



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)**



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

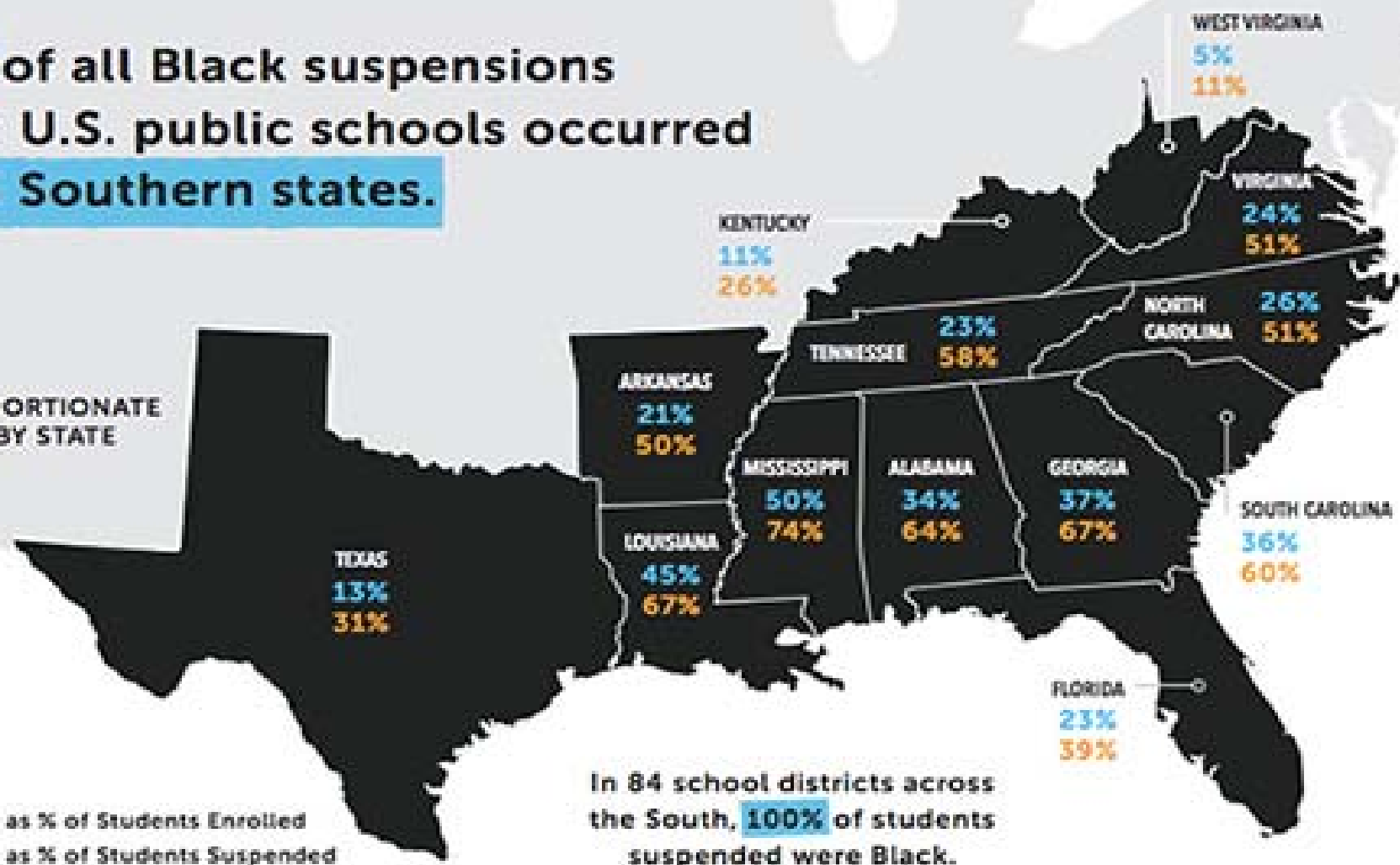
University of Penn Graduate School of Education (Edward J.

- 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**

55% of all Black suspensions from U.S. public schools occurred in **13 Southern states.**

DISPROPORTIONATE
IMPACT BY STATE

- Blacks as % of Students Enrolled
- Blacks as % of Students Suspended



In 84 school districts across the South, **100%** of students suspended were Black.

Read the full report, including suspension rates for every school district in the South, at gse.upenn.edu/equity/SouthernStates

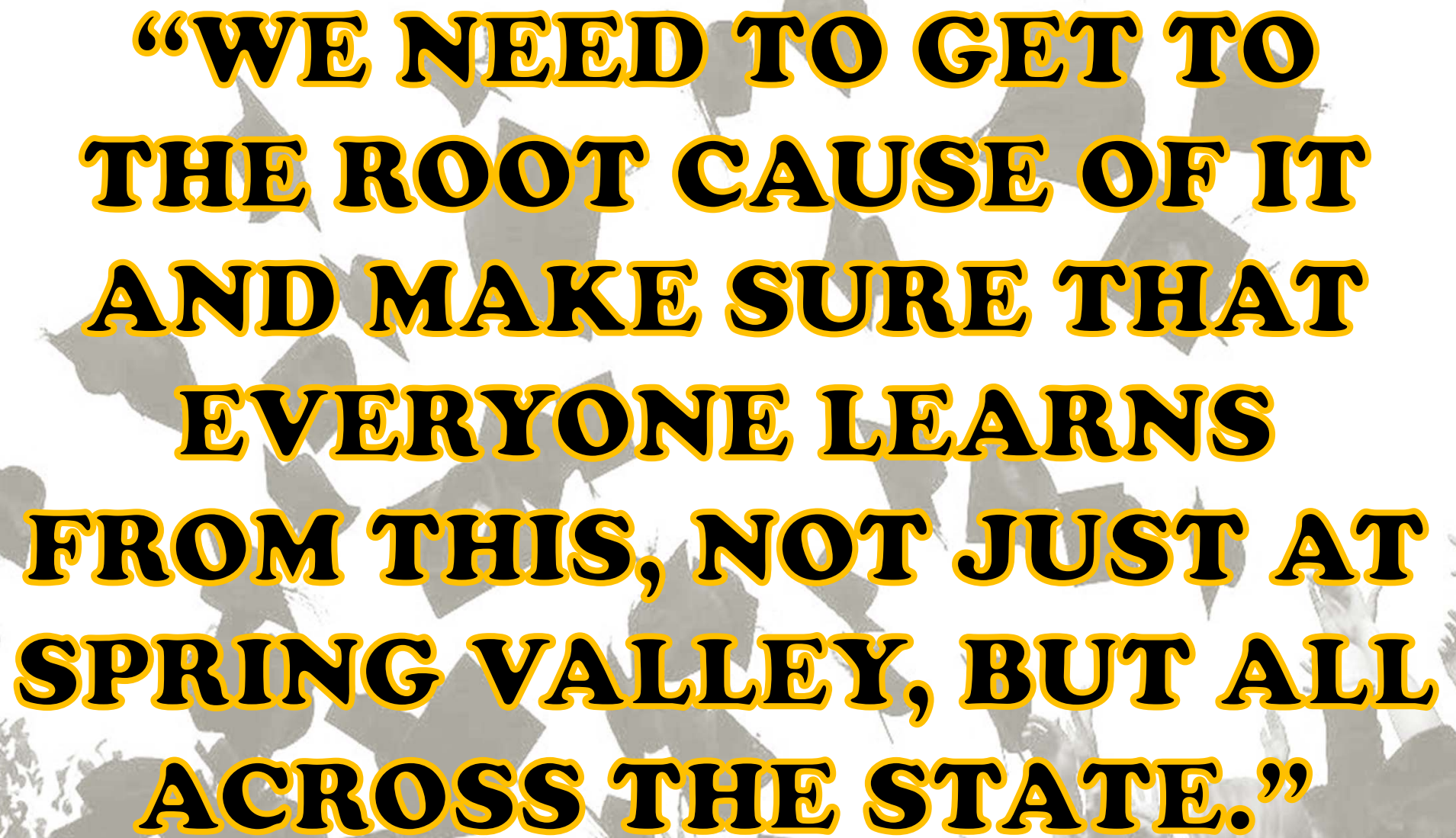
OCTOBER 31, 2015

Spring Valley SRO incident prompts broader look at officers' role in schools

The State Oct. 31, 2015

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



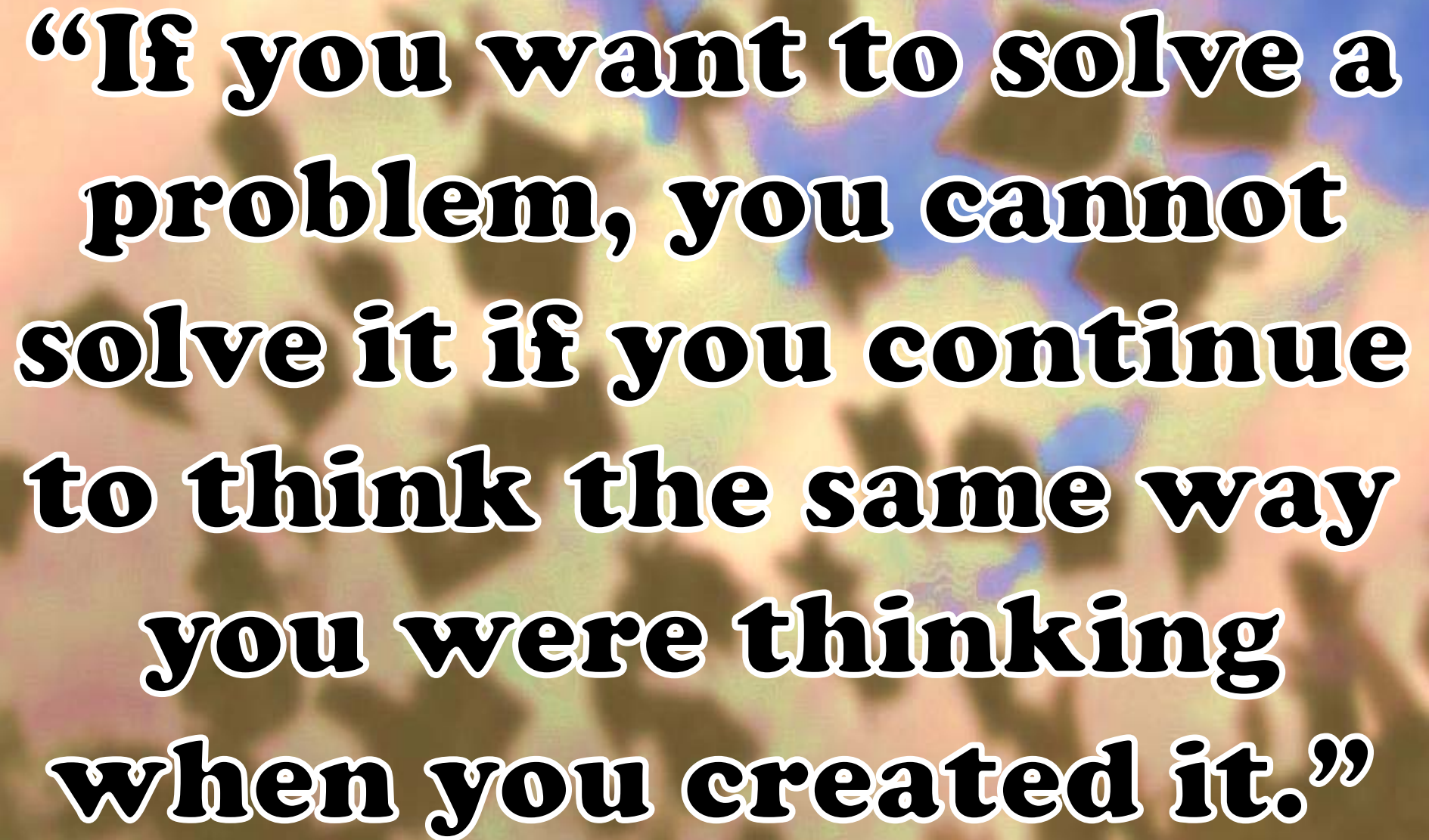
A grayscale background image showing a crowd of people with their hands raised, suggesting a celebratory or protest scene. The text is overlaid on this image.

**“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?**



**“There are no neutral actions—
we either drain or give life.”**


- The Ragamuffin Gospel





“If you want to get to the core of a school don’t look at its rulebook or mission statement. Look at the way the people in it relate to each other.”

—Sizer, T.R., & Sizer, N.F. (1999) *The Students Are Watching: Schools and the moral contract*. Boston, MA: Beacon Press



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

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 quality 21st century education that that *prepares all students for success success beyond the classroom.*

Mission

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

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)*

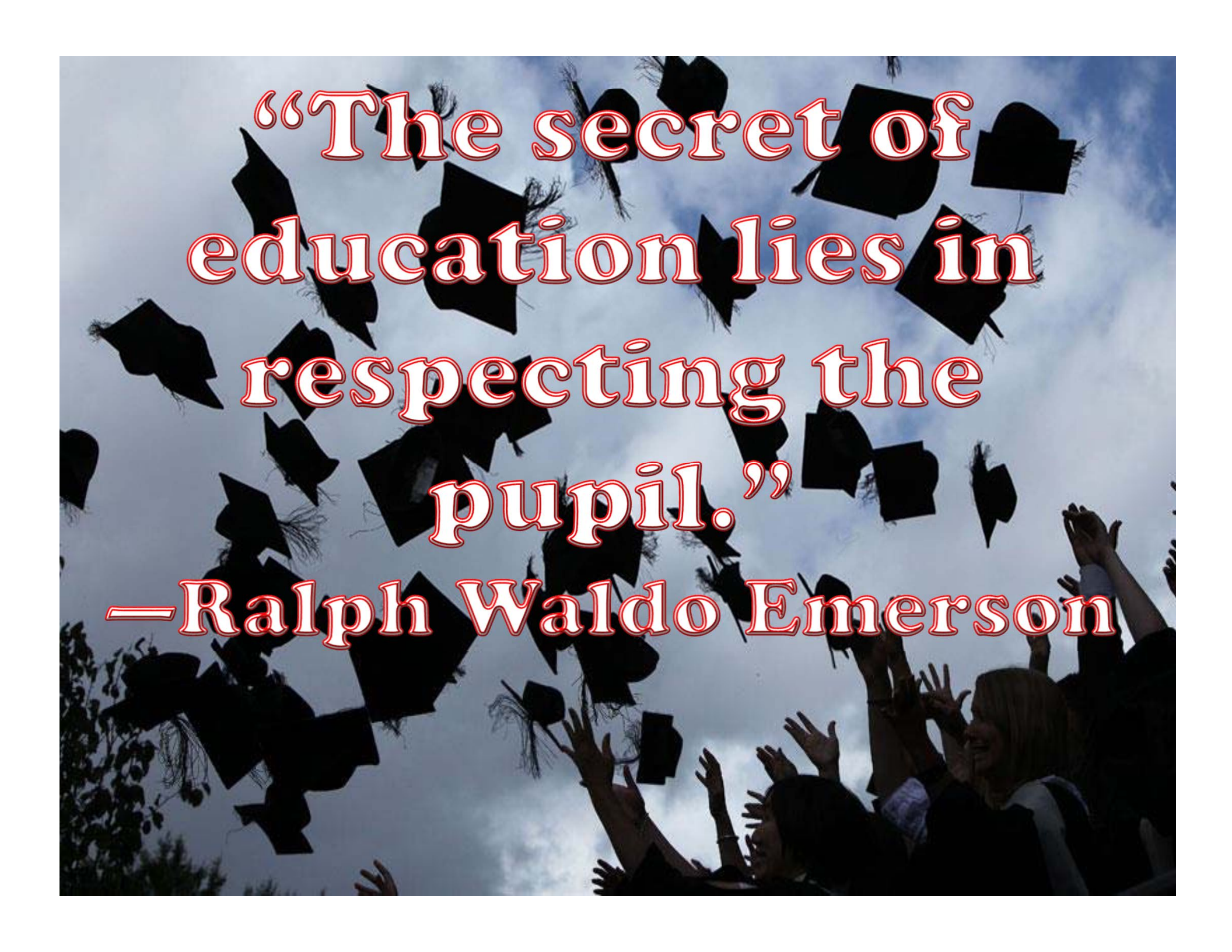
Restorative Justice—SDPC

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.**

A low-angle shot looking up at a sky filled with many black graduation caps (mortarboards) flying through the air. In the bottom right corner, the silhouettes of graduates' heads and arms are visible, some with hands raised in celebration. The background is a bright, slightly cloudy sky.

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

—Ralph Waldo Emerson

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