



# RESTORATIVE PRACTICES IN ACTION: GRADE PRIMARY to 12

Institutionalizing Restorative Practices: Building Alliances  
Among Practitioners, Policy-Makers and Scholars  
June 15 – 17, 2011, Halifax, N.S.



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# LEARNING GOALS

- You will learn how the restorative approach is being implemented in an elementary, middle and high school (the first P to 12 implementation in NS).
- You will understand the successes and challenges of the implementation and hear future plans for improvement.
- You will understand how the restorative approach can improve relationships, enhance student engagement, improve school culture and foster community partnerships.
- You will understand the leadership challenges faced.

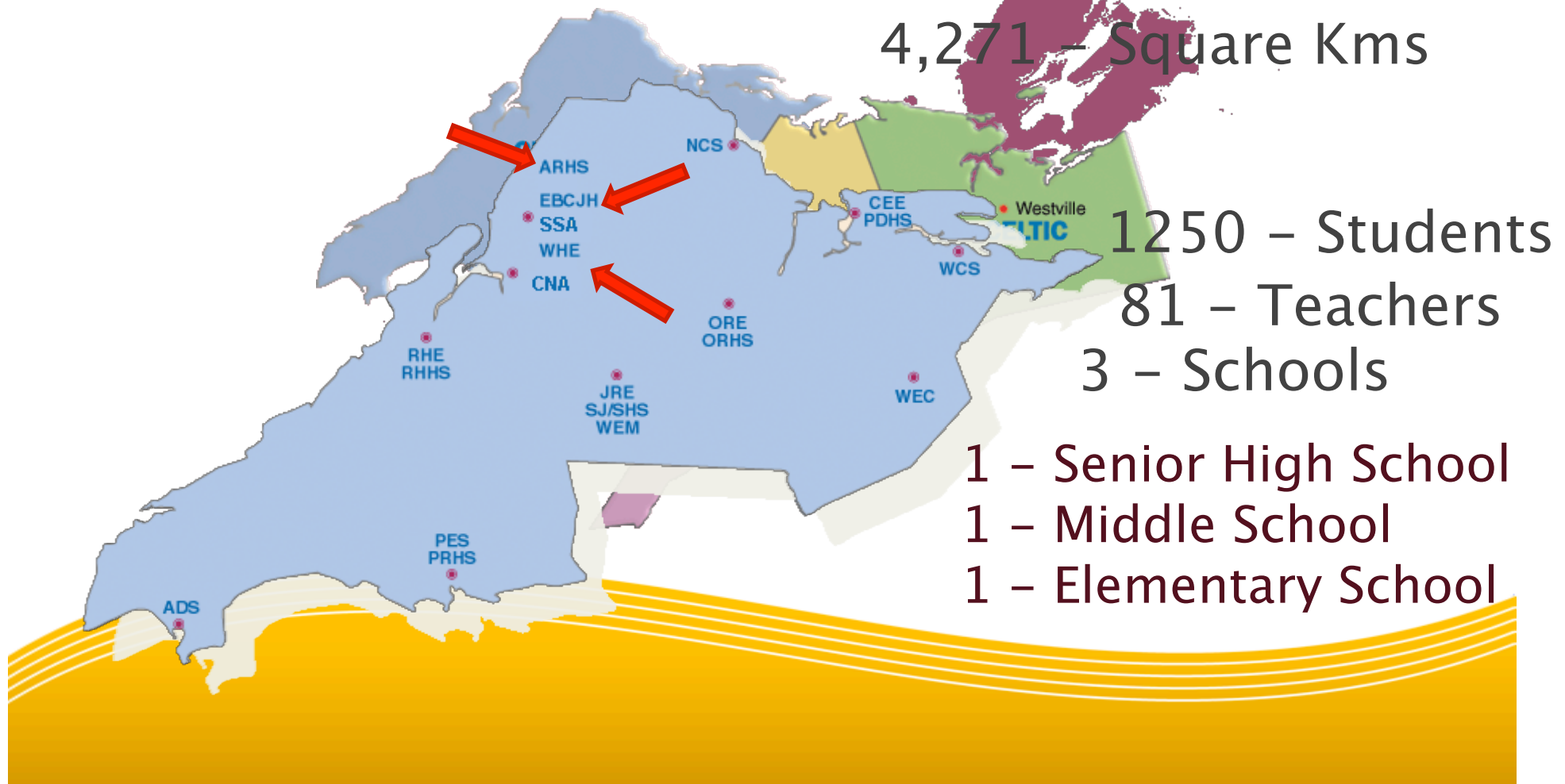


# Chignecto-Central Regional School Board

## Chignecto Family

### P – 12 Restorative Practices Initiative

4,271 – Square Kms





**Hi! My name is Hayden.**

- Meet Hayden
- Hayden's Past
- Old Habits
- The Trend Continues
- Staggering Numbers
- Drastic Measures
- Getting The Assessment Completed & Signed
- The Following Year





# AMHERST SCHOOLS PLUS

Schools Plus works towards:

- Improving student engagement and school success.
- Collaboration and coordination of services across government departments.
- Capacity building.
- Timely and effective services.
- Accountability and the use of evidence based practice.
- Family friendly schools.
- Bringing support programs into schools.



The Facilitator is the liaison between the school and community. The role is to advocate, coordinate and expand services for students and families.



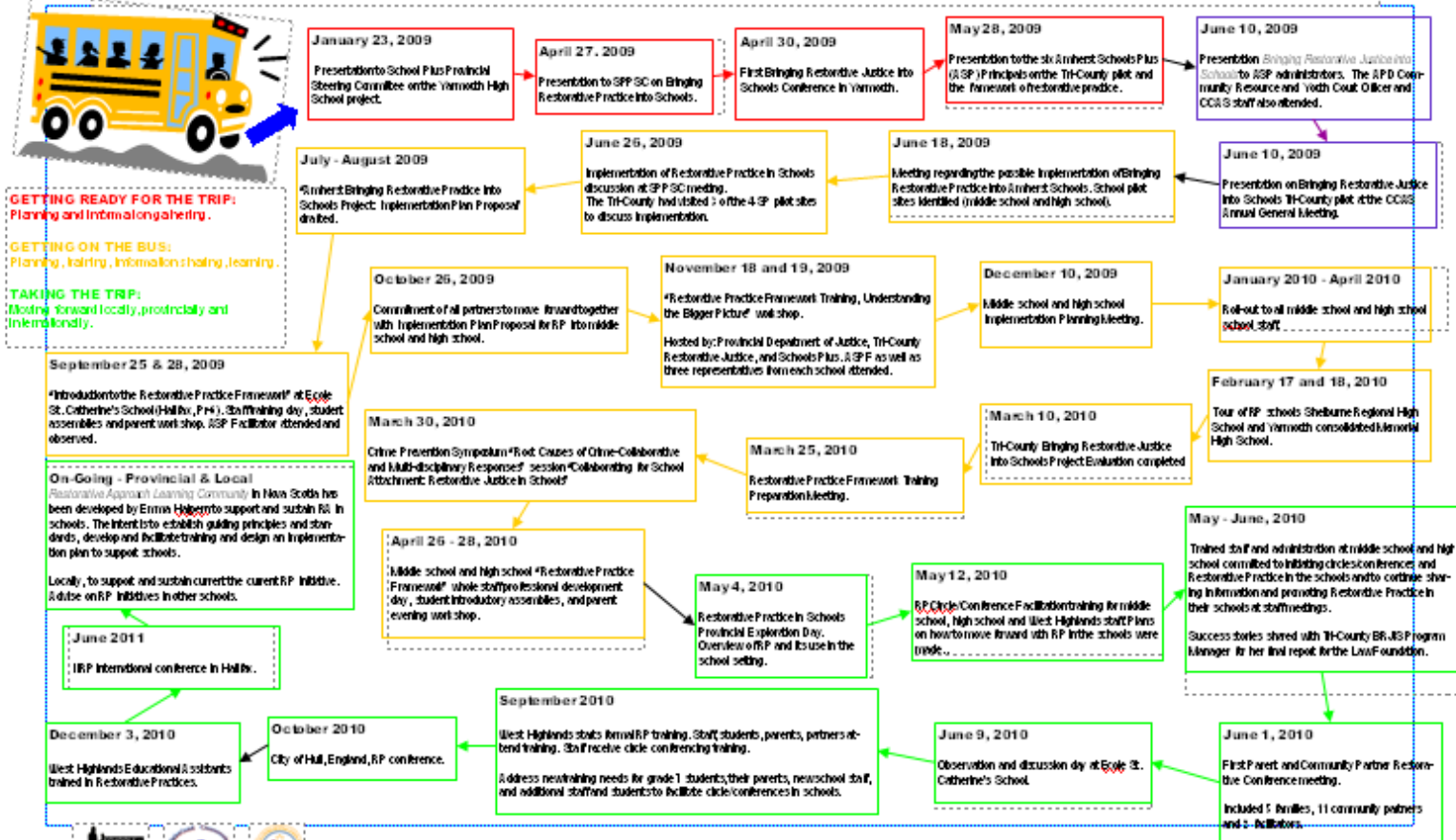
# Restorative Practices and Goals of Schools Plus

- Youth engagement
- School attachment
- Alternative to out-of-school suspension
- Timely identification and response
- Co-ordination and collaboration in the delivery of programs





## Taking a Ride on the RP Bus: Bringing Restorative Practice Into Amherst Schools





# Taking a Ride on the RP Bus ...



## **GETTING READY FOR THE TRIP**

**January 2009 to June 2009**

Planning and information gathering.

## **GETTING ON THE BUS**

**June 2009 to April 2010**

Planning, training, information sharing, learning.

## **TAKING THE TRIP**

**May 2010 to June 2011**

Moving forward locally, provincially and internationally.







## GETTING READY FOR THE TRIP: Planning and information gathering.

- Schools Plus learns about Yarmouth High project.
- “*Bringing RP into Schools*” presentation to Schools Plus.
- “*Bringing RP into Schools*” conference in Yarmouth.
- Amherst Schools Plus Principals learn about RP framework and Yarmouth.
- “*Bringing RP into Schools*” presentation to Principals, police, youth court officer, and restorative justice staff.



## GETTING ON THE BUS:

Planning, training, information sharing, learning.

- “*Bringing RP into Schools*” presented at RJ AGM in Amherst.
- School pilot sites identified: high school and middle school.
- Implementation Plan developed – Summer 2009
- ASP Facilitator observed staff training, student assemblies and parent workshops at Ecole St. Catherine’s School.
- Partner commitment to support plan at pilot sites.
- Pilot site staff & Facilitator attend *RP Framework Training* hosted by Provincial Department of Justice.



## GETTING ON THE BUS:

Planning, training, information sharing, learning.

- Implementation planning and roll-out to high school and middle school staff begins.
- Pilot staff visit Shelburne and Yarmouth sites.
- Staff attend crime prevention symposium that contains sessions on RP.
- High school and middle school combined two day RP framework training, student assemblies and parent evening workshops.



## TAKING THE TRIP: Moving forward locally, provincially & internationally.

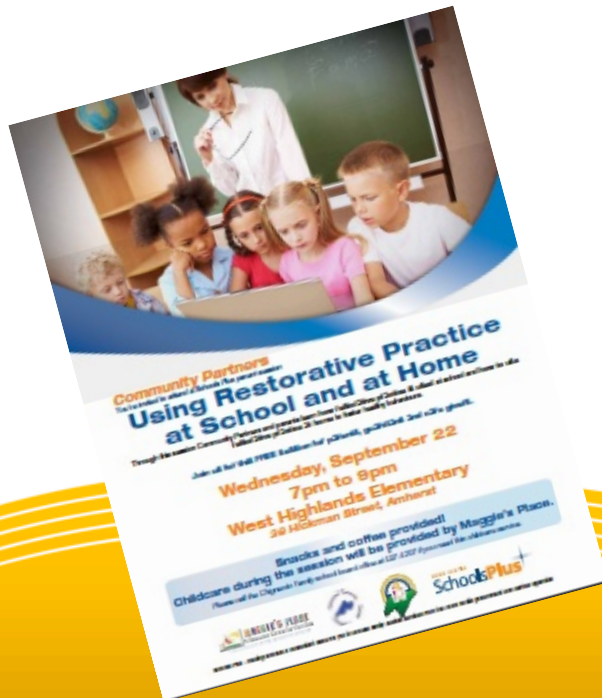
- First Provincial *RP In Schools First Exploration Day*
- Circle and conference facilitation training for high school, middle school and elementary school staff and implementation plans refined.
- Circle facilitators and Principals begin to implement RP on site and continue to share information and plans with staff, students and parents (May – June 2010).
- First Parent and Community Partner RP Conference (5 families, 11 community partners and 2 Facilitators)
- West Highlands Principal , FoSS and ASP Facilitator fact find at Ecole St. Catherines (June 2010 ).





# TAKING THE TRIP: Moving forward locally, provincially & internationally.

- West Highlands starts formal RP training with staff, students, parents and partners (September 2010)
- Complete teaching staff at WH receive circle training.





## TAKING THE TRIP: Moving forward locally, provincially & internationally.

- Address training needs of new grade 7 students, parents and staff and expand training to additional staff.
- West Highlands Educational Assistants trained in RP (December 2010).
- IIRP Conference in Halifax (June 2011).





## TAKING THE TRIP:

Moving forward locally, provincially & internationally.

### ON-GOING: PROVINCIAL ....

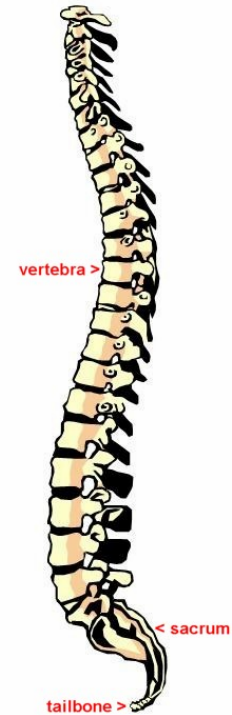
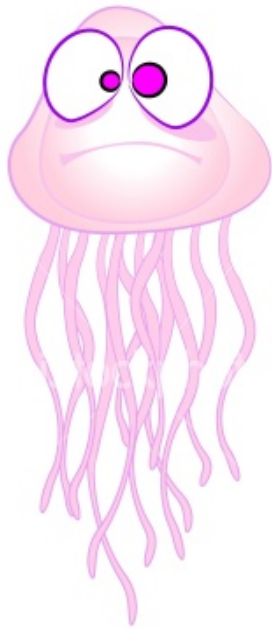
- *Restorative Approach Learning Community* in Nova Scotia has been developed by Emma Halpern to support and sustain RA in schools. The intent is to establish guiding principles and standards, develop and facilitate training and design an implementation plan to support schools.

### ON-GOING: LOCAL ....

- Locally, to support and sustain the current RP initiative.
- Advise on RP initiatives in other schools.



# Change Leadership







# How did Kevin do it?

## LEADING - ENGAGING - MANAGING

### LEADING

- Vision - Established a vision and goals, clarified purpose.
- Built a strong team – enlisted support of a core team and developed a vision and strategy.
- Motivate/encourage – created a sense of urgency and belonging of the vision, helped staff understand organizational and personal implications, helped individuals move in the right direction.
- Shared leadership – developed team and built capacity, transparency, courage to act.
- Maintained focus.



# How did Kevin do it?

## ENGAGING

- Values - articulated and lived the values consistent with the vision.
- Understand - continually scanned, analyzed and diagnosed and adjusted goals to reach vision.
- Communicated the vision, checked with staff, parents, students.
- Built internal and external support, involved others.



# How did Kevin do it?

## MANAGING

- Planned - set targets and established steps, strategic resourcing.
- Organized - aligned systems and structures with new vision,
- Adjusted - monitored data, making further adjustments in a timely fashion until the change becomes culture



# Results and Outcomes

- Relationships improved between students, school staff, police, and parents.
- Improved school culture.
- Less out of school suspensions.
- Fewer office referrals.
- Better communication – teachable moments.
- More inclusion, less disengaged.
- Process more effective, efficient and supportive than Court.
- Leadership opportunities for youth.
- Potential for applications outside of schools, such as parent/ community partners meeting.



# Suspension Comparison by Year

<b>SEPTEMBER 1/10 to JUNE 11/11</b>		
West Highlands	3 OSS	11 ISS
Middle School	47 OSS	67 ISS
High School	66 OSS	53 ISS
<b>SEPTEMBER 1/09 to JUNE 11/10</b>		
West Highlands	10 OSS	10 ISS
Middle School	48 OSS	72 ISS
High School	88 OSS	99 ISS
<b>SEPTEMBER 1/08 to JUNE 11/09</b>		
West Highlands	9 OSS	9 ISS
Middle School	61 OSS	48 ISS
High School	45 OSS	107 ISS





I now feel more comfortable calling the school rather than having the Schools Plus Facilitator calling for me.

**PARENT**

I was nervous at first. Now it is a regular part of my classroom routine. It has improved the students behaviour and we get more done.

**TEACHER**

One of the best ways of dealing with behavior incidents.

**PRINCIPAL**

I feel that I have more control over my life ... I know now that I am the kind of person that can make a difference.

**STUDENT**

I feel more personal power over what happens in my life now. I have entered into some leadership activities >>> life is far better than I could have dreamed about a year ago when I was living on the street and dealing drugs.

**STUDENT**

Initially I was intimidated to attend the meeting but I found it very valuable and I'm glad I went.

**PARENT**



Let me tell you my story.

**THANK YOU**

