PROMOTING AND SUPPORTING
WELL-BEING

Restorative Practice & Results-Based Accountability
"Cultivating Community" Project

SAFE SCHOOLS
Durham District School Board

DDSB
Ignite Learning

BACKGROUND

Fifteen years ago, the Durham District School Board (DDSB) began its journey with Restorative Practice. Today, Restorative Practice continues to be an important component of DDSB's approach to supporting well-being and student achievement.

In 2017, the DDSB, in partnership with eight school boards in southern Ontario from the Restorative Practice Consortium (herein referred to as the Consortium), received funding from the Ontario Ministry of Education to create resources to support implementation of Restorative Practice in schools across Ontario (refer to the Restorative Practice Resource Project and Appendix A for more information). It was from these resources that the Restorative Practice & Results-Based Accountability (RP/RBA) "Cultivating Community" Project developed.

OVERVIEW OF THE PROJECT

In the fall 2017, as part of the DDSB's renewed commitment to Restorative Practice, the Safe School Department hosted Safe and Accepting Schools Team chairs from all schools for a half day training that included a keynote address by Dr. Jean Clinton on "Restorative Practice, Self-Regulation and the Brain – Connection is Key." All schools also received the following new resources in English and French (refer to the DDSB Safe Schools Department webpage and Appendix A to view the resources):

POSTER - "Restorative Practice: Cultivating Community"

BROCHURE - "Restorative Practice: Supporting Well-Being and Achievement in Ontario Schools"

DESCRIPTORS - "Foundations of Restorative Practice"

CARD - "Restorative Questions"

Schools were then invited by the Safe Schools Department to participate in the RP/RBA "Cultivating Community" Project (refer to Appendix B for the invitation). Outlined benefits for participating schools included:

- ✓ Strengthening well-being and student achievement
- ✓ Guided support (English and French) from the Safe Schools Department
- ✓ A half day of professional development /planning time at the Education Centre led by the Safe Schools Department (supply coverage provided for one teacher)
- ✓ Participation in the Bullying Awareness and Prevention Week Conference on Wednesday, November 22nd, 2017 at the Education Centre (supply coverage provided for one teacher)
- ✓ The school project being highlighted throughout the DDSB
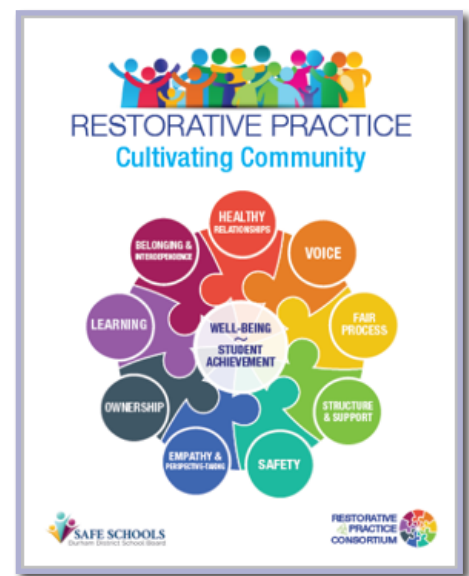
Interested schools were asked to:

✓ Reflect on their school data (e.g., School Climate Survey)

✓ Make connections with the Restorative Practice resources provided

✓ Determine their area of focus. Possible areas to deepen learning could include:

- o Restorative Practice infused in the Curriculum
- o Fostering Equity and Diversity through Restorative Practice
- o Character Education through Restorative Practice
- o Promoting positive Mental Health through Restorative Practice
- o Student Voice using Restorative Practice (e.g., Student forums)
- o Conflict resolution through Restorative Practice (e.g., Yard helpers)
- o Fostering a positive school climate through Restorative Practice
- o Other

✓ Complete the application form

Seventeen schools applied and were accepted to participate in the project. The DDSB Safe Schools Department led a half day of professional development/planning time (refer to Appendix B for the training slideshow) with lead staff to share the project details, review Restorative Practice and to deepen learning on results-based accountability. Connections were made to school improvement planning and the Bullying Prevention and Intervention Plan (BPIP), highlighting that the school project also supports efforts in these areas. A results-based planning template was provided to participating schools (refer to Appendix B) and was submitted to the Safe Schools Department for feedback.

Over the month of October, schools planned and implemented their school-based project. On-going support was available to schools from the Safe Schools Department. At the end of October, schools submitted a project reflection (refer to Appendix B) along with artifacts of the project. A one-page summary of each of the school projects was developed by the Safe Schools Department (refer to Appendix D).

Participating schools shared their projects at the November 2017 Bullying Awareness and Prevention Week Conference held at the DDSB Education Centre.

FOUNDATIONS OF THE RP/RBA "CULTIVATING COMMUNITY" PROJECT

The RP/RBA "Cultivating Community" Project was grounded in the following key resources relating to well-being, school improvement planning, and results-based accountability.

ONTARIO'S WELL-BEING STRATEGY FOR EDUCATION

Ontario's Well-Being Strategy for Education: Discussion Document defines well-being as "[…] that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are met. As our Indigenous partners have long affirmed, healthy development of the mind, body and spirit is contingent on balance and interconnectedness" (Ministry of Education, 2016). Positive mental health, safe and accepting schools, healthy schools, along with equity and inclusive education make up the four key components of *Ontario's Well-Being Strategy*.

Schools were encouraged to consider the developmental needs (i.e., cognitive, emotional, social and physical) and the four interconnected elements when planning their projects.
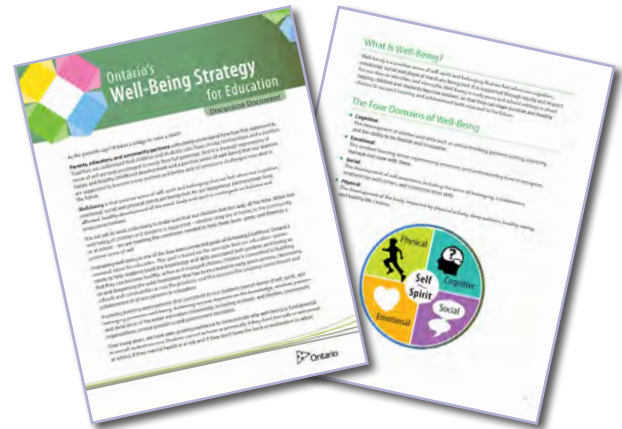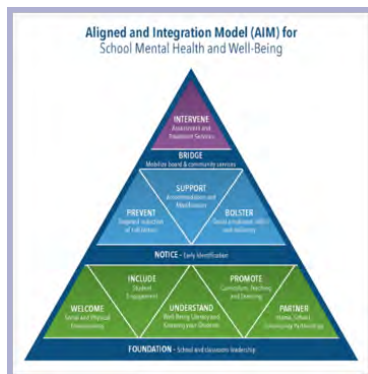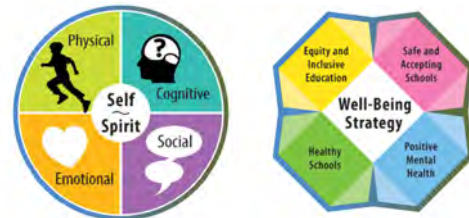

Image source: Ontario's Well-Being Strategy for Education, 2016

SCHOOL MENTAL HEALTH ASSIST

The Aligned and Integrated Model (AIM) for Student Mental Health and Well-Being from School Mental Health Assist was also consulted in the development of the RP/RBA "Cultivating Community" Project. The Project mostly focused of Tier 1 of the model to support educators to WELCOME, INCLUDE, UNDERSTAND, PROMOTE and PARTNER so that all students can have a better sense of belonging at school.

Image source: School Mental Health ASSIST, 2018

DDSB SCHOOL IMPROVEMENT PLANNING / RESULTS-BASED ACCOUNTABILITY

There are five key priorities that drive DDSB school improvement planning: Literacy, Numeracy, Well-Being, Equity and Inclusion, and Leveraging Digital (refer to Appendix C). DDSB school improvement planning also strives to help students to develop global competencies, including Creativity, Critical Thinking, Citizenship, Collaboration, Character and Communication.

The DDSB school improvement process includes a school self-assessment (refer to Appendix C). Using Michael Fullan's Coherence Framework drivers, schools reflect on Focusing Direction, Cultivating Collaborative Cultures, Deepening Learning, and Securing Accountability, within the five key priority areas mentioned above.

Embedded within the school improvement process are principles of results-based accountability, based on the book *Trying Hard is not Good Enough: How to Produce Measurable Improvements for Customers and Communities* by Mark Friedman. Friedman suggests three performance measures to know whether our work is making a difference: *How much did we do? How well did we do it? Is anyone better off?*
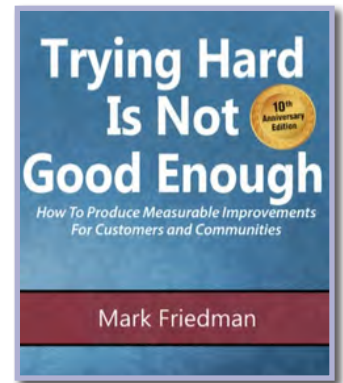
The results-based planning template and the school reflection (refer to Appendix B) used in the RP/RBA "Cultivating Community" Project incorporated the five DDSB key priorities, Fullan's drivers, and elements of results-based accountability. A direct relationship was established between this project and school improvement planning so that this project could directly support the school's improvement planning efforts.

RESTORATIVE PRACTICE

Restorative Practice was at the centre of the RP/RBA "Cultivating Community" Project. Restorative Practice is a way of "being" that helps strengthen relationships to support student well-being and achievement. Restorative Practice is widely used as a proactive way to build a positive learning environment, and as a responsive way to help maintain, and restore community when needed. The tiered approach to Restorative Practice includes less formal and more formal strategies, such as circles, restorative conversations and conferences.

According to the Restorative Practice Consortium (2017), Restorative Practice is based upon nine interconnected elements. These elements provide the foundation to cultivate caring and healthy communities. They include healthy relationships; voice; fair process; structure and support; safety; empathy and perspective-taking; ownership; learning; and, belonging and interdependence. These elements help shape a positive climate at school.

The RP/RBA Project focused on Tier 1 of Restorative Practice: Cultivating Community.

APPENDIX A
RESTORATIVE PRACTICE

RESTORATIVE PRACTICE
Cultivating Community

- HEALTHY RELATIONSHIPS
- VOICE
- BELONGING & INTERDEPENDENCE
- FAIR PROCESS
- LEARNING
- WELL-BEING ~ STUDENT ACHIEVEMENT
- STRUCTURE & SUPPORT
- OWNERSHIP
- EMPATHY & PERSPECTIVE-TAKING
- SAFETY

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Durham District School Board

RESTORATIVE
PRACTICE
CONSORTIUM

LA PRATIQUE RÉPARATRICE
Développer la communauté

RELATIONS SAINES

APPARTENANCE ET INTERDÉPENDANCE

VOIX

APPRENTISSAGE

BIEN-ÊTRE
~
RENDEMENT DES ÉLÈVES

PROCESSUS ÉQUITABLE

RESPONSABILITÉ

STRUCTURE ET SOUTIEN

EMPATHIE ET PRISE DE PERSPECTIVE

SÉCURITÉ

SAFE SCHOOLS
Durham District School Board

LE CONSORTIUM DE PRATIQUE RÉPARATRICE

"Children and students who have strong relationships and a positive sense of self – and who can understand and manage their own health and emotions – are in a better position to reach their full potential in the future. Their sense of well-being supports their learning because it makes them more resilient and better able to overcome challenges. Ontario's education system needs to help students build the knowledge and skills associated with positive well-being and become healthy, active and engaged citizens."

– *Achieving Excellence:*
A Renewed Vision for Education in Ontario, 2014

RESTORATIVE PRACTICE CONSORTIUM

RESTORATIVE PRACTICE

SUPPORTING WELL-BEING AND STUDENT ACHIEVEMENT IN ONTARIO SCHOOLS

WHAT IS RESTORATIVE PRACTICE?

Restorative Practice is a way of thinking and being that **cultivates community**, supporting **well-being and achievement**. Restorative Practice fosters the conditions that promote a positive sense of *self, spirit and belonging*. Restorative Practice provides a framework to **maintain** community when challenges and conflicts arise and to **restore** community when needed.

FOUNDATIONS OF RESTORATIVE PRACTICE

There are nine interconnected elements upon which Restorative Practice is based. These elements provide the foundation to cultivate caring and healthy communities.

Diagram elements: HEALTHY RELATIONSHIPS, VOICE, FAIR PROCESS, STRUCTURE & SUPPORT, SAFETY, EMPATHY & PERSPECTIVE-TAKING, OWNERSHIP, LEARNING, BELONGING & INTERDEPENDENCE, WELL-BEING ~ STUDENT ACHIEVEMENT

A TIERED APPROACH

A tiered approach to Restorative Practice supports well-being and achievement by, first, **cultivating** a strong, healthy community for all, including students, school staff, parents and the broader school community; second, **maintaining** community when challenges and conflicts arise; and third, **restoring** community when needed.
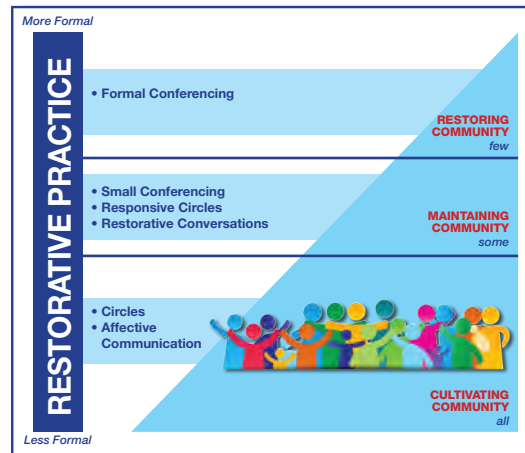
Cultivating Community

Affective Communication: Affective communication involves the expression of feelings about things, others and self. This occurs both verbally and non-verbally.

Circles: Circles provide the structure by which learning and community-building take place. Circles give participants the opportunity to connect by speaking and listening to one another.

Diagram: RESTORATIVE PRACTICE (More Formal to Less Formal)
- Formal Conferencing — RESTORING COMMUNITY *few*
- Small Conferencing, Responsive Circles, Restorative Conversations — MAINTAINING COMMUNITY *some*
- Circles, Affective Communication — CULTIVATING COMMUNITY *all*

Maintaining Community

Restorative Conversations: Restorative conversations are impromptu discussions that seek to address concerns using restorative language. Restorative questions, such as those shown here, are often used to guide conversations.

Responsive Circles: Responsive circles aim to address concerns that impact members of the community. Responsive circles use specific questions to explore the concern, providing members the opportunity to use their voice to express their feelings and needs, and how they think the group should move forward.

Small Conferencing: A small conference involves bringing together those who have been impacted by an incident, using a structured process based on restorative questions, to determine what is needed to make things right.

Restoring Community

Formal Conferencing: A formal conference often involves more people, planning and preparation than a small conference. Usually reserved for major incidents, those impacted directly and indirectly come together to discuss the incident and what is needed to make things right using a structured process based on restorative questions.

Restorative Questions

WHEN THINGS GO WRONG	WHEN SOMEONE HAS BEEN HARMED
• What happened?	• What did you think when you realised 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 has happened? In what way?	• What do you think needs to happen to make things right?
• What do you think you need to do to make things right?	

Modified from: International Institute for Restorative Practices (IIRP)

> "To achieve an equitable and inclusive school climate, school boards and schools will strive to ensure that all members of the school community feel safe, comfortable and accepted. We want all staff and students to value diversity and to demonstrate respect for others and a commitment to establishing a just, caring society."
>
> – *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy,* 2009

Pour en apprendre davantage sur la
PRATIQUE RÉPARATRICE
dans votre conseil scolaire et votre école, veuillez contacter :

SAFE SCHOOLS
Durham District School Board

« Les enfants et les élèves qui ont des relations solides et une image positive d'eux-mêmes et qui comprennent et gèrent leur santé et leurs émotions sont en meilleure situation de réaliser leur plein potentiel dans l'avenir. Leur bien-être favorise leur apprentissage et les rend plus résilients et plus aptes quand vient le temps de surmonter les défis. Le système d'éducation de l'Ontario doit aider les élèves à acquérir les connaissances et les compétences qui contribuent au bien-être et à la formation de citoyens en santé, actifs et engagés ».

– *Atteindre l'excellence :*
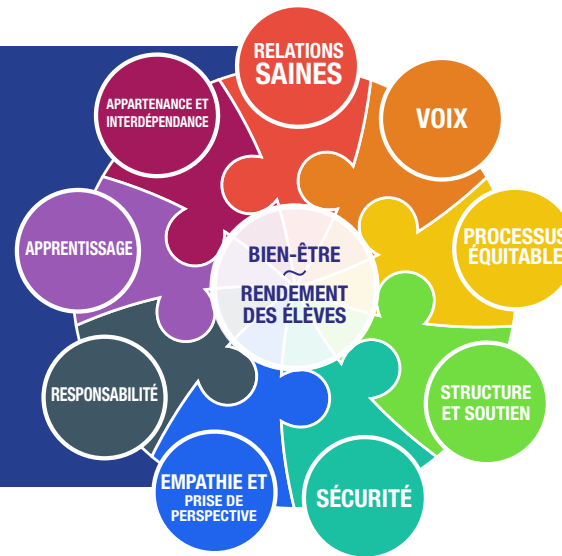*Une vision renouvelée de l'éducation en Ontario, 2014*

LE CONSORTIUM DE PRATIQUE RÉPARATRICE

LA PRATIQUE RÉPARATRICE

SOUTENIR LE BIEN-ÊTRE ET LE RENDEMENT DES ÉLÈVES DANS LES ÉCOLES DE L'ONTARIO

QU'EST-CE QUE LA PRATIQUE RÉPARATRICE ?

La Pratique réparatrice est une façon de penser et d'être qui **développe la communauté**, soutenant **le bien-être et le rendement**. La Pratique réparatrice encourage les conditions qui favorisent *une image positive de soi, un état d'esprit et un sentiment d'appartenance positifs.* La Pratique réparatrice fournit un cadre permettant de **maintenir** la communauté lorsque des défis et des conflits surviennent et de **restaurer** la communauté si le besoin se présente.

RELATIONS SAINES • VOIX • PROCESSUS ÉQUITABLE • STRUCTURE ET SOUTIEN • SÉCURITÉ • EMPATHIE ET PRISE DE PERSPECTIVE • RESPONSABILITÉ • APPRENTISSAGE • APPARTENANCE ET INTERDÉPENDANCE • BIEN-ÊTRE ~ RENDEMENT DES ÉLÈVES

LES FONDEMENTS DE LA PRATIQUE RÉPARATRICE

Il existe neuf éléments interconnectés sur lesquels repose la Pratique réparatrice. Ces éléments fournissent les fondements pour développer des communautés saines et une culture de bienveillance.

UNE DÉMARCHE PAR ÉTAPES

Une démarche par étapes pour la Pratique réparatrice appuie le bien-être et le rendement en développant d'abord une communauté forte et saine pour tous, y compris les élèves, le personnel scolaire, les parents et la vaste collectivité scolaire; en maintenant en second lieu la communauté lorsque des défis et des conflits surviennent; et troisièmement, en restaurant la communauté si le besoin se présente.
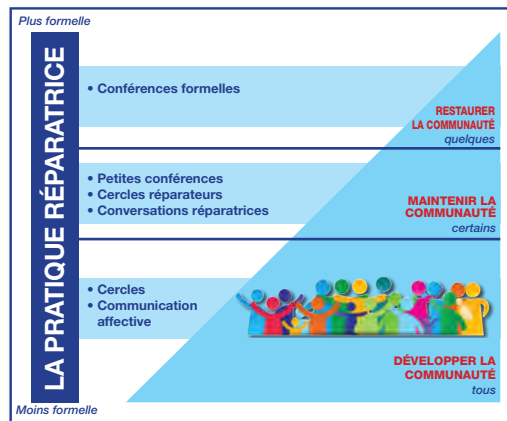
Développer la communauté

Communication affective :
La communication affective implique l'expression de sentiments à propos des choses, des autres et de soi. Cette communication peut prendre forme de façon verbale ou non verbale.

Cercles: Les cercles fournissent la structure par laquelle l'apprentissage et le développement de l'esprit communautaire ont lieu. Les cercles donnent aux participants l'occasion de se connecter en parlant et en s'écoutant les uns les autres.

Plus formelle — **LA PRATIQUE RÉPARATRICE** — *Moins formelle*
- Conférences formelles — RESTAURER LA COMMUNAUTÉ *quelques*
- Petites conférences
- Cercles réparateurs
- Conversations réparatrices — MAINTENIR LA COMMUNAUTÉ *certains*
- Cercles
- Communication affective — DÉVELOPPER LA COMMUNAUTÉ *tous*

« Pour avoir un milieu scolaire équitable et inclusif, les conseils scolaires et les écoles s'efforceront de créer un climat où toutes les personnes se sentiront en sécurité, à l'aise et acceptées. Nous voulons amener tous les membres du personnel et les élèves à valoriser la diversité, à montrer du respect pour les autres et à s'efforcer de créer une société équitable et soucieuse du bien-être de chacun ».

– Comment tirer parti de la diversité : Stratégie ontarienne d'équité et d'éducation inclusive, 2009

Maintenir la communauté

Conversations réparatrices :
Les conversations réparatrices sont des discussions impromptues qui cherchent à répondre aux préoccupations en utilisant le langage réparateur. Des questions réparatrices, telles que celles présentées ci-dessous, sont souvent utilisées pour guider les conversations.

Cercles réparateurs : Les cercles réparateurs visent à répondre aux préoccupations qui ont un impact sur les membres de la communauté. Les cercles réparateurs utilisent des questions spécifiques pour explorer le souci, offrant aux membres la possibilité d'utiliser leur voix pour exprimer leurs sentiments, leurs besoins ainsi que leurs suggestions sur la façon dont le groupe devrait procéder.

Petites conférences : Les petites conférences consistent à rassembler les personnes affectées par un incident, en utilisant un processus structuré basé sur des questions réparatrices, afin de déterminer les gestes à poser pour résoudre le conflit.

Restaurer la communauté

Conférences formelles : Les conférences formelles impliquent souvent plus de personnes, de planification et de préparation que les petites conférences. Généralement réservées aux incidents majeurs, les personnes affectées directement et indirectement se rencontrent pour discuter de l'incident et de poser les gestes nécessaires pour réparer les torts en utilisant un processus structuré basé sur des questions réparatrices.

Questions réparatrices

LORSQUE QUELQUE CHOSE TOURNE MAL	LORSQUE QUELQU'UN A SUBI UN TORT
• Que s'est-il passé ?	• A quoi pensais-tu lorsque tu t'es rendu compte de ce qui s'est passé ?
• À quoi pensais-tu à ce moment ?	• Quel a été l'impact de ces actions sur toi et les autres ?
• Depuis l'incident, à quoi penses-tu ?	• Quelle a été la chose la plus difficile pour toi ?
• Qui a été affecté par ce qui s'est passé ? Comment ?	• Selon toi, qu'est-ce qui doit se passer pour réparer le mal causé ?
• Que penses-tu devoir faire pour réparer le mal causé ?	

Adaptation de : International Institute for Restorative Practices (IIRP)

Restorative Practice

Restorative Practice creates a safe and caring learning environment that enhances accountability and achievement. The questions provide a framework for finding solutions when things go wrong.

Restorative Questions I

www.iirp.org

When things go wrong...

- ▶ **What happened?**
- ▶ **What were you thinking of at the time?**
- ▶ **What have you thought about since?**
- ▶ **Who has been affected by what you have done? In what way?**
- ▶ **What do you think you need to do to make things right?**

INTERNATIONAL INSTITUTE FOR RESTORATIVE PRACTICES CANADA

DDSB Ignite Learning

Restorative Questions II

www.iirp.org

When someone has been harmed...

- ▶ **What were you thinking when you realised what had happened?**
- ▶ **What impact has this incident had on you and others?**
- ▶ **What has been the hardest thing for you?**
- ▶ **What do you think needs to happen to make things right?**

INTERNATIONAL INSTITUTE FOR RESTORATIVE PRACTICES CANADA

DDSB Ignite Learning

Questions Réparatrices

Questions **Réparatrices** I

Lorsque quelque chose tourne mal...

· **Que s'est-il passé?**
· **A quoi pensais-tu à ce moment?**
· **Depuis l'incident, à quoi penses-tu?**
· **Qui a été affecté par ce que tu as fait? Comment?**
· **Que penses-tu devoir faire pour réparer le tort
  (mal) que tu as causé?**

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Questions **Réparatrices** II

Quelqu'un a subi un tort...

· **A quoi pensais-tu lorsque tu t'es rendu compte
  de ce qui s'est passé?**
· **Quel a été l'impact des ces actions sur toi et les autres?**
· **Quelle a été la chose la plus difficile pour toi?**
· **Selon toi, qu'est-ce qui doit se passer pour réparer
  le mal causé?**

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APPENDIX B
RP/RBA "CULTIVATING COMMUNITY" PROJECT MATERIALS

RESTORATIVE PRACTICE

"Cultivating Community" Project

The Safe Schools Department invites your school to apply to participate in the "Restorative Practice: Cultivating Community," Bullying Awareness and Prevention Week Project.

Restorative Practice Resources

To support this project and Restorative Practice in DDSB schools, each school will receive the following material, in both **English** and **French**, by mail:

POSTER - "Restorative Practice: Cultivating Community"

BROCHURE - "Restorative Practice: Supporting Well-Being and Achievement in Ontario Schools"

DESCRIPTORS - "Foundations of Restorative Practice"

CARD - "Restorative Questions"

Additional resources to support Restorative Practice can be found on the Safe Schools Portal, including the binder "Restorative Practice: Healthy Relationships for Living and Learning" (hard copy sent to all schools in 2013), and the International Institute for Restorative Practices (IIRP) Website

Why apply for this project?

If selected, your school will benefit from:

- ✓ Strengthening well-being and student achievement
- ✓ Focused school improvement planning, aligned with the DDSB priorities
- ✓ Guided support (English and French) from the Safe Schools Department
- ✓ A half day of professional development /planning time at the Education Centre led by Safe Schools on the afternoon of September 29th (supply coverage provided for one teacher)
- ✓ Participation in the Bullying Awareness and Prevention Week Conference on Wednesday, November 22nd, 2017 at the Education Centre (supply coverage provided for one teacher)
- ✓ Your school project being highlighted throughout the DDSB

How do we create a project?

To create a project:

- ✓ Reflect on your school data (e.g., School Climate Survey, Student Attitudinal Survey)
- ✓ Make connections with the Restorative Practice resources provided
- ✓ Determine your area of focus. Possible areas to deepen learning might include:
  - o Restorative Practice infused in the Curriculum
  - o Fostering Equity and Diversity through Restorative Practice
  - o Character Education through Restorative Practice
  - o Promoting positive Mental Health through Restorative Practice
  - o Student Voice using Restorative Practice (e.g., Student forums)
  - o Conflict resolution through Restorative Practice (e.g., Yard helpers)
  - o Fostering a positive school climate through Restorative Practice
  - o Other
- ✓ Complete the application form using this LINK by **Monday, September 18th, 2017**

What if my school is selected?

If your school is selected, you will be asked to:

- ✓ Send the lead staff member to a half day PM professional development/planning session (supply cost provided by Safe Schools) on **September 29th**
- ✓ Collaborate with the Safe Schools Department
- ✓ Conduct a pre and post survey with participating staff and students (survey provided by Safe Schools)
- ✓ Collect artifacts of the project (e.g., photos, videos, student work)
- ✓ Complete the project and submit a project reflection by **October 30th, 2017**
- ✓ Attend, and possibly present at, the DDSB Bullying Awareness and Prevention Week Conference on November 22nd, 2017

The Safe Schools Department encourages all schools to include Restorative Practice
in their school improvement journeys.

Due to the nature of this initiative, there are very limited spaces available for this project.

For more information, please contact the DDSB Safe Schools Department.

SAFE SCHOOLS
Durham District School Board

RESTORATIVE PRACTICE

Slide 1

Cultivating Community Project
Restorative Practice

Friday, September 29th, 2017
12:30pm-3:30pm

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Durham District School Board

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Slide 2

Why This Project?

Population: Durham District School Board (Staff, Students, Parents)

Results:

All DDSB students feel a sense of belonging at school, contributing to their overall well-being.

Slide 3

The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located.

Today, this area is home to many Indigenous peoples from across Turtle Island.

We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.

It is on these ancestral and treaty lands that we teach, learn and live.

Slide 4

Why This Project?

Indicators:
- % of students reporting that they belong at school (School Climate Survey)
- % of parents reporting that RP is being implemented (School Climate Survey)
- % of staff reporting that RP is being implemented (School Climate Survey)
- % of administration trained in RP (Internal data)

Slide 5

Restorative Practice Circle

Please share:
- Your name
- Your school
- Your teaching assignment
- And, one example of how your school builds community

Image source:
http://www.culturarecreacionydeporte.gov.co/sites/default/files/img.jpg

Slide 6

Why This Project?

Baseline Data:
- 80% of elementary students / 77.8% of elementary students feel that they belong when at their school always or most of the time (2016)
- 5.5% of elementary parents / 4.7% of secondary parents report that the school implements Restorative Practice to prevent bullying and promote character (2016)
- 7.3% of elementary staff / 9.0% of secondary staff report that the school implements Restorative Practice to prevent bullying and promote character (2016)
- 51% of administrators have no RP training (Jan 2017)
- 41% of administrators have RP Conference training (Jan 2017)
- 8% of administrators have RP Framework and Circle training (Jan 2017)

Why This Project?

Story Behind the Data:

I feel I belong – Elementary – Always/Most of the Time
- 85.3% (2011)   82.6% (2013)   80.5% (2016)

I feel I belong – Secondary - Always/Most of the Time
- 79.8% (2011)   78.0% (2013)   77.8% (2016)

Implemented Restorative Practice
- Elementary Parents
  - 33% (2013)   5.5% (2016)
- Secondary Parents
  - 30% (2013)   4.7% (2016)
- Elementary Staff
  - 69% (2013)   7.3% (2016)
- Secondary Staff
  - 69% (2013)   9.0% (2016)

"**Well-Being** is that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are met. As our Indigenous partners have long affirmed, healthy development of the mind, body and spirit is contingent on balance and interconnectedness."

Ontario's Well-Being Strategy for Education: Discussion Document, 2016

Restorative Practice is a way of thinking and being that **cultivates** community, supporting **well-being and achievement**.

Restorative Practice fosters the conditions that promote a positive sense of *self, spirit and belonging*.

Restorative Practice provides a framework to **maintain** community when challenges and conflicts arise and to **restore** community when needed.

School Improvement Planning

Focusing Direction - Results

- What results do you want? (Friedman, 2015)
  - Statement
  - Condition of well-being
  - In plain language – clear and simple
  - Not be about the project or about data

Example:

All students feel that they belong in the classroom.
All students are ready to learn.
All students have a positive sense of self, spirit and belonging.

Results-Based Accountability (RBA)

RBA:
- "Is a disciplined way of thinking and taking action that can be used to improve the quality of life in communities [...]"
- "Can also be used to improve the performance of programs, agencies and services systems"
- "Is a process that gets you [...] from talk to action quickly" (Friedman, 2015).

Deepening the Learning – Choosing the Right Action

CRITERIA:
- Is the project grounded in Restorative Practice (RP)?
- Does the project make connections to the RP resources provided by the Safe Schools Department?
- Is the idea specific enough to be implemented?
- Can it be implemented in one month?
- How much difference will the proposed action make?
- Can it be measured?
- Is it feasible and affordable?
- Can it actually be done?

Focusing Direction

Population: *Who is this going to help?*

Experience: *How will we see, feel or hear the results we want?*
(This will help inform the performance measures)

Baseline Data: *Where have we been? What is our baseline data? What new baseline data do we need to collect?*

Story Behind the Baseline Data: *What are the factors behind the current conditions?*

(Friedman, 2015)

Securing Accountability – Performance Measures

Quantity of effort:
　How much service was provided?
Quality of effort:
　How well was the service provided?
Quantity of effect:
　How many customers are better off?
Quality of effect:
　What percent of customers are better off and how are they better off?

All Performance Measures — Answer Two Sets of Questions: QUANTITY / QUALITY — How Much (did We Do?) / How Well (did We Do It?) — Effort (How hard did we try?) — Effect (What changes did we produce?)
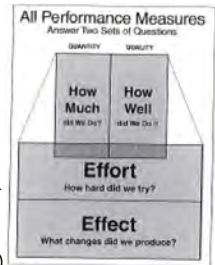
(Friedman, 2015)

Cultivating Collaborative Cultures

Who are the partners that can help?
What will capacity building and collaboration look like?

Securing Accountability – Performance Measures

• **How much did we do?**

• **How well did we do it?**

• **Is anyone better off?**
　• Skills/Knowledge
　• Attitude/Opinion
　• Behaviour
　• Circumstance/Condition

(Friedman, 2015)

Securing Accountability – Performance Measures

• Performance measures are how we know if our work is making a difference
• RBA uses three performance measures:
　• How much did we do?
　• How well did we do it?
　• Is anyone better off?
• Ideally, there would be 3 to 5 performance measures

(Friedman, 2015)

Next Steps

• Completed "Results-Based Planning Template" sent to Danielle Hunter by October 4th, 2017
• Implement the project, gather data, collect artifacts
• Completed "Project Reflection" sent to Danielle Hunter by: October 30th, 2017
• Plan to attend the Bullying Awareness and Prevention Week Conference on November 22nd, 2017

School Planning Time
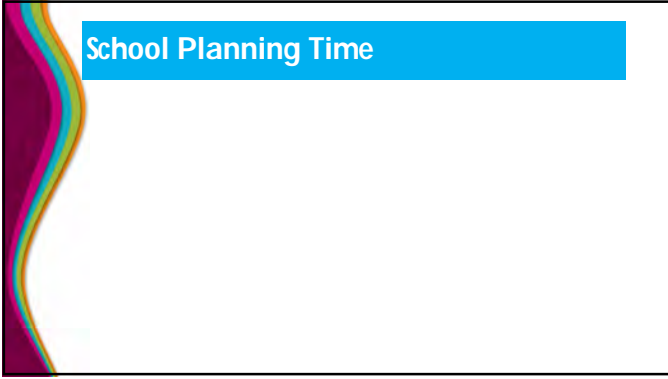
Results-Based Planning

Project Title:
School:
Lead Staff Members:

Results: *Identify/describe what it is you want to achieve.*

Population: *Who is this going to help?*

Experience: *How will we see, feel or hear the results we want?*

Baseline Data: *Where have we been? What is our baseline data? What new baseline data do we need to collect?*

Story Behind the Baseline Data: *What are the factors behind the current conditions?*

RESTORATIVE PRACTICE: CULTIVATING COMMUNITY PROJECT

Deepening the Learning

Areas of Focus:

☐ Equity and Inclusion	☐ Well-Being	☐ Literacy	☐ Numeracy

Goal/Action: *Who will do it? How will it be done? When will it occur? When will information be collected to determine progress?*

CRITERIA:

o Is the project grounded in Restorative Practice (RP)?

o Does the project make connections to the RP resources provided by the Safe Schools Department?

o Is the idea specific enough to be implemented?

o Can it be implemented in one month?

o How much difference will the proposed action make?

o Can it be measured?

o Is it feasible and affordable?

o Can it actually be done?

Cultivating Collaborative Cultures

Who are the partners that can help? What will capacity building and collaboration look like?

Securing Accountability

Performance Measures: *How much did we do? How well did we do it? Is anybody better off?*

Resources Consulted:

Friedman, M. (2015). *Trying Hard is Not Good Enough: How to Produce Measurable Improvements For Customers and Communities.* San Bernardino, CA: Parse Publishing.

Fullan, M., & Quinn, J. (2016). *Coherence: The Right Drivers in Action for Schools, Districts, and Systems.* Thousand Oaks, CA: Corwin.

Project Reflection

Project Title:	
School:	
Lead Staff Members:	

Accomplishments

Summarize the project (without talking about the numbers)

Numbers

How much did we do? How well did we do it? Is anyone better off?

Stories or Anecdotes

Illustrate what the numbers mean and put a human face on the data.

What is Your Next Best Move?

What are your next steps to reach your desired results?

Resources Consulted:

Friedman, M. (2015). *Trying Hard is Not Good Enough: How to Produce Measurable Improvements For Customers and Communities.* San Bernardino, CA: Parse Publishing.

Fullan, M., & Quinn, J. (2016). *Coherence: The Right Drivers in Action for Schools, Districts, and Systems.* Thousand Oaks, CA: Corwin.

Artifacts

E.g., Photos, materials created for the project, student work, participant comments, video

Artifacts

E.g., Photos, materials created for the project, student work, participant comments, video

APPENDIX C
DDSB SCHOOL IMPROVEMENT PLANNING

DDSB
Ignite Learning

SAFE SCHOOLS
Durham District School Board

DURHAM DISTRICT SCHOOL BOARD PRIORITIES

The Durham District School Board school improvement planning is driven by five key priorities: Literacy, Numeracy, Well-being, Equity and Inclusion, and Leveraging Digital as an accelerator for student learning. We believe that a rich, comprehensive programs support the development of global competencies.

LITERACY

In today's information rich world, literacy is a multi-faceted skill that allows students to absorb, process, and create information through multiple formats. Literacy development is enhanced when students work in inclusive and responsive classrooms on material that addresses their interests, strengths and needs.

NUMERACY

The DDSB recognizes that numeracy is a life skill which can create improved high school and beyond high school outcomes for students. Numeracy development is enhanced when students are engaged in deep, rich problems with relevant, real world connections that provide entry points for all students.

WELL-BEING

There is growing evidence demonstrating that well-being is fundamental to overall student success. In order to achieve academically, students need to feel safe and welcomed at school, and need to be equipped with the skills and strategies to be resilient and healthy. The Durham District School Board will continue system-wide efforts to strengthen self-regulation, social emotional learning and growth mindset within safe, caring and inclusive school environments. We will explore how to measure well-being in a more consistent way across our schools to inform our ongoing efforts to ensure that all of our learning environments promote enhanced mental and physical health, a positive sense of self and belonging, and the skills needed to make positive choices.

EQUITY AND INCLUSION

The DDSB is a richly diverse community that is representative of the larger global community. Through the Equity and Diversity Strategic Plan we will enact our commitment to providing equitable opportunities and outcomes for all of our students through high expectations, culturally responsive practices and the inclusion of student voice in multiple aspects of school life. Schools and classrooms are inclusive environments where all students can see themselves represented in the curriculum, on the walls, and in student groups.

LEVERAGING DIGITAL

In an increasingly digital world, the use of technology to collect, analyze and create information are essential skills. Digital tools support students in learning differently through inquiry where problem identification leads to knowledge creation and imaginative solutions. Accessing local and global resources will broaden student's perspectives and allow for them to make greater connections within meaningful, creative learning experiences.

GLOBAL COMPETENCIES

Creativity	Critical Thinking	Citizenship	Collaboration	Character	Communication

SCHOOL IMPROVEMENT PROCESS 2017-2018
for Student Achievement and Well-being

DDSB
Ignite Learning

Character Education

Communication

Citizenship

Collaboration

Critical Thinking and Problem Solving

Creativity and Imagination

FOCUSING DIRECTION
- Purpose Driven
- Goals that Impact
- Clarity of Strategy
- Change Leadership

CULTIVATING COLLABORATIVE CULTURES
- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work

SECURING ACCOUNTABILITY
- Internal Accountability
- External Accountability

DEEPENING LEARNING
- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices through Capacity Building

FOCUSING DIRECTION

CULTIVATING COLLABORATIVE CULTURES

LEADERSHIP

SECURING ACCOUNTABILITY

DEEPENING LEARNING

SCHOOL IMPROVEMENT PROCESS   SCHOOL SELF-ASSESSMENT

PROMOTING AND SUPPORTING WELL-BEING | **DDSB** *Ignite Learning* | **SAFE SCHOOLS** *Durham District School Board*

SCHOOL IMPROVEMENT PROCESS SCHOOL SELF-ASSESSMENT

FOCUSING DIRECTION
- Purpose Driven
- Goals that Impact
- Clarity of Strategy
- Change Leadership

FOCUSING DIRECTION

FOCUSING DIRECTION
Needs Assessment:
Data Literacy and Analysis
Clarity of Strategy
Purpose Driven

IF we engage in a continuous process of learning by collection and analyzing relevant and meaningful data and use this data to plan rich, rigorous and differentiated experiences based on the curriculum *THEN* the learning needs of each individual student will be met, increasing student achievement and closing identified achievement gaps.

Story behind the baseline: Where have we been and where are we headed?

THE 7

Performance Accountability Questions

1. Who are our students?
2. How can we measure if our students are better off?
3. How can we measure if we are delivering services well?
4. How are we doing on the most important of these measures?
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas?
7. What do we propose to do?

Numeracy:
Data:
Internal—Report Cards
External—EQAO
Faces on the Data (FOD)

Literacy:
Data:
Internal—Report Cards
External—EQAO
Faces on the Data (FOD)

Well-being:
Data:
Climate Survey
School-based Surveys
Faces on the Data (FOD)

DATA INFORMED INITIATIVES AND SUPPORT

Equity and Inclusion:

Leveraging Digital: How do we leverage digital technology differently to support pedagogical change?

PROMOTING AND SUPPORTING WELL-BEING | DDSB Ignite Learning | SAFE SCHOOLS Durham District School Board

SCHOOL IMPROVEMENT PROCESS SCHOOL SELF-ASSESSMENT

EQAO PLAN

EQAO PLAN

NUMERACY

LITERACY

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SCHOOL IMPROVEMENT PROCESS SCHOOL SELF-ASSESSMENT

DEEPENING LEARNING

DEEPENING LEARNING
- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices through Capacity Building

DEEPENING THE LEARNING
Clarity of Learning Goals
Precision in Pedagogy

CULTIVATING COLLABORATIVE CULTURES
- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work

CULTIVATING COLLABORATIVE CULTURES

CULTIVATING COLLABORATIVE CULTURES
Shift Practices through Capacity Building and Collaborative Work

Based on the needs assessment, outline intentional and precise targets/goals that will improve student achievement This section needs to include School Effectiveness Framework indicators which are stated in each section to support school targets/goals.

	PLAN		ACT
	SEF INDICATOR	SMART GOAL, PROBLEM OF PRACTICE, THEORY OF ACTION…	ACTION ITEMS TO BE IMPLEMENTED PRECISION PEDAGOGY/ CLASSROOM PROCEDURES
NUMERACY			
LITERACY			
WELL-BEING			
EQUITY AND INCLUSION			

	SEPTEMBER	OCTOBER	NOVEMBER
Staff Meetings			
BCI			
Division/ Meeting Department			
Coach/ Facilitators Support Projects			
Board PD/ Training/ Professional Learning/ SEF Project			
Instructional Rounds/ Walk Throughs/ Walking to Learn			
Principal/VP Conferencing (Faces on the Data)			
School Self Assessment (SSA)			

PROMOTING AND SUPPORTING WELL-BEING | DDSB Ignite Learning | SAFE SCHOOLS Durham District School Board

SCHOOL IMPROVEMENT PROCESS SCHOOL SELF-ASSESSMENT

SECURING
ACCOUNTABILITY

SECURING
ACCOUNTABILITY
· Internal Accountability
· External Accountability

SECURING ACCOUNTABILITY
Internal and External Accountability

Based on your reflections, what is your next best move?

REFLECTION ON EVIDENCE OF IMPACT

How much did we do?

How well did we do it?

Is anyone better off?

What is the evidence?

NUMERACY

LITERACY

WELL-BEING

EQUITY AND INCLUSION

	DECEMBER	JANUARY	FEBRUARY
Staff Meetings			
BCI			
Division/ Meeting Department			
Coach/ Facilitators Support Projects			
Board PD/ Training/ Professional Learning/ SEF Project			
Instructional Rounds/ Walk Throughs/ Walking to Learn			
Principal/VP Conferencing (Faces on the Data)			
School Self Assessment (SSA)			

PROMOTING AND SUPPORTING WELL-BEING | DDSB Ignite Learning | SAFE SCHOOLS Durham District School Board

SCHOOL IMPROVEMENT PROCESS SCHOOL SELF-ASSESSMENT

SECURING ACCOUNTABILITY
Internal and External Accountability

- Internal Accountability
- External Accountability

Based on your reflections, what is your next best move?

REFLECTION ON EVIDENCE OF IMPACT

How much did we do?

How well did we do it?

Is anyone better off?

What is the evidence?

NUMERACY

LITERACY

WELL-BEING

EQUITY AND INCLUSION

	MARCH	APRIL	MAY	JUNE
Staff Meetings				
BCI				
Division/ Meeting Department				
Coach/ Facilitators Support Projects				
Board PD/ Training/ Professional Learning/ SEF Project				
Instructional Rounds/ Walk Throughs/ Walking to Learn				
Principal/VP Conferencing (Faces on the Data)				
School Self Assessment (SSA)				

PROMOTING AND SUPPORTING WELL-BEING | DDSB Ignite Learning | SAFE SCHOOLS Durham District School Board

APPENDIX D
RP/RBA "CULTIVATING COMMUNITY" SCHOOL PROJECTS

ALTONA FOREST P.S.

Lead Staff – Jason Currie & Jill Harvey

FOCUS:

- Self-awareness (self-regulation)
- Co-regulation (self-regulation)
- Problem-solving and conflict resolution (self-regulation)
- Healthy relationships
- Cross-grade relationship development
- Student leadership

PARTICIPANTS:

- Wellness student leadership team
  - 8 students from grade 8
- All Kindergarten (FDK) to grade 6 classes
  - Approximately 300 students
- Staff
  - 16 teachers

METHODS:

LEARNING

- Wellness student leadership team was trained by staff on the Zones of Regulation and Restorative Practice
- Wellness student leadership team led workshops on the Zones of Regulation and Restorative Practice for all FDK to grade 6 classes and made school-wide announcements
- Teachers were trained on self-regulation in a staff meeting
- Teachers were given Restorative Practice question cards for the classroom and for yard duty vests
- Teachers were given Zones of Regulation resources

PRE-QUESTIONNAIRE

- Staff
- Students

POST-QUESTIONNAIRE

- Staff
- Students

KEY RESULTS:

ZONES OF REGULATION AWARENESS

- 31% increase in students reporting that they were aware of the Zones of Regulation
- 34% increase in students reporting that they knew the colours of the Zones of Regulation and what they represent
- In the post-questionnaire, 100% of staff reported being aware of the Zones of Regulation

ZONES OF REGULATION IMPLEMENTATION

- In the pre-questionnaire, 31% of staff reported that they were using Zones of Regulation. In the post-questionnaire, 33% of staff reported that the Zones of Regulation are embedded in their practice and an additional 33% of staff are beginning to implement the Zones of Regulation
- 100% of staff felt that the school Zones of Regulation project helped students

EXTENSIONS:

- The grade 4/5 class is collating strategies to resolve conflict, build understanding, and return to the "green zone"
- On "Mindful Mondays," the school focusses on grounding techniques; "Wellness Wednesdays" 40 students can sign up for a wellness walk through the community, and; on "Feel Good Fridays," students end the week on a positive note
- "Let's Talk Social Media and Mental Health" parent evening planned for April with community partners

APPLECROFT P.S.

Lead Staff – Pia Teini, Beth Miller & Andrea Ferguson

FOCUS:

- Mindfulness (self-regulation)
- Identifying feeling and emotions (self-regulation)
- Self-awareness (self-regulation)
- Healthy relationships
- Conflict resolution and problem-solving

PARTICIPANTS:

STAFF

- 12 staff

STUDENTS

- 305 kindergarten (FDK) to grade 8 students

METHODS:

LEARNING

- The Safe and Accepting Schools Team (SAST) put together information for staff on mindfulness
- The SAST presented on mindfulness to staff during the staff meeting

COACHING

- Coaching was made available by the resource teacher to support teachers in their classes

APPLICATION OF LEARNING

- Staff implemented short mindfulness moments, once in the morning and once in the afternoon, for a two week period

PRE-QUESTIONNAIRE

- Staff

POST-QUESTIONNAIRE

- Staff

OBSERVATION

- Teacher observations of students

KEY RESULTS:

PRE-QUESTIONNAIRE

- FDK and primary classes were already using some form of mindfulness in their programming
- Junior and intermediate classes were not using mindfulness in their programming, citing time constraints

POST-QUESTIONNAIRE

- All staff who participated in the initiative reported that their students had less difficulty settling into a task after a transition period and seemed more mentally prepared for learning
- All staff reported that mindfulness activities can help to foster a positive mindset and can reduce undesired behaviours

EXTENSIONS:

- Mindfulness continues to happen daily in many classes across the divisions
- A guest presenter provided enrichment to all classes on mindfulness through movement
- The school hosted a community event to further promote mindfulness through movement
- The intermediate division has incorporated mindfulness into their phys-ed program and have requested additional mats for next year
- In the school self-assessment walk-through in March, many students reported using mindfulness as a way to self-regulate
- Teachers continue to ask for more resources relating to mindfulness

SAFE SCHOOLS
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BROCK H.S.

Lead Staff – Kim Vanderlinde, Kelly Brooks, Lucio Constantino, Clair Carr, Janet Vending

FOCUS:

- Healthy relationships
- Cross-grade relationship development
- Leadership development

PARTICIPANTS:

- 52 Grade 9 female students
- 7 Senior leadership students (involved in Student Council and Peer Helping)
  - 4 Grade 12 leaders
  - 3 Grade 11 leaders

METHODS:

LEARNING

- Senior leadership students were trained in Restorative Practice by a guidance teacher, social worker and public health nurse

SURVEY

- Senior leadership students visited every grade 9 class to speak about healthy relationships, and to administer the survey to better understand the issues facing the grade 9 girls
- Survey results were used to inform the relationship-building activity

RELATIONSHIP–BUILDING ACTIVITY

- All grade 9 girls were withdrawn from class for one period to focus on developing healthy relationships. With the support of the senior leadership students, the grade 9 girls baked cookies to sell at the school for charity

POST-QUESTIONNAIRE

- 35 Grade 9 girls participating in the relationship-building activity completed a post-questionnaire

KEY RESULTS:

SURVEY

- Grade 9 girls reported that "judgement from peers" (94%) was the factor that most impacted them, followed by "not belonging" and "bullying"
- Grade 9 girls identified "baking and decorating cookies" to sell for charity was the relationship-building activity that was of most interest to them

POST QUESTIONNAIRE

- 94% of participating grade 9 students ranked the activity a 7 out of 10 or higher for enjoyment

"It lets girls interact more with each other."
– Brock HS grade 9 student

"It was real team work because we were all sharing in the excitement and idea."
– Brock HS grade 9 student

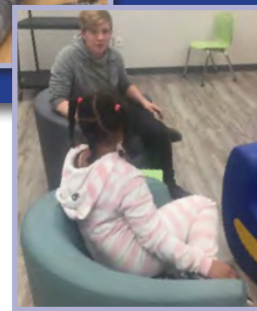*"It is a way to bond and be out of your comfort zone."*
– Brock HS grade 9 student

EXTENSIONS:

- Looking to offer other activities throughout the year focused on developing healthy relationships amongst grade 9 girls

DURHAM ALTERNATIVE SECONDARY SCHOOL (DASS)

Lead Staff – Amy Murray & Angela Yiouroukis

FOCUS:

- Healthy relationships
- Student leadership
- Community involvement

PARTICIPANTS:

- 20 DASS students joined the leadership group
  - 8 leaders from that group participated in this activity
- Village Union PS students
  - 11 primary students

METHODS:

LEARNING

- Safe Schools Facilitator co-planned with lead staff
- DASS leaders gathered with lead staff to learn about Restorative Practice and to plan the activity for Village Union PS students

ACTIVITY

- DASS leaders went to Village Union PS after school and led a Halloween craft activity for pre-selected primary students (2 hours)
- The sessions began and ended with Restorative Practice circles
- A DASS leader was buddied with a Village Union student for the activity

POST-QUESTIONNAIRE

- DASS Students

OBSERVATIONS

- Teacher and DASS leaders' observations of Village Union PS students during the activity

KEY RESULTS:

COMMUNITY INVOLVEMENT HOURS

- DASS leaders accumulated 2 community involvement hours each

POST-QUESTIONNAIRE (6 PARTICIPANTS)

- All DASS leaders enjoyed interacting with the students from Village Union PS
- DASS leaders agreed or strongly agreed that they were able to build their leadership skills while participating in the project
- All DASS students strongly agreed that they felt proud of the work they were doing at Village Union PS

"One of the students asked if I would be there next week because they liked me so much that they hoped I would be their 'buddy' again." **– DASS Student**

OBSERVATIONS

- DASS students observed that Village Union PS students improved their self-regulation skills
- Village Union students were visibly excited to spend time with their DASS 'buddies'

EXTENSIONS:

- After this initial activity, DASS leaders led after school activities, focusing on self-regulation, for Village Union PS students for three months
- Looking at further opportunities to partner with Village Union PS

WILLIAM DUNBAR P.S.
Lead Staff – Maria Currie & Tanya Hawthorne

FOCUS:

- Fostering a sense of belonging
- Self-awareness (self-regulation)
- Circles (Restorative Practice)

PARTICIPANTS:

STAFF:
- 35 staff

STUDENTS:
- Over 550 students
- 25 of 28 homeroom classes participated

METHODS:

LEARNING
- Staff were trained during the PD Day on self-regulation and Restorative Practice
- In grade teams, staff planned 2 circles a week for a 3 week period. 1 circle focused on building a sense of belonging and the other focused on building knowledge about self-regulation

ACTIVITY
- Staff ran circles in their classes over a 3 week period

COACHING
- Frequent check-ins to support implementation and to help with trouble-shooting were provided to staff

PRE-QUESTIONNAIRE
- Staff

POST-QUESTIONNAIRE
- Staff

CONVERSATIONS
- Student voice was gathered through informal conversations

KEY RESULTS:

PRE-QUESTIONNAIRE
- Circles were not a regular part of the majority of classrooms
- Many staff were unclear on the purpose of circles and on how to run circles effectively

POST-QUESTIONNAIRE
- 7 out of 8 primary teachers are having circles in their classes regularly
- Increase from 25% to 75% of all teachers reporting: I know what a community circle is; I know the purpose behind a circle, I use circles regularly; I know how to run a circle

"I like it because you get to share. You kind of get your mind going before you start other stuff."
- William Dunbar PS Student

"I found [circles] positive for supporting whole-class relationships and students really appreciated being heard."
- William Dunbar PS Staff

EXTENSIONS:

- A staff self-regulation committee has been formed
- Every staff meeting has self-regulation professional development, led by members of the self-regulation committee
- The self-regulation committee has developed circle prompts focusing on self-regulation, academics and equity. They have been distributed to all staff
- Intermediate students are leading mindfulness training in primary and junior classrooms

SAFE SCHOOLS
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BOLTON C. FALBY P.S.

Lead Staff - Jennifer DeMelo
& Sharon Knights

FOCUS:

- Identifying feelings (self-regulation)
- Problem-solving and conflict resolution (self-regulation)
- Cross-grade relationship development in primary
- Student leadership

PARTICIPANTS:

- Grade 2 class
  - 19 students
- Full Day Kindergarten (FDK)
  - 25 students
- Staff
  - 1 grade 2 teacher, 1 FDK teacher and 1 Early Childhood Educator

METHODS:

LEARNING

- Explicit teaching for grade 2 students occurred over two weeks on:
  - Kelso's Choices
  - "I" Statements
- Grade 2 students participated in leadership training
- Grade 2 students taught FDK students over one week about Kelso's Choices and "I" Statements using:
  - Small group discussions
  - Role play
  - Art projects

APPLICATION OF LEARNING

- Grade 2 student leaders served as peer helpers for FDK students at lunch recess for two weeks

PRE-QUESTIONNAIRE

- Grade 2 students
- FDK students

POST-QUESTIONNAIRE

- Grade 2 students
- FDK students

OBSERVATIONS

- Teacher observations
- Grade 2 students' observations

INTERVIEWS

- Teacher led interviews with students (video)

STUDENT REFLECTIONS

KEY RESULTS:

PROBLEM-SOLVING

FDK students

- 14% increase in perceived student ability to solve problems well
- 35% increase in perceived student ability to solve problems independently
- 33% increase in students reporting using "I" statements or Kelso's Choices to solve problems

HANDS-ON BEHAVIOUR

FDK students

- Decrease from 8% to 0% in students reporting using physical means to solve problems
- 15% decrease in students reporting others using physical means to solve problems

RELATIONSHIPS

- Relationships have developed between the grade 2 and FDK students
- FDK students are happy and excited to see their grade 2 peers
- FDK students are seeking help from the grade 2 students, when needed

LEADERSHIP

- Grade 2 students look forward to their recess peer helper shifts

EXTENSIONS:

- Strategies were sent home to parents to support student learning
- Looking to extend the project to include other classes

FRENCHMAN'S BAY P.S.

Lead Staff – Diane Cotterill, Catherine Dunne & David Pomerleau

FOCUS:

- Restorative Practice
- Sense of belonging
- Problem-solving, conflict resolution
- Cross-grade relationship development
- Student leadership
- Developing whole-school common language

PARTICIPANTS:

- Students
  - 50 leadership team intermediate students
  - 531 gr. 1 to 8 students (April event)
- Staff
 - 41 staff (April event)

METHODS:

LEARNING

- Safe Schools Facilitator met with lead teachers to co-plan the initiative
- Safe Schools Facilitator trained leadership team students on Restorative Practice

APPLICATION OF LEARNING

- Leadership team students working with lead staff to plan a school-wide event focusing on Restorative Practice. Over two days, all staff will receive "Restorative Practice Framework and Circle Training" while gr. 1 to 8 students will participate in two half days of learning, focused on Restorative Practice, in cross-grade groups
- Leadership team students will lead the groups for the whole school, gr. 1 to 8 event

PRE-QUESTIONNAIRE

- 50 Leadership team students
- Staff
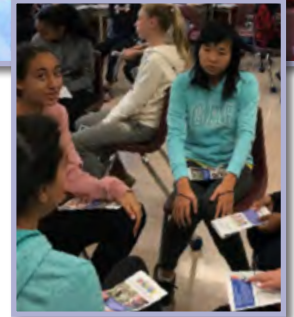
POST-QUESTIONNAIRE

- 45 Leadership team students (some absent)

KEY RESULTS:

RESTORATIVE PRACTICE TRAINING

- At the beginning of the year, 0 staff were trained in Restorative Practice Framework and Circle. In April, all staff will be trained

FAMILIARITY WITH RESTORATIVE PRACTICE

- 8% of leadership students had some familiarity with Restorative Practice before the leadership training (results of 6/10 or higher). After the leadership training, 93% had familiarity with Restorative Practice (results of 6/10 or higher)

LEADERSHIP

- All leadership students reported feeling that they have learned how to become a better leader after the leadership training (6/10 or higher)

EXTENSIONS:

- In April, all staff will be trained in Restorative Practice Framework and Circle
- On the same day as staff are trained, all gr. 1 to 8 students will participate in two half days of learning, focused on Restorative Practice
- Kindergarten students will also learn about Restorative Practice in the late spring

GANDATSETIAGON P.S.

Lead Staff – Clint Killeen and Shannon Kakouros

FOCUS:

- Restorative Practice circles
- Building community
- Student voice
- Staff professional development
- Whole-school, consistent approach

PARTICIPANTS:

STUDENTS

- 524 Kindergarten (FDK) to 8 students

STAFF

- 4 staff on the Safe and Accepting Schools Team
- 27 staff

METHODS:

LEARNING

- Staff were trained during the October staff meeting on circles by the school's Safe and Accepting Schools Team
- Weekly information was provided to staff by the Safe and Accepting Schools Team on circles, including possible circle questions for their classes
- Administration facilitated a circle in each division (FDK, P, J and I) over the month of October

APPLICATION OF LEARNING

- Teachers led circles with their classes using the support material provided

PRE-QUESTIONNAIRE

- Staff

POST-QUESTIONNAIRE

- Staff
- 24 Intermediate students (marker class)

KEY RESULTS:

CIRCLE IMPLEMENTATION

- Increase from 70% to 88% of classes using circles
- 75% of classes had circles once a week or more

STUDENT VOICE / BUILDING COMMUNITY

- 78% of students in the intermediate marker class felt that circles are a valuable way to share student voice and build community with a class

"I think that community circles give the opportunity to share. I have expressed a lot of things that in other classes I would not have shared and I have never once been laughed at or made to feel like my opinion wasn't valid. It also gives me the chance to see other people's sides and stances on topics and for other people to see my stance on some topics."
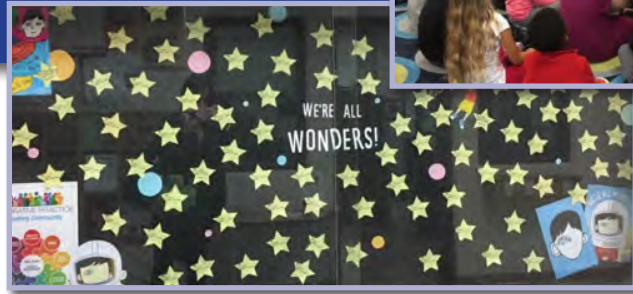
- Gandatsetiagon PS Intermediate Student

EXTENSIONS:

- Results were shared at the November staff meeting
- Looking to build upon this project and provide support to staff on circles using curriculum-based questions

MAPLE RIDGE P.S.

Lead Staff – Amy Leddy & Stephanie Price

FOCUS:

- Restorative Practice circles
- Kindness
- Healthy relationships
- Leadership development
- Cross-grade relationship development

PARTICIPANTS:

- 2 Grade 4 classes
  - 48 students
- Primary classes
  - 57 kindergarten students
  - 104 grade 1 students
  - 59 grade 2 students
  - 83 grade 3 students

METHODS:

LEARNING

- Explicit teaching for grade 4 classes about kindness (using the book *Wonder*), circles and gathering data
- Leadership training for grade 4 classes
- Grade 4 students led circles with primary classes about kindness and read the book *We're All Wonders*
- Grade 4 students surveyed the primary students and analyzed the data
- Grade 4 students introduced the "We're all Wonders" campaign to the primary classes
- Grade 4 students made promotional posters for the halls and made PA system announcements

ACTIVITY

- Primary teachers were given stars to recognize primary students doing kind things as part of the "We're all Wonders" campaign
- Primary students showing kindness added their star to the kindness display

PRE-QUESTIONNAIRE

- 245 Primary students

POST-QUESTIONNAIRE

- 245 Primary students

KEY RESULTS:

SHOWING KINDNESS

- 87 acts of kindness were recognized on the kindness display
- The grade 4 class, as part of their data management unit, reported that there were more 10 out of 10 in the post-questionnaire than the pre-questionnaire, meaning more students reported being happy, and that more students noticed acts of kindness being carried out in the school

EXTENSIONS:

- The grade 2/3 class partnered with the kindergarten class, calling themselves the "Wonder Buddies" Together they spread kindness to others, including the principal and vice principal
- Staff also joined the spirit, doing kind acts for each other
- Junior students on the PAWS team will be running cooperative games for primary students at recess, supporting them with self-regulation and problem-solving
- To continue to focus on character development, including other character traits

ROBERT MUNSCH P.S.

Lead Staff – Michelle MacDonald,
Angie Dart & Candice Comeau

FOCUS:

- Sense of belonging
- Social skills development
- Healthy relationships

PARTICIPANTS:

- Students
  - 28 junior students
  - Friends accompanying selected junior students
- Staff
  - 6 staff volunteering to supervise these extra-curricular sessions at lunch

METHODS:

PRE-ACTIVITY

- Staff volunteers signed up to run the lunchtime sessions selected by students for 4 weeks
- Students signed up to join 1 or more sessions (depending on space) for the 4 week period and could bring a friend

ACTIVITY

- 28 students joined Lego, Technology, Art and Chess sessions over a 4 week period
- Sessions initially ran once a week for the 4 weeks

INITIAL SURVEY

- Students were surveyed on the extra-curricular sessions that would interest them
- Staff were surveyed on the extra-curricular sessions that they would like to supervise

POST-QUESTIONNAIRE

- 28 students completed the post-questionnaire at the end of the 4 weeks

CONVERSATIONS

- Teachers connected with students for 4 weeks, checking in regularly

KEY RESULTS:

PARTICIPATION

- 22% of students attended all 4 sessions; 47% of students attended 3/4 sessions; 25% of students attended 2/4 sessions; 7% of students attended 1/4 sessions
- Art was the most popular session, followed by Technology, Lego, then Chess
- 35% of students brought a friend with them every time; 40% of students brought a friend most of the time; 25% never brought a friend

ENJOYMENT

- On average, students rated their enjoyment in the sessions as 4.6 out of 5 stars
- 100% of students said that attending the "junior hangout" was something that they looked forward to at school
- 100% of students surveyed reported that they enjoyed junior hangout club because they had a quiet and fun place to be, enjoyed hanging out with their friends, and enjoyed learning new things

STUDENT VOICE

- At the beginning of the project, students surveyed requested the following extra-curricular activities: Lego, Art, Pokémon, Cartooning, Chess, Robotics, Drama/Charades, Scavenger Hunting, Dance, Yearbook

EXTENSIONS:

- This project has continued throughout the year
- It now runs every lunch for 20 minutes for juniors followed by 20 minutes for primaries
- Specific support is provided by staff to develop social skills and emotional regulation
- Any student can attend the sessions
- There are typically 10-30 juniors and 15-30 primaries choosing to attend daily. It has become a safe space for all students

NOTTINGHAM P.S.

Lead Staff – Travis Morrison

FOCUS:

- Healthy living
- Healthy relationships
- Equitable outcomes
- Conflict resolution and problem-solving
- Cross-grade relationship development
- Student leadership

PARTICIPANTS:

STAFF

- Staff supervising intermurals over lunch

STUDENTS

- 8 Grade 7 and 8 male students in the "Future Knights" leadership group
- 40 students participating in intermurals

METHODS:

PRE-ACTIVITY

- Grade 7 and 8 boys were selected to help lead the "Future Knights" student group
- The "Future Knights" planned an intermural basketball girls league and boys league at lunch
- The "Future Knights" advertised the league and organized a sign up, open to all intermediate students
- The "Future Knights" organized teams, prepared the schedule, updated the standings and refereed the games
- The "Future Knights" became captains of teams, meeting with participants to discuss strategy, using the principles of Restorative Practice

ACTIVITY

- Interested intermediate students participated in the intermural basketball girls league and boys league at lunch, and also participated by supporting the activity in other capacities (e.g., scorekeeping, announcements)

SURVEY

- The "Future Knights" planned a survey to measure the success of the intermurals

- Both the "Future Knights" and the students participating in the intermurals completed the survey

OBSERVATION

- Teacher observations of students

KEY RESULTS:

PARTICIPATION

- 40 students participated in the leagues

SURVEY

- Participating students reported that they enjoyed the competition of the league and that it was good exercise and entertaining
- Participating students reported that they would like to see more teams and that there be other sports offered
- Participating students reported that they would like to see better teamwork and sportsmanship
- "Future Knights" student leaders reported that they felt the league was fun and that they enjoyed helping to run the event

OBSERVATION

- Some of the leaders are showing additional confidence and pride in their school

EXTENSIONS:

- Any male students will be able to join the "Future Knights" and can participate in an after school program for grade 7 and 8 boys to come "hang out", interact and share. The after school program will include restorative circles and conversations about topics of interest to the boys, as well as guest speakers
- The "Future Knights" will be mentoring the grade 4 and 5 boys by running basketball in the gym to teach how to compete in sport with respect and class
- Looking to attend "The Cypher: Black Male Empowerment Conference" at the DDSB and to seek out other opportunities through the DDSB Equity and Inclusive Education department

JULIE PAYETTE P.S.
Lead Staff – Graydon Ayer & Matt Armstrong
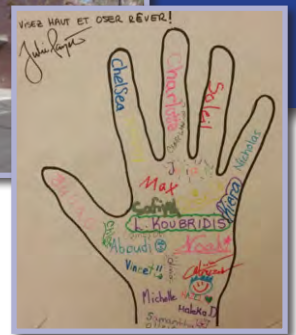
FOCUS:

- Restorative Practice circles
- Building community
- Student voice
- Character education
- Getting help when needed
- Staff professional development
- Whole-school, consistent approach

PARTICIPANTS:

STUDENTS

- FDK to 8 students

STAFF

- Safe and Accepting Schools Team staff members
- 50 Staff

METHODS:

LEARNING

- The Safe and Accepting Schools Team prepared material for staff on circles, including possible circle questions to use with their class
- Questions promoting character education were encouraged
- Materials were shared by the Safe and Accepting Schools Team at a staff meeting and through email
- Teachers were asked to run at least one circle during the month

APPLICATION OF LEARNING

- Teachers led circles with their classes using the support material provided

PRE-QUESTIONNAIRE

- Staff
- 2 Grade 7 marker classes
- 2 Grade 5 marker classes

POST-QUESTIONNAIRE

- 2 Grade 7 marker classes
- 2 Grade 5 marker classes

KEY RESULTS:

CIRCLE IMPLEMENTATION

- Increase from 12% to 92% of students reporting that they had engaged in a circle

STUDENT VOICE / BUILDING COMMUNITY

- Increase from 63% to 75% of grade 7 students reporting that they had regular opportunities to be heard or voice an opinion during class activities

GETTING HELP

- Increase from 52% to 68% of students who reported that they would go to a teacher if they had a problem

EXTENSIONS:

- To conduct follow-up questionnaires with staff to see the level of awareness and practice of restorative techniques used school-wide at various intervals
- To collect anecdotal feedback from all divisions
- To continue to focus on character education

J. CLARKE RICHARDSON COLLEGIATE

Lead Staff – Sarah Khattab & Shaundell Parris
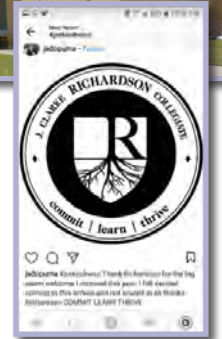
FOCUS:

- Optimism (Character education)
- Circles (Restorative Practice)
- Building community
- Social-emotional learning
- Leveraging digital

PARTICIPANTS:

STUDENTS

- 90 homeroom classes were provided with information to support the initiative

STAFF

- Safe and Accepting Schools Team
- 90 homeroom teachers

METHODS:

LEARNING

- Information was provided to staff by the Safe and Accepting Schools Team on circles, including possible circle questions for their classes
- Questions promoting optimism were included
- "Optimism daily affirmations" were provided to staff, to be shared with students
- Information was reviewed at the staff meeting
- Teachers were asked to run at least one circle during the month

APPLICATION OF LEARNING

- Teachers led circles and promoted optimism with their classes, using the support material provided
- Students were encouraged to upload positive posts to social media using #JCRbepostive
- Three mindfulness sessions for students were held during lunch in October

SURVEY

- 46 Staff were surveyed at a staff meeting regarding Restorative Practice prior to this initiative

PRE-QUESTIONNAIRE

- 271 Students participated

OBSERVATION

- Lead teacher observations

KEY RESULTS:

RESTORATIVE PRACTICE

- 90% of staff felt that you could maintain a community in the class through restorative conversation
- 90% of staff felt that Restorative Practice cultivates community and supports well-being and achievement
- 73% of staff reported using Restorative Practice prior to the initiative

IMPLEMENTATION

- Several classrooms participated in the "Optimism" initiative

EXTENSIONS:

- To continue to promote well-being among students
- To address knowledge gaps relating to the use of technology in future initiatives

ROSEBANK P.S.

Lead Staff – Lynn Fox, Michelle Goslin,
Kerry Richardson & Christine Colhoun

FOCUS:

- Identifying feelings (self-regulation)
- Co-regulation (self-regulation)
- Healthy relationships
- Circles (Restorative Practice)

PARTICIPANTS:

STAFF:

- 2 grade 1/2 teachers
- Physical education teacher

STUDENTS:

- Grade 1
  - 23 students
- Grade 2
  - 20 students

METHODS:

PROFESSIONAL DEVELOPMENT

- Grades 1/2 teachers engaged in professional development using the book *Zones of Regulation*
- Grades 1/2 teachers co-planned self-regulation lessons for their classes

PROGRAMMING

- Self-regulation was embedded into programming
- Students learned about different emotions and created a personalized system to identify their emotions during check-ins
- Co-created anchor charts were used to identify possible strategies that students could use to regulate in the different "zones"
- Multiple opportunities were provided throughout the day for students to check-in using the "zones"
- Staff supported students, when needed, with using the different strategies to self-regulate

INTERVIEWS (VIDEO RECORDING)

- Students were interviewed before the project and again at the end of the project to measure their learning

OBSERVATIONS

- Teachers observed their students

KEY RESULTS:

SELF-REGULATION STRATEGIES

- Most students were able to articulate how they could transition from the "blue zone" to the "green zone"
- Most students were able to describe how they would know if a friend is in the "blue zone" and could give a strategy to help their friend get into the "green zone"
- Students were observed implementing self-regulation strategies on their own when they needed to regulate their own behaviours
- Students were observed helping their friends in choosing strategies to help them self-regulate

EXTENSIONS:

- Self-regulation continues to be used regularly in these classes
- Looking to continue work on self-regulation using the "Zones of Regulation" across the school

SINCLAIR S.S.

Lead Staff – Vicky Pidgeon, Monique Muller-Law, Ann Armstrong & Andrew Lue

FOCUS:

- Healthy relationships
- Restorative Practice
- Conflict resolution and problem-solving
- Student engagement

PARTICIPANTS:

STUDENTS

- Students interacting with the office

STAFF

- 1 School principal, 3 vice principals (administration team)
- Additional staff from special education, as required

METHODS:

LEARNING

- The administration team drew upon their previous training in Restorative Practice and self-regulation

APPLICATION

- The administration team met to establish Restorative Practice as their common approach, focusing on building, maintaining and restoring relationships
- Self-regulation tools were purchased and made available to students in the main office as well as in individual offices
- A calming area in the main office was established to help students regulate
- The administration team spends time with students to uncover the core issues and to identify strategies to help students be successful
- The restorative questions are used in conversation
- When appropriate, the administration team utilizes conferences to help students work toward restoring relationships

DISCUSSION GROUP

- The administration team meets every Friday
- Student Success meetings are held every two weeks

OBSERVATIONS

- Staff observations of students interacting with the office

POST-QUESTIONNAIRE

- Students who have interacted with the office

KEY RESULTS:

SAFE SPACE

- Many students reported that the office is a caring and supportive place
- Many students reported that the methods used at the office are effective in solving conflict/issues
- Students are choosing to come to the office to self-regulate

OFFICE REFERRALS

- There has been a significant decrease in the number of students interacting with the office for concerning issues
- There has been a significant decrease in the suspension rate

"Building student to student relationships within the school through restorative practice has fostered a sense of calm and strengthened supports for students. Students know that there are adults in the building who care about them, and who replace punishment with discipline."
– Sinclair SS principal

EXTENSIONS:

- To continue this approach
- To explore further Restorative Practice training for staff

SAFE SCHOOLS
Durham District School Board

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Ignite Learning

CAPTAIN MICHAEL VANDENBOS P.S.

Lead Staff – Jessica Sloan

FOCUS:

- Circle (Restorative Practice)
- Community-building
- Social thinking
- Empathy (character education)
- Identifying one's own strengths

PARTICIPANTS:

STUDENTS

- 28 students from the grade 6 class

STAFF

- Grade 6 teacher, 2 resource teachers, principal, vice principal, teacher-librarian, 2 educational assistants

METHODS:

LEARNING

- Teachers drew upon their previous training in TRIBES, Restorative Practice (Safe Schools Department) and Social Thinking (Autism Resource Team)
- Teachers co-planned circle-based lessons and social-thinking lessons to be delivered in the grade 6 class
- Teachers delivered lessons on identifying one's own strengths

APPLICATION OF LEARNING

- Grade 6 students participated in a circle every day for the month
- Each week, students broke into their "grandfather teaching" groups and worked on a social thinking lesson with a staff member (approximately a 4:1 ratio)
- Small responsive circles were used to address specific concerns involving students, facilitated by the teacher

PRE-QUESTIONNAIRE

- Grade 6 students

POST-QUESTIONNAIRE

- Grade 6 students

OBSERVATIONS

- Teacher observations of students

KEY RESULTS:

CIRCLE

- At the end of the month, the teacher reported that students were better able to articulate their responses to the circle question
- At the end of the month, the teacher reported that students were better able to self-regulate in circle

COMMUNITY

- 92% of students reported that they felt their classroom was a better place today than it was six weeks ago
- In "Friday letters to parents," students have written that their weeks have been better
- Students are increasingly seeking support from adults, when needed

SOCIAL THINKING

- 60% of students reported that participating in their social thinking group was valuable and enjoyable

PERSONAL STRENGTHS

- Students were better able to describe their own strengths

EXTENSIONS:

- Every morning, the class continues to participate in circle
- Parents are responding positively to the interventions put in place in the class
- Looking to continue the weekly social thinking groups with smaller groups, and using a different structure

WINCHESTER P.S.

Lead Staff –Natallie Dickhoff,
Jennifer Ellis & Suzanne Latimer-Airey

FOCUS:

- Restorative Practice circles
- Kindness
- Healthy relationships
- Whole school approach

PARTICIPANTS:

STAFF

- 50 staff

STUDENTS

- Kindergarten to grade 8
  - 564 students

METHODS:

LEARNING

- The Safe and Accepting Schools Team (SAST) reviewed key Ministry documents relating to well-being
- The SAST drew upon their previous training in Restorative Practice
- The SAST reviewed and purchased resources for classrooms relating to kindness to ground the school "Winchester Wonders" campaign
- The SAST put together information for staff on how staff can participate with their classes in the campaign and presented at the October staff meeting

ACTIVITY

- Teachers read the appropriate leveled read-aloud on kindness to their students (*We are All Wonders*, *Wonder*, *Auggie and Me*, and *365 Days of Precepts*)
- Classrooms engaged in conversations about "how do you choose kindness?" and were given examples of how they can do this in the classroom, on the school yard, and in their community
- Students and teachers collaboratively determined how to recognize and celebrate kindness explicitly within their classroom or the school community
- Classes participated in circles discussing the idea of precepts (words to live by), presented in the read-aloud, and created their own precepts
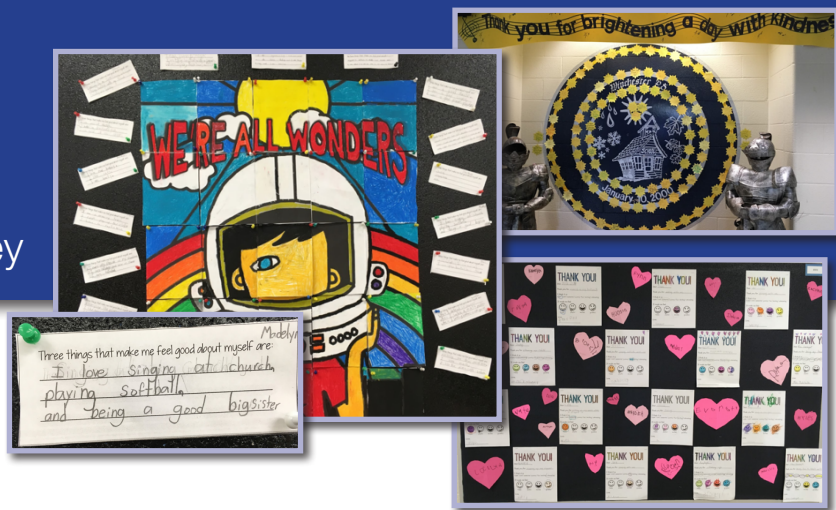
- Kindness was celebrated school-wide through the "kindness sunshine" display, and the "speakers' corner for kindness"
- The campaign was promoted through school displays, the school website, Twitter, the outside sign, announcements, and in the school learning commons

KEY RESULTS:

PARTICIPATION

- 100% of classes ordered resources and participated in this initiative to varying degrees

KINDNESS

- Evidence of kindness was visible throughout the school

EXTENSIONS:

- A "Winchester wonders" school-wide celebration took place
- Students from grades 4 to 8 attended the movie "Wonder"
- Looking to conduct a post-questionnaire with participants about this initiative
- Working with our Winchester Wellness Student Leadership Team, our SCC, and our public health nurse to build upon the success of this campaign in areas such as self-regulation, mental health, and resiliency, and to further entrench restorative practice in our school community to enhance school climate
- Winchester PS will be hosting a community wellness fair in May focusing on self-regulation, well-being and mindfulness
- A community speaker will be presenting on optimism and resiliency for students and parents
- T-shirts and bracelets were designed for all to wear with the message "Kindness Matters @ Winchester." The money raised is going to purchase outdoor collaborative seating for the yard

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