

VISION

The Regina Catholic School Division will provide a quality Catholic education that is faith-based, student-centered, and results-oriented.



**Regina
Catholic Schools**
www.rcsd.ca

MISSION

The Regina Catholic School Division will work with the community and local church to provide a quality Catholic education that fosters academic excellence and the development of informed, responsible citizens.

Minutes
Board of Trustees / Catholic School Community Councils (CSCC)
Winter Linkage Meeting
Wednesday, November 16, 2022 - 6:30-8:00 PM
Sacred Heart Community School - Grand Staircase

Board of Trustees:	Shauna Weninger (Chair), Ryan Bast (Deputy Chair), Vicky Bonnell, Rob Bresciani (regrets), Juliet Bushi, Bob Kowalchuk, Darren Wilcox (regrets)
RCSD Leadership:	Sean Chase (Director); Wade Hackl, Kelley Ehman, Joanna Landry, Stacey Gherasim (Superintendents of Education Services); Twylla West (Communications & Media Coordinator) (regrets); Sherry Chase (Curriculum & Instruction); School-Based Administrators (optional)
Councils:	Catholic School Community Councils (CSCC) Chairs

1. Welcome and Prayer	<ul style="list-style-type: none">Wade Hackl opened the meeting with a welcome, land acknowledgement, and opening prayer.
2. Board Chair – Shauna Weninger	<ul style="list-style-type: none">RCSD Board of Trustees Update
3. Director of Education – Sean Chase, Education Services Superintendents, & Curriculum & Instruction Supervisor <ul style="list-style-type: none">RCSD UpdateStrategic PlanningProvincial Education PlanDivision Improvement Plan<ul style="list-style-type: none">Faith PermeationEnglish as an Additional LanguageIndigenous EducationEarly YearsReading, Writing, and MathGraduation RatesMental Health and Wellbeing Thought Exchange – Tool for CSCC	<ul style="list-style-type: none">See attached
4. Breakout Session	<ul style="list-style-type: none">Discussion questions:<ul style="list-style-type: none">Following the presentation, what stands out?What items learn more about? Gaps?General comments
5. Closing Prayer	<ul style="list-style-type: none">Wade Hackl closed the meeting with a prayer



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WELCOME

RCSD

Board of Trustees & Catholic School Community Council (CSCC)
Winter Linkage Meeting



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Agenda

Board of Trustees / Catholic School Community Councils (CSCC)

Winter Linkage Meeting

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Sacred Heart Community School - Grand Staircase

1325 Argyle St, Regina, SK

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I wish to acknowledge that we are on Treaty 4 territory, traditional lands of the ~~nêhivawak~~ ~~nahkawé~~ ~~Nakota~~ and homeland of the Métis, Lakota, and Dakota nations.



6:30 p.m.	Superintendent of Education Services – Wade Hackl • Welcome, Treaty Acknowledgement, and Opening Prayer
6:35 p.m.	Board Chair – Shauna Weninger • Regina Catholic School Division (RCSD) Board of Trustees Update
6:45 p.m.	Director of Education – Sean Chase • RCSD Update • Strategic Planning
7:00 p.m.	Director of Education, Education Services Superintendents, & Curriculum & Instruction Supervisor • Provincial Education Plan • Division Improvement Plan o Faith Permeation o English as an Additional Language o Indigenous Education o Early Years o Reading, Writing, and Math o Graduation Rates o Mental Health and Wellbeing • Thought Exchange – Tool for CSCC • Breakout Session with Small Table Discussions and Sharing
8:00 p.m.	Superintendent of Education Services – Wade Hackl • Closing Prayer (<i>Glory Be</i>) and Adjournment

Division Updates November 2022

- Enrolment up 500+ students from projections – 12,500 students!
- Staffing additions throughout the Division, beginning in August, to serve the growth.
- Board meeting with Education Minister Duncan October 24th – business case yielded critical results in funding additions:
 - ✓ Classroom teachers
 - ✓ Instructional assistants
 - ✓ English as an additional language staff
 - ✓ Student support specialists
 - ✓ Speech & language staff
 - ✓ Educational psychologist
 - ✓ 6 additional bus routes
 - ✓ TRiP staff



Academics

Proud of our entire organization's response to the academic needs of students during the most challenging points of the pandemic.

- **Early Years Evaluation**

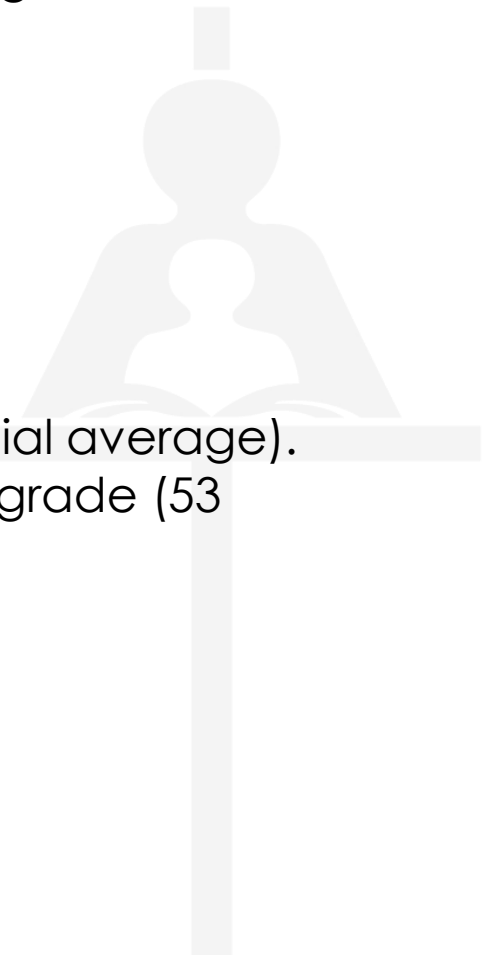
- 59% of Kindergarten students at age level in *Fall* assessment.
- 80% of Kindergarten students at age level in *Spring* assessment.

- **2021-22 Grade 3 Reading**

- 77.4% of students at or above reading level June 2022 (7% above the provincial average).
- Another 7% of students one level below the reading level benchmark for the grade (53 students).

- **2021-22 Graduation Rate**

- 3-year graduation rate of 88% (12% above the provincial average).
- 3-year FNMI graduation rate of 71% (31% above the provincial average).



Extra-curricular

Proud of our entire organization's response to the overwhelming feedback provided during pandemic restrictions on the importance of extra-curricular to student engagement, well-being and school culture.

- **Arts**
 - Fall High School Drama Productions
 - ICE Improv
 - Band, Choir, Vocal Jazz
- **Athletics**
 - High School Volleyball, Football, Soccer, Cross-country
 - Elementary Cross-country, Aerial Football, Volleyball
- **Other**
 - E-sports, GSA's, Environmental, etc.

Provincial Education Plan

2022-23 Provincial Priorities (Level 1)

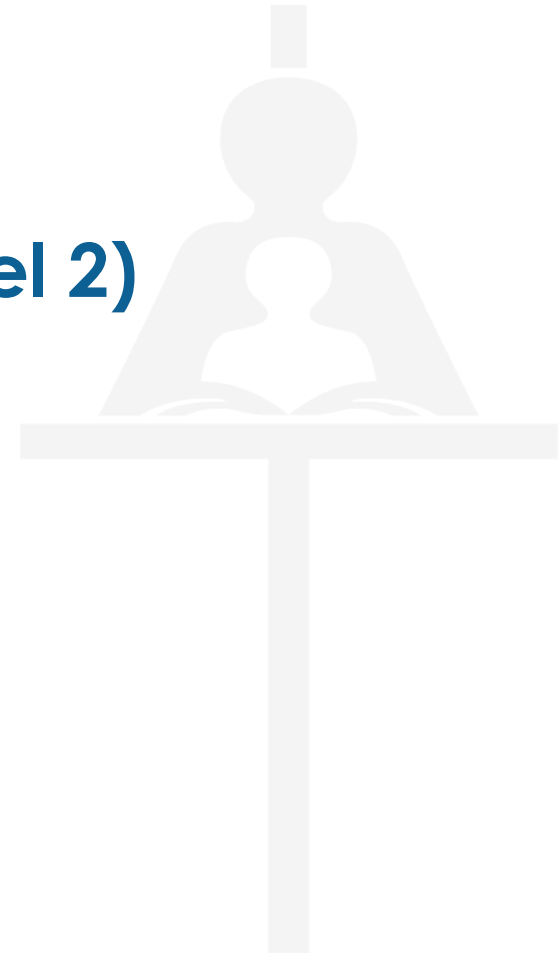
1. Mental Health & Well Being
2. Learning Response
3. Learning Response – Reading

Divisional Goals/Detailed Implementation Plans (Level 2)

1. Mental Health & Well Being
2. Early Learning
3. Reading/Writing/Math
4. Indigenous Educational Achievement
5. Graduation Rates
6. Faith Permeation
7. English as an Additional Language

School Improvement Plans (Level 3)

1. Responsive to Level 1 Priorities and Level 2 Goals
2. Locally determined goals based upon data analysis

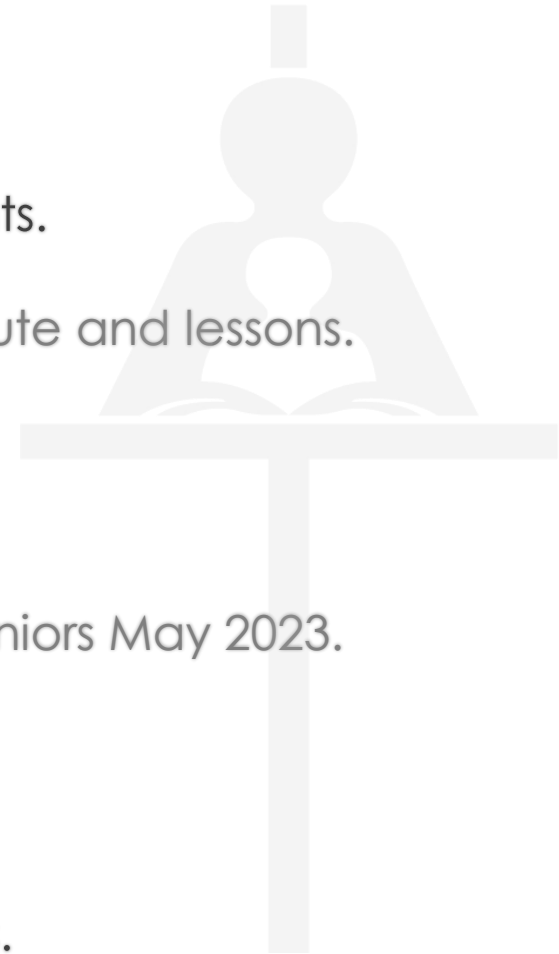


DIP – Faith Permeation

Actions &/or Deliverables:

Faith Formation:

1. Integration/permeation of Fully Alive into Health Curriculum.
2. Facilitate New Teachers Faith Formation.
3. CEC staff faith retreat.
4. Provide opportunity for staff faith leaders to plan school faith calendar of events.
5. Maintain liturgical resource library for staff.
 - Resources for LGBTQ2Si ... common foundation with Archdiocese via Institute and lessons.
 - Online FAQ / forum on faith questions.
6. Student Retreats for all schools.
 - Elementary Retreats / Faith days (whole school/class).
 - High School Retreats grades 9-12 (Grade 11 in past have been faith days).
 - LEAP (Leave Everything And Pray) Retreats: Seniors – October 2022 and Juniors May 2023.
7. Resources for LGBTQ2Si Staff Faith Retreats for all schools.
 - Emphasis on Spiritual wellness and central to Mental health.
 - Catholic and Indigenous Spirituality touchpoints.
8. Staff Faith Retreats
9. Faith Formation for classroom teachers who do not have their 2 religion classes.



DIP – Faith Permeation

Actions &/or Deliverables:

Faith Permeation:

10. Our school division Faith Theme will be permeating all school activities.

- Daily prayer
 - AM : variable options (individual classes/Lay-Chaplains).
 - PM : traditional prayer and other options. (e.g. Patron saint etc.).
- Theme: Know, Love, Serve
 - Focus on Serve.
 - minimum of 2 masses for the full school/year .
 - seasonal monthly liturgies (Opening Celebrations/All Souls - All Saints/Advent/Christmas (in Christmas season), Lent, Easter, Pentecost, Year End etc.
 - Minimum 1 Reconciliation: Advent/Lent.
- Faith Permeation into other subjects using SCSBA Faith Permeation Resources.

Faith Community Partnerships:

11. Faith Community Partnerships

- Further opportunities for parish/Archdiocesan linkages and involvement will be explored (deanery linkages and various diocesan offices such as Social Justice, Ecumenism).
- Encouraging RCSD Commissioning service in all parish communities during the school year.
- Pastors invited to visit schools with Board members.
- Parish and School Connections.
- Moving in Faith: (committee re-assemble).
 - Social media emphasis.
- Catholic partners invited to join school liturgies (CFS, Visitation House, Marian Center, Santa Maria, Archdiocese, Souls Harbor/Food Bank).



DIP – English As An Additional Language

SMART Goal: 70% of Grade 2-12 EAL students with global CFR levels of A1.1 to A2.2 who have been receiving EAL support for at least a year will increase one global CFR level.

Actions &/or Deliverables:

Administrators (Principal/Vice Principal):

1. School and Achievement Team Consultant/coordinator informal conversations and collaboration as needed throughout the year.
2. ThoughtExchange targeting improved family engagement.
 - o All schools to gather feedback through the survey.
3. Professional Development for administrators targeting Family Engagement.
 - o Provide learning for administrators to then use the feedback from parents to make a plan for their schools.

EAL Teachers:

4. EAL CFR Submission 2 times/year.
5. EAL Teachers and M&M Consultant data driven conversations and collaboration 3 times/year.
6. EAL teacher supports second language acquisition learning using a push-in model in Grades 1 - 8.
7. Seesaw – developing language-rich portfolios and digital activities.
 - o Shared with parents and classroom teachers.
8. Transition to High School.
 - o Meetings with elementary EAL teachers and the associated HS EAL teacher to discuss EAL supports required for students moving into grade 9.
9. EAL class selections for High School.

Classroom Teachers:

10. Professional Development – workshop model in the grade 2 classroom.
 - o Additional PD – SIOP training.
11. Supports provided for tier 2 and tier 3 students using a push-in model once a year in a 4 - 6 week block.



DIP – Indigenous Education

SMART Goal: As a division & schools on Treaty 4 territory, we will embrace truth & work towards reconciliation. Annually, the Regina Catholic School Division will walk together with Indigenous people s and engage in Indigenous ways of knowing and doing in a good way.

Actions &/or Deliverables:

Indigenous Education For All:

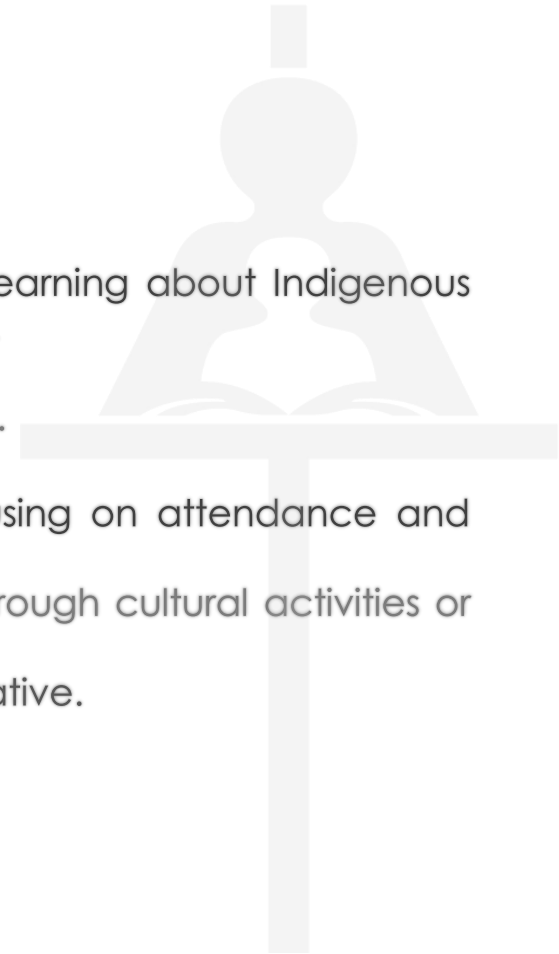
1. All teachers will embed Indigenous ways of knowing and doing into curricula.
 - Teachers include this info in year plans; every subject area or course.
2. Treaty education will be taught in grades K-12.
3. All students and staff will gain a better understanding of Indigenous Spirituality or ceremony by learning about Indigenous traditional ways of doing or learning from the land in partnership with Elders and Knowledge Keepers.
 - Scheduled Winter Count Buffalo Robe Teachings at every school.
 - Teepee teachings, tobacco project, and smudge teachings are a few examples of the learning.

Supporting Indigenous Learners:

4. Indigenous HS Advisors will support students and families to build relationships with schools, focusing on attendance and graduation rates.
 - Connect with students regularly and create opportunities to engage families at the school through cultural activities or learnings.
5. Connect Indigenous learners with language through the Métis & Michif Language Early Learning Initiative.
6. Schools will create an environment for success where students feel supported.

Truth and Reconciliation:

7. RCSD will reaffirm our commitment to the Truth & Reconciliation Calls to Action 62-65 each year.
 - Create Division Calls to Action Plan that will be embedded into the Board Strategic Plan.
8. All staff will participate in required PD.
9. All grade 10 students will take part in a Blanket Exercise.

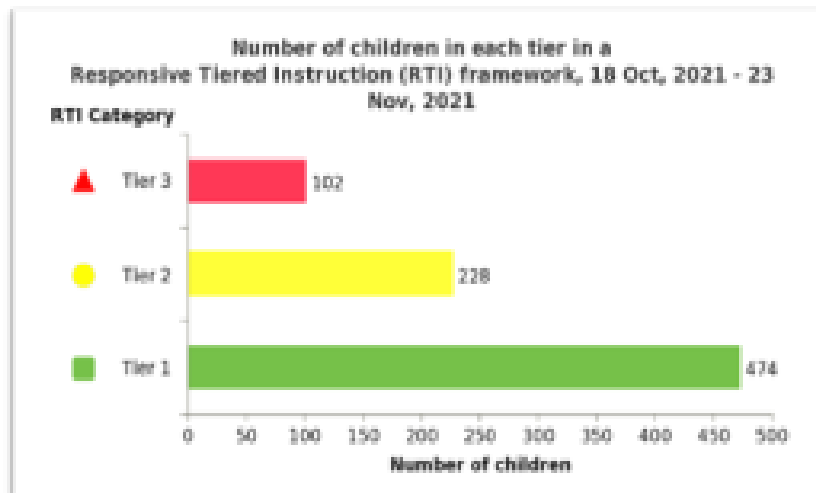


DIP – Early Years

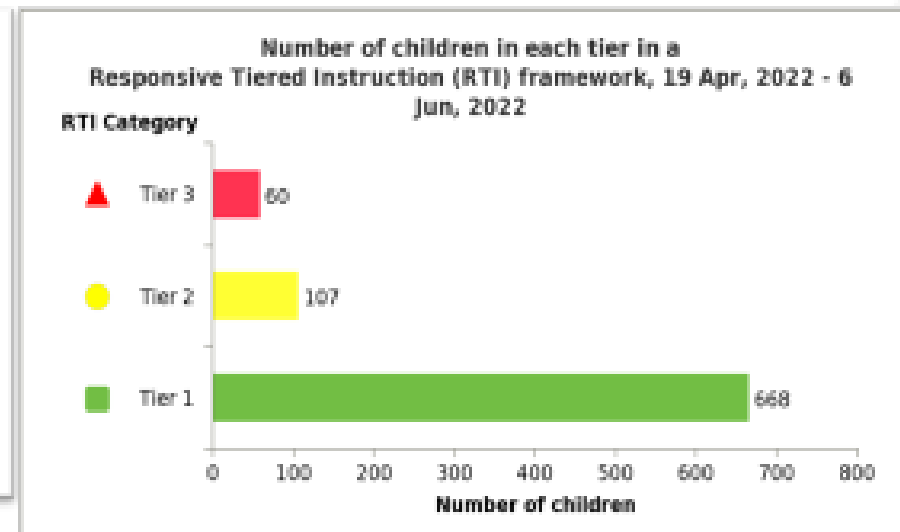
SMART Goal: By June 30, 2023, children aged 0-6 years will be supported in their development to ensure that **85% of students exiting kindergarten are ready for learning in the primary grades.**

- Increased number of students that are now at Tier 1 (59% scoring green in Fall (November); **80% scoring green in Spring (June)**)
- **Increase of 20% of Kindergarten students scoring green who are ready for grade 1**

FALL 2021



SPRING 2022



Actions &/or Deliverables:

- Purchase resources and professional development focusing on phonological awareness
- Explicit and systematic instruction in phonological awareness in PreK & K
- Professional development and purchase of resources to support play-based learning

DIP – Reading, Writing, Math

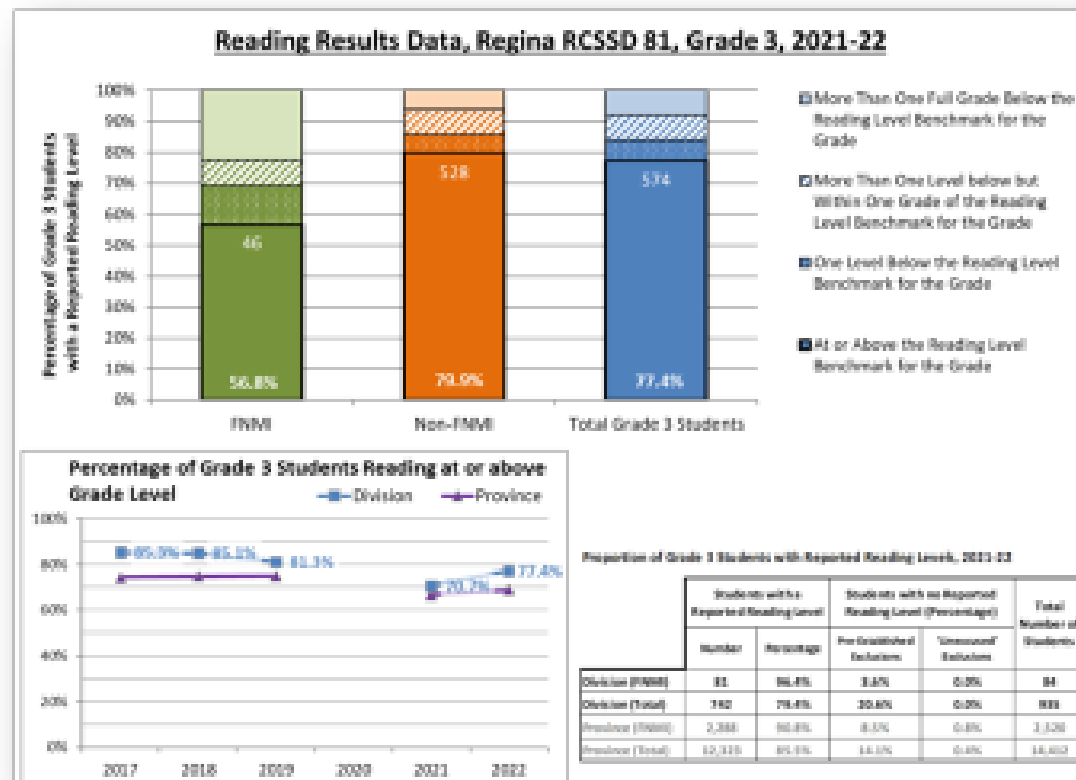
SMART Goal: By June 30, 2023 75% of students will be at or above grade level in reading, writing and math (number strand only).

READING

- Percentage of Grade 3 students reading at or above grade level is 77.4%
- **Reached our SMART GOAL**

Actions &/or Deliverables:

- Purchase resources and professional development focusing on phonological awareness
- Explicit and systematic instruction in phonological awareness in K to 2
- Purchase of RazPlus (website license) to support independent reading at school and at home (Grades 1 to 4/5 English and French)
- Students in Gr. 5-9 requiring ATL (Assistive Technology Learning) will receive a 1:1 device to support their reading and writing needs based on the data collected during the school year
- School teams meet to discuss data and adjust schedules to reflect the discussions (e.g., Learning Catalyst Teacher)



DIP – Reading, Writing, Math

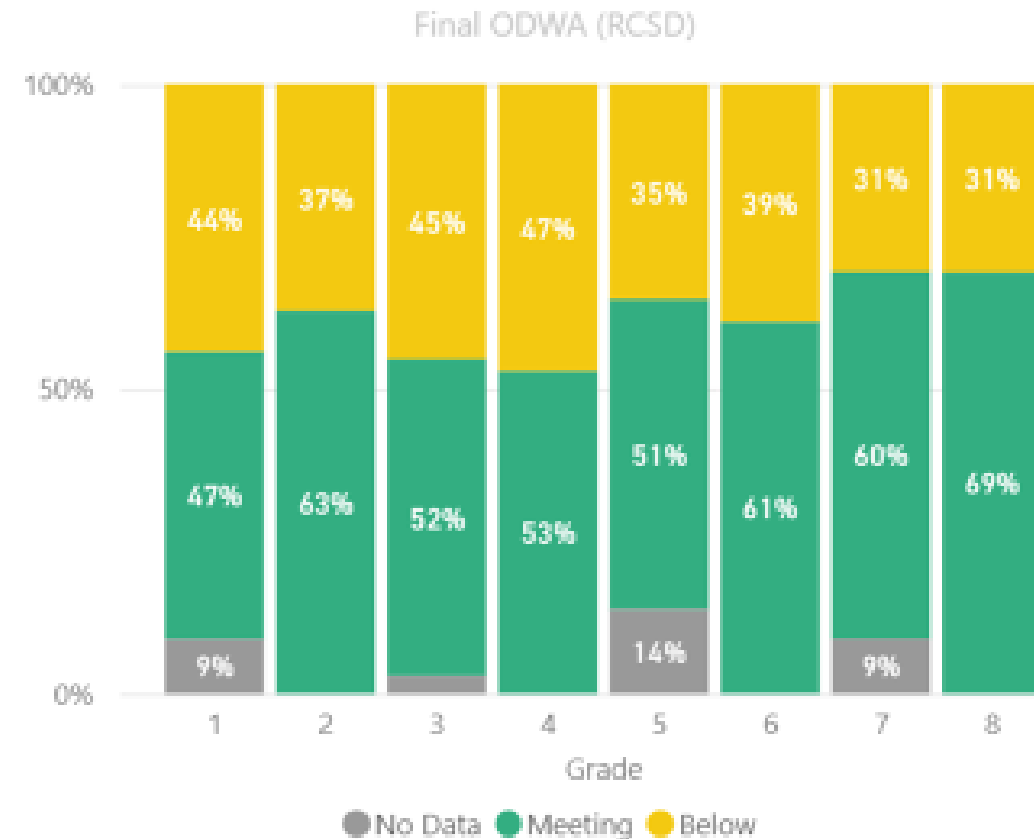
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WRITING

- Ministry did not collect data at the end of 2021/2022
- RCSD June data 2021/2022
 - Data submission: grades 2, 4, 6, 8
- SMART goal is 75% we are moving closer, but more work is required

Actions &/or Deliverables:

- Further development and promotion of division writing units
- Professional development on best practice in writing (e.g., teacher modelling, studying writing samples)



DIP – Reading, Writing, Math

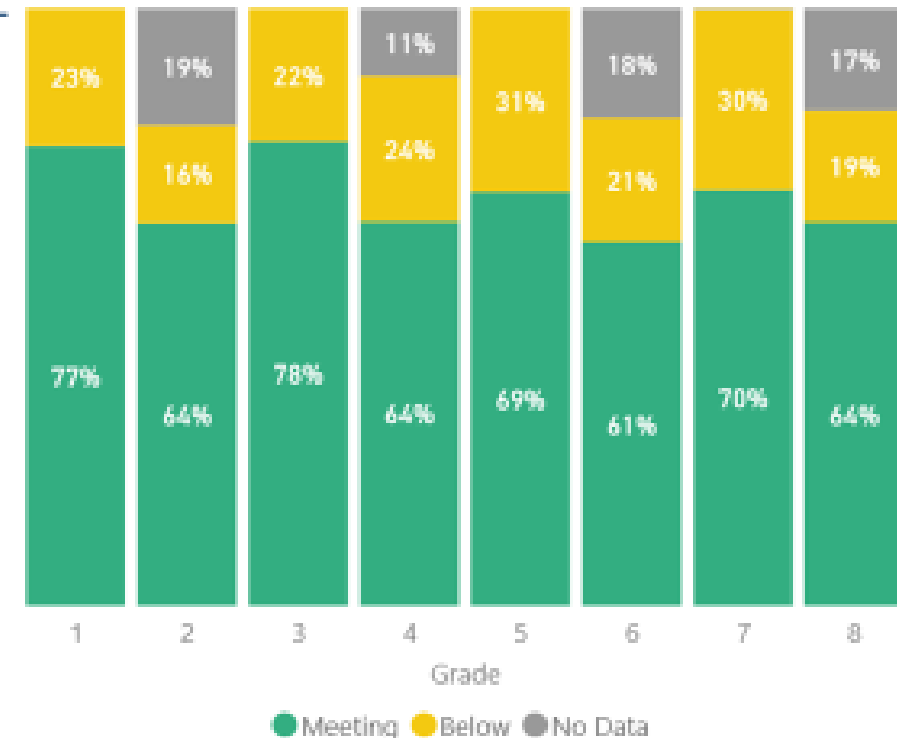
SMART Goal: By June 30, 2023 75% of students will be at or above grade level in reading, writing and math (number strand only).

MATH

- Ministry did not collect data at the end of 2021/2022
- RCSD June data 2021/2022
 - Data submission: grades 1, 3, 5, 7

Actions &/or Deliverables:

- Continue to offer professional development on Thinking Classrooms and math assessment practices
- Purchase of new resource MathUP K to 8 (author, Marian Small)
 - 2022/2023: K, grades 6-8)
- Teacher: lesson plans, tasks, assessment tools and on-demand professional development to improve practice; access to all grade level resources to support intervention and advanced challenges
 - Student: opportunities to discover math concepts through hands-on investigations and engaging games to reinforce skills
 - Home: "Sum It UP" section provides an overview of what's being learned and why topics are being taught the way they are – often these come with suggestions for at-home support



DIP – Graduation Rates

SMART Goal: RCSD Overall Graduation Rate of 90%. FNMI Graduation Rate of 75%

Actions &/or Deliverables:

1. Credit tracking and Graduation Planning – supported by counsellors and Indigenous Advisors (monthly); checklists; regular meetings; My Blueprint.
2. Communication via Edsby re; missing assessments to parents/students with 8 planned Recovery Days/semester for missed assessments.
3. Credit Recovery for courses at beginning of Semester 2 or through summer school course (online).
4. Smooth Transitions – Grade 8 spend a days (Spring), Grade 9 orientation (Fall), Grade 9 mentor working on tracking and supporting study skills (Semester 1), promotion of club/sport involvement.
5. Attendance Matters – focus on regular and punctual attendance – open attendance portal to parents, attendance letters and phone calls, and intervention meetings.
6. Mental Health Support – mindfulness minutes, promotion of building mental health capacity skills within students (e.g. stress management).

DIP – Mental Health and Wellbeing

SMART Goal: By June 2023, all schools in RCSD will use division and community resources to support Mental Health and Wellbeing .

Actions &/or Deliverables:

Data:

1. Complete OurSCHOOL Survey - Grades 4 – 12.
2. School Data Meeting - reflection on barriers to learning.

Professional Development:

3. Professional Development to support mental health and wellbeing of staff and students.

Division Culture - Staff:

4. Create a safe, inclusive, caring, and positive school culture and climate for staff.

School Culture - Staff:

5. Create a safe, inclusive, caring, and positive school culture and climate for staff.
6. Share Division and community resources.

School Culture - Students:

7. Create a safe, inclusive, caring, and positive school culture and climate for students.
8. Share Community Resources.

Social & Emotional Learning:

9. Implement Social and Emotional Learning instruction into the classroom and school-wide practices (PreK to 8).
10. Implement Mindfulness practices into daily instruction in grade 9 transition.
11. Identify students who require Tier 3 & 4 support (PreK to 12).
12. LeBoldus Mental Health Capacity Building (Grade 9 to 12).





ThoughtExchange

Collaboration

Insights

Decisions



BREAKOUT SESSION





*Thank you for
sharing!!*

