

WRAPSC Meeting Minutes

Tuesday May 2, 2017

7pm

Forest Heights Secondary School Library

Guests: Theresa Pastore, Barb Ward, Bill Lemon

of attendees: 23

Approval of Agenda

Motioned by: Glenn Anderson

Seconded By: Erica Beck

Approval of April Minutes:

Motioned by: Kerri Gettliffe

Seconded by: Erica Beck

Co-Chairs Report:

PIC IES subcommittee looking for member, contact Kerri if interested

PIC SCIS subcommittee is also looking for new members, expanding into well-being next year.

PRO applications open until May 25, 2017. Open to projects open to parent engagement. If you're looking for ideas contact Co-chairs, as we will have projects that fit that bill.

SCIS Surveys are on the board website until May 13, 2017, Parents are encouraged to fill out survey.

WRAPSC Steering Committee will be looking for a number of key roles. Laurie will be done, Jessica is done, and Glenn is also finished. Erica is also stepping down. If the positions aren't filled we will be unable to have the WRAPSC committee next year. Laurie and Jessica are happy to answer any questions via email or after the meeting.

Structure if PIC/WRAPSC. Since then, we have come up with three options. We will make a presentation to PIC and WRAPSC in the fall. The changes will be in place for the 2018-2019 school years. Meet early fall. The goal is to vote. PIC would like to move forward with changes to the membership process at the least. The goal is to keep both WRAPSC and PIC running as both do great things to help parents.

Q: With so many people stepping down what will that do?

A: We do have the key roles that need to be filled. I'd like both committees involved in the work of talking about the different options. It would be good to have members of the general assembly at the meetings.

Presentation: Mental Health Lead WRSD, Barb Ward

***Note Barb's PPT presentation will be distributed separately.**

- Like the opportunity to speak to parents.
- Wants input on the strategy
- Does it make sense? What should we keep doing? What should we stop? What has shifted in our landscape?
- Barb Ward would like us to complete a survey, link will be provided online.
- Mental Health Ass.
- School Board should be focused on the universal evidence-based mental health promotion, social- emotion leaning. Should be focusing our resources on this.
- Clinical Intervention- CYW's and Phycologists. At risk youth who may develop high risk behaviours (drugs, suicide)
- Seems like were trying to work at a higher level than necessary
- Trying to shift to develop the capacity for the staff
- Community should be focussing resources on treatment (Lutherwood, etc.)
- Good referral and after services
- Showed WRDSB Mental Health Strategy*****

Implementation

- Implementation has changed and is more focused on Well-Being is School Improvement Plan
- Focused on the Learning Consultant side and building capacity in the staff as a whole
- Advisory committee helping and determining what else is needed. (Parents are a part of this committee)
- Access about the training that staff are receiving is being shared

Strategies

- Prevention Strategy for Suicide Ideation and Self-Injury
 - *procedure developed and implemented
 - *Relationships with community

- *Safe-Talk training for the key WRDSB staff
- *Safe TALK training for parent's and guardians
- * focusing on embedding well-being strategies in daily classroom life
- Review and Select classroom wide social emotional learning (SEL) strategies to build student resilience
 - *Friends for Life Program
 - *Mindful Me!
 - * Mindfulness Training for over 65 staff (2 sessions) very effective. Something will be going on the website for parents to show research and explain the benefits. Can be gratitude work
 - *ETFO Everyday Practices- Things that a teacher can do in the classroom, not part of curriculum but set the stage for learning. Can be little exercise for children to get along, can be done at transition time. ETFO is working with Mental Health assist. Is being Implemented in our school board now. At Bridgeport in Grade 1 now 10 other teachers across the board are using these practices. Will be meet over the summer to create a resources. Does not cost money, don't need training. Excited about it!
 - * Planner page with well-being pages
- **Create professional development for Board staff/teachers on mental wellness and signs of mental health problems**
 - *What language to use when we have concerns for students
 - *Purchased a KOGNITO program for Staff, all the staff have access to four programs (how to address a student that is of concern) more formal roll out coming next year
 - * Presentations to staff on PD days
 - *Access to web information on the website for certain staff to present to their individual schools- Mental Health Professionals has access
 - * Collaboration across the system. Our staff has to be well. Work with HR on this too.
- **Review existing Board and community based interventions/services to ensure student mental health needs are met**
 - *review of community services in schools
 - *newcomers focus

- *working together to address gaps
- Increase collaboration with community services and CAREGIVERS in order to create better pathways, including information about access criteria and how to make referrals
- *A resource has been developed to assist school staff with accessing information community resource to create better pathways for students & families to resource
- *Resources lists on line for Staff
- *Working with Lead Agency
- *Poster campaign with community partners (will likely be released in September will also be in the Catholic Board.

Questions:

Could you share implementation stories?

I don't work directly with the families. My job is to implement it. I can tell you a story about Mindful. Grade one at Elgin PS. The students were showing me what they do? Went to see what they do to help other teachers. The children were telling her what they do, how it changed their life. It was very neat to watch the children have a hard time waiting! Shared a story about their parent who was struggling and another child said, "Did you want us to send loving, kind thoughts to your Mom?" They did send the loving kindness to the mom. Loving kindness meditation is one of the best (I wish you peace, I wish you happiness, I send you joy, the best part is to send it to yourself too)

Comment: It's so nice to see the mindfulness and positive in the schools. In kindergarten she was learning about her brain and that we are different parts of the brain. Language

Reply: Teachers want to see the resiliency

Q: Which teaching is teaching it at Bridgeport?

Q: Communicating to parents is hard. How is the message getting out?

The comment at the PIC conference was "Are they doing this? Are they teaching it?"

Reply: Will put something on the web site in the summer. We are still looking at how we will do this. We want to give those resources and brain and research. Want to know how to send out the information

Question: Great Job! Do you have a method collecting data?

Reply: How do we measure well-being? It's a big question. We are having conversations at the board level. There are questions in the SCIS surveys. Ask me next year. Hopefully we will have an answer. Do we look at graduation rates? Nothing official to follow the kids

Q: Do you have an example what would be an everyday practise.

R: It's complicated. Five finger breathing is both, gratitude is another. There is a link between gratitude and mindfulness. It doesn't have to be big. It's taking time in transition to talk about someone's feeling. What's your intention for the day? What do you wish for the day?

Sitting in the chair and tensing the muscle and then relaxing. A teacher would do this

Thames Valley, parent button and you'll see a bottom for elem. & sec. parents/teachers to see the everyday practice.

Q: How long will the surveys will be available until May 8, 2017.

Can call Barb Ward or email if you want to add more information.

Presentation: French Immersion, Wanda West (Consultant) & Kristin Philips Superintendent, Student Achievement & Well-Being

French as a Second Language Programs

- **Visions and Goals**
- **Pathways**
- **Q &A**

Students will have the confidence and ability to use French in their daily lives

- Communicate & interact effectively in a variety of social settings
- Leader in community
- Learn about Canada
- responsible for learning

Core French

- Starts in grade 1
- 600 hours by end of grade 8
- One credit at the secondary level
- All of the secondary schools offer core up to grade 12
- Demonstrate communicate in a variety of settings, develop appreciation of French language culture, able to continue in university French if students completes French all the way through high schools

French Immersion

- Grade One
- Alternative program
- Acquisition oral communication and literacy skill
- Areas of Social Studies, math, visual art, geo and history
- Goal to use French language with fluency, accuracy, culture, written and oral
- 50 English/50 French split in grades 1-6
- Grade 7-8 a little different. 50/50 split

Extended vs. Immersion

- Credit amount
- Transportation is the responsible of the parent
- Only special circumstances for the current school, for students who are getting the transportation.
- Extended French - 4 of those credits must be French Language. Will need 3 others
- FI - 4 French language credit, need another 6 credits in other subject areas.

Q and A

Q: When are you implementing the goals?

A: The goals are already in action.

Q: Do you think that one credit is enough to create the fluency that you are speaking to in your goal?

A: Had the student in grade 9, the goal is for the end of grade 12. All students are required to only take on French class to get high school diploma. At the end of Immersion they would be,

Q: Wondering about the make of interaction of people but took online French. I

A: Was an online with a Core French with Core French. I was amazed that the students were able to interact with other students.

Q: There are a lot of exemptions for the “French credits”

A: It is something that we are looking at and making policies. There are 8 credits. Some grade 9 students are offered the GLE. The GLE can replace one course; the consultation takes place with the parents and students. The student sometimes says “gym” or “French.

Q: Dealing with an IEP with my child in FI. In grade 3, speaks at a Grade 1 level. In the future will there be supports for my child in the future.

A: A lot of factors need to be taken into account for each child. All children should have the same opportunities. Make decisions for specific children. Biggest challenge is Staffing. It is something we are looking at seriously.

Q: How do parents get French Immersion in our child's schools? Felt like there wasn't any support at the school level.

A: It's not an easy thing! There is a committee working towards long term goals. It's becoming bigger! We as a board we are being fair, this is the information that we get and we want you to all have the same messages. We need 20 children to create a class. We look at it as running a large system. We always have children who will drop out.

Q: We didn't have anyone at our school who could tell us of "my kid should go" because we weren't in the boundaries. Is there training for the kindergarten staff to help determine if a child should go?

A: No, it's not an elite program. Everyone can apply. We can't look at any kid and say "you'll do great in FI" You know your kids, you know best.

Q: How does the Catholic Board do it differently?

A: FI in their 2nd year of implementation. Their math is on the English side, only 3 schools. They will not have more schools in September. They are trying to get their program up and running.

Late Immersion: Started in the grade 5, intensive French. These Students in grade 5, everything in is French (no Math or Religion) The students do this for half the year. Students will continue each year thereafter. This is not on the WRDSB radar.

Q: What is the goal for children who only take grade 9 only?

A: We have over the last 2-3 years we offer the DELF. It's an assessment for their fluency. Most will challenge the B2 (students are very proficient). Core French A1 should have a basic conversation (talk about themselves, about who they are, answer simple questions) Sometimes they need more than just words, they need visuals and actions.

Q: Math questions! Is there talk about taking Math out of the French Program?

A: It has come up in discussion. EQAO is scored different for each subject. We offer schools support that is French with low EQAO scores. How do you get your kids to talk about their Math learning when its taught in French.

Q: French classes at summer schools?

A: It's about money. We have never been able to fill those classes.

Q: Is there actually Lack of teachers? Or lack of students?

A: We are lacking teachers.

Q: Are we looking?

A: HR has gone out to Ed schools to entice new teachers!