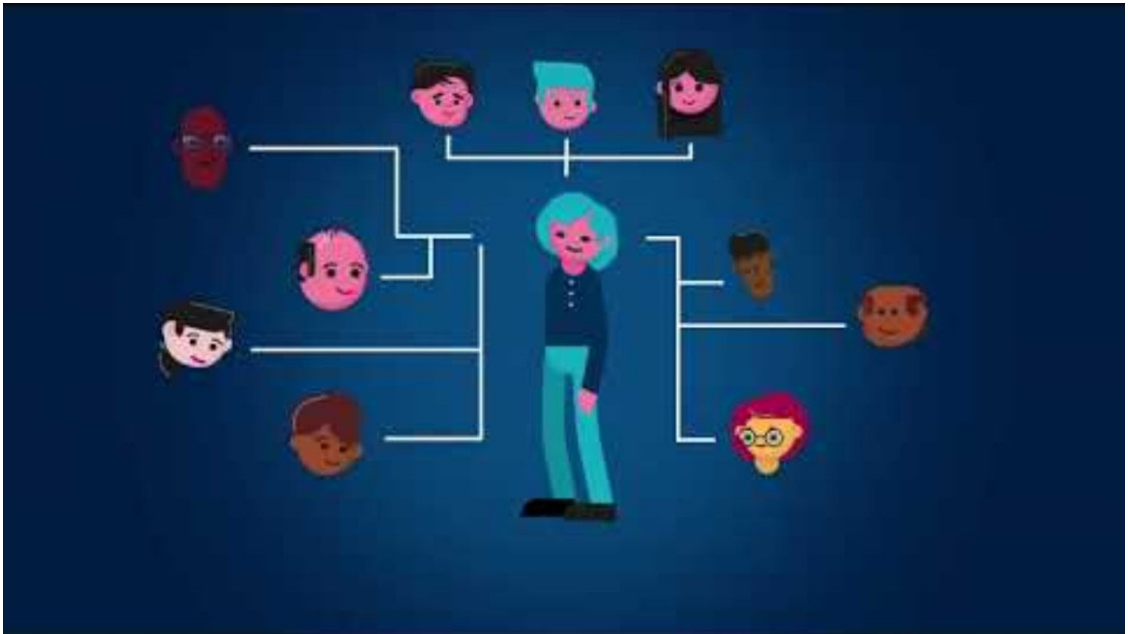



RESTORATIVE PRACTICES OVERVIEW

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OUR MISSION Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community
OUR VISION Preparing students to become educated citizens who contribute positively to a dynamic, sustainable, and diverse world
OUR VALUES Belonging, Respect, Reconciliation, Empathy, Equity, Perseverance



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STRATEGIC PLAN

STRATEGIES/ACTIONS

- Support the Truth and Reconciliation Commission Calls to Action and deepen staff understanding through learning opportunities and in-service training.
- Ensure School Learning Plans reflect the needs and support of Priority Learners.
- Involve school-based Indigenous Education staff and Indigenous community members in all school events.
- Improve Indigenous students and families sense of belonging.
- Work with Secwépemc Nations, Elders, and Knowledge Keepers to support student learning and understanding of Secwépemc culture, language, and history.
- Use classroom profiles to design inclusive instructional practice.
- Provide equitable access to support services and alternate programming.
- Support social emotional learning in schools through the work of the Inclusive Education Department.
- ★ Support restorative practices to strengthen relationships.★
 - Develop and provide on-going opportunities for staff to expand their understanding of, and commitment to, inclusive, anti-racist, and anti-oppressive practices.
 - Develop a new Equity Scan for reconciliation.



BENEFITS OF RESTORATIVE PRACTICES

Focus on building relationships and community
Create a sense of belonging, minimize harm, and support student learning
Aims to repair harm rather than assign blame
Promotes empathy, understanding, and collaboration
Uncover the root causes of conflict
Help students navigate complex challenges, self-regulate, manage conflict, and become better citizens
Creates space to facilitate complex conversations to minimize harm, repair relationships, and identify solutions



• Reduces conflict and disciplinary incidents



• Builds stronger, more trusting communities



• Improves communication and problem-solving

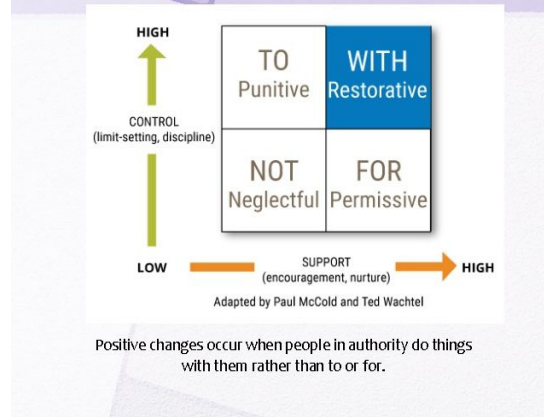


• Increases engagement and sense of belonging



• Supports emotional growth and resilience

Social Discipline Window



The Four Quadrants

High Control, Low Support: This approach is often punitive, focusing on enforcing rules without providing emotional or practical support. It may lead to resentment and does not address the underlying issues behind behavior.

Low Control, High Support: This method is permissive, allowing behaviors to go unchecked while providing emotional support. While it may foster a positive environment, it can lead to a lack of accountability and boundaries.

Low Control, Low Support: This neglectful approach fails to provide either structure or support, often resulting in chaos and disengagement from the community or educational environment.

High Control, High Support: This is the restorative approach, where expectations are set high, and individuals are supported in meeting those expectations. It encourages collaboration and accountability, fostering a sense of community and shared responsibility.

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Restorative Questions

To respond to challenging behavior...

- > What happened?
- > What were you thinking 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?

To help those harmed by other's actions...

- > What did you think when you realized 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?



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OUR MISSION

Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

OUR VISION

Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

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TRAINING PLAN

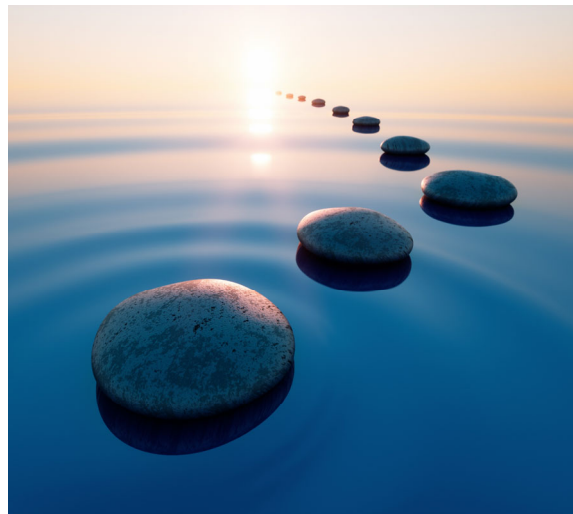
Four Year Implementation Plan with the International Institute for Restorative Practices:

Year One: Restorative Practices Framework and Restorative Conferences
Training for PVP & SLT over a two-day period (February 12 & 13)

Year Two: Restorative Practices Fundamentals Training for school teams –
school counsellors, teacher champions

Year Three: “Train the Trainer” for interested members in Restorative
Practices Fundamentals *

Year Four: “Train the Trainer” for interested members in Restorative
Conferencing *



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