



Public Board Meeting Agenda

DATE: Mon December 5th, 2022

TIME: 5:00pm - 7:30pm CST

LOCATION: Board Room / MS Teams (optional)

GROUPS: Board, Executive Council

REMOTE: https://teams.microsoft.com/l/meetup-join/19%3ameeting_NjE3YzNiZjU0OWUxZS00NDc1LWEzMGYtYmQ4MGFiMjMwZGVh%40thread.v2/0?context=%7b%22Tid%22%3a%22907051ff-b5ce-496f-bb1d-c671754ccd7f%22%2c%22Oid%22%3a%2250970cda-1def-4b81-81d4-9db360de9e14%22%7d

1. Land Acknowledgement

SHAUNA WENINGER

- a. I wish to acknowledge that we are on Treaty 4 territory, the unceded lands of the nêhiyawak nahkawé , Nakota, and homeland of the Métis, Lakota, and Dakota. As a settler I am committed to acknowledging the truth, working toward intentional and meaningful reconciliation in my personal and professional life and encouraging those around me to move forward in their journey of truth and reconciliation.

2. Opening Prayer

BOB KOWALCHUK

3. Consent Items

SHAUNA WENINGER

- a. The following consent items have been received as information. Do any of the trustees want to move a consent item to discussion?
 - i. Student Enrolment - November 30, 2022
[Nov 30 2022 Enrolment.pdf](#)
 - ii. Staffing Update - December 5, 2022
[Staffing Update - November 29 2022.pdf](#)
 - iii. RCSD Board of Trustees Update - December 2022
[Board of Trustees Update - December 2022.pdf](#)
 - iv. Mental Health Capacity Building (MHCB) Parent Night - December 6, 2022

[2022 December Grief and Loss During the Holidays.pdf](#)

- v. Downtown Express - December 2022

[Downtown Express - December 2022.pdf](#)

- vi. SSBA 2023 Trustee Academy - Registration

[SSBA 2023 Trustee Academy - Registration.pdf](#)

- vii. 2022-23 Board Activity Schedule

[2022-23 Board Activity Schedule.pdf](#)

4. **Adoption of Agenda**

SHAUNA WENINGER

- a. **Recommendation: That the agenda be adopted.**

5. **Conflict of Interest**

SHAUNA WENINGER

- a. **Do any of the trustees have a conflict of interest based on the agenda they need to declare?**

6. **Adoption of Minutes**

SHAUNA WENINGER

- a. **Recommendation: That the minutes of the November 7, 2022 Organizational and Public Board Meeting be adopted.**

[R11 07 2022 ORG.pdf](#)

- b. **Recommendation: that the minutes of the November 21, 2022 Special Public Meeting be adopted.**

[R11 21 2022.pdf](#)

7. **Presentation**

SHAUNA WENINGER

- a. **Recognition of Vicky Bonnell, Past Board Chair**

- b. **Student Trustees (STRIVE)**

KELLEY EHMAN

- i. Michael A. Riffel Catholic High School

8. **Decision Items**

SHAUNA WENINGER

- a. **2021-2022 Preventative Maintenance Renewal (PMR) Project Amendment**

[2021-2022 PMR Amendment.pdf](#)

- i. Recommendation: That the Board approve the 2021-22 Preventative Maintenance Renewal (PMR) Amendment Form as presented.

9. Discussion

10. Governance

SHAUNA WENINGER

a. 2022-2023 Board Committees and Board Representatives

[2022 11 21 Board Committees and Board Representatives.pdf](#)

11. Governance - Executive Council Reporting

a. Detailed Implementation Plan (DIP) Reading, Writing, Math Report

SHERRY CHASE
KELLEY EHMAN

15 mins

[Reading, Writing, Math Report - Detailed Implementation Plan.pdf](#)

b. SELU Executive Summary - Student Services Review Phase 1

JOANNA LANDRY

30 mins

Presenters: Saskatchewan Educational Leadership Unit (SELU) Greg McJannet, Associate Director; Patricia Prowse, Donna Lee Weinmaster

[SELU Executive Summary - Student Services Review Phase 1.pdf](#)

[Student Support Teams Report Overview.pdf](#)

c. Enterprise Risk Management (ERM) Report - Transportation

JOSH KRAMER

10 mins

[ERM - Transportation Dec 5 2022 Public.pdf](#)

12. Reports

a. Chair's Report

SHAUNA WENINGER

[Board Chair's Report - December 5, 2022.pdf](#)

b. Trustee Reports / Committee Chair Reports

c. Director's Report

SEAN CHASE

13. Community Linkage

a. CSCC Board Linkage Meeting Minutes - November 16, 2022

WADE HACKL

[CSCC Board Linkage Meeting Minutes_November 16 2022.pdf](#)

14. **Correspondence**

SHAUNA WENINGER

a. **City of Regina - 2023 Appointments to Committees**

[2022-11-08 City of Regina - 2023 Appointments to Committees.pdf](#)

b. **City of Regina - Appointments to School Boards/City Council Liaison Committee**

[City of Regina - Appointments to School Boards_City Council Liaison Committee.pdf](#)

15. **Move in to Closed Session**

SHAUNA WENINGER

a. **Recommendation: That the Board move in to Closed Session**

- i. Litigation Issue
- ii. Sensitive Matters

16. **Move out of Closed Session**

SHAUNA WENINGER

a. **Recommendation: That the Board move out of Closed Session.**

17. **Review Board Annual Work Plan**

SHAUNA WENINGER

[2022-2023 Board Annual Work Plan - December 5, 2022.pdf](#)

18. **Items for Future Agenda**

SHAUNA WENINGER

19. **Adjournment**

SHAUNA WENINGER

a. **Recommendation: That the meeting be adjourned.**

20. **Closing Prayer**

JULIET BUSHI

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
Dec. 5, 2022	☒ Public ☐ Planning ☐ Closed ☐ Committee	☐ Decision ☐ Discussion ☒ Information ☐ Presentation
TOPIC		
November 30, 2022, Enrolment		

BACKGROUND:
Regina Catholic Schools November 30, 2022, PreK to 12 enrolment headcount is 12,495. This is an increase of 77.5 FTE students from last month and an increase of 166.75 FTE since September 30th. These counts do not include 55 students from Mother Teresa Middle School (Associate School).
See attached Executive Summary ☐ See attachment ☒

RECOMMENDATION(S) (if applicable):
N/A

Prepared by:	Attachments (list below):	Date:
Josh Kramer, CFO	Enrolment November 30, 2022	December 1, 2022

Enrolment – November 30, 2022

School Name	Sept. 30, 2022		Oct. 31, 2022		Nov. 30, 2022		Difference - Sept. 30 to Nov. 30		Difference - Month/Month	
	PreK FTE	Grade K-12 FTEs	PreK FTE	Grade K-12 FTEs	PreK FTE	Grade K-12 FTEs	PreK FTE	Grade K-12 FTEs	PreK FTE	Grade K-12 FTEs
Deshaye Catholic School	24.00	232.50	24.00	233.50	24.50	232.50	0.50	-	0.50	(1.00)
Holy Rosary Community School	6.00	101.50	8.00	105.50	8.50	105.50	2.50	4.00	0.50	-
Sacred Heart Community School	13.50	273.50	14.00	289.50	14.00	288.50	0.50	15.00	-	(1.00)
St. Augustine Community School	17.50	314.00	18.00	317.00	18.00	324.00	0.50	10.00	-	7.00
St. Catherine School	14.00	248.50	13.50	245.00	15.00	259.00	1.00	10.50	1.50	14.00
St. Francis Community School	15.50	363.00	15.50	367.00	16.50	371.50	1.00	8.50	1.00	4.50
École St. Mary	16.00	414.00	16.00	418.00	15.50	417.50	(0.50)	3.50	(0.50)	(0.50)
St. Matthew School	-	176.50	-	175.50	-	180.50	-	4.00	-	5.00
St. Michael Community School	7.50	133.00	7.50	133.00	7.50	133.00	-	-	-	-
St. Peter School	8.00	215.50	8.00	215.50	8.00	217.50	-	2.00	-	2.00
École St. Pius X	-	304.50	-	305.50	-	305.50	-	1.00	-	-
St. Maria Faustina School	-	33.50	-	33.50	-	34.00	-	0.50	-	0.50
St. Joan of Arc School	8.00	282.00	7.50	286.00	7.50	289.50	(0.50)	7.50	-	3.50
St. Gregory School	8.00	238.00	8.50	242.00	8.50	240.00	0.50	2.00	-	(2.00)
St. Bernadette School	-	363.00	-	365.50	-	369.00	-	6.00	-	3.50
St. Timothy School	7.50	312.00	8.00	320.00	8.00	321.00	0.50	9.00	-	1.00
St. Theresa School	16.00	307.50	16.50	305.50	17.50	306.00	1.50	(1.50)	1.00	0.50
St. Jerome School	7.50	209.00	8.00	211.50	8.00	210.00	0.50	1.00	-	(1.50)
St. Josaphat School	-	356.00	-	358.50	-	359.50	-	3.50	-	1.00
St. Dominic Savio Elementary	-	252.50	-	250.50	-	250.50	-	(2.00)	-	-
St. Nicholas School	-	434.50	-	433.00	-	433.00	-	(1.50)	-	-
Miller Comprehensive Catholic High School	-	1,154.00	-	1,152.00	-	1,161.00	-	7.00	-	9.00
St. Kateri Tekakwitha School	-	610.00	-	636.50	-	647.50	-	37.50	-	11.00
Archbishop M.C. O'Neill High School	-	854.00	-	856.00	-	859.00	-	5.00	-	3.00
École St. Elizabeth	-	508.50	-	510.00	-	510.00	-	1.50	-	-
Dr. Martin LeBoldus Catholic High School	-	717.00	-	721.00	-	728.00	-	11.00	-	7.00
Michael A. Riffel Catholic High School	-	886.00	-	886.00	-	885.00	-	(1.00)	-	(1.00)
St. Marguerite Bourgeoys School	-	211.50	-	211.50	-	213.50	-	2.00	-	2.00
École St. Angela Merici	-	431.50	-	433.50	-	433.50	-	2.00	-	-
St. Gabriel School	-	460.50	-	464.00	-	468.00	-	7.50	-	4.00
St. Luke School	-	81.00	-	81.00	-	83.00	-	2.00	-	2.00
Home-based School	-	30.75	-	31.00	-	32.00	-	1.25	-	1.00
RCS Online	-	24.00	-	25.00	-	24.00	-	-	-	(1.00)
Total	169.00	11,533.25	173.00	11,618.50	177.00	11,692.00	8.00	158.75	4.00	73.50

* PreKindergarten and Kindergarten students are considered 0.5 FTE. Home-based Kindergarten students are counted as 0.25 and Grade 1-12 students are counted as 0.5 FTE.

BOARD MEETING – EXECUTIVE SUMMARY / ATTACHMENT

BOARD MEETING DATE
December 5, 2022
TOPIC
Staffing Report

Please ensure that the Staffing Report for the period November 2, 2022 – November 29, 2022, is included on the Board agenda for the Monday, December 5, 2022, Public Board meeting.

Teacher Resignation – 1

Teacher Temporary Contracts – 10

Support Staff New Hires – 5



December 2022

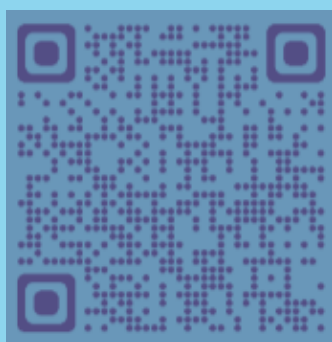
Regina Catholic Schools Board of Trustees



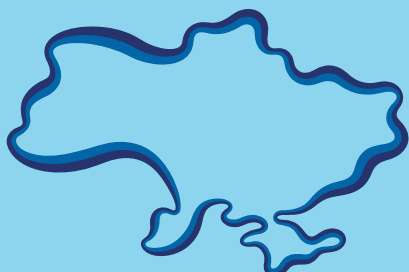
As we begin the waiting period of the Advent season, we pray with thanks for the gift of baby Jesus, the gift of Emmanuel. May God continue to bless us all with His love.



A sincere thank you to all those involved in the many productions in our schools. The annual High School Choral Concert is always a treat as all four choirs come together. Additionally, we rejoice at the return of many elementary events and productions. Thanks to all the volunteers!



Please join us for a virtual presentation about coping with grief and loss through the holiday season. "Holiday Hope" is on December 6 at 6:30 pm. Scan the QR code or visit <https://bit.ly/3AHHF2Q> to register for this event.



Creator God, hear our prayers for those in Ukraine. We ask for peace, reconciliation and comfort for all who need them. Lord, we ask for you to be with all, especially children who suffer as the war in Ukraine continues. For those who are anxious, fearful, bereaved, injured or who have lost their lives, we pray. Amen.



We pray for a safe and relaxing Christmas break for all our families. From December 21 on, there are no classes running. Students and staff return on Thursday, January 5, 2023. We wish everyone a very Merry Christmas and a blessed and joyous New Year!



On November 7, 2022, the Board of Trustees elected a new Chair, Shauna Weninger, and Deputy Chair, Ryan Bast. We thank Vicky Bonnell for her service as Chairperson for the last two years. She joins Rob Bresciani, Juliet Bushi, Bob Kowalchuk and Darren Wilcox as a Trustee.

Caregiver Education Series



HOLIDAY HOPE



Helping you and your family manage and cope with grief and loss.

Please join us for a virtual presentation about coping with grief and loss through the holiday season. Explore the different types of loss including non-traditional such as disconnection from community, chronic illness, separation from family, etc. Learn about expected and unexpected feelings. Discover how to manage expectations (your own and other people's) and how to set healthy boundaries. Find out about ways to honour those lost, how to preserve traditions and how to make new ones. And, as always, learn about the resources in the community who are available for support. We are stronger together.

**Tuesday
December 6, 2022
6:30-7:30 p.m.**



Scan or click the code to register for this virtual event.



Fostering connections through education & understanding to increase inclusion.



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



Downtown Express

December, 2022

Your monthly update from the RCSD Achievement Team!



Sherry Chase

 @sherrychase11

Curriculum & Instruction Supervisor

 s.l.chase@rcsd.ca

 306-550-8968

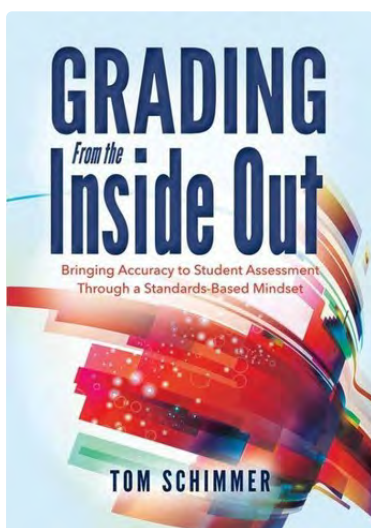
 portal.rcsd.ca/departments/ILS...



Data Collection Forms!

Several of the Data Collection Forms have been completed. To access forms and support documents, [use this link](#).

Form	Status	Support Document	Tutorial Video
On Demand Writing Assessment	Live in Clevr		
Elementary Running Records	Live in Clevr		
Évaluation de la lecture	Live in Clevr		
Évaluation de l'écriture	In Development		
Phonemic Awareness	In Development		
Number Strand	In Development		
Record of Adaptations	Live in Clevr		N/A



High School Book Club - Grading From the Inside Out

Are you interested in taking the next step on your assessment journey? Join us as we explore how to make assessment more meaningful and ensure it serves all learners.

In the new year, high school teachers will have the opportunity to participate in a book club focused on assessment practices guided by Tom Schimmer's book [*Grading from the Inside Out*](#). Interested teachers, please fill out this form by Dec. 12th:

<https://forms.office.com/r/WP81865eCB>

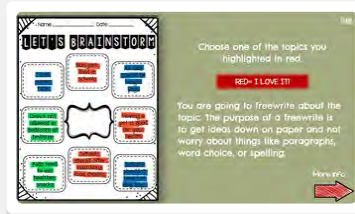
Specific plans regarding times, locations, and frequency of meetings will be determined once the size of the club is established. If you have any questions, please reach out to Genna Rodriguez or Kyle Webb.

Grade 4 Persuasive Writing

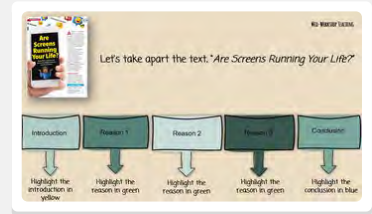
Grade 4 Healthy Living: persuasive writing lessons are completed. Teacher demonstration text is on schools offering nutritious food options. Students select a topic related to healthy living.



Thinking about Opinions



Choosing a Topic



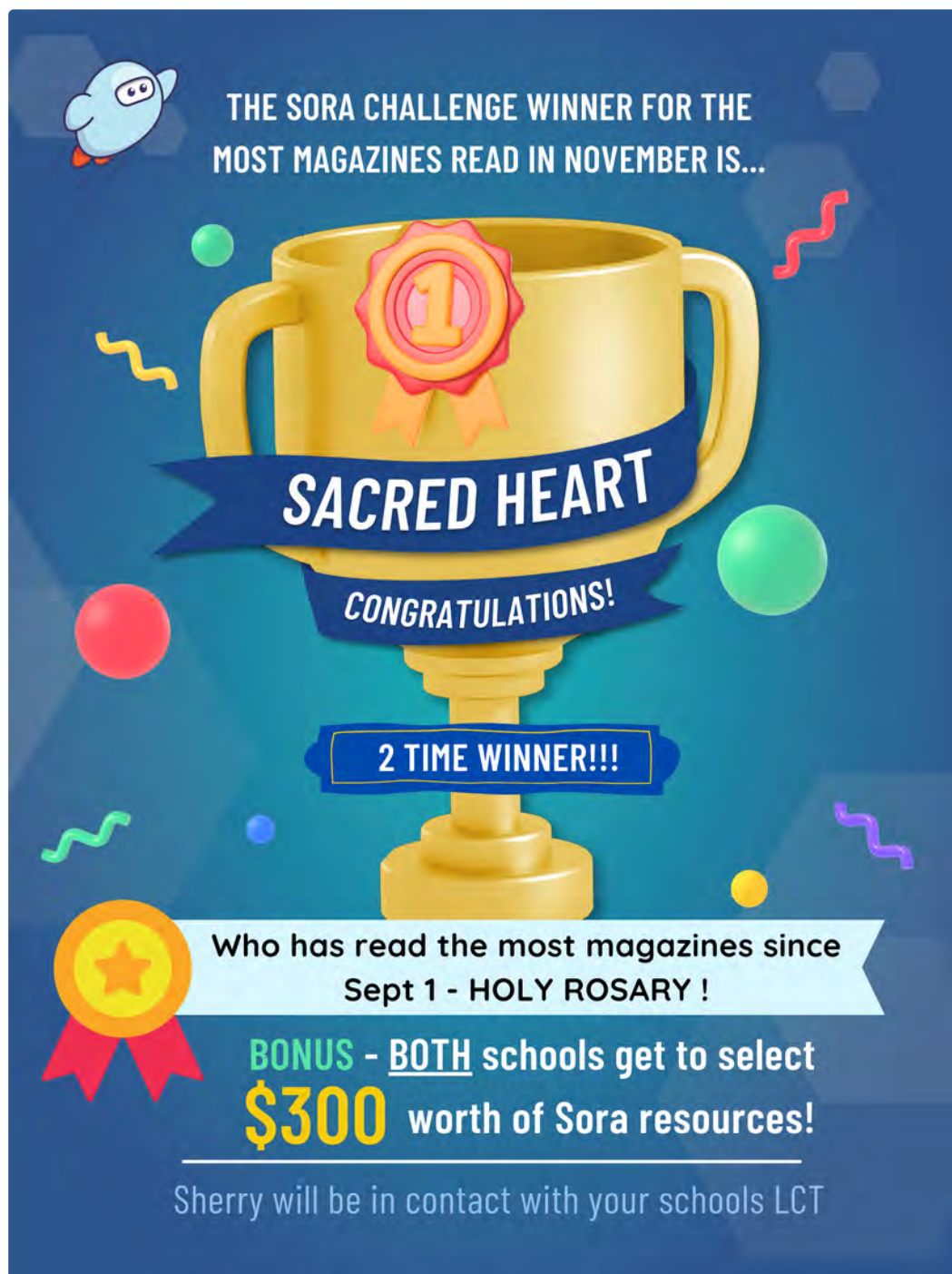
Studying a Mentor Text

SORA CHALLENGES:

September Challenge Winner Picks



November Challenge Winners



December Challenge

DECEMBER SORA CHALLENGE:

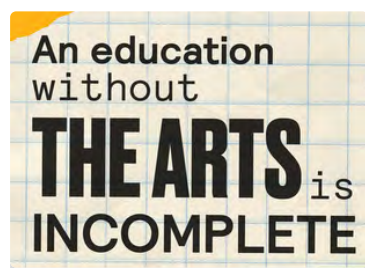
We want you to promote SORA! Let's see how many **NEW USERS** you can get to check out SORA!*

Winner gets to choose \$300 worth of Sora resources!

*Winner will be selected based on % of new users/student base

How to access SORA:
Log into Clever & click on the Sora icon, OR
Download the Sora App on your personal device!
First time logging in? Choose: Regina Catholic School
Division as your school and sign in with your RCSD
credentials!

ARTS EDUCATION



Arts Education

Website: [Arts Education](#)

 portal.rcsd.ca/departm...ages/...

LIVE Arts (Grades 1 to 8) New Artists Each Month

In November, come alongside Justice Noon as you and your class enter into the vivid and colorful patterns of beading. Join Justice as she takes classes through a brief history of beading, introduction to certain stitches and symbols as well as the creation of your very own beading design.

LIVE Arts will feature one artist each month until May, and cover various arts including music, storytelling, theatre, drawing, and others. Teacher guides and resources are provided for each program on the website. Find details about the other artists and programs under the "Programs" heading, which is visible on the registration page [here](#):

Grade 7/8: Thursday, November 24th at 10:00 a.m.

Grade 3/4: Thursday, November 24th at 1:00 p.m.

Grade 1/2: Friday, November 25th at 10:00 a.m.

Grade 5/6: Friday, November 25th at 1:00 p.m.

Visit liveartsaskatchewan.com for the full program description, artist biography, teaching guides, and program registration. For technical issues during the broadcast, contact 1-866-933 8333 or networkservices@gov.sk.ca.

Beading with Justice Rain Noon (Grades 1-8)



Performing Arts-School Tours K - 12

The deadline to book Spring 2023 tours is Friday, November 25th. Please find attached a booking brochure, and study guides for each tour.



Spring 2023 OSAC school tours - Axis Theatre and Boris Sichon, final.pdf

 [Download](#)
255.3 KB



The Troll Grandfather Study Guide.pdf

 [Download](#)
1.1 MB



boris sichon world study guide, final.pdf

[Download](#)
304.5 KB

Arts Ed Equipment Booking

If you would like to book Arts Ed kits, you can do so by going to the Arts Education webpage on the portal here: [Arts Education - Education Services \(rcsd.ca\)](https://portal.rcsd.ca/department/CE...) and to select the blue button that says "Click Here to Book Arts Ed Equipment (2022-23)". This will take you to the Arts Ed Equipment Jotform where there is a selection of kits to choose from.

CATHOLIC EDUCATION AND FAMILY LIFE



Deacon Joe Lang

Catholic Education Services Coordinator

Know, Love, and Serve and all the "Jesus and Church" Stuff!

[Daily Prayers and Spirituality](#)

✉ j.lang@rcsd.ca

🌐 portal.rcsd.ca/department/CE...

Catholic Education Services Online Resources (CESOR)

For your Catholic programming, liturgical and spiritual needs. NEW: Shortcuts added ease access to specific areas. If you need more - please just ask. Click above form more!

Resources

Some Elementary Diversity, Inclusivity and Equity resources available in your libraries now.

[Liturgies - Advent + Christmas](#)

[Seasonal Videos](#)

[Faith Permeation ideas - be intentional!](#)

[Growing collection of ideas for Spiritual Wellness](#)

[Liturgical Subscription Services](#)

[Prayer HowTos](#)

[RCSD Afternoon Prayers](#)



Elementary [Growing in Faith Growing in Christ and Fully Alive](#) programs:

Students and teachers can access the textbooks/guides from [RCSD Clever](#), which allows for a single sign-on experience (no usernames/passwords to enter)!

You can also access the Teacher resources and more from [here](#).

- Please share the [Growing in Faith Growing in Christ website](#) with parents so they can journey with their child through the program and help them with homework.
- **Username:** rcsd99 **Password:** Student99

CHARACTER STRONG ENTHUSIAST



Jennifer Stewart-Mitchell

 @jstewiestewie

 St.Timothy School

 j.stewart-mitchell@rcsd.ca

 3065337582

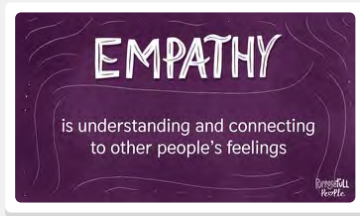
 charakterstrong.com

What's New With Character Strong?

As November and exploring the virtue of Gratitude comes to a close, we start looking at our next virtue, [Empathy](#). Empathy is a fitting virtue for Advent. The Advent season is all about reflecting on how we can prepare our hearts and homes for Christ's birth. In order to open our hearts to Christ, we can teach our students what it means to be empathetic by focusing on kindness, understanding, and connecting with the feelings of others.

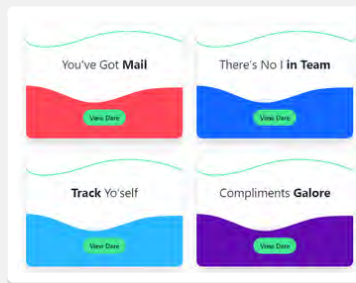


This month's activities and lessons in Character Strong go well with Advent. Teachers may consider adding some daily Character Dares for students as part of their Advent preparations. Student Character Dares provide students with consistent opportunities to engage in the practice of building their character through challenges and reflection. Additionally, by discussing these challenges with their peers, they can identify strong character skills in action. Note you may find Character Dares in the [Character Strong Gym](#).



Primary Teachers

Pre-K to grade 5 teachers, remember to check out the lessons for this month's virtue focusing on empathy. There are songs, videos and lessons to help students connect more deeply with what it means to be kind and understanding of others.



Middle Years Connection

Want to take the Character Dare further and connect to ELA outcomes? Consider having students reflect on their experience in a Character Strong Journal. These journals could also be used as part of the weekly lessons from the Middle Years Curriculum.



Character Strong Quotes

Looking for the Character Strong Quotes for this month? Find all the famous people quotes and virtue illustrations in the [Additional Tools](#) area of the Character Strong Gym. Just click on the link, download, and print!

Character Strong Purposeful Library

Books for Empathy and Kindness

Interested in purchasing some great books for your classroom library? Be sure to check out recommendations from [Character Strong!](#) If you can't find the book and would like to quickly share it with your students, be sure to check out the [Empathy E-Book Collection](#). It's a collection of the recommended picture books as read-alouds to use in a pinch when you want to connect the virtue to literature.



EARLY LEARNING & LITERACY



Michelle Dizy

Early Learning and Grade 1-3 Literacy Consultant

✉ m.dizy@rcsd.ca

☎ 306-551-8308

🌐 portal.rcsd.ca/departments/EdS...

Early Learning Inclusive Practices

The Ministry's early learning portal website has many resources for Pre-Kindergarten and Kindergarten teachers wishing to adopt inclusive practices to meet the needs of their students.

<https://earlylearning.edonline.sk.ca/>

You will find:

1. Supporting Inclusion Booklets on the topics of:

- Adapting Meeting Times
- Creating Inclusive Art Areas
- Creating Inclusive Block Areas
- Creating Inclusive Dramatic Play Areas
- Creating Inclusive Sensory Areas
- Supporting Smooth Transitions

2. Responsive Teaching and Assessment in Early Learning Programs document

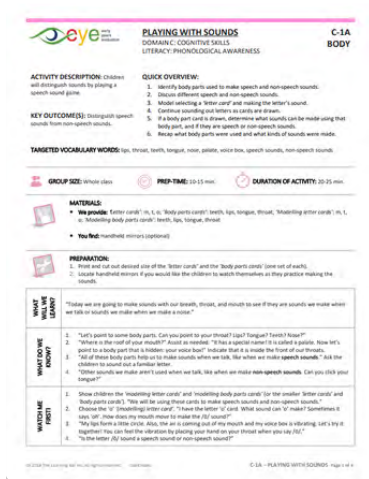
3. Video Series: 5 Key Considerations for Fostering Inclusive Practices in the Early Years



Adapting Early Learning Meetings to be Inclusive

saskatchewan.ca

Saskatchewan



EYE-TA - Now what?

Thank you, Kindergarten teachers, for completing the EYE-TA assessment!

Be sure to continue using the EYE website to access the EYE domain strengthening activities. The goal of these activities is to support each child early and improve their literacy success.

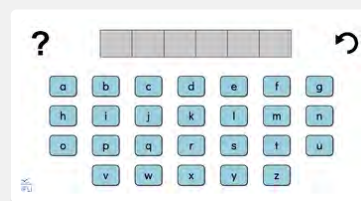
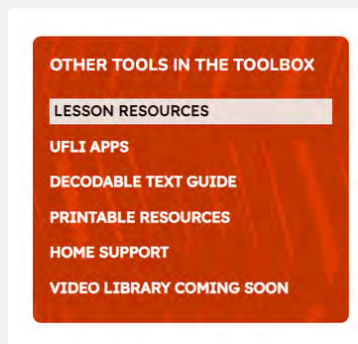
The EYE 100 Learning Activities are comprised of 20 sets of learning activities, with each set of 5 activities including:

- 2 activities that focus on cognitive skills (equal focus on both literacy and numeracy)
- 2 activities that focus on language and communication (expressive and receptive)
- 1 inquiry-based activity with a STEAM focus.

Grades 1-3 Literacy

Check out the University of Florida Literacy Institute (UFLI, pronounced "you fly"). UFLI is an ongoing effort by University of Florida faculty, students, and staff to improve literacy outcomes for children learning to read.

The website contains resources for teachers to develop the skills and knowledge necessary to be effective reading teachers. You will find slides, digital word work mats, games and a decodable text guide. Click on the images below to [visit UFLI](#).



ED TECH



Genna Rodriguez



Facebook



@RCSD_ET

EdTech Coordinator



g.rodiguez@rcsd.ca

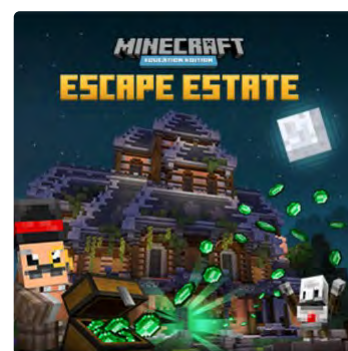


portal.rcsd.ca/departement/EdT...

Hour of Code 2022

Minecraft's Hour of Code activity for 2022 is **Escape Estate!** Students learn basic coding concepts to escape Dr. Breakowski's mysterious mansion in this [FUN & FREE Hour of Code lesson](#) with downloadable resources. Students solve puzzles using computational thinking to unlock secrets, open trap doors, and reveal hidden clues while coding their way out of a mysterious mansion. [View this tutorial](#) to get started, which provides an overview on how the activity works, what educator resources are available, and showcases the skills students will learn!

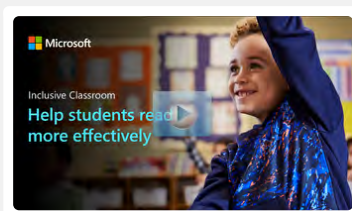
Note: it is recommended that students use the block coding option for this activity. Minecraft Education Edition is available in the RCSD Software Center. Students & teachers sign in with their RCSD username and password.



Hour of Code: Escape Estate - Official Minecraft Trailer

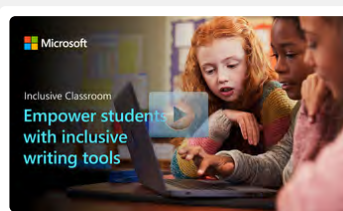


Enhance Inclusivity with Microsoft Learning Tools 🖱️



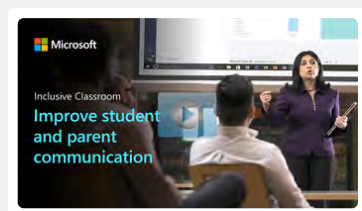
Improve Reading

Increase reading speed and comprehension for all learners, translate text for EAL students, support students with learning differences with text decoding solutions, and help emerging readers build confidence with [Microsoft Immersive Reader](#).



Improve Writing

With features like [Dictation and Editor](#), students can use the power of their voice and strengthen their writing with advanced editing suggestions.



Enhance Communication

Help students and their guardians understand and access important information with Learning Tools like [Translator](#), [Live Captions & Subtitles](#) in PowerPoint.

Microsoft Esports Academy

Esports, short for electronic sports, is organized, competitive video gaming. Just like traditional sports, esports requires teamwork, communication, critical and strategic thinking, creativity, sportsmanship, and leadership. Unlike traditional sports, where sports teams are split by gender, esports is gender neutral. All players, regardless of their gender expression, are welcome to play alongside of one another. Moreover, in addition to gender neutrality,



esports is also open to all, regardless of physical ability. The growing popularity of esports across student populations is recognized as having the potential to be a powerfully engaging tool to reach a diverse array of students. The benefits of starting an esports program extend beyond the walls of your classroom and into the lives of your students.

Are you interested in knowing more and starting an Esports team at your school? We recommend taking the [Microsoft Esports Teacher Academy \(META\) Training](#). It's a 3-hour asynchronous course that covers the role of esports in education, how to integrate esports in educational settings, and how to build a thriving esports program in a school.

FRANÇAIS IMMERSION



Monique Wahl

Coordonnatrice, éducation française

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🌐 portal.rcsd.ca/departement/EdS...

Rubriques et Listes de vérification pour écriture (4e à 8e)

Vous trouverez maintenant, sur le site web, des listes de vérification et des rubriques pour l'écriture. Les listes et les rubriques incluent les habilités des traits d'écriture. Les listes de vérification aideront les élèves à planifier leur écriture. Vous trouverez des listes et des rubriques pour écrire un texte informatif, un texte narratif et un texte d'opinion. Voici le [lien](#) direct.

Liste de vérification - texte informatif	
Nom: _____	
_____ 6ème année	
☐ J'ai un sujet ☐ Je soutiens mon sujet avec une idée principale et des détails dans chaque section ☐ J'inclus une variété de preuves pour chaque idée principale. Mes preuves sont exactes. Je laisse de côté les détails inutiles. ☐ J'ai mis l'information dans mes propres mots.	
☐ Mon introduction suscite l'intérêt des lecteurs le sujet ☐ Je fais connaître aux lecteurs les idées principales de mon sujet. Je dis au lecteur l'ordre dans lequel je vais partager mes idées principales. ☐ Je regroupe l'information en paragraphes ☐ Chaque section traite d'une idée liée à mon sujet ☐ J'utilise des transitions pour démontrer comment les idées sont reliées. ☐ Ma conclusion laisse le lecteur avec une idée. ☐ J'utilise des procédés littéraires ajouter des détails sur le sujet	

Société historique de la Saskatchewan

La société historique de la Saskatchewan offre maints ateliers (virtuels et en présence) pour les élèves de 1e à 12e année. Leurs ateliers scolaires atteignent tous des résultats d'apprentissage du programme immersion. Notre division est membre scolaire. Voici un [lien](#) à leur site où vous pourriez voir la liste de leurs ateliers scolaires. Si vous souhaitez participer à un atelier, contacter Monique Wahl.



INDIGENOUS EDUCATION



Jessi McCulloch

 @Jessie_McCulloch

Indigenous Education Coordinator

 j.mcculloch@rcsd.ca

 306-791-7200

 portal.rcsd.ca/departments/EdS...

Truth and Reconciliation RCSD

What does this look like in RCSD?

Every year, each school site is asked to create a ten month truth and reconciliation plan. At each location, this plan looks different and **that is okay**. We are all at different places on our truth and reconciliation journey and so are the communities in which we serve. Every school site is different in how they turn their plans into action. Most of the time, there are teams which include, administrators, teaching staff, support staff and in some cases even students that help to create these plans. The most important piece to all this is that we are on this journey together.

Often we ask ourselves what is our role in Truth and Reconciliation? This will look different for each of us both personally and professionally. Reconciliation is about knowing and understanding the past and working towards building a stronger future. Knowing where to start with this heavy work can be overwhelming. It is simple really, Truth and Reconciliation is about understanding each other, building trust and creating a better future. We are all Treaty people and we all have a role within reconciliation.

The infographic below is a tool and guide to help get started.

RECONCILIATION WHERE TO START

HEAD

The Truth and Reconciliation Commission asks Canadians to acknowledge and understand our collective past as a way to understand the present and move towards a stronger and healthier future.

GET INFORMED

- Read a book, look online, chat with people about reconciliation.
- Read the 94 TRC Calls to Action.
- Find resources online Twitter and Facebook included.



HEART



In order for authentic reconciliation to begin, you must truly feel that reconciliation is important and needed.

HOW DO YOU FEEL ABOUT RECONCILIATION?

- Look within your heart and ask why you personally believe in reconciliation.
- Connect and listen to stories about reconciliation from community members and Elders.
- Give students, families and colleagues space to share their feelings on reconciliation. We are all at different places and that is okay.

HAND

Reconciliation is a process with no ending point. When Treaties were signed the handshake was an important symbol knowing that First Nations and European settlers agreed to live together for mutual benefit.

TIME TO ACT

- Reconciliation is about small and big steps to making change.
- Reflect on how you can move forward in reconciliation both personally and professionally.
- Be an ally and support others who are making change, start by establishing meaningful relationships within the community you serve.
- Get started, be humble and don't be afraid.



Adapted from The Office of The Treaty Commissioner - Reconciliation Fact Sheet.

MIDDLE YEARS - LITERACY & SOCIAL

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 @Jenpen2001

Learning Consultant: Middle Years Literacy & Social Studies

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12 Days of Christmas Literacy Activity

Here is a Christmas reading initiative ready to go! [Click here for a 12 Days of Christmas](#) Seesaw activity for you to copy, edit (if needed) and share with your students.

Note: The book links can be edited to choose books appropriate for your students' age and interest level.



Promote the Willow Award Books!

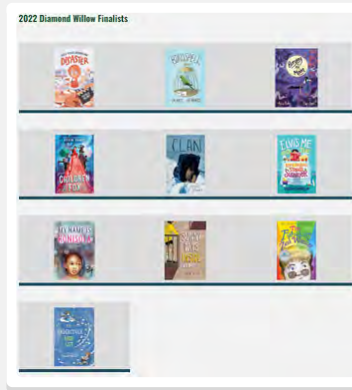
Each year, Saskatchewan children read and vote for Willow Award recipients from finalists nominated in three award categories:

- The Shining Willow Award (young readers)
- The Diamond Willow Award (grades 4-6)
- The Snow Willow Award (grades 7 & up)

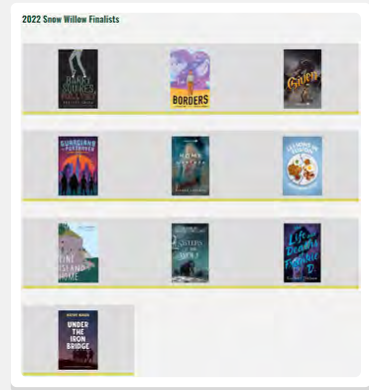
Students who have read the minimum number of books in a category may vote. Teachers or the school literacy team will submit tallies of votes made in their school by March 31, 2023. Click [here](#) for more information about the awards.



**Willow Shining
Award Finalists**



**Willow Diamond
Award Finalists**



**Willow Snow
Award Finalists**

MULTILINGUAL & MULTICULTURAL



Karen Quiroz-Norman

Multilingual & Multicultural Consultant

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☎ 306-791-7234

🌐 portal.rcsd.ca/departement/EdS...

Using the Picture Word Inductive Model (PWIM)

The [PWIM](#) is a process to teach English learners content-specific vocabulary and sentence formation. When English learners look around the classroom, they can visually see that their peers are also learning the same content, just in a different way. PWIM makes it possible for teachers to teach grade-level content while still being developmentally and emotionally responsive to students.



Supporting EAL Learners: Getting Started Modules

The EAL, Immigration and Languages Blackboard Organization features a repository of resources and intends to provide information to all Saskatchewan educators in their quest to support EAL learners in their classrooms. There are five modules, and each one of them take approximately 20 min. to complete. [Click here](#) to get started.

NUMERACY/SCIENCE



Kyle Webb

 @webbkyle

Numeracy & Science Consultant

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 portal.rcsd.ca/departments/EdS...

Numeracy/Science

Mathigon Puzzle Calendar

[Mathigon](#) is sharing its advent Puzzle Calendar once again this year. Follow along and see problems from previous years here:

<https://mathigon.org/puzzles>

MathUP

A new core math program is available to K, 6, 7, 8 teachers this year (including 5/6 split grade teachers). *Note: If you teach outside of these grades, you may still be granted a license depending on availability.*

[MathUP](#) can replace your current textbook and has many useful features for teachers: year plans (including split grades), three-part lesson plans, differentiation plans, assessment tools, and additional activities. Request your license: <https://forms.office.com/r/06v2UK8ELg>.



Little Green Sprouts (AITC)

If you'd like to inspire hands-on learning and inquiry into food production, as well as seeds, nutrition, soil science and plant needs, then Little Green Sprouts could be the perfect fit for your classroom.

Register by Dec 9th: [Little Green Sprouts](#)

Additional programs from Agriculture in the Classroom: [School Programs](#) | [AITC](#)

IMII Diggin' Digital Teacher Resource Hub

Saskatchewan Polytechnic presents a new initiative and program entitled Diggin' Digital Professional Development: [ICT and STEM Teacher Resource Hub](#). The initiative is committed to equip teachers with the resources and materials to incorporate ICT and STEM lessons into the classroom. Care has been taken to include Indigenous knowledge.

PRACTICAL & APPLIED ARTS



Wade Hackl

 @wbhackl

Superintendent of Education Services

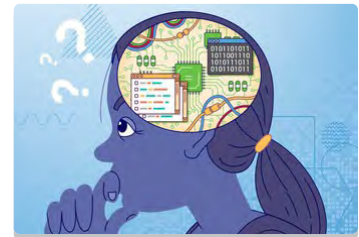
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 portal.rcsd.ca/departments/EdS...

SaskCode

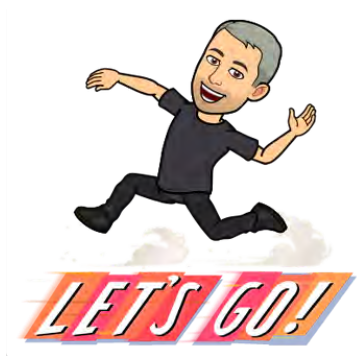
We equip teachers with the pedagogy, technological skills, and physical tools they need to embed computational thinking and coding into their classrooms. Our engaging, age-appropriate activities are linked to Saskatchewan curricula and use robotics that students love to learn with



Regina District Industry Education Council (RDIEC) Career Spotlights

Regina District Industry Education Council's [YouTube Channel](#): This channel contains many videos showcasing a variety of careers for young people in Saskatchewan. Check it out!

PHYS ED & HEALTH



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 @wbhackl

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 w.hackl@rcsd.ca

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 portal.rcsd.ca/departments/EdS...

Get Outside!

Get Outside! [w/ Nature Regina](#): Outdoor activities are good for our physical and mental health! A suite of Get Outside! programs were developed in response to COVID-19 restrictions that caused many



activities for individuals and families to be cancelled. These programs provide opportunities to explore nature in a safe outdoor setting.



Tennis Saskatchewan

Tennis Saskatchewan are interested in coming to our schools to work with our students. Contact Rory Park at 306.780.9410 or tennissask@sasktel.net to learn more.

Access to Action Grant Program

Access to Action is funded by [Sport Canada](#) and will focus on empowering school communities to provide inclusive and meaningful sport and physical activity opportunities before, during and after school. Grants up to \$20,000 are available to schools and/or community organizations for projects that engage school aged children and youth with a focus on young people of equity-deserving populations.

Application Period: October 6, 2022 - February 28, 2023



Phys. Ed Equipment Booking

A reminder that if you are looking to book Phys. Ed kits, you can do so by going to the Physical Education & Health webpage on the portal here: [Physical Education & Health - Education Services \(rcsd.ca\)](https://rcsd.ca) and to select the blue button that says "Click Here for the Phys Ed Booking Form". This will take you to the Phys. Ed Equipment Jotform where there is a selection of kits to choose from.

!! IMPORTANT - INDIGENOUS GAMES KIT !!

Unfortunately, the Indigenous Games kit went missing last year and it has not been found. To assist in locating the kit, we ask that you please check any/all bins around your school that you are unsure of. If found, please notify PhysEd.booking@rcsd.ca and arrange for it's return so that it can continue to be utilized this school year. Thank you.

STUDENT SERVICES

Sandra P. Selinger

Coordinator of Student Services

 s.selinger@rcsd.ca

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 portal.rcsd.ca/departments/EdServices

Regina Children's Charter & the Right to Communicate (AAC)

Regina Children's Charter of Rights

Regina Childrens Chart- Video - <https://www.youtube.com/watch?v=IBhE7wHP6sw>

The Charter guides the commitment of our community to respect and holistically support children emotionally, intellectually, spiritually & physically. (See attached document)

Wâhkotôwin is a **Cree word** that roughly translates to, "being in relation with all things and beings" - it means interconnection.



Regina Children's Charter Full.pdf



 Download

1.7 MB



Communication Bill of Rights

The Communication Bill of Rights states that **everyone has the right to learn to communicate, to be spoken with and not about, to know and ask about what's happening to them and to make their preferences known.** Everyone has the right to a communication system all the time and deserves to have a voice.

Students With Limited Verbal Capabilities Can Thrive in Inclusive Classrooms

With the right support, students who cannot rely on natural speech to communicate can do well in integrated classrooms.

<https://www.edutopia.org/article/students-limited-verbal-capabilities-can-thrive-inclusive-classrooms>

The AAC Coach- Kate McLaughlin

Kate McLaughlin is a speech language pathologist specializing in augmentative communication (AAC) for individuals with complex communication needs (CCN).

She believes that autonomous communication, inclusion and self determination are fundamental human rights.

Visit her website and sign up for **free resources** supporting **Communication for ALL..**

<https://www.theaaccoach.com/resources>

Follow her on Instagram- *the.aac.coach*



From: Stephanie Johnston <Sjohnston@saskschoolboards.ca>
Sent: Friday, November 25, 2022 1:12 PM
To: Stephanie Johnston <Sjohnston@saskschoolboards.ca>
Subject: 2023 Trustee Academy - Registration

WARNING - This email originated from outside RCSD. Do not reply, click links or open attachments unless you trust the sender and are expecting the email.

(This email is being sent to all Board Members, Directors of Education, and Executive Assistants)

TRUSTEE ACADEMY 2023

Thursday, January 26, 2023

9:30 a.m. – 4:00 p.m.

Via Zoom

Registration Fee is \$95 + GST.

Click here to register: <https://ssba.inviteright.com/2023TrusteeAcademy>

This year's Trustee Academy 2023 will be a virtual workshop delivered by Eli Mina, a meeting mentor and registered parliamentarian. The workshop information is as follows:

Robert's Rules & Responsible Governance

This workshop will assist your Board and Management in conducting productive meetings, using rules of order sensibly and intelligently, and achieving excellence in decision-making. You will identify helpful habits that should be embraced and potentially damaging habits that should be abandoned. This workshop builds, in part, on Eli Mina's book '*101 Boardroom Problems and How to Solve Them*.' Topics include:

- *Rules of Order and the Common Sense Factor*
- *Fundamental rules for debates: The OFEEDS acronym*
- *Roles of the Chair and Participants in ensuring effectiveness*
- *Main motions, amendments, 'tabling', quorum, voting issues*
- *Knowledge-based decision-making: goals, challenges*
- *Governing in the face of conflicting views, values and principles*
- *Consensus versus majority decision-making ('board solidarity')*
- *Balancing organizational v. constituency interests ('two-hats')*
- *Interactions between Elected Members and Management*
- *Public input, community consultation, and related interactions*

For more information on Eli Mina, please visit www.elimina.com. If you wish to purchase his book, "*101 Boardroom Problems and How to Solve Them*", you can order it from CivicinfoBC at <https://www.civicinfo.bc.ca/elimina/>.

Cancellation Policy:

Cancellations requested by January 4, 2023 will receive a full refund. Cancellations received on or before January 16, 2023 will be charged a \$50.00 cancellation fee. No refunds will be issued after this date, but you may send another person in your place at no extra cost.

Thank you!

Stephanie Johnston

Administrative Assistant

400-2222 13th Avenue Regina, SK S4P 3M7

Phone: 306-569-0750 Ext 111 | Fax: 306-352-9633

Email: sjohnston@saskschoolboards.ca | Website: www.saskschoolboards.ca

Note that I recently changed my last name to Johnston – please update your records with my new email address



Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
05-Dec (Mon)	SSBA Board Chairs' Council	*	8:30 to 9:30 am	Zoom	
05-Dec (Mon)	Board Pre-Meeting		4:30 to 5:00 pm	Board Room	
05-Dec (Mon)	Public Board Meeting		5:00 to 7:30 pm	Board Room	DIP Reading Writing Math (moved from Nov meeting); ERM - Transportation
07-Dec (Wed)	RCSD Advent Concert at Conexus		7:00 to 9:00 pm	Conexus Art Centre - 200 Lakeshore Dr.	Trustees, Executive Council
14-Dec (Wed)	St. Luke Christmas Lunch		10:30 am to 1:30 pm	625 Elphinstone St.	All Trustees, Executive Council
19-Dec (Mon)	Board Planning Meeting		4:30 to 7:00 pm	Board Room	
23-Dec (Fri)	Director, Board Chair, Deputy Chair Meeting - Review Public Agenda & Create Planning Meeting Agenda		9:00 to 10:00 am	DMR	
21-Dec (Wed) to Jan 4 (Wed)- Christmas Day, Boxing Day, New Year's Day Christmas Break					
18-Dec - April 1 - Bob Kowalchuk away (attending meetings through MSTeams)					
Trustee Per Diem and Expense Claims Due for November 2022					
09-Jan (Mon)	Board Pre-Meeting		4:30 to 5:00 pm	Board Room	
09-Jan (Mon)	Public Board Meeting		5:00 to 7:00 pm	Board Room	Approval of School Year Calendar for Ministry Approval; Annual Meeting of Electors Agenda; Director Reporting Policy 11 (Section 1 & 12); Qtr 2 Governance; Qtr 2 Financial; DIP # 1 of 2 - Faith Permeation; Transportation Report (Sep-Nov)
14-Jan (Sat)	SCSBA Board of Director's Meeting			Virtual	
17-Jan (Tues)	Indigenous Economic Development (Johnson Shoyama)		9:00 am to 4:00 pm	Live Online Workshop	S. Weninger
19-Jan (Thur)	RCSD Inclusion Evolution Breakfast & Connect (with Shelley Moore)		7:30 to 9:30 am	Gratton Room	TOR - V. Bonnell
23-Jan (Mon)	Board Policy Review Committee Meeting	*	2:30 to 4:15 pm	DMR	Bast, Bushi, Bonnell, Director, CFO
23-Jan (Mon)	Board Planning Meeting		4:30 to 7:00 pm	Board Room	Policy 12 - Role of the Director Performance Review & Board Self Evaluation Begin
25-Jan (Wed)	School Tour for Trustees and Senior Administration - Ecole St. Angela		10:30 am to Noon	6823 Gillmore Drive	TOR - Ryan Bast
26-Jan (Thurs)	2023 Trustee Academy Workshop		9:30 am to 4:30 pm	Zoom	Bast
27-Jan (Fri)	Director, Board Chair, Deputy Chair Review Public Meeting Agenda & Create Planning Meeting Agenda		9:00 to 10:00 am	DMR	
18-Dec - April 1 - Bob Kowalchuk away (attending meetings through MSTeams)					
Trustee Per Diem and Expense Claims Due for January 2023					
TBD-Feb	Consecrated Life Luncheon	*	TBD	TBD	Feb 2 is World Day of Consecrated Life
01-Feb (Wed)	Circle of Voices	*	4:00 to 6:00 pm	Board Room	
06-Feb (Mon)	Board Pre-Meeting		4:30 to 5:00 pm	Board Room	
06-Feb (Mon)	Public Board Meeting		5:00 to 7:30 pm	Board Room	Capital Projects Priority Approval; Director Reporting Policy 13; Approval of Division Theme (2023-24)

Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
07-Feb (Tues)	School Tour for Trustees and Senior Administration - Sacred Heart Community School		1:00 to 2:30 pm	1325 Argyle Street	TOR - D. Wilcox
08-Feb (Wed)	School Tour for Trustees and Senior Administration - Ecole St. Elizabeth		10:30 am to Noon	5149 E Green Brooks Way	TOR - V. Bonnell
TBD Feb (Mon)	Annual Meeting of Elector's	*	7:00 PM	Board Room	
09-Feb (Thur)	Policy Implementation (Johnson Shoyama)		9:00 am to 12:00 pm	JSGS 2155 College Avenue	S. Weninger
13-Feb (Mon)	School Tour for Trustees and Senior Administration - St. Francis Community School		1:00 to 2:30 pm	45 Mikkelson Dr.	TOR - J. Bushi
13-Feb (Mon)	Board Planning Meeting		4:30 to 7:00 pm	Board Room	HR Services Accountability Report
15-Feb (Wed)	Leadership Foundations (Johnson Shoyama)		9:00 am to 4:00 pm	Online	S. Weninger
20-Feb (Mon) to Feb 24 (Fri)- Family Day Stat and February Break					
27-Feb (Mon)	Director, Board Chair, Deputy Chair Meeting - Review Public Agenda & Create Planning Meeting Agenda		9:00 to 10:00 am	DMR	
28-Feb (Tues)	Coaching Fundamentals (Johnson Shoyama)		9:00 am to 12:00 pm	JSGS 2155 College Avenue	S. Weninger
TBD Feb	School Board / City Liaison Committee Meeting (2 of 3)	*	TBD	TBD	Board Chair, Deputy Chair, Director, CFO
18-Dec - April 1 - Bob Kowalchuk away (attending meetings through MSTEams)					
Trustee Per Diem and Expense Claims Due for February 2023					
Trustee Activity Reports Due for Dec 2022, January, February 2023					
04-Mar (Sat)	SCC/CSCC Parent Engagement Conference	*	9:00 am to 12:00 pm	J.A. Burnett Education Centre - 1600 4th Ave	All Trustees, Director
06-Mar (Mon)	School Tour for Trustees and Senior Administration - St. Maria Faustina School	*	10:30 am to Noon	425 - 15 Ave	TOR - R. Bresciani
06-Mar (Mon)	Board Pre-Meeting		4:30 to 5:00 pm	Board Room	
06-Mar (Mon)	Public Board Meeting		5:00 to 7:00 pm	Board Room	Review the Board Development Plan Progress; MTMS Presentation TBD
07-Mar (Tues)	Strategic Collaboration (Johnson Shoyama)		9:00 am to 12:00 pm	Live Online Workshop	S. Weninger
13-Mar (Mon)	SSBA Board Chairs' Council	*	8:30 to 9:30 am	Zoom	
20-Mar (Mon)	Board Planning Meeting		4:30 to 7:00 pm	Board Room	Provincial Budget Review; Director Performance Assessment Completed; Financial Accountability Reporting
22-Mar (Wed)	Board / CSCC Linkage Meeting	*	6:30 to 8:00 pm (Theatre)	Miller Comp. Catholic HS	All Trustees, Executive Council
24-Mar (Fri)	Director, Board Chair, Deputy Chair Meeting - Review Public Agenda & Create Planning Meeting Agenda		9:00 to 10:00 am	DMR	
31-Mar-01 Apr	SCSBA Board of Director's Meeting			In Person, Saskatoon	

Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
18-Dec - April 1 - Bob Kowalchuk away (attending meetings through MSTeams)					
Trustee Per Diem and Expense Claims Due for March 2023					
03-Apr (Mon)	Board Pre-Meeting		4:30 to 5:00 pm	Board Room	
03-Apr (Mon)	Public Board Meeting		5:00 to 7:30 pm	Board Room	Qtr 2 Board Governance & Remuneration & Expense Allow. Qtr 2 Financial; Set Annual Mill Rate & inform Ministry by May 1st; Transportation Report (Dec-Feb)
05-Apr (Wed)	SSBA Board Chairs' Council	*	8:30 to 11:30 am	Delta Hotels by Marriott Saskatoon	
05-06-Apr 2023	2023 Spring Assembly	*		Saskatoon	
07-April (Fri) to Apr 14 (Fri) - Good Friday, Easter Monday and Easter Break					
17-Apr (Mon)	Board Planning Meeting		4:30 to 7:00 pm	Board Room	Board Self Evaluation Begins
20-Apr (Thur)	Regina Catholic Connections Forum		2:00 to 3:30 pm	Gratton Room	Trustees, Director, Exec Council
21-Apr (Fri)	Director, Board Chair, Deputy Chair Meeting - Review Public Agenda & Create Planning Meeting Agenda		9:00 to 10:00 am	DMR	
TBD-Apr	SCSBA Board of Director's Meeting	*	TBD	TBD	
05-15 - Apr - Shauna Weninger Away					
Trustee Per Diem and Expense Claims Due for April 2023					
01-May (Mon)	Board Pre-Meeting		4:30 to 5:00 pm	Board Room	
01 May (Mon)	Public Board Meeting		5:00 to 7:30 pm	Board Room	Annual Three (3) Year PMR Approval
04-May (Thur)	School Tour for Trustees and Senior Administration - St. Gregory School		9:30 - 11:00 am	302 Upland Dr	TOR - S. Weninger
05-May (Wed)	School Tour for Trustees and Senior Administration - St. Dominic School		9:00 to 10:30 am	195 Windfield Rd	TOR - J. Bushi
15-May (Mon)	Board Planning Meeting		4:30 to 7:00 pm	Board Room	Preliminary Budget Review Board Self Evaluation Completed
16-17 May (T/W)	Indigenous Education Symposium		SAVE the DATE	Prairieland Park, Saskatoon	reference SSBA Calendar of Events
17-May (Wed)	School Tour for Trustees and Senior Administration - Deshaye Catholic School	*	10:30 am to Noon	37 Cameron Cr.	TOR - B. Kowalchuk
26-May (Fri)	Director, Board Chair, Deputy Chair Meeting - Review Public Agenda & Create Planning Meeting Agenda		9:00 to 10:00 am	DMR	
29-May (Mon)	SSBA Board Chairs' Council	*	8:30 to 9:30 am	Virtual	
TBD-May	RCSD / RPSD Joint Boards Meeting	*	TBD	TBD	
TBD May	School Board / City Liaison Committee Meeting (3 of 3)	*	TBD	TBD	Board Chair, Deputy Chair, Director, CFO
TBD-May	Distinguished Alumni Gala	*	TBD	TBD	
TBD - May	Moving in Faith	*	TBD	TBD	

Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
TBD - May -Catholic Education Week Saskatchewan					
Trustee Per Diem and Expense Claims Due for May 2023					
Trustee Activity Reports Due for March, April, May 2023					
01-03 Jun	CCSTA Convention and AGM	*	TBD	Saskatoon, Sheraton Cavalier	
05-Jun (Mon)	Board Pre-Meeting		4:30 to 5:00 pm	Board Room	
05-Jun (Mon)	Public Board Meeting		5:00 to 7:30 pm	Board Room	Director and Board Evaluations Approved & Filed; Appoint Auditor; Budget Review and Preliminary Approval
13-June (Tues)	Graduation - St. Luke School Mass and Exercises		11:00 am to 2:00 pm	St. Cecilia Parish	TOR - J. Bushi
13-June (Tues)	2022-23 Board hosted Superannuate and Retiree Reception and Dinner	*	6:00 to 9:00 pm	Hotel Sask.	Trustees+Guests, Director+Guest, Archbishop/Alternate, Superannuates/Retirees + Guests
14-Jun (Wed)	Circle of Voices	*	4:00 to 6:00 pm	Board Room	
19-Jun (Mon)	Board Planning Meeting		4:30 to 7:00 pm	Board Room	PSAB PS2200 Related Party Disclosure by June 30
22-Jun (Thur)	Special Public Board Meeting		4:00 to 5:00 pm	Board Room	2023-24 Budget Approval
TBD-June	2022-23 RCSTA Superannuation Reception	*	TBD	TBD	
TBD-June	Board Policy Review Committee Meeting	*	TBD	TBD	
26-Jun (Mon)	Graduation Mass - Dr. Martin LeBoldus Catholic HS		7:00 PM	Resurrection Parish	TOR - D. Wilcox
27-Jun (Tues)	Graduation Mass - Archbishop M.C. O'Neill Catholic HS		7:00 PM	Holy Family Parish	TOR - R. Bast
27-Jun (Tues)	Graduation Mass - Miller Comprehensive Catholic HS		7:00 PM	Resurrection Parish	TOR - V. Bonnell
28-Jun (Wed)	Graduation Exercises - Dr. Martin LeBoldus Catholic HS		9:00 AM	Conexus Art Centre	TOR - D. Wilcox
28-Jun (Wed)	Graduation Exercises - Miller Comprehensive Catholic HS		7:00 PM	Conexus Art Centre	TOR - V. Bonnell
28-Jun (Wed)	Graduation Mass - Michael A Riffel Catholic HS		7:00 PM	Holy Family Parish - 1021 McCarthy Blvd	TOR - S. Weninger
29-Jun (Thur)	Graduation Exercises - Michael A Riffel Catholic HS		9:30 AM	Conexus Art Centre	TOR - S. Weninger
29-Jun (Thur)	Graduation Exercises - Archbishop M.C. O'Neill Catholic HS		6:00 PM	Conexus Art Centre	TOR - R. Bast
TBD-June	Graduation - St. Maria Faustina School		TBD	TBD	
28-Jun - Last Day for Students					
Trustee Per Diem and Expense Claims Due for June 2023					
03-05 July	CSBA Congress 2023		TBD	Banff Centre of Arts and Creativity	Bonnell, Kowalchuk

Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
	Board Presence		TBD		
	Greetings		MSTeams/Zoom		
	Participant Only/Trustee on Rotation(TOR)		Meeting Conflict		
	Presentation/Award		Professional Development		

Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
	School of the Week				
15-16 Sept (2023)	SCSBA Board of Directors Meeting		In Person, Regina		
TBD October	AGM / Convention		TBD		



Regina Catholic Schools

Board Organizational Meeting Minutes

Nov 7th, 2022 5:30 pm - 7:30 pm

TRUSTEES PRESENT: Ryan Bast, Vicky Bonnell, Rob Bresciani, Juliet Bushi, Shauna Weninger, Darren Wilcox, Bob Kowalchuk (MS Teams)

STUDENT TRUSTEES PRESENT: Chevonne Lesiuk, Sydney Wszolek, Tracy Fuchs (Principal)

STAFF PRESENT: Sean Chase (Director), Josh Kramer (CFO), Kelley Ehman, Stacey Gherasim, Wade Hack, Joanna Landry, Twylla West, Scott Fossenier, Carla Redler (Recorder)

1. Call the meeting to order

S. Chase called the meeting to order.

2. Land Acknowledgement

I wish to acknowledge that we are on Treaty 4 territory, the traditional lands of the nêhiyawak , nahkawé , Nakota, and homeland of the Métis, Lakota, and Dakota. Tomorrow, we will come together to mark National Indigenous Veterans' Day, honouring the important contributions of Indigenous peoples in service to Canada. As we continue to take steps on this shared journey of reconciliation, we remember all the Indigenous peoples who have served and protected Canada - across generations.

3. Opening Prayer

J. Kramer opened the meeting with a prayer.

4. 13848. Adoption of Organizational Meeting Agenda

B. KOWALCHUK: That the Organizational Meeting agenda be adopted.

 CARRIED

5. Conflict of Interest

S. Chase: Do any of the trustees have a conflict of interest based on the agenda they need to declare? No Trustees responded.

6. 13849. Election of Chair

S. Chase called for nominations for Chair.

D. Wilcox nominated S. Weninger.

Second Call and Third (Final Call) for nominations.

R. BRESCIANI: That nominations for Board Chair cease.

There being no further nominations. S. Weninger was elected as Board Chair by acclamation.

 CARRIED

7. 13850. Election of Deputy Chair

S. Weninger called for nominations for Deputy Chair.

B. Kowalchuk nominated R. Bast.

Second Call and Third (Final Call) for nominations.

J. BUSHI: That nominations for Deputy Chair cease.

There being no further nominations. R. Bast was elected as Deputy Chair by acclamation.

 CARRIED

8. 13851. Signature Plate

J. BUSHI: That the Chair and Chief Financial Officer be the signing officers for the Division and that in the absence of the Chair, the Deputy Chair be designated as signing officer and that in the absence of the Chief Financial Officer, the Director of Education or the Comptroller be designated as signing officers.

 CARRIED

9. 13852. Signing Authorities for Bank Accounts

V. BONNELL: That the signatories for the Operating Account, Payroll Account, Capital Reserve Account, US Dollar, School Based Funds Account, and Trust Accounts will be any two of the Board Chair, Deputy Chair, Chief Financial Officer, Director of Education or Comptroller.

 CARRIED

10. 13853. Operating Line of Credit Requirements

D. WILCOX: That we authorize the borrowing of \$10,000,000 at any time to meet current operating expenses and that the authorizing resolution be forwarded to TD Canada Trust.

 CARRIED

11. Board Meeting Date and Time

a. 13854. Public Board Meetings

R. BAST: That the Board hold Public Board Meetings on the first Monday of the month commencing at 5:00 p.m. unless it is a statutory holiday. In that case the meeting will be held at the same time on the first Tuesday of the month.

 CARRIED

b. 13855. Board Planning Meetings

V. BONNELL: That the Board hold Planning Meetings on the third Monday of the month commencing at 4:30 p.m.

 CARRIED

12. Board Committees and Board Representatives

The Board Committees and Board Representatives will be discussed and determined at the November 21, 2022 Board Planning Meeting.

13. Appoint an Auditor (Review the Term of Current Auditor)

The Board appointed Dudley & Company LLP as external auditor for a five year term commencing the 2020-21 fiscal year end. 2022-23 is the third year of this five year term.

14. 13856. Adjournment of Organizational Meeting

R. BRESCIANI: That the Organizational Meeting be adjourned.

 CARRIED

15. Official Opening of Public Meeting - November 7, 2022

16. Consent Items

S. Weninger: The following consent items have been received as information. Do any of the Trustees want to move a consent item to discussion? B. Kowalchuk asked that i: GuardingMinds @ Work Survey - RCSD Report - October 2022 be moved into Closed Session.

a. Student Enrolment - October 31, 2022

b. Staffing Update - November 7, 2022

c. RCSD Board of Trustees Update - November 2022

d. Asset Protection Hotline Report

e. 2021-22 Purchasing Card Transactions

f. 2022 Distribution of Excess Capital from the SSBA General Insurance Plan (GIP)

g. Praxis Economic Impact Study - Fact Sheets and Key Messages

h. SCC Parent Conference - Light of Christ Catholic School Division

i. GuardingMinds @ Work Survey - RCSD Report - October 2022

Moved to Closed Session for further discussion.

j. Update - Information Services Corporation (ISC) Lien - St. Pius / Argyle Schools

k. 2021-22 Contracted Services / Employee Services Report

- l. October Institute 2022
- m. Downtown Express - November 2022
- n. 2022-23 Relocatable Classroom Program Application
- o. BRAVO! Awards
 - V. Bonnell acknowledged Twylla West, Gord West and Maria Saenz for being recognized and receiving three awards at the BRAVO! Awards Gala hosted by the Canadian Association of Communicators in Education (CACE).

p. 2022-23 Board Activity Schedule

17. 13857. Adoption of Public Meeting Agenda

B. KOWALCHUK: That the Public Meeting agenda be adopted as amended.

 CARRIED

18. Conflict of Interest

S. Weninger: Do any of the trustees have a conflict of interest based on the agenda they need to declare? No Trustees responded.

19. 13858. Adoption of Minutes

R. BRESCIANI: That the minutes of the October 3, 2022 Public Board Meeting be adopted.

 CARRIED

C. Lesiuk, S. Wszolek, T. Fuchs joined the meeting.

20. Presentation

a. Student Trustee (STRIVE) Report

- i. Archbishop M. C. O'Neill Catholic High School & St. Luke High School
 - K. Ehman, Superintendent of Education Services invited T. Fuchs, Principal of Archbishop M. C. O'Neill Catholic High School to introduce Student Trustees, Chevonne Lesiuk and Sydney Wszolek, as well as extend regrets on behalf of Olivia Pearce (unable to attend). C. Lesiuk and S. Wszolek shared highlights about their school which included: Thank you; Treaty Four Acknowledgement; School Year Start-up; Routines and Procedures; Academics; School Spirit - SRC; Education Week; Extra-Curricular; Truth and Reconciliation Journey. The presentation also included the STRIVE Exchange Summary (participating schools were: Archbishop M. C. O'Neill, Michael A. Riffel, Miller Comprehensive, Dr. Martin LeBoldus Catholic High Schools and St. Luke School). The ThoughtExchange Survey top thoughts were 1) The importance of supports for learning in the classroom - students want more access to supports; 2) Students want a respectful, inclusive community and students feel welcomed and safe. Trustees acknowledged S. Wszolek and C. Lesiuk for their leadership and commitment to STRIVE and their school.

T. Fuchs, C. Lesiuk and S. Wszolek left the meeting.

21. Decision Items

- a. 13859. Wi-Fi RFP and Board Approval of Additional Cost
R. BAST: That the Board approve the additional estimated expense of \$155,000 plus a 5% contingency of \$48,000, and awarding the Wi-Fi Infrastructure contract to the successful proponent.

 CARRIED

- b. 13860. Accumulated Surplus Balance
D. WILCOX: That the Board approve the internally restricted reserves and unrestricted surplus balances as of August 31, 2022.

 CARRIED

22. Discussion

- a. Draft Agenda - RCSD Board Linkage Meeting with Government MLAs (Regina) - November 18, 2022
The Board approved the November 18, 2022 RCSD Board Linkage Meeting with the Government MLAs (Regina) draft agenda.
- b. Draft Agenda - RCSD Board Linkage Meeting with Official Opposition MLAs (Regina) - November 18, 2022
The Board approved the November 18, 2022 RCSD Board Linkage Meeting with the Official Opposition MLAs (Regina) draft agenda.
- c. Accumulated Surplus Policy
Provided as information.
- d. Camp Monahan Christmas Gala
Deferred to the November 21, 2022 Board Planning Meeting.



Camp Monahan Christmas Gala discussion moved to the November 21, 2022 Board Planning Meeting.

Owner: Sean Chase

23. Governance

S. Fossenier joined the meeting.

24. Governance - Executive Council Reporting

- a. Enterprise Risk Management (ERM) Report - Privacy & Cyber Security
Wade Hackl, Superintendent of Education Services and Scott Fossenier, Chief Information Officer presented the ERM report - Privacy and Cyber Security. The presentation included: Approach - Layered Defense, Disaster Recovery and Business Continuity, National Institute of Standards and Technology (NIST), Cyber Security Framework (CSF), AON Standards (RCSD meets all AON standards); Current Measures - End User Training; Microsoft Sentinel, Geo Location Services, Multi Factor Authentication, Defender Cloud

Services; Cyber Security Insurance. The three risks shared were: 1) Vulnerabilities in Systems; 2) End User Training; 3) Staffing and Budget. The 2022-2023 Initiatives include: Security Audit, Phishing expeditions; Training modules; Policies and procedures review. RCSD partners in cyber security are: Microsoft Azure; INFO-TECH Research Group; SaskTel; CISCO and aruba. During the questions/answer portion of the presentation, the Board acknowledged the importance of cyber security; ongoing costs of technology; and the availability of relevant training for Trustees.



Executive Council will provide the Board with a long-term technology plan at a future planning meeting.

Owner: Wade Hackl, Scott Fossenier, Sean Chase

S. Fossenier left the meeting.

- b. Policy 2 - Role of the Board - Director Report: Section 7 - Enterprise Risk Management (ERM) and Section 10 - Fiscal Accountability
S. Chase and J. Kramer presented a report for Policy 2 - Role of the Board: Section 7 - Enterprise Risk Management (ERM) and Section 10 - Fiscal Accountability. The report indicated that Executive Council acknowledged both sections are in compliance and provided evidence to support its statement.

25. Reports

a. Chair's Report

- S. Weninger reported that she and other Trustees were busy during the month of October with the following meetings and events: Legally Blonde Musical at Archbishop M. C. O'Neill Catholic High School; Drama Production - "Anti-Social" at Dr. Martin LeBoldus Catholic High School; High Schools Football City Championship; volleyball and basketball games. This has been a great season for sports and arts in our schools. The Board also met with Minister Duncan and Deputy Minister Johnson on October 24th to advocate for additional financial support for the increase in student enrolment, specifically English as an Additional Language (EAL)/Newcomer. The outcome of the meeting was very positive as S. Chase, Director will report later in the meeting. S. Weninger thanked Executive Council for providing the information and data to support the Board's advocacy.

- V. Bonnell, as out-going Chair reported that in addition to the events mentioned above, that she attended the Vice-Principal Orientation; Chief Cadmus Delorme's Keynote Address - Engaging Indigenous Youth at the RCSD Institute; Indigenous Art Wrap Unveiling at St. Nicholas School and professional development offered by LEADS "The Role of the Director/CEO, CFO, and Board Chair in Public Sector Governance (Leadership + Governance = High Performance Short Course) with S. Weninger, S. Chase and J. Kramer.

- b. Trustee Reports / Committee Chair Reports
No report.

c. Director's Report

- S. Chase provided the following updates in his Director's Report: Provincial Education Plan 2023-30 RCSD Feedback Summary; Circle of Voices (COV) Terms of Reference Refresh; Message to RCSD Staff - Workplace Wellness Response; Baragar Demographics Intensive Boundary Review and Funding Update - Allocation of Expenses (November 7, 2022).

- The Board supports Executive Council's funding update and allocation of expenses for the estimated revenue from the Ministry of Education in support the increased enrolment.

26. Community Linkage

27. Correspondence

- a. Ministry of Education - North Regina Joint-Use School (NRJUS)
- b. Minister of Education - EAL Enrolment Information

28. 13861. Move in to Closed Session

R. BRESCIANI: That the Board move in to Closed Session.

 CARRIED

- i. Individual Employees
- ii. Litigation Issues
- iii. Sensitive Matters

29. 13862. Move out of Closed Session

J. BUSHI: That the Board move out of Closed Session.

 CARRIED

30. Review Board Annual Work Plan

The Board reviewed the Board Annual Work Plan.

31. Items for Future Agenda

32. 13863. Adjournment

V. BONNELL: That the meeting be adjourned.

 CARRIED

33. Closing Prayer

V. Bonnell closed the meeting with a prayer.

Shauna Weninger, Board Chair

Josh Kramer, CFO



Regina Catholic Schools

Special Public Meeting Minutes

Nov 21st, 2022 7:00 pm - 7:30 pm

TRUSTEES PRESENT: Shauna Weninger (Board Chair), Ryan Bast (Deputy Chair), Vicky Bonnell, Juliet Bushi (MS Teams), Bob Kowalchuk, Darren Wilcox

STAFF PRESENT: Sean Chase (Director - MS Teams), Josh Kramer (CFO), Carla Redler (Recorder)

S. Weninger called the meeting to order at 7:00 p.m.

1. Land Acknowledgement

S. Weninger: I wish to acknowledge that we are on Treaty 4 territory, the unceded lands of the nêhiyawak nahkawé , Nakota, and homeland of the Métis, Lakota, and Dakota. As a settler I am committed to acknowledging the truth, working toward intentional and meaningful reconciliation in my personal and professional life and encouraging those around me to move forward in their journey of truth and reconciliation.

2. Opening Prayer

D. Wilcox opened the meeting with a prayer.

3. 13864. Adoption of Agenda

V. BONNELL: That the agenda be adopted.

 CARRIED

4. Conflict of Interest

S. Weninger: Do any of the Trustees have a conflict of interest based on the agenda they need to declare? No Trustees responded.

5. Decision Items

a. 13865. 2021-22 Annual Report and 2021-22 Audited Financial Statements

B. KOWALCHUK: That the 2021-22 Annual Report and 2021-22 Audited Financial Statements be approved pending any minor changes by the Ministry of Education.

 CARRIED

6. 13866. Adjournment

D. WILCOX: That the meeting be adjourned.

 CARRIED

7. Closing Prayer

R. Bast closed the meeting with a prayer.

Shauna Weninger, Board Chair

Josh Kramer, CFO

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
December 5, 2022	☒ Public ☐ Planning ☐ Closed ☐ Committee	☒ Decision ☐ Discussion ☐ Information ☐ Presentation
TOPIC		
2021-2022 Preventative Maintenance Renewal (PMR) Project Amendment		

BACKGROUND:
Attached is the 2021-2022 PMR Amendment Form. This is a completed list of projects completed in 2021-2022 that had not been previously approved by the Board on May 2, 2022. The Ministry of Education requires the Board of Trustees (Board) approval for all PMR projects.
See attached Executive Summary ☐ See attachment ☒

RECOMMENDATION(S) (if applicable):
That the Board approve the 2021-22 Preventative Maintenance Renewal (PMR) Amendment Form as presented.

Prepared by:	Attachments (list below):	Date:
Doug Sears, Controller of Plant and Accommodation Services	2021-2022 PMR Amendment Form	November 25, 2022



Regina Catholic School Division

[illegible]

Board Committees and Board Representatives

November 21, 2022

Board Committees				
Standing Committees	Meetings / Year	Preferred month	Composition	
			Trustees	Staff & Other
Board Archdiocesan / Liaison	1	September	Trustees (All) Committee Chair – B. Kowalchuk	• Director of Education • Catholic Education Services Coordinator • Communications & Media Coordinator • Deanery Representatives • Archbishop's Representative to Catholic Education • One Pastor (Ukrainian Eparchy) • Members at Large (Faith Community)
Board Policy Review	2	January June	Trustees (3) Committee Chair – R. Bast V. Bonnell, J. Bushi	• Director of Education • CFO

Reference: Board Policy 9 – Board Committees

NOTE: According to Board policy, the Deputy Chair is required to chair one committee.

Board Representatives				
Community Linkage	Meetings / Year	Preferred month	Composition	
			Trustees	Staff & Other
Canadian Catholic School Trustees Association (CCSTA) Conference & AGM	1	TBD	Trustees (All)	• Availability
Catholic School Community Councils (CSCC's)	2	Nov/Mar	Trustees (All)	• Director of Education • Executive Council • School Officials • CSCC Representatives
Circle of Voices	2	Feb/June	Trustees (2) or Availability V. Bonnell B. Kowalchuk D. Wilcox	• Director of Education • Executive Council (1) • Elders, Knowledge Keepers, Indigenous Education Lead, Indigenous Education Coordinator, parents, teachers, and support staff
Clergy Luncheon	1	September	Trustees (All)	• Director of Education • Executive Council • Catholic Education Services Coordinator • Communications & Media Coordinator • Archbishop, Priests and Deacons
Consecrated Life Luncheon	1	February	Trustees (All)	• Director of Education • Executive Council • Catholic Education Services Coordinator • Communications & Media Coordinator • All consecrated men and women in the city of Regina
Employee Groups (CUPE, RCAA, RCESPA and RCSTA)	1	November	Trustees (All)	• Director of Education • Executive Council
Home Based Educators	1	September	Trustees (All)	• Director of Education • Superintendent overseeing Home Based Educators

Board Committees and Board Representatives

November 21, 2022

Board Representatives				
Community Linkage	Meetings / Year	Preferred month	Composition	
			Trustees	Staff & Other
Minister of Education	1	November	Trustees (All)	• Director of Education • CFO
MLA's Opposition	1	November	Trustees (All)	• Director of Education • CFO
MLA's Regina	1	November	Trustees (All)	• Director of Education • CFO
Post-Secondary Education Institutions Linkage	Biennially (Spring – every two years)	March	Trustees (All)	• Director of Education • CFO • Executive Council • Communications & Media Coordinator • Ministry of Ed, U or R, Campion College, FNU of C, Luther College, Regina Trades & Skills, Sask. Polytec., SIIT, SUNTEP/Gabriel Dumont)
RCSD and RPSD School Boards	1	January	Trustees (All)	• Directors of Education • CFOs from both divisions
Regina Catholic Connections	1	Mar/Apr	Trustees (All)	• Director of Education • Executive Council • Catholic Education Services Coordinator • Communications & Media Coordinator • Catholic Education Partners
Saskatchewan Catholic School Boards Association (SCSBA)	Determined by the SCSBA		Trustee (1) – V. Bonnell	• Director of Education
Saskatchewan School Boards Association (SSBA)	Determined by the SSBA		Trustees (All)	• Director of Education
Saskatchewan School Board Association (SSBA)– Board Chairs' Council	Determined by the SSBA		Board Chair /Designate	n/a
School Board/City Council Liaison	Determined by City Council		Board Chair Deputy Chair	• Directors of Education & CFO's from RCSD & RPSD • City Councillors & Mayor

Reference: Board Policy 10 – Board Representatives

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
December 5, 2022	☒ Public ☐ Planning ☐ Closed ☐ Committee	☐ Decision ☐ Discussion ☐ Information ☒ Presentation
TOPIC		
Detailed Implementation Plan		

BACKGROUND:
Review of the reading, writing and math data and the actions set for this years Detailed Implementation Plan
See attached Executive Summary ☐ See attachment ☒

RECOMMENDATION(S) (if applicable):
N/A

Prepared by:	Attachments (list below):	Date:
Student Achievement Team	Detailed Implementation Plan	November 30, 2022

Detailed Implementation Plan



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

Primary Owner: Sherry Chase, Kelley Ehman, Stacey Gherasim

Secondary Owners (Principals): Tammy Appell, Bart Cote, Geoff Gilbert, Daniel Lizee, Tricia Erlendson

Expert Advisors: Kim Nagel-Zeller, Jennifer Owens, Monique Wahl, Kyle Webb, Michelle Dizy

Learning Response | Learning Response – Reading | Mental Health & Wellbeing

Reading, Writing, Math

Categories:

 Responsive Instruction & Assessment

 Reading

 Writing

 Math

Mental
Health &
Wellbeing

Learning
Response

Learning
Response
–
Reading



Responsive Instruction & Assessment

ACTION #1:

Use of digital portfolios to document growth in a variety of ways, facilitate student reflection and assessment, and strengthen family engagement.

DELIVERABLE:

- Teachers implement and support development of Seesaw digital portfolios for each PreK-8 student
- Students post regularly throughout the year, reflecting on select reading, writing and math artifacts

STATUS:

- 100% of elementary schools are using Seesaw for the development of learning portfolios.
- Teachers continue to integrate Seesaw creative tools to capture and reflect upon their learning in all curricular areas.



Responsive Instruction & Assessment

Stats from September 1 to November 23, 2033

 **8,405** family members are connected to their child's Seesaw journal

 **43,086** family visits to view student journals since September

 **105,588** pieces of student work posted since September

 **1,701** cross-curricular activities in the RCSD Seesaw district library

NEXT STEPS:

- Continue to promote and support the integration of Seesaw as both a learning portfolio and learning management tool
- Continue to promote and support Seesaw as a tool for enhancing student engagement and empowerment

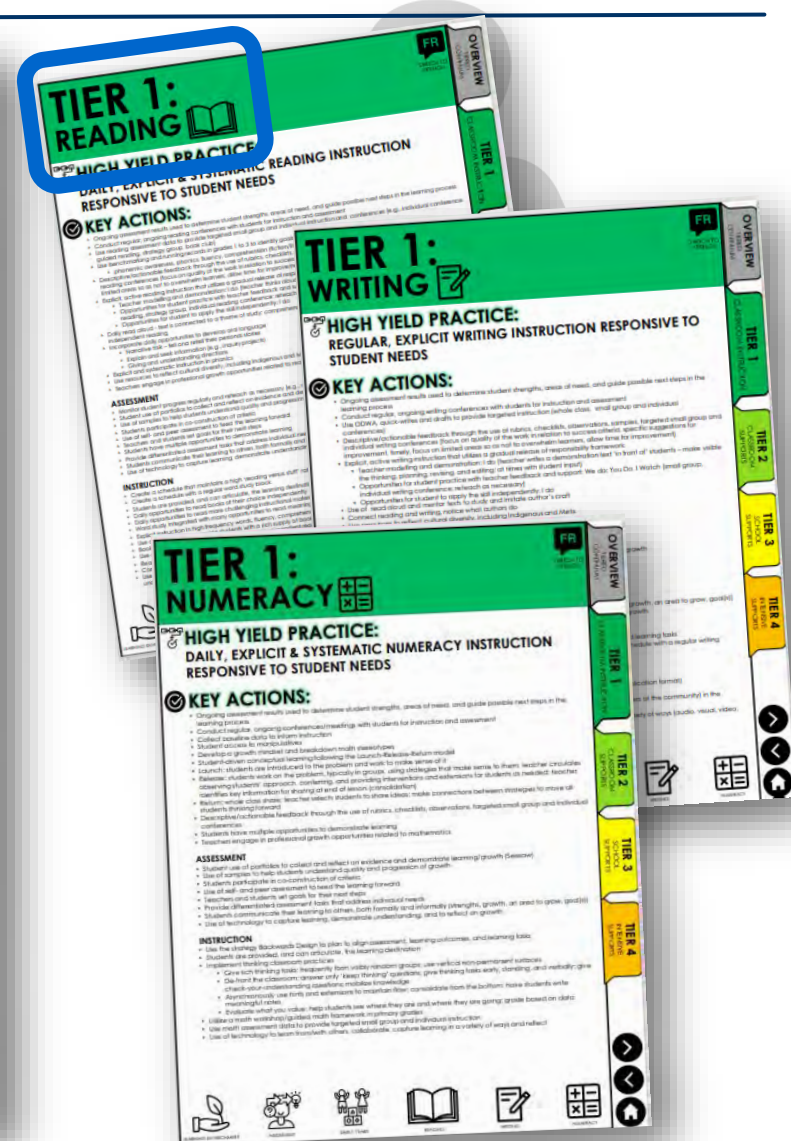
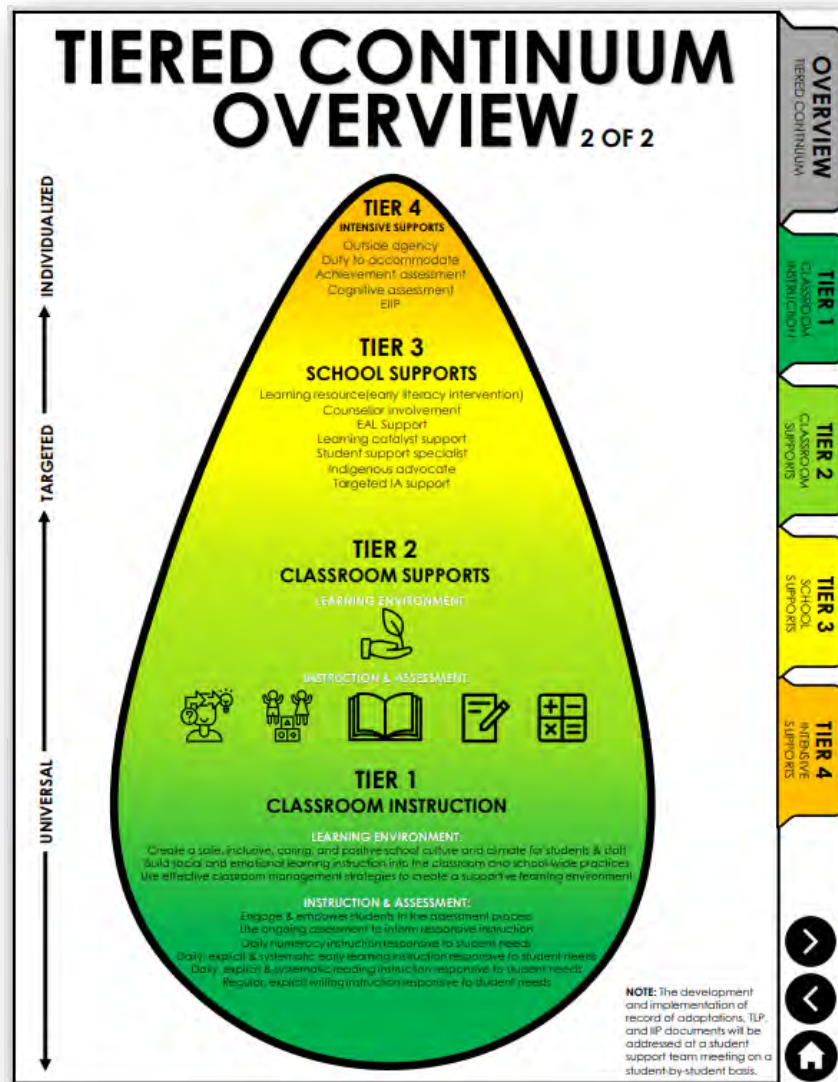
Responsive Instruction & Assessment

ACTION #2:

PD and implementation of the Tiered Continuum of Supports.

DELIVERABLE:

- Every school will view the division 'Tiered Continuum of Supports' video
- Every school will actualize the Tiered Continuum of Supports (e.g., use as a reference in meetings, use for teacher goal setting during C2PGs, develop a school version that is unique to the context of the school)



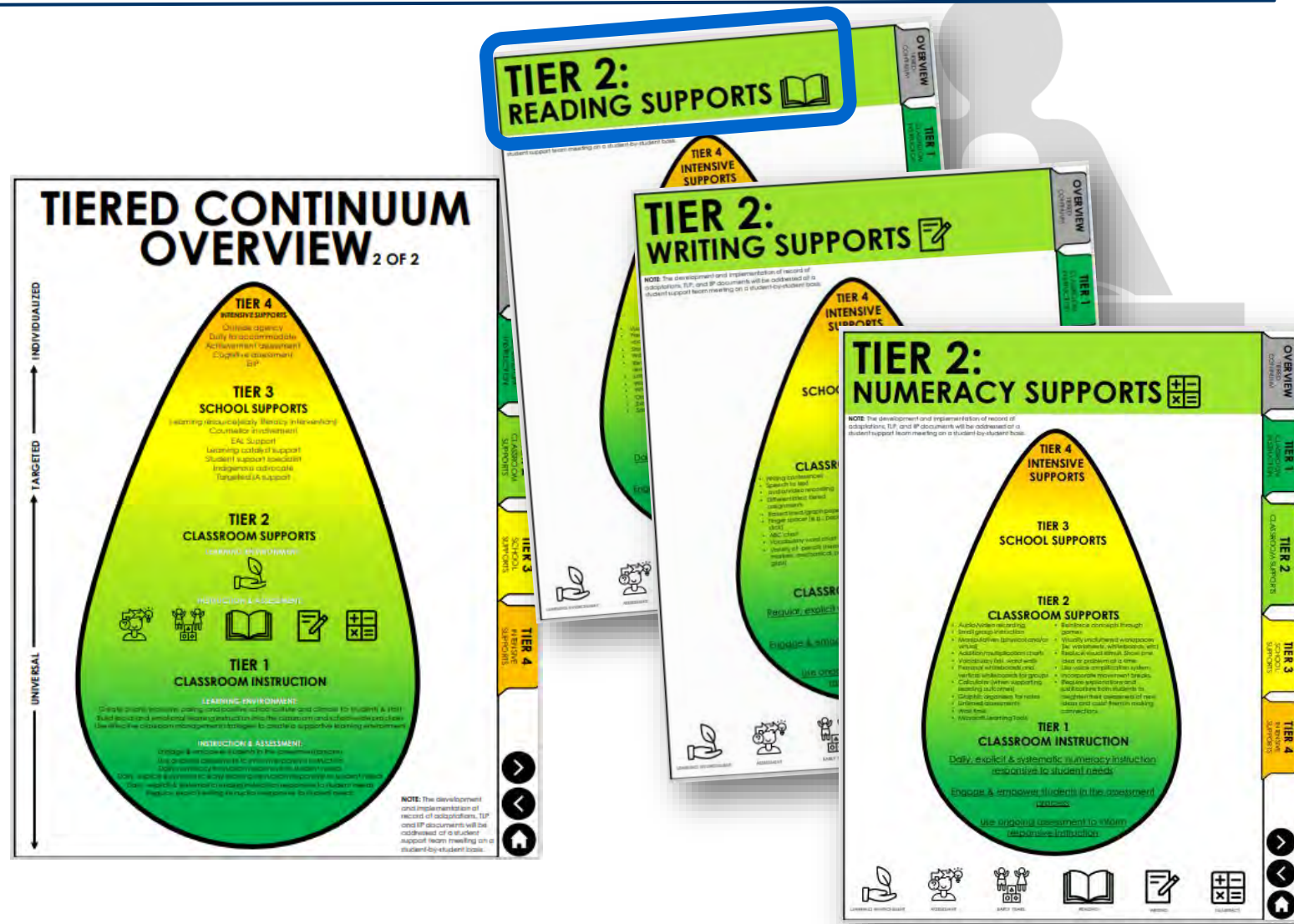
Responsive Instruction & Assessment

STATUS:

- SBAs, LRTs, LCTs, Counsellors all received PD training on the Tiered Continuum
- Four schools began using the Collaborative Response framework in 2021/2022 (Tiered Continuum of Supports is one of the foundational pieces of the framework)

NEXT STEPS:

- Adding four new schools to Collaborative Response initiative
- Tiered Continuum of Supports is embedded in all PD that is offered to staff



Responsive Instruction & Assessment



INFORMATION

Collaborative Response is a framework used to ensure the needs of every child are met through collaborative structures and processes.

The framework places a direct focus on quality classroom instruction and opens conversation about what is not working and what we could try in order to see success for each and every child.

Collaborative Response 2022/2023

Schools: Year 1 Roadmap

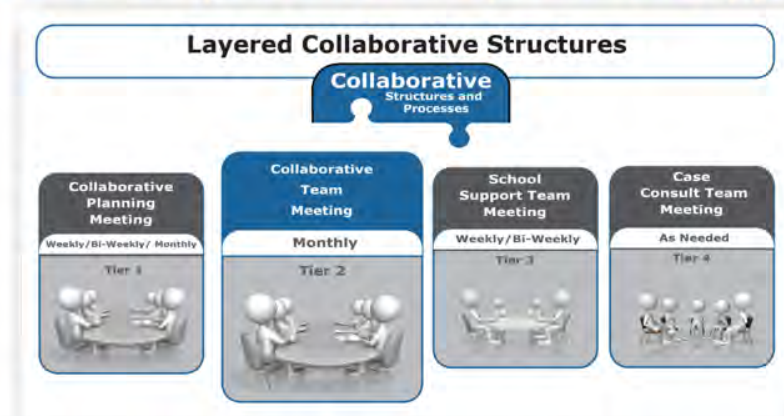
- Sacred Heart
- St. Gregory
- St. Jerome
- St. Joan

Schools in Year Two

- Deshaye
- St. Marguerite
- St. Michael
- St. Catherine

The goal in transitioning to a school-based Collaborative Response is to place a greater focus on students in the classroom, an increased individual teacher awareness of student needs, and powerful conversations to make necessary shifts in classroom teaching and learning. In time, bringing together general and specialized approaches for all, with fewer learners needing to be moved to more intensive special education processes.

The Collaborative Team Meeting is designed to enhance instructional practice while developing supports for students at the classroom level. **It is a bridge between universal classroom practices and specialized supports.**



Responsive Instruction & Assessment

ACTION #3:

School data meetings minimum 2 times/year

DELIVERABLE:

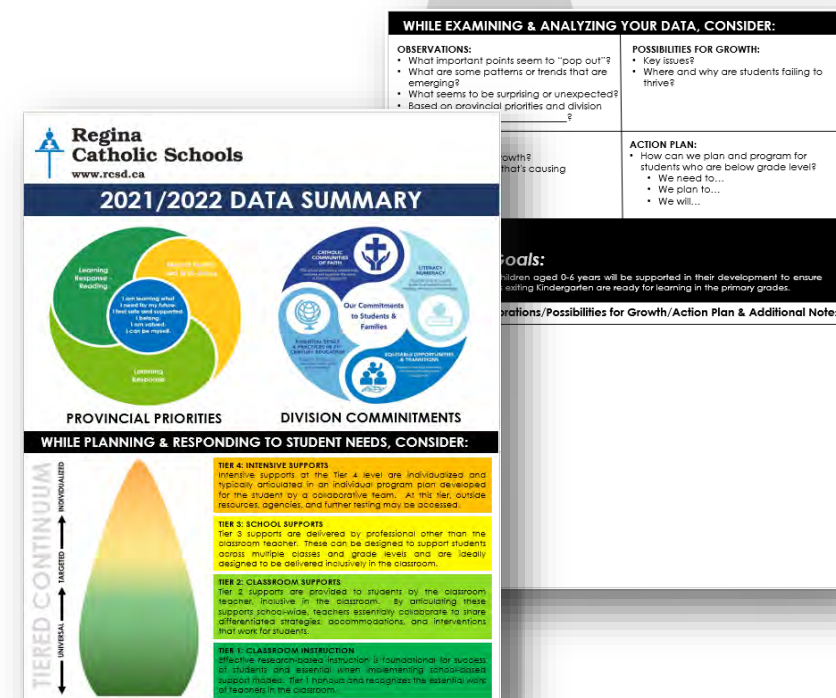
- School team meets to discuss data and plan for T1, T2, and T3 supports; meeting and action plan is reflected on SIP
 - Adjust EAL/LCT/LRT/LLI schedule to reflect discussions
- SST meetings to develop Student Action Plans

STATUS:

- Reviewed school data with administrators at CLASS

NEXT STEPS:

- Coordinators and Consultants offer school and classroom support, as needed
- LCT submit schedules three/year to reflect changing needs based on review of division and school data



ACTION #4:

CAT4 Testing

DELIVERABLE:

- In October, administer CAT4 test in Grades 5 & 10

STATUS:

- Awaiting Division results from the testing center (typically December)

NEXT STEPS:

- Review Division results and meet with school administration to share school site results
- Use data at a Division level to determine Reading and math strategies and resources





Reading



ACTION #1:

English Reading Data Submission – 3 times/year

DELIVERABLE:

September baseline data recorded in gradebook

- Grade 1 Phonemic Awareness Screen (from June)
- Grade 2 and 3 (benchmark from June)

Running record data entered into data collection forms
November

- Grade 1 (ABC assessment)
- Grade 2 -3 (running record)

March (running record)

- Grade 1-3

June (running record)

- Grade 1- 3

Phonemic Awareness Class Summary

These charts include data from all RCSD schools.

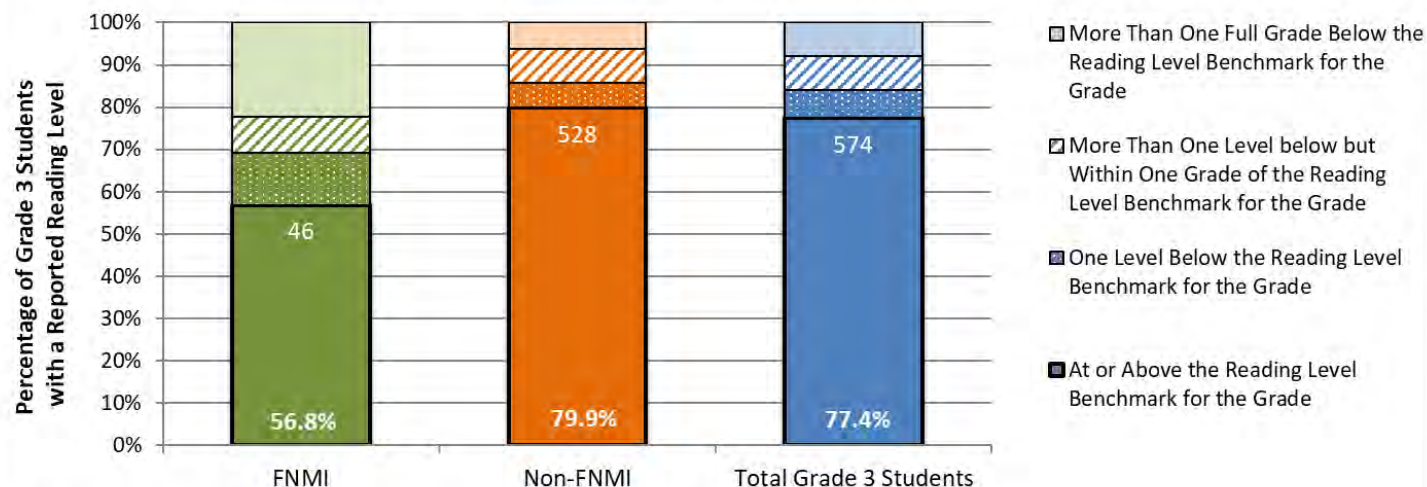




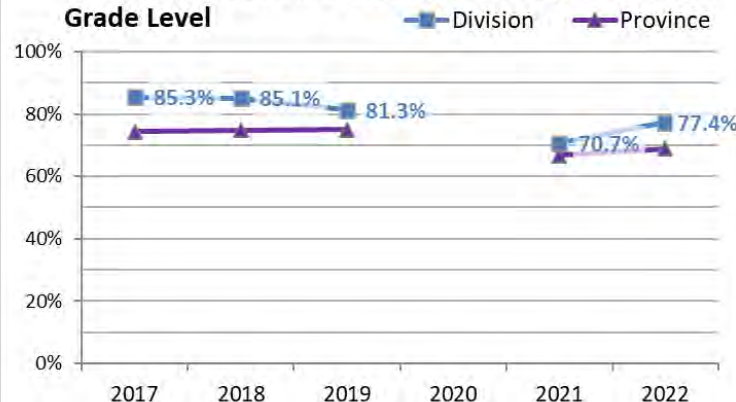
Reading



Reading Results Data, Regina RCSSD 81, Grade 3, 2021-22



Percentage of Grade 3 Students Reading at or above Grade Level



Proportion of Grade 3 Students with Reported Reading Levels, 2021-22

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	81	96.4%	3.6%	0.0%	84
Division (Total)	742	79.4%	20.6%	0.0%	935
Province (FNMI)	2,288	90.8%	8.5%	0.8%	2,520
Province (Total)	12,323	85.5%	14.1%	0.4%	14,412

STATUS:

- Grade 1 students scoring at yellow and red on the 2021-22 Kindergarten Early Years Evaluation receive intervention supports in September to reinforce literacy readiness.
- Students in Grade 2 and 3 not reading at grade level according to June 2020 benchmark data receive intensive learning resource support through Leveled Learning Intervention via the Learning Resource Teacher (LRT).



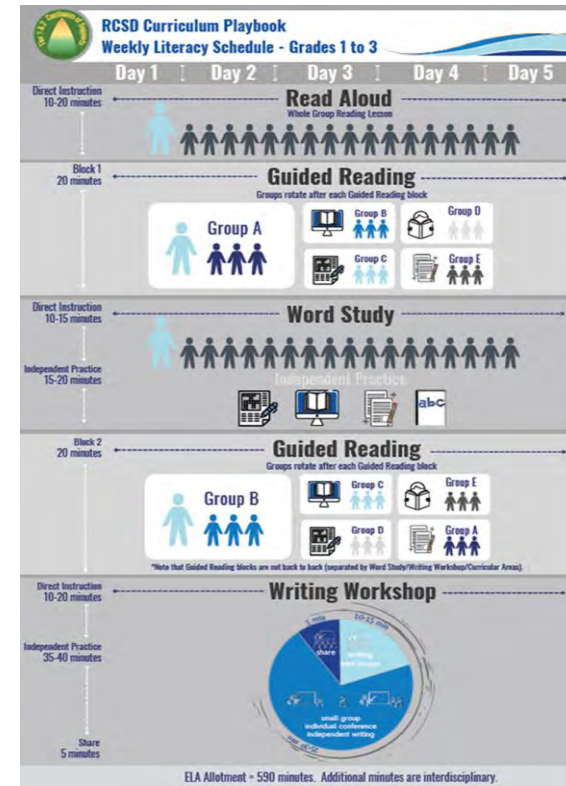
Reading



NEXT STEPS:

The Literacy Playbook provides an explicit and systematic balanced approach to classroom instruction being implemented and reinforced with supports from school division personnel. **Grade 1-3 literacy strategies include:**

- Daily interactive read alouds to provide a bridge between spoken and written language
- Modelled, shared, guided, scaffolded and independent reading, with a focus on phonemic awareness and phonics instruction.
- Division-wide word study Grades 1-3.
- Writing Workshop model to incorporate mentor texts and a variety of purposes and audiences.
- Emphasis on the learning environment (flexible spaces and reading rich environments).
- French Immersion Program – K-2 integrated curriculum with emphasis on oral language with support from a Literacy Coach and Coordinator for French Language – LaRoue training. French language monitors also provide support in oral language practice.
- Heggerty Phonemic Awareness Resources and Decodable Texts – to support early reading skills
- Fountas & Pinnell Classroom Resources – to support responsive teaching (interactive read aloud, shared reading, guided reading, reading mini-lessons).
- 21st Century technology supports – digital portfolios, Seesaw, RAZPlus, and implementation of CLEVER for easy one stop access to all digital resources.





Reading



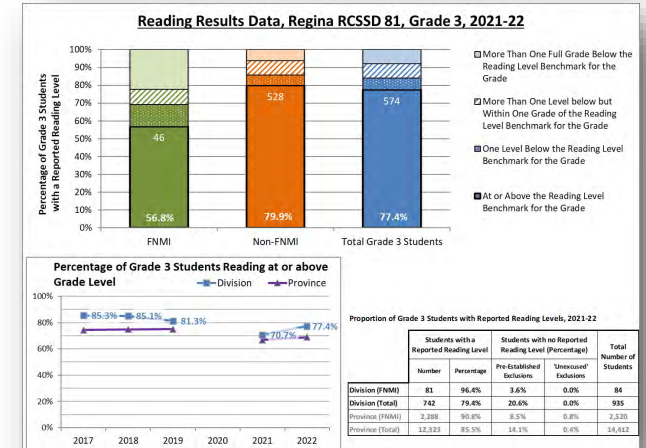
NEXT STEPS:

Focus on Effective and Consistent Benchmarking Practices

- Direct support and professional development opportunities for new teachers on the benchmarking process, mentorship, and analysis of data (French and English).
- English Program – use of Next Steps Benchmarking and running records.

Literacy Playbook

- CEC Early Literacy Team to collaborate with a School-based Early Literacy Team (Classroom Teacher, LRT, LCT, EAL) to review data, plan and support students in the implementation of the new Grade 1 & 2 Literacy Playbook providing feedback and support gathering data to provide direction and support to other school-based teams.





Reading



ACTION #2:

French Language Arts Reading Data Submission – 3 times/year

DELIVERABLE:

French reading:

November

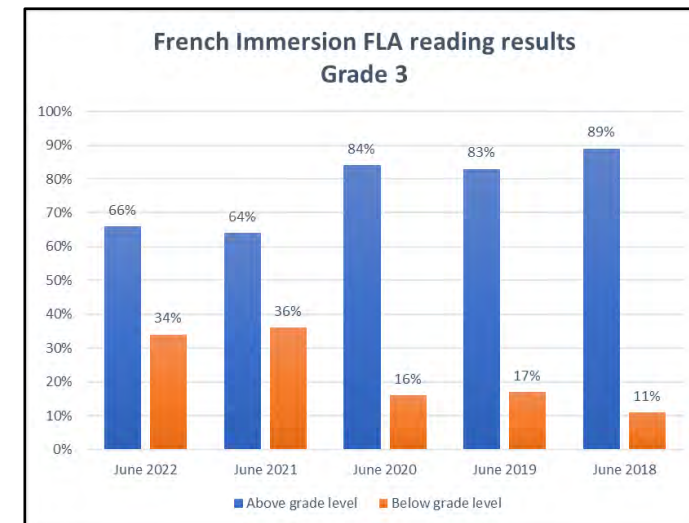
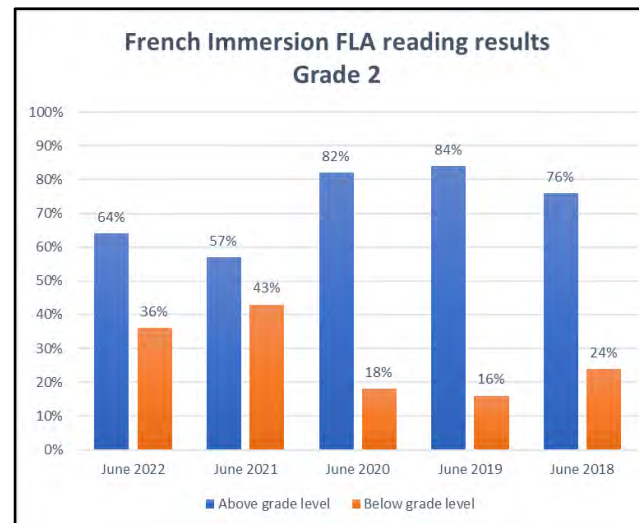
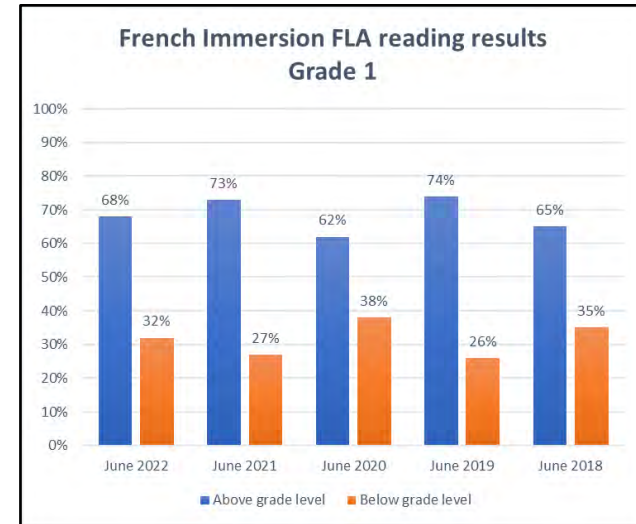
- Grade 2-3 (running record/benchmark)

March

- Grade 1-3 (running record/benchmark)

June

- Grade 1-3 (benchmark)





Reading



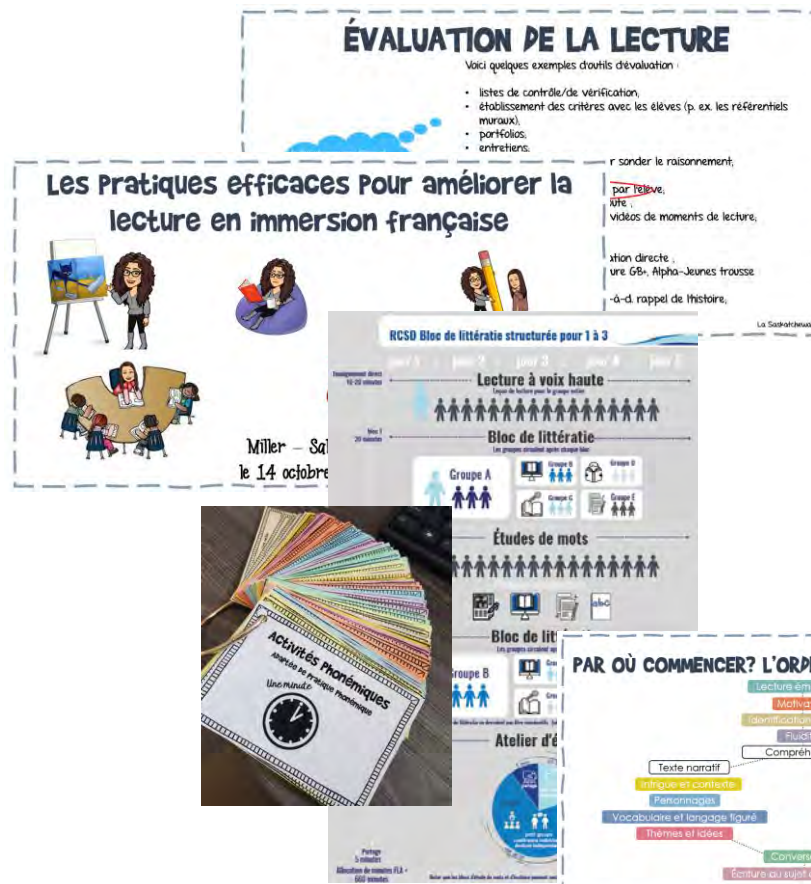
STATUS:

Reorganization of instructional materials to facilitate ongoing assessment.

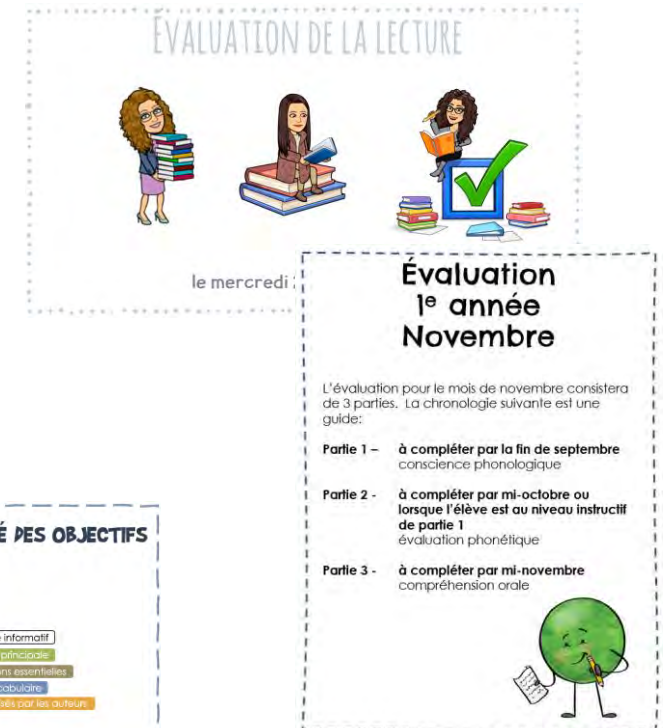


Honni Lizee - Teacher Coach

Professional development on reading strategies and reading assessment



Collaborative work to develop division wide assessment practices for grade 1 French Immersion





Reading



NEXT STEPS:

Completion of all guided reading rooms by the beginning of March.

Professional development to support reading instruction best practices and assessment.

Purchase of and development of resources to support best teaching practices and assessment.



Comment utiliser M.I.M.I pour développer le langage

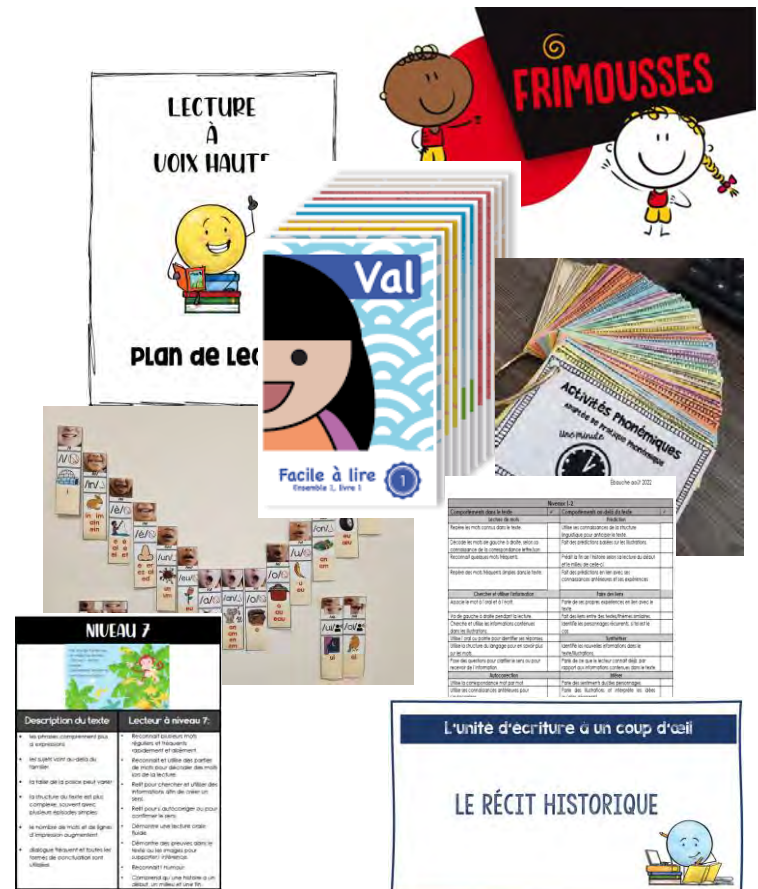
Voulez-vous apprendre comment créer des murs de thèmes pour soutenir vos contextes ou thèmes? Cet atelier va introduire la méthode "Modèle inductif des mots illustrés" pour supporter le développement du langage oral et écrit.

Comment utiliser la progression de lecture en TEAMS

Cette session va:

- Expliquer comment configurer un devoir de progression de lecture
- Expliquer comment les apprenants renvoient des devoirs
- Expliquer le processus de révision de l'enseignant et comment examiner un devoir.
- Expliquer comment le programme de progression de la lecture fournit des informations et des analyses au niveau de la classe

- Interdisciplinary Unit development
- Primary best literacy instruction practices
- How to support struggling readers in a structured literacy classroom? (virtual workshop with Kim Lockhart)(SSST, gr. 1-2)





Reading



ACTION #3:

Professional development targeting literacy instruction responsive to student needs

DELIVERABLE:

PD Sessions:

- Phonological Awareness, La Roue, Running Records, Benchmarking, Guided Reading, Reading Workshop, Word Study, Literacy Playbook (K to Grade 3), Assistive Technology Learning (ATL) and Differentiation
- Modelled lessons/coaching in identified classrooms

STATUS:

- Grade 1/2 Literacy Playbook full day training session – May 2022
- Institute – Grade 1 Literacy Playbook, Grade 2/3 Literacy Playbook, Reading Workshop and Strategy Groups (4-8), Pratiques efficaces pour améliorer la lecture (1-3), Évaluation de la lecture (4-8)
- Cracking the Code STFPL Workshop – November 2022
- Grades 4-6 Reading Workshop Session
- Accessed teachers from the field to create interdisciplinary kits with focus on literacy within the subject areas

NEXT STEPS:

- Continued classroom and school support for Grade 1/2 Literacy Playbook
- Grade 1 French Immersion Literacy Playbook full day training session – May 2023
- Implementing a Universal Design to Support Literacy session (Gr. 5-8)
- Increase student engagement through cross-curricular inquiry and project-based learning



Reading



ACTION #4:

Use ongoing data analysis to inform responsive literacy instruction in Grades 1 – 3

DELIVERABLE:

Grade 1

- September: students who scored yellow/red on the EYE-TA receive intervention support
- September (English only): students who scored 'Beginning/Developing' on the phonological screener receive intervention support
- January (English only): students who are reading below Level C (English) and Level 1 (French Immersion) begin receiving T3 support from LRT (e.g., phonological awareness, decodable texts, LLI - English only)

Grade 2 and 3

- Students not reading at grade level according to June 2022 data receive T3 support from LRT (e.g., phonological awareness, decodable texts, LLI – English only)
- Throughout the year, possible adjustment to schedules to provide support in grades 1 to 3
- SST meetings to develop plan using tiered supports



Reading



STATUS

- School-based literacy teams to support Grade 1 Literacy Playbook in the fall with a push in model for support involving Classroom Teacher, Learning Catalyst, EAL Teacher, Learning Resource Teacher.
- French teacher coach working with grade 1-3 teachers to support balanced literacy structure to support all readers.
- **SSST** will review reading assessment results for Gr. 1-3 students, to identify students who may require support in reading & collaboratively work with the classroom teacher to provide small group reading skills instruction at students' instructional level

NEXT STEPS:

- Monitoring of data and adjustments to supports based on results and feedback.
- Use of a French Phonological Screen and push in support from French SSST and LCT
- LLI data entered into School Data Collection form by classroom teacher/LRT to confirm students receiving LLI support in November/March/June
- LRT conducts a general review of student progress for LLI intake in November/January/March
- LCT submits schedule three times a year, schedule is based on school data and evidence



Reading



ACTION #5:

Monitor Grade 4-6 reading

DELIVERABLE:

- Students reading below grade level at the end of Grade 3 are placed on a Grade 4 monitor list; put tiered supports in place (e.g., consider a push-in model if schedules allow)
- Monitor throughout the year (e.g., running record, reading continuum), as needed

English

- Once students demonstrate characteristics of a Level O reader, they are removed from the monitor list.
- Students remain on the monitor list in grades 5 and 6 until they demonstrate characteristics of a Level O reader.

French

- All Grade 4 students are assessed at the end of the year.
- Once Grade 5 students demonstrate characteristics of Level 23 reading, they are removed from the monitor list.
- Once Grade 6 students demonstrate characteristics of Level 25 reading, they are removed from the monitor list.
- Students remain on the monitor list in grades 5 and 6 until they demonstrate characteristics of grade level reading.

SST meetings to develop plan using tiered supports (e.g., use of Reading Response tools).



Reading



STATUS

- All schools have shared the 4-6 reading data for students who are being monitored
- School teams work together to support students
- Development of a reading continuum checklist to support middle years reading instruction
- Supporting teachers and students in the use of Microsoft Learning Tools and Reading Progress at a Tier 1 and 2 level to support literacy.

NEXT STEPS:

- Professional Development – Reading Workshop to Support All Learners in Gr. 4-6
- Enter 4-6 monitored reading results into Clevr form to enable analysis of data and school planning
- Work with school teams to implement the Reading Workshop to provide differentiated reading instruction
 - Minilessons, reading conferences, strategy groups
- Development of reading minilesson and student response tasks to align with the reading workshop model and reading continuum (grades 4-8).

Reading Continuum Checklist: Level P

Name: _____

Reading Behaviours to Notice, Teach and Support

Within the Text	Beyond the Text
Text Structure & Vocabulary Know the characteristics of most genres, including persuasive texts. Read chapter books, shorter informational texts, mysteries, series books (ex. most Magic School Bus books), books with sequels, short stories. Read fiction stories with many characters that change throughout the story. Understand that in graphic texts, information is in the illustrations, and unusual words (onomatopoeia) are used. Read texts with themes that require a perspective not familiar to the reader. Understand texts about mature themes that require cultural diversity (race, language, culture, etc.). Make sense of new vocabulary words and connotative meanings of words that contribute to the mood. Recognize a few sophisticated connective words common in text, but not in spoken language (although, however, meanwhile, moreover, otherwise, therefore, though, unless, until, whenever, yet). Searching for and Using Information Read non-fiction texts that give information on new topics. Fluency & Adjusting Adjust oral reading to show awareness of sentence variety. Adjust reading to demonstrate steps in a procedural text. Adjust reading to recognize the tone of a persuasive text. Summarizing Summarize the important information in a text in a clear and logical way without extraneous detail.	Predicting Make logical predictions about the text. Making Connections When reading chapter books, make connections between previous events and what's happening in the text. Synthesizing Talk about new understandings and new ways of thinking after reading the text. Inferring Infer complex relationships between and among characters by noticing evidence in their responses to each other. Understand and discuss the connotative meanings of words as used in the language. Understand the connotative meanings of words that contribute to the mood of the text. About the Text Analyzing & Evaluating Understand that graphic texts may represent any fiction or nonfiction genre. Notice and think critically about the writer's use of argument or persuasion (use some academic language to talk about forms (series book, play, chapter book, comics, graphic text, letter)). Discuss quality of illustrations and graphics and assess how they add quality to the text or provide additional information. Share opinions of characters and talk about how they could have made different decisions. Discuss whether a text seems authentic and consistent with real life experiences. Discuss whether a text is consistent with the reader's background knowledge. Talk about elements of the text that add interest (funny characters, surprising events, etc.).

Reading Continuum Checklist: Level Q

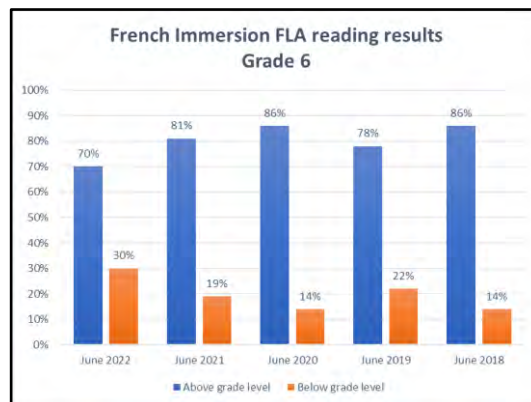
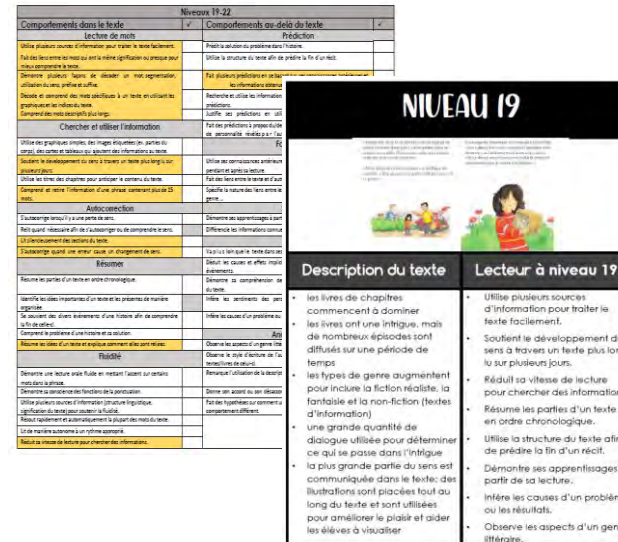
Name: _____

Reading Behaviours to Notice, Teach and Support

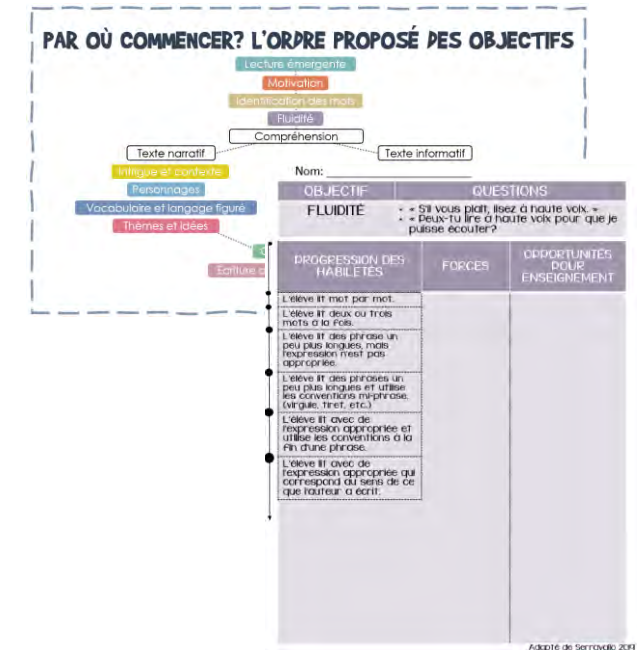
Within the Text	Beyond the Text
Text Structure & Vocabulary Know the characteristics of most genres, including persuasive texts. Read chapter books, shorter informational texts, mysteries, series books (ex. most Magic School Bus books), books with sequels, short stories. Read fiction stories with many characters that change throughout the story. Understand that in graphic texts, information is in the illustrations, and unusual words (onomatopoeia) are used. Read texts with themes that require a perspective not familiar to the reader. Understand texts about mature themes that require cultural diversity (race, language, culture, etc.). Make sense of new vocabulary words and connotative meanings of words that contribute to the mood. Recognize a few sophisticated connective words common in text, but not in spoken language (although, however, meanwhile, moreover, otherwise, therefore, though, unless, until, whenever, yet). Searching for and Using Information Read non-fiction texts that give information on new topics. Fluency & Adjusting Adjust oral reading to show awareness of sentence variety. Adjust reading to demonstrate steps in a procedural text. Adjust reading to recognize the tone of a persuasive text. Summarizing Summarize the important information in a text in a clear and logical way without extraneous detail.	Predicting Make logical predictions about the text. Making Connections When reading chapter books, make connections between previous events and what's happening in the text. Synthesizing Talk about new understandings and new ways of thinking after reading the text. Inferring Infer complex relationships between and among characters by noticing evidence in their responses to each other. Understand and discuss the connotative meanings of words as used in the language. Understand the connotative meanings of words that contribute to the mood of the text. About the Text Analyzing & Evaluating Understand that graphic texts may represent any fiction or nonfiction genre. Notice and think critically about the writer's use of argument or persuasion (use some academic language to talk about forms (series book, play, chapter book, comics, graphic text, letter)). Discuss quality of illustrations and graphics and assess how they add quality to the text or provide additional information. Share opinions of characters and talk about how they could have made different decisions. Discuss whether a text seems authentic and consistent with real life experiences. Discuss whether a text is consistent with the reader's background knowledge. Talk about elements of the text that add interest (funny characters, surprising events, etc.).



Development of reading continuums



Professional development on reading instruction and reading strategies





Reading



STATUS – FRENCH IMMERSION

Development of division
reading units



NEXT STEPS:

- Professional development(virtual workshop with Kim Lockhart) – How to support struggling readers in a French Immersion structured literacy class? (gr. 3-5, gr.5-8)
- Implementation of Reader's Workshop and Writer's Workshop in French Immersion gr. 4 – 6 classrooms.

Curation of French Read Aloud Resources

LECTURE À HAUTE VOIX

1^{re} année

Être en première année
On ne mange pas ses camarades de classe
Ryan T. Higgins

Premier jour d'école
Laurie Thompson
À l'école des poussins
Géraldine Collet et Carole Saudo

Qui m'amènera à l'école cette année
Jerry Pallotta

La nouvelle
Albertine Petit-Bridamour défeste les de Bruxelles
Anne Renaud et Élodie Duhamel

LECTURE À HAUTE VOIX

2^e année

L'amitié
Les écrivains qui se querellent
Rachel Bright
Dépareillés
Marie-Françoise Hébert et Geneviève Després

Je ne suis pas une copieuse
Amin Bouvill et Simon Rickert

Il ne veut pas jouer d'accord!
André Poulin et Lucie Doré Drouot

Reviens, je m'ennuie!
Jory John et Benji Davies

Un passeur au Zoom
Hélène Becker

On dit du Loup
Géraldine Collet et Céla Marquis

LECTURE À HAUTE VOIX

3^e année

Les émotions
Le koda qui ne voulait pas
Rachel Bright et Jim Fields

Le loup qui avait peur de son ombre
Orianne Lalonde et Éléonore Thuiller

Ce grignon de Gédéon
Steve Smallman et Cécile Bécot

Les hauts et les bas d'Amanda
Ashley Spire

Le jardin d'Evan
Brian Lies

RCSD Bloc de littératie pour 4e à 6e



Lecture à haute voix

fluidité • compréhension • vocabulaire • texte modèle





Reading



ACTION #6:

T3 & T4 reading instruction responsive to student needs

DELIVERABLE:

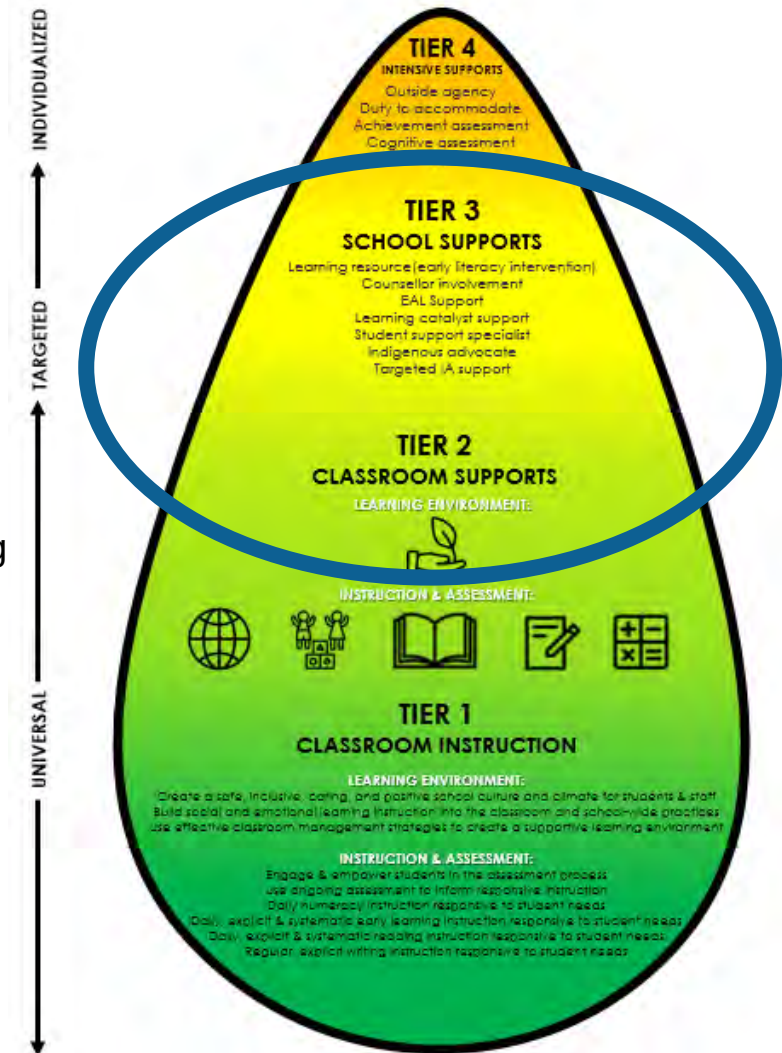
- SST meetings to develop action plan, including further T3 & T4 adaptations, interventions, and supports
 - LLI check-ins

STATUS:

- Responsive Instructional Tier 3 Plans may be developed using assessment to inform planning & instruction to support student progress in reading skills.
- Students using Immersive Reading (Text-to-Speech Microsoft Tool/other ATL features) used to support reading
- TLP –Gr. 5-8 students supported with a formalized differentiation plan to support students to make progress in reading at students' instructional level (Formalized differentiation plans have been developed for French Immersion Students.)

NEXT STEPS:

- Referrals may be made to the SST throughout the year to develop T3 & T4 supports including TLPs and IIPs with Academic Embedded Outcomes
- ATL (Assistive Technology Learning) Application Jot Form is available for new applications for individual devices to support students with reading





Reading



ACTION #7:

Sacred Heart Literacy Classroom

DELIVERABLE:

- September and October collect baseline data; focus on early literacy skills for Grade 1 students
 - Rotation of all grade one students through stations (SLP, PreA, PreA, literacy through content areas)
- October – collect reading data (phonological awareness, running records, benchmarks), transition to new structure for remainder of the year
 - Students reading at-grade-level receive guided reading in the classroom
 - Students reading below-grade-level expectations remain in literacy classroom (PreA, LLI, SLP)
 - Continue data collection: once grade-level reading expectations are attained student transitions back into the classroom for guided reading

STATUS:

- The support in Grade 1 is helping Sacred Heart realize at-grade-level reading by the end of Grade 3
 - Grade 2 (68% meeting in April)*
 - Grade 3 (85% meeting in April)*

NEXT STEPS:

Continue collecting data, supporting and providing interventions.

Grade 1

October 6%
meeting

April 44% meeting

ACTION #1:

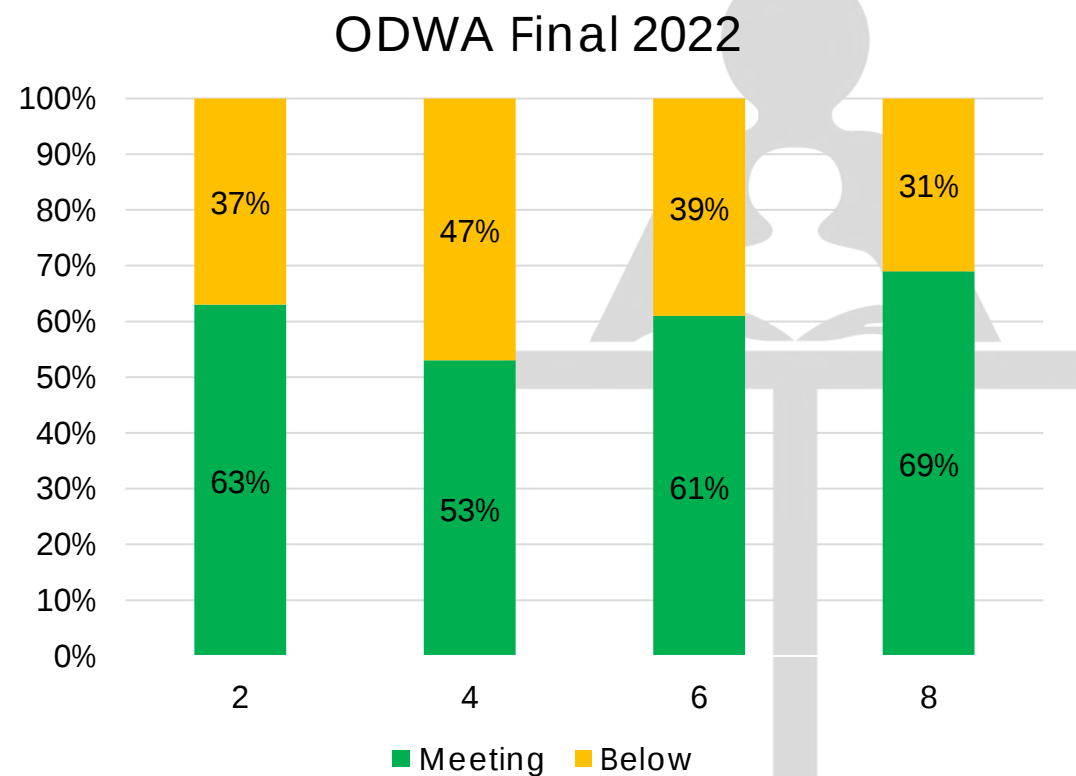
Writing assessment data submission – 2 times/year

DELIVERABLE:

- On Demand Writing Assessment (ODWA) to be completed in grades 2, 4, 6, 8

STATUS:

- Initial ODWA completed in October 2022
- Final ODWA will be administered in May 2023





NEXT STEPS:

- Enter ODWA results into Clevr form to enable analysis of data
- Continued focus on the writing continuum and the 4-Point Rubric
- Use student writing samples to update the Division writing continuum
- Teachers post writing samples throughout the year as a reference tool for students
- School-based PD sessions highlighting Tier 1 & 2 practices from the Tiered Continuum of Supports
- Focus on the traits revealed through formative analytical data collection from the initial ODWA (English program).
- Guided scoring opportunities and professional development for the instruction and promotion of the writing traits for all forms of writing (English and French Immersion Program).

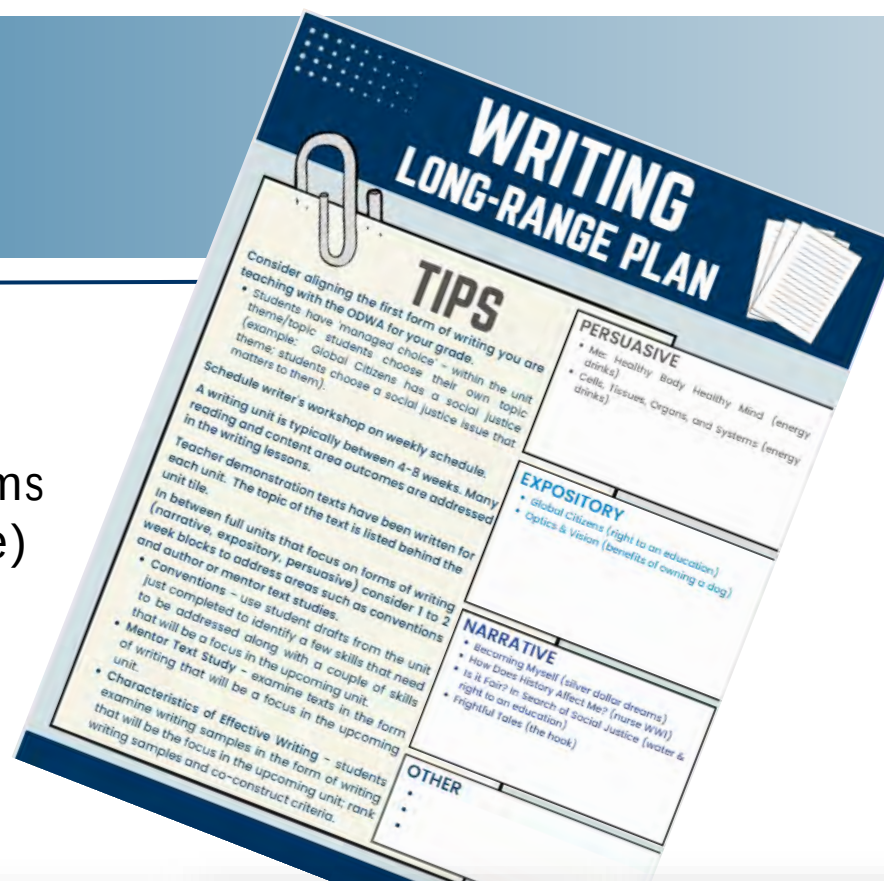


Writing



NEXT STEPS:

- Implementation of Division writing units; PowerPoint/scripted teacher plans for forms of writing (narrative, expository, persuasive) that model best practice.
- Support implementation of Writer's Workshops for Grades 1-8.



Gr. 7 Step Up

Unit Overview

Expository

LESSON STRUCTURE

Connection (whole class) connect the days teaching to the ongoing work that the students have been doing.

Teaching (whole class) the method of instruction used to teach will be through demonstration, guided practice, explicitly telling and showing an example, or inquiry.

Active Engagement (whole class) students have the opportunity to try what they have been taught, usually involves guided practice while the teacher offers prompts to scaffold students' learning.

Link (independent) send students off to work.

Conferring & Small Groups (while students are working independently) teach individual students or small groups only one of the many teaching points available.

Mid-Workshop Teaching (whole class) a "brain break" at some point in the workshop, provide a little extra teaching or a reminder relevant to the day's work, shared writing experience where students will have input. The purpose is to model and guide instruction before students do the work independently.

ASSESSMENT

Make informal observations and take anecdotal notes while conferring. Collect pre and post assessment writing samples. Writing rubrics, checklists, and other assessment tools are available on the ELA webpage.

Glossary of Terms

Writing Folders a folder containing drafts, work in progress, as well as completed cumulative writing and writing resources including rubrics, checklists, exemplars and mentor texts for the unit.

Long-Term Partners teachers assign one student in each partnership to be Partner 1, the other, Partner 2, and other designate which is to take the lead during brief partner interactions within a mini-lesson. Partnerships may change after a period of time (e.g., at the end of a unit of study).

Mentor Texts a piece of writing that is chosen and read by an individual or study a particular genre of writing text type.

Exemplar or Touchstone Texts previously read texts that the teacher/students return to and read over to teach the craft of writing style, kinds, character development, vocabulary, language, grammar.

Class Demonstration Text a personal writing that is written by a teacher. At times, the writing will be led by the teacher and at other times it will be a shared writing experience where students will have input. The purpose is to model and guide instruction before students do the work independently.

Gr. 7 Step Up

Unit Overview Cont'd...

Expository

GETTING READY

Gather nonfiction articles and texts. Particularly helpful magazines for this unit are Scholastic Science Spin, Super Science and Science World. Check out the RCSD license for Science Pix.

Writing Folders a folder containing drafts, work in progress, as well as completed cumulative writing and writing resources including rubrics, checklists, exemplars and mentor texts for the unit.

Long-Term Partners teachers assign one student in each partnership to be Partner 1, the other, Partner 2, and other designate which is to take the lead during brief partner interactions within a mini-lesson. Partnerships may change after a period of time (e.g., at the end of a unit of study).

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Class Demonstration Text a personal writing that is written by a teacher. At times, the writing will be led by the teacher and at other times it will be a shared writing experience where students will have input. The purpose is to model and guide instruction before students do the work independently.

Choose one or two nonfiction pieces that will become the class mentor text. This unit uses *Your Half-Eaten Lunch* *Harming the Planet?*, but you are free to substitute with your own favourite.

Table of Contents - Lessons & Handouts

Expository

Lesson 1 Journalists - Power of Observation

- study a mentor text (news story - inverted pyramid)
- flash draft a news story

Lesson 2 Turning Moments of Drama into News Story

- taking good notes
- draft a news story
- writing 3rd person perspective
- adding quotes
- creating a headline
- view a newscast

Lesson 3 What is Newsworthy?

- newsworthy topics
- brainstorm topics
- draft

Lesson 4 Hard News - The Lead

- writing a lead
- elements of a news story - 5 Ws
- word choice - denotative and connotative
- draft

Lesson 5 Short Nonfiction Packs a Punch

- study a mentor text
- revise previous drafts
- word choice
- headlines - using figurative language

Table of Contents - Lessons & Handouts

Expository

Lesson 6 What is a Hard News Story?

- study a mentor text
- draft hard news story based on fairy tale (nursery rhyme)
- self-assess
- edit
- publish one news story

Lesson 7 Journalists Dig Deep - Underlying Issues

- generate topics for investigative article
- research on topic
- study mentor text
- select topic
- flash draft

Lesson 8 Background Research

- elements of an investigative article
- research on topic
- add own thinking to research

Lesson 9 Harnessing Expository Craft

- narrow the topic
- thesis statement
- create a web for the topic
- boxes and bullets plan identify main ideas

Lesson 10 Mentoring Oneself to a Pro

- study mentor text
- gather and sort info for one main idea
- draft section for one main idea
- using solid evidence - stats, survey, quotes

Table of Contents - Lessons & Handouts

Expository

Lesson 11 Expanding a Repertoire of Research Tools

- conducting an interview; quotes
- gather evidence for 2nd and 3rd main idea
- cite evidence; bibliography
- complete all research prior to next lesson

Lesson 12 Narrative Craft

- crafting a lead
- draft section for second main idea
- use narrative techniques (mini story)
- self-assess and goal setting
- ordering main ideas
- transitions

Lesson 13 Structuring Investigative Pieces

- transitions
- draft section for third reason
- organizing draft
- journalistic tone

Lesson 14 Writing Partners

- peer assess
- goal setting
- comma - inserting extra information

Lesson 15 Attending to Voice and Word Choice

- word choice and voice (authoritative and story teller)
- edit - run-on sentences
- conjunctions
- peer assess

Table of Contents - Lessons & Handouts

Expository

Lesson 16 Crafting Endings - Call Readers to Action

- writing a conclusion
- revise using craft moves from mentor text
- tone
- text features - sidebar

Lesson 17 Editorial Cartoons

- study editorial cartoons
- create editorial cartoons
- create a meme related to topic

"Reading is Like Breathing in; Writing is Like Breathing out."

TEACH the WRITING WELL

Writing Strategies

Student Handbook

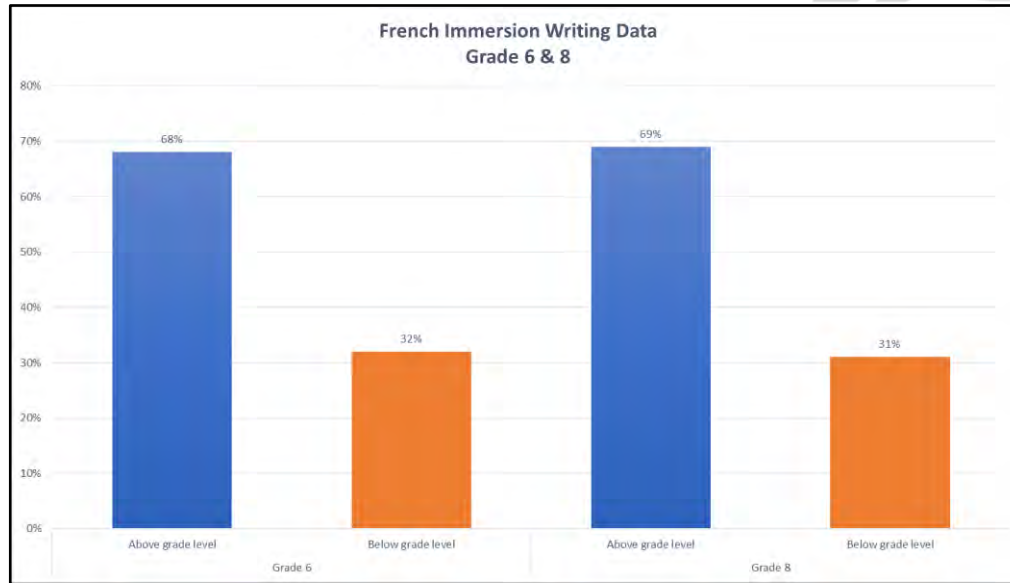
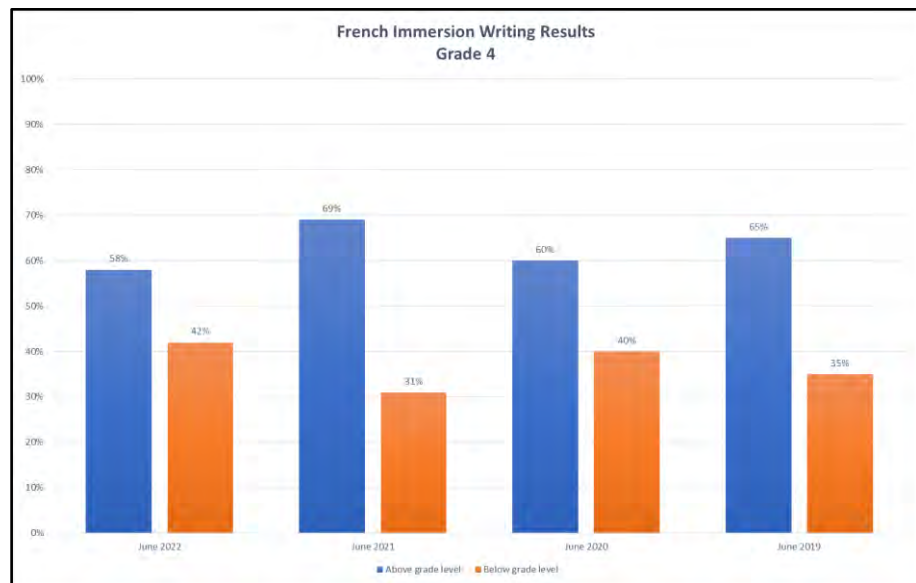
Teaching Guide

ACTION #2:

French Language Arts writing data submission – 1 time/year

DELIVERABLE:

- Provincial French Immersion “Trousses d’appui en écriture” tool, continuum and rubric for grades 4, 6, 8, 9



Writing



STATUS:

- Development of division writing units
- Development of narrative, expository and persuasive checklists and rubrics.

Leçons			
Leçon	Enseignement	Entretien	Partage
1	Imaginer des histoires	Construire des affirmations historiques narratives d'un texte modèle	Gérer des idées
2	Générer des idées		
3	Générer des idées		
4	Générer des idées		

Leçons			
Leçon	Enseignement	Entretien	Partage
5	Poser la question d'un texte narratif	Point de vue: évidence historique	Idées importantes: évaluer l'histoire et l'écriture
6			
7			
8			

Leçons			
Leçon	Enseignement	Entretien	Partage
9	Écrire une conclusion	Écrire une conclusion	Partager en petits groupes, selon préférences de réaction
10	Révision	Transcrire/revision	Partager avec partenaire, choisir un livre
Procéder à la tâche finale pour publication			

Liste de vérification - récit narratif

Nom: _____

6ème année

Indicateurs

- Je crée des personnages bien développés.
- Je construis une intrigue engageante - il y a un conflit qui est résolu à travers plusieurs événements jusqu'à ce qu'il soit résolu.
- Je crée de la tension au fur et à mesure que l'action avance vers le point culminant.
- Je développe l'histoire en utilisant un mélange d'actions, de dialogues, de pensées et de sentiments.
- J'utilise le dialogue pour développer les traits de caractère et les sentiments.

Compétences

- J'ai les éléments d'un récit - il y a un conflit, un événement déclencheur, des personnages, des actions, le point culminant, la résolution, le dénouement, et la situation finale.
- Mon récit a une conclusion en montrant le changement de personnage ou de lieu, en fournissant une résolution au problème, ou en laissant le lecteur réfléchir.
- Mon récit a une introduction qui met en place l'histoire et attire le lecteur.
- Mon récit a une conclusion en montrant le changement de personnage ou de lieu, en fournissant une résolution au problème, ou en laissant le lecteur réfléchir.
- J'utilise des paragraphes pour montrer les changements de temps et de cadre, ajouter de nouveaux événements dans l'histoire, montrer quand un nouveau personnage parle et/ou chez du suspense.
- J'utilise une variété de transitions subordonnées placées pour signaler les changements de temps et de cadre et pour relier les événements de l'histoire.
- J'utilise des mots et des phrases mémorables pour créer une description, une action et un dialogue intéressants.
- Mes mots sont précis.
- J'utilise le langage pour montrer au lieu de raconter.
- J'utilise le langage pour créer une ambiance ou affecter ce que le lecteur ressent (par exemple, tension, suspense, bonheur).
- J'utilise un langage figuré pour embellir et attirer le lecteur.
- Je crée ma structure de phrase - un mélange de phrases courtes et longues, les phrases déboulent différencient et divers types de phrases (ex. déclarations, questions).
- Particulièrement, j'utilise des signes de ponctuation tels que des tirets, des parenthèses, des deux-points et des points-virgules pour m'aider à écrire des informations supplémentaires.
- Je prends en compte le point de vue de la première ou de la troisième personne.
- Mon orthographe est correcte.
- J'utilise des conventions plus complexes avec précision (p. ex., guillemets, abréviations, emphase).
- J'utilise une grammaire correcte.

	BE	AP	ME	EX
Idees	Les données indiquent la compréhension, la démonstration ou l'application initiale du résultat d'apprentissage.	Les données indiquent la compréhension, la démonstration ou l'application du résultat d'apprentissage.	Les données indiquent la compréhension, la démonstration ou l'application du résultat d'apprentissage.	Les données indiquent la compréhension, la démonstration ou l'application approfondi du résultat d'apprentissage.
Organisation			- Je crée des personnages bien développés. - Je construis une intrigue engageante - il y a un conflit qui est résolu à travers plusieurs événements jusqu'à ce qu'il soit résolu. - Je crée de la tension au fur et à mesure que l'action avance vers le point culminant. - Je développe l'histoire en utilisant un mélange d'actions, de dialogues, de pensées et de sentiments. - J'utilise le dialogue pour développer les traits de caractère et les sentiments. - Je crée des éléments d'un récit - il y a un conflit, un événement déclencheur, des personnages, des actions, le point culminant, la résolution, le dénouement, et la situation finale. - Mon récit a une conclusion en montrant le changement de personnage ou de lieu, en fournissant une résolution au problème, ou en laissant le lecteur réfléchir. - Mon récit a une introduction qui met en place l'histoire et attire le lecteur. - Mon récit a une conclusion en montrant le changement de personnage ou de lieu, en fournissant une résolution au problème, ou en laissant le lecteur réfléchir. - J'utilise des paragraphes pour montrer les changements de temps et de cadre, ajouter de nouveaux événements dans l'histoire, montrer quand un nouveau personnage parle et/ou chez du suspense. - J'utilise une variété de transitions subordonnées placées pour signaler les changements de temps et de cadre et pour relier les événements de l'histoire. - J'utilise des mots et des phrases mémorables pour créer une description, une action et un dialogue intéressants. - Mes mots sont précis. - J'utilise le langage pour montrer au lieu de raconter. - J'utilise le langage pour créer une ambiance ou affecter ce que le lecteur ressent (par exemple, tension, suspense, bonheur). - J'utilise un langage figuré pour embellir et attirer le lecteur. - Je crée ma structure de phrase - un mélange de phrases courtes et longues, les phrases déboulent différencient et divers types de phrases (ex. déclarations, questions). - Particulièrement, j'utilise des signes de ponctuation tels que des tirets, des parenthèses, des deux-points et des points-virgules pour m'aider à écrire des informations supplémentaires. - Je prends en compte le point de vue de la première ou de la troisième personne. - Mon orthographe est correcte. - J'utilise des conventions plus complexes avec précision (p. ex., guillemets, abréviations, emphase). - J'utilise une grammaire correcte.	
Choix de vocabulaire				
Fluidité des phrases				
Point de vue				
Conventions d'écriture				
Présentation	Mon travail n'est prêt pour personne d'autre que moi.	Mon travail ressemble toujours à un brouillon.	J'ai révisé mon écriture. Il est prêt à partager.	J'ai peaufiné mon manuscrit d'écriture. C'est attrayant et le public.
Processus d'écriture	Avec de l'aide, j'utilise un processus d'écriture.	Je commence à utiliser certaines parties d'un processus d'écriture.	J'utilise un processus d'écriture.	J'utilise efficacement et indépendamment un processus d'écriture.

NEXT STEPS:

- Professional development on writing instruction
- Use student writing samples to create Division writing continuum
- Data collection 2 times/year
- Collaborative assessment period during fall Institute to assist in establishing Division norms.

ACTION #3:

Professional development targeting writing instruction responsive to student needs

DELIVERABLE:

- PD sessions:
 - Institute sessions, Responsive Instruction & Differentiation, Assistive Technology Learning (ATL) and Differentiation
 - Modelled lessons/coaching in identified classrooms

STATUS:

- October Institute: Writing – Scoring Session
- Development of Division writing units

NEXT STEPS:

- Continue to provide school-based PD sessions highlighting Tier 1 & 2 practices from the Tiered Continuum of Supports



Writing



ACTION #4:

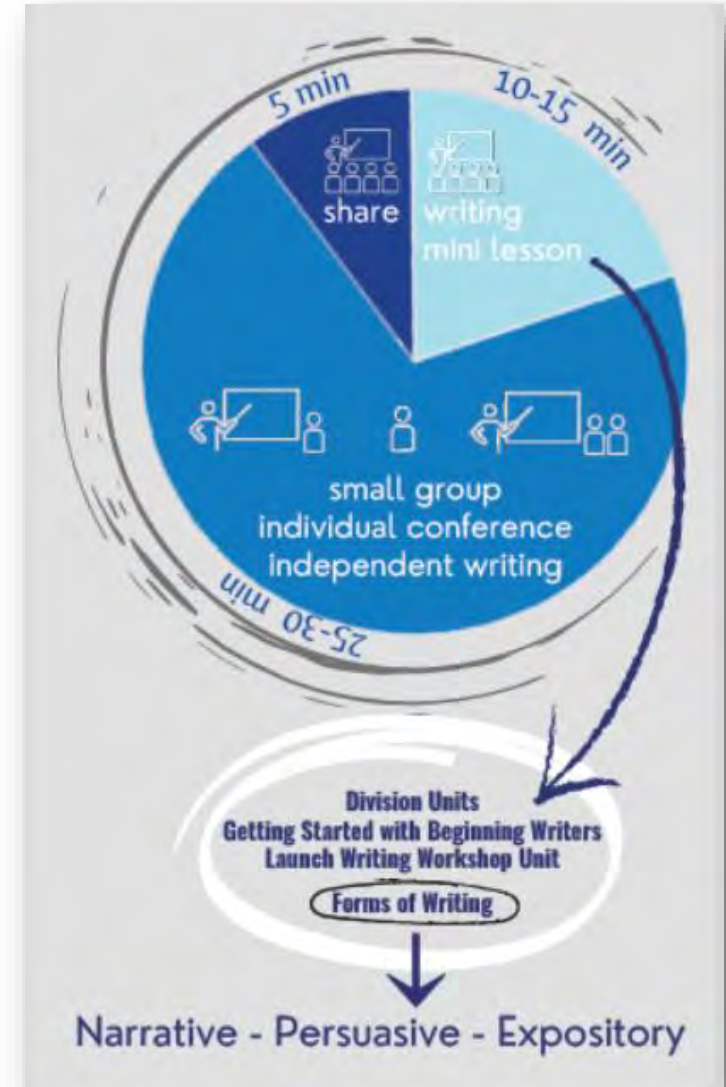
Scheduling and teaching of writer's workshop

DELIVERABLE:

- Writer's workshop reflected on weekly schedule, grades 1 to 8
- Teaching a minimum of one division-developed writing unit during the year (English)

NEXT STEPS:

- Work with school teams to provide training and support



Writing



ACTION #5:

T3 & T4 writing instruction responsive to student needs

DELIVERABLE:

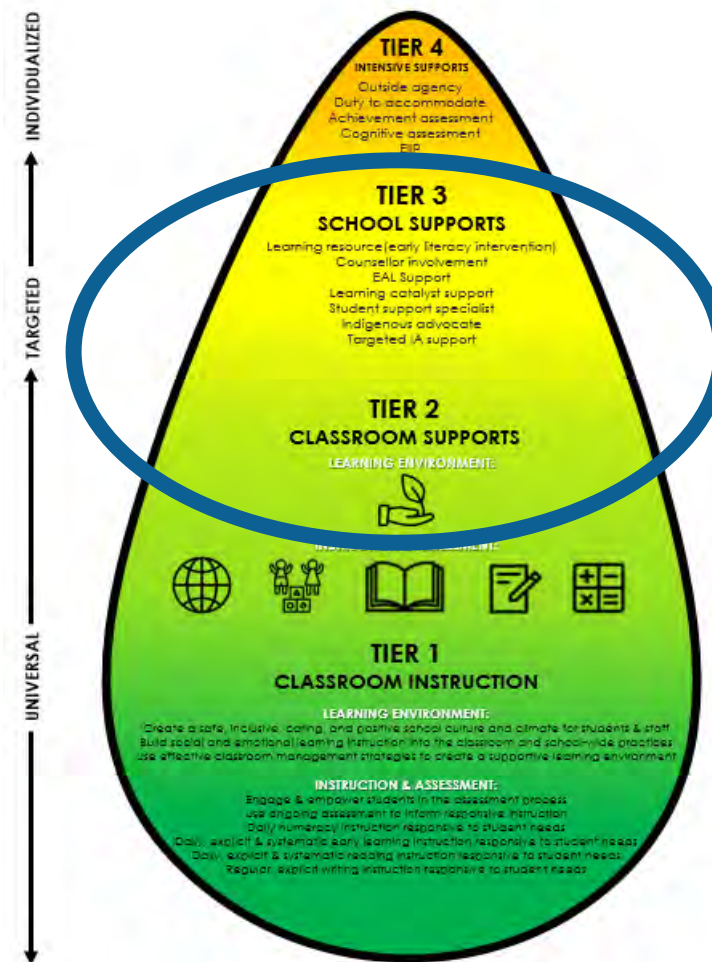
- SST meetings to develop plan, including further T3 & T4 adaptations, interventions and supports

STATUS:

- Responsive Instructional Tier 3 Plans may be developed using assessment to inform planning & instruction to support student progress in writing skills
- ATL- Students using Office Dictation (Speech-to-Text Microsoft Tool/other ATL features) used to support writing
- Gr. 5-8 students supported with a formalized differentiation plan in writing at students' instructional level. (Formalized differentiation plans have been developed for French Immersion Students.)

NEXT STEPS:

- Referrals may be made to SST to develop T3 & T4 supports including TLPs and IIPs with Academic Embedded Outcomes, as needed.
- Applications may be made from SSTs to request an individual device using the new ATL Application Jot form





Math



ACTION #1:

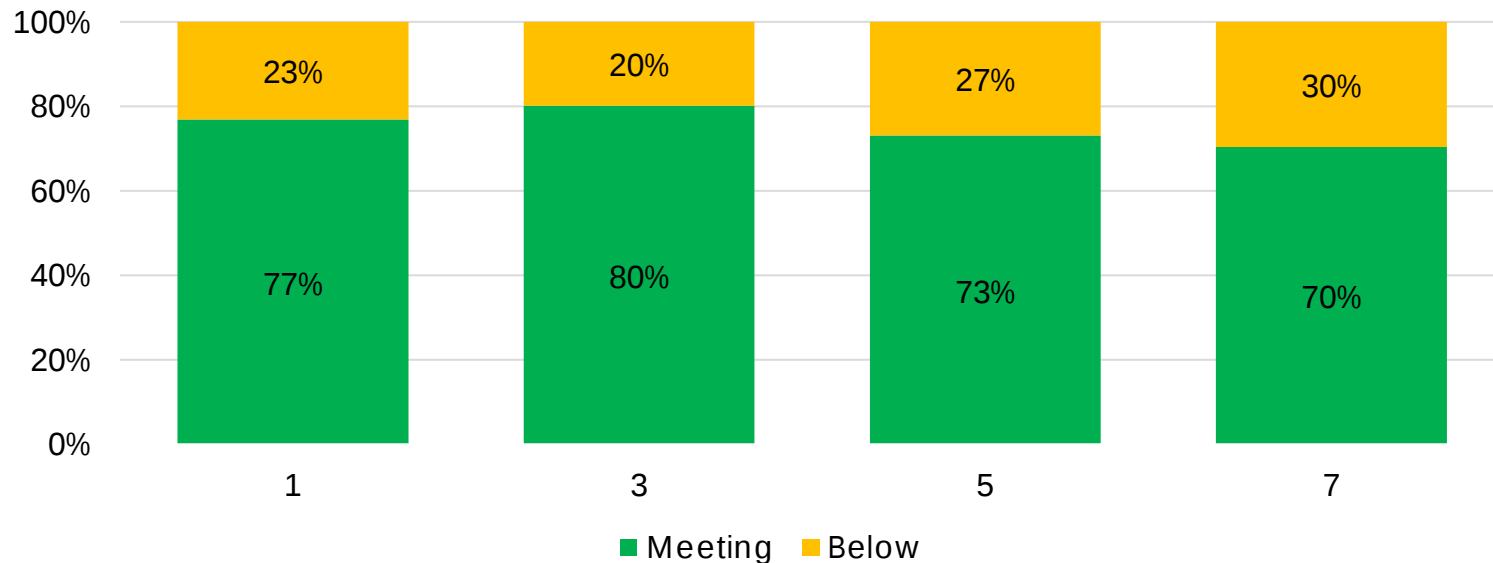
Number strand data collected throughout the year

DELIVERABLE:

Number strand outcome data collected throughout the year in grades 1, 3, 5, 7

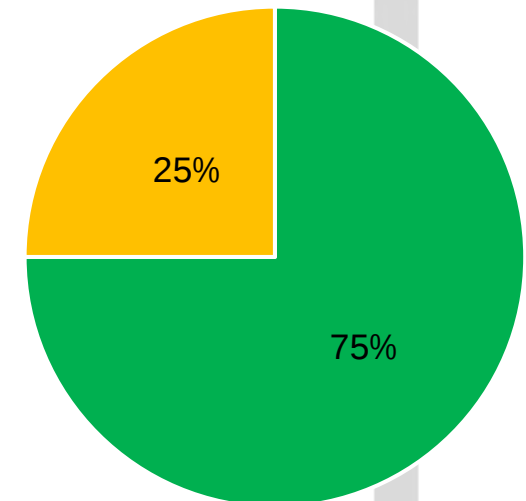
STATUS:

Number Strand Outcomes 2021-22



*Data includes all English and French Immersion students.

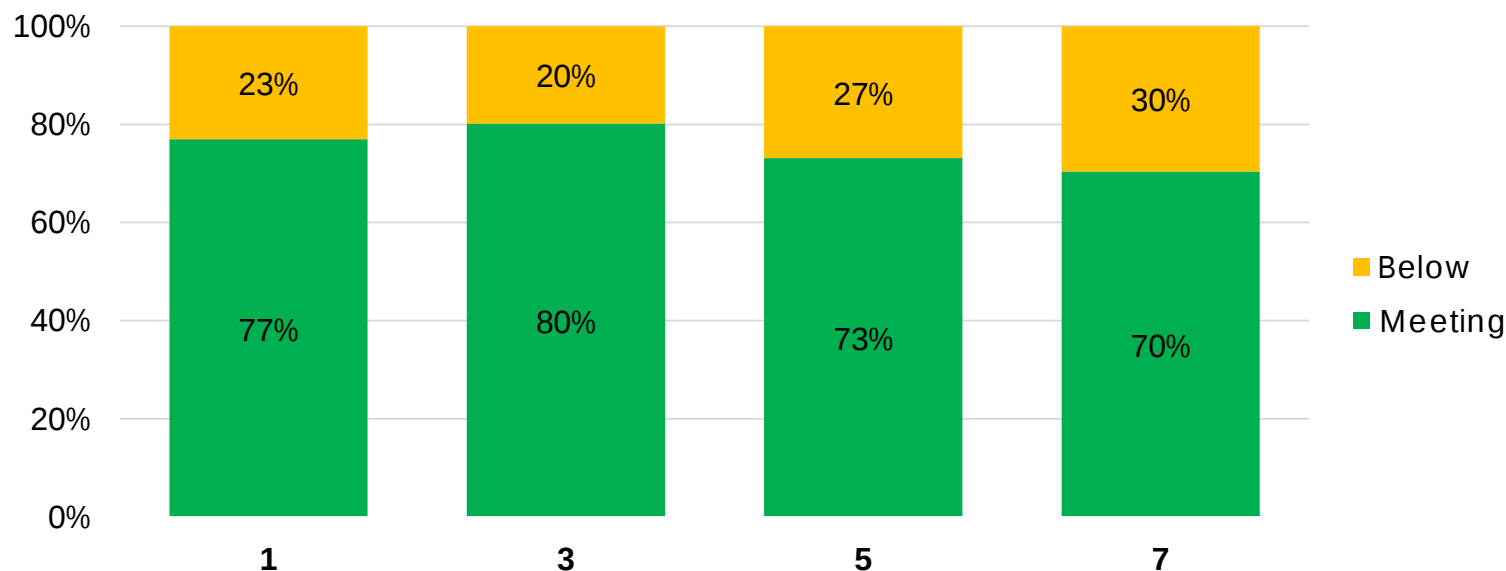
Overall 2021-22





STATUS:

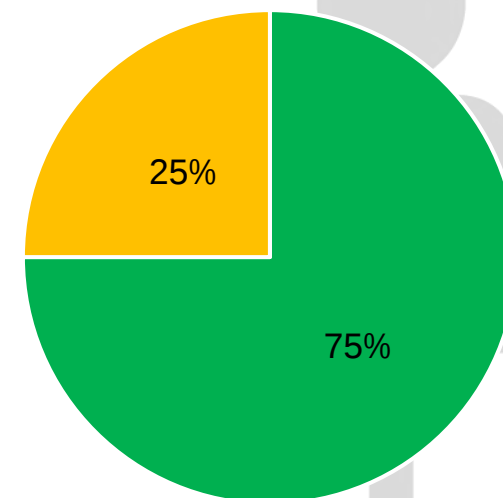
Number Strand Outcomes 2021-22



*Data includes all English and French Immersion students.

- 2021-22: 75% outcomes meeting grade level
 - 2020-21: 73.6% , 2019-20*: 77%
- Outcomes identified as areas of concern
- Downward trend from primary to middle years

Overall 2021-22



NEXT STEPS:

- Data Collection moving to Clevr.
- Monitor for specific outcomes of concern.

ACTION #4:

Professional development targeting numeracy instruction.

DELIVERABLE:

- Institute sessions, Dr. Peter Liljedahl workshops, webinars
- Modelled lessons/coaching in identified classrooms

STATUS:

- ~270 of teachers/admins have attended a session with Dr. Peter Liljedahl
- Numeracy Consultant in Residence

NEXT STEPS:

- Peter Liljedahl workshops in February (~60 more teachers)
- RCSD-lead PD on Thinking Classrooms



ACTION #5:

Year One implementation of a three-year roll out for the new math resource (MathUP).

DELIVERABLE:

Year One: Awareness & Exposure

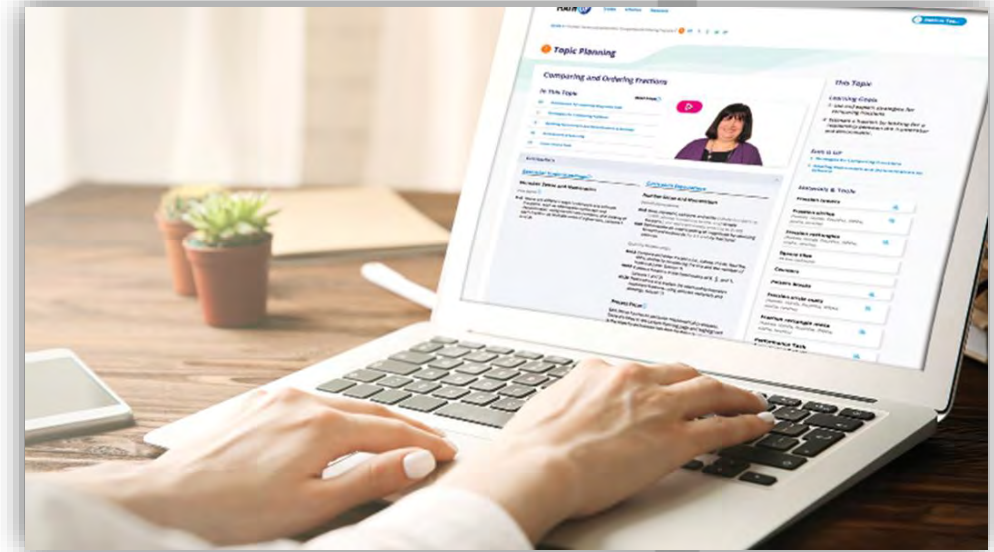
- 3 MathUP Schools (K-8)
- 50% of K, 6 – 8 math teachers will utilize MathUP

STATUS:

- MathUP Schools (K-8): Deshaye, St. Augustine, St. Gabriel
- Licenses available for all K, 6-8 teachers. Other grades may request
- 109 Licenses currently deployed

NEXT STEPS:

- French Immersion
- PD to support teachers with MathUP





Analysis & Next Steps...

Review

Analyze

Adjust

Implement

- 193 Students in Gr. 5-9 requiring ATL will receive a 1:1 device to support their reading and writing needs based on the data collected during the school year
- High School LRTs collecting data to identify student needs for ATL; 60 (15/school) devices deployed to support ATL needs in high school
- Implementation of an ATL application Jotform for new applications (students in Gr. 5-9 that may require support in reading and writing).

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
December 5, 2022	☒ Public ☐ Planning ☐ Closed ☐ Committee	☐ Decision ☐ Discussion ☒ Information ☐ Presentation
TOPIC		
2021-2022 SELU Student Services Review Summary		

BACKGROUND:
The SELU report completes the first phase of the RCSD Student Services Review
See attached Executive Summary ☐ See attachment ☒

RECOMMENDATION(S) (if applicable):
N/A

Prepared by:	Attachments (list below):	Date:
Joanna Landry, Superintendent of Education Services, Student Services	2021-2022 SELU Review Summary 2021-2022 SELU RCSD Executive Summary Report	November 28, 2022

SELU Review 2021-2022

Key findings and recommendations from each of the three key areas of the review. The following slides provide an overview of each area that identifies key considerations and recommended action items going forward.

A. Education Psychology

1. Role review- Job description
2. Staffing FTE Ratio based on School Division Enrollment
3. School Based ED Psych Assessment Procedures (Prioritizing at school level)
4. Division Based ED Psych Assessment Processes (create efficiencies)
5. Wait Times and Set Assessment Targets (# of Assessments for 2022/23)
6. Policies and Procedures – practices related to ED Psych's for consistency)



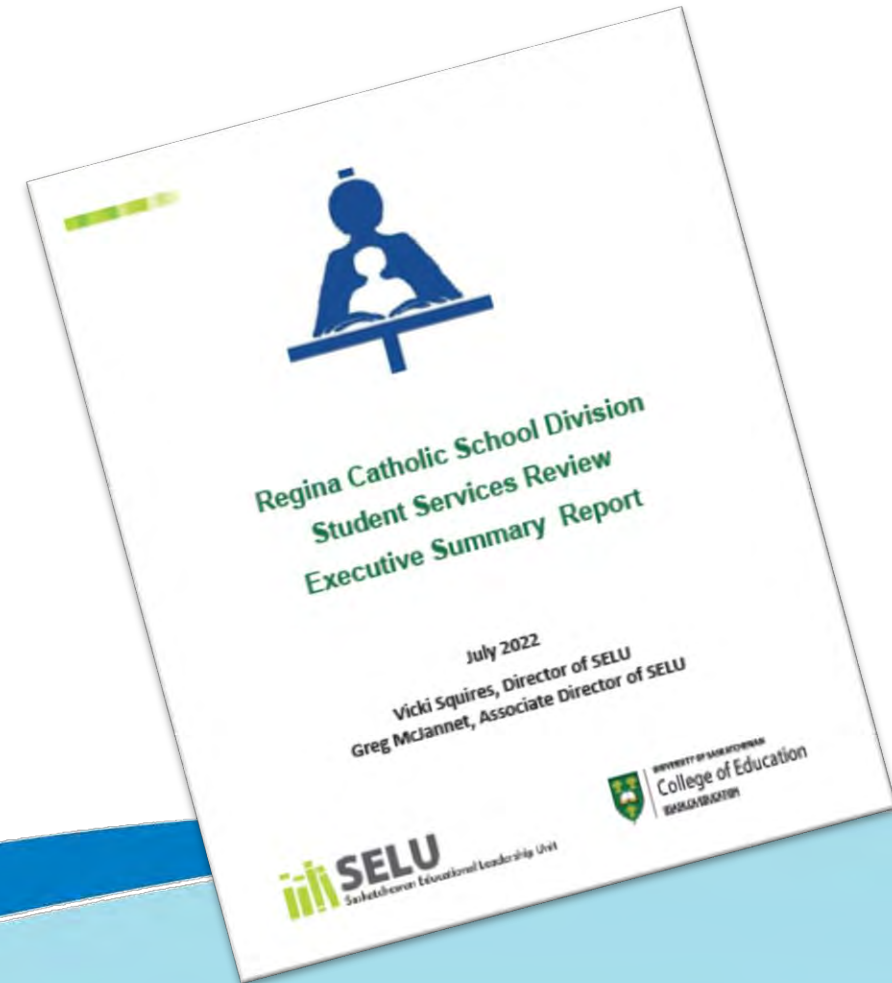
SELU Review

B. Grade 8 to 9 Transition

1. SST Role – Reference, timeline, identify lead, early identification
2. SSS Supports to access
3. Consistency of Practice- Admin App, transition form, senior leadership messaging, who attends meetings, involve support from holistic & culturally responsive manner
4. Transitions Handbook
5. Grade 8-9 Transition Planning Sessions
6. Research –informed Practices and Professional Learning

C. School Support Teams

1. Expected Practices Regarding SST Operations
2. Referral Processes and SST Meeting
3. Enhancement of SST Practices
4. Resource Review
5. Professional Learning Opportunities
6. Open and Transparent Communication

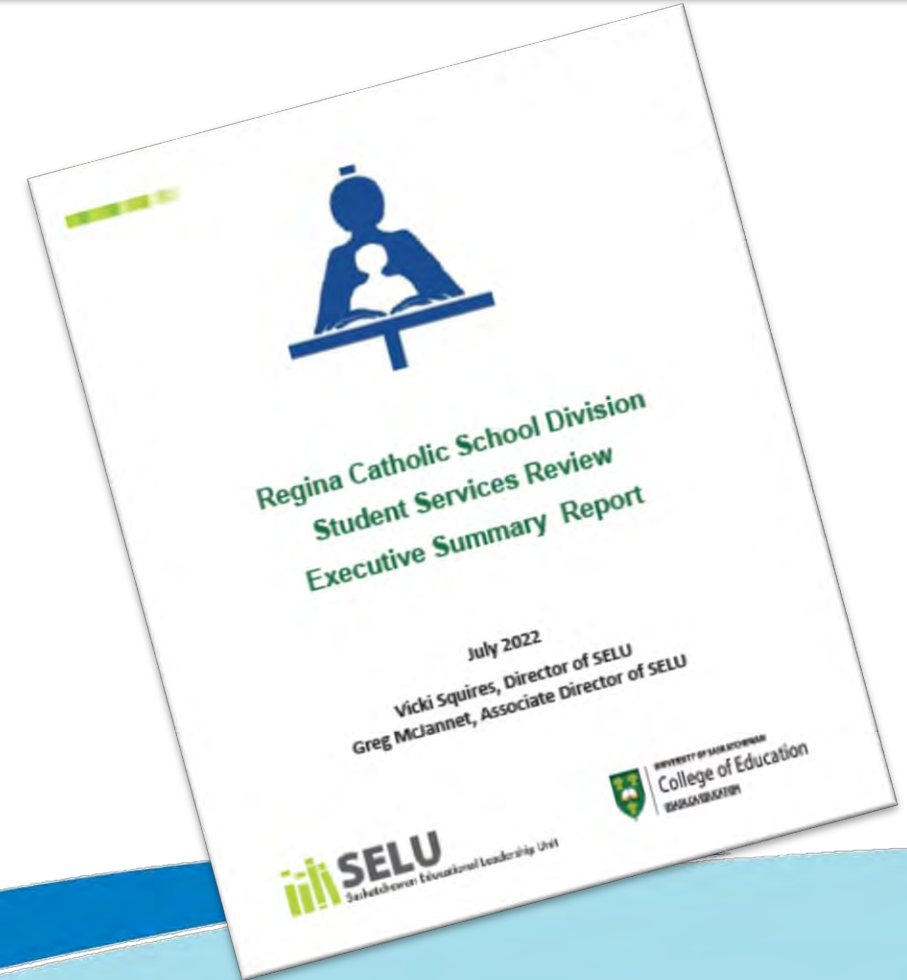


SELU Review

SELU research team recommends the following actions, in no priority order. Recommendations may be concurrently addressed.

KEY CONSIDERATIONS & RECOMMENDED ACTIONS

1. Establish a steering committee to provide directions and oversight for implementation of the recommendations.
2. Develop a comprehensive and user-friendly guide for SST
3. Develop guiding principles for working as collaborative teams
4. Enhance Practices for Grade 8-9 Transitions
5. Provide Specific Professional Development Sessions
6. Explore the timing and scheduling of SST Meetings
7. Examine the roles, responsibilities and resourcing level of specialist and ED Psych
8. Collaborate with external partner school divisions





Regina Catholic School Division Student Services Review Executive Summary Report

July 2022

**Vicki Squires, Director of SELU
Greg McJannet, Associate Director of SELU**



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EXECUTIVE SUMMARY

The Regina Catholic School Division (RCSD) contracted the Saskatchewan Educational Leadership Unit (SELU) to conduct a Student Services Review during the 2021 – 2022 school year. The extensive review consisted of four parts and included collecting data from five external school divisions and from stakeholder groups within the school division who played various roles in the Student Support Teams (SSTs). This executive summary will present the findings and recommendations from each part of the project and then provide an overview of the project to identify key considerations and recommended actions going forward.

EDUCATIONAL PSYCHOLOGIST EXTERNAL PARTNERS REPORT

RCSD invited the following external partners to complete the Educational Psychologist Template that provided information on the deployment of educational psychologist services in the following school divisions:

- Prince Albert Catholic School Division (PACSD)
- Saskatchewan Rivers Public School Division (SRPDS)
- Regina Public School Division (RPSD)
- Saskatoon Public School Division (SPSD)
- Greater Saskatoon Catholic School Division (GSCS)

Each of these divisions agreed to participate, completed the template, and shared supporting documents that were compiled in the Appendices of that section of the report. Given the feedback, the team determined that all divisions, except for SRPSD, employ educational psychologists. SRPSD uses contracted services. Two school divisions also engage contracted educational psychologists in addition to their employed staff (SPSD) and PACSD).

Based on the collaborative sharing of data and practices that the divisions provided, along with the information submitted by RCSD, the following recommendations are proposed.

- 1) **Role of the Educational Psychologist:** It is recommended that RCSD review the role and responsibilities of the educational psychologist to ensure the position maximizes the skillset of these professionals. Through consultations and review of the information provided from other school divisions, examine the current role



and revise the description and list of duties of the educational psychologist position.

- 2) **Staffing:** RCSD is currently operating at a significantly higher student to FTE educational psychologist ratio than that of the reporting partner school divisions. It is recommended that consideration be given to hiring additional permanent educational psychologists and/or increase contracted services. The issue of financial sustainability of the supports are balanced between the advantage of permanent staff who know the school division and develop relationships with staff and students with the advantage of services contracted to address urgent needs. Furthermore, RCSD is encouraged to consult further with partner school divisions to review their supervisory practices and evaluation tools.
- 3) **School-based Educational Psychologist Assessment Procedures:** Review current school-based referral criteria and processes; consult the referral forms and rubrics that partner school divisions provided. Revise the referral process so that division staff can focus on the more complex needs. By ensuring that school-based referrals are appropriately prioritized, the limited educational psychologist resources can be best utilized.
- 4) **Division-based Educational Psychologist Assessment Processes:** It is recommended that efforts be made to clarify school-based versus division-based assessment processes so that there is no duplication of effort. Additionally, school counsellors play a key role at the school and division levels throughout the entire assessment process. Streamlining the process of referrals and assessments may provide counsellors with additional time for other responsibilities.
- 5) **Wait times and realistic assessment targets:** There was significant variation across the partner school divisions regarding wait times between the submission of the referral to the time of the assessment and then to the release of the report. As RCSD considers potential changes to the delivery of educational psychologist services, the number of psychoeducational assessments that can be completed during the school year should be determined. Additionally, RCSD must communicate with stakeholders regarding wait times and number of assessments so that expectations are realistic and are understood.
- 6) **Policies and Procedures:** It is recommended that RCSD define what practices related to educational psychologists' services that it wants to be implemented with consistency throughout the division versus those procedures that can be customized by the school SST to best meet their learning communities' needs. Consistency will be promoted through provision of documents outlining position descriptions, supervisory practices, and assessment referral processes. Expectations regarding consistency of certain practices must also be clearly communicated to all SST teams.



GRADE 8 – 9 TRANSITION REPORT

RCSD identified the Grade 8 – 9 student transition process as an area that they would like to investigate further. Two sets of data were collected. First, RCSD invited the same external partner school divisions to provide input on Grade 8 – 9 transitions; the five school divisions completed a Grade 8 – 9 Transition Template. Second, Grade 8 – 9 transition data were collected from the Grade 8 – 9 Transition Survey that was distributed to 25 RCSD elementary schools. The following recommendations were generated from those data sets.

- 1) **Student Support Team Role:** External partners and internal School teams acknowledged the significant role that the school SST plays in Grade 8 – 9 transitions. It is recommended that RCSD provide guidelines for SST operations in the following areas.
 - a) Develop additional reference documents that outline SST members' roles and responsibilities for the Grade 8 – 9 student transition process. Consideration should be given to housing these reference documents online in a site that is accessible by all relevant stakeholders at the elementary and secondary levels.
 - b) Provide a division timeline for key milestones in the Grade 8 – 9 student transition process that is followed consistently across the school division.
 - c) Have each school identify who will serve as the Grade 8 – 9 Student Transition School Communication Link and communicate this information in September to relevant stakeholders.
 - d) Encourage early identification of Grade 6 and 7 students who will require extra support in transitioning.
- 2) **Student Services Support for Grade 8 – 9 Transition:** It is recommended that RCSD outline what types of supports elementary SST and high school transition teams can access from division personnel during the Grade 8 – 9 transition process.
- 3) **Consistency of Practice in Grade 8 – 9 Transition:** It is recommended that RCSD develop, through a collaboration with elementary SSTs and high school transition teams, the following consistent practices:
 - a) An Administrative Regulation for Grade 8 – 9 Student Transition that outlines expected division practices.
 - b) Standardized Grade 8 – 9 Transition Form that ensures consistency in sharing relevant student information
 - c) Early in the school year, the superintendent responsible for Grade 8 – 9 student transition plans a presentation for elementary and secondary school-



- based administrators where processes and key timelines are shared and where school groupings can also meet with their feeder high school.
- d) Clarify who should attend transition meetings.
 - e) Involve division and community support personnel as needed so that students' needs are met in a holistic and culturally responsive manner.
- 4) **Current Pre-enrolment Processes and Implementation of Successful Practices:** It is recommended that RCSD document a variety of helpful processes in the Grade 8 – 9 Student Transition Handbook so that all schools are aware of what are expected pre-enrolment practices. These practices are described in more detail in the full report but include invitations to Grade 8 classes to attend events at the high school, Spend A Day programs, high school teams presenting to Grade 8 classes, and Parent/Caregiver Information Nights. Additionally, the full document discusses several successful practices including early identification of students in Grade 6 or 7 so that additional assessments and supports can be implemented before Grade 8. It is recommended that RCSD communicate these successful practices and more in the Grade 8 – 9 Student Transition Handbook, at division administrator meetings, and division LRT meetings so that all schools are aware of new strategies to add to their current practices.
- 5) **Grade 8 – 9 Student Transition Planning Sessions:** It is recommended that RCSD host a Grade 8 – 9 Student Transition Virtual Think Tank where internal school representatives can share successful strategies and brainstorm ways to enhance their practices to better support student learning outcomes and wellbeing. Furthermore, it is recommended that RCSD host a virtual Grade 8 – 9 Student Transition Planning Session with representatives from the five external partner school divisions to discuss the reported suggestions for enhancing current practice; potentially this discussion could include exploring the possibility of a common platform for sharing student information between schools and school divisions, involving external supports to assist with transitions and developing and sharing Grade 8 – 9 transition resource documents.
- 6) **Research-informed Practices and Professional Learning Opportunities:** It is recommended that RCSD explore opportunities to conduct a literature review of research-informed elementary to high school student transition practices. Moreover, a search of online resources across Canada could prove to be beneficial to the school division. It is also recommended that the division explore other professional learning opportunities for staff that will provide current information on promising practices in this area.



STUDENT SUPPORT TEAMS REPORT

RCSD invited the same external partner school divisions to complete the Student Support Teams Template that provided information on the operations of elementary Student Support Teams (SSTs). Each of these divisions agreed to participate, completed the template, and shared supporting documents that were included in the Appendices of that section. The partner divisions were invited to comment on the composition of the Student Support Team, the referral process, and the SST meetings.

RCSD and SELU also co-constructed an SST template that was distributed to 25 RCSD elementary schools to complete. The survey asked for data regarding pre-screening and referral processes, SST meetings, meeting minutes, helpful division SST documents and resources, responsibilities for monitoring and reporting back to SST regarding progress, available resources to support implementation of recommended interventions, SST action plan follow-up, additional resources required, and SST self-evaluation processes.

From the data collected, the following recommendations are respectfully provided.

- 1) **Expected Practices Regarding SST Operations:** It is recommended that RCSD review the findings of this full reports, and the sample resources and information provided to inform the collaborative development of administrative applications, SST Handbook, and other resources that provide clear direction of the division's expected operation of school-based SSTs. While it is acknowledged that each student case is unique and each school has unique needs, it is appropriate to have clear guidelines that address the SST's purpose and function, composition of the team, and clearly defined roles and responsibilities.
- 2) **Referral Processes and SST Meeting:** To ensure consistency of practice for student referrals and the operation of the SST meeting, it the recommended that the RCSD SST Handbook include standardized referral forms, pre-screening expectations, meeting preparation guidelines, a process for the development and recording of meeting norms, sample meeting templates, documentation of student information, SST decisions, student action plans, and expectations regarding follow-up and monitoring of student interventions. It is also recommended that guidelines for the sharing, storing and archiving of information need to be developed and followed consistently to ensure the protection of student privacy. In addition, it is recommended that clear guidelines regarding how often the SST is expected to meet should be clearly communicated.
- 3) **Enhancement of SST Practices:** It is recommended that RCSD engage the five external school divisions in an online session to collaborate on the development



of practices for prioritizing student SST referrals and the development of an SST self-evaluation process.

- 4) **Resource Review:** It is recommended that the RCSD SST Handbook or portal lists the valuable resources identified as being helpful. An additional 18 resources were also noted as being helpful if they were available. It is recommended that RCSD explore the possibility of purchasing or making available resources that survey respondents noted would be beneficial.
- 5) **Professional Learning Opportunities:** It is recommended that RCSD develop professional learning modules for all members of the SST so that they have the information and skill set to fulfill their duties.
- 6) **Open and Transparent Communication:** It is recommended that RCSD review the websites of partner school divisions to examine the types of information shared. Following the review, engage with their division stakeholders to discuss what information is pertinent to share with RCSD stakeholders and how it can be communicated in a way that is authentic, easily understood, and accessible by all.

INTERNAL STUDENT SUPPORT TEAM MEMBERS' PERSPECTIVES

Surveys were sent to 163 teachers and specialists across all the schools in the division; 83 surveys were completed which represents a response rate of approximately 51%. The survey consisted of 16 Likert scale questions asking for respondents' perceptions of the structure, processes and outcomes of the SST in their school(s). Two multiple choice questions examined the frequency and timing of the SST meetings. The survey ended with four open-ended questions regarding participants' perceptions of what constituted an effective SST team, what the strengths of their team were, how the team may be improved and what they believed should be consistent practices across the school division. The following recommendations reflect findings from the survey data. Importantly, many of these themes were reiterated in the SST template that was distributed to 25 RCSD elementary schools.

- 1) **Timing and scheduling:** Meetings need to include all teachers and specialists who can provide key information regarding specific referrals. While all schools have unique needs, there also needs to be some recognition for the time commitments required for schools with higher caseloads. This issue and a variety of possible solutions should be explored through consultations that incorporate input from all stakeholders to find solutions that acknowledge the diversity of schools and the equity of workload across the division.



- 2) **Establishing a collaborative environment:** While many respondents spoke highly of their team, some participants noted that the environment needs to carefully be built and maintained so that every team member feels valued and respected. A set of guiding principles for collaborative SST teams should be developed for the school division. At the first team meeting, the principles can be reviewed, and the team can discuss the roles and responsibilities of each member.
- 3) **Preparing for meetings:** Meetings must be well-organized. All relevant information and proper data must be gathered before the meeting and shared with team members, with the expectation that everyone comes to the meeting prepared. All teachers, specialists, and the administrator(s) should be invited to share their insights. Importantly, teachers should understand the Tiered interventions and with the help of the Learning Resource Teacher, ensure that Tier 1 approaches have been explored prior to a referral.
- 4) **Facilitating meetings:** An agenda is followed and the teachers and specialists who work with that student are in attendance. Input is invited and all members are valued and respected. Proceedings of the meeting are carefully documented, and an action plan is developed, along with a determination of people who have key responsibilities aligned with the action plan items.
- 5) **Following up and reporting back:** Action plan items are given timelines, and progress on the implementation of the action plan is provided at subsequent meetings.
- 6) **Communicating effectively and clearly:** Throughout all processes, clear communication is critical. Consistently using the referral template, sharing relevant information for each referral, setting of a meeting agenda with identified outcomes, carefully documenting the discussion and the action plan, ensuring follow up and reporting back to the SST will be supported by consistent use of division forms and agreed upon tools such as One Note. Reviewing communication practices at the start of the school year is beneficial to ensure everyone is aware of the expectations regarding communication.

*Key to implementation of points 3, 4, 5 and 6 is development of a centralized document with guidelines for meeting preparation, facilitation and follow up. While some of the forms and guidelines may be developed already, creating a user friendly, yet comprehensive and concise guide informed by this study's data may assist with consistency across the division. Any templates and forms are included in the document and tools such as One Note are highlighted. Communication strategies are described as well. Keep the document concise to promote ease of use.

- 7) **Ensuring input from specialists:** Several respondents noted that the caseloads of the specialists were too high. For some students, though, the input and



support from specialists are crucial. This issue is not unique to RCSD, but the division is encouraged to examine possible solutions to address the need for more specialists.

KEY CONSIDERATIONS AND RECOMMENDED ACTIONS FOR REGINA CATHOLIC SCHOOL DIVISION

Given the extensive data generated through the study, the research team recommends the following actions. The order of the items is not meant to indicate the relative importance of that action. Furthermore, many of these recommendations may be concurrently addressed.

ESTABLISH A STEERING COMMITTEE TO PROVIDE DIRECTION AND OVERSIGHT FOR IMPLEMENTATION OF THESE RECOMMENDATIONS

Establish a steering committee for the division with representation from senior leaders, in school administrators, learning resource teachers, classroom teachers, and specialists. This steering committee will engage with their respective stakeholders to invite further consultation on some of the actions (for example, consulting with parent groups or School Community Councils regarding Grade 8 – 9 Transitions).

DEVELOP A COMPREHENSIVE AND USER-FRIENDLY GUIDE FOR SST TEAMS

To ensure consistency of practice for student referrals and the operation of the SST meeting, it is recommended that the RCSD SST Handbook include standardized referral forms, pre-screening expectations, meeting preparation guidelines, a process for the development and recording of meeting norms, sample meeting templates, documentation of student information, SST decisions, student action plans, and expectations regarding follow-up and monitoring of student interventions. Communication tools and strategies will be identified as foundational pieces to support these processes. It is also recommended that guidelines for the sharing, storing and archiving of information need to be developed and followed consistently to ensure the protection of student privacy.

DEVELOP GUIDING PRINCIPLES FOR WORKING AS COLLABORATIVE TEAMS

As a supplementary guide or an introductory section to the core SST document, outline guiding principles for how to work as collaborative teams. These guidelines should be revisited at the beginning of each new school year and individuals will be identified as fulfilling specific roles and having responsibilities within the SST.



ENHANCE PRACTICES FOR GRADE 8 – 9 TRANSITIONS

Develop an additional guide outlining timelines for key processes in Grade 8 – 9 transitions. This document will also provide suggestions and highlight promising practices that support the transitions. Importantly, roles and responsibilities will be clearly articulated in the document.

PROVIDE SPECIFIC PROFESSIONAL DEVELOPMENT SESSIONS

Throughout the project, respondents identified the need for further professional development to ensure that all stakeholders understand key processes and expectations, as well as their roles and responsibilities in ensuring SSTs achieve the best possible outcomes for students. The following types of professional development opportunities were identified as beneficial:

- Understanding the roles and responsibilities of SST members
- Building awareness of the SST processes and using the SST Handbook resources appropriately
- Working collaboratively as a team
- Understanding and using the different Tiers of intervention
- Supporting Grade 8 – 9 transitions

In addition, specific stakeholder groups will require further professional development because of their key roles in SSTs and in Grade 8 – 9 transitions. It is recommended that administrators and Learning Resource Teachers be provided with specific and additional professional development sessions.

EXPLORE THE TIMING AND SCHEDULING OF SST MEETINGS

The respondents identified that the issue of timing and scheduling of SST meetings was an area of concern for many respondents. It is recommended that clear guidelines regarding minimum expectations for frequency of SST meetings should be clearly communicated. Furthermore, the scheduling of meetings needs to be explored to ensure that all relevant stakeholders are in attendance and yet there are not unrealistic expectations for itinerant teachers, specialists, and teachers in schools with high numbers of referrals in terms of frequency and timing of meetings. It is recommended that RCSD invite input from administrators, teachers, and specialists to generate a variety of scenarios and configurations. We recognize that there will need to be flexibility in both frequency and timing of SSTs while at the same time considering workload.

EXAMINE THE ROLES, RESPONSIBILITIES AND RESOURCING LEVELS OF SPECIALISTS AND EDUCATIONAL PSYCHOLOGISTS

It is recommended that RCSD engage in crucial discussions with division stakeholders and potentially engage in further consultations with partner school divisions about



resourcing levels for specialist positions. Consideration be given to hiring additional permanent educational psychologists and/or increase contracted services. The issue of financial sustainability of the supports are balanced between the advantage of permanent staff who know the school division and develop relationships with staff and students with the advantage of services contracted to address urgent needs. Furthermore, RCSD is encouraged to consult further with partner school divisions to review their supervisory practices and evaluation tools. Roles and responsibilities of specialists regarding SST meetings and input need to be clearly articulated and realistic expectations for their involvement must be communicated to all schools.

COLLABORATE WITH EXTERNAL PARTNER SCHOOL DIVISIONS

The five other school divisions identified in this report readily agreed to provide the information that the research team requested. We believe this project provides a valuable opportunity to share promising practices; furthermore, other outstanding examples of practices, forms and processes were uncovered in this project and were provided in the appendices. It is recommended that the five divisions and RCSD continue the conversations through virtual meetings to explore Grade 8 – 9 transitions, the role of educational psychologists and other specialists, and the prioritization process for student referrals, among other topics.

In conclusion, the SELU research team would like to thank RCSD for this opportunity to assist them in their review of their Student Services and Student Service Teams. We appreciated the input provided by specialists, administrators, and teachers in the division as well as the valuable information provided by the five partner school divisions. We appreciate that the underlying rationale for engaging in this project is to best support the needs of the students and ensure that, as a division, RCSD is improving the learning outcomes of their most vulnerable students.



Regina
Catholic Schools

Student Services Review Report Overview

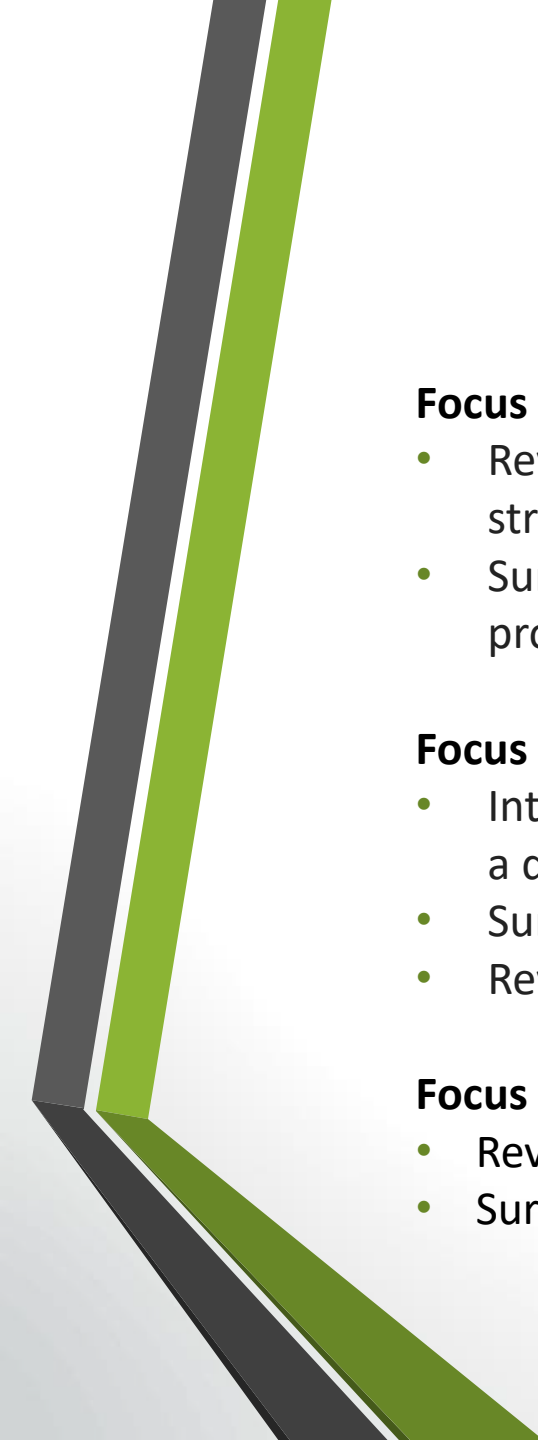


SELU

Saskatchewan Educational Leadership Unit

SELU Consultants

Greg McJannet	Patricia Prowse	Donnalee Weinmaster
Greg became the Associate Director of SELU in September of 2021. Prior to this he was the Field Experience Coordinator at the College of Education at the University of Saskatchewan for four years. He oversaw all aspects of field and practica work for the undergraduate program. Greg came to the College of Education after 23 years of service in the public education sector as a teacher, vice principal, principal and Superintendent of Schools. He has worked in the Ile-a-la-Crosse school division, Nipawin and North East school Divisions, Prairie Valley School Division as a superintendent and in Sun West school division as an administrator in 3 different schools. Greg is currently working on the completion of his Ed. D in educational administration at the University of Saskatchewan. He received a Masters in Educational Leadership from the University of Calgary in 2010 and he completed his B. Ed at the University of Saskatchewan in 1995.	Patricia Prowse has held numerous leadership roles during her career in the education sector. Most recently she held the position of Associate Director of the Saskatchewan Educational Leadership Unit (SELU), from 2015-2021. Before this role, she spent 35 years in the PreK-Grade 12 education where she was an elementary teacher, school-based leader, superintendent of education, and executive coach. Patricia has a B.A. (Psy), B.Ed., and an M.Ed. (Admin) from the University of Saskatchewan. She has received the Saskatchewan School Based Administrators' Award for the Distinguished Administrator of the Year in 2003 and the Canadian Association of Principals' Distinguished Principal of the Year Award in 2004. In 2013, she was honoured with the YWCA Women of Distinction Leadership and Management Award and the Saskatoon Fire and Protective Services' Shield for community service. In April 2015, the Saskatchewan Teachers' Federation presented Ms. Prowse with the Arbos Award for Distinguished Support of Education and the Teaching Profession.	Donnalee Weinmaster was employed with Saskatoon Public Schools for 37 years, retiring in July 2020. During her tenure with SPS, Donnalee assumed the positions of classroom teacher, special program teacher, resource teacher, vice principal, principal, principal on assignment, and superintendent. During her 12 years in the role of superintendent, Donnalee's portfolio included responsibility for Special Education and Student Services. Other responsibilities included English as an Additional Language, elementary staffing, special education and student services' staffing as well as privacy head for the division. Donnalee holds a Bachelor of Education degree with a major in Special Education and a Master's degree in Educational Administration. In the past two years, Donnalee has taken on contracts with the University of Saskatchewan, supervising fourth year practicum students and tutoring University students who receive funding through Access and Equity Services – U of S.



Student Services Review Phase 1

Research Design

Focus A: Student Psychological Assessment Structures and Processes

- Review of external divisions processes for Student Psychological Assessment processes and structures.
- Survey of internal administrators and central office staff of RCSD Student Psychological Assessment processes and structures

Focus B: School Level Student Support Teams

- Internal analysis of current school division Student Support Team (SST) artifacts inventoried through a data collection form
- Survey and analysis of RCSD stakeholders involved in SST meetings
- Review of external division processes and policies for SSTs

Focus C: Grade 8 and 9 Transitions

- Review of external division processes and structures for grade 8/9 transitions
- Survey and inventory of internal RCSD division processes and structures for grade 8/9 transitions

Student Services Review Phase 1

External Partners



PRINCE ALBERT Est. 1887
CATHOLIC SCHOOL DIVISION
Learning for life through Catholic Education



**GREATER
SASKATOON
CATHOLIC
SCHOOLS**



REGINA PUBLIC SCHOOLS



***Saskatchewan Rivers
Public School Division***
Excellence for Every Learner

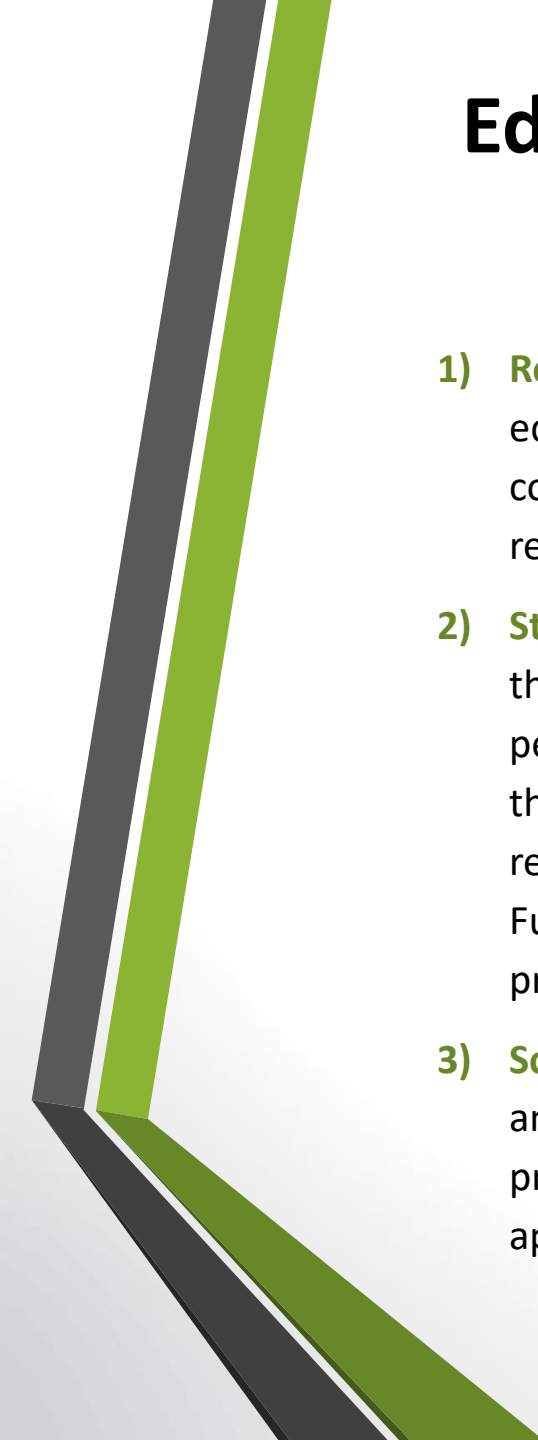


**Saskatoon
Public
Schools**



**Regina
Catholic Schools**

Recommendations



Educational Psychologist External Partners Report Recommendations

- 1) **Role of the Educational Psychologist:** It is recommended that RCSD review the role and responsibilities of the educational psychologist to ensure the position maximizes the skillset of these professionals. Through consultations and review of the information provided from other school divisions, examine the current role and revise the description and list of duties of the educational psychologist position.
- 2) **Staffing:** RCSD is currently operating at a significantly higher student to FTE educational psychologist ratio than that of the reporting partner school divisions. It is recommended that consideration be given to hiring additional permanent educational psychologists and/or increase contracted services. The issue of financial sustainability of the supports are balanced between the advantage of permanent staff who know the school division and develop relationships with staff and students with the advantage of services contracted to address urgent needs. Furthermore, RCSD is encouraged to consult further with partner school divisions to review their supervisory practices and evaluation tools.
- 3) **School-based Educational Psychologist Assessment Procedures:** Review current school-based referral criteria and processes; consult the referral forms and rubrics that partner school divisions provided. Revise the referral process so that division staff can focus on the more complex needs. By ensuring that school-based referrals are appropriately prioritized, the limited educational psychologist resources can be best utilized.

Educational Psychologist External Partners Report

Recommendations

- 4) **Division-based Educational Psychologist Assessment Processes:** It is recommended that efforts be made to clarify school-based versus division-based assessment processes so that there is no duplication of effort. Additionally, school counsellors play a key role at the school and division levels throughout the entire assessment process. Streamlining the process of referrals and assessments may provide counsellors with additional time for other responsibilities.
- 5) **Wait times and realistic assessment targets:** There was significant variation across the partner school divisions regarding wait times between the submission of the referral to the time of the assessment and then to the release of the report. As RCSD considers potential changes to the delivery of educational psychologist services, the number of psychoeducational assessments that can be completed during the school year should be determined. Additionally, RCSD must communicate with stakeholders regarding wait times and number of assessments so that expectations are realistic and are understood.
- 6) **Policies and Procedures:** It is recommended that RCSD define what practices related to educational psychologists' services that it wants to be implemented with consistency throughout the division versus those procedures that can be customized by the school SST to best meet their learning communities' needs. Consistency will be promoted through provision of documents outlining position descriptions, supervisory practices, and assessment referral processes. Expectations regarding consistency of certain practices must also be clearly communicated to all SST teams.

Grade 8-9 Transition Report

Recommendations

- 1) **Student Support Team Role:** External partners and internal School teams acknowledged the significant role that the school SST plays in Grade 8 – 9 transitions. It is recommended that RCSD provide guidelines for SST operations in the following areas.
 - a) Develop additional reference documents that outline SST members' roles and responsibilities for the Grade 8 – 9 student transition process. Consideration should be given to housing these reference documents online in a site that is accessible by all relevant stakeholders at the elementary and secondary levels.
 - b) Provide a division timeline for key milestones in the Grade 8 – 9 student transition process that is followed consistently across the school division.
 - c) Have each school identify who will serve as the Grade 8 – 9 Student Transition School Communication Link and communicate this information in September to relevant stakeholders.
 - d) Encourage early identification of Grade 6 and 7 students who will require extra support in transitioning.
- 2) **Student Services Support for Grade 8 – 9 Transition:** It is recommended that RCSD outline what types of supports elementary SST and high school transition teams can access from division personnel during the Grade 8 – 9 transition process.
- 3) **Consistency of Practice in Grade 8 – 9 Transition:** It is recommended that RCSD develop, through a collaboration with elementary SSTs and high school transition teams, the following consistent practices:
 - a) An Administrative Regulation for Grade 8 – 9 Student Transition that outlines expected division practices.
 - b) Standardized Grade 8 – 9 Transition Form that ensures consistency in sharing relevant student information
 - c) Early in the school year, the superintendent responsible for Grade 8 – 9 student transition plans a presentation for elementary and secondary school-based administrators where processes and key timelines are shared and where school groupings can also meet with their feeder high school.
 - d) Clarify who should attend transition meetings.
 - e) Involve division and community support personnel as needed so that students' needs are met in a holistic and culturally responsive manner.

Grade 8-9 Transition Report

Recommendations

- 4) **Current Pre-enrolment Processes and Implementation of Successful Practices:** It is recommended that RCSD document a variety of helpful processes in the Grade 8 – 9 Student Transition Handbook so that all schools are aware of what are expected pre-enrolment practices. These practices are described in more detail in the full report but include invitations to Grade 8 classes to attend events at the high school, Spend A Day programs, high school teams presenting to Grade 8 classes, and Parent/Caregiver Information Nights. Additionally, the full document discusses several successful practices including early identification of students in Grade 6 or 7 so that additional assessments and supports can be implemented before Grade 8. It is recommended that RCSD communicate these successful practices and more in the Grade 8 – 9 Student Transition Handbook, at division administrator meetings, and division LRT meetings so that all schools are aware of new strategies to add to their current practices.
- 5) **Grade 8 – 9 Student Transition Planning Sessions:** It is recommended that RCSD host a Grade 8 – 9 Student Transition Virtual Think Tank where internal school representatives can share successful strategies and brainstorm ways to enhance their practices to better support student learning outcomes and wellbeing. Furthermore, it is recommended that RCSD host a virtual Grade 8 – 9 Student Transition Planning Session with representatives from the five external partner school divisions to discuss the reported suggestions for enhancing current practice; potentially this discussion could include exploring the possibility of a common platform for sharing student information between schools and school divisions, involving external supports to assist with transitions and developing and sharing Grade 8 – 9 transition resource documents.
- 6) **Research-informed Practices and Professional Learning Opportunities:** It is recommended that RCSD explore opportunities to conduct a literature review of research-informed elementary to high school student transition practices. Moreover, a search of online resources across Canada could prove to be beneficial to the school division. It is also recommended that the division explore other professional learning opportunities for staff that will provide current information on promising practices in this area.

Student Support Teams Recommendations

- 1) **Expected Practices Regarding SST Operations:** It is recommended that RCSD review the findings of this full reports, and the sample resources and information provided to inform the collaborative development of administrative applications, SST Handbook, and other resources that provide clear direction of the division's expected operation of school-based SSTs. While it is acknowledged that each student case is unique and each school has unique needs, it is appropriate to have clear guidelines that address the SST's purpose and function, composition of the team, and clearly defined roles and responsibilities.
- 2) **Referral Processes and SST Meeting:** To ensure consistency of practice for student referrals and the operation of the SST meeting, it the recommended that the RCSD SST Handbook include standardized referral forms, pre-screening expectations, meeting preparation guidelines, a process for the development and recording of meeting norms, sample meeting templates, documentation of student information, SST decisions, student action plans, and expectations regarding follow-up and monitoring of student interventions. It is also recommended that guidelines for the sharing, storing and archiving of information need to be developed and followed consistently to ensure the protection of student privacy. In addition, it is recommended that clear guidelines regarding how often the SST is expected to meet should be clearly communicated.
- 3) **Enhancement of SST Practices:** It is recommended that RCSD engage the five external school divisions in an online session to collaborate on the development of practices for prioritizing student SST referrals and the development of an SST self-evaluation process.

Student Support Teams Recommendations

- 1) **Resource Review:** It is recommended that the RCSD SST Handbook or portal lists the valuable resources identified as being helpful. An additional 18 resources were also noted as being helpful if they were available. It is recommended that RCSD explore the possibility of purchasing or making available resources that survey respondents noted would be beneficial.
- 2) **Professional Learning Opportunities:** It is recommended that RCSD develop professional learning modules for all members of the SST so that they have the information and skill set to fulfill their duties.
- 3) **Open and Transparent Communication:** It is recommended that RCSD review the websites of partner school divisions to examine the types of information shared. Following the review, engage with their division stakeholders to discuss what information is pertinent to share with RCSD stakeholders and how it can be communicated in a way that is authentic, easily understood, and accessible by all.



Enterprise Risk Management

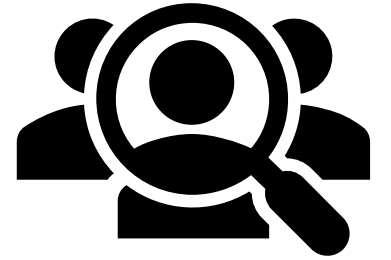
TRANSPORTATION

December 5, 2022 Public Board Meeting



Mitigating Risks

1. Transportation Forum / ThoughtExchange
2. FirstView App
3. Relationship with First Student
4. Transportation Appeal Process
5. Driver Recruitment
6. Concerns Filed



Transportation Forum / ThoughtExchange

- Forum held on March 22nd and November 10th
- Open discussion with SBA's, Office Managers, RCSD Transportation and First Student
- Utilizing the feedback from ThoughtExchange



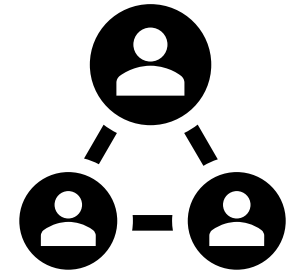
FirstView

- 4,544 accounts have been set up on FirstView.
- Had challenges on buy-in to sign up for FirstView.
 - Transportation will push FirstView with Weather Delay notifications as a reminder to sign up.



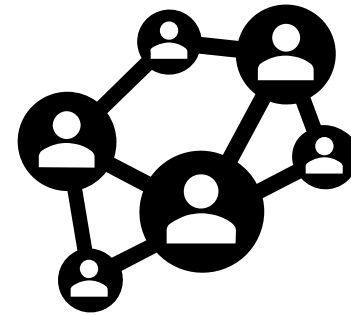
Transportation Appeal Process

- Since 2021-22 there have been 20 transportation appeals presented to the Board.
 - 16 defeated.
 - 4 approved.
 - 1 approved for stop location to be moved;
 - 1 approved with walking boundary changed – Sacred Heart;
 - 2 approved for one year and as long as capacity on bus remains.
 - Appeal process for parents is clearly outlined on the website under the Transportation page.



Relationship with First Student

- Open and regular communication
- Created Jotform to escalate concerns
- Improved processes



Driver Recruitment

- Bus driver recruitment saw 40 new drivers since July 2022.
- All routes are filled with several spare drivers on hand each day.
- Continually recruiting and training.
- 4 bus drivers and 3 van drivers in various stages of training.
- Several people are off at any given time for sickness/vacation.
- Delays are minimal this year.



Driver Shortages



Concerns



Questions?



BOARD MEETING AGENDA ITEM

BOARD MEETING DATE
December 5, 2022
TOPIC
Board Chair's Report

FORUM	INTENT
☒ Public	☐ Decision
☐ Planning	☐ Discussion
☐ Closed	☒ Information
☐ Committee	☐ Presentation

Report includes the following Board Chair Updates:

The month of November was a busy one around the division and for the trustees.

Our division recognized in liturgies and teachings Remembrance Day, as well as Holodomor. We were able to see our students thriving in their schools through the arts, sports, extra-curricular clubs, and many leadership opportunities. Each day we see many unique learning experiences taking place through the many photos, videos, and words of wisdom that our staff share. We are blessed to witness the high caliber staff that we have and the commitment they make to educating and caring for the learning and well being of our students and each other.

As trustees we had the opportunity to visit Miller Comprehensive Catholic High School and St Catherine Community School on school tours. Ryan Bast, Deputy Chair and I made it out to St Catherine School for their Remembrance Day liturgy as well. It is always an informative experience to be witness to the regular daily activities and environment within our schools on these tours. When we can see organically what is taking place it helps inform the decision making at the table. I was proud to be present at the Brandt Center for the Remembrance Day service where the Archbishop M. C. O'Neill Catholic High School Band performed the music for the service.

Our board partook in a three-day conference with the Saskatchewan School Board Association (SSBA) where we had learning opportunities regarding inclusion in education to ensure that every student is safe and welcome within the doors our schools. We feel very proud of Regina Catholic Schools for how far along we are in many ways, but we see areas of growth for inclusion as well and are working actively toward safety being visible and felt by all. At the SSBA we can come together with all school boards across Saskatchewan from both the Public and the Catholic school divisions which allows an opportunity to learn from each other and to work on joint advocacy for the betterment of education within Saskatchewan. We had the opportunity to meet as the Saskatchewan Catholic School Board Association (SCSBA) during this time and we are proud to announce that our past chair of our board, Vicky Bonnell, was elected as the Vice Chair of the SCSBA at this time. The experience, advocacy skills and Vicky's commitment to Catholic education are a great asset to keep in the working group of the SCSBA.

Our team was able to engage at gatherings with our employee groups (CUPE, RCSTA, RCAA, RCSESPA) executive. These groups represent every staff member within our division and having the opportunity to meet with these groups and have conversations is both critical for building relationship and for keeping the board informed so that the decisions around our table are being made based on employee needs directly from them. We had another engagement opportunity with our Catholic School Community Councils (CSCC) where we had presentations from executive council regarding what is taking place in education within our schools with the updated data for learning goals and mental health and well-being. Table discussions were extremely informative from the parent/caregiver and school administration perspective. Having the opportunity for all of us to meet with those who are raising our students and engaging in our school communities is always critical to the process of decision making and information.

Recognizing our staff is something that we always want to be an integral part of our division. On November 22nd trustees were invited to join executive council to a mix and mingle celebrating our 10 year and 20 year serving staff. This was the first time these groups were recognized for years of service. The honourees were able to bring their loved ones and it was a great evening of celebration for all the commitment and loyalty we have within our division.

Finally, we had meetings that are critical to the strategic planning and decision-making process. There is never a shortage of meetings. We met with our board, our executive council, Regina MLAs from both the government and the official opposition where we had an opportunity to share our highest priorities for education, staff, mental health and well being and the funding needs to meet the goals that we all share.

Prepared by:	Date:
Shauna Weninger, Board Chair	Nov 30, 2022

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE
December 5, 2022
TOPIC
Director's Report

FORUM	INTENT
☒ Public	☐ Decision
☐ Planning	☐ Discussion
☐ Closed	☒ Information
☐ Committee	☐ Presentation

Report includes the following Director's Updates:

1. **Provincial Education Plan 2023-30 Provincial Planning** – November 22 & 23 saw leaders from school divisions, First Nations Authorities, and the Ministry of Education gather to continue the work on the Provincial Education Plan. From the agenda:

Meeting Objectives:

- To provide updates on the progress of the Interim Provincial Education Plan
- To continue to create an ethical space in which we conduct our work.
- To review and prioritize the feedback on the draft actions, measures and targets for the long-term PEP.

Work continues this month with the presentation of and the summary of these two days, to the Provincial Education Council on December 7th. As owner, I will also be presenting an update on the progress of the 2022-23 Interim Reading Plan at this meeting.

2. **High School Advent Christmas Choral Concert December 7** – Hundreds of high school choral students will once again gather to carry on this incredible tradition, entertaining the crowd of family and friends through the gift of voice and music. After a pandemic pause, this event promises to be more entertaining and emotional than usual. Thanks to the staff who dedicate so many hours to this celebration of faith and song.

On a related note, I wish to acknowledge and formally thank all the staff who are making space in their personal and professional lives to provide extra-curricular opportunities for our students. This Fall has been filled with musicals, volleyball, football, soccer, cross-country and countless clubs/groups. As we transition to the winter season, watch for more outstanding results from our students.

3. **Classroom Complexity Survey** – As noted by the SSBA, the following invitation was sent out via email in late November:

The Ministry of Education has entered into a research contract with the Saskatchewan Educational Leadership Unit (SELU) at the University of Saskatchewan to conduct collaborative research on classroom complexity and its impact on leadership decision-making, teaching and learning in Saskatchewan schools. Dr. Wallin (USask) and Dr. Cranston (URegina) serve as co-investigators for the project.

All school system leaders and all school-based leaders, as well as a representative sample of classroom teachers in the public school system, the Catholic school system, and the Conseil des école fransaskoises are invited to participate in an online survey related to classroom complexity and its effects on leadership decision-making, teaching, and learning.

I completed the survey and understand that principals and teachers have been randomly selected to participate.

4. **Advent 2022** – Students and staff will be fully engaged in preparing for the celebration of the birth of our Savior throughout the month of December. Weekly Advent liturgies, Christmas concerts and service projects will be just some of the highlights of Division's commitment to bringing the joy of Christmas to life in our schools and community.

Division office staff will participate in our staff faith retreat on December 20th. In alignment with our theme of "Serve", the afternoon portion will be dedicated to volunteering at various community organizations who serve the less fortunate.

BOARD MEETING AGENDA ITEM

5. **Thoughtexchange International Superintendent Leadership Summit January 11-13, 2023** – I have been invited to attend this event and present some of the ways RCSD has effectively leveraged the tool, to colleagues from across North America. Executive Council members are deserving of recognition for their willingness to demonstrate courageous leadership through innovative applications of Thoughtexchange in the desire to hear and meet the needs of staff and stakeholders.

Prepared by:	Attachments (list below):	Date:
Sean Chase, Director of Education		December 5, 2022

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
December 5, 2022	☒ Public ☐ Planning ☐ Closed ☐ Committee	☐ Decision ☐ Discussion ☒ Information ☐ Presentation
TOPIC		
Catholic Community Councils (CSCCs) Winter Linkage Meeting – 2022-23 School Year		

BACKGROUND:

As school-level advisory bodies legislated by Ministry of Education the role of the Catholic School Community Council (CSCC) is the official parent/community voice within each school part of the RCSD. Each fall a meeting is scheduled between the RCSD Board of Trustees, School Administrators and the CSCC Chairs to review past accomplishments, strategically plan for the upcoming year and to identify gaps for opportunity to improve.

The meeting for the 2022/23 school year was held November 16 at Sacred Heart Community School. The CSCC members met with Board leadership and identified some gaps to focus on in the upcoming year.

See attached Executive Summary ☐ See attachment ☒

RECOMMENDATION(S) (if applicable):

Increase in enrollment registration requiring additional funding to strategically accommodate physical enrollment pressures with additional portables, or new schools as subdivisions continue to grow. Enrollment also impacts mental health and wellbeing for school leadership. Need increases for new tools and resources to help support all levels of school staff.

Continuing education and awareness to understand the expansion of cultural diversity within the division, and to further engage the school and communities at large with opportunities for interaction. Influx of new Canadians present challenges and opportunities. Indigenization and Truth & Reconciliation recommendations set the journey for change however enhancement of language, land-based education, elders, and knowledge keepers help to build and create a positive relationship.

CSCC mandate to support schools and communities have evolved over the years and most recently COVID. The change in student's needs, community structure, and school leadership dictate a review of the CSCC and how or if it can better serve its vision and mandate. The constitution, communication exchanges, and community interdependencies need consideration on how to better serve each CSCC.

Prepared by:	Attachments (list below):	Date:
Wade Hackl, Superintendent of Education Services	CSCC Board Linkage Meeting Minutes – November 16, 2022	November 22, 2022

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	Wade Hackl opened the meeting with a welcome, land acknowledgement, and opening prayer.
2. Board Chair – Shauna Weninger	RCSD Board of Trustees Update
3. Director of Education – Sean Chase, Education Services Superintendents, & Curriculum & Instruction Supervisor - RCSD Update - Strategic Planning - Provincial Education Plan - Division Improvement Plan - Faith Permeation - English as an Additional Language - Indigenous Education - Early Years - Reading, Writing, and Math - Graduation Rates - Mental Health and Wellbeing Thought Exchange – Tool for CSCC	See attached
4. Breakout Session	- Discussion questions: - Following the presentation, what stands out? - What items learn more about? Gaps? - General comments
5. Closing Prayer	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



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 partners to provide a quality Catholic education that fosters academic excellence and the development of informed, responsible citizens.

Agenda

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

1325 Argyle St, Regina, SK

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

I wish to acknowledge that we are on Treaty 4 territory, traditional lands of the ~~néhiyawak, 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 ◦ Faith Permeation ◦ English as an Additional Language ◦ Indigenous Education ◦ Early Years ◦ Reading, Writing, and Math ◦ Graduation Rates ◦ 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 (Glory Be) 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**

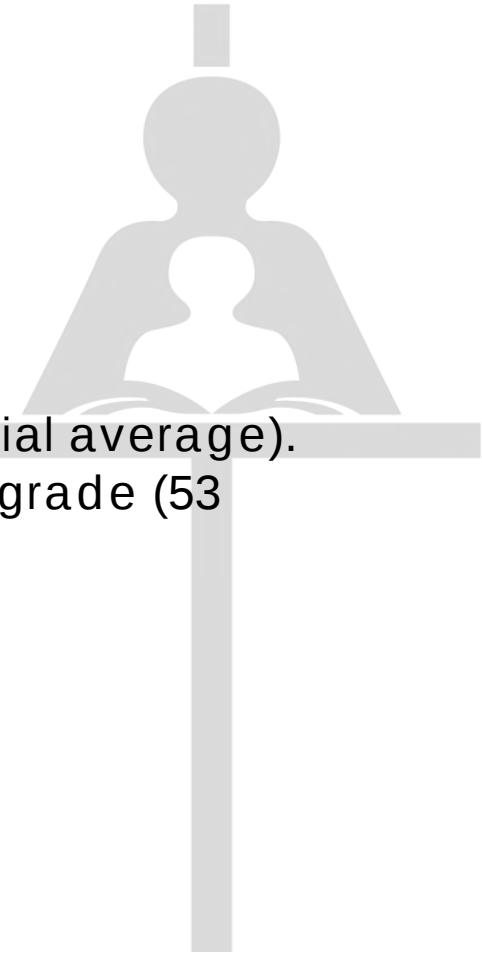
- 59% of Kindergarten students at age level in *Fall* assessment.
- 80% of Kindergarten students at age level in *Spring* assessment.

- **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)

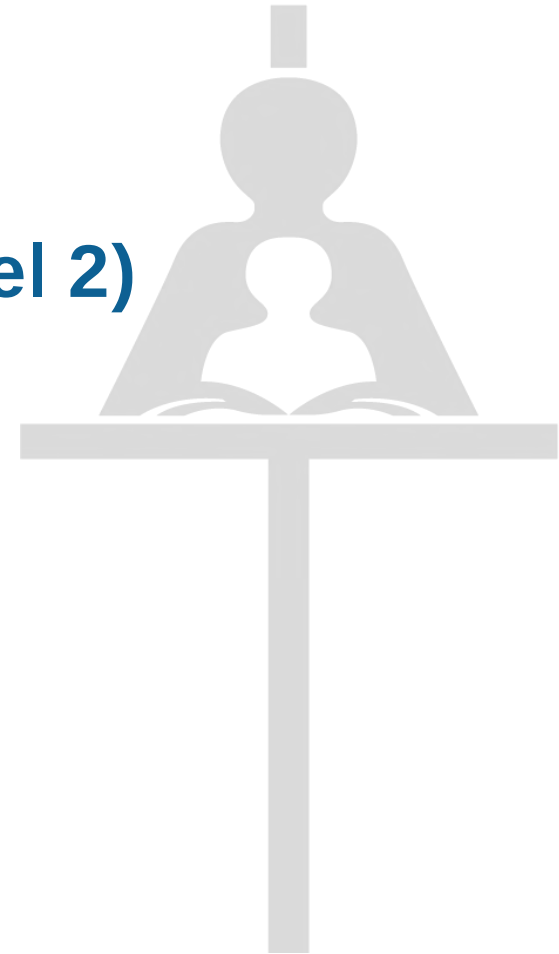
1. Mental Health & Well Being
2. Learning Response
3. Learning Response – Reading

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

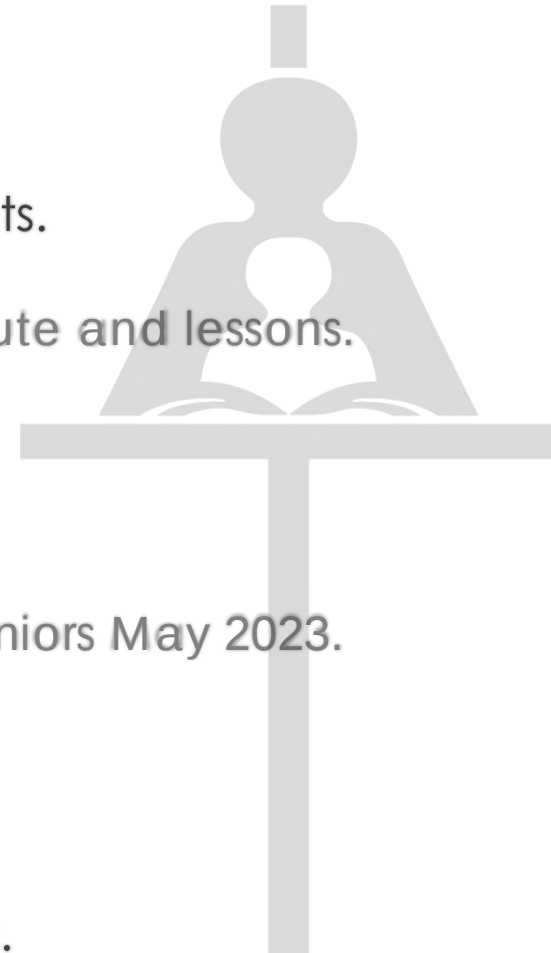


DIP – Faith Permeation

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:

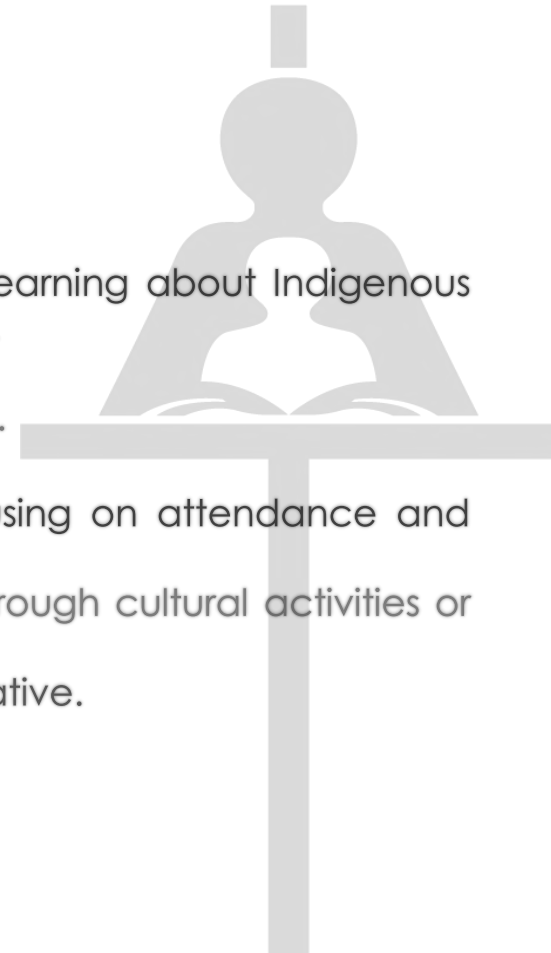
1. All teachers will embed Indigenous ways of knowing and doing into curricula.
 - Teachers include this info in year plans; every subject area or course.
2. Treaty education will be taught in grades K-12.
3. All students and staff will gain a better understanding of Indigenous Spirituality or ceremony 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.

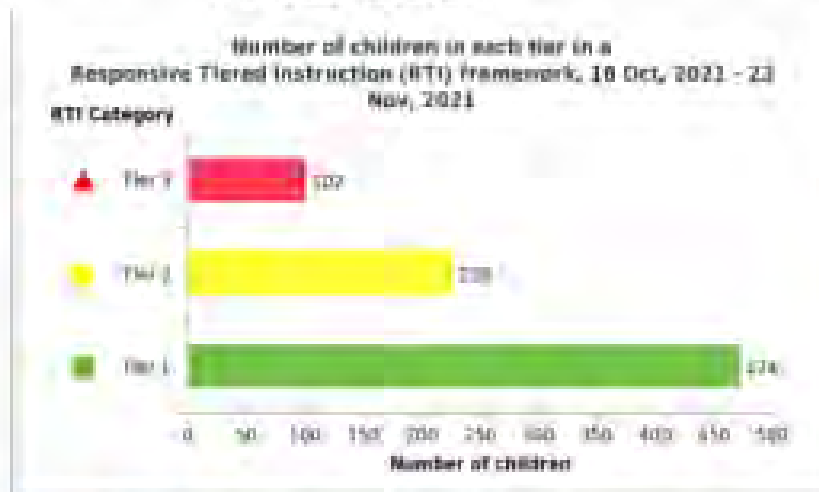


DIP – Early Years

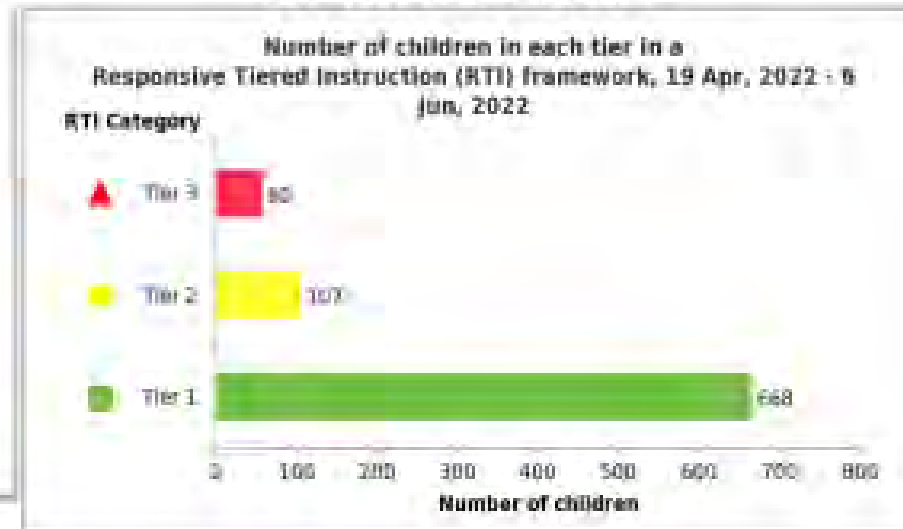
SMART Goal: By June 30, 2023, children aged 0-6 years will be supported in their development to ensure that 85% of students exiting kindergarten are ready for learning in the primary grades.

- 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

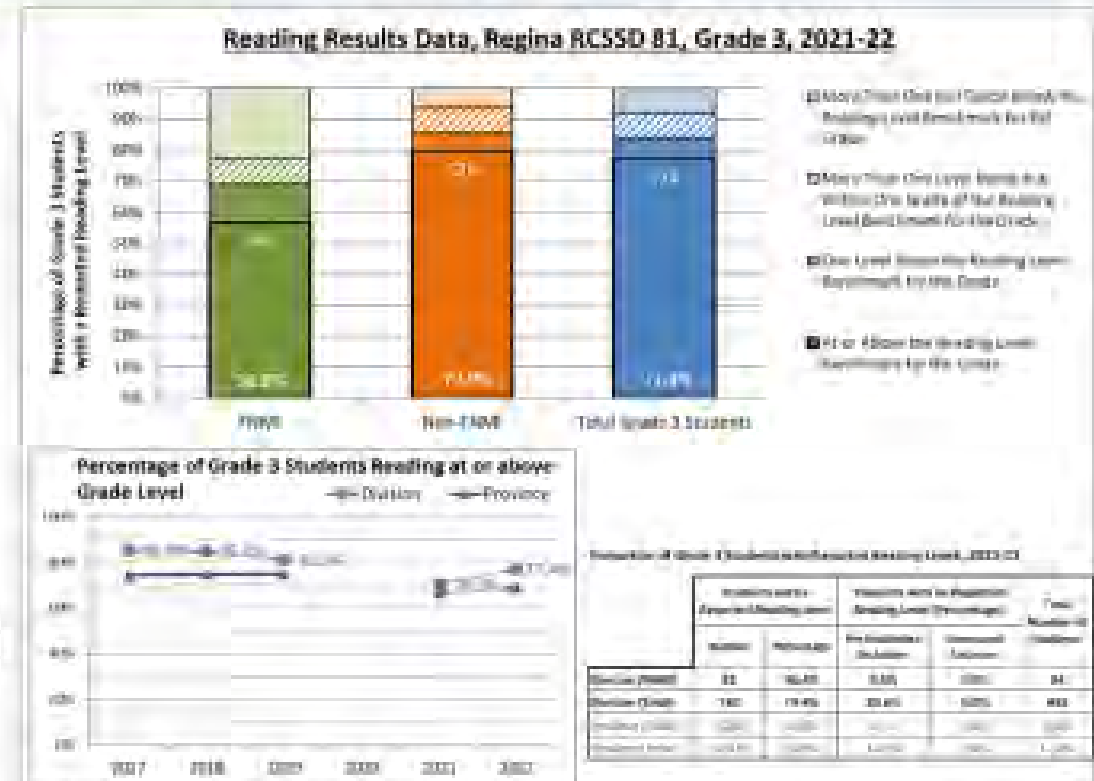
SMART Goal: By June 30, 2023 75% of students will be at or above grade level in reading, writing and math (number strand only).

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

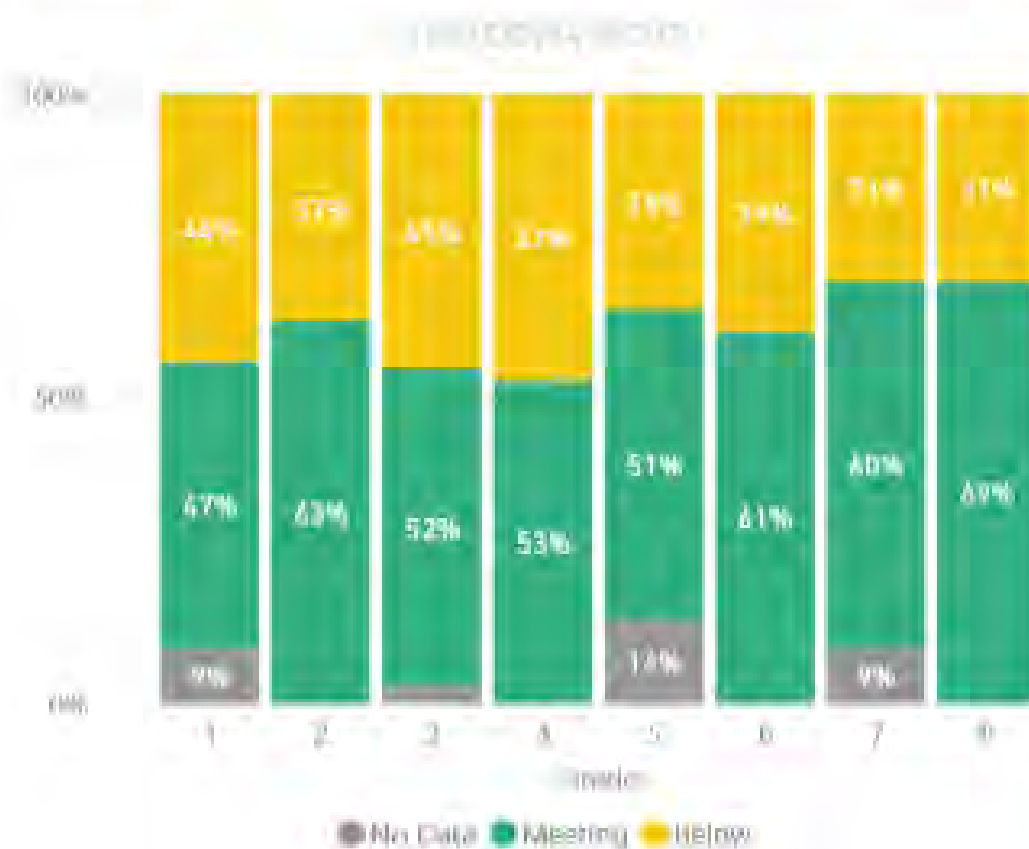
SMART Goal: By June 30, 2023 75% of students will be at or above grade level in reading, writing and math (number strand only).

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)

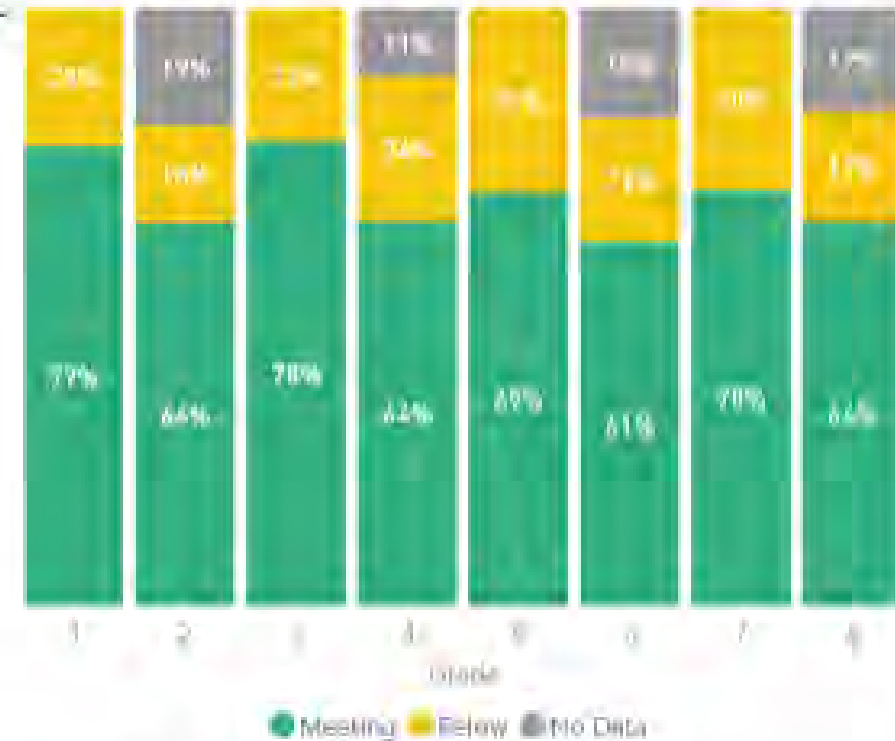


DIP – Reading, Writing, Math

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:

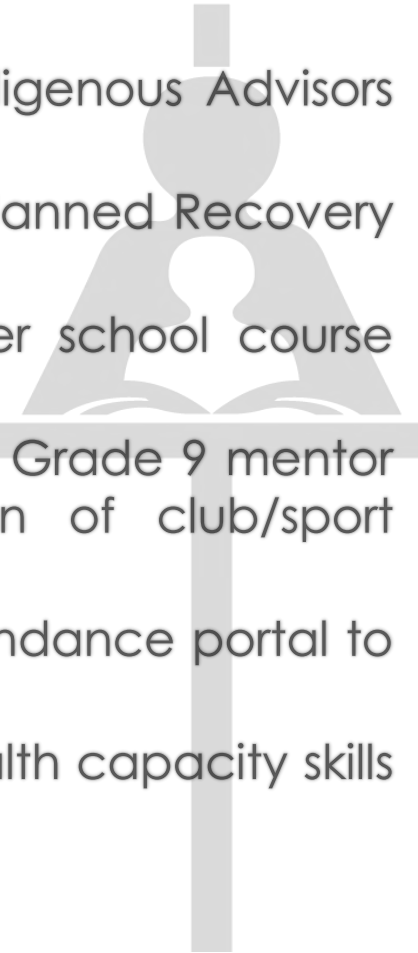
- Continue to offer professional development on Thinking Classrooms and math assessment practices
- Purchase of new resource MathUP K to 8 (author, Marian Small)
 - 2022/2023: K, grades 6-8)
- Teacher: lesson plans, tasks, assessment tools and on-demand professional development to improve practice; access 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!!*





Regina Catholic Schools

THE BOARD OF EDUCATION OF THE REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 81

Shauna Weninger
Chair

Sean Chase
Director of Education

November 8, 2022

SENT BY EMAIL
clerks@regina.ca

Ms. Amber Ackerman
Interim City Clerk
Office of the City Clerk
Queen Elizabeth II Court
2476 Victoria Avenue
REGINA, SK S4P 3C8

Re: 2023 Appointments to Committees of Regina City Council

Dear Ms. Ackerman:

Please be advised that, at the Organizational meeting of November 7, 2022, the Regina Catholic Board of Education appointed Shauna Weninger and Ryan Bast as its representatives on the School Boards/City Council Liaison Committee for the term **January 1, 2023 – December 31, 2023**.

School Boards/City Council Liaison Committee (RCSD Board representatives)

- | | |
|---|--|
| 1. Shauna Weninger, Board Chair
2160 Cameron Street
Regina, SK S4T 2V6
306-570-2080 (cell)
s.weninger@rcsd.ca | 2. Ryan Bast, Deputy Chair
2160 Cameron Street
Regina, SK S4T 2V6
306-551-0472 (cell)
r.bast@rcsd.ca |
|---|--|

RCSD Administrative representatives on the School Boards/City Council Liaison Committee:

- | | |
|---|--|
| 1. Sean Chase, Director of Education
2160 Cameron Street
Regina, SK S4T 2V6
(306) 791-7207
s.chase@rcsd.ca | 2. Josh Kramer, Chief Financial Officer (CFO)
2160 Cameron Street
Regina, SK S4T 2V6
(306) 791-7219
j.kramer@rcsd.ca |
|---|--|

The Current RCSD Board representatives until December 31, 2021 are Vicky Bonnell and Shauna Weninger.

Sincerely,

Sean Chase
Director of Education

/cr

cc: Board of Trustees
Executive Council

November 28, 2022

Shauna Weninger
2160 Cameron Street
Regina SK S4T 2V6

Via email: s.weninger@rcsd.ca

Dear Shauna Weninger:

Re: Appointments to School Boards/City Council Liaison Committee

Regina Catholic School Board nominated you as its representative on the School Boards/City Council Liaison Committee. City Council, at its meeting held on November 23, 2022 confirmed your appointment for a term of office effective January 1, 2023 to December 31, 2023.

You will be notified by Amber Ackerman, Interim Committee Secretary, of the time and place of your first meeting and general information about the School Boards/City Council Liaison Committee. The Secretary will also confirm your contact information for our use. The information will not be published publicly.

Bylaw No. 2002-57, the Regina Code of Conduct Bylaw, requires all committee members to be familiar with provisions in relation to their duties as a member. To simplify this, a fact sheet is attached for reference. The full bylaw is available on regina.ca.

On behalf of City Council, please accept my congratulations on your appointment. Should you have any questions, please contact the Office of the City Clerk at 306-777-7262.

Yours truly,



Jim Nicol
City Clerk

Attachments (1)

- Code of Conduct Fact Sheet

cc: Amber Ackerman, Interim Committee Secretary
Regina Catholic School Board



November 28, 2022

Ryan Bast
2160 Cameron Street
Regina SK S4T 2V6

Via email: r.bast@rcsd.ca

Dear Ryan Bast:

Re: Appointments to School Boards/City Council Liaison Committee

Regina Catholic School Board nominated you as its representative on the School Boards/City Council Liaison Committee. City Council, at its meeting held on November 23, 2022 confirmed your appointment for a term of office effective January 1, 2023 to December 31, 2023.

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On behalf of City Council, please accept my congratulations on your appointment. Should you have any questions, please contact the Office of the City Clerk at 306-777-7262.

Yours truly,

Jim Nicol
City Clerk

Attachments (2)

- Code of Conduct Fact Sheet

cc: Amber Ackerman, Interim Committee Secretary
Regina Catholic School Board



November 28, 2022

Sean Chase
2160 Cameron Street
Regina SK S4T 2V6

Via email: s.chase@rcsd.ca

Dear Sean Chase:

Re: Appointments to School Boards/City Council Liaison Committee

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On behalf of City Council, please accept my congratulations on your appointment. Should you have any questions, please contact the Office of the City Clerk at 306-777-7262.

Yours truly,

Jim Nicol
City Clerk

Attachments (2)

- Code of Conduct Fact Sheet

cc: Amber Ackerman, Interim Committee Secretary
Regina Catholic School Board



November 28, 2022

Josh Kramer
2160 Cameron Street
Regina SK S4T 2V6

Via email: jkramer@rcsd.ca

Dear Josh Kramer:

Re: Appointments to School Boards/City Council Liaison Committee

Regina Catholic School Board nominated you as its representative on the School Boards/City Council Liaison Committee. City Council, at its meeting held on November 23, 2022 confirmed your appointment for a term of office effective January 1, 2023 to December 31, 2023.

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Yours truly,

Jim Nicol
City Clerk

Attachments (1)

- Code of Conduct Fact Sheet

cc: Amber Ackerman, Interim Committee Secretary
Regina Catholic School Board

Code of Conduct Fact Sheet

The following sets out a summary of the requirements set out in [Bylaw 2002-57, The Regina Code of Conduct and Disclosure Bylaw](#) that a member of a City of Regina Committee must comply with.

Disclosure of Holdings

Members that are being appointed to the following committees are required to fill out the attached disclosure of holdings form and return it to the City Clerk.

Board of Revision;
City Centre Core Development Advisory Committee
Development Appeals Board;
Regina Downtown Business Improvement District Board;
Regina Appeal Board;
Regina's Warehouse Business Improvement District Board.

Declaration of Pecuniary Interest

When a member of a Committee has a pecuniary interest in a matter that is being considered by the Committee the member is required to disclose that pecuniary interest and to leave the meeting while that item is under discussion. A member has a pecuniary interest in a matter if the member or the member's family has a controlling interest in a corporation that could make a profit from or be adversely affected by a decision of the Committee or if the member themselves or their family member could make a profit or be adversely affected by a decision being made by the Committee. There are a number of exceptions as to what will not be considered a pecuniary interest that are set out in section 115 of [The Cities Act](#). This section should be consulted for more information.

Not Appearing as a Delegation

A member of a Committee is not permitted to appear before that Committee either on their own behalf or the behalf of another person.

Gifts and Influence

No member of a Committee is permitted to accept or solicit gifts or benefits from any organization directly or indirectly involved in any manner with the City of Regina. There are some exceptions to this so please consult Bylaw 2002-57 if you have questions. Further, no member may seek, accept or agree to accept a commission, reward or benefit of any kind from any person who has dealings with the City so as to obtain a benefit over other members of the public. A member shall also not attempt to influence the City's dealings with any of the Committee member's family or business associates. A member is also not

permitted to give undue influence or treatment to any person in their dealings with the City.

Use of City Property

No member of a Committee is permitted to use City property for private business or profit unless the property is available for use by the general public or the property has been made available to the member under their term of appointment.

Use of City Information

No member of a Committee is permitted to use information acquired as a result of their appointment to gain or attempt to gain a material benefit or advantage over other members of the public. No member of a Committee may disclose information acquired by them without proper authorization.

Disclosure of Potential Conflict

Where a member of a Committee believes that they are or may potentially be in conflict with Bylaw 2002-57 they are required to disclose this conflict to the City Clerk. The member is required to disclose this conflict in writing setting out the circumstances leading to disclosure and the perceived conflict and then to withdraw from participating in that matter.

2022-23
Board Annual Work Plan – December 5, 2022

Month	Regular Board Meeting Agenda Items	Planning/Committee	Budget Considerations	Community Linkage
December	- o Public Meeting (Dec 5) - ERM Report - Transportation	o Planning Meeting (Dec 19)		- o SSBA Board Chairs' Council (Dec 5) - o Director's Meeting (Dec 8) - Postponed
January	- o Public Meeting (Jan 9) - Approval of School Year Calendar for next school year and submission to Ministry - Approval of Annual Meeting of Electors Agenda - Director Reporting – Policy 11 (Section 1 – Administrative Applications & Section 2 – Payment of Account for Expenditure) - Policy 12 - Role of the Director (Mid-Year Discussion) - Quarterly Board Governance Budget Summary & Trustee Remuneration and Expense Allowances (Sep-Nov) - Detailed Implementation Plan (DIP) – Faith Permeation #1 of 2 - Transportation Report (Sept- Nov) - ERM Report – Spending Within Means	- o Board Policy Review Committee (Jan 23) - o Planning Meeting (Jan 23) - Policy 12 – Role of the Director – Performance Assessment Begins - Board Self-Evaluation Begins	o Budget Review	- o SCSBA Board of Directors Mtg. (Jan 14) - o RCSD / RPSD Joint Boards' Meeting (TBD)
February	- o Annual Meeting of Electors (TBD) - o Public Meeting (Feb 6) - Capital Project Priority approval - Director Reporting - Policy 13 - Division Theme Approval (if required) - Detailed Implementation Plan (DIP) – English as an Additional Language (EAL)	- o Planning Meeting (Feb 13) - Human Resource Services Accountability Reporting	o Budget Review	- o Circle of Voices (Feb 1) - o Board/Post-Secondary Institute Linkage (Biennially – every two years) (TBD) - o Consecrated Life Luncheon (TBD) (Feb 2 is World Day of Consecrated Life) - o School Board/City Council Liaison Committee - <i>Board Chair & Deputy Chair only</i> (2 of 3) (TBD)
March	- o Public Meeting (Mar 6) - Review the Board Development Plan Progress - Detailed Implementation Plan (DIP) – Mental Health & Wellbeing - Detailed Implementation Plan (DIP) – Graduation Rates - ERM Report – Long-Term Viability	- o Planning Meeting (Mar 20) - Director's Performance Assessment Completed - Board Self-Evaluation Completed (TBD) - Financial Accountability Reporting	o Provincial Budget	- o Mother Teresa Middle School (MTMS) Presentation at Board meeting (Mar 6) - o SSBA Board Chairs' Council (Mar 13) - o Board / Catholic School Community Council Spring (CSCC) (Mar 22) - o SCSBA Board of Directors Mtg. (Mar 31)

2022-23
Board Annual Work Plan – December 5, 2022

April	- o Public Meeting (Apr 3) - Quarterly Financial Report (Dec-Feb) - Quarterly Board Governance Budget Summary & Trustee Remuneration and Expense Allowances Report (Dec-Feb) - Set the Annual Mill Rate and inform Ministry by May 1st (Policy 2) - Detailed Implementation Plan (DIP) – Indigenous Education - Transportation Report (Dec-Feb)	- o Planning Meeting (Apr 17) - Review Provincial Budget (Prov. Budget Released - Mar 23/22 TBD)	o Budget Review	- o SCSBA Board of Directors Mtg. (Apr 1) - o SSBA Spring Assembly (Apr 5-6) - o SSBA Board Chairs' Council (Apr 5) - o Regina Catholic Connections Meeting (Apr 20)
May	- o Public Meeting (May 1) - Annual Three (3) Year Preventative Maintenance Renewal (PMR) Plan approval - Detailed Implementation Plans (DIP) – Early Years	- o Planning Meeting (May 15) - Preliminary Budget review	o Budget Review	- o Indigenous Education Symposium (May 16-17) - o RCSD/RPSD School Boards Joint Meeting (TBD) - o School Board/City Council Liaison Committee (TBD) - Board Chair & Deputy Chair only (3 of 3) - o SSBA Board Chairs' Council (May 29)
June	- o Public Meeting (Jun 5) - Director and Board Evaluations Approved and Filed - Budget Review and Preliminary Approval - Detailed Implementation Plan (DIP) – Reading, Writing, Math - Detailed Implementation Plan (DIP) Faith Permeation # 2 of 2 - Appoint Auditor - o Special Board Public Meeting (Jun 21) - Approval of 2023-24 Budget - o Budget Submitted to Ministry	- o Board Policy Review Committee (Jun 5) - o Planning Meeting (Jun 19) - o PSAB PS2200 Related Party Disclosure by June 30	o Budget Review and Approval	- o CCSTA Convention & AGM (Jun 1-3) - o 2022-23 Board Hosted Superannuate and Retiree Reception & Dinner (Jun 13) - o Circle of Voices (Jun 14) - o 2021-22 RCSTA Superannuation Reception (TBD)