



BRANT HALDIMAND NORFOLK Catholic District School Board

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|-----------------------------|--|---|-------------------------|---|
| | | May | Being a Catholic Leader | |
| | | June | Being a Hard Worker | |
| TEACHING AND LEARNING | Restorative practices represent a positive step forward in helping all students learn to resolve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness. If staff team members deepen their understanding of Restorative Practices and make regular use of the Restorative Practices strategies and questions to help solve conflicts and repair relationships, then students will be able to articulate and utilize basic social skills to problem-solve and solve conflicts. | Staff will be provided with tools and information (including posters and question cards) to continue to incorporate Restorative Practices in their interactions with students. Staff will model the use of restorative practices to support respectful, inclusive and positive relationship/community building. Student leadership in building respectful, positive relationships and inclusion will be promoted and recognized, with intermediate students acting as mentors to other students under the supervision of staff members. | | Staff will be able to clearly articulate and utilize a continuum of strategies, from informal (affective statements and questions) to formal (restorative conferences). Staff will report an increase in comfort level and capacity in using restorative practices within classrooms and the larger school community. Students will report an increased understanding of what it means to live as joyful disciples in a peaceful, inclusive, respectful community as well as a community of kindness. |
| WELLNESS | To create a school environment that prioritizes student and staff wellness and fosters active student engagement, leading to improved school attendance and improved academic performance, social well-being, and school culture. | Supported by support services team members (CYW and Social Worker) Kindergarten educators will utilize the MindUp program in their classrooms. This will support and help students focus their attention, improve self-regulation skills, build resilience to stress, and develop a positive mindset in school and in life. Staff will be encouraged to take advantage of training opportunities to build staff and student capacity in self-regulation and co-regulation using the work of Dr. Shanker and the Mehrit Centre. Informational items related to the importance of school attendance and healthy habits that support this will be shared monthly through newsletters and parent communication. | | Educators and all school support staff will have a better understanding of their role in assisting students in co-regulating. Students will have a better understanding of the body's response to stress and will be able to identify their stressors and find ways of reducing stress and restoring their energy. Monitoring of student attendance will show improvement in number of students with problematic attendance. |