

LDCSB Parent Involvement Committee – Meeting #3
 APRIL 3, 2019 – 6:00 – 7:30 PM

ATTENDANCE		REGRETS
Shannon Seidel	Michelle DellaDonne	Adel Hajjar
Vince Romeo	Erin Malacuso	
Faith Quinlan	Candice Vandeeppen	
Jen Ross	Karen McNichol	
Renald Richer	Laura Langford	
ITEM	DISCUSSION	ACTION
GENERAL MATTERS		
Welcome		
Opening Prayer		
New Business	No new business was brought forward	
Approve the Agenda	Motion: That the agenda for the Agenda of the APRIL 3, 2019 PIC Meeting be approved.	
Approval of the Minutes	Motion: That the amended minutes of the JANUARY 8, 2019 PIC Council Meeting be approved.	
Agenda Items		
Special Guest Cathy Hird	<p>Parent component - Restorative Practices</p> <p>Restorative Practice is an invitation to nurture and repair relationships – parent/child, admin/child, teacher/parent, etc. build on the good, come from a place of caring and compassion, strength based approach, finding resiliencies</p> <ol style="list-style-type: none"> 1. Implementation Process: Start Small, Think Big 2. Shared Leadership & Vision 3. Professional Learning: Backward and Forward 4. Making Connections 5. Shared Meaning, Individualized Expression 	

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General Discussion	<ul style="list-style-type: none"> • Shannon to look into issues with PIC portal group, create a google doc to share speaker resources • Suggestion to do more partnerships with family of schools to help dollars go further and reach more parents
FOLLOW UP BUSINESS FROM PREVIOUS MEETING	
NEW BUSINESS	
Consultation Survey	<ul style="list-style-type: none"> • Multi-Year Strategic Plan • Currently in the feedback accumulation stage • Will be presented to the board and PIC members
Next Meeting	<p>PIC General Meetings – All Meetings held at the CEC – Registration Link: https://201819picmeetingsandevents.eventbrite.ca</p> <p style="text-align: center;">a. Wednesday June 5th</p>
Adjournment	TIME OF ADJOURNMENT

Connecting Families:

Supporting Parents to Enhance our
Children's Mental Health and Well-Being



Tuesday, April 16th, 2019

6:30 p.m. - 8:30 p.m.

Mary Wright Public School
213 Carroll Street West,
Strathroy, ON

FREE
event!

Keynote Speaker:

Dr. Colin King, Child and Youth Development Centre

"Supporting Self-Regulation Skills in Children and Youth"

Light refreshments and child care will be provided

Registration deadline of April 9th if child care is required

Register online at:

https://uwo.eu.qualtrics.com/jfe/form/SV_71hyCtKJklglg3H

Offered in partnership with:



Western  Child and Youth
Development Clinic



April 3, 2019

2019 CSCP Week – Schedule of Events

FREE ACTIVITIES!

Seniors Safety – 9 organizations with resources for seniors and presentations by London Police, Fire, and Libro Credit Union. Pizza provided. Tuesday, May 7th, 11:30 – 1:30. Bostwick Community Centre

Public Input Session – Community Safety – Share your views on Community Safety & Crime Prevention. Tuesday, May 7th, 7:00 – 8:30. Stoney Creek Library

Parents & Guardians – Youth Safety – Supporting Resiliency in Children and Youth. Keynote: Dr, Colin King. Wednesday, May 8th, 6:00 – 9:00. Catholic Central High School auditorium. Pizza provided. Registration required

Students – Risk & Reward Safety – An interactive session on how to critically think about Gaming & Gambling. The key to prevention is awareness and we want to set you up for success! Facilitator: Rebecca De Souza, YMCA Youth Outreach Worker. Wednesday, May 8th, 6:00 – 9:00. Catholic Central High School cafeteria. Pizza provided. Registration required.

Newcomers Safety – Welcome to London! Presentations by London Police, Fire, and Middlesex-London Paramedics. Thursday, May 9th, 5:00 – 6:30. Cross Cultural Learner's Centre

Active and Safe Routes to School, Awards Ceremony, Travel Safety – Honouring elementary school winners of the ASRTS Contest for best posters, videos, and logos. Friday, May 10th, 7:00 – 9:00. Thames Valley District School Board

Family Safety – Interactive, fun, family safety activities! Bike Rodeo, Hug-a-Tree, Sand Table, London Safety Car Seat Clinic, CPR, Walking Trails and more! Saturday, May 11th, 11:00 – 2:00. Catholic Education Centre.

Consultation Questions

Our 2015-19 MYSP identified the following four Strategic Commitments.

- We will foster and promote the distinctively Catholic character of our school communities and actively engage our partners through ongoing communication
- We will implement research informed instructional and assessment strategies to support improved student achievement, well-being and reduce achievement gaps
- We will embed technology throughout the curriculum to support digital literacy, creativity, innovation, collaboration and promote higher levels of student engagement
- We will engage in innovative and collaborative organizational practices to provide for responsible and sustainable stewardship of resources

Our 2019-23 Multi-Year Strategic Plan will need to address the continued faith formation, learning and well-being needs of our students and staff, as we work in collaboration with our parents, parish and community partners.

As we look back and plan forward for each of the 2015-19 strategic commitments please identify those strategies/supports we should:

Stop - what we are doing that is not working

Start - what we should put place to improve

Continue - what is working well and should be continued

Community and Catholicity

1. What can we do to support each other so that our growth in faith makes a difference in our everyday life?
2. How can schools, homes and parishes cooperate more effectively so that the New Evangelization becomes a lived reality in everyday life?

Student Achievement and Well-Being

1. What further strategies/supports should we consider to support our students' diverse learning needs?
2. What strategies should we consider to further engage students and parents in supporting the mental health & well-being needs of our students?
3. Providing quality French language instruction is becoming increasingly difficult given the local, provincial and national shortage of French qualified teachers. To meet our needs, we have had to limit enrollment in our French Immersion schools, as well, employ (on letters of permission) staff who are French qualified French but have no teaching qualifications. We currently offer Core French Instruction from Grades 1 to 8 in all our English-language elementary schools.

The Ministry of Education, however, only requires mandatory Core French Instruction from Grades 4 to 8 for students in English-language elementary schools. Comments:

Technology and Global Learning

1. In *21st Century Competencies: Foundation Document for Discussion*, it states:
"In addition to developing students' technological skills, technology-enabled teaching and learning practices play a significant role in supporting the development of the full range of 21st century competencies...Transformations in pedagogical practice, new learning partnerships, enhanced use of digital tools and resources, and physical and virtual spaces designed to support learning are required to ensure students' development of 21st century competencies."

Please comment on what you consider key learning practices/strategies/tools to support the development of students' 21st century competencies in preparation for today's competitive, globally connected, and technologically intensive society.

Stewardship of Resources

1. What options should the board explore with respect to accommodating the pressure in the French Immersion Program?
2. What elements should be considered to further reduce the board's energy use and carbon footprint?
3. Are current transportation service levels in line with the needs of students and families? Are there more effective and flexible means to provide transportation services?
4. With limited financial resources, which areas should the board prioritize?

Additional Comments

1. Implementation Process: Start Small, Think BIG

- Direct and continuous support to elementary schools: Year 1: 5 schools, Year 2: 11 schools; Year 3: 17 schools
- Training framework: continuous support throughout the school year; Six after school professional learning sessions (focus on RP implementation and circle training); Oct. 26th PA Day – full-day session (35 participants); onsite consultations to school communities
- IIRP training: Years 1 and 2 basic training, community-based networking, Summer Institute (July 2017) open to all LDCSB staff; Year 3: conferencing, parent engagement, and mentoring. Parent Conference: Restorative Discipline in Catholic Schools – April 24, 2019 (open to 1 administrator and 1 parent from 17 RP elementary schools)

2. Shared Leadership & Vision

- School-based teams (teachers/support staff and administrators)
- Transition to new team members (every 2 years)
- Emphasis on collaboration and professional learning communities

3. Professional Learning: Backward and Forward

1. participants' reactions to the activities
2. participants' learning of new knowledge and skills
3. organizational support and change
4. participants' use of new knowledge and skills, and
5. student learning outcomes (Guskey, 2000, 2002).

RP supports Social Emotional Learning (SEL) which in turn positively influences academic learning.

Goals

- Integrate RP philosophy and framework for building a culture of belonging and support student well-being and conflict resolution
- Support the LDCSB mission and vision statements and priority areas by making connections to RP
- Implement RP as a shared-leadership model (school-based teams) to ensure sustainability and continuity
- Encourage the engagement of all members of Catholic school communities (staff, students, parents and broader community)

4. Making Connections

- Connect existing data gathered at the board level (i.e., Parent Involvement Committee (PIC), School Climate Survey) & RP
- RP surveys (after training sessions, year-end reflections)
- RP supports school-based initiatives/programs already in place (resiliency, growth mindset, zones of regulation, CGEs ...)
- Partnership with Parent Involvement Committee (PIC) – PRO Grant

5. Shared Meaning, Individualized Expression

- What does restorative practice look like, sound like and feel like in YOUR school community?
- How do you foster a culture of belonging?
- How are staff invited on the journey?

6. Be Guided by Process

- RP is about managing the journey of change not an announcement of a destination
- Shifting thinking and behaviour takes time
- Time invested will save time (proactive approach to resolve underlying issues and prevent reoccurrence)

7. Evaluation and Feedback:

IIRP Basic 2-day training (February/July 2018)

"There are many ways restorative practice supports the LDCSB vision statement": 12% agree and 84% strongly agree

"There are many connections between restorative practice and Catholic values and teachings": 12% agree and 88% strongly agree

"Through this training, I have learned to be more explicitly restorative in my practice": 28% agree and 72% strongly agree

- Year 3 (2018-2019) Annual evaluations by administrators and school-based teams through telephone interviews.

THE RESTORATIVE PRACTICES CONTINUUM

INFORMAL

FORMAL

AFFECTIVE STATEMENTS
Encourage the expression of personal feelings (i.e., "I" statements, identify how a choice may make a student feel, etc.)

AFFECTIVE QUESTIONS
Encourage students to talk about their feelings to one another and tell their stories informally.

SMALL IMPROMPTU CONFERENCE
Meeting with a few students to briefly address/ resolve problems. Use of restorative questions

GROUP OR CIRCLE
Use of circles to foster belonging, resolve conflicts, seek feedback, for academic learning, re-entry process after suspension, etc. Use of restorative questions can be integrated.

FORMAL CONFERENCE
Requires extensive planning and reserved for dealing with serious problems when other interventions have failed.

Report for the LDCSB
Belonging-Safe Schools
Committee
January 18, 2019
Cathy Hird, Project
Lead – Restorative
Practices