

Restorative Justice: Can We Reframe Discipline in the Independent School World?



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Norms...and why do they matter?

What are the working norms (community agreements) we need to support our work together?

In groups of four, think, discuss, and identify three agreements to share.

SF Day Community Norms

Be on time...and present

Listen...disagree politely

Speak from the "I" perspective

Assume good will

Be an active learner

Withhold judgement

Yes...and statements

Let go, move on

Share the air

Respect confidentiality

Seek understanding

Make your teammates look good

Is RJ just for people of color?



Restorative practices are based on practices that originate in indigenous communities. (RJ is the umbrella)

The judicial system already bends towards the wealthy and “privileged.”

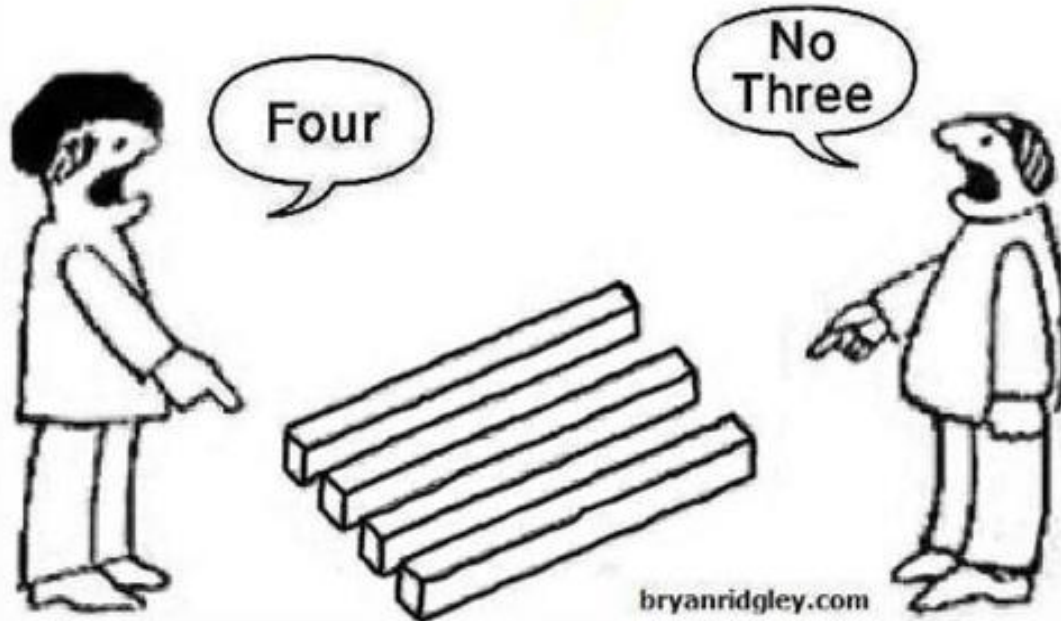
When should we use RJ? For whom?

What are the underlying assumptions we have about who belongs in IS?

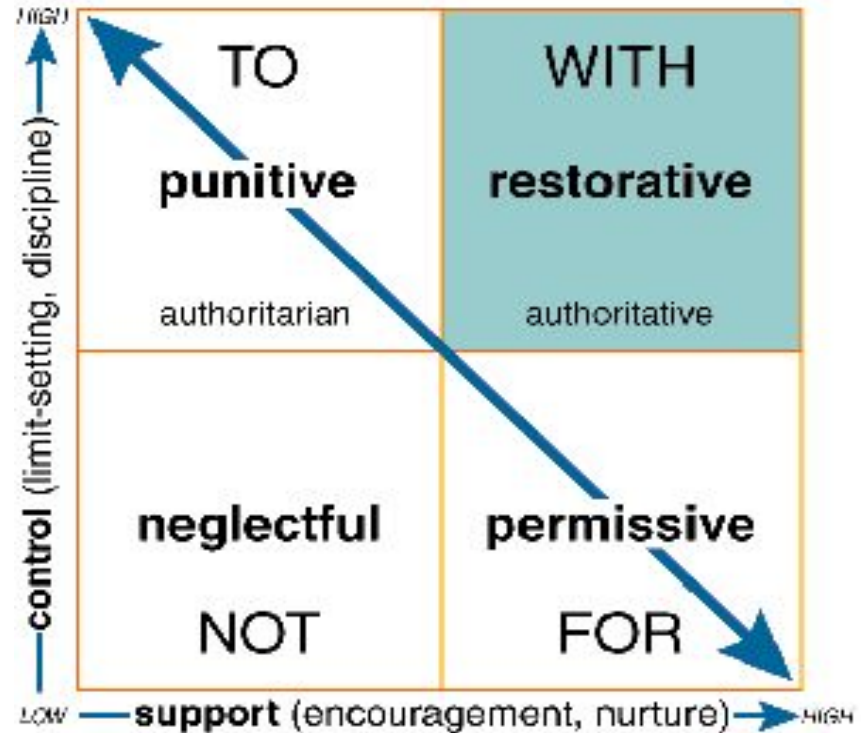
Can we do RJ without appropriating another culture’s practices?



Who is right?

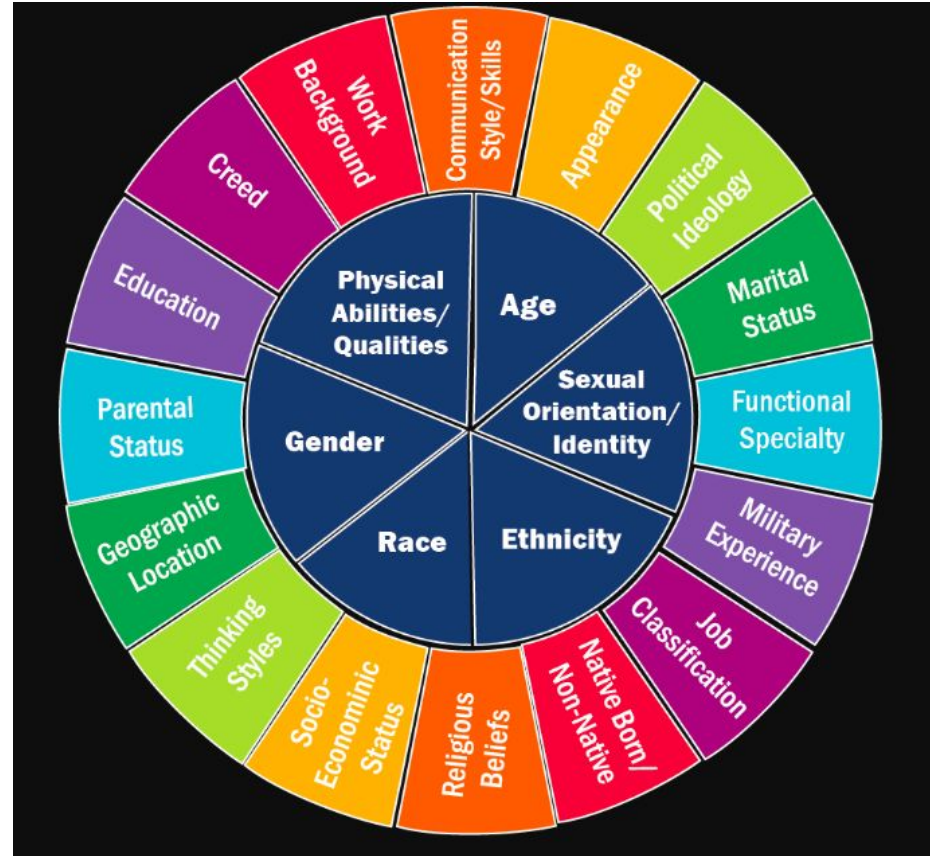


Students collaborating and designing on their own can include restorative practices



Our identities...

What are five of your identities that impact you the most in your daily life?



Identities at school

What identities are at the forefront of your work as an educator?

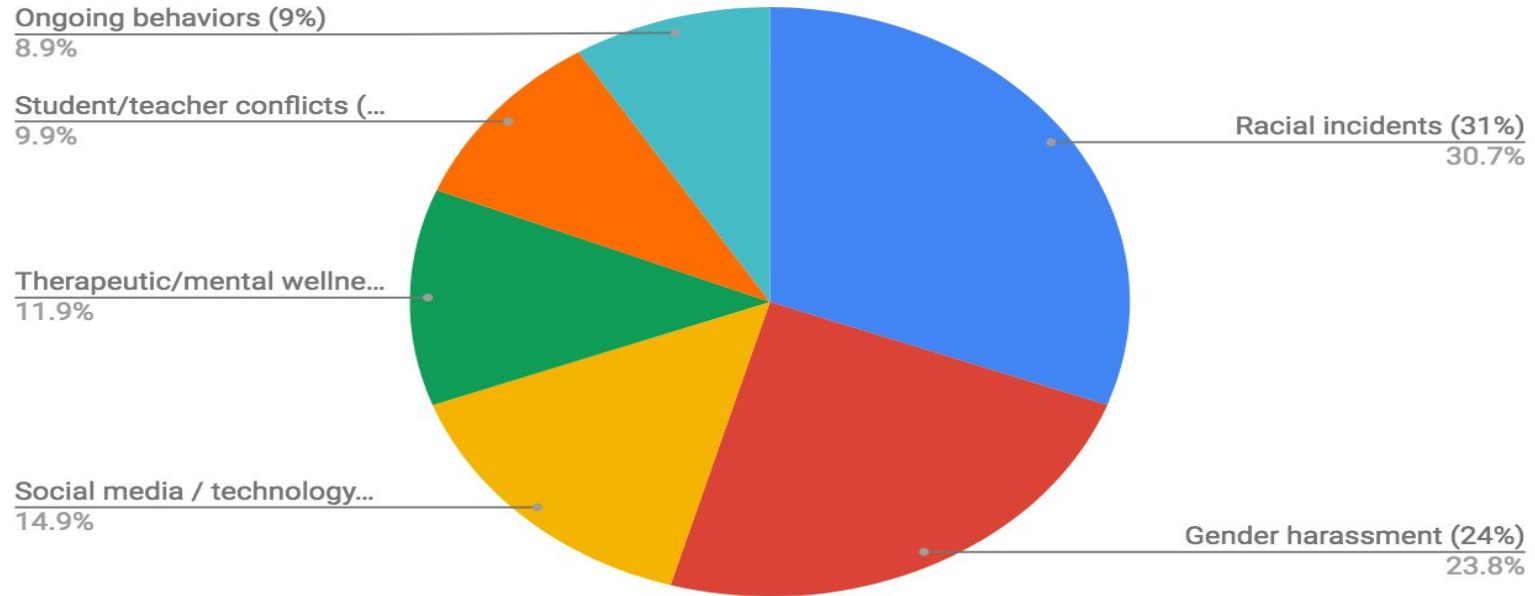


Which of your identities are at the forefront when disciplining students?

Are faculty members of different identities part of the *discipline* process?

We surveyed 16 of our peer schools...

Six Categories Identified by Bay Area Schools:



Schools and (In)Equity?

How does your school treat students differently based upon race, gender, class, language, ability, sexual identity or immigration status?

Whose identit(ies) are affirmed? Negated?



Challenges and Opportunities identified:

BARRIERS Named:

- Time
- Consistency
- Faculty Training
- Communication
- TRANSPARENCY*
- Repeated behaviors/same students

OPPORTUNITIES Identified:

- Constant communication
- Self-reflection
- Alignment with mission/values of community

An Example of Implementation

Goals of RJ at SF Day:

Every student feels,
appreciated, supported and
seen.

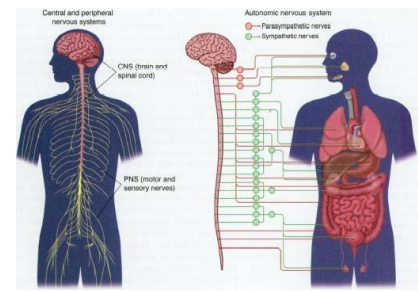
The community is **inclusive.**

Mistakes are learning
opportunities.

“One size does not fit all.”



We strive for empathy...



Students who make mistakes can feel ashamed and/or guilty, and may internalize negative sense of self / self-esteem.

- “**BAD** kid” vs. a “**GOOD** kid who made a **bad** choice and learned from it”

A community that engages in connection-building to repair harm becomes more resilient over time.

- Normalizes mistakes and humanizes growthful moments
- Strengthens student and supportive adult relationships
- Removing a student from the community temporarily/permanently is a last resort

Promoting reflection & responsibility

What's the student thinking?

Is the student taking responsibility for their actions?

Are there clues to the students' feelings and motivations?

Reflect on behavior on 10/10/18
→ Identify 3 things you can do to regain harm.

SF Day Upper School Reflection Sheet

If and when a student needs to be sent to their advisor's room for a 10 minute reflection. Students should complete the reflection sheet, silently, and have their advisor read/sign the sheet. The signed sheet should be returned to the original teacher, reviewed and filed. Teachers should find time to 1:1 conference with the student to check-in.

Name L. J. Advisor Ms. G.
Date 5/30/18 Period/Class 1

1. What happened?
I wrote vulgar things in my journal.
near things
2. What were you thinking at the time?
I didn't want to be the unfun person. I wanted to be accepted among my peers.
3. Who was affected by what happened? In what way?
All the teachers who read it. It ruined all the good things on the trip and my actions was the only thing people remember from that trip.
4. What do you think needs to happen to make things right?
1. I need to apologize to each teacher individually.
2. Ask what I can do to make up for it. I will also write examples as notes on the back.
3. do whatever they ask of me.
5. What help would you like from your advisor so that the incident doesn't happen again?
• If they see me getting involved with the wrong crowd warn me.
• Be an ally for me.

I understand that the goal is to reflect on the choices I have made, correct inappropriate behaviors, and support the learning environment.

[Signature]
Student Signature

[Signature]
Advisor's/Faculty signature

Parent Signature [Signature]

Things to consider...

What are the discipline practices and language used in classrooms and across divisions and how are they communicated? (posters, classroom agreements, handbooks, parent coffees)

How are students/parents/faculty taught the “rules” and consequences?
When do they have opportunities for input? (handbooks, assemblies, faculty meetings, retreats, classes)

What are the “non-negotiables” for your school? (e.g. acts of violence, threats, continued actions)

What are the various resources available and people able to help? (e.g. tutoring, therapy, community service, in-school suspension, suspension, suspended-expulsion, expulsion, apologies, circles, mediation, etc.)? (e.g. counselors, deans, depart. chairs)

How do you review and reflect on what’s working? (e.g. climate surveys, parent-feedback)

What structures/systems do you have in place for educating faculty/parents/students on RJ? (e.g. new faculty/student orientation, in-service days, advisory)

Questions???



Thank you! Please complete the NAIS survey for this presentation.

Curious about Restorative Practices at SF Day or in general?

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