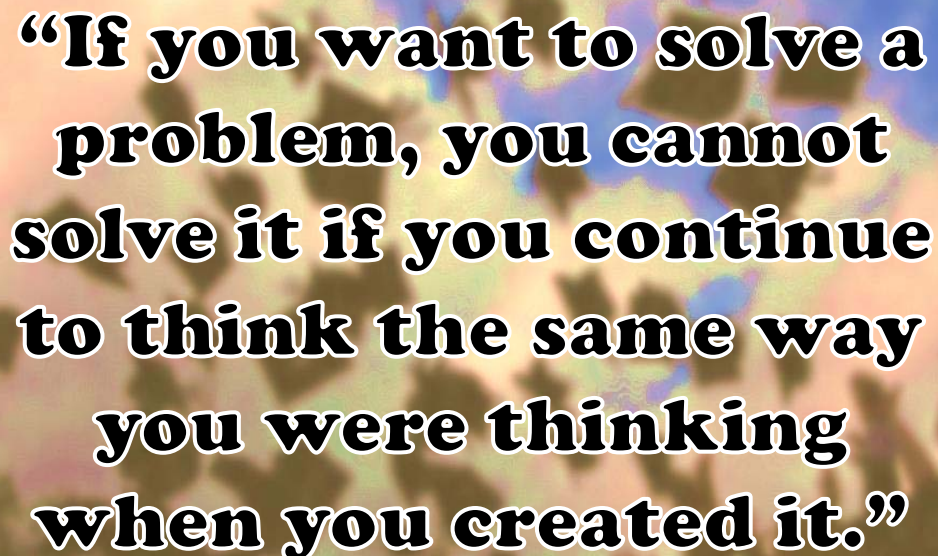


**“WE NEED TO GET TO  
THE ROOT CAUSE OF IT  
AND MAKE SURE THAT  
EVERYONE LEARNS  
FROM THIS, NOT JUST AT  
SPRING VALLEY, BUT ALL  
ACROSS THE STATE.”**

Molly Spearman  
S.C. Education Superintendent

*quoted in The State Oct. 31, 2015*

<http://www.thestate.com/news/local/article42104361.html>



**“If you want to solve a  
problem, you cannot  
solve it if you continue  
to think the same way  
you were thinking  
when you created it.”**

**—Albert Einstein**

**Referrals to SCDJJ for Disturbing School Offense, by County  
and Referral Source for Calendar Years 2010 —2014**

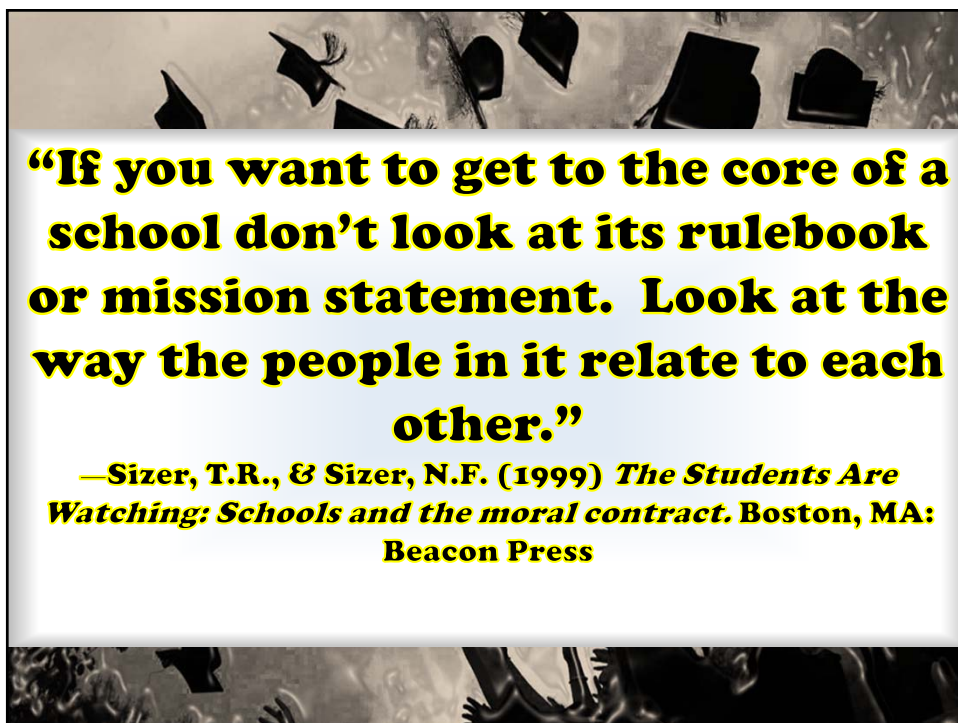
### **State-wide Disturbing School Offenses**

- 2010...1,916
- 2011...1,656
- 2012...1,615
- 2013...1,704
- 2014...1,661

**8,552 students in 5 years left our schools  
with a criminal record (with or without a  
diploma).**

**Consider the Profile of the South  
Carolina Graduate, your district's  
overall vision and mission  
statements, and your approach to  
discipline...**

- **How does your current discipline  
philosophy reinforce what you as a school  
and what we as a state want to provide  
for our students?**
- **How can the discipline philosophy or  
approach enhance the overall culture of  
your school/district?**



*Consider this...*

- Schools cannot offer big enough rewards or consequences to control the behavior of the students that are consistent discipline problems.
- **Control and absolute compliance contradict the Profile of the SC Graduate.**
- **Critical-thinking, creative, innovative, problem solving, collaborative people who know how to learn consider submission to any system of absolute control to be unnatural and potentially harmful. They must voluntarily buy-in or they will resist.**

**Profile of the South Carolina Graduate**  
**Life and Career Characteristics**

- **Integrity**—the quality of being honest and fair
- **Self-direction**—under one's own control; initiative and the ability to organize oneself
- **Global perspective**—true understanding of the relative importance of things; a sense of proportion



**Profile of the South Carolina Graduate**  
**Life and Career Characteristics**

- **Perseverance**—**persistence in doing something despite difficulty or delay in achieving success**
- **Work ethic**—**the principle that hard work is intrinsically virtuous or worthy of reward.**
- **Interpersonal skills**—**the ability to communicate or interact well with other people**

Consider this...

**A district's philosophy of discipline comes from the bottom up not top down.**

- **Teachers** interact most with students and determine what is reported (set the tone).
- **Administration** must support the teachers in the classroom and establish consistency.
- **Districts** form discipline philosophies in line with the needs of the schools.



## Alternatives?

### *Positive Behavior Intervention Systems*

a team based, systematic approach in teaching behavioral expectations throughout the school. A proactive model which teaches the behaviors, reinforces and recognizes these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors.

- Behavior Modification incentives
- Mentoring Programs
- Counseling Services
- Heavy use of data to predict and respond to trends

### *Restorative Practices (philosophy)*

- Forgiveness & Restoration
- Accountability & Empathy
- Creativity & Collaboration
- Self-discipline, Growth, & Community Building

## Restorative Practices

(follow RTI model)

- ***Restorative Practices:*** applied in day to day interactions between all parties (Tier 1)
- ***Restorative Discipline:*** proactive framework for how discipline is approached overall (Tier 2)
- ***Restorative Justice:*** reaction to extreme problematic behaviors; involves all parties impacted by the behavior (Tier 3)

## Goals of Restorative Practices

- **To Understand**
  - **To Listen and Respond**
- **To Encourage Accountability, Responsibility, and Empathy**
- **To Reintegrate/Restore**
- **To Create Caring Climates and Healthy Communities**
- **To Change the System When It Contributes to the Harm**

## School District of Pickens County

### Vision

The SDPC will strive to provide a quality 21<sup>st</sup> century education that ***prepares all students for success beyond the classroom.***

### Mission

The SDPC promotes high achievement, ***personal responsibility, and character development to prepare students for college, career, & citizenship opportunities.***

### Restorative Justice—SDPC

- **District Intervention Specialist**—referrals from principals, guidance, and occasionally parents; *initial contact with parent and bi-weekly contact with students*. Relationship focused, but can be called in to make an appeal before expulsion (**Proactive**)
- **District Restorative Justice Counselor**—referrals from Assistant Superintendent for students facing suspension/expulsion. Counseling sessions offered to shorten length of suspension/expulsion or in lieu of. (**Reactive**)

### Restorative Justice—SDPC

#### **Challenges...**

- **Consistency**
- **Communication**
- **Collaboration**
- **Change (Paradigm Shift)**



**“Eyeglass Effect”**

**When students’ lives  
and behavior are too  
regulated by others,  
they feel no need to  
control themselves  
since others do it for  
them.**

**“The secret of  
education lies in  
respecting the  
pupil.”**

**—Ralph Waldo Emerson**



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