

The Society for Safe and Caring Schools and Communities



A Safe and Caring Approach to Restorative Practices for Schools

INTRODUCTION

To build safe, caring and inclusive schools and communities where all children and youth will learn to be respectful and responsible citizens who make a positive contribution to society.

The Society for Safe and Caring Schools and Communities (SACSC) seeks to prevent bullying and violence by supporting the development of positive social, emotional and moral development among children, youth and the adult role models in their lives. SACSC programs are prevention oriented and research-based. The SACSC programs prevent negative social behaviour through character education, conflict management training and building respect for diversity. They promote a problem-solving approach to discipline that encourages positive social behaviour by expecting young people to fix the wrong they have caused thereby learning from their mistakes.

The Society for SACSC builds both capacity and sustainability within communities by

- (a) providing school curricula, teacher and parent resources and community workshops for communities across Alberta that promote responsibility, accountability and respect,
- (b) continuously training facilitators and leaders in the implementation of SACSC resources and programming,
- (c) supporting the use of ongoing action research by involved stakeholders to ensure effective, adaptable and up-to-date resources,
- (d) creating steering committees with representation from business, agencies, parents and schools in the community and
- (e) promoting SACSC resources and programming through our website, newsletters, partner networks and presentations at conferences and related events.

This project focuses on improvement of safety and well-being of all students through a restorative justice approach. This includes reconciliation and interpersonal healing related to involvement in violence and other anti-social behaviours. The project will help students learn to behave appropriately and to take into consideration the impact of their actions on those affected by their behaviour.

The restorative practices approach can be implemented in all five SACSC topics:

1. Living Respectfully
2. Developing Self-Esteem and Self-Respect
3. Respecting Diversity and Preventing Prejudice
4. Managing Anger and Dealing with Bullying and Harassment
5. Resolving Conflict and Working Together

These topics are integrated into curriculum, school culture, professional development and parent education. The initial restorative practice unit can be implemented in a number of courses and SACSC topics but is most effectively integrated at the beginning of the school year during topic one *Living Respectfully*. Scenarios will be developed for use in the classroom or at assemblies and a variety of other resources will be available to school staff that promote a deeper

understanding of this restorative justice approach and enhance skills in restorative justice facilitation.

To meet its object, the Society for SACSC has developed four program areas:

Supporting a Safe and Caring School

The objective of this program area is to build a safe and caring school culture. A number of research-based resources available in this program area include school culture assessment instruments, guides for extracurricular programs, student assembly scripts for the principal, and various manuals and videos on peer education, volunteer mentorship, peer support, classroom meetings diversity issues ,bullying, brain research, media violence, peer education and mentorship.

Toward a Safe and Caring Curriculum

The objective of this program area is to develop safe and caring knowledge, skills and attitudes through study of prescribed curriculum. Resources have been developed to help teachers integrate violence-prevention and character education into all subject areas in the Alberta Program of Studies and Western Canadian Protocol Initiatives from Kindergarten to Grade 12.

Supporting a Safe and Caring Teaching Profession

The objective of this program area is to develop a safe and caring teaching profession. SACSC trains curriculum leaders and workshop facilitators. As a result, local people are available to deliver the following workshops at the school or district levels.

Toward a Safe and Caring Community

The objective of the community program area is to have all adults model and reinforce safe and caring behaviour. The program is premised on the belief that, to affect children and youths' attitudes and behaviours both in and out of school, a program consistent with the school program must be available to parents and other people in the community. The community program consists of a series of workshops for adults and older teens. These workshops, based on the topics addressed in the Toward a Safe and Caring Curriculum program, are designed to help all adults who work with children—parents, teachers, coaches, youth group leaders, music instructors—model and reinforce positive social behaviour, whether at school, at home or in the community.

The Society for Safe and Caring Schools and Communities (SACSC) approach to Restorative Justice can be integrated into the four SACSC program areas beginning with curriculum and training for facilitators—both students and staff.

BACKGROUND

History of Restorative Justice

Restorative Justice is not a 'new wave' movement; it is a return to traditional Western and non-Western patterns of coping with conflict and crime that have been present throughout human history and particularly Maori history. (Llewlynn & Howse, 1999). Community conferencing originated in Wagga Wagga, New South Wales Australia in 1991 and has received wide spread support from front-line police personnel and local community members. (Graham 1993, Moore 1995, Moore & McDonald 1995). The initial evaluation of the approach demonstrated that juveniles could be diverted from formal court processing without increasing the rate of recidivism. Crime victims found overwhelming satisfaction through active involvement in the justice process and families of the offenders had the support they needed in their efforts to deal with the misbehaviour.

Community conferencing has provided a forum for the police to bring together juvenile offenders, their families and supporters with the crime victim(s) their families and supports. The community members who are directly affected by the crime collectively seek resolution of the issues and restitution for injuries, including reparation to the victim(s) and reacceptance of the offender(s). In Australia, victim participation has exceeded 90%, restitution agreements are mutually arrived at in 95% of the cases using this approach, and offenders have complied with these agreements in excess of 95% of the cases. (Moore 1995a).

The few qualitative studies of the Wagga Wagga program have suggested that one of the most significant effects of Community Conferencing was the change in attitude among police participants. The police involvement in the activities produced a cultural shift from a punitive legalistic approach to a more problem-solving, restorative approach. Additionally, "when police are involved with this more complex model [conferencing], they find it far more satisfying than the traditional alternative." (Moore, 1995a, p. 212).

A number of programs have been adopted in schools and school systems across Canada, including the following:

- Siksika Nation, Golden Hills School Division and RCMP partnership
- Edmonton Public Schools and Alberta Conflict Transformation Society
- Restitution Peace Project in the Northwest Territories and Nunavut
- Calgary Community Conferencing
- Nova Scotia, namely Truro

The SACSC approach differs from other approaches in that police or community services are not initially involved, though are welcome to become involved in subsequent years of implementation. The SACSC approach, as with all SACSC programming, aims for sustainable changes in the school and community, and therefore uses an approach that engages all of the important adults in the students' lives to participate in the process. These important adults serve as supports and role models and significantly impact the youth participants—by teaching and modelling positive conflict management skills and participating in fair and just processes.

IMPLEMENTATION

What is Restorative Justice?

Defining Restorative Justice

The underlying values of a restorative approach are based on respect for the dignity of everyone affected by the offence. Priority is given to addressing the human needs of participants and empowering them to communicate their thoughts and feelings in an open and honest way. The goal is to build mutual trust and understanding and to allow for accountability, forgiveness and healing.

Restorative justice processes are based on the principles of:

- **Respect**—accorded equally to all participants in a restorative justice process.
- **Inclusiveness**—full participation and consensus of those affected by the crime.
- **Accountability**—the offender takes responsibility for the behaviour that has harmed.
- **Reparation**—the parties decide what restitution or other measures are appropriate.
- **Restoration**—restore the victim, the offender and the community through processes that recognize the needs of all parties and provide opportunities for these needs to be addressed.

Restorative Justice is a philosophy of healing relationships that have been broken by conflict and crime. In this approach, crime is considered a violation against individuals, families, and communities, as well as against society. At ACTS, their restorative justice process is collaborative, inclusive, and allows the expression of emotions and encourages the participation of all those being affected by crime or conflict. Their foundational program, Community Conferencing, is a Restorative Justice process which involves a meeting between the community of people affected by an offence or a conflict. The process for the SACSC Restorative Justice approach is modeled after a combination of the ACTS program and the program at Sequoia Outreach Center, in Gleichen, AB.

Howard Zehr (1995) contrasts the retributive and restorative system as follows:

[In the retributive system] crime is a violation of the state, defined by lawbreaking and guilt. Justice determines blame and administers pain in a contest between the offender and the state directed by systematic rules... [In contrast, for Restorative Justice] crime is a violation of people and relationships. It creates obligations to make things right. Justice involves the victim, the offender, and the community in a search for solutions which promote repair, reconciliation, and reassurance (p. 181).

The restorative justice approach is positive and future oriented. It offers a process that empowers people to search for healing and constructive solutions, as there is a need for victims and offenders to focus on healing and restoring. Victims and offenders begin to explore issues of compassion, forgiveness, and reconciliation when dialogue for healing begins (E. Evans cited in Restorative Justice and Dispute Resolution Unit, 2000, p. 7)

1. *Restorative Justice* implies both process and outcome (Umbreit & Coates, 1999), and provides a lens through which we can understand interpersonal encounters as we

transform conflicts, hurt, and the impact of crime (Zehr, 1995). The most recognizable Reparative parole, family group conferencing, circle sentencing, and victim-offender mediation are all program areas within the Restorative Justice movement. The following are the principles and practices connecting the programs mentioned above: Harm inflicted and crimes committed create hurt that is fundamentally the violation of a human being or human relationships not merely an act of lawbreaking: it tears the social and community fabric

2. The goal is to repair the harm done and restore relationships among individuals and community.
3. Those who are the victims of hurt or crime must have free choice to participate in a restorative process.
4. Those who are the perpetrators of hurt or crime must have the opportunity to accept responsibility for their crimes, the harm they have caused, and choose to participate in a restorative process.
5. Victims must be of central concern in all Restorative Justice processes (adapted from Umbreit and Coates, 1999).

The SACSC Restorative Justice approach removes the labelling of “victims” and “offenders”. It focuses more specifically on what the process is; how persons have harmed, been harmed or been affected by the incident; and initially, those situations or conflicts in which restorative justice approaches would be most appropriate (e.g. bullying, minor assaults etc.). It addresses the injuries and needs of the individuals in such a way that they and their community (be it classroom, school or community) can be healed.

Through the development of this approach, and the promotion of the project resources, the Society hopes to encourage Alberta schools to adopt restorative approaches in dealing with negative behaviour, conflicts and disruptions to learning. With emphasis on *voluntary* participation schools will assist their students in recognizing that responsibility and ownership of one’s actions is crucial for building an environment that is safe and inclusive of everyone, including both victims and perpetrators. It is also the more effective way to ensure that such negative behaviour will stop.

What is Community Conferencing?

It is a process where a person in conflict and creating harm is allowed the opportunity to be directly accountable to those harmed. Through a face-to-face meeting, the person(s) creating harm is allowed the opportunity to be directly accountable to those harmed. The person harmed has a direct say in how the harm can be repaired. Community Conferencing facilitates the reintegration of the person(s) causing harm and those harmed, back into the relationship, school, workplace or community.

Why Do Schools Need Restorative Justice?

Most schools use a punishment model of discipline or retribution. The School Act and school district policies focus on suspensions and expulsions. Restorative justice aims to restore the power imbalances that affect our relationships with others.

If young people learn to use Community Conferencing for resolving issues in the classroom, they will understand the process when there are larger issues that involve the school community. When a school uses Community Conferencing to resolve issues at a school level, students will understand how the process can be applied at a community level. It is anticipated that exposure in a school setting will inspire students to take a role in initiating Restorative Justice approaches in the community. More importantly, when issues are resolved through Community Conferencing, a resolution is more meaningful and effective; most participants do not re-offend. Student facilitators will also benefit from increased communication and leadership skills.

Bullying is a classic example of conflict that can be successfully resolved using restorative justice processes. With the increase in bullying and violence in schools, and the priority of addressing it, it is important for schools to find new and effective approaches to address this issue. Restorative Justice helps young people who bully understand the impact of their actions and provides an opportunity to address issues with their victim and supports. Through discussion the participants express the impact that the incident has on each individual and communally determine what actions would “right the wrong.” Since many young people who engage in bullying have no idea of the true impact of their actions, restorative justice processes are not only behaviour altering, but have the potential to be a life-altering experience for many involved.

Recognizing the potential for healing, empowerment of individuals, bringing relationships back into balance and strengthening communities, schools have begun to adapt and to adopt restorative justice practices for dealing with conflicts. These practices are acknowledged as an important alternative to traditional systems of discipline within our schools.

Punishment versus Problem Solving

One of the major objectives of the Society for SACSC is to get adults to respond to students' inappropriate behaviour with a problem-solving mind-set. Dr Vicki Mather, executive director of the Society for SACSC, reviewed research from social development and behaviour-related disciplines as well as the work of prominent educational psychologists. The punishment and problem-solving paradigms were constructed by Mather to summarize the findings.

The problem-solving approach, incorporated into all of the SACSC programs, builds respect, inclusiveness and accountability in children and youth, and provides parents, teachers and community members with the means to model and reinforce positive social behaviour in children and youth. When using a problem-solving approach, the goal is for the young person to learn a better way to behave. With a punishment approach the goal is to impose a penalty (or reward). However, making mistakes is part of growing and learning. It is the behaviour not the child that is the issue.

In the problem-solving approach, the young person becomes part of the solution; instead of punishing bad behaviour, the goal is for the young person to learn a better way to behave. To help achieve this goal, teachers and parents can consider the contrast between a punishment approach, which allows students to abdicate responsibility for anti-social behaviour and imposes an external set of rules on them, and the problem-solving approach, which, while treating misbehaving students with dignity, nevertheless seeks to instil a sense of personal responsibility and a desire to behave better. In the problem-solving paradigm students are expected to fix the wrongs they commit.

Punishment Paradigm versus the Problem-Solving Paradigm

<i>Punishment</i>		<i>Problem Solving</i>
focused on mistakes	vs	focused on making things right
external control	vs	intrinsic motivation (values and character)
rewards and punishment	vs	recognition, restitution and logical consequences
abdication of responsibility	vs	assumption of responsibility
exclusion/expulsion	vs	belonging/re-socialization
one consequence fits all	vs	being treated with respect and dignity
moral condemnation	vs	preventive education and (a fight against delinquents) interagency approach (a fight against delinquency)
intimidation	vs	respect
retaliation	vs	forgiveness and reconciliation
discipline imposed	vs	discipline as a way to learn to behave better
7 × spending on the justice and penal systems	vs	1 × spending on prevention and early intervention

A problem-solving approach to dealing with violent students and bullies prevents a recurrence of the violent or harassing behaviour. However, modeling and teaching pro-social skills are also vital to reducing violence in our schools and communities.

Research clearly shows that when schools respond to inappropriate behaviours by using punitive measures such as detentions, suspensions or expulsions behaviours do not improve and most frequently student conflicts and behaviours become increasingly defiant. Most punishment removes the student from the classroom setting which contributes to a decrease in academic success as well as perpetuating misbehaviour.

How Does the Project Tie into the Safe and Caring Schools and Communities Goals and Objectives?

The SACSC restorative justice approach to group conferencing is an integral and fundamental component of the Society's safe and caring programming. It is an approach based on respect and common beliefs that builds community, empowers individuals, and resolves conflict. It offers

knowledge and skills for educators, parents, and community helpers to respectfully work with children in a safe, non-coercive environment to help them learn self-discipline and become productive, principled citizens. This restorative approach helps participants understand why they behave and provides problem-solving skills that strengthen people as they learn to fix their mistakes, repair relationships, and return to balance. Self-discipline results in improved self-esteem, healthier relationships, and increased achievement. In schools where the SACSC Restorative Justice approach is implemented as a part of the SACSC comprehensive program, it is expected that discipline incidents will continue to decline, school attendance increase, grades improve, and students, staff and parents enjoy a more caring school community. Negative behaviour does not need to be criminal to benefit from this approach, but simply cause an issue that negatively impacts individuals, classrooms or the school as a whole.

When an incident involves or affects a staff member, that staff member is asked to participate, often inviting a colleague as a supporter.

Underlying Principles, Goals and Objectives of SACSC Restorative Justice

- SACSC mission, object, principles and goals (Appendix A)
- Shared approaches that build community, empower individuals and resolve conflict
- A focuses on respect and healing
- An invitation rather than a requirement to fix our mistakes
- A priority to the person harmed
- Examining the need behind the problem
- Recognizing that inappropriate behaviour or crime is an offence against healthy relationships
- A process in which the person who has harmed has a personal responsibility to the person harmed and to the community for their actions
- Introspection rather than relying on others for answers
- Self Realization—being the person you want to be
- Learning a better way of dealing with situations
- Strengthening the participants *and* the community... “When the group is stronger I’m stronger; when I’m stronger the group is stronger.”
- Creating the conditions for people to fix their mistakes and return to the group strengthened, thereby improving their competency and understanding as a result of the restorative justice experience
- Sharing responsibilities for restorative justice through partnerships for action
- Celebrating the learning and healing and resulting harmony

Adapted from Diane Gossen, Restitution North Project and NIC Restorative Justice Principles

Promoting Restorative Practices in Schools: An Integrated Approach

Research indicates that it is in the school’s best interest to adopt a broad mandate that extends beyond simply addressing student academic learning. Schools should consider that:

- Students who have good social skills contribute to a positive learning environment in classrooms.

- Students with high self-esteem tend to be more persistent and are more likely to explore their full potential.
- Students who are fearful for their safety often do not want to attend school.
- Disrespectful behaviour, as well as disruptive, intimidating and unkind actions, often causes students to view their classrooms as unsafe or unfriendly.
- Emotional distress creates deficits in students' intellectual abilities and hinders their capacities to learn.
- An environment in which intimidation and bullying are allowed to occur impedes students' abilities to learn.

Implementing the Safe and Caring Schools Restorative Practices Approach

The following implementation steps are presented in an order that we believe is most practical in terms of whole-school implementation.

As noted, many of the steps require continual use in order to successfully build and sustain a safe and caring environment where all students can learn. School staff members create their own appropriate timeline and employ action research to determine which activities and teaching practices are most appropriate for their school. Society staff supports school staff during the first years of implementation. Following initial support, each school has the training and resources to sustain the programming independently. Teachers use curriculum resource materials as an introduction to restorative justice—definition, philosophy and process. Year one focuses on classroom meetings, using the SACSC resource booklet *Class Meetings for Safe and Caring Schools*. Year two includes training for staff and student facilitators, a script for conferencing and further information about the approach as well as traditional healing circles and other restorative justice programs.

Phased-in Implementation Schedule

The SACSC restorative justice resources and program supports will be based on the following model:

Pre-Implementation

- ⇒ Collect baseline data (assign research management duties or the Society can be contracted to do data analysis)
 - Student Survey
 - School data
 - Achievement
 - Attendance
 - At risk of dropping out
 - Behaviour—classroom any detentions, sent to office
 - # of office visits

Initial Implementation at Pilot Schools

Year 1

Train an administrator and at least one teacher of participating pilot schools to use the restorative practice or conferencing approach

- ⇒ Background and overview of approach
- ⇒ Policy review and introduction of restorative practices within school policy
- ⇒ Discuss and plan for the data collection and action research to occur
- ⇒ Overview of the introductory unit at each division (grades 4-6, 7-9, 10-12)
- ⇒ Develop action plan for implementation at their school
 - Identify grade levels and implementation teachers
 - Identify teachers for training
 - Identify students for training
 - Identify situations or behaviours that will use this approach (necessary for consistency)
 - Identify any situations where the process will not be used
- ⇒ *Administrator's SACSC Leadership Institute I for those new to SACSC programs
- ⇒ *Safe and Caring Schools Curriculum integration Institute for schools new to SACSC programs
- ⇒ Implement introductory unit lessons in pilot schools
(Some staff will have ACTS three day training prior to implementation at the school)
- ⇒ Include restorative practice section in SACSC Curriculum Implementation Bulletins
- ⇒ Create SACSC Steering Committee if school does not have one (Builds morale, provides direction and keeps communication channels open)
- ⇒ Collect data in May through surveys and school data identified above
- ⇒ Review and make changes to the draft process
- ⇒ Integrate the restorative justice approach into current SACSC programming.
- ⇒ Produce and publish a resource booklet "Restorative Justice Approach for Teachers and Parents"

Year 2

- ⇒ train SACSC curriculum lead teachers on the restorative justice approach and the use of restorative practice lessons
- ⇒ develop and deliver a leadership in-service for teachers and administrators who will provide support and guidance to the student leaders
- ⇒ develop and deliver training materials for student leaders who will facilitate the restorative justice approach in the schools and provide in-service to other students
- ⇒ work with schools and school districts to review policy to see if school districts have discipline policy that promotes a restorative justice model
- ⇒ create a resource booklet on restorative justice processes for school staff and parents.
- ⇒ incorporate restorative practices into SACSC Summer Leadership Institutes
- ⇒ collect data to evaluate process

The SACSC Restorative Justice/Community Conferencing Approach

Criteria for use of Community Conferencing

The SACSC approach to restorative justice in schools is an approach rather than a model to ensure flexibility. The principles of the process are consistent among participants; however, schools may set their own criteria for when to use conferencing dependent on their policies, policies of their school district, and input of their parents and possibly police and judicial system. Some may implement the process for all incidents of inappropriate behaviour including criminal offences while others may choose to reserve the process for specific situations such as bullying.

How to conduct a Community Conference

(Adapted from Alberta Conflict Transformation Society and Sequoia Outreach School)

Classroom conferences at the elementary grades 4-6 and grade 7 will use the SACSC booklet *Class Meetings for Safe and Caring Schools* to conduct conferences. Grades 8-12 will conduct classroom conferences following the guidelines in the booklet or use the more formal structure as laid out in Appendices 2a, 2b, 2c, and 2d. Individual teachers will need to determine whether the entire process is used in classroom meetings. All school conferences will follow the structure of the restorative practices approach in Appendices:

- 2a What is a Community Conference
- 2b Participant Information Sheet
- 2c Facilitator's Script
- 2d Community conferencing group agreement

***Additions may result from the revision of SACSC Restorative Justice resources.

What does Community Conferencing involve?

In Canada this model has been adapted to include not only the notion of family involvement but also the participation of both the offender's and the victim's supports who may or may not be family. The focus of conferencing circles is to **repair the harm** done by an offence and to minimize the likelihood of future harm. To provide an opportunity for victims, to express themselves, have a voice in the outcome and for the community to participate. This is accomplished through dialogue geared to increasing understanding between participants and is conducted in a structured circle setting guided by a trained facilitator.

Stages of a Community Conference

How do you start?

In a Community Conferencing session, participants sit in a circle and share their thoughts and feelings by discussing the incident, its aftermath and what can be done to achieve reparation and justice.

Who participates?

- Facilitator
- Person(s) harmed & supports
- Person(s) causing harm & supports
- Other key people who were directly or indirectly affected by the incident (may include school staff, administration)

What is the Process?

The facilitator asks specific questions of all participants in order to facilitate a clear understanding of the impact of the incident.

First Stage—Telling of the story

The persons who caused harm accepts responsibility, and describes what they did

Second Stage—Impact of Conflict

Participants express how they have been affected by what has happened.

Final Stage—Deciding how to repair the harm - Integration

They determine together how the harm should be repaired. A written agreement is developed with clear arrangements for follow-up. The solutions are meaningful to those directly impacted by the situation.

This program is provided by Edmonton Public Schools and ACTS.

What commitment is involved?

One can become a trained facilitator (or learn more about this approach to dealing with conflict) by participating in a 3-day training session in Community Conferencing. It is designed to teach the skills necessary to deal with conflict in a new way.

Many cultures around the world have used processes similar to Community Conferencing. When one or more members of a community experienced conflict or harm was inflicted, the matter was addressed by a meeting in a respectful environment of the community's members. Aboriginal peoples around the world continue to use a version of this process today. In many ways, Community Conferencing is a rediscovery of this traditional restorative justice method.

How will it benefit you and your organization?

Community Conferencing is a process where all the people involved have an opportunity to be heard and for those responsible for creating harm, and conflict, to take responsibility. Through a face to face meeting with those involved and their supporters, the person(s) harmed have a direct say on how the harm can be repaired.

Community Conferencing facilitates the reintegration of all participants back into the relationship, school, workplace or community. It can be used in a justice system for a variety of conflicts.

The following documents are adapted from ACTS information and will be provided once training has been completed.

Measuring success of the project

Collection of data will be an integral part of the implementation of this approach during the pilots in year two and in subsequent implementations. Procedures for developing a plan for action research of this project will be a part of the leadership training. Discussions will look at how to collect baseline data and then continue to collect it. Data which will be looked at include:

achievement, attendance, at risk of dropping out, behaviour in the school—classroom behaviour, any detentions, number of visits to office and number of office visits.

Through focus groups, anecdotal notes and surveys (both pre and post), consistent with the Society for SACSC programs, the following will be measured:

(1) General Behaviour and Self Concept

- To what extent have students developed an increased sense of self-worth and respect for themselves and others?
- To what extent do students work and play more cooperatively with peers?
- To what extent do adolescents' responses fall within the problem-solving approach to inappropriate behaviour?

(2) Safety and Bullying

- To what extent has bullying, harassment and assault among students been reduced in participating schools?
- To what extent do students intervene in and report bullying, harassment and assault by peers?
- To what extent do students feel safer and more secure since the implementation of SACSC?

(3) Attitude Toward School and Community

- To what extent have students developed a more positive attitude toward school?
- To what extent is there an increased attachment to community, and to the adults in community?

(4) School Success

- To what extent has there been greater school success since the implementation of the project (scholastic achievement/level of schooling)?

(5) Outcomes Pertaining to Adults/Community

- To what extent do parents, teachers and other adults involved in the project have a better understanding of positive role modeling and demonstrate practices that elicit prosocial behaviour from children and youth?
- To what extent do teachers', parents' and other adults' responses fall within the problem-solving approach to inappropriate behaviour by children and youth?
- To what extent have teachers' attitudes to discipline changed?

Revision, Expansion and Improvement of the SACSC Restorative Justice Approach.

The SACSC Restorative Justice approach will undergo continual revision. As participants and other stakeholders provide feedback, the Society will use the additional information to improve the approach. Some factors will include:

- collecting evaluative data to support restorative justice implementation
 - action research-analysis to demonstrate usefulness, limitations
 - participation survey
- reviewing feedback on processes for training/briefing participants
 - how conferencing works
 - what to expect
- continuously reviewing available literature
- developing framework for integrating individual programming options into implementation

- addressing issues that may arise after conferencing such as non-compliance with conferencing agreements
- attending information sessions from related organizations reviewing the work of others in the field.

NOTE: Revisions and additions to the SACSC Restorative Justice resources will be available to download from the Society's website, so that all schools have access to the most effective approach to implementation. Inquiries will be addressed through the Society office email: office@sacsc.ca phone: (780) 447-9487 or 1-800-232-7208 (*within Alberta*).

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