

Public Board Meeting Agenda

DATE: Mon October 3rd, 2022

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

LOCATION: Board Room / MS Teams (optional)

GROUPS: Board, Executive Council

REMOTE: https://teams.microsoft.com/l/meetup-join/19%3ameeting_NjY1ODliZDEtYzllYS00ZjA1LWI2ZjUtNWE3MjMyNzEzZWU4%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

VICKY BONNELL

   a. **I wish to acknowledge that we are on Treaty 4 territory, traditional lands of the nêhiyawak (neh HEY o wuk), nahkawé (NUK ah way), nakota, and homeland of the métis, lakota, and dakota. I also wish to acknowledge my own personal journey of learning and walking in relationship with Indigenous and métis peoples, on these traditional lands.**

2. ## Opening Prayer

SHAUNA WENINGER

3. ## Consent Items

VICKY BONNELL

   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 - September 30, 2022

      Sept 30 2022 Enrolment.pdf

      ii. Staffing Report - September 26, 2022

      Staffing Report - August 27 2022 - September 26 2022.pdf

      iii. RCSD Board of Trustees Update - October 2022

      RCSD Board of Trustees Update - October 2022.pdf

      iv. Investments

Investments.pdf

v. 2021-22 Governance Budget Summary and Trustee Remuneration and Expense Allowances September 1, 2021 to August 31, 2022

2021-22 Governance Summary Report and Trustee Remuneration and Expense Allowances Sep1-Aug 31.pdf

vi. RCS Student Support Services Newsletter - September 2022

RCS Student Support Services Newsletter - September 2022.pdf

vii. October Institute 2022

2022 Oct Institute FINAL.pdf

viii. SSBA Curriculum Advisory Committee Feedback

SSBA Curriculum Advisory Committee Feedback.pdf

ix. 2022-23 Board Activity Schedule

2022-23 Board Activity Schedule.pdf

x. Regina Public & Regina Catholic School Divisions Review of the School Resource Officer Program

RBE SRO Program Review - Initial Project Communication -Public Facing - SEPT 30 2022.pdf

4. Adoption of Agenda

VICKY BONNELL

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

5. Conflict of Interest

VICKY BONNELL

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

6. Adoption of Minutes

VICKY BONNELL

R09-06-2022.pdf

a. **Recommendation: That the minutes of the September 6, 2022 Public Board Meeting be adopted.**

7. Presentation

a. **North Regina Joint-Use School (NRJUS) Presentation**

15 mins

2022-10-03_NRJUS_RCSD_ Board_Update.pdf

b. **Student Trustees (STRIVE)** 15 mins

i. Miller Comprehensive Catholic High School

8. Decision Items VICKY BONNELL

a. **Transportation Appeals Decision (September 6, 2022)**

Transportation Appeal Decision Oct 3 2022.pdf

i. At the September 6, 2022 Special Board Planning Meeting - Transportation Appeals, the Board of Trustees heard evidence pertaining to the following appeal. The Board determined its final decision after reviewing the in-person presentation and submission by the appellant and the RCSD Administration summary. The Decision is as follows: S. Catherine Community School - O. & C. Odetoyinbo APPROVED (Exception for the 2022-23 School Year and as long as capacity on the bus remains).

ii. Recommendation: That the Board formally recognize the aforementioned transportation appeal decision.

b. **Transportation Appeals Decision (October 3, 2022)**

Transportation Appeal Decision (2) Oct 3 2022.pdf

i. At the October 3, 2022 Special Board Planning Meeting – Transportation Appeals, the Board of Trustees heard evidence pertaining to the following appeal. The Board determined its final decision after reviewing the in-person presentation and submission by the appellant and the RCSD Administration summary. The decision is as follows: St. Catherine Community School - C. Ifeobu APPROVED (Exception for the 2022-23 School Year and as long as capacity of the bus remains).

ii. Recommendation: That the Board formally recognize the aforementioned transportation appeal decision.

c. **Policy 8 - Board Operations**

Policy 8 - Board Operations FINAL.pdf

i. Recommendation: That the Board approve the amendment to Policy 8 - Board Operations.

9. Discussion VICKY BONNELL

a. **2022 Audit Engagement Letter**

2022 Audit Engagement Letter.pdf

b. **STRIVE Presentations**

STRIVE Presentations.pdf

10. Governance

VICKY BONNELL

11. Governance - Executive Council Reporting

SEAN CHASE

a. Enterprise Risk Management (ERM) Report - Capture Rate

SEAN CHASE

ERM RCSC Dashboard as of October 2022.pdf

b. Policy 14 - School Review

SEAN CHASE

Policy 14 - School Review Report.pdf

c. Early Years Detailed Implementation Plan Report

SHERRY CHASE
KELLEY EHMAN

15 mins

DIP -Early Years - Oct 3 2022.pdf

Early Years School Data.pdf

12. Reports

a. Chair's Report

VICKY BONNELL

b. Trustee Reports / Committee Chair Reports

i. Board/Archdiocesan Liaison Committee

RYAN BAST

2022 09 14 - Board_Archdiocesan Liaison Committee Meeting Minutes.pdf

ii. Saskatchewan Catholic School Board Association (SCSBA) Board Nomination

Recommendation: That the Board nominate Trustee Vicky Bonnell for the position of SCSBA Vice-President at the November 14, 2022 SCSBA Annual General Meeting.

iii. SCSBA Update

RYAN BAST

c. Director's Report

SEAN CHASE

Director's Report - October 2022.pdf

i. Edsby Parent Engagement Update

Edsby September Data.pdf

13. Community Linkage

14. **Correspondence**

    a. **Minister of Education - Harbour Landing West - School Division Follow-up to June 27, 2022**

    Harbour Landing West - School Division Follow-up to June 27, 2022.pdf

15. **Move in to Closed Session** VICKY BONNELL

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

        i. Sensitive Matters

16. **Move out of Closed Session** VICKY BONNELL

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

17. **Review Board Annual Work Plan** VICKY BONNELL

    2022-2023 Board Annual Work Plan - October 3, 2022.pdf

18. **Items for Future Agenda** VICKY BONNELL

19. **Adjournment** VICKY BONNELL

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

20. **Closing Prayer** DARREN WILCOX

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BOARD MEETING AGENDA ITEM

BOARD MEETING DATE
October 3, 2022
TOPIC
September 30, 2022 Enrolment

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

BACKGROUND:

Regina Catholic Schools September 30, 2022, PreK to 12 enrolment headcount is 12,315.

This does not include 55 students from Mother Teresa Middle School.

This is an increase of 347.25 FTE students than last school year and an increase of 433.00 FTE students over projections.

September 30th enrolment needs to be verified with the Ministry of Education before its finalized.

See attached Executive Summary ☐ **See attachment** ☒

RECOMMENDATION(S) (if applicable):

N/A

Prepared by:	Attachments (list below):	Date:
Josh Kramer, CFO	Enrolment September 30, 2022	October 3, 2022

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Enrolment – September 30, 2022

School Name	Sept. 30, 2021		Projected		Sept. 30, 2022		Difference - Year/Year		Difference - Proj. to Actual	
	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	23.50	222.50	22.50	217.50	48.00	232.50	24.50	10.00	25.50	15.00
Holy Rosary Community School	5.50	93.00	6.00	93.00	12.00	101.50	6.50	8.50	6.00	8.50
Sacred Heart Community School	11.00	309.50	12.50	285.50	27.00	273.50	16.00	(36.00)	14.50	(12.00)
St. Augustine Community School	14.50	305.00	14.50	300.50	17.50	314.00	3.00	9.00	3.00	13.50
St. Catherine School	8.00	233.50	8.00	229.00	14.00	248.50	6.00	15.00	6.00	19.50
St. Francis Community School	12.00	350.50	13.50	343.50	15.50	363.00	3.50	12.50	2.00	19.50
École St. Mary	13.00	423.50	14.50	423.00	16.00	414.00	3.00	(9.50)	1.50	(9.00)
St. Matthew School	-	192.00	-	167.00	1.50	176.50	1.50	(15.50)	1.50	9.50
St. Michael Community School	6.00	126.50	6.00	122.00	7.50	133.00	1.50	6.50	1.50	11.00
St. Peter School	8.50	192.50	8.00	183.00	8.00	215.50	(0.50)	23.00	-	32.50
École St. Pius X	-	323.00	-	323.00	-	304.50	-	(18.50)	-	(18.50)
St. Maria Faustina School	-	29.00	-	22.50	-	33.50	-	4.50	-	11.00
St. Joan of Arc School	8.00	282.50	8.00	264.50	8.00	282.00	-	(0.50)	-	17.50
St. Gregory School	8.50	237.00	8.00	220.00	8.00	238.00	(0.50)	1.00	-	18.00
St. Bernadette School	-	384.50	-	366.50	-	363.00	-	(21.50)	-	(3.50)
St. Timothy School	7.00	293.00	7.50	295.50	7.50	312.00	0.50	19.00	-	16.50
St. Theresa School	17.50	306.00	16.00	292.50	16.00	307.50	(1.50)	1.50	-	15.00
St. Jerome School	6.50	212.50	6.00	200.50	7.50	209.00	1.00	(3.50)	1.50	8.50
St. Josaphat School	-	334.50	-	326.50	-	356.00	-	21.50	-	29.50
St. Dominic Savio Elementary	-	235.00	-	233.50	-	252.50	-	17.50	-	19.00
St. Nicholas School	-	390.00	-	408.50	-	434.50	-	44.50	-	26.00
Miller Comprehensive Catholic High School	-	1,059.00	-	1,118.50	-	1,154.00	-	95.00	-	35.50
St. Kateri Tekakwitha School	-	548.50	-	582.00	-	610.00	-	61.50	-	28.00
Archbishop M.C. O'Neill High School	-	814.00	-	850.00	-	854.00	-	40.00	-	4.00
École St. Elizabeth	-	514.00	-	520.00	-	508.50	-	(5.50)	-	(11.50)
Dr. Martin LeBoldus Catholic High School	-	712.00	-	710.00	-	717.00	-	5.00	-	7.00
Michael A. Riffel Catholic High School	-	835.00	-	830.00	-	886.00	-	51.00	-	56.00
St. Marguerite Bourgeoys School	-	217.00	-	211.50	-	211.50	-	(5.50)	-	-
École St. Angela Merici	-	455.50	-	439.50	-	431.50	-	(24.00)	-	(8.00)
St. Gabriel School	-	431.50	-	428.00	-	460.50	-	29.00	-	32.50
St. Luke School	-	66.00	-	53.00	-	81.00	-	15.00	-	28.00
Home-based School	-	35.00	-	40.25	-	30.75	-	(4.25)	-	(9.50)
RCS Online	-	23.00		-	-	24.00	-	1.00	-	24.00
Total	**149.50**	**11,186.00**	**151.00**	**11,100.25**	**214.00**	**11,533.25**	**64.50**	**347.25**	**63.00**	**433.00**
								3.1%		**3.9%**

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BOARD MEETING AGENDA ITEM

BOARD MEETING DATE
October 3, 2022
TOPIC
Staffing Report – August 27, 2022 - September 26, 2022

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

BACKGROUND:

Monthly Staffing Reports are provided to share change in staff. Temporary contracts represent teachers filling leaves due to a variety of reasons.

Teacher Retirement - 4

Support Staff Retirement – 1

Support Staff Resignation – 4

Teacher Temporary Contracts – 11

Support Staff New Hires - 9

See attached Executive Summary ☐ **See attachment** ☐

RECOMMENDATION(S) (if applicable):

N/A

Prepared by:	Attachments (list below):	Date:
Heidi Hildebrand, Superintendent of Human Resource Services Andrea Ward, Supervisor, Human Resource Services		September 27, 2022

Regina Catholic Schools
Board of Trustees

Thanks

Heading into October, we prayerfully consider our many blessings. As Trustees, we are grateful for the chance to serve our community, and thankful for your choice to be part of the Regina Catholic School Division.



Psalm 50:14

Offer to God a sacrifice of thanksgiving, and perform your vows to the Most High. ~Psalm 50:14



Extra

We are so grateful to all the volunteers making this full return to extra-curricular activities possible. From the first rehearsals of dramas, choir and band, to athletics, and including clubs and groups creating fun school communities, thank you!



Edsby

If you've already created an Edsby account, thank you! We're hearing great things already about this new platform and all the efficiencies it brings. If you have questions, please reach out to your school office.

Treaty 4

On Thursday, September 29, we gathered at Mosaic Stadium with all our high school students for a historic day. Miyo-wîcîwitowin Day was an opportunity to recognize the Truth and inspire action to reconcile with Indigenous in our province. Thank you to all the volunteers, speakers, performers and participants.

Academy

The Golden Ticket Basketball Academy is several weeks in now, and we are very excited about this program. Elementary students in grades 5-8 have the chance to start their school day with activity, skill development and teamwork twice a week. We anticipate a very bright future for this program in Regina Catholic Schools.



Rest

No School for Students:
Monday, October 10 - Thanksgiving Day
Friday, October 14 - Staff Institute
Friday, October 21 - Teachers' Convention



Board of Trustees

Chair Vicky Bonnell
Deputy Chair Shauna Weninger
Trustee Ryan Bast
Trustee Rob Bresciani
Trustee Juliet Bushi
Trustee Bob Kowalchuk
Trustee Darren Wilcox
Our next Public Board Meeting is 5:30, Mon. Oct. 3.



Contact us at 306-791-7200 or rcs@rcsd.ca

Regina Catholic Schools
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BOARD MEETING AGENDA ITEM

BOARD MEETING DATE
October 3, 2022
TOPIC
Investments

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

BACKGROUND:

In accordance with the administrative application 4110 – Investments, a competitive process was completed from September 7th to September 13th , 2022.

The school division invested funds into a Guaranteed Investment Certificate (GIC) as follows:

- $4 million one-year term
- $2 million one-year term cashable after 90 days

See attached Executive Summary ☐ **See attachment** ☐

RECOMMENDATION(S) (if applicable):

n/a

Prepared by:	Attachments (list below):	Date:
Josh Kramer, CFO		September 14, 2022

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BOARD MEETING AGENDA ITEM

BOARD MEETING DATE
October 3, 2022
TOPIC
2021-22 Governance Budget Summary and Trustee Remuneration and Expense Allowances September 1, 2021 to August 31, 2022

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

BACKGROUND:

In accordance with the provisions of Policy 8 – Board Operations Appendix B - Schedule of Remuneration and Expense Allowances attached is the report for September 1, 2021 to August 31, 2022.

See attached Executive Summary ☒ **See attachment** ☐

RECOMMENDATION(S) (if applicable):

n/a

Prepared by:	Attachments (list below):	Date:
Josh Kramer, CFO	2021-22 Governance Budget Summary and Trustee Remuneration and Expense Allowances September 1, 2021 to August 31, 2022	September 16, 2022

Regina Catholic Schools

Quarter 4

2021-22 Governance Budget Summary and Trustee Remuneration and Expense Allowances

September 1, 2021 to August 31, 2022

Remuneration and Benefits / Travel and Conference Professional Development			
Description	Expended	Budget	Balance
Remuneration & Benefits (includes Remuneration, Benefits, Per Diem and Cell Phone Allowances as applicable) 201.403.087.xxx / 201.405.087.xxx (as Per Policy 8 - Appendix B).			
Bast	32,803	35,253	2,450
Bonnell	38,666	40,996	2,330
Bresciani	33,507	37,881	4,374
Bushi	33,719	36,268	2,549
Kowalchuk	31,383	35,853	4,470
Weninger	36,760	40,159	3,399
Wilcox	32,941	36,268	3,327
Remuneration & Benefits Total	239,778	262,678	22,900
Travel and Conference / Professional Development (PD) (201.422.087.xxx and 201.423.087.xxx) Budget is adjusted by the GST Rebate - i.e. $5,500 = $5,332			
Bast	885	5,332	4,447
Bonnell	7,432	7,755	323
Bresciani	127	5,332	5,205
Bushi	1,214	5,332	4,118
Kowalchuk	375	5,332	4,957
Weninger	2,979	5,332	2,353
Wilcox	-	5,332	5,332
Travel and Conference / PD Total	13,012	39,747	26,735
Remun/Benefits/Travel/Conference/PD TOTAL	$ 252,790	$ 302,425	$ 49,635

Regina Catholic Schools

Quarter 4

2021-22 Governance Budget Summary and Trustee Remuneration and Expense Allowances

September 1, 2021 to August 31, 2022

Governance Expenses - Meetings, Linkage, Special Events, Public Relations, Other			
Description	Expended	Budget	Balance
Meetings (includes food and other expenses) 201.408.087.045 Other and 201.410.087.045 Food			
Public	3,572	6,000	2,428
Planning	1,903	2,000	97
Committee	-	1,000	1,000
Strategic Planning	2,132	2,800	668
Meetings Total	**7,607**	**11,800**	**4,193**
Linkage (includes food and other expenses) 201.408.087.042 Other and 201.410.087.042 Food			
Clergy Luncheon / Board Archdiocesan Liaison (Sept 23/21)	1,471	1,200	(271)
Consecrated Life Luncheon (Mar 28/22)	1,267	1,800	533
Employee Groups Executive Mix & Mingle (Nov 4/21)	799	1,300	501
MLA's Opposition		-	-
MLA's Government		-	-
Ministry of Education		-	-
Regina Catholic Connections Forum (April 27/22)		500	500
RCSD/RPSD Boards	322	250	(72)
Other		100	100
Linkage Total	**3,859**	**5,150**	**1,291**
Special Events (201.411.087)			
Board hosted Superannuate and Retiree Reception and Dinner	10,020	8,500	(1,520)
Special Events Total	10,020	**8,500**	**(1,520)**
Public Relations (201.409.087)			
Public Relations (201.409.087)	-	200	200
Public Relations Total	**-**	**200**	**200**
Board "Other" (201.408.087)			
Accident Insurance / Professional Services	10,622	125	(10,497)
Boardable Software (Annual Subscription)	2,433	1,800	(633)
Other - Miscellaneous (flowers, etc.)	292	1,000	708
Cell Phone Plan	2,105	-	(2,105)
Board "Other" Total	**15,451**	**2,925**	**(12,526)**
TOTAL Meetings, Linkage, Special Events, Public Relations, Other	**36,937**	**28,575**	**(8,362)**

Governance Expenses - CSCC, Membership Fees, Elections			
Catholic School Community Councils (CSCC) (201.424.xxx)			
Ministry Grants to CSCC ($1,000 allocated to each school)	31,000	31,000	-
Catholic School Community Councils (CSCC) Total	**31,000**	**31,000**	-
Membership Fees - SSBA & SCSBA (201.503.087)			
SCSBA Membership Fees	43,037	43,064	27
SSBA Membership Fees	140,941	142,746	1,805
Memberships & Dues Total	**183,978**	**185,810**	**1,832**
Board Elections (201.407.087)			
Election Expenses	5,968	11,807	5,839
Board Elections Total	**5,968**	**11,807**	**5,839**
Total CSCC, Membership Fees, Elections	**220,946**	**228,617**	**7,671**
Grand Total	**$ 510,673**	**$ 559,617**	**$ 48,944**

Regina Catholic Schools

Quarter 4

2021-22 Governance Budget Summary and Trustee Remuneration and Expense Allowances

September 1, 2021 to August 31, 2022

SUMMARY OF GOVERNANCE EXPENDITURES			
Description	Expended	Budget	Balance
Remuneration and Benefits	239,778	262,678	22,900
Travel and Conference / Professional Development	13,012	39,747	26,735
Meetings	7,607	11,800	4,193
Linkage	3,859	5,150	1,291
Special Events	10,020	8,500	(1,520)
Public Relations	-	200	200
Board "Other"*	15,451	2,925	(12,526)
Catholic School Community Councils	31,000	31,000	-
Memberships and Dues	183,978	185,810	1,832
Board Election*	5,968	11,807	5,839
Grand Total Savings/ (Pressure)	**$ 510,673**	**$ 559,617**	**$ 48,944**

*Board "Other" includes Trustee Accident Insurance, Software Licensing, and Miscellaneous

** Board Election expenses is shared expenses with RPSD and City of Regina for software management and lease of election of office that are ongoing even in a non-election year.

Regina Catholic Schools

Student Support Services

NEWSLETTER

quarterly newsletter | September 2022

What is Anxiety? Anxiety can be a normal response to perceived danger or threats and can help us to perform our best when something important is happening, such as a test or a job interview. It is something everyone experiences to some degree and it can function to protect you.

Even though anxiety can be normal, there are times when it can become a problem. It is one of the most common mental health concerns affecting both children and adults. Chronic anxiety can lead to serious mental health problems, depression, substance abuse and suicide.

Anxiety may be problematic when it:

- Is experienced a lot (nearly every day);
- Feels intense or difficult to manage;
- Is upsetting and causes distress;
- Stops you from doing things (like going to school, work, parties, or on a date)



What is Stress? Stress is a response to external challenges, pressures or events. Your body will let you know when you are felling stressed. Some signs of stress are:

- Tense muscles, headaches, a tight jaw, teeth-grinding, a racing heart and sweaty palms
- Trouble sleeping
- Low energy, tiredness or exhaustion
- The feeling of being on edge
- Difficulty concentrating
- Loss of motivation
- The feeling of being overwhelmed.

How to beat stress? Encouraging a healthy lifestyle can help manage stress in our youth.

- Exercise - burns off the 'stress hormone' cortisol
- Eat good food - follow the Canadian food guide
- Sleep - not getting enough sleep is the biggest causes of stress
- Substance use - its not just alcohol and drugs that can contribute to stress, caffeine as well can make symptoms worse
- Learn relaxation exercises
- Decrease negative thoughts
- Friends - having a good network of friends can help cope

RESOURCEFUL LINKS

MHCB Mental Health Capacity Building

4children.ca

MCS Mobile Crisis Services

Outcomes Therapy

Conscious Discipline

Parent Central

schools4health
Resources for a whole school health and wellness curriculum.

abk Wellness Consulting

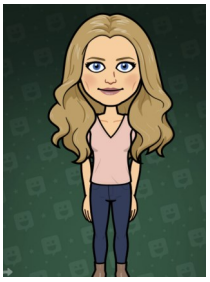
SASK Health and Wellness Resources

Welcome OUR NEW TEAM MEMBERS

Student Service Counsellors



Jaimie Paysen I am really looking forward to getting back into counselling. I taught in Calgary for 4 years and then worked as a counsellor and a teacher in England for 12 years before coming back to Regina. This is my 5th year with Regina Catholic, teaching grades 7/8 for the past four years at St. Angela. I love travelling, being outdoors (winter and summer!) and watching and coaching sport (my playing days are sadly over, ha ha!).



Renee Molesky I taught in RCSD for 5 years. Prior to teaching I had a full time practice for 15 years in Homeopathic Medicine in Toronto and Regina specializing in children and adolescent health. A life-long lover of learning I attended Uof S for pre-med before attending a collaborative college with McMaster and OCHM in Toronto for homeopathic medicine. From there I received my Masters in Homeopathic Medicine in Vancouver. My educational journey has continued through Uof R.

RCSD Psychologists



Nina Gueguen-Nielsen has previously worked with RCSD as a teacher and elementary counsellor. She has been working as a registered psychologist since 2019 and is now a member of the RCSD Student Services team helping to provide psychoeducational assessment and intervention recommendations for students in our schools.



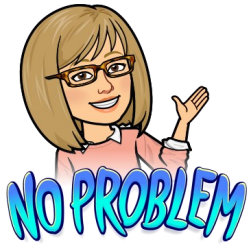
Monica Garinger is a Registered Psychologist (provisional) with RCSD. She has worked in the capacities as an elementary school counsellor, alternative school administrator, and teacher. She is passionate about helping students reach their fullest potential through psychoeducational assessment, collaboration, and intervention. She is a firm believer in the holistic model.

Mental Health and Wellness Specialist



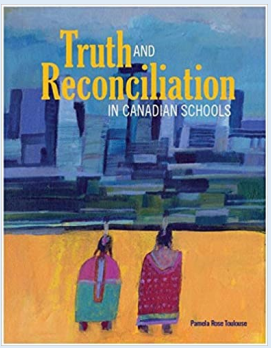
Peyton Ernst previously worked as a mental health therapist for SHA in the Moose Jaw hospital, and prior to this Peyton worked for the Ministry of Social Services here in Regina. Peyton is currently a registered Social Worker in Saskatchewan and a member of the RCSD Student Services team. Peyton works to provide programming and education for students, parents, and staff that aims to increase knowledge, build coping skills, and foster one's ability to improve their own mental health and wellness.

Student Services Support Assistant

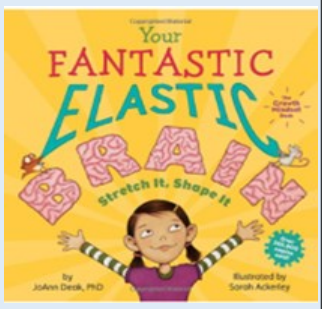


Darcy Dreveny: I am the contact for visual schedules, social stories, behaviour plans, classroom procedures, Zones of Regulation, and other specialized classroom needs. I am also the TD Snap, Boardmaker software specialist.

TOP READING PICKS



In this book, author Pamela Rose Toulouse provides current information, personal insights, authentic resources, interactive strategies and lesson plans that support Indigenous and non-Indigenous learners in the classroom. This book is for all teachers that are looking for ways to respectfully infuse residential school history, treaty education, Indigenous contributions, First Nation/Métis/Inuit perspectives and sacred circle teachings into their subjects and courses. The author presents a culturally relevant and holistic approach that facilitates relationship building and promotes ways to engage in reconciliation activities.



Learn how much your brain can grow! The perfect introduction to growth mindset, *Your Fantastic Elastic Brain: Stretch It, Shape It* is:

- A growth mindset book for kids
- A teacher must-have for classrooms
- The best resource for anyone to teach growth mindset

Did you know you can stretch and grow your own brain? Or that making mistakes is one of the best ways your brain learns? Awarded as one of the best growth mindset books for kids, *Your Fantastic Elastic Brain: Stretch It, Shape It* teaches all the ways that the brain can develop with exercise, just like the rest of our bodies. Educator and psychologist Dr. JoAnn Deak offers a fun and engaging introduction to the anatomy and functions of the brain that will empower each young reader to S-T-R-E-T-C-H and grow their fantastic, elastic brain!

Looking for award-winning picture books for curious kids? *Your Fantastic Elastic Brain* is the perfect fit. Dr. Deak shares information in ways that are accessible for parents, teachers, and children alike. Delightful illustrations with accurate details foster motivation to learn and grow in new ways. This book is an excellent companion to *Beautiful Oops*, *The Girl Who Never Made Mistakes*, *I Can't Do That YET*, *The Most Magnificent Thing*, and *Bubble Gum Brain*.



In this kids' book, our little hero named Nick will show your children that we all are different in many ways, and everyone is unique—which is great! Nicky is afraid that his friends will not accept him because of his new reading glasses. By talking to his peers on the way to school, he discovers the beauty of diversity and realizes that our diversity is actually our strength.

to accept and celebrate diversity
to be kind to those who are different
to love themselves the way they are
to boost self-confidence

Caregiver Education Series

HIGH SCHOOL SURVIVAL

How to support your child through the best/stress years of their life.

Please join us for a virtual presentation all about how to survive and thrive in high school. Caregivers will learn how to support their child's transition to a new grade and school. Discover communication strategies that foster deeper connections. Hear from students about their experiences and things they wish their parents knew. Find out what teachers wish you knew, how to support good study habits, and where to access supports in school and in the community.

Tuesday
October 4, 2022
6:30-7:30 p.m.

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

MHCB
MENTAL HEALTH CAPACITY BUILDING

Fostering connections through education & understanding to increase inclusion.

Regina Catholic Schools
www.rcsd.ca

Registration goes live at
8:00 am on September 28th

Regina Catholic Schools

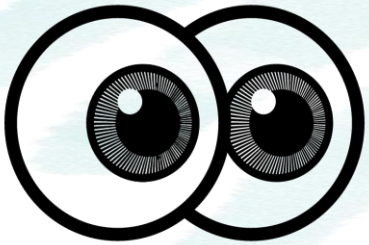
OCTOBER INSTITUTE 2022

MENTAL HEALTH & WELLBEING

Tweet your learning using the hashtag:
#RCSDInstitute

Institute Focus:
Indigenous Education
Diversity, Equity & Inclusion

INSTITUTE PROGRAM



Sneak Peek

This program has interactive navigation. Click on icons, course names, times, and the screens on this title page to be directed to different sections of the program.

You will NOT register for Institute at this time. A separate email will be sent on Sept. 27th with registration instructions.

Registration* will open on Sept.28th at 8:00am.

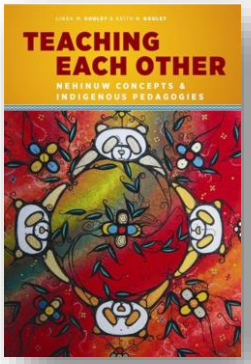
Registration deadline is October 5th at 12:30 p.m.

*Courses will not appear in Professional Learning prior to registration opening.

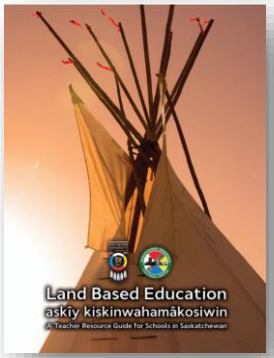
Prizes!

*includes both teaching and support staff

If you have registered by the **October 5th** deadline, you will be entered to **win** one of the following:



1 of **5** draws for a copy of the book *TEACHING EACH OTHER: NEHINUW CONCEPTS AND INDIGENOUS PEDAGOGIES* by Linda M. Goulet and Keith N. Goulet.



1 of **5** draws for a copy of the book *LAND BASED EDUCATION* by the Saskatchewan Indigenous Cultural Centre.

THE EVERYDAY KITCHEN

SOURDOUGH DONUTS & COFFEE BAR

1 draw for a box of sourdough donuts from Everyday Kitchen to treat your staff on a date of your choosing.

Register to win!

Table of Contents

Title Page

Sneak Peek

Prizes

Keynote Session 9:00 – 10:15

Institute Schedule

Target Audience

Session 8:00 – 3:30

Session 9:00 – 3:15

Session 10:30 – 3:15

Sessions 10:30 – 11:30

Sessions 1:00 – 2:00

Sessions 2:15 – 3:15

Sessions 1:00 – 3:15

Other

Click  to return to the table of contents
OR
click one of the following icons to return to the category:

 Institute Schedule

 Target Audience

Oct 2022 Institute Schedule

MORNING		AFTERNOON	
8:00 – 3:30	**10:30-3:15**		
Camp Monahan	Rookie Rugby Instructor Training		
9:00-3:15	**10:30-11:30**	**1:00-2:00**	**2:15-3:15**
Archery Certification	Chief Cadmus Delorme: Part 2	Tennis for K to Grade 4	Tea with Kihtehayak (Old Ones)
9:00-9:15 Land Acknowledgement Prayer	Facilitating the Blanket Exercise in Catholic Studies 10	Reading Conferences and Strategy Groups in Middle Years	Tennis for Grade 4 to 8
	Exploring Everything in Edsby	Storyboard What? StoryboardThat!	Grades 4 to 8 ODWA – Scoring Session
	Reading Workshop in Middle Years (4 to 8)	Edsby for Administrators	ELA Grade 9 ODWA – Diagnostic Scoring
	Technology to Support Rich Math Lessons	Drumming	ESports in Education
9:15-10:15 Engaging Indigenous Youth **Keynote: Chief Cadmus Delorme**	Building an Inclusive School & Classroom Culture: Supporting 2SLGBTQ+ Elementary Students in Catholic Schools	L'évaluation de la lecture	Diving Deeper into the Edsby Extras
	Character Strong : Elementary Administrators	Everything You Wanted to Know About Cannabis But Were Afraid to Ask	Understanding Mindfulness-how it can help you and your students better manage stress
	Les pratiques efficaces pour améliorer la lecture en immersion française	Cyber Security	Culturally Responsive Pedagogy
	Civix Canada	Building a Fun Workplace Culture	Truth and Reconciliation Team Planning
	Creating Ethical Spaces	Coding with Ozobots	Tinkercad
	Understanding the Hoop Dance	Michif Early Learning Program	Creating Ethical Spaces
	Grade 2/3 Literacy Playbook	Feast Planning, Pipe Ceremony & Smudge	Raz…it's back and it's better!
	Early Literacy and Phonological Awareness	Grades 1 – 3 Scoring ODWA	StoryWalk: When the Trees Crackle with Cold
	Improving Your 'Toolbox'- Strategies for Instructional Assistants	Story Workshop	From Awareness to Action and Advocacy
	Nutrition Workers: FOOD (IN)SECURITY 101	Financial Advice & Retirement Planning	Grade 1 Literacy Playbook Check-In
	Character Strong: Primary	Best Practices in RCSD Foods Education	
	How are you? Fostering Emotional Intelligence in the Classroom	Welcoming and Registering M&M Families	
	Cyber Security	"You are Going to Love this Kid" Strategies for supporting students with Autism in the Inclusive Classroom	
	Building a Fun Workplace Culture		
	What Can Human Resource Services Do for You?		
	Coding with MouseBots		**Sessions continued on next page**



Oct 2022 Institute Schedule

Afternoon (Cont'd)
1:00 – 3:15
Building Inclusive School & Classroom Culture: Supporting 2SLGBTQ+ High School Students in Catholic Schools
What's Up with MathUp?
Beading
Métis Art
Tipi Teachings
Blanket Exercise (Gratton Room)
Best Practices in RCSD Industrial Arts Education
Best Practices in RCSD Business Education
Early Numeracy Project
Choral - Christmas Concert Planning
Band Teachers – Performance Planning
Thinking Classrooms in High School
Other
2 Day Training – Thursday 4:00 pm – 7:pm & Friday 9:00am – 4:00pm
Canoe Certification

Target Audiences (page 1 of 4)

GO TO PAGE 2 OF MATRIX

			PK	K	1	2	3	4	5	6	7	8	9	10	11	12	LCT	EAL	LRT	ADMIN	PHYSED	ESP	SPECIALTY
8:00 – 3:30		Camp Monahan																					
9:00 – 3:15		Archery Certification																					
10:30 – 3:15		Rookie Rugby Instructor Training																					
9:15-10:15		Keynote – Chief Cadmus Delorme																					
10:30-11:30	Riffel	Chief Cadmus Delorme: Part 2																					
	Riffel	Facilitating the Blanket Exercise in Catholic Studies 10																					
	Riffel	Exploring Everything in Edsby																					
	Riffel	Reading Workshop in Middle Years (4 to 8)																					
	Riffel	Technology to Support Rich Math Lessons																					
	Riffel	Building an Inclusive School & Classroom Culture: Supporting 2SLGBTQ+ Elementary Students in Catholic Schools																					
	Riffel	Character Strong : Elementary Administrators																					
	Riffel	Les pratiques efficaces pour améliorer la lecture en immersion française			French immersion												FI		FI				
	Riffel	How are you? Fostering Emotional Intelligence in the Classroom																					
	Riffel	Civix Canada																					
	Miller	Creating Ethical Spaces																					
	Miller	Understanding the Hoop Dance																					
	Miller	Grade 2/3 Literacy Playbook																					
	Miller	Early Literacy and Phonological Awareness																					
	Miller	Improving Your 'Toolbox'- Strategies for Instructional Assistants																					
	Miller	Nutrition Workers: FOOD (IN)SECURITY 101																				Nutrition	
	Miller	Character Strong: Primary																					
	Miller	Cyber Security																					
	Miller	Building a Fun Workplace Culture																					
	Miller	What Can Human Resource Services Do For You?																					
	Miller	Coding with MouseBots																					

Target Audiences (page 2 of 4)

RETURN TO PAGE 1 OF MATRIX

GO TO PAGE 3 OF MATRIX

			PK	K	1	2	3	4	5	6	7	8	9	10	11	12	LCT	EAL	LRT	ADMIN	PHYSED	ESP	SPECIALTY
1:00 – 2:00	Riffel	Tennis for K to Grade 4		■	■	■	■	■													■		
	Riffel	Reading Conferences and Strategy Groups in Middle Years						■	■	■	■	■					■			■			
	Riffel	Storyboard What? StoryboardThat!						■	■	■	■	■	■	■	■	■	■	■					
	Riffel	Edsby for Administrators																		■			
	Riffel	Drumming	■	■	■	■	■	■	■	■	■	■	■	■	■	■					■		
	Riffel	L'évaluation de la lecture						French Immersion									FI		FI				
	Riffel	Everything You Wanted to Know About Cannabis But Were Afraid to Ask								■	■	■	■	■	■	■				■		■	■
	Riffel	Cyber Security	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Riffel	Building a Fun Workplace Culture	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Riffel	Coding with Ozobots					■	■	■								■			■	■		■
	Miller	Michif Early Learning Program	■	■																			
	Miller	Feast Planning, Pipe Ceremony & Smudge	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Miller	Grades 1 – 3 Scoring ODWA		■	■	■	■																
	Miller	Story Workshop	■	■	■																		
	Miller	Financial Advice & Retirement Planning																				■	
	Miller	Best Practices in RCSD Foods Education											■	■	■	■							Foods Teachers
	Miller	Welcoming and Registering M&M Families																				OM	
	Miller	"You are Going to Love this Kid" Strategies for supporting students with Autism in the Inclusive Classroom	■	■	■	■	■	■	■	■	■	■										IA	

Target Audiences (page 3 of 4)

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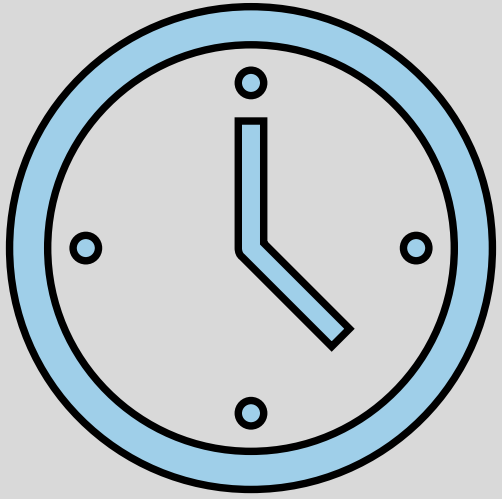
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			PK	K	1	2	3	4	5	6	7	8	9	10	11	12	LCT	EAL	LRT	ADMIN	PHYSED	ESP	SPECIALTY
2:15 - 3:15	Riffel	Tea with Kihtehayak (Old Ones)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Riffel	Tennis for Grade 4 to 8						■	■	■	■	■									■		
	Riffel	Grades 4 to 8 ODWA – Scoring Session						■	■	■	■	■					■						
	Riffel	ELA Grade 9 ODWA – Diagnostic Scoring											■										
	Riffel	ESports in Education								■	■	■	■	■	■	■	■			■			■
	Riffel	Diving Deeper into the Edsby Extras							■	■	■	■	■	■	■	■	■			■	■		■
	Riffel	Understanding Mindfulness-how it can help you and your students better manage stress	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Riffel	Culturally Responsive Pedagogy	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Riffel	Truth and Reconciliation Team Planning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Riffel	Tinkercad							■	■	■	■	■							■			■
	Miller	Creating Ethical Spaces	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Miller	Raz…it's back and it's better!			■	■	■	■															
	Miller	StoryWalk: When the Trees Crackle with Cold	■	■	■	■	■										■			■			
	Miller	From Awareness to Action and Advocacy	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Miller	Grade 1 Literacy Playbook Check-In			■												■	■	■	■			

Target Audiences (page 4 of 4)

RETURN TO PAGE 3 OF MATRIX

			PK	K	1	2	3	4	5	6	7	8	9	10	11	12	LCT	EAL	LRT	ADMIN	PHYSED	ESP	SPECIALTY
1:00 – 3:15	Riffel	Building Inclusive School & Classroom Culture: Supporting 2SLGBTQ+ High School Students in Catholic Schools																				HS	
	St. Timothy	What's Up with MathUp?																					
	Riffel	Beading																					
	Riffel	Métis Art																					
	Riffel	Tipi Teachings																					
	Gratton Room	Blanket Exercise																					
	Riffel	Best Practices in RCSD Industrial Arts Education																					Industrial Arts
	Riffel	Best Practices in RCSD Business Education																					Business Ed
	Miller	Early Numeracy Project																					
	Miller	Choral - Christmas Concert Planning																					HS Choral
	Miller	Band Teachers – Performance Planning																					Band Teachers
	Miller	Thinking Classrooms in High School											Math Teachers										
OTHER	2 Day Training – Thursday, 4:00pm – 7:00pm & Friday 9:00am – 4:00pm																						
	Wascana Marina	Canoe Certification																					



The following session runs from 8:00 – 3:30

INDIGENOUS EDUCATION

8:00 – 3:30

Camp Monahan

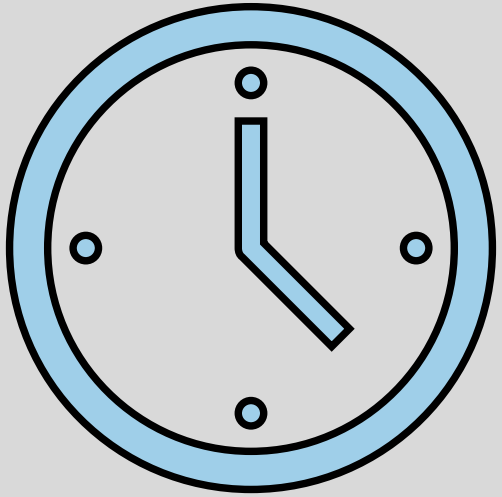
Facilitator: Lisa Marcotte and Angus Hamilton

Audience: All Teachers; Administrators

Location: Camp Monahan

Immerse yourself in a day of learning, exploring and connecting with the land and our treaty relationships in the historical and picturesque Qu'Appelle Valley. Activities and outdoor learning experiences will be shared that will provide your students with valuable learning opportunities in an outdoor classroom. Come prepared to spend the day outdoors!

SPECIAL NOTE: Participants will be transported to Camp Monahan by bus. The bus will depart from the parking lot at Resurrection Parish at 8:00 a.m. Lunch will be provided by Camp Monahan. The bus will return to Resurrection Parish at 3:30 p.m.



The following session runs from 9:00 – 3:15

PHYS ED & WELLNESS

Archery Certification

9:00 – 3:15

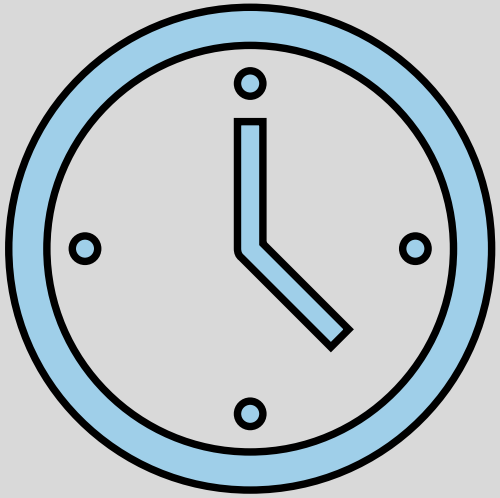
Facilitator: Doug Gibson NASP Coordinator

Audience: Grade 6 – 12 Teachers; Phys. Ed Teachers

Location: St. Nicholas Gym

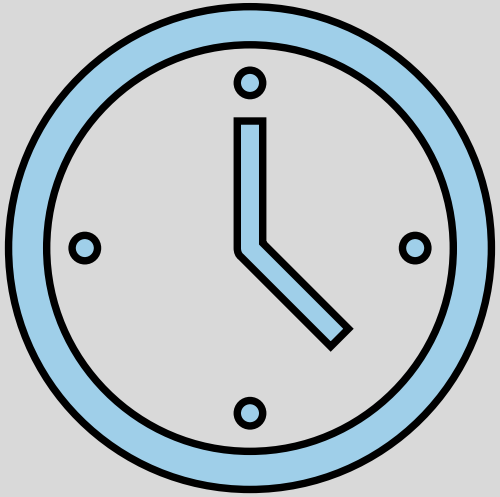
Participants will receive their archery certification through a hybrid model of PD. Participants will pre-register through a link provided by the Saskatchewan Wildlife Federation and do some pre-reading prior to the range session. Participants must complete both the hybrid and in-person training in order to receive certification.

OPENING PRAYER & LAND ACKNOWLEDGEMENT



9:00 – 9:15

KEYNOTE SPEAKER



The following session runs from 9:15 – 10:15

9:15 – 10:15

Engaging Indigenous Youth

Keynote: Chief Cadmus Delorme



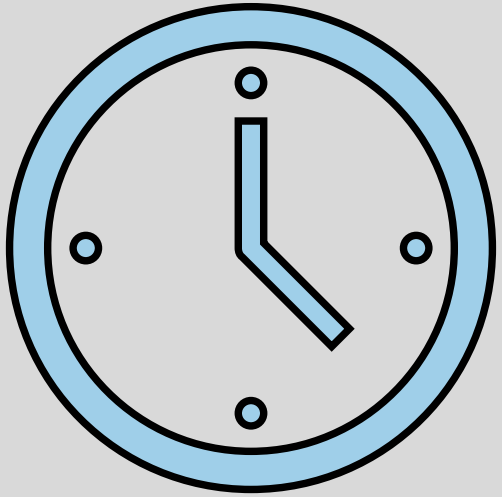
Audience: Everyone

Location: Riffel Gym B

Stories and suggestions to support the success of Indigenous youth and the truth to what many face as challenges today.

IMPORTANT:

- Riffel: listen to the keynote speaker in the gym (keynote will present live)
- Miller: view the keynote speaker in the gym (keynote will be live streamed)



The following session runs from 10:30 – 3:15

10:30 – 3:15

PHYS ED & WELLNESS

Rookie Rugby Certification

Facilitator: Saskatchewan Rugby

Audience: Grade 6 – 12 Teachers; Phys. Ed Teachers

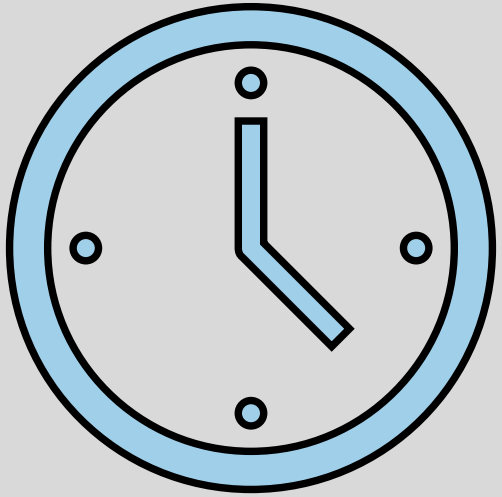
Location: Miller

- 10:30 to 11:30 Classroom – Room 257
- 1:00 to 3:15 Gym - practical portion - be prepared to run and move – Gym A

A training program for teachers who want to add the Rookie Rugby program to their Phys Ed toolkit. This session covers what Rookie Rugby is, how to understand and implement the Rookie Rugby curriculum, and allows teachers to get practical experience running activities with their peers. No prior experience with the sport of rugby is required.

Optional Pre-Work:

- Download the Rugby Mobile app to your phone It will be discussed and used during the training.
- Read World Rugby's Beginner's Guide to Rugby .
- Read and review the Rookie Rugby Guidebook .



The following sessions run from 10:30 – 11:30

10:30 – 11:30

Chief Cadmus Delorme (Part II)



Facilitator: Chief Cadmus Delorme

Audience: Everyone

Location: Riffel Theatre

In this session, Chief Cadmus Delorme will speak to the importance of educators taking on a critical role when it comes to instilling confidence and pride with Indigenous youth. As educators, setting the bar high and helping all youth reach their full potential is key. We need to ensure we are creating those safe spaces where Indigenous Youth are engaged and proud.

10:30 – 11:30



Facilitating the Blanket Exercise in Catholic Studies 10

Facilitator: Jessi McCulloch

Audience: Catholic Studies 10 Teachers, Chaplains, High School Advisors

Location: Riffel - Room 209

This session will provide some insight on Blanket Exercise delivery in Catholic Studies 10. This session will include rationale, review of materials and script and the importance of a supportive team approach when working with our students through this exercise.

10:30 – 11:30



Exploring Everything Edsby

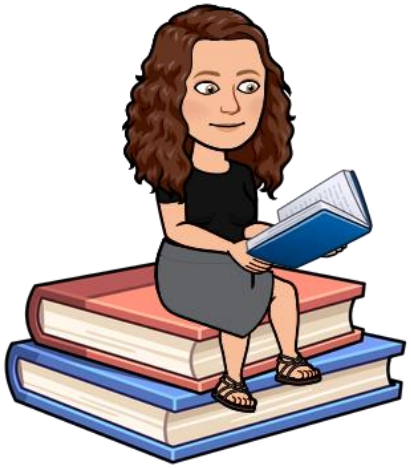
Facilitator: Genna Rodriguez

Audience: All Teachers

Location: Riffel - Rom 215

Have questions about Edsby? It's likely others are wondering the same thing! Participants will receive a form to submit their burning questions about Edsby. This session will be developed based on the questions submitted by participants.

10:30 – 11:30



Reading Workshop in Middle Years (4-8)

Facilitator: Jennifer Owens

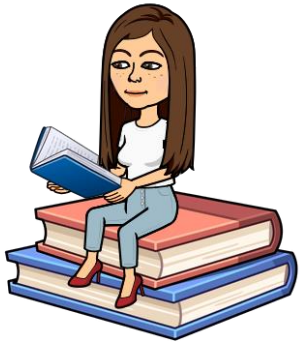
Audience: Grade 4 - 8, LCT

Location: Riffel – Room 213

The best way to help our readers progress is to provide plenty of time to read books they find fascinating, and to provide explicit, guided instruction. This session will provide information on the reading workshop in a middle years classroom. We will discuss the structure of a workshop to allow for built-in read alouds, minilessons, independent reading time, conferring, reading responses, book clubs and planning.

10:30 – 11:30





Technology to Support Rich Math Lessons

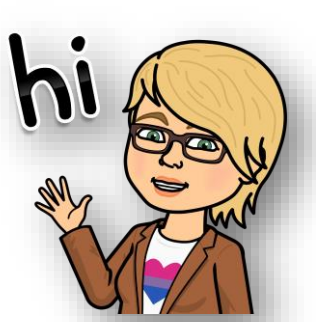
Facilitator: Kyle Webb & Maegan Giroux

Audience: Grade 6 – 12 Teachers, LCT

Location: Riffel – Room 210

We'll be exploring some incredible digital math tools that can be used to propel rich math lessons in your math class.
Bring your teacher device.

10:30 – 11:30







Building an Inclusive School & Classroom Culture: Supporting 2SLGBTQ+ Elementary Students in Catholic Schools

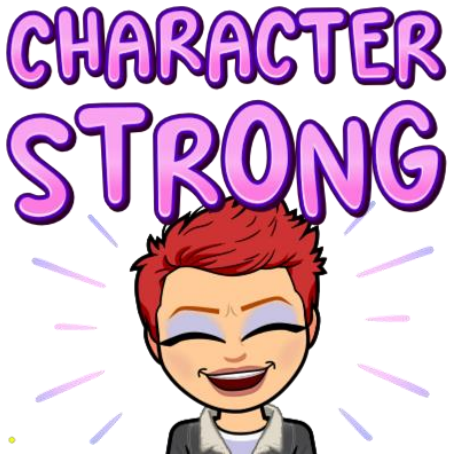
Facilitator: Sherry Chase, Tammie Milo, Jacq Brasseur and Deacon Joe Lang

Audience: Grades 4 to 8 teachers, LRT, LCT, EAL, Elementary Administrators, Support Staff

Location: Riffel – Room 216-217 (Choir Room)

This session will explore some resources for meeting our D.E.I. classroom needs, including those of 2SLGBTQ+ students. This session will also explore the topic of enhancing safe and welcoming learning spaces for 2SLGBTQ+ students in Catholic schools. Jacq Brasseur is CEO and Principal Consultant of Ivy and Dean Consulting whose corporate mission is "To bring social justice and equity into the non-profit boardroom". Jacq provides insight into the complex relationships and experiences engulfing 2SLGBTQ+ students in our school communities.
Please bring any books or resources you think would be good to consider for our students!

10:30 – 11:30





Character Strong: Elementary Administrators

Facilitator: Jennifer Stewart-Mitchell & Carmel Nicolson

Audience: Elementary Vice-Principals and Principals

Location: Riffel – Band Room (Room 105)

Join Jen and Carmel as you explore ways to utilize Character Strong as a school-wide resource in promoting social emotional learning, self-regulation, and a positive school culture.
BE WELL, BE STRONG, BE KIND

10:30 – 11:30



How are you? Fostering Emotional Intelligence in the Classroom

Facilitator: Christine Messer

Audience: Grades 3 – 8 Teachers

Location: Riffel – Room 219

Emotional intelligence is a key factor in developing the tools to regulate ourselves and be ready to learn. Our emotions play a key role in what we think, and how we behave. Yet, we often try to convince ourselves and others that we feel a different way. This session highlights the research and programs of Dr. Marc Brackett, the director of the Yale Center for Emotional Intelligence. It introduces how to use the Mood Meter in the classroom in order to increase emotional intelligence, decrease shame, and foster community and understanding.

10:30 – 11:30



Les pratiques efficaces pour améliorer la lecture en immersion française

Facilitator: Monique Wahl et Honni Lizee

Audience: Grades 1 - 3 FI teachers, FI SSST, FI Learning Catalyst

Location: Miller – Room 150

Les participants vont examiner les pratiques efficaces pour améliorer la lecture en immersion française. L'exploration des composantes de la lecture va renforcer les activités nécessaires lors d'une période de littératie équilibrée. Les participants vont approfondir leur compréhension des composantes de la littératie pour appuyer tous les élèves de leur classe.

10:30 – 11:30

SOCIAL STUDIES

CIVIX CANADA

Facilitator: Lyle Morley

Audience: Grades 6-12 Teachers

Location: Riffel Library

CIVIX is a Canadian Educational Organization dedicated to building the habits and skills of young citizens by offering a variety of educational programs. Civix Canada offers a number of programs such as Student Vote, Budget Consultation (Federal Budget), Rep Day (Meet with an MLA or MP) CTRL-F (Develop and Practice Media Literacy Skills and Democracy Bootcamp (PD for teachers). This session will give an overview of these programs and teachers will have time to examine the resources offered by CIVIX and hopefully come away with practical lesson plans for the classroom. Please bring your laptop to the session.

10:30 - 11:30

INDIGENOUS EDUCATION

Creating Ethical Spaces

Facilitator: Dr. Willie Ermine

Audience: Everyone

Location: Miller Library

In this session, Dr. Willie Ermine will explain the importance of creating ethical spaces within our classrooms and schools. Spaces where different knowings, different epistemologies, and different knowledges can safely exist.

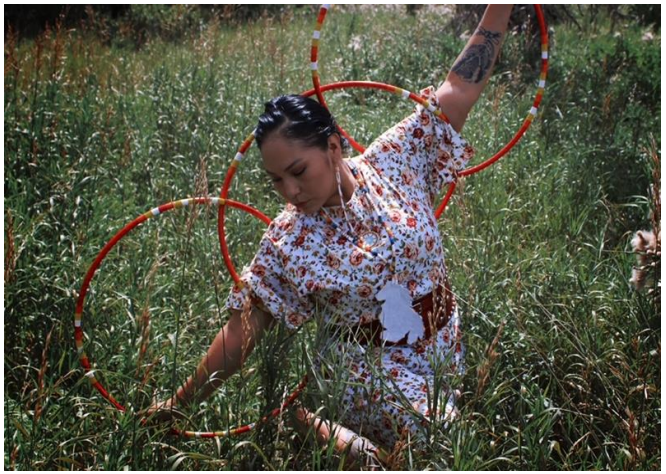
10:30 - 11:30

Understanding the Hoop Dance

Facilitator: Shana Pasapa

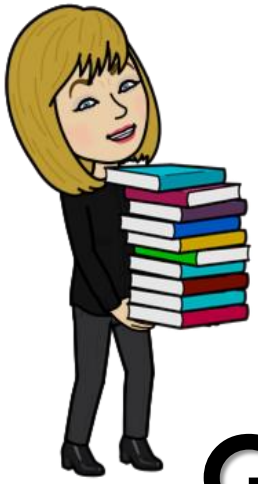
Audience: Everyone

Location: Miller Theatre



In this session, Shana will explain the history and significance of the hoop dance in First Nations Culture along with a demonstration.... She may even need your help :)

10:30 – 11:30







Grade 2/3 Literacy Playbook

Facilitator: Michelle Dizy, Karen Quiroz-Norman, Kim Nagel-Zeller

Audience: Grade 2 and 3 Teachers, EAL Teachers, SSST Teachers, Learning Catalysts, Administrators

Location: Miller – Room 151

This session will explore best literacy practices in Grades 2 and 3 to support all learners. Together, we will explore the new Grade 2/3 literacy playbook and discuss strategies to implement it.

10:30 – 11:30



Early Literacy and Phonological Awareness

Facilitator: Wendy Willis

Audience: Prekindergarten, Kindergarten and Grade 1

Location: Miller – Room 152

This session explores the importance of phonological awareness in early literacy. Participants will explore practical ways to implement phonological awareness in the classroom in both formal and informal settings. Join the session to learn about playing with sounds, a crucial building block for literacy development.

10:30 – 11:30





Improving Your 'Toolbox'- Strategies for Instructional Assistants

Facilitator: Sandra Selinger & Leanne Barnes

Audience: Instructional Assistants

Location: Miller – Room 156

In this session you will have an opportunity to learn various strategies that will support your work with students of varying abilities. Time will be given to reflect on inclusionary practices as well as to connect and collaborate with colleagues.

10:30 – 11:30



Nutrition Workers: FOOD (IN)SECURITY 101

Facilitator: Chelsea Brown

Audience: Nutrition Worker & Canteen

Location: Miller – Room 157

- Participants will gain a better understanding of what food insecurity is and will participate in activities that explore the intersectional factors that impact people's access to food.
- Participants will engage in conversations about the landscape of hunger in Canada and Saskatchewan, unpacking common myths and misconceptions about its prevalence, causes, and impacts.
- Participants will hear about some of the great work happening in SK and Canada to support food insecure families and to help address the root causes.

10:30 – 11:30



Character Strong: Primary

Facilitator: Lindsey MacLeod

Audience: Prekindergarten to Grade 5

Location: Miller – Room 173

In this session you will explore how you can utilize Character Strong in a classroom setting to promote social emotional learning, self-regulation, and a positive classroom culture.
BE WELL, BE STRONG, BE KIND

10:30 – 11:30



Cyber Security

Facilitator: Kurtis Thick, Justine Hickey, Scott Fossenier

Audience: Everyone

Location: Miller – Room 250

Learn about ways to protect yourself when using technology. We will discuss recent events in cyber security and security changes made within RCSD. Learn ways to make security easier on you and have an open conversation around IT security.

10:30 – 11:30



Building a Fun Workplace Culture

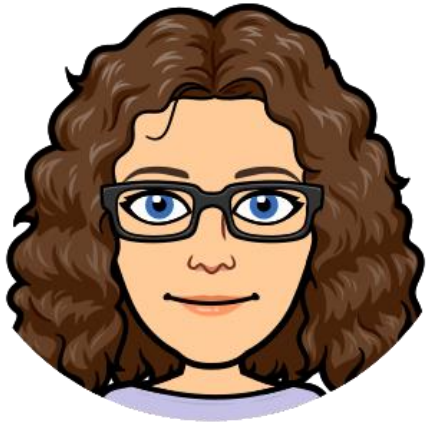
Facilitator: Riley Lewis, Tyler Bogdan, Scott Fossenier

Audience: Everyone

Location: Miller – Room 251

Learn about strategies the IT department employs to cultivate a fun workplace culture, and ways that you can do the same! Half of this session will be a discussion and half of the session will be a game!

10:30 – 11:30



What Can Human Resource Services Do For You?

Facilitator: Rebecca Merkosky & HR team

Audience: Everyone

Location: Miller – Room 252

Understanding Supports and Benefits accessible through Human Resource Services. In this session, you will learn more about the Employee Family Assistance Program (EFAP) and have a chance to make an online profile for our EFAP program ComPsych, so make sure to bring a device! You will also learn how to access important information on the Human Resources webpage including fitness opportunities and other benefits.

10:30 – 11:30

ED TECH

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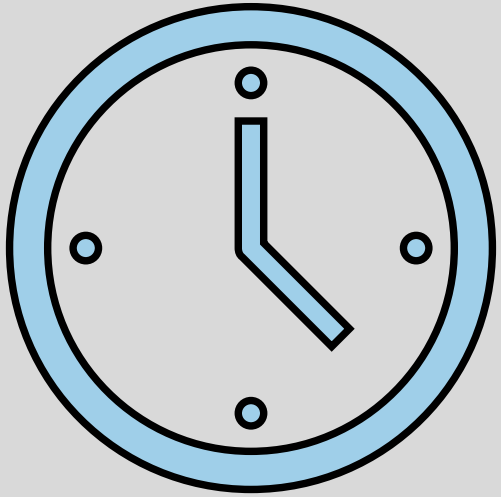
Coding with MouseBots

Facilitator: Bill Fahlman & Curtis Clements

Audience: Gr K-2 Teachers

Location: Miller – Room 256

MouseBots introduce computational thinking and coding to K-2 students through simple directional instructions. Students solve problems by programming a path for Robot Mouse to follow. This session will be facilitated by SaskCode trainers. You will get introduced to MouseBots and a variety of activities that will fit into what you're already doing in your classroom!



The following sessions run from 1:00 – 2:00



Tennis For K to Grade 4

1:00 – 2:00

Facilitator: Tennis Saskatchewan

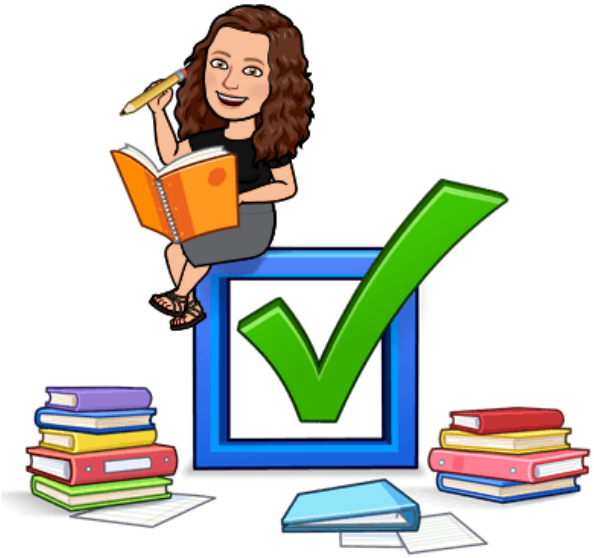
Audience: Grade 1 – 4 Teachers; Phys. Ed. Teachers

Location: Riffel Gym

Tennis is a lifelong activity that can be played when you are 5 years old or 85 years old! The sport will be introduced using scaled down mini-tennis nets, small racquets, foam / low pressure balls on a mini-tennis court. Tennis in schools can be delivered by both specialist and non-specialist physical education teachers in elementary, middle, and high schools. Participation in tennis allows students to maintain and improve health-related and performance fitness components (e.g., agility, speed, coordination) as well as the development of fundamental movement skills (e.g., overarm throw, catch, run).

Each participant will receive a Tennis for Schools Manual "Learn and Play" – grades 1 to 8 and a DVD.

1:00 – 2:00



Reading Conferences & Strategy Groups in Middle Years

Facilitator: Jennifer Owens

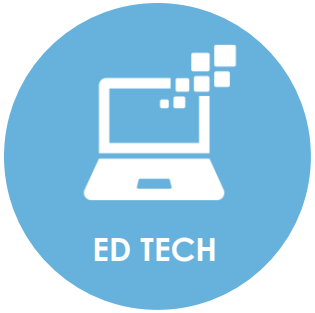
Audience: Grade 4 - 8, LCT, Principals & Vice-Principals

Location: Riffel – Room 213

Reading Conferences and small strategy groups allow teachers to tailor their instruction to each student's strengths and needs, enabling built-in differentiation and on-going assessment. In this session, we will look at the hierarchy of reading goals and how we might gather observations to establish reading goals and select reading strategies that best support individual students.

1:00 – 2:00







StoryboardWhat? StoryboardThat!

Facilitator: Lauren Ayube (Curriculum Developer and Trainer for StoryboardThat)

Audience: All teachers

Location: Riffel – Room 209

StoryboardThat has joined our EdTech software lineup! Join this session to learn about using using StoryboardThat to enhance creativity and writing with storyboarding, comic creation, infographics, and more!

1:00 – 2:00



Edsby for Administrators

Facilitator: Genna Rodriguez

Audience: Administrators

Location: Riffel – Room 215

Now that you've been in Edsby for a month, join this session to explore and ask questions about your administrator dashboard. We will take time to dive deeper into the other exciting features that Edsby offers, including Analytics and using Edsby as an internal communication hub for school news/announcements, calendars, etc. Near the end of the session, we will discuss strategies for incentivizing parents to create their Edsby accounts.

INDIGENOUS EDUCATION

Drumming

1:00 – 2:00

Facilitator: Preston Littletent

Audience: All Teachers

Location: Riffel – Choir Room (Room 216-217)

Learn the story about the drum that Preston keeps. This story has existed within his family for many generations before him. Preston will share how the drum is an interpreter for many First Nations People and carries great significance within ceremony.

1:00 – 2:00



L'évaluation de la lecture

Facilitator: Monique Wahl et Honni Lizee

Audience: Grades 4 - 8 FI teachers, FI SSST, FI Learning Catalyst

Location: Riffel – Room 212

Les participants vont examiner les pratiques efficaces pour évaluer la lecture des élèves de la 4e à 8eannée. L'exploration des composantes de la littératie en salle de classe va approfondir la compréhension de comment maintenir des évaluations de lecture courante 9(à jour) et comment appuyer tous les lecteurs.

MENTAL HEALTH & WELLBEING

1:00 – 2:00

Everything You Wanted to Know About Cannabis But Were Afraid to Ask

Facilitator: Rand Teed

Audience: Grades 6 to 12 Teachers, Principals, Vice-Principals, and ESP

Location: Riffel – Room 210

Cannabis is the second most commonly used psychoactive substance. Alcohol is still #1. This presentation will look at the effect of cannabis use on the brain, both developing and developed. We will also discuss some of the changes and trends since legalization.

1:00 – 2:00



Cyber Security

Facilitator: Kurtis Thick, Justine Hickey, Scott Fossenier

Audience: Everyone

Location: Riffel Library

Learn about ways to protect yourself when using technology. We will discuss recent events in cyber security and security changes made within RCSD. Learn ways to make security easier on you and have an open conversation around IT security.

1:00 – 2:00



Building a Fun Workplace Culture

Facilitator: Riley Lewis, Tyler Bogdan, Scott Fossenier

Audience: Everyone

Location: Riffel – Room 219

Learn about strategies the IT department employs to cultivate a fun workplace culture, and ways that you can do the same! Half of this session will be a discussion and half of the session will be a game!

1:00 – 2:00

ED TECH



Coding with Ozobots

Facilitator: Bill Fahlman & Curtis Clements

Audience: Gr 3-5 Teachers

Location: Riffel – Band room (Room 105)

This session will be hosted by SaskCode trainers. Come see how Ozobots fit into your Gr 3-5 classroom! The activities for this robot are linked to ELA, Math, Science, Social Studies, and the Arts Ed. Curriculum. Each participant will be loaned an Ozobot to use with the PD session.

1:00 – 2:00



Michif Early Learning Program

Facilitator: Victoria Parisien

Audience: PreK and K

Location: Miller – Room 151

In this session Victoria will introduce the Collaborative Michif Early Learning Program in Regina Catholic Schools. She will review Michif resources and talk about the culturally rich program that supports Early learning best practice and methods with a strong focus on Michif culture and language.

INDIGENOUS EDUCATION

1:00 – 2:00

Feast Planning, Pipe Ceremony & Smudge

Facilitator: Rodger Ross

Audience: Everyone

Location: Miller Library

In this session Rodger will explain cultural considerations when looking to plan a Feast, Pipe Ceremony and engaging in smudge.

1:00 – 2:00



Grades 1-3: Scoring ODWA

Facilitator: Michelle Dizy

Audience: Grade 1 to 3 Teachers

Location: Miller North Cafeteria

Teachers will have time to score their ODWA. Participants need to bring student writing and rubrics.



1:00 – 2:00

Story Workshop

Facilitator: Kristina Boutilier

Audience: PreK to Grade 1 Teachers

Location: Miller – Room 152

How can we create entry points for writing, so that all writers feel confident and motivated to share their stories? Enter story workshop, a structure for early literacy that amplifies the relationship between play, art and writing. Through their stories, students share the meaning they make of their experience. In story workshop, every child can feel inspired to transition from play to pencil as they leave their mark on the world.

MENTAL HEALTH & WELLBEING

Financial Advice & Retirement Planning

1:00 – 2:00

Facilitator: Beyond Wealth

Audience: All ESP employees

Location: Miller Theatre

Why plan for retirement?
Learn about your plan details, benefits of your group plan, understanding your investment options and services and supports available to you.

1:00 – 2:00



Best Practices in RCSD Foods Education

Facilitator: Martin Turcotte

Audience: Grades 9 to 12 Foods Teachers

Location: Miller—Commercial Cooking Lab – Room 183

This collaborative session is best suited for RCSD High School Foods teachers. Participants will have time to gather, share best practices, network, collaborate, and learn from each other.

1:00 – 2:00





Welcoming and Registering M&M Families

Facilitator: Karen Quiroz-Norman & Stacey Gherasim

Audience: Office Managers/Office Assistants

Location: Miller – Room 156

Processes to welcome and register Multilingual & Multicultural families.

1:00 – 2:00





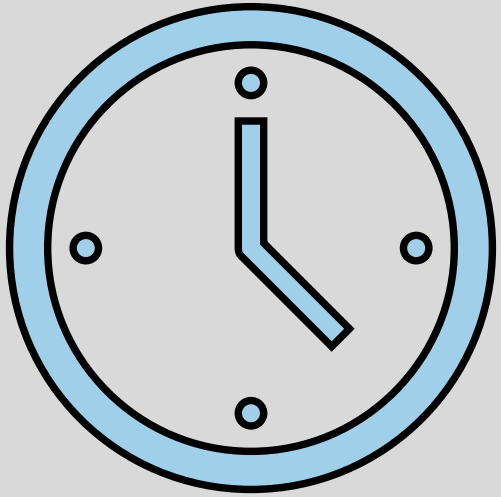
"You are Going to Love This Kid"- Strategies for supporting students with Autism in the Inclusive Classroom

Facilitator: Sandra Selinger & Leanne Barnes

Audience: Elementary teachers & instructional assistants

Location: Miller – Room 157

Utilizing current research-based information & approaches from such experts as Shelley Moore, Paula Kluth, Inclusive Schooling- Dr. Julie Causton & Dr. Kristie Pretti-Frontzcak. Various strategies and frameworks will be shared, allowing participants to reflect and discuss how implementation can support the learning of students they serve.



The following sessions run from 2:15 – 3:15

2:15 – 3:15



Tea with Kihtehayak (Old Ones)

Facilitator: Jessi McCulloch

Audience: All Staff

Location: Riffel – Room 209

Come and have a tea and dainty with one of our amazing Kihtehayak. Hear their voices and listen to their stories. Learn from their wisdom, harmony and balance of their stories.

2:15 – 3:15



Tennis For Grades 4 to 8

Facilitator: Tennis Saskatchewan

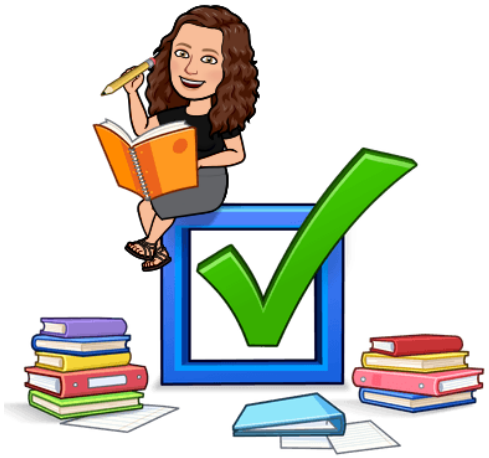
Audience: Grades 4 – 8 Teachers; Phys. Ed. Teachers

Location: Riffel Gym

Tennis is a lifelong activity that can be played when you are 5 years old or 85 years old! The sport will be introduced using scaled down mini-tennis nets, small racquets, foam / low pressure balls on a mini-tennis court. Tennis in schools can be delivered by both specialist and non-specialist physical education teachers in elementary, middle, and high schools. Participation in tennis allows students to maintain and improve health-related and performance fitness components (e.g., agility, speed, coordination) as well as the development of fundamental movement skills (e.g., overarm throw, catch, run).

Each participant will receive a Tennis for Schools Manual "Learn and Play" – grades 1 to 8 and a DVD.

2:15 – 3:15



Grades 4 to 8 ODWA - Scoring Session

Facilitator: Jennifer Owens

Audience: Grade 4 to 8 Teachers; Learning Catalyst

Location: Riffel – Room 124 and 125

Teachers will have time to score their ODWA. Online support will be offered throughout the session to answer any questions. Participants need to have student writing and rubrics.

2:15 – 3:15

LITERACY

ELA Grade 9 ODWA Diagnostic Scoring

Facilitator: Grade 9 Teachers

Audience: Grade 9 ELA Teachers

Location: Riffel – Room 222

This will session will provide Grade 9 ELA teachers an opportunity to peer score the diagnostic Semester 1 writing assessment.

2:15 – 3:15



ESports in Education

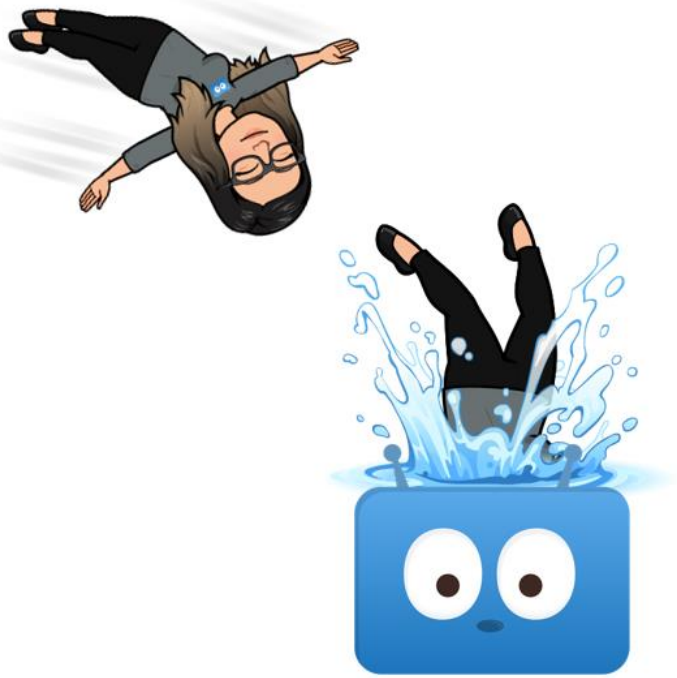
Facilitator: Dean Vendramin

Audience: Grade 6 – 12 teachers, LCT, Teacher-librarian, Vice-Principals, Principals

Location: Riffel – Room 210

Looking for a good opportunity for students who may not be involved in traditional extra-curricular activities to shine, develop a sense of community and be part of a team? Esport extra-curricular programs are building momentum in education. Learn about how to launch a successful esports league at your school.

2:15 – 3:15



Diving Deeper into the Edsby Extras

Facilitator: Genna Rodriguez

Audience: Middle years and high school teachers comfortable with Edsby

Location: Riffel – Room 212

Now that you are comfortable with the Edsby Essentials, join this session to dive deeper into the other features that Edsby offers!

2:15 – 3:15

MENTAL HEALTH & WELLBEING

Understanding Mindfulness-how it can help you and your students better manage stress

Facilitator: Rand Teed

Audience: Everyone

Location: Riffel – Room 213

There has been a lot of discussion about mindfulness. This presentation will help participants understand the science of stress and stress reduction.

Culturally Responsive Pedagogy

2:15 – 3:15

Facilitator: Mike Capello (U of R)

Audience: Everyone

Location: Riffel – Band Room (Room 105)



Dr. Capello will be discussing Culturally responsive pedagogy and the importance of using students' customs, characteristics, experience, and perspectives as tools for better classroom instruction. Students need to see themselves and their communities as belonging in schools and other academic spaces, leading to more engagement and success.

2:15 – 3:15



Truth and Reconciliation Team Planning

Facilitator: Stacey Gherasim

Audience: TRC Leaders and Committee Members

Location: Riffel – Library (Room 229) breakout Room 225

During this session you will have time to collaborate with your TRC team members as well as TRC leads in other buildings to put together your school TRC plan for the 2022/2023 School year.

2:15 – 3:15

ED TECH

Tinkercad

Facilitator: Bill Fahlman & Curtis Clements

Audience: Gr. 5-9 Teachers

Location: Riffel – Room 215

This session is being facilitated by SaskCode trainers. Participants will learn how to drag and manipulate shapes to design 3D sketches for 3D printing. Tinkercad activities are linked to Math, Science, and PAA. Classrooms can upload their sketches in a ZIP file to SaskCode to print.

Creating Ethical Spaces

2:15 – 3:15

Facilitator: Dr. Willie Ermine

Audience: Everyone

Location: Miller Theatre



In this session, Dr. Willie Ermine will explain the importance of creating ethical spaces within our classrooms and schools. Spaces where different knowings, different epistemologies, and different knowledges can safely exist.

LITERACY

ED TECH



2:15 – 3:15

Raz... it's back and it's better!

Facilitator: Jason Generally (International Curriculum Consultant for RazPlus)

Audience: Grades 1-4 Teachers (including 4/5 splits)

Location: Miller – Room 157

You asked and we delivered! Teachers overwhelmingly asked for a return to RazKids for 2022/23... and we took it one step further to secure a 3-year deal for RazPlus! RazPlus has all the great features of RazKids and a whole lot more! And that's not all... we integrated with Clever so that you don't need to create your rosters--students will be auto-rostered and withdrawn within 24 hours of changes to your class roster in MSS. This session will be led by a curriculum consultant for RazPlus. He will take participants on a "Getting Started" tour to help them engage students and maximize their Raz-Plus access.

2:15 – 3:15



StoryWalk® : When the Trees Crackle with Cold

Facilitator: Sandi White (United Way)

Audience: PreK to Grade 3 Teachers, Administrators, LCT

Location: Miller North Cafeteria

Have you considered using a Storywalk for one of your family literacy nights? A StoryWalk is a way to combine physical activity with literacy; this may seem like an odd mix, but it's an innovative way to get people of all ages out walking while reading children's picture books. The session will highlight a completed Storywalk using the picture book *When the Trees Crackle with Cold*.

2:15 – 3:15

INDIGENOUS EDUCATION

From Awareness to Action and Advocacy

Facilitator: Tyler Wright

Audience: Everyone

Location: Miller Library

In this session Tyler will review the RCSD Self- Assessment Tool for Action and Advocacy and how to apply it. More specifically, reflecting on how we can move from awareness to action and advocacy when it comes to Indigenous ways of knowing and doing.



Grade 1 Literacy Playbook Check-In

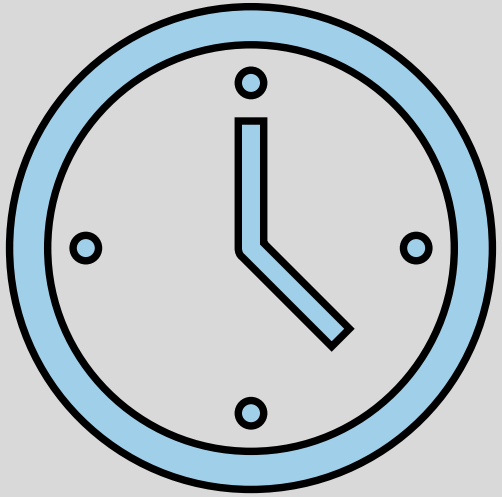
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Facilitator: Michelle Dizy

Audience: Grades 1; LRT, LCT, EAL, Vice-Principal, Principal

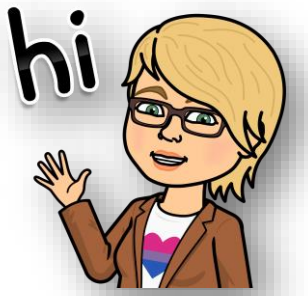
Location: Miller – Room 173

This session will provide a chance to revisit the Grade 1 Literacy Playbook through discussions and collaboration with colleagues. Let's take this time to check in with each other, share our experiences and support one another.



The following sessions run from 1:00 – 3:15

1:00 – 3:15







Building Inclusive School & Classroom Culture: Supporting 2SLGBTQ+ High School Students in Catholic Schools

Facilitators: Jacq Brasseur, Brett Salkeld, Deacon Joe Lang

Audience: High School: guidance counsellors, Catholic Studies teachers, Chaplains, teachers

Location: Riffel Theatre

This session will explore the topic of enhancing safe and welcoming learning spaces for 2SLGBTQ+ students in Catholic schools. Jacq Brasseur is CEO and Principal Consultant of Ivy and Dean Consulting whose corporate mission is "To bring social justice and equity into the non-profit boardroom". Jacq provides insight into the complex relationships and experiences engulfing 2SLGBTQ+ students in our world . Dr. Brett Salkeld is the Archdiocese of Regina Theologian, author, and university professor. Deacon Joe Lang, Brett and Jacq are members of the Archdiocese of Regina Gender and Sexual Diversity Education Committee.

1:00 – 3:15



What's Up With MathUP?

Facilitator: Kyle Webb

Audience: All 6/7-8 teachers, Administrators, LRT/LCT/EAL

Location: St. Timothy Gym

MathUP is a new core math resource available to Grades 6/7-8 RCSD teachers. Come learn about this new resource and how to integrate it into your math classroom. All registered participants will receive their account shortly before the Institute session.





Beading

Facilitator: Elder Jane Carrier

Audience: Everyone

Location: Riffel – Foods (Room 204)

1:00 – 3:15

First Nation and Métis beadwork is a beautiful art form, the patterns and the techniques created have been passed down through generations. The Métis are renowned for their beautiful and elaborate floral beadwork designs. Join Elder Jane Carrier as she teaches participants how to bead.
Materials provided.

1:00 – 3:15

Métis Art

Facilitator: Melanie Monique Rose

Audience: All Teachers

Location: Riffel – Room 108



In this session, local Métis Artist Melanie Monique Rose, most recently recognized as one of CBC's Future 40, will share her "*The Flower People*" collection. She will work with participants to share technique and important cultural connections to the land through her work and the significance of these images and techniques to her culture. Be prepared to paint :)

1:00 – 3:15

INDIGENOUS EDUCATION

Tipi Raising and Teachings

Facilitator: Charmin Buffalocalf

Audience: All Staff

Location: Riffel – Commons

In this session, Charmin Buffalocalf will share the teachings of the tipi as she was taught. The sharing of these teachings will be explained as the tipi is being raised. Participant help is required. Once the tipi is raised, participants will gather inside and Preston Littletent will join in and share his traditional story of Treaty 4 and the importance treaty relationship.

INDIGENOUS EDUCATION

1:00 – 3:15

Blanket Exercise

Facilitator: Amanda Missens & Samantha Wilson-Raiwet

Audience: All Audience

Location: Gratton Room

In this session, Amanda and Samantha will take participants through The Blanket Exercise. The purpose of this exercise is to build understanding about our shared history as Indigenous and non-Indigenous peoples in Canada by walking through pre-contact, treaty-making, colonization and resistance. Everyone is actively involved as they step onto blankets that represent the land, and into the role of First Nations, Inuit and later Métis peoples. The Blanket Exercise effectively educates and increases empathy.

1:00 – 3:15



Best Practices in RCSD Industrial Arts Education

Facilitator: Ryan Schmitz

Audience: Grade 9 to 12 Industrial Arts Teachers

Location: Riffel—Industrial Arts Lab (Room 106)

This collaborative session is best suited for RCSD High School Industrial Arts teachers. Participants will have time to gather, share best practices, network, collaborate, and learn from each other.

1:00 – 3:15



PAA

Best Practices in RCSD Business Education

Facilitator: Connie Perrault and Michael Knight

Audience: Grade 9 to 12 Industrial Arts Teachers

Location: Riffel – Room 113

This collaborative session is best suited for RCSD High School Business Education teachers. Participants will have time to gather, share best practices, network, collaborate, and learn from each other.

1:00 – 3:15



Early Numeracy Project

Facilitator: Lisa Eberharter

Audience: K-3 teachers, LCT

Location: Miller – Room 150

Over the past year, the Ministry has been developing resources to support early numeracy in K-3. This session will walk you through these incredible new resources and guide you in implementing them into your math classroom.

1:00 – 3:15



Choral - Christmas Concert Planning

Facilitator: High School Choral Teachers

Audience: High School Choral Teachers

Location: Miller – Room 130

This session will allow choir teachers to plan for Christmas performances.

1:00 – 3:15



Band Teachers - Performance Planning

Facilitator: Band Teachers

Audience: Band Teachers

Location: Miller Band Room

This session will allow band teachers to plan the delivery of elementary performance concerts (Christmas).

NUMERACY

1:00 – 3:15

Thinking Classrooms in High School

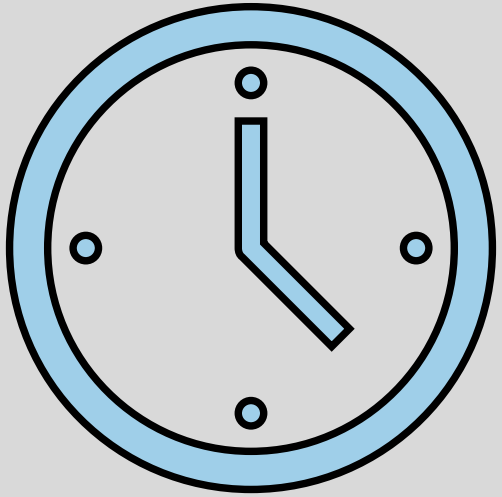
Facilitator: Rod Houk and LeBoldus Math Department

Audience: Grade 9 – 12 Teachers

Location: LeBoldus – Room 162

This session will provide an introduction to the Building Thinking Classrooms practices for high school teachers.

***Note**: Other subject areas may attend as the pedagogy works in other subjects, however the examples used will focus on Math.*



The following session runs on:

Thursday evening 4:00pm – 7:00pm
and Friday 9:00am to 4:00pm



Canoe Certification

Facilitator: Geoff Horn (Prairie Summit)

Audience: Grade 6 – 12 Teachers; Phys. Ed Teachers

Location: Wascana Marina

Participants will receive two days of training. Training will take place on the lake and on land. Once participants have completed the training, they will receive Paddle Canada Lake tandem certification. Participants must attend the full training course in order to receive certification.

IMPORTANT:
Session runs Thursday evening 4:00pm – 7:00pm
and Friday 9:00am to 4:00pm

From: Jaimie Smith-Windsor <JSmith-Windsor@saskschoolboards.ca>
Sent: Thursday, September 29, 2022 11:53 AM
To: Jaimie Smith-Windsor <JSmith-Windsor@saskschoolboards.ca>
Subject: FYI - Curriculum Advisory Committee Feedback from SSBA

Some people who received this message don't often get email from jsmith-windsor@saskschoolboards.ca. Learn why this is important

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 Board Chairs, Directors of Education and the SSBA Executive)

Good morning,

FYI - The following feedback was provided by the SSBA today to the Curriculum Advisory Committee based on the feedback we had received from boards.

Please let me know if you have any questions.

Thanks,
Jaimie

From: Jaimie Smith-Windsor <JSmith-Windsor@saskschoolboards.ca>
Sent: September 29, 2022 11:47 AM
To: curriculum@gov.sk.ca
Subject: Curriculum Advisory Committee Feedback from SSBA

Re: Curriculum Advisory Committee Feedback

The SSBA has had the opportunity to review the Overview of Career Education information (attached) sent from the Curriculum Advisory Committee (CAC) for feedback. We are attaching our previous response which relates to part of the feedback sought. In summary, our organization responses to the two questions for feedback sought by the CAC are as follows:

1. Our position remains unchanged. We continue to support the position that career education should be integrated into each subject area in grades 1 to 9.
2. We support a renaming of “Career Education” to “Work Life Education” to more accurately reflect a holistic focus on students’ life journeys.

Thank you for the opportunity to provide feedback.

Jaimie-Smith Windsor
SSBA Vice-President

400-2222 13th Avenue Regina, SK S4P 3M7
Phone: (306) 569-0750 | Fax: (306) 352-9633
Website: www.saskschoolboards.ca

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Overview of Grades 1 to 9 Career Education Saskatchewan and Other Jurisdictions

At the June 2022 meeting, the Curriculum Advisory Committee (CAC) did not reach a consensus regarding the grades 1 to 9 programming recommendation for Career Education as a stand-alone course; thus this topic requires further exploration and discussion.

This document contains information regarding the current state of career education in Saskatchewan as well as an overview of career education in other jurisdictions. Although this information was shared at meeting 5, it is provided here again to help inform your thinking regarding this recommendation.

Please prepare for the next discussion on Career Education as a stand-alone course by reviewing the summary of the considerations discussed at meeting 6 and the information presented at meeting 5.

Summary of Meeting 6 Discussion

Original Recommendation #4: Career Education should continue as a stand-alone course that is taught separately from other subjects in grades 6 to 9.

Considerations:

- Saskatchewan's Growth Plan 2020-2030 calls for the K-12 system to build pathways to the workforce and increase student success by prioritizing career planning and embedding career information throughout the K-12 curriculum.
- Consider renaming "Career Education" to "Life Journey Education" or "Work Life Education" to capture the intent of the course.
- Career Education is required curricula in grades 6 to 9 since 2008. This recommendation is not regarding implementation of new stand-alone courses, but rather to maintain the existing courses.
- Although not within the CAC mandate, it is important to consider that teacher training (pre-service and in-service) in career education is critical for effective instruction in this area.
- **Support for eliminating the existing stand-alone career education curricula:**
  - Integrating career education content allows teachers to authentically situate this learning where appropriate within each curriculum.
  - Eliminating the grades 6 to 9 stand-alone career education curricula provides more time and opportunity to focus on other core subject areas.
- **Support for stand-alone career education courses:**
  - There is no compulsory course in secondary (grades 10-12) level with a focus on careers.
  - Stand-alone courses provide opportunity for synthesis of career concepts taught in other courses.

Career Education – Current State in Saskatchewan

Aims and Goals of Career Education

Grades 1-12:

- Saskatchewan's Career Education curriculum is designed to develop the competencies required by all people to successfully manage their work and life.
- The K-12 Aim of Career Education is to enable all Saskatchewan students to develop essential skills and career management competencies to assist them in achieving their potential as they construct their personal life and work career.
- The Goals of K-12 Career Education are to:
  - develop career management competencies through an exploration of personal change and growth;
  - explore the connections between learning and work pathways and their connections to community; and,
  - engage in inquiry to construct a personal life and work plan.

In grades 6-9 Career Education, students learn about:

- how self image impacts career choices;
- building healthy relationships and responding positively to change;
- aspects of careers and their requirements;
- constructing a personal work and life plan;
- the connections between learning and life pathways and community;
- how knowledge and skills learned in school transfer to one's future life and work; and,
- the personal qualities, abilities and skills that influence future career choices.

Curriculum

Grades 1-9 Core Curriculum:

- Career Education has been part of "core curriculum" in grades 6 through 9 in Saskatchewan since 2008.
- Provincial guidelines mandate 50 minutes/week or 30 hours/year of Career Education instruction in each of these grades.
- Schools and/or teachers can choose to schedule and deliver the required instruction over the entire school year or block schedule the instructional time into a half year, a term, or another configuration totalling 30 hours.

Career Education – Current State in Other Jurisdictions		
Prov	**Grades**	**Grade 1-9 Career Education programming**
BC	1-9	• Career Education curricula are present in **all** grades 1-9. • BC does not have specific times allotments for any of its curricula, including career education.
AB	Optional 5-9	• An **optional** program called Career and Technology Foundations (CTF) is available to students in grades 5-9, allowing them to explore their interests and passions as they learn about various career possibilities and occupational areas. • This curriculum supports programming decisions at the local level (e.g., time, resources, instructional approaches, assessment, reporting and organization for instruction). This is to ensure that CTF courses are responsive to the needs of students, teachers, schools and communities.
MB	Integrated 1-12	• Manitoba **does no**t have specific Career Education courses or outcomes in grades 1-8 curricula. Rather, they indicate: "Grade 1-12 career development is an essential component of a student's holistic development and can be intertwined in all subject area learning outcomes." • Full credit Career Development courses are available to students beginning in grade 9 (Grade 9 Career Development: Life/Work Exploration).
ON	Integrated 1-8	• Ontario does not have specific Career Education courses or outcomes in grades 1-8 curricula. Career exploration activities are **integrated** into other subject areas in these grades. For example: o Grades 1-8 Science: ▪ The guidance and career education program should be aligned with the science and technology curriculum. ▪ The science and technology program can also offer opportunities for a variety of career exploration activities, including contacts with career mentors and visits from guest speakers whose occupations make use of scientific and technological knowledge and skills. These might include veterinarians, opticians, sound engineers, architects, city planners, road builders, or car designers. o Grades 1-8 Health and Physical Education: ▪ The curriculum expectations provide opportunities to relate classroom learning to the education and career/life planning program outlined in *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, (2013).* • Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to reflect upon and apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners who will be prepared for success in school, work, and life.

QC	Integrated	• Quebec **does not** have specific Career Education courses in elementary curricula. Rather, "Career Planning and Entrepreneurship" is an element of "Personal Development" and the "Ethics and Religious Culture" program.
NB	6-12	• New Brunswick has "Personal Development and Career Planning" curricula for **grades 6-12**. No specific time allotments are indicated. • There are three outcomes for grades 6-8 (Personal Development; Lifelong Learning; Career Exploration and Planning).
NS	Integrated 7-9	• Nova Scotia does not have specific Career Education courses in elementary curricula. Rather, career related outcomes are **integrated** into Health Curricula in grades 7-9. For example, a Grade 9 outcome in Healthy Living 9 is: "Students are to develop a plan to acquire the skills and credentials that will lead to their career goals." • "Personal-Career Development (PCD)" is one of the six "Essential Graduation Competencies".
PEI	Integrated 1-9	• PEI does not have specific Career Education courses in elementary curricula. Rather, career related outcomes are **integrated** into grades 1-9 Health curricula. This curriculum has three general outcomes, one of which is "Life Learning Choices" which states: "Students will use resources effectively to manage and explore life roles and career opportunities and challenges."
NFLD	Integrated 1-9	• NFLD has a grade 1-9 "Career Development" curricula with outcomes that are to be **integrated** into other subjects (no specific time allotments are given).

Reflection

Original Recommendation #4:
Career Education should continue as a stand-alone course that is taught separately from other subjects in grades 6 to 9.

Possible Recommendation #4: Change “Career Education” to “Work Life Education” to reflect a holistic focus of these courses.

1. Does your organization support maintaining the current grades 6 to 9 Career Education curricula?

2. Does your organization support the recommendation to rename the course and adapt the foci to include a holistic focus on students’ life journeys?

Career Education

Recommendation #1: Career education should be integrated into each subject area in grades 1 to 9.

SSBA Feedback and Principle Check:

1. Does your organization support this recommendation? Explain.

Yes - the SSBA does support the recommendation that career education should be integrated into each subject area in grades 1 to 9. The opportunity to encourage exposure to careers in various fields and post-secondary options and integrate this exposure in a more holistic and hands-on (experiential) way is a leading practice that promotes diverse options and choices. This provides opportunity to integrate these outcomes into other subject areas like health and social sciences. Because this is an area that changes rapidly - an integrated approach also provides more opportunity to focus on teaching critical thinking skills, how to access knowledge and gain more insight into what skills employers are looking for in the future.

Evidence and direction from our membership to this point includes the following:

Connections: Saskatchewan's Boards of Education Vision Engagement Report

In the spring of 2019, boards of education in Saskatchewan undertook extensive engagements with the public in support of the co-construction of a shared vision for education and Provincial Education Plan beyond 2020. Saskatchewan's 27 boards conducted more than 300 engagements, connected with more than 10,500 people across the province and received more than 36,500 comments. The findings emphasized certain themes – including a main theme related to Transitions and Pathways. The need for career guidance showed up prominently with a focus on more diverse pathways.

2. Is this recommendation contrary to any CAC principles? Explain.

No – it approaches career education with the principles in mind.

Career Education

Recommendation #2: Career education should continue as a stand-alone course that is taught separately from other subjects in grades 6 to 9.

SSBA Feedback and Principle Check:

1. Does your organization support this recommendation? Explain.

No. The opportunity to look at a more holistic approach from grades 1-9 is a preferred direction. By integrating (as in Recommendation #1) career education into other subjects this could allow more time to focus on core courses.

2. Is this recommendation contrary to any CAC principles? Explain.

While the recommendation is not contrary to the principles – it has a narrower focus and an identified outcome focused on ensuring a certain number of allocated minutes rather than focused on choice and flexibility.

2022-23 Board Activity Schedule

Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
29-Sept (Thur)	Miyo-Wiciwitowin Day - We Walk Together		10:30 am to 1:30 pm	Mosaic Stadium	Bonnell, Weninger, Bast, Kowalchuk, Chase
29-Sept (Thur)	Orange Shirt Day at RCSD				
30-Sept (Fri)	National Day for Truth and Reconciliation Stat				
Trustee Per Diem and Expense Claims Due for Sept 2022* *Revised forms will be provided at the October 17th Planning meeting.					
Trustee Activity Reports Due for June, July, August, 2022					
03-Oct (Mon)	Special Planning Meeting - Transportation Appeals		4:30 to 5:00 pm	Board Room	1 appeal (St Catherine School)
03-Oct (Mon)	Board Pre-Meeting		5:00 to 5:30 pm	Board Room	
03-Oct (Mon)	Public Board Meeting		5:30 to 7:30 pm	Board Room	Approve SCSBA and SSBA Bylaws and Resolutions; Director Reporting Policy 14; Quarterly Board Govern. & Trustee Remuneration (Jun-Aug) / Early Years DIP
05-Oct (Wed)	Miller Comp. Catholic HS - Academic Awards Evening & Reception		7:00 to 8:30 pm	1027 College Ave Gym A	TOR - R. Bast (Bresciani, Bushi & Kowalchuk)
05-Oct (Wed)	Wetland Centre of Excellence Launch		11:30 am to 1:00 pm	12001 Wascana Circle	TOR - V. Bonnell (Bushi)
10-Oct (Mon) Thanksgiving Stat					
14-Oct (Fri)	Institute Keynote Speaker: Chief Cadmus Delorme - Engaging Indigenous Youth		9:15 to 10:15 am	Livestreamed *(link will be shared closer to the event)*	Trustees
17-Oct (Mon)	Board Planning Meeting		5:30 to 7:30 pm	Board Room	Review Draft Audited Financials; Schedule meeting w/ Minister; Schedule meetings with Government & Opposition MLAs
20-Oct (Thurs)	Leadership +Governance = High Performance Short Course (Johnson Shoyama)		9:00 am to 4:30 pm	U of R, College Avenue Campus, 2155 College Avenue (CB308)	Board Chair, Deputy Chair, Director, CFO
24-Oct (Mon)	SSBA Board Chairs' Council	*	8:30 to 9:30 am	Zoom	
28-Oct (Fri)	Director, Board Chair, Deputy Chair Review Public Meeting Agenda & Create Planning Meeting Agenda		10:00 to 11:00 am	DMR	
TBD Oct	RCSD / RPSD Joint Boards Meeting	*	TBD	TBD (RPSD to Host)	*follow up from May 3, 2022 to meet in Fall 2022*
TBD-Oct	***Schedule*** *Meeting with Minister of Education for Dec*	*			

Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
TBD-Oct	***Schedule*** *Meetings with Government and Opposition MLA for January*	*			
10-14 Oct - Vicky Bonnell Away					
12-Oct-13 Nov - Bob Kowalchuk Away					
18-22-Oct - Ryan Bast Away					
23-Oct-10 Nov - Darren Wilcox Away					
Trustee Per Diem and Expense Claims Due for October 2022					
03-Nov (Mon)	Board Pre-Meeting		5:00 to 5:30 pm	Board Room	
07-Nov (Mon)	Public Board Meeting (Organizational Meeting)		5:30 to 7:30 pm	Board Room	Director Reporting Policy 2 (section 2 & 10); Determine Board Chair, Deputy Chair; DIP Reading Writing Math
11-Nov (Fri) Remembrance Day Stat					
13-Nov (Sun)	SCSBA Awards Nights	*	3:00 to 6:30 pm	TBD	
13-Nov (Sun)	2022 SSBA Fall General Assembly & AGM	*	3:00 pm - 9:00 pm (Sunday)	Regina - Doubletree by Hilton	Attending: Bonnell, Weninger, Bast, Bresciani, Bushi, Kowalchuk, Chase
14-Nov (Mon)	2022 SSBA Fall General Assembly & AGM	*	7:30 am to 9:15 pm (Monday)	Regina - Doubletree by Hilton	Attending: Bonnell, Weninger, Bast, Bresciani, Bushi, Kowalchuk, Chase
15-Nov (Tues)	2022 SSBA Fall General Assembly & AGM	*	7:30 am to 12:45 pm (Tuesday)	Regina - Doubletree by Hilton	Attending: Bonnell, Weninger, Bast, Bresciani, Bushi, Kowalchuk, Chase
15-Nov (Tues)	SSBA Board Chairs' Council	*	1:00 to 4:00 pm	Regina - Doubletree by Hilton - Moose Jaw Room	
15-Nov (Tues)	Board / Employee Groups Executive - Mix and Mingle (CUPE, RCAA, RCSESPA, RCSTA)	*	4:30 to 6:00 pm	Mackenzie Art Gallery Café	
16-Nov (Wed)	School Tour for Trustees and Senior Administration - **Miller Comp. Catholic HS**		10:30 am to 12:00 pm	1027 College Ave	TOR - R. Bresciani
21-Nov (Mon)	Board Planning Meeting		5:30 to 7:30 pm	Board Room	Review Draft Audited Financial Statements & Annual Report
24-Nov (Thur)	Director, Board Chair, Deputy Chair Meeting - Review Public Agenda & Create Planning Meeting Agenda		9:00 to 10:00 am	DMR	

2022-23 Board Activity Schedule

Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
24-Nov (Thur)	School Tour for Trustees and Senior Administration - St. Catherine Community School		10:30 am to Noon	150 Brotherton Ave	TOR - D. Wilcox
24-Nov (Thur)	RCSD Interns 2022 - Meet & Greet	*	4:00 to 4:30 pm	Gratton Room	Trustees, Director, Executive Council
12-Oct-13 Nov - Bob Kowalchuk Away					
23-Oct-10 Nov - Darren Wilcox Away					
21-25 Nov - Juliet Bushi Away					
21-Nov (Mon) or TBD	Meeting with Auditor		TBD	Board Room	upon final draft of Audited Financial Statements
TBD Nov	Special Public Board Meeting		11:45 am to 1:00 pm	Board Room (Lunch to be included)	Approve Draft 2022-23 Annual Report & 2022-23 Audited Financial Statements
TBD Nov	Board / CSCC Winter Linkage Meeting	*	TBD	TBD	
Trustee Per Diem and Expense Claims Due for November 2022					
Trustee Activity Reports Due for September, October, November 2022					
05-Dec (Mon)	SSBA Board Chairs' Council	*	8:30 to 9:30 am	Zoom	
05-Dec (Mon)	Board Pre-Meeting		5:00 to 5:30 pm	Board Room	
05-Dec (Mon)	Public Board Meeting		5:30 to 7:30 pm	Board Room	
08-Dec (Thur)	Director's Meeting	*	9:00 - 11:30 am	Resurrection Parish, 3155 Windsor Park Rd	
19-Dec (Mon)	Board Planning Meeting		5:30 to 7:30 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	
TBD-Dec	Board / Minister of Education Meeting	*	TBD	TBD	
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		5:00 to 5:30 pm	Board Room	
09-Jan (Mon)	Public Board Meeting		5:30 to 7:30 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)

Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
14-Jan (Sat)	SCSBA Board of Director's Meeting			Virtual	
23-Jan (Mon)	Board Planning Meeting		5:30 to 7:30 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
27-Jan (Fri)	Director, Board Chair, Deputy Chair Review Public Meeting Agenda & Create Planning Meeting Agenda		9:00 to 10:00 am	DMR	
TBD Jan	School Board / City Liaison Committee Meeting (2 of 3)	*	TBD	TBD	Board Chair, Deputy Chair, Director, CFO
TBD Jan	Board Policy Review Committee Meeting	*	TBC	TBD	
TBD Jan	Board / MLA's Government Meeting	*	TBD	TBD	
TBD Jan	Board / MLA's Opposition Meeting	*	TBD	TBD	
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
06-Feb (Mon)	Board Pre-Meeting		5:00 to 5:30 pm	Board Room	
06-Feb (Mon)	Public Board Meeting		5:30 to 7:30 pm	Board Room	Director Reporting Policy 13; Approval of Division Theme (2023-24)
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	
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		5:30 to 7:30 pm	Board Room	HR Services Accountability Report
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	

Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
TBD-Feb	Circle of Voices	*	TBD	TBD	
TBD-Feb	Board / Post Secondary Institute Linkage	*	TBD	TBD	
TBD-Feb	SSBA Board Chairs' Council	*	TBD	TBD	
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					
06-Mar (Mon)	St. Maria Faustina School	*	10:30 am to Noon	425 - 15 Ave	TOR - R. Bresciani
06-Mar (Mon)	Board Pre-Meeting		5:00 to 5:30 pm	Board Room	
06-Mar (Mon)	Public Board Meeting		5:30 to 7:30 pm	Board Room	Review the Board Development Plan Progress; MTMS Presentation TBD
13-Mar (Mon)	SSBA Board Chairs' Council	*	8:30 to 9:30 am	Zoom	
20-Mar (Mon)	Board Planning Meeting		5:30 to 7:30 pm	Board Room	Provincial Budget Review Director Performance Assessment Completed Financial Accountability Reporting
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	
TBD-Mar	Board / CSCC Spring Linkage Meeting	*	TBD	TBD	
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		5:00 to 5:30 pm	Board Room	
03-Apr (Mon)	Public Board Meeting		5:30 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 Mariott 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		5:30 to 7:30 pm	Board Room	Board Self Evaluation Begins

Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
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		5:00 to 5:30 pm	Board Room	
01 May (Mon)	Public Board Meeting		5:30 to 7:30 pm	Board Room	Capital Project Priority 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		5:30 to 7:30 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	
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					

2022-23 Board Activity Schedule

Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
01-03 Jun	CCSTA Convention and AGM	*	TBD	Saskatoon, Sheraton Cavalier	
05-Jun (Mon)	Board Pre-Meeting		5:00 to 5:30 pm	Board Room	
05-Jun (Mon)	Public Board Meeting		5:30 to 7:30 pm	Board Room	Director and Board Evaluations Approved & Filed; Appoint Auditor; Budget Review and Preliminary Approval
19-Jun (Mon)	Board Planning Meeting		5:30 to 7:30 pm	Board Room	PSAB PS2200 Related Party Disclosure by June 30
21-Jun (Wed)	Special Public Board Meeting		3:00 pm to 4:00 pm	Board Room	2023-24 Budget Approval
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
TBD-June	2022-23 RCSTA Superannuation Reception	*	TBD	TBD	
TBD-June	Board Policy Review Committee Meeting	*	TBD	TBD	
TBD-June	HS Graduations		TBD	TBD	
28-Jun - Last Day for Students					
Trustee Per Diem and Expense Claims Due for June 2023					

Board Presence	TBD
Greetings	MSTeams/Zoom
Participant Only/Trustee on Rotation(TOR)	Meeting Conflict
Presentation/Award	Professional Development
School of the Week	

Regina Public School Division & Regina Catholic School Division
Review of the School Resource Officer Program

Program Review Announcement & Status Update

Project Commencement Announcement

The Regina Public School Division and the Regina Catholic School Division have engaged Praxis Consulting, a local management consulting firm, to conduct a review of the School Resource Officer Program. As with any longstanding program, periodic reviews are an important process to undertake.

The project commenced this September 2022 with a kick-off meeting with the Praxis Consulting Project Team and each of the Directors of Education for the Regina Public and Regina Catholic School Divisions.

Project Background:

- The Regina Public School Division (RBE) and the Regina Catholic School Division (RCSD) have been in partnership with the Regina Police Service for nearly 40 years through the School Resource Officer Program (SRO).
- The SRO Program is delivered through a partnership with the Regina Police Service.
- The SRO Program places School Resource Officers as a resource within one or multiple schools.
- The SRO Program Review will include opportunities for program stakeholders and the community to provide input and feedback on the program.

Project Status Update:

- Project Initiation meetings to kick off the SRO Program Review with the Praxis Project Team and the RBE and RCSD Directors of Education were completed in September 2022.
- Secondary research is underway to identify leading practices in other school resource officer programs throughout Canada.
- An Engagement Strategy to outline the many ways that program stakeholders and the community can provide insight and ideas on the School Resource Officer Program is forthcoming in October 2022.
- Communications for upcoming public engagement events for the SRO Program Review will be shared broadly throughout the community.

Regina Catholic Schools

Public Board Meeting Minutes

Sep 6th, 2022 5:30 pm - 7:30 pm

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

STAFF PRESENT: Sean Chase (Director), Josh Kramer (CFO), Kelley Ehman, Stacey Gherasim, Wade Hackl, Heidi Hildebrand, Joanna Landry, Doug Sears, Twylla West, Carla Redler (Recorder)

1. Land Acknowledgement

V. Bonnell: I wish to acknowledge that we are on Treaty 4 territory, traditional lands of the nêhiyawak (neh HEY o wuk), nakawé (NUK ah way), nakota, and homeland of the métis, lakota, and dakota. I also wish to acknowledge my own personal journey of learning and walking in relationship with Indigenous and métis peoples, on these traditional lands.

2. Opening Prayer

R. Bast opened the meeting with a prayer.

3. Consent Items

V. Bonnell: The following consent items have been received as information. Do any of the trustees want to move a consent item to discussion? J. Bushi asked that ix: Regina Open Door Society (RODS) Funding Changes be moved into Closed Session.

i. Student Enrolment - September 1, 2022
ii. Staffing Report - June 1, 2022 - August 26, 2022
iii. RCSD Board of Trustees Update - September 2022
iv. 2021-22 Governance Budget Summary Report & Trustee Remuneration and Expense Allowances - Quarter 3
v. Transportation Report (March 1 - June 30, 2022)
vi. 2021-22 Quarter 3 - Forecast
vii. Sale of 445 Broad Street North, Former St. Anne School
viii. Asset Protection Hotline Report
ix. Regina Open Door Society (RODS) Funding Changes
Moved to Closed Session for further discussion.

x. Approved Interim Provincial Education Plan (PEP) 2022-23
xi. United Way Sponsorship
xii. RCSD Advertising Campaign Statistics
xiii. Minister of Education - School Sports for Children
xiv. SSBA - Parent Teacher Home Visits Initiative Final Report
xv. Joint Use Agreement 2022 - City of Regina, RCSD, RPSD
xvi. Regina Food Bank Nutrition Partnership 2022-2023
V. Bonnell acknowledged S. Gherasim, Superintendent of Education Services for her work with the Regina Food Bank. Regina Catholic Schools

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appreciates the Regina Food Bank for their partnership.

xvii. Information Services Corporation (ISC) Lien - St. Pius/Argyle Schools
xviii. Downtown Express - September 2022
xix. 2022-23 Board Activity Schedule

4. 13829. Adoption of Agenda
B. KOWALCHUK: That the agenda be adopted.

CARRIED

5. Conflict of Interest
V. Bonnell: Do any of the trustees have a conflict of interest based on the agenda they need to declare? No Trustees responded.

6. 13830. Adoption of Minutes
D. WILCOX: That the minutes of the June 22, 2022 Special Public Board Meeting be adopted.

CARRIED

7. Decision Items
a. Policy 1 - Division Foundational Commitments & Strategic Plan (2022-23)

The Board approved the amendment to Policy 1 - Division Foundational commitment and Strategic Plan for 2022-23 at the February 7, 2022 Public Board Meeting.

b. 13831. Policy 2 - Role of the Board
J. BUSHI: That the Board approve the amendment to Policy 2 - Role of the Board

Note Section 5: Board Development and Capacity Building.

CARRIED

c. 13832. Policy 15 - Board Involvement in Personnel Matters
S. WENINGER: That the Board approve the amendment to Policy 15 - Board Involvement in Personnel Matters.

CARRIED

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d. 13833. 2022-23 Board of Trustees Goals
R. BRESCIANI: That the Board approve the 2022-23 Board of Trustees Goals as presented.

CARRIED

e. 13834. 2022-23 Board Annual Work Plan
R. BAST: That the 2022-23 Board Annual Work Plan be approved as presented.

CARRIED

f. 13835. 2022-23 Revised Budget - Including Inflationary Funding
D. WILCOX: That the Board approve the revised 2022-23 Budget as presented with revenues of $141,208,651 and expenses of $132,238,217 and including any minor adjustments the Ministry of Education makes.

CARRIED

8. Discussion
9. Governance
   a. SSBA Position Statements for 2022 - Revised
   Provided as information.

   b. SSBA - Animating the Inspiring Success Policy Framework: An Education Sector Indigenous Education Responsibility Framework
   B. Kowalchuk asked that this agenda item be moved to Closed Session for further discussion.

   c. SSBA Submission of Bylaw Amendments and Resolutions for the 2022 AGM
   - Deadline for submission of bylaw amendments is 4:30 pm, September 28, 2022.

   - Deadline for submission of resolutions is 4:30 pm, October 13, 2022.

10. Governance - Executive Council Reporting
   a. Policy 1 - Division Foundational Commitments & Strategic Plan Report
   The Board of Trustees has committed to creating its renewed Strategic Plan in alignment with the Government of Saskatchewan's Provincial Education Plan (PEP), set for release in early 2023. S. Chase, Director provided a timeline for engagement opportunities for staff and stakeholders, Board review and the anticipated approval and official release of the 2023-2025 RCSD Board of Trustees Strategic Plan in May/June 2023.

11. Reports
   a. Chair's Report

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- V. Bonnell reported that she attended the National Trustee Gathering on Indigenous Education and CSBA Congress in Saskatoon on July 6-8th.

- The Board held its Board Strategic and Board/Executive Council Strategic Planning Meeting on August 11 & 12th.
- On August 25th, the Board had the opportunity to attend CLASS breakfast with Trustees and the Mass and Commissioning Ceremony for new school-based administrators.
- The Board and 1200 RCSD employees attended the Division Opening Mass and Faith Formation at Resurrection Parish on August 30th, which was a wonderful faith-filled way to begin the new school year.

b. Trustee Reports / Committee Chair Reports
- B. Kowalchuk received an invitation from Bronwyn Heerspink, a former RCSD Student Trustee and currently President of the representative body of students in the Department of Politics and International Studies at the University of Regina inviting a representative from the RCSD Board to speak about school board politics at an event on Wednesday, September 14th. V. Bonnell and/or B. Kowalchuk will attend.

- R. Bast reported that he and his family attended Pope Francis' visit to Edmonton, AB and acknowledged J. Landry, Superintendent of Education Service who lead the Prayers of Intentions at the mass. R. Bast also provided an update on the development of the RCSD Virtual Museum and shared that the SCSBA Board of Directors will be meeting in Regina on September 16 and 17th.

c. Director's Report
- S. Chase acknowledged the Executive Council team and school-based administrators for their great work preparing for the start of the new school year.

- The Director's Report included the following updates: Safe School Planning; RCSD Opening Mass and Faith Formation; Catholic Leaders' Annual System Seminar (CLASS) 2022; 2022-2023 Strategic Planning and Student Enrolment Update.

12. Community Linkage
13. Correspondence
    a. Sacred Heart Community School Families - June 8, 2022
    b. CSCC Chairs and Principals & Vice-Principals - Elementary Lunchroom Supervision Fees - June 9, 2022
    c. All Elementary School Families - Elementary Lunchroom Supervision Fees - June 9, 2022
    d. Invitation to Archbishop Don Bolen - 2022-23 Board Retirement Event
14. 13836. Move in to Closed Session
    S. WENINGER: That the Board move in to Closed Session.

CARRIED

i. Negotiations for purchase, lease or other acquisition or sale of property

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ii. Sensitive Matters

15. 13837. Move out of Closed Session
    J. BUSHI: That the Board move out of Closed Session.

CARRIED

16. Items for Future Agenda
17. 13838. Adjournment
    B. KOWALCHUK: That the meeting be adjourned.

CARRIED

18. Closing Prayer
    R. Bresciani closed the meeting with a prayer.

Vicky Bonnell, Board Chair

Josh Kramer, CFO

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REGINA PUBLIC SCHOOLS

Regina Catholic Schools
www.rcsd.ca

North Regina Joint-Use School

RCSD Board Presentation
Oct. 3, 2022

James Holtom, P.Eng., JPHPM, Project Manager
James Youck, FRAIC, SAA SPRA/P3A Principal

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Project Schedule Update

- Currently Working on Contract Documents with the intention to be ready for approval in early 2023
- Construction start planned for spring 2023



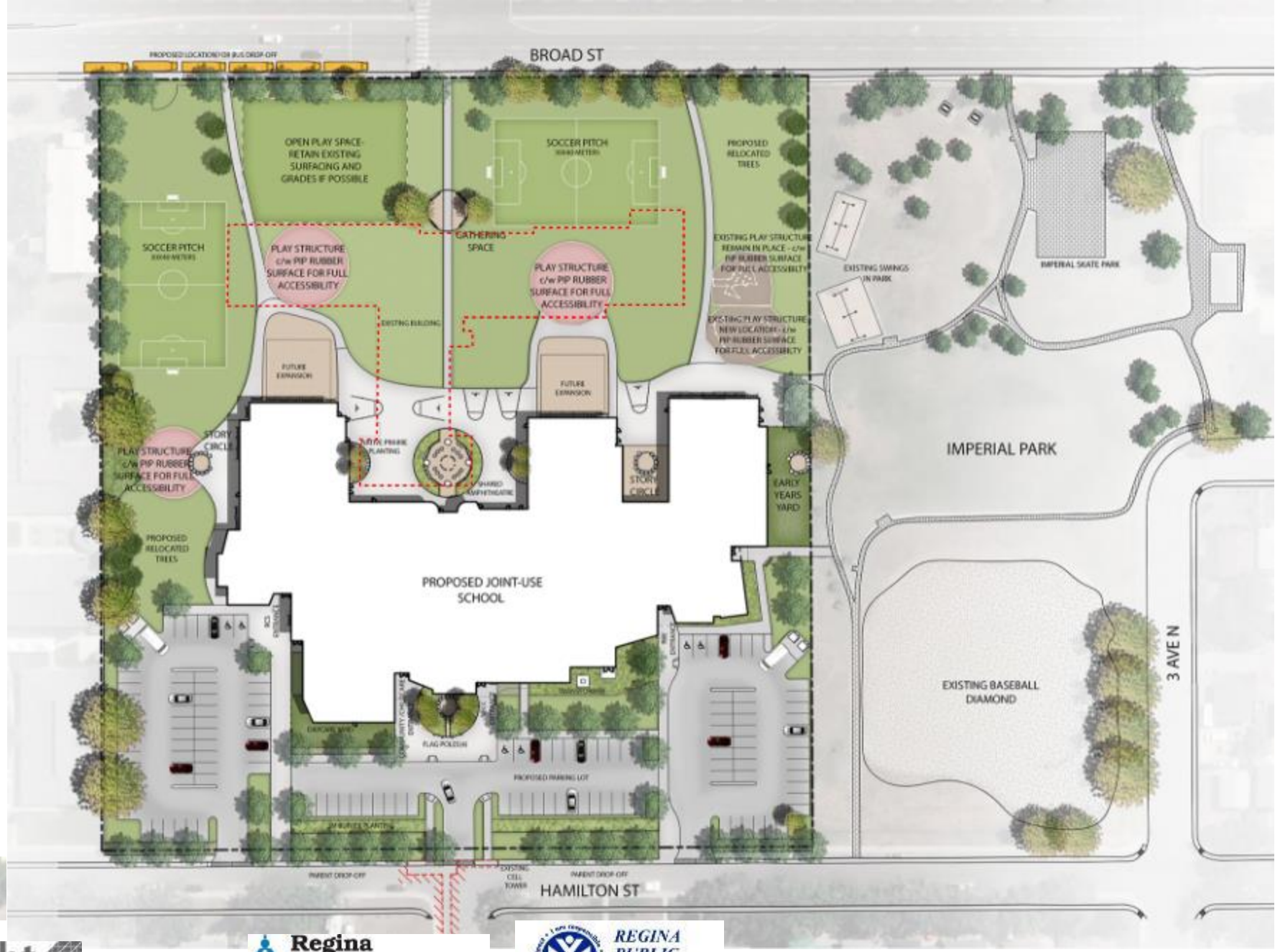
Engagement Process and Update

Engagement has been continued to be extensive and has included ongoing consultation with:

- Administration Working Group
- Facilities and Design Working Group
- Circle of Voices Elders and Knowledge Keepers
- School Design Focus Group (represented by the partner elementary schools)
- Other groups previously engaged includes community groups and neighbors as well as students and the school community



Site Plan



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P3A + aodbt architecture + interior design

Regina Catholic Schools www.rcsd.ca

REGINA PUBLIC SCHOOLS

North Regina Joint-Use School

Main Floor Overall



spra P3A + aodbt architecture + interior design

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REGINA PUBLIC SCHOOLS

North Regina Joint-Use School

Main Floor RCSD + Shared Areas

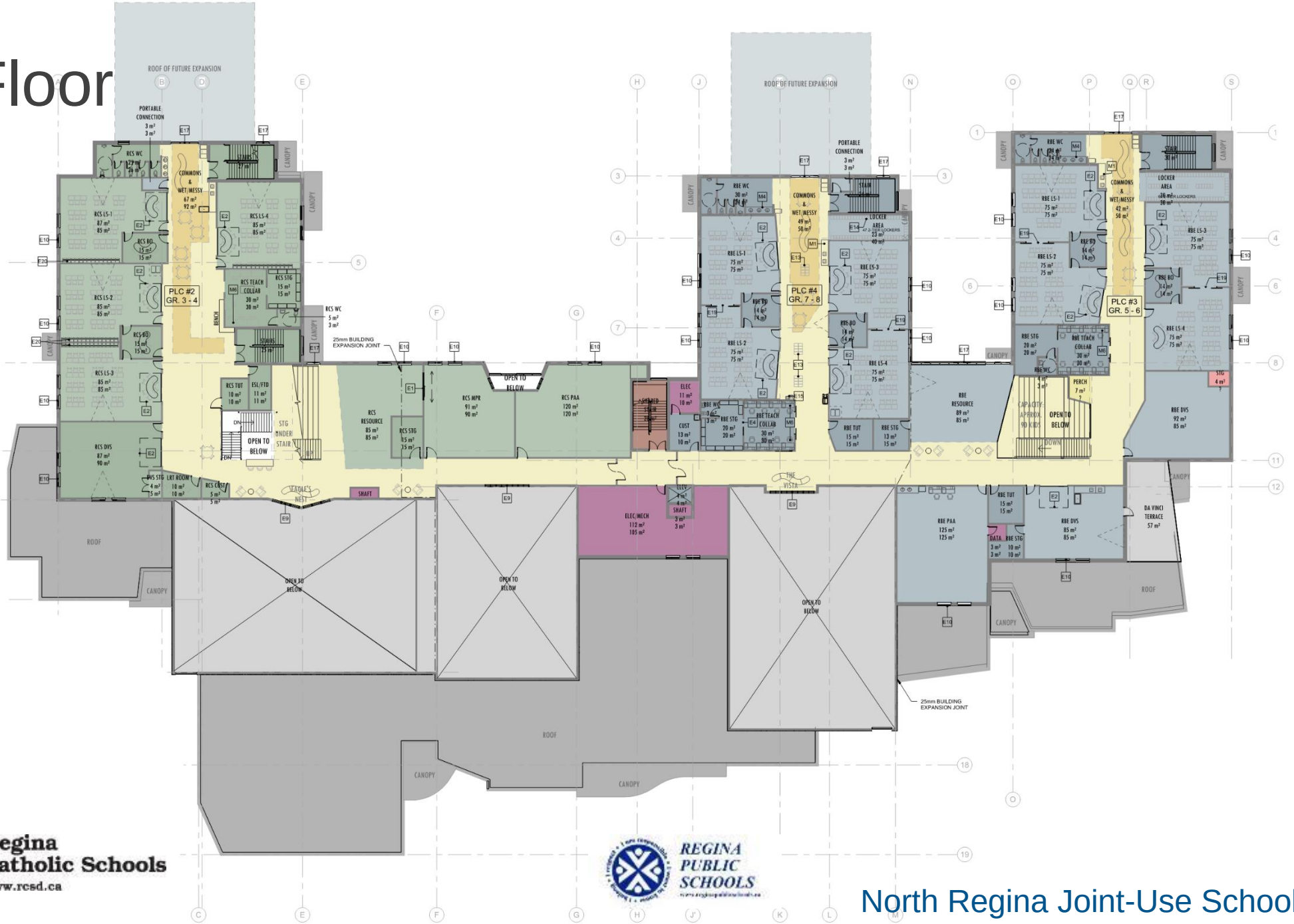


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North Regina Joint-Use School

Second Floor Overall



North Regina Joint-Use School

Second Floor
RCSD

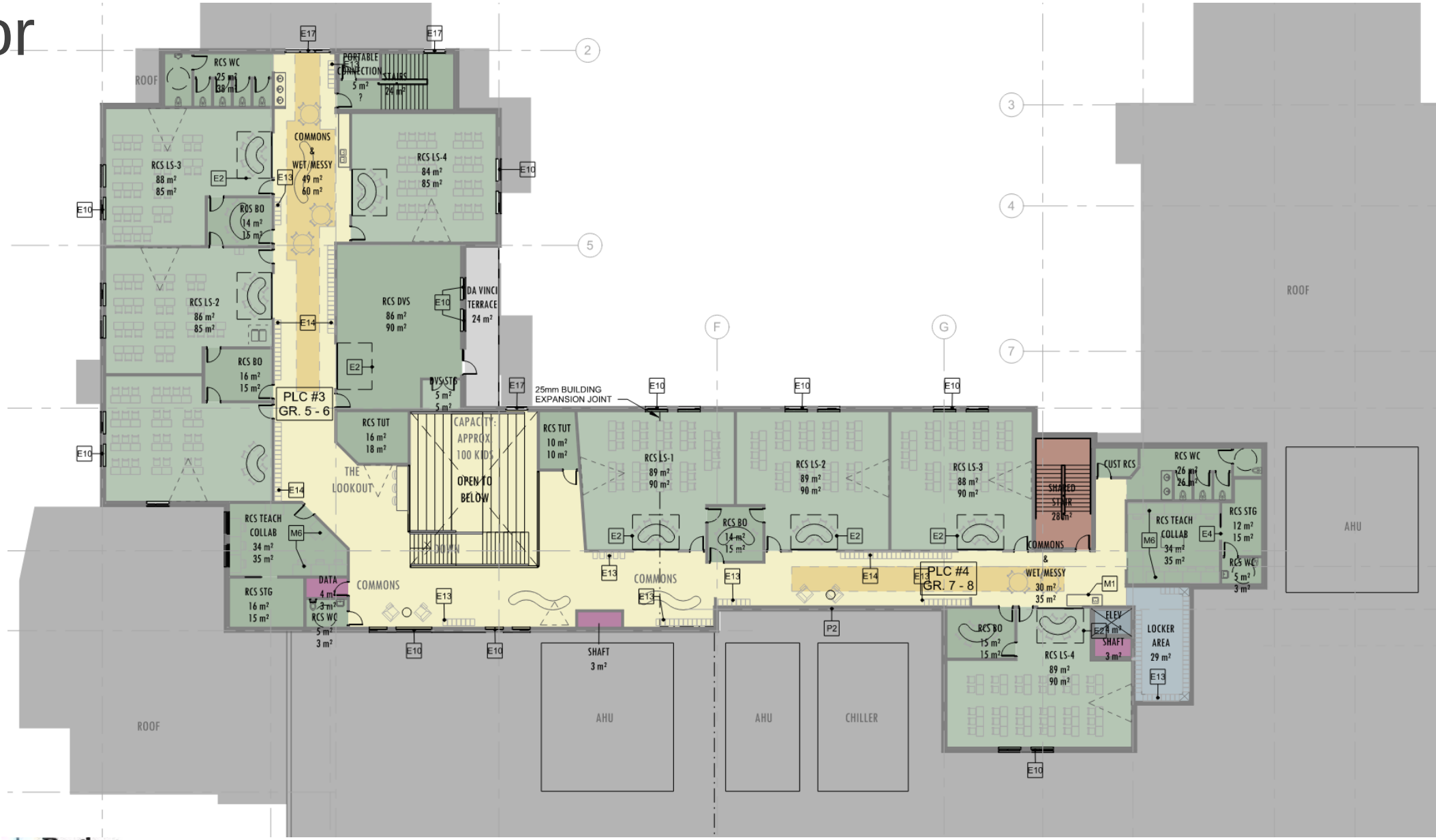


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North Regina Joint-Use School

Third Floor
RCSD



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North Regina Joint-Use School

Questions?



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BOARD MEETING AGENDA ITEM

BOARD MEETING DATE
October 3, 2022
TOPIC
Transportation Appeals Decision (September 6, 2022)

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

BACKGROUND:

At the September 6, 2022 Special Board Planning Meeting – Transportation Appeals, the Board of Trustees heard evidence pertaining to the following appeal. The Board determined its final decision after reviewing the in-person presentation and submission by the appellant and the RCSD Administration summary. The decision is as follows:

1. St. Catherine Community School – O. & C. Odetoyinbo
   APPROVED (Exception for the 2022-23 School Year and as long as capacity on the bus remains)

RECOMMENDATION(S) (if applicable):

That the Board formally recognize the aforementioned transportation appeal decision.

Prepared by:	Attachments (list below):	Date:
Josh Kramer, CFO	n/a	September 13, 2022

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BOARD MEETING AGENDA ITEM

BOARD MEETING DATE
October 3, 2022
TOPIC
Transportation Appeals Decision (October 3, 2022)

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☒ Public	☒ Decision
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BACKGROUND:

At the October 3, 2022 Special Board Planning Meeting – Transportation Appeals, the Board of Trustees heard evidence pertaining to the following appeal. The Board determined its final decision after reviewing the in-person presentation and submission by the appellant and the RCSD Administration summary. The decision is as follows:

1. St. Catherine Community School – C. Ifeobu
   APPROVED (Exception for the 2022-23 School Year and as long as capacity on the bus remains)

RECOMMENDATION(S) (if applicable):

That the Board formally recognize the aforementioned transportation appeal decision.

Prepared by:	Attachments (list below):	Date:
Josh Kramer, CFO	n/a	October 3, 2022

Policy 8 – Board Operations

Initial Approval:	September 4, 2018		
References:	The Education Act, 1995, Sections 80, 85, 87; The School Division Administration Regulations, 2017, Parts 4, 8; The Local Government Election Act, 2015; The Local Authority Freedom of Information and Protection of Privacy Act		
Date Revised:		Motion:	

The Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organizational design. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as is necessary. The majority of the members of a Board of Education constitute a quorum for the purposes of conducting a meeting of the Board of Education (minimum of four Board members must be present to have a quorum). No act, proceeding or policy of the Board shall be deemed valid unless adopted at a duly constituted meeting. The Board has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

The Board believes that its fundamental obligation is to preserve and enhance Catholic education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the Division's educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

The Board believes there are times when public interest is best served by private discussion of specific issues and may go into Closed sessions for matters that are sensitive or exploratory in nature.

The Board further believes public interest in Catholic education can be enhanced by having members of the public make presentations at Board meetings.

The Board also believes that public forums dealing with specific educational topics and held in various communities within the Division can enhance communications and the effectiveness of the Board.

1. Electoral Boundaries

1.1. The total number of Trustees to be elected from the City of Regina at large shall be seven (7) Trustees.

2. Organizational Meeting

2.1. The Organizational Meeting of the Board shall be held in each calendar year in the Division Office Board Room, or other designated location, not later than November 30.

2.2. The Director or designate will give notice of the Organizational Meeting to each Trustee as if it were a special meeting.

2.3. The Director or designate shall call the meeting to order with the Treaty 4 Territory Land Acknowledgement and opening prayer, and in an election year, read the Declaration of Results from the Elections Clerk certifying the election of members.

2.4. The Director or designate shall review Trustee conflict of interest stipulations and determine any disclosure of information requirements.

2.5. In an election year, the Director or designate shall call for and receive the duly signed Declarations of Office and corresponding Endorsement Certificates by Commissioners for Oaths from each Trustee, in accordance with Section 71 of *The Education Act*, 1995.

2.6. The Director or designate shall proceed to conduct the election of the Board Chair.

2.6.1. Nominations shall be made by the Trustees for the office of Chair and need not be seconded.

2.6.2. The Director or designate shall make three (3) calls for nomination.

2.6.3. A vote upon the nominees shall be taken by show of hands or secret ballot as determined by the Board.

2.6.4. The nominee who receives the majority of votes of the Trustees present shall therefore be declared elected.

2.6.5. Where, on the tallying of the votes, two (2) or more candidates for the position of Board Chair have an equal number of votes, the returning officer shall follow the tie vote procedure specified in Section 111(1) of the *Local Government Election Act*.

2.6.6. In the event that only one (1) Trustee has indicated willingness to serve as Board Chair, that Trustee shall be declared elected by acclamation.

2.7. The Board Chair shall assume office and shall immediately proceed with the election of the Deputy Chair following the procedure noted above.

2.8. The newly elected Board Chair shall then proceed with the agenda as presented by the Director or designate and adopted by the Board.

2.9. The Organizational Meeting shall, in addition include, but not be restricted to, the following:

2.9.1. Appoint the Division's signing officers;

2.9.2. Approve the borrowing resolution;

2.9.3. Establish a schedule (date, time and place) for regular meetings, and any additional required meetings;

2.9.4. Create such standing committees of the Board as are deemed appropriate, and appoint members;

2.9.5. Invite or appoint Board representatives to the various boards or committees of organizations or agencies where the Board has regular representation, as appropriate;

2.9.6. Appoint the auditing firm; and

2.9.7. Other organizational items as required.

3. Regular Meetings

3.1.1. Regular Board meeting dates and times shall be established at the annual organizational meeting.

3.1.2. Public Board meetings will be held in the Catholic Education Centre Board Room on the first Monday of the month beginning at 5:30 pm.

3.1.3. Notwithstanding the schedule noted above, the Board may, by resolution, alter the schedule in such manner as it deems appropriate.

3.1.4. There will be an Unofficial Preparation Meeting 30 minutes prior to each Board meeting.

3.2. All Trustees shall notify the Board Chair or designate if they are unable to attend a Board meeting.

3.3. All Trustees who are absent from two consecutive public meetings shall:

3.3.1. Obtain authorization by resolution of the Board to do so; or

3.3.2. Provide to the Board Chair, or designate evidence of illness in the form of a medical certificate respecting the period of absence.

3.3.3. Failure to attend may result in disqualification.

3.4. If both the Chair or Deputy Chair, through illness or other cause, are unable to perform the duties of the office or are absent, the Board shall appoint from among its Trustees an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Deputy Chair's inability to act or absence.

3.5. Public meetings of the Board will not be held without the Director and/or designate(s) in attendance, unless the Director's contract is being discussed, the Board is dealing with a Trustee or Director disciplinary issue, or the Board is meeting with the auditor.

4. Planning Meetings

4.1. The Board believes that its fundamental obligation is to preserve and enhance the public trust in education generally and in the affairs of its operations in particular. The Board believes this trust is preserved through the conduct of Board meetings, which are open to the public, but at the same time recognizes that occasions may arise when it is in the best public interest to discuss sensitive and exploratory matters in Closed sessions.

4.2. As a general practice, Planning meetings shall be held as required.

4.3. The usual rules of procedure for Public Board meetings shall be observed in Planning meetings.

4.4. Board members and other persons attending Planning meetings are bound not to disclose the details of discussion at such meetings.

5. Special Meetings

Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

5.1. Special meetings of the Board may be called by the Board Chair at any time, or upon agreement of majority of Board members and receipt of a written request signed by any three (3) Trustees who shall state explicitly the reason. Therefore, subject to the paragraph below, if an additional meeting of the Board is to be held, the Director shall send a written notice of such a meeting as prescribed by *The Education Act,* 1995 and shall state the business to be transacted or to be considered. No other business shall be considered unless all members of the Board are present and there is unanimous agreement that the agenda previously arranged shall be changed.

5.2. The Board may, by unanimous consent, waive notice of meeting and hold a meeting at any time and that consent shall be subscribed to in writing by each Trustee and shall be recorded in the minutes of the meeting in the form required by that section.

5.3. Special meetings of the Board will not be held without the Director and/or designate(s) in attendance, unless the Director's contract is being discussed, the Board is dealing with a Trustee or Director disciplinary issue, or the Board is meeting with the auditor.

6. Closed Sessions

The Board may, by resolution, schedule a Closed session at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in Closed session. Such resolutions shall be recorded in the minutes of the meeting and shall specify those individuals eligible to attend in addition to the Trustees and the Director. Closed sessions shall be limited to discussion pertaining to the following stated reasons:

6.1. Individual students;

6.2. Individual employees;

6.3. Matters related either directly or indirectly to collective bargaining;

6.4. Litigation issues;

6.5. Negotiations for purchase, lease or other acquisition or sale of property;

6.6. Sensitive matters that a majority of the Trustees present feel should be held in private, in the public interest.

Such sessions shall be closed to the public and media. The Board shall only discuss the matter(s) which gave rise to the Closed session. Trustees and other persons attending the session shall maintain confidentiality and not disclose the details of the discussions at such sessions.

All rules of the Board shall be observed in Closed session as far as applicable. The number of times a Trustee may speak on any question shall be determined at the discretion of the Board Chair.

The Board shall, during the Closed session, adopt only a resolution to rise and report to the Public Board meeting.

7. In-Camera Meetings

In-camera board meetings, with or without the Director, will follow each Public Board meeting.

8. Agenda for Regular Meetings

The Board believes that a properly prepared agenda creates a meeting atmosphere which includes orderly procedure and encourages free discussion, problem identification, problem solving and the generation of ideas.

The Board Chair is responsible for establishing the agenda for Board meetings in consultation with the Director in accordance with legislation and Board policy.

Agendas shall include all the data and background, information, rationale, and a recommendation so that the Board is able to make sound and objective decisions consistent with established goals.

8.1. The order of business at a regular meeting shall generally be as follows:

- 8.1.1. Acknowledgement of Treaty 4 Territory
- 8.1.2. Opening Prayer
- 8.1.3. Consent Items
- 8.1.4. Adoption of Agenda
- 8.1.5. Conflict of Interest Declaration
- 8.1.6. Adoption of Minutes of previous meeting(s)
- 8.1.7. Presentation(s) (in reference to a strategic purpose)
  - 8.1.7.1 Student Trustee (STRIVE) Report
- 8.1.8. Decision Items
- 8.1.9. Discussion
- 8.1.10. Governance
- 8.1.11. Governance - Executive Council Reporting
- 8.1.12. Reports
  - 8.1.12.1 Chair’s Reports
  - 8.1.12.2 Trustee Reports / Committee Chair Reports
  - 8.1.12.3 Director’s Report
- 8.1.13. Community Linkage
- 8.1.14. Correspondence
- 8.1.15. Closed Session
- 8.1.16. Review Board Annual Work Plan
- 8.1.17. Items for Future Agenda

8.1.18. Adjournment

8.1.19. Closing Prayer

8.2. Agenda items will be supported by memos with copies of letters, reports, contracts and other materials as are pertinent to the business, which will come before the Board and will be of value to the Board in the performance of its duties. Each discussion/decision item will include a clear recommendation.

8.3. Items may be placed on the agenda in one (1) of the following ways:

8.3.1. By having the item included in the Board Annual Work Plan.

8.3.2. By notifying the Board Chair or Director prior to the regular meeting.

8.3.3. By notice of motion at the previous meeting of the Board.

8.3.4. As a request from a committee of the Board.

8.3.5. Although the Board seeks to minimize items being added without proper notice, issues that require Board action may arise after the agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to, and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.

8.4. Materials for Board meetings will be available to each Trustee and the Director or designate a minimum of three (3) days in advance of the meeting. The Director or designate is responsible for distribution and posting.

8.5. The Board will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.

9. Minutes for Regular or Special Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

9.1. The minutes shall record:

9.1.1. Date, time and place of meeting;

9.1.2. Type of meeting;

9.1.3. Name of presiding officer;

9.1.4. Names of those Trustees, Executive Council, and Recorder in attendance;

9.1.5. Trustee declaration of conflict of interest pursuant to *The Education Act*, 1995;

9.1.6. Approval of preceding minutes;

9.1.7. Names of Trustees making the motion;

9.1.8. All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;

9.1.9. Points of order and appeals;

9.1.10. Minutes or reports of committees; and

9.1.11. Recording of the vote on a motion (when requested prior to the vote).

9.2. The minutes shall:

9.2.1. Be prepared as directed by the Director or designate.

9.2.2. Be reviewed by the Director prior to submission to the Board.

9.2.3. Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board.

9.2.4. Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.

9.3. The Director or designate shall ensure, upon acceptance by the Board, that appropriate signatures are provided.

9.4. The Director or designate shall establish a codification system identifying resolutions determined by the Board which will:

9.4.1. Provide for ready identification as to the meeting at which it was considered.

9.4.2. Provide for cross-referencing with resolutions of similar nature adopted by the Board at previous meetings.

9.4.3. Establish and maintain a file of all Board minutes.

9.5. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Director to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.

9.6. The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Director or designate is responsible to distribute and post the approved minutes.

10. Motions

Motions do not require a seconder.

10.1. Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all Trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

10.2. Discussion on Motions

The custom of addressing comments to the Board Chair shall be followed by all persons in attendance.

A Board motion or a recommendation from administration is normally placed before the Board prior to any discussion taking place on an issue. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any Trustee, including the Board Chair.

10.3. Speaking to the Motion

The mover of a motion can speak first to the motion and every Trustee shall have an opportunity to speak to the motion before any Trustee is allowed to speak a second time.

The Chair will normally speak just prior to the last speaker who will be the mover of the motion.

As a general guide, a Trustee should not speak longer than five (5) minutes on any motion. The Board Chair has the responsibility to limit the discussion by a Trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

Amendments to the motion may be proposed at any time during discussion. No more than one (1) amendment may be made at any one time. Discussion and voting on motions and amendments takes place in reverse order of their proposal.

Motions or amendments may be withdrawn only with the unanimous consent of the Trustees present.

Should a Trustee arrive at the meeting after a motion has been made and prior to taking a vote, the Trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

10.4. Reading of the Motion

A Trustee may require the motion under discussion to be read at any time during the debate, except when a Trustee is speaking.

10.5. Entitled Votes

All Trustees, except the Board Chair, are entitled to vote on all motions, except in the case of a conflict of interest.

While all Trustees are encouraged to vote on all motions, except in the case of conflict of interest, a Trustee has the right to abstain from voting. An abstention shall not be considered a vote for or against.

10.6. Recorded Vote

Whenever a recorded vote is requested by a Trustee, before the vote is taken, the minutes shall record the names of the Trustees who voted for or against the matter or abstained. Immediately after a vote is taken and on the request of a Trustee, the minutes shall record the name of all Trustees and whether each Trustee voted for or against the matter or abstained.

10.7. Required Votes

Each question shall be decided by a majority of the votes of those Trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of a tie vote, the vote by the Chair decides the vote. The result of the vote is announced by the Board Chair.

A vote on a question shall be taken by open vote, expressed by show of hands or secret ballot.

10.8. Debate
In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to *Robert's Rules of Order*. If this reference is inadequate, procedure may be determined by a motion and supported by the majority of Trustees in attendance.

11. Delegations to Board Meetings

The Board may make provision for delegations to make a presentation at a Board meeting in the interest of improving the education provided in Division schools. Individuals or organizations may make requests for audiences with the Board. Representation and delegations from any individual or group may be received on any subject pertinent to the business of the Board. The Board reserves the right to refuse a request from a representative or delegation.

11.1. Delegations wishing to appear before the Board are required to give notice, in writing, to the Board Chair at least seven (7) days in advance of the scheduled meeting at which they are to be heard. The Board Chair has the authority to waive the time requirement. Such notice shall be delivered to the Catholic Education Centre of the Regina Catholic School Division to the Senior Executive Assistant to the Director/Board of Trustees.

11.2. Delegations are required to state the nature of the subject that they intend to bring before the Board. The names of the presenters must be identified in the notice.

11.3. Matters deemed to be of a sensitive and/or confidential nature shall be heard at a Closed session of the Board.

11.4. At the time of presentation, the delegation shall confine its discussion to the purpose stated in the notice. Normally, the delegation will be given twenty (20) minutes.

11.5. When a delegation appears before the Board:

11.5.1. Delegations must clearly present information, make suggestions or requests, provide information or state a problem.

11.5.2. Only the Board Chair shall act as spokesperson for the Board.

11.5.3. Individual Trustees may only seek clarification on items presented by the delegation.

11.5.4. At no time during the presentation shall any Trustee voice their opinion thereon; nor shall they, by any statement, commit the Board to any specific course of action.

11.6. Except in an emergency, the Board shall refer any action relative to the delegation's presentation until the next regular Board meeting. Such tabling shall be used to give individual Trustees sufficient time to consider the information supplied by the delegation. If the time between the delegation's presentation and the next Board meeting is deemed insufficient for the Trustees to gain the necessary information to make an informed decision, the Board may respond by delaying the decision until another specified and appropriate time.

11.7. Upon completion of the presentation, the Board Chair shall inform the delegation when the decision will be made. When a decision is reached, it will be communicated in writing to the spokesperson.

11.8. The Board reserves the right to invite delegations to appear before the Board.

12. Electronic Meetings

Public meetings are livestreamed via the website and meeting minutes will be posted on the Division website.

Upon request, the Board shall accommodate an electronic meeting for a Trustee who is unable to be physically present at a Board or Committee meeting. In this case the Trustee will be deemed present (Appendix C – Electronic Meetings).

Anyone wanting to use recording devices at a Public Board meeting shall seek permission of the Board Chair or designate.

13. Trustee Conflict of Interest

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the confidence that the stakeholders of the Division place in its Board and in its Trustees.

The Trustee:

13.1. Is expected to be conversant with *The Education Act, 1995,* its Regulations and with the conflict-of-interest provisions of Policy 4 – Trustee Code of Conduct.

13.2. Is responsible for declaring themselves to be in possible conflict of interest.

13.3. Shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the Trustee in conflict of interest.

13.4. Is responsible to excuse themselves from the meeting in accordance with the requirements of *The Education Act, 1995* and ensure that their declaration and absence is properly recorded within the minutes.

13.5. Is responsible to complete the Public Sector Accounting Board (PSAB) PS 2200 – Related Party Transactions Disclosure form for Key Management Personnel (KMP).

14. Board Facilitated Self-Evaluation

14.1. The annual Board self-evaluation process will be carried out as described in Appendix A - Board Self-Evaluation Process, Criteria, Considerations and Survey.

15. Saskatchewan School Boards Association

The Saskatchewan School Boards Association (SSBA) is a non-profit organization dedicated to excellence in public education by providing board development, advocacy, and services to Saskatchewan school boards. The Association represents school boards in Saskatchewan.

15.1. Membership and Participation

The Board:

15.1.1. Endorses full active membership in the Association through its payment of the annual fee to the SSBA.

15.1.2. Supports active participation of its Trustee membership in the Association at the section, constituency and provincial levels.

15.1.3. Recognizes expenses incurred by Trustees attending SSBA sponsored meetings, seminars, workshops and conventions.

15.2. SSBA Voting Delegates

15.2.1. The Board is to determine on or before November of each year, which of the Trustees delegated to the Convention are voting delegates.

15.2.2. The Board is to apportion in whole numbers, its number of votes among those voting delegates in accordance with SSBA Bylaws 10 and 11.

15.2.3. Each Trustee attending as a voting delegate is apportioned at least one (1) vote.

15.2.4. Any votes remaining un-apportioned are to be divided as equally as possible in whole numbers among Trustees attending Convention.

15.2.5. When registering delegates, the SSBA is to be informed of the voting delegate and the number of votes apportioned to each.

16. Saskatchewan Catholic School Boards Association (SCSBA)

After 34 years as a separate Association, the Trustees of Catholic Boards affiliated in 1952 with the Saskatchewan School Trustees Association and formed the Association's Catholic Section, which is now called the Saskatchewan Catholic School Boards Association. This Association represents the eight (8) Catholic school divisions in Saskatchewan.

16.1. Membership

The Board:

16.1.1. Endorses full active membership in the Association through its payment of the annual fee to the SCSBA.

16.1.2. Supports active participation and faith development of its Trustee membership in the Association.

16.1.3. Recognizes expenses incurred by Trustees attending SCSBA sponsored meetings, seminars, workshops and conventions.

17. Annual Meeting of Electors

Although it is no longer required according to the *Education Regulations*, the Regina Catholic School Board will hold an annual meeting of electors.

17.1. The Board shall convene an annual meeting of electors after receipt of the Auditor's Report and Financial Statement of the Board. In the year a general election of members of the Board is held, the annual meeting must be held before the general election.

17.2. The Chief Financial Officer shall give notice of the meeting in accordance with the provisions of *The Local Government Election Amendment Act, 2018 after May 15.*

17.3. The Board shall establish the agenda for the meeting.

17.4. Prior to the Annual Meeting of Electors, copies of the school division annual report for the preceding year will be made available to Catholic School Community Councils.

17.5. The past Chair of the Board or designate shall preside as Chairperson and a secretary shall be appointed to record the minutes of the meeting.

17.6. The statement of proceedings of the meeting, as prepared by the secretary to the meeting, shall be distributed to the Board and Catholic School Community Councils.

18. Special Meeting of Electors

18.1. A special meeting of electors may be held at any time.

18.2. The Chief Financial Officer is to call a special meeting when required to do so by: the Board, the Minister of Education or a request in writing by twenty-five or more electors of the school division.

18.3. The Chief Financial Officer is to give notice of the meeting in accordance of the provisions of *The Local Government Election Act, subsection 45(3)* with necessary modifications.

18.4. Procedures for conducting the meeting are the same as for the annual meeting of electors with the exception that only business that is set out in the notice of meeting is to be considered at the meeting.

19. Board Remuneration and Expenses

19.1. The Board remunerates Board members in accordance with its Appendix B - Schedule of Remuneration and Expense Allowance. Remuneration shall be reviewed annually, effective September 1st of each year and approved by the Board. The schedule of remuneration and expense allowance recognizes:

19.1.1. Annual salary remuneration

19.1.2. Professional Development

19.1.3. Travel, Accommodation and Expense Allowances for Board related business

19.1.4. Attendance at seminars, conventions, Trustee development, linkage meetings, and as requested to serve on special committees as approved by the Board.

19.1.5. The schedule is to provide for payment such that payments are timely and understood clearly by the public.

19.2. The Board believes that the role of Trustee is one of service to the community. The Board acknowledges that in serving the community personal expense is incurred. The Board strives to ensure that remuneration levels reflect a capacity to enable all electors to seek a position on the Board.

19.3. A non-monetary recognition to honor outgoing Trustees will be provided based on years of service as a Trustee as referenced in Appendix B – Schedule of Remuneration and Expense Allowances Item 16 - Recognition of Outgoing Trustees.

20. In the event of the death of a Trustee, the Board will work with the Director to ensure all protocols are followed.

Appendix A
Policy 8 – Board Operations
BOARD SELF-EVALUATION PROCESS, CRITERIA, CONSIDERATIONS AND SURVEY

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1. The purpose of the Board self-evaluation is primarily to answer the following questions:

1.1. How well have we fulfilled each of our defined roles as a Board this past year?

1.2. How do we perceive our interpersonal working relationships?

1.3. How well do we receive input and how well do we communicate?

1.4. How well have we adhered to our Board Annual Work Plan?

1.5. How would we rate our Board-Director relationship?

1.6. How well have we adhered to our governance policies?

1.7. What have we accomplished this past year? How do we know?

2. The principles upon which the Board self-evaluation is based are as follows:

2.1. A learning organization or a professional learning community is focused on the improvement of practice.

2.2. A pre-determined process for evaluation strengthens the governance functions, builds credibility for the Board and fosters an excellent Board-Director relationship.

2.3. An evidence-based approach provides objectivity to supplement the subjectivity implicit in any evaluation.

3. The components of the Board self-evaluation are:

3.1. Review of Board Role Performance

3.2. Monitoring Interpersonal Working Relationships

3.3. Monitoring Board Community Engagement

3.4. Review of Board Annual Work Plan Completion

3.5. Monitoring Board-Director Relationship

3.6. Review of Board Motions

3.7. Review of Board Governance Policies

3.8. Creating a Positive Path Forward

Appendix A
Policy 8 – Board Operations
BOARD SELF-EVALUATION PROCESS, CRITERIA, CONSIDERATIONS AND SURVEY

Board Self-Evaluation Considerations

1. Roles of the Board during the Year

- Review and adhere to Board Policies, and amend by motion when necessary
- Strategic Plan
- Multi-year facility planning
- Annual Work Plan
- Advocacy
- Communication with stakeholders
- Provide direction to Director
- Participate in on-going professional development

2. Interpersonal Working Relationships

- Stay informed
- Participate in important discussions
- Listen to others point-of-view
- Work towards consensus
- Encourage/recognize/support
- Respect confidentiality of issues

3. Receive Input and Communicate Well

- Work with Ministry, Archdiocese, Director and Community to received information, provide input and to deal with issues/concerns.
- Work with RCSD Associations – RCSTA, CUPE, RCSESPA, CSCC, Clergy and Religious, Catholic Connections, and Educational Partners.
- Establish Committees with Board leadership and representation to examine aspects that affect education within our school division: Circle of Voices, Policy and AD Hoc when necessary.
- Make informed decisions after discussion of issues and implications.
- Respond to inquiries, concerns and "good works" when necessary.

4. Adhere to Annual Work Plan

- Establish the Annual Work Plan prior to the commencement of the school year following policy and the strategic plan.
- Review the Annual Work Plan monthly.
- If changes to the work plan are required, a motion may be required before implementation of the change.

Appendix A
Policy 8 – Board Operations
BOARD SELF-EVALUATION PROCESS,
CRITERIA, CONSIDERATIONS AND SURVEY

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5. Board-Director Relationship

- Knowledge and understanding of Board and Director roles.
- Provide direction to the Director.
- Two-way communication is respected and encouraged.
- Review policies and their compliance as part of the Annual Work Plan.
- Annually established a process for the Director's performance and feedback.
- Works with the Director to establish a positive plan forward.

6. Adhere to Governance Policies

- A report is provided by the Director or designate on selected policies in the Annual Work Plan.
- Compliance is expected, if compliance is not achieved, a timeframe and further report is expected.
- Policies are reviewed by a committee and brought to the Board for approval.
- If changes are necessary, rationale and approval are necessary by the Board.

7. Annual Goals have been Accomplished

- Goals are reviewed at the Board Strategic Planning meeting each year
- Board goals include:
  - Promoting, preserving, and protecting Catholic education
  - Active role in SSBA and SCSBA.
  - Establishment of committees to review important work of the Board and to keep the Board informed.
  - Active leadership and participation in committee work.
  - Establishment and adherence to the new Board policies and Annual Work Plan.
  - Advocacy through engagement with provincial government, community and stakeholders.
  - Fiduciary responsibility.

Appendix A
Policy 8 – Board Operations
BOARD SELF-EVALUATION PROCESS,
CRITERIA, CONSIDERATIONS AND SURVEY

Board Evaluation Survey

1. We have effectively fulfilled our defined roles as a Board during the year.

Never Rarely Occasionally Fairly Often Usually Almost Always

Comments:

2. We perceive that our interpersonal working relations are effective.

Never Rarely Occasionally Fairly Often Usually Almost Always

Comments:

3. We receive input and communicate well.

Never Rarely Occasionally Fairly Often Usually Almost Always

Comments:

4. We adhere to our Board Annual Work Plan.

Never Rarely Occasionally Fairly Often Usually Almost Always

Comments:

5. Our Board-Director relations would be rated as very good.

Never Rarely Occasionally Fairly Often Usually Almost Always

Comments:

6. We adhere to our Governance Policies.

Never Rarely Occasionally Fairly Often Usually Almost Always

Comments:

7. We have accomplished our goals this year.

Never Rarely Occasionally Fairly Often Usually Almost Always

Comments:

Appendix B
Policy 8 – Board Operations
SCHEDULE OF REMUNERATION AND EXPENSE ALLOWANCES

Remuneration

1. Annual remuneration shall be reviewed and adjusted September 1st of each year in consideration of the most recently ratified employee agreements.

1.1. Effective September 1, 2022, an increase of 2.0% will be applied.

2. Annual remuneration shall be:

2.1. $34,297.00 for the Board Chair effective September 1, 2021
$34,983.00 for the Board Chair effective September 1, 2022

2.2. $31,902.00 for the Deputy Chair effective September 1, 2021
$32,540.00 for the Deputy Chair effective September 1, 2022

2.3. $29,508.00 for Trustees effective September 1, 2021
$30,098.00 for Trustees effective September 1, 2022

3. The Board Chair and Trustees shall be paid on a semi-monthly basis for the periods of January to June and September to December of each year.

Per Diem Allowances

4. In the event that the Deputy Chair is required to chair a Public meeting, the Deputy Chair will receive the per diem as listed below. If the Chair and Deputy Chair are absent, the Trustee designated to chair the meeting will receive the Chair per diem of:

4.1. $148.55 effective September 1, 2021
$151.52 effective September 1, 2022

5. Per Diem Allowances are in accordance with allowances as established by the SSBA (Executive Expense) or as noted below. Trustees shall receive the following per diem of:

5.1. $260.00 per day for travel and in-person attendance at in-province and out of province Board Business including any Board meetings deemed necessary in July and August.

5.2. $25.00 per hour for virtual or phone call attendance at meetings and/or conferences.

6. Such per diems are capped at $2,600.00 per fiscal year. In-province per diems apply to Board Business outside of the City of Regina. If the maximum per diem has been expended, Trustees may access their remaining professional development funds.

7. Trustees shall receive the following per diem for the attendance at Linkage and Committee meetings.

7.1. $105.00 for Trustees effective September 1, 2021
$107.00 for Trustees effective September 1, 2022

Such per diems are capped at $2,782.00 per fiscal year.

8. To facilitate Board business, Trustees may either elect to receive a cell phone and service plan directly paid for by the Division or Trustees may elect to receive a maximum monthly allowance of $50.00 for the use of personal cell phones and service plans effective November 10, 2020.

9. Regular attendance by Trustees at Board meetings and Board-related functions is expected. The Board shall be represented at all functions by Trustees on a rotating basis, except for functions where the Chair in their opinion must attend. Trustees are responsible for self-regulation and control. When and if a Trustee is deemed negligent in their responsibilities, the Board will review the matter and decide on a course of action.

10. Trustees shall file quarterly activity reports with the Director of Education or designate, specifying events and activities attended. The reporting periods shall be September to November, December to February, March to May, and June to August. Activity Reports shall be placed on the school division's web site.

Travel and Conferences/Professional Development

11. A budgetary allocation shall be made to enable Trustees to keep abreast of local, provincial, national, and international developments in education; the allocation to be on the basis of $5,500.00 for each Trustee and $8,000.00 for the Board Chair. When a member is disabled to the extent that they must be accompanied by an assistant, the expense occasioned by the assistant shall be recognized as an expense of the Board. Excluded from the allocation are expenses incurred for attending the Annual General Meeting of both the Saskatchewan Catholic School Board Association (SCSBA) and the Saskatchewan School Board Association (SSBA).

In the year of Trustee elections, any over-expenditures from the previous fiscal year shall be deducted from the Trustee's September and/or October remuneration payment(s).

12. Trustees shall be reimbursed for the actual cost of travel and accommodation when on Board related business, except when such activities are held in Regina.

Expense Allowances

13. Expense Allowances are in accordance with allowances as established by the SSBA (Executive Expense) or as noted below.

13.1. Hotel Accommodation
Actual costs supported by a receipt. Trustees will be required to stay, wherever possible at hotels that have corporate rates established with the school division. Trustees not requiring hotel accommodation will be entitled to an allowance of $25.00 per day.

13.2. Travel
Travel rates paid to Trustees shall be paid at the rate established by the SSBA.

13.3. Meals
A maximum of $50.00 per day where meals are not provided by the conference. Meals are reimbursed at $10.00-Breakfast; $15.00-Lunch; $25.00-Dinner.

13.4. Incidental Expenses
A maximum of $10.00 per day for all charges such as gratuities and taxis, without receipts.

13.5. Registration
Actual expenses supported by receipts.

13.6. Expense Allowance Review
Expense Allowances are subject to bi-annual review.

Where necessary, expenses will be paid for a total of two (2) days for travel to and from a convention or related function.

14. The above amounts shall be in U.S. currency when the conference is taking place in the United States.

15. Trustees attending Board related activities outside of Regina shall file with the Chair of the Board an itemized account indicating the activity attended, location of the activity, the date of the activity, the days in attendance and the expenses incurred.

16. Procedures are to be such that administration is not placed in a judgmental position when processing expense allowance reimbursements. The Chair is expected to review and approve reimbursement claims made by the Trustees. The Deputy Chair is expected to review and approve reimbursement claims made by the Chair. Exceptions to this Policy shall be approved by the Board.

17. Quarterly monitoring reports shall be provided by Executive Council reporting on the Governance Budget and Trustee Remuneration and Expenses for items (2) (4), (5), (6), (7) and (10) above.

Recognition of Outgoing Trustees

18. In recognition of years of services for out-going Trustees, non-monetary gifts will be purchased according to the following scale:

$150.00	1-6 years of service
$250.00	7-12 years of service
$350.00	13-18 years of service
$550.00	19 and over years of service

19. Trustees will conduct a full review of Appendix B every five (5) years.

Appendix C
Policy 8 – Board Operations
ELECTRONIC MEETINGS

The Board has created policy to guide the use of electronics for the holding of meetings of the Board and/or Committees/Linkage of the Board. All provisions in the legislation with regard to In-camera meetings and conflict of interest will apply to electronic meetings of the Board and/or its Committees/Linkage meetings.

The Board recognizes the necessity of providing Trustees with the ability to participate in all meetings arranged by the Board that require representative attendance and participation. The use of electronics is recognized as being a legitimate means of conducting business of the Board. The provision of electronics is intended to allow for the participation of Board members in meetings where extenuating circumstances make it impossible for the Board member to physically attend.

In special circumstances, with the approval of the Board, electronic meetings of the Board may be necessary to provide for a more efficient use of time and productive resources in circumstances where time and/or availability of Trustees and/or staff make it a better means of conducting a Board or Committee/Linkage meeting.

Process

1. At the request of a Trustee, in situations where it is not possible for the Trustee to attend a regularly scheduled or special meetings of the Board or Committee/Linkage of the Board, the Board shall provide the electronic means for Trustees to participate in the meeting of the Board or its Committee(s).
2. Electronic participation in Board or Committee meetings shall comply with *The Education Act and Regulations.*
3. A Trustee who participates in a meeting by electronic means shall be considered present at the meeting, subject to such conditions or limitations that may be provided for in *The Education Act and/or Regulations.*
4. Electronic meetings of the Board are intended to allow for extenuating circumstances rather than to replace regularly scheduled meetings.
5. All rules pertaining to in-person member, Board or Committee/Linkage meetings apply equally to electronic meetings, for example, notice, pre-meeting package requirements, quorum, minute taking, voting, confidentiality requirements, etc.
6. All meeting participants must ensure they maintain complete privacy in their off-site meeting space. This will ensure all discussions are kept confidential and are only heard by those invited to and attending the meeting.
7. All provisions and policy related to in camera meetings and conflict of interest will apply equally for electronic meetings of the Members, Board or Committees.

8. At no time will meeting participants record any portion of the meeting without prior consent of the Board. The only exception to this is any recording made by the Senior Executive Assistant or approved designate for the purpose of minute taking. Any such recording must be destroyed once the official minutes of the meeting have been approved.

9. In no circumstance are discussions in the "chat" function of virtual meeting software to be copied and saved by meeting participants or included as part of the official meeting minutes.

9.1. The Chair of the Board or Committee will be the chair of the meeting.

9.2. Any technology employed will enable every participant to hear and be heard by all other participants in the meeting.

9.3. The Chair will ensure that declarations of conflict of interest are heard by all present and that those participating have an opportunity to verbally declare any conflict.

9.4. The meeting will be administered in such a way that the rules governing conflict of interest of are complied with.

9.5. The electronic means will enable appropriate processes to ensure the security and confidentiality of proceedings, both regular and in-camera meetings. This may mean using separate connections and log-ins for scheduled in camera/executive sessions.

9.6. Attendance shall be taken and duly recorded to ensure participants are recognized as in attendance.

9.7. Participants will identify themselves before speaking in order to assist the Senior Executive Assistant or designate in recording the minutes.

9.8. Those participating in an electronic meeting shall notify the Chair of their departure (either temporary or permanent) from the meeting, before absenting themselves, in order to ensure a quorum is maintained.

9.9. All meeting participants must have a copy of the meeting package including the agenda prior to the meeting for reference during the electronic meeting.

9.10. Voting at electronic meetings shall be carried out as follows to ensure that accurate records of votes are maintained:

- When a vote is called, opposition to the motion is called first.
- If no one is opposed, the motion is considered carried.
- If there is opposition, a roll call vote is held, and the chair will announce the number of votes cast in favour or against the motion and whether the motion is carried.
- The Chair will make the decision as to whether the motion was carried or defeated.

- When the technology does not allow for those votes requiring a secret ballot, a confidential email should be in place between meeting participants and the scrutineer to facilitate secret votes.

9.11. To avoid as much disruption as possible and to support seamless dialogue and debate, all participants will keep their electronic devices on mute unless recognized by the Chair.

9.12. Any open chat windows in the technology must be used only to resolve technological problems – it should not be used for side discussions, lobbying other members and participants or voicing support for motions on the floor. Members, Boards and Committees meet and have authority only as a collective with due order.

Regina Catholic Schools
www.rcsd.ca

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE
October 3, 2022
TOPIC
2022 Audit Engagement Letter

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

BACKGROUND:

The 2022 Engagement Letter from our auditors, Dudley & Company LLP is attached.

The 2022 Engagement Letter includes an Appendix – Risk of Fraud. Provided is management's proposed response for Board review and completion of the attached appendix.

See attached ☒

RECOMMENDATION(S) (if applicable):

Prepared by:	Attachments (list below):	Date:
Josh Kramer, CFO	1. Risk of Fraud Management Proposed Responses 2. Appendix – Risk of Fraud Signature Page	September 21, 2022

Regina Catholic Schools
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Risk of Fraud – Management Proposed Responses

Question 1

1. Is management, including the Board of Education, aware of any instances of:
   - Fraud perpetrated against the school board by any of its employees?
   - Fraud perpetrated by the school board?

*Management's response is **No** to the first question and **No** to the second question. The Trustees will be required to substantiate the second question as well.*

Question 2

2. Are there subsidiary locations, business segments, types of transactions, account balances, or financial statement categories where fraud risk exists or may be more likely to exist? If yes, provide details.

*Management's response is **No**.*

Question 3

3. Does Board of Education believe there is a high level risk of fraud being perpetrated against or by the school board? If yes, provide details.

*Management's advice to the Board is to respond **No**.*

Question 4

4. How is school board addressing the risk of fraud?

External company hired.
Policy – risk management practices.

Dudley & Company LLP, Chartered Professional Accountants
2255 13th Avenue, Regina, Saskatchewan

September 20, 2022

Regina Roman Catholic Separate School Division No. 81
2160 Cameron Street
Regina, Saskatchewan
S4T 2V6

To the Board of Education

We have been engaged to audit the financial statements, controls and legislative compliance of Regina Roman Catholic Separate School Division No. 81 for the year ended August 31, 2022. Canadian generally accepted standards for audit engagements require that we communicate the following information with you in relation to your audit.

Management is responsible for establishing and maintaining an adequate internal control structure and procedures for financial reporting. This includes the design and maintenance of accounting records, recording transactions, selecting and applying accounting policies, safeguarding of assets, preventing and detecting fraud and error and complying with governing legislation.

Our Responsibility as Auditors
As stated in the engagement letter signed by the chief financial officer, our responsibility as auditors of your school board is to express opinions on whether the financial statements present fairly, in all material respects, the financial position, results of operations and cash flows of the school board in accordance with Canadian public sector accounting standards, whether control was effective, in all material respencts, to meet stated objectives based on the criteria of control framework, and whether the Division was compliant, in all significant respects, with the provisions of relevent governing legislation.

A financial statement audit is performed to obtain reasonable but not absolute assurance as to whether the financial statements are free of material misstatement. Due to the inherent limitations of an audit, there is an unavoidable risk that some misstatements of the financial statements will not be detected (particularly intentional misstatements concealed through collusion), even though the audit is properly planned and performed.

Our audit includes:

- Assessing the risk that the financial statements may contain misstatements that, individually or in the aggregate, are material to the financial statements taken as a whole; and
- Examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements.

As part of our audit, we will obtain a sufficient understanding of the operations and the internal control structure of the Regina Roman Catholic Separate School Division No. 81 to plan the financial statement audit, as well as stating an opinion on whether those controls are effective. This will include management's assessment of:

- The risk that the financial statements may be materially misstated as a result of fraud and error; and,
- The internal controls put in place by management to address such risks.

Board of Education Members' Responsibilities
The Board of Education's role is to act in an objective, independent capacity as a liaison between the auditors, and management, to ensure the auditors have a facility to consider and discuss governance and audit issues with parties not directly responsible for operations.

The Board of Education's responsibilities include:

- Being available to assist and provide direction in the audit planning process when and where appropriate;
- If deemed necessary, meeting with the auditors to review audit, disclosure and compliance issues;
- Where necessary, reviewing matters raised by the auditors with appropriate levels of management, and reporting back to the auditors their findings;
- Making known to the auditors any issues of disclosure, corporate governance, fraud or illegal acts, non-compliance with laws or regulatory requirements that are known to them, where such matters may impact the financial statements or auditor's report;
- Providing guidance and direction to the auditors on any additional work they feel should be undertaken in response to issues raised or concerns expressed;
- Making such enquiries as appropriate into the findings of the auditors with respect to corporate governance, management conduct, cooperation, information flow and systems of internal controls;
- Reviewing the financial statements prepared by management, including the presentation, disclosures and supporting notes and schedules, for accuracy, completeness and appropriateness;

Audit Approach
Outlined below are certain aspects of our audit approach which are intended to help you in discharging your oversight responsibilities. Our general approach to the audit of Regina Roman Catholic Separate School Division No. 81 is to assess the risks of material misstatement in the financial statements and then respond by designing audit procedures.

Illegal Acts, Fraud, Intentional Misstatements and Errors
Our auditing procedures, including tests of your accounting records, are limited to those considered necessary in the circumstances and would not necessarily disclose all illegal acts, fraud, intentional misstatements or errors should any exist. We will conduct the audit under Canadian auditing standards (CAS), which include procedures to consider (based on the control environment, governance structure and circumstances encountered during the audit), the potential likelihood of fraud and illegal acts occurring.

These procedures are not designed to test for fraudulent or illegal acts, nor would they necessarily detect such acts or recognize them as such, even if the effect of their consequences on the financial statements is material. However, should we become aware that an illegal or possible illegal act or an act of fraud may have occurred, other than one considered clearly inconsequential, we will communicate this information directly to the Board of Education.

It is management's responsibility to detect and prevent illegal actions. If such acts are discovered or Board of Education members become aware of circumstances under which the school board may have been involved in fraudulent, illegal or regulatory non-compliance situations, such circumstances must be disclosed to us.

Related Party Transactions
During our audit, we conduct various tests and procedures to identify transactions considered to involve related parties. Related parties exist when one party has the ability to exercise, directly or indirectly, control, joint control or significant influence over the other. Two or more parties are related when they are subject to common control, joint control or common significant influence. Related parties also include management, directors and their immediate family members and companies with which these individuals have an economic interest.

We will ensure that all related party transactions that were identified during the audit have been represented by management to have been disclosed in the notes to financial statements, recorded in accordance with Canadian public sector accounting standards, and have been reviewed with you. Management is to advise whether related party transactions have occurred. The Board of Education is required to advise us if they are aware of or suspect any other related party transactions have occurred which have not been disclosed in the financial statements.

Risk-based
Our risk-based approach focuses on obtaining sufficient appropriate audit evidence to reduce the risk of material misstatement in the financial statements to an appropriately low level. This means that we focus our audit work on higher risk areas that have a higher risk of being materially misstated.

Audit Procedures
In responding to our risk assessment, we will use a combination of tests of controls, tests of details and substantive analytical procedures. The objective of the tests of controls is to evaluate whether certain controls operated effectively. The objective of the tests of details is to detect material misstatements in the account balances and transaction streams. Substantive analytical procedures are used to identify differences between recorded amounts and predictable expectations in larger volumes of transactions over time.

Independence
Our firm's policies require that we communicate at this time with you regarding all relationships between the school board and our firm that, in our professional judgment, may reasonably be thought to bear on our independence in the context of the Rules of Professional Conduct of the Institute of Chartered Professional Accountants of Saskatchewan. Accordingly, we hereby confirm that we are independent with respect to the school board within the meaning of the Rules of Professional Conduct of the Institute of Chartered Professional Accountants of Saskatchewan for the period ending August 31, 2022.

This communication is prepared solely for the information of the Board of Education and is not intended for any other purpose. We accept no responsibility to a third party who uses this communication.

Yours truly,

Dudley & Company

Dudley & Company LLP, Chartered Professional Accountants

ACKNOWLEDGED ON BEHALF OF BOARD OF EDUCATION:

Signed: _____ Date: _____

Signed: _____ Signed: _____

Signed: _____ Signed: _____

Signed: _____ Signed: _____

Appendix - Risk of Fraud:

1. Is management, including Board of Education, aware of any instances of:

   - Fraud perpetrated against the school board by any of its employees? YES NO

   - Fraud perpetrated by the school board? YES NO

2. Are there subsidiary locations, business segments, types of transactions, accounts balances, or financial statement categories where fraud risk exists or may be more likely to exist? If yes, provide details. YES NO

3. Does Board of Education believe there is a high level of risk of fraud being perpetrated against or by the school board? If yes, provide details. YES NO

4. How is school board addressing the risk of fraud? _____

_____

_____

_____

_____

_____

_____

_____

REVIEWED AND COMPLETED BY BOARD OF EDUCATION:

Signed: _____ Date: _____

Signed: _____ Signed: _____

Signed: _____ Signed: _____

Signed: _____ Signed: _____

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BOARD MEETING AGENDA ITEM

BOARD MEETING DATE
October 3, 2022
TOPIC
STRIVE Presentations

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

BACKGROUND:

Traditionally, STRIVE presentations have provided school spotlights and feedback regarding issues of concern to students. Last year, we piloted the use of the Thought Exchange tool with students to gather student feedback from all high schools on the structure and purpose of course final assessment days. This year we are looking to provide two Thought Exchange opportunities for students implemented by our STRIVE students and are looking for Board feedback on what information they would like to see come from our students.

Attached is the year plan and some possible exchange questions for the November and March presentations.

See attached Executive Summary ☒ **See attachment** ☐

RECOMMENDATION(S) (if applicable):

That the Board provide some direction regarding the Thought exchange topics they would like our students to explore.

Prepared by:	Attachments (list below):	Date:
Kelley Ehman, Superintendent of Education Services	Executive Summary	Sept. 27, 2022

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BOARD MEETING – EXECUTIVE SUMMARY / ATTACHMENT

BOARD MEETING DATE

October 3, 2022

TOPIC

2022-2023 STRIVE – Student Trustee Representation Initiative for Voice and Engagement

Why? Meaningful school reform starts with our most powerful partners, the primary stakeholders – students. Just as our SRC's (Student Representative Councils) and PACs (Principal's Advisory Committees) provide key engagement within our high schools and feedback to administrators, our STRIVE reps do the same at the division level.

What? Each school will provide representatives connected with their SRC (elected or application positions) to attend 1-2x public board meetings during the school year. The preference is for in-person attendance with an allowance for virtual connection via TEAMS as we know that our STRIVE students are often the busiest students in school. There will be a senior member and a junior member from each school to allow some continuity in the process and provide a better opportunity for relationship with the Board members. Additionally, these students will meet with the superintendent and principal of their high school throughout the year to prepare their presentations and plan engagement opportunities for student feedback tentatively to be presented at the November and March board meetings.

Last year's use of the ThoughtExchange tool provided valuable student feedback on final assessments. This year the plan is to have two high school student ThoughtExchange opportunities seeking student perspectives on key topics.
Potential Question for October Exchange presented at November Board Meeting:
What are some things you are looking forward to, and what are some things that concern you about this year at school?
What are the most important things you want to share about your school experience so far this year?
What do you need to feel supported, welcome, and safe at school?
Potential Question for April Exchange presented at May Board Meeting:
What advice do you have to share about your high school experience with younger elementary students?
What motivates you to do your best at school?
What are some of the best things about your learning experience this year and what could have made it better?

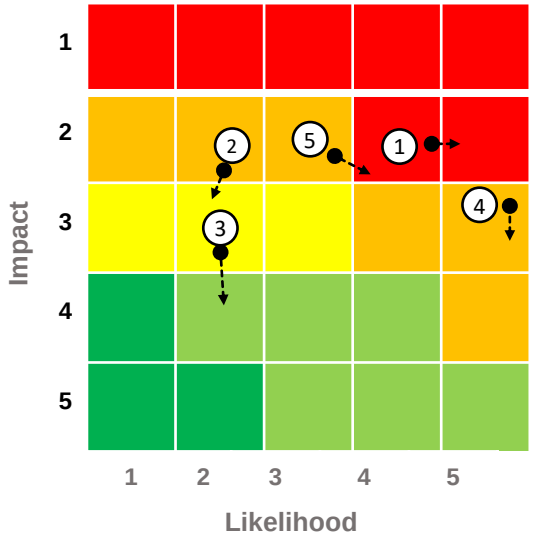
When? Proposed Rotation:

October 3 5:30 PM – Miller High School
November 7 5:30 PM– O'Neill/St. Luke High School - *Thought Exchange Opportunity
December 5 5:30 PM – Riffel High School
January 9 5:30 PM– LeBoldus High School
February 6 5:30 PM – Miller High School
March 6 5:30 PM – O'Neill/St. Luke High School
April 3 5:30 PM – Riffel High School
May 1 5:30 PM – LeBoldus High School *Thought Exchange Opportunity?
June Invitation for all graduating Trustees to attend and receive a gift of thanks from the Board of Trustees.

Regina Catholic Schools – ERM Dashboard

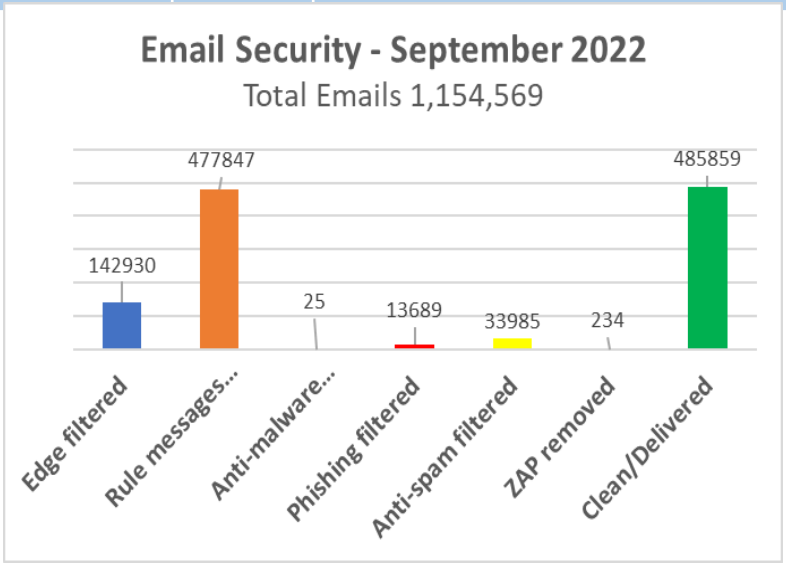
As of: October 2022

Risk Profile



Top Risks	Risk Trend	
#1 Spending within Means	⇔	Supplementary funding this summer from the Government of SK enabled administration to address several staffing positions and related needs.
#2 Declining Capture Rate	⇩	Adjustment to Admin Application 9100 was operationalized effectively as evidenced by enrolment which has exceeded projections by over 400 K-12 FTE's. Advertising campaign statistics indicate a significant ROI as compared to industry average and our enrolment results. Multilingual & Multicultural Services has assessed over 450 students. Official capture rate measures will be available in late November.
#3 Transportation	⇩	The Transportation Department is pleased to report a very high level of customer satisfaction. Factors include stability in the driver pool, improved communication and incredible efforts of our staff.
#4 Privacy and Cybersecurity	⇔	AON standards have been met for Cyber Security Insurance purchase. Mandatory staff cyber security training implemented September 2022. RFP process started for external security audit.
#5 Long-term Viability	⇔	DEI Committee is in its infancy but has already demonstrated capacity to lead meaningful change. PD plans for 2022-23 are in place. TRC efforts are expanding with increased capacity at schools and the introduction of Following Their Voices at O'Neill.

Metrics and Limits



Key Projects

Projects	Overall Risk Profile
Cybersecurity	⇔
Enrolment	⇔
Restricted Reserves	⇔

CEO Comments

Our risk profile has varied in the last three years due to two major events: the global pandemic, and the Supreme Court ruling on the Theodore Case. This updated risk registry will provide an official benchmark as we adopt this reporting structure.

Other ERM Initiatives

IT Systems:

- Cybersecurity training
- Multifactor authentication
- Cyber insurance

Regulatory:

- Reserves

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BOARD MEETING AGENDA ITEM

BOARD MEETING DATE
October 3, 2022
TOPIC
Policy 14 – School Review

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

BACKGROUND:

The Board, in its efforts to provide meaningful learning experiences that reflect what is best for students and to assist students in developing their full potential, recognizes that it needs to maintain viable schools and classrooms within the context of the entire Division.

To ensure quality education for its students, the Board may, from time to time, conduct a review of elementary and high school facility requirements for the school division. The review may provide options with respect to possible attendance area consolidation and school closure for the efficient accommodation of students and the provision of quality education.

Executive Council has reviewed September enrolment data and report that for the 2022-23 School Year no schools or programs meet or are close to meeting the conditions as set out in Policy 14 – School Reviews.

See attached Executive Summary ☐ **See attachment** ☒

RECOMMENDATION(S) (if applicable):

N/A

Prepared by:	Attachments (list below):	Date:
Sean Chase, Director of Education	• Policy 14 – School Review	September 27, 2022

Policy 14 – School Review

Initial Approval:	September 4, 2018		
References:	The Education Act, 1995, Section 87(1)w; The School Division Administration Regulations, Part 10, Div. 1; Ministry of Education School Review Handbook Sept 2017		
Date Revised:	February 1, 2021	Motion:	13666

The Board, in its efforts to provide meaningful learning experiences that reflect what is best for students and to assist students in developing their full potential, recognizes that it needs to maintain viable schools and classrooms within the context of the entire Division.

To ensure quality education for its students, the Board may, from time to time, conduct a review of elementary and high school facility requirements for the school division. The review may provide options with respect to possible attendance area consolidation and school closure for the efficient accommodation of students and the provision of quality education.

1. School Review

The Board will adhere to the following guidelines of operation in determining the possible review status of a school. The Director is required to provide timely viability reports well before required Board decisions. Review status is an opportunity to explore the facts; it does not necessarily mean the school will be closed. These guidelines will provide a process and procedure so that the school review can be clearly predicted, giving people assurance as to how and when a decision process might be initiated.

2. Criteria

The criteria below will be considered in the context of the best interest of students, the school, the Division and communities. These factors will be considered, but are not limited to:

2.1. Physical condition of the school;

2.2. Capital costs required to upgrade the school (i.e. accessibility);

2.3. Number of grades combined in each classroom;

2.4. Distribution of enrolments by grade level;

2.5. Projected enrolments and demographic trends over a five-year period;

2.6. Operational cost per student;

2.7. Availability of educational programming;

2.8. Effect of closure on the neighbourhood and surrounding neighbourhoods;

2.9. Transfer and effective use of staff;

2.10. Condition and capacity of potential receiving school(s);

2.11. Relocation of the students; and the human, physical, and fiscal costs of such relocation; and

2.12. Transportation implications to the potential receiving school(s) and distances transferring students would have to travel.

3. Placing a School on Review

3.1. The above criteria will be considered in the Board's decision to place a school under review.

3.2. If the Board deems it necessary to place a school into the review process, it will pass a motion to that effect.

4. Review Process

4.1. The Board approves a school facility review to be conducted at the October Public Board meeting.

4.1.1. School staff is informed.

4.1.2. Catholic School Community Council (CSCC) is informed.

4.1.3. A School Review Committee is established.

4.2. The School Review Committee consults with community and presents findings to the CSCC and the Board.

4.3. The Board shall review the findings of the committee at the February Public Board meeting with stakeholders.

4.3.1. Within five (5) working days after the February Public Board meeting, Stakeholders will have the opportunity to once again provide additional submissions, in writing, to the Board for consideration.

4.4. The School Review Committee is dissolved two (2) weeks following the February Public Board meeting.

4.5. Upon conclusion of the consultation process, the Board shall, make its decision at the next Public Board meeting.

5. Consolidation / School Closure Process

Should the Board resolve that consolidation of attendance areas and closure of one or more schools is to take place, the Director shall:

5.1. Implement procedures for publicizing the Board's decision and making information available to parties who would be directly affected by the consolidation/closure(s).

5.2. Prepare plans for the disposition of equipment and materials located in schools cited for closure.

5.3. Identify options for Board consideration with respect to the disposition of the buildings and grounds occupied by schools cited for closure; and

5.4. Notify the appropriate officials of the City of Regina.

6. Other School Review Considerations

Notwithstanding the process described above, a school may also be placed under review if:

6.1. A petition is received from parents/guardians representing a majority of the students enrolled in the school, requesting that its attendance area be combined with that of a nearby school or schools; or

6.2. An unexpected decline in enrolment makes its continued operation impractical.

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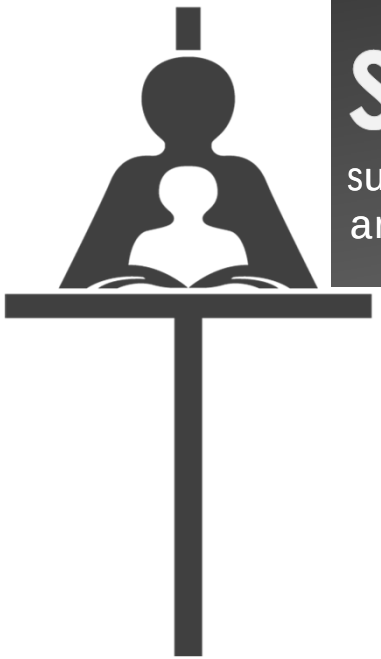
Appendix A
Policy 14- School Review
SCHOOL REVIEW CALENDAR GUIDELINE

The following calendar serves as a guideline only.

Under the direction of the Board, the Director collects enrolment data and projections and identifies school(s) that meet or are close to meeting the conditions as outlined in Policy 14-School Review.

Before October 15th	Director collects primary information as per Board Policy 14 and recommends to the Board the placing of a school or schools in review status. The Board decides whether or not a school is placed in review status at the October Public Board meeting.
Board Places the School in Review Status	
By November 1st	Establishment of School Review Committee by direction of the Board. • The School Review Committee is established by the Board of Education (The Board) when the school review process begins. The Board recognizes that sections 54-70 of *The School Division Regulations* which regulate the school review process and designation as school of opportunity apply only to schools which are located in school districts, in other words rural schools, they do not apply to urban schools. The Board however has asked that a review committee be established, and will follow the guidelines laid out in *The School Division Regulations Handbook* and Board Policy 14 - School Reviews. • Although the School Review Committee is established by the Board, it does not take direction from the Board. Rather, it consults with the community and provides advice and recommendations to the Board. The Committee will consist of four (4) CSCC members, two (2) community members, Principal, Superintendent and Communications and Media Coordinator.
November – January	Ongoing opportunity for parents/guardians and residents to present comments and recommendations to the Board or School Review Committee. School Review Committee presents findings from consultation with community to the Board at a date agreed upon by the Board.
Before February 15th	The information and data collected by the School Review Committee and the Director will be considered by the Board. • School Review Committee shares findings with the Board at the February Public Board meeting. • Stakeholders will have the opportunity to provide additional submissions in writing to the Board up to five (5) working days, after the February Public Board meeting.
Post February Public Board Meeting	The Board revisits all information from parents/guardians and community feedback, to bring a final decision to the March Public Board meeting. The School Review Committee is dissolved two (2) weeks following the February Public Board Meeting.
March Public Board Meeting	Upon conclusion of the consultation process, the Board shall make its decision.
March - April	The Director and Executive Council will develop and initiate the Transition Plan in consultation with the School Administration and the Catholic School Community Council.
By June 15	Complete the preparation of the Transition plan.
After June 30 and Before Beginning of Next School Year	Grade reduction, school consolidation/closure occurs.

Detailed Implementation Plan



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.

Primary Owner: Sherry Chase

Secondary Owners: (Principals) Rolande Burant-Maher, James Wahl, Leanne Forrest, Allison Greenough, Bill Weir

Expert Advisors: Michelle Dizy, Karen Quiroz-Norman, Genna Rodriguez, Sandra Selinger

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

Early Years

Categories:

- Data
- Engagement
- Instruction



Mental Health & Wellbeing

Learning Response

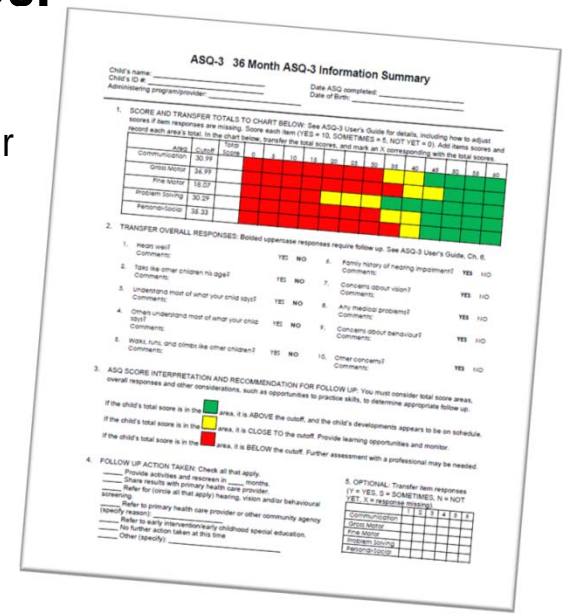
Learning Response – Reading

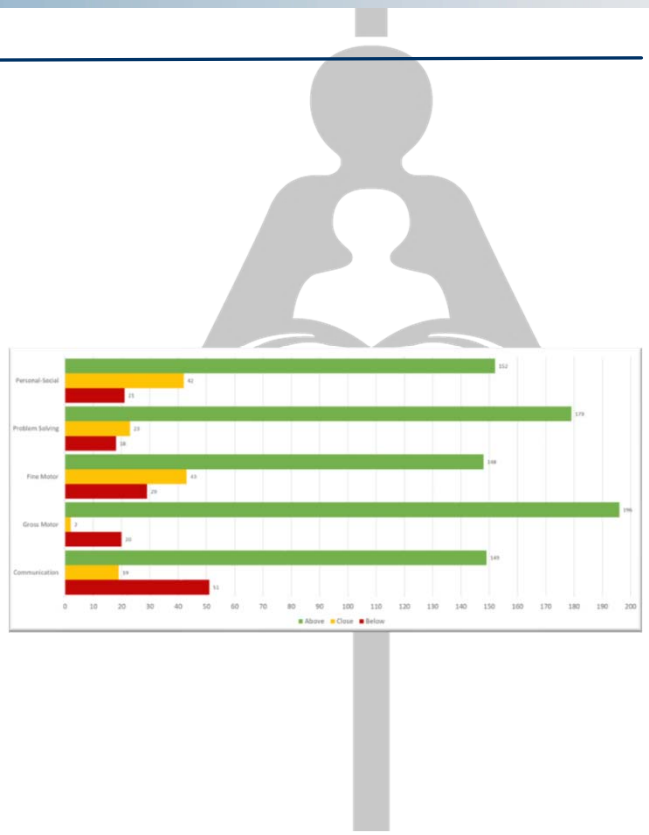
Data (Pre-Kindergarten)

Action #1 &/or Deliverables:

ACTION #1:

PreK data (ASQ3) submission once a year


ASQ-3 36 Month ASQ-3 Information Summary



DELIVERABLE:

- ASQ3 data entered into the spreadsheet in Oct/Nov

STATUS:

In response to last year's data, Prekindergarten teachers and their Teacher Associates are attending *ABC and Beyond* training to gain skills in developing oral language and phonological awareness skills in developmentally appropriate ways.

Data (Initial Language Assessment)

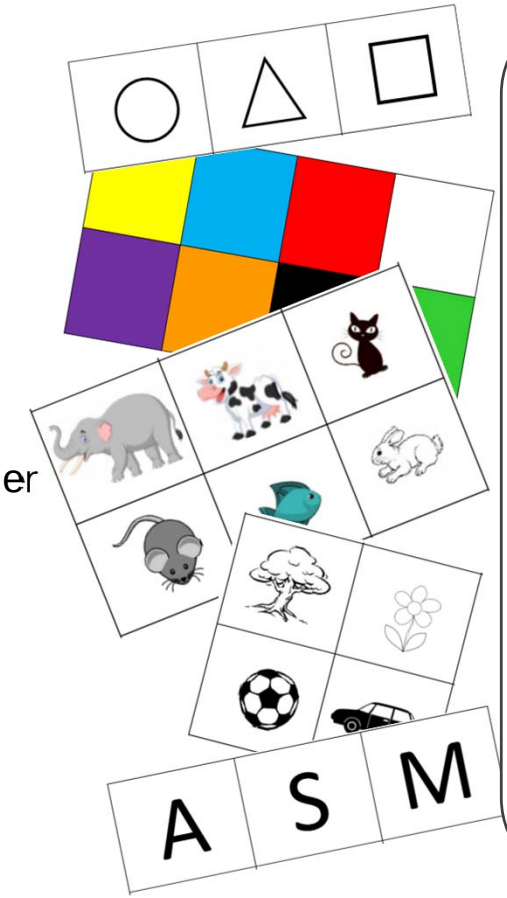
DELIVERABLE:

- Initial Language Assessment prior to starting school
- Initial Language Assessment Report sent to schools prior to school registration

STATUS:

In response to the increase in newcomer children and/or children who have languages at home other than English or French in the PreK and Kdgn program, EAL teachers administer the Initial Language Assessment to students

- Teachers through the RCSD Multilingual & Multicultural Services, administer the assessment in developmentally appropriate ways to determine oral language fluency and phonological awareness skills



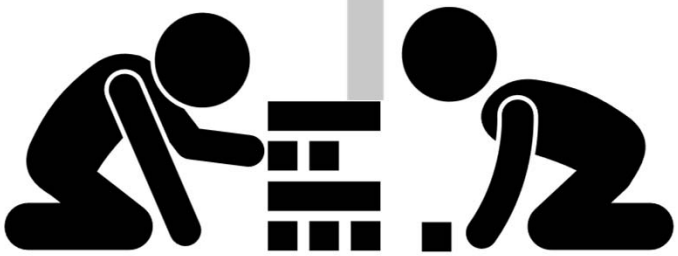
As of September 28:

- ✓ ***32% of the PreK/Kdgn students are considered English Language Learners.***
- ✓ ***10% of the students were born outside of Canada.***
- ✓ ***22% were born in Canada, but neither English nor French are their home language.***

Data

- 14 of our elementary schools have Ministry funded Prekindergarten programs
- As of September 28, there were 315 students registered in a Prekindergarten program
- Transportation is not provided for Prekindergarten students, with the exceptions of Sacred Heart and St. Michael
- In response to a high PreK enrolment and low Kindergarten enrolment at St. Matthew and Holy Rosary, we are running a Prekindergarten at Holy Rosary in addition to a Prekindergarten/Kindergarten hybrid class in both locations to provide more opportunities to prepare students for Kindergarten





Data (Kindergarten)

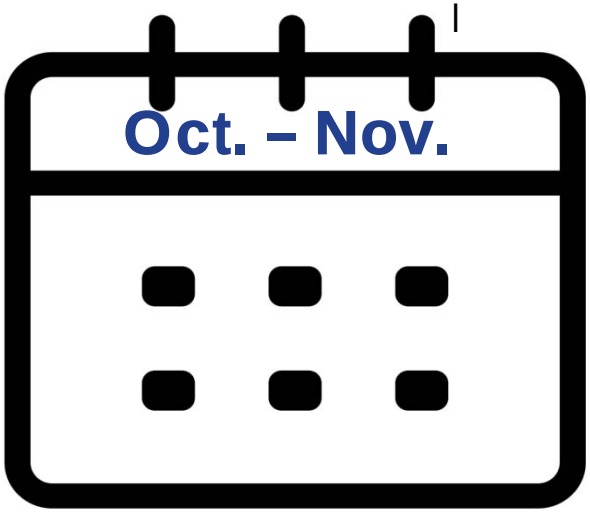
Action #2 &/or Deliverables:

ACTION #2:

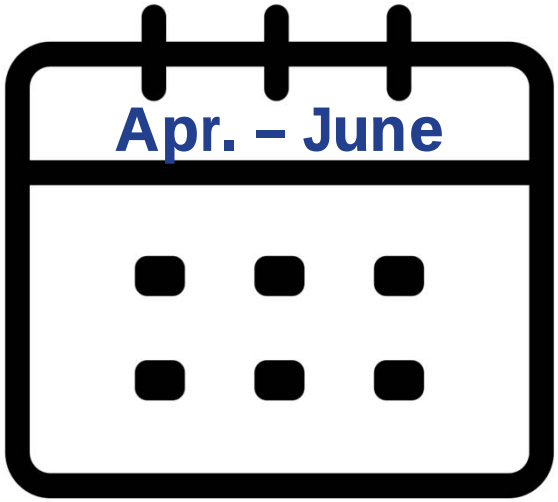
EYE-TA data submission 2 times/year

STATUS:

Prior to EYE-TA assessment in Oct-Nov, Early Learning Consultant books classroom observations, as needed, to determine required supports (e.g., Instructional Assistant placement)



eye early years evaluation



Data

EYE-TA evaluates early child development in five developmental domains.

Skill Development

The EYE-TA evaluates aspects of early child development in five developmental domains:

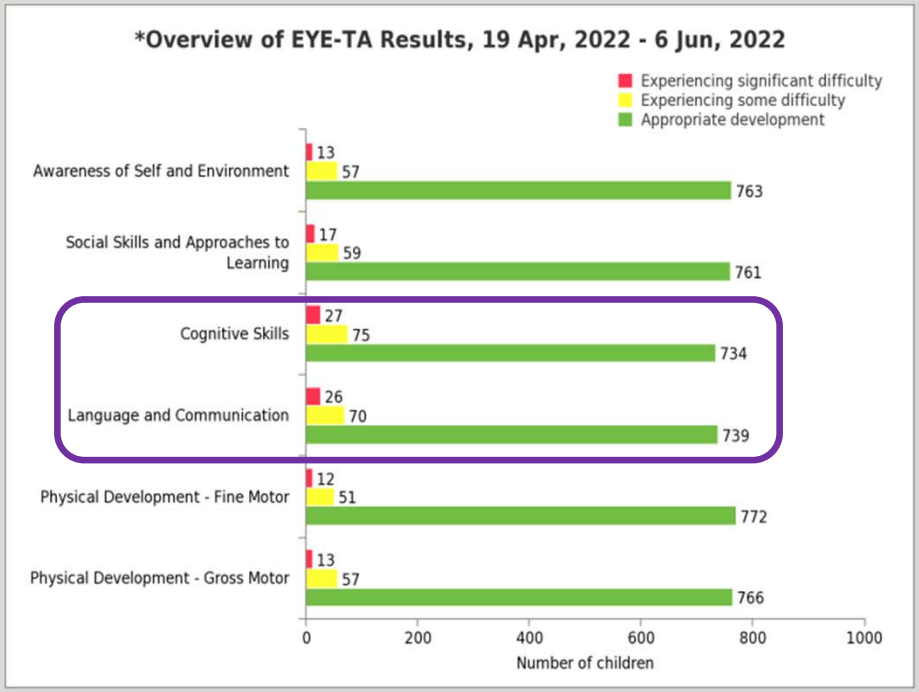
Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences;

Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules;

Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

Physical Development
Fine motor - a child's ability to perform small movements that require hand-eye coordination.
Gross motor - a child's ability to perform large movements that involve arms, legs, and body.

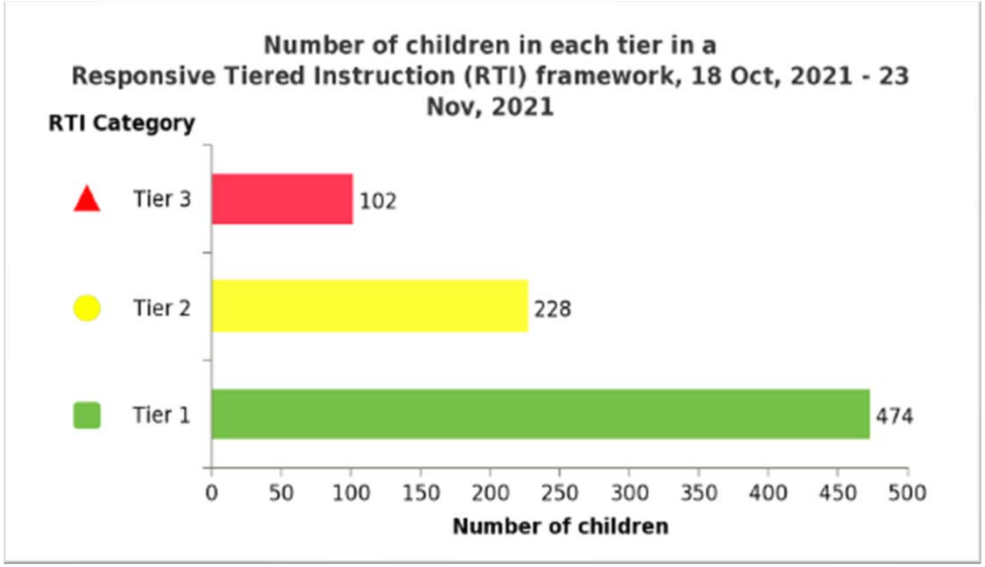


STATUS:

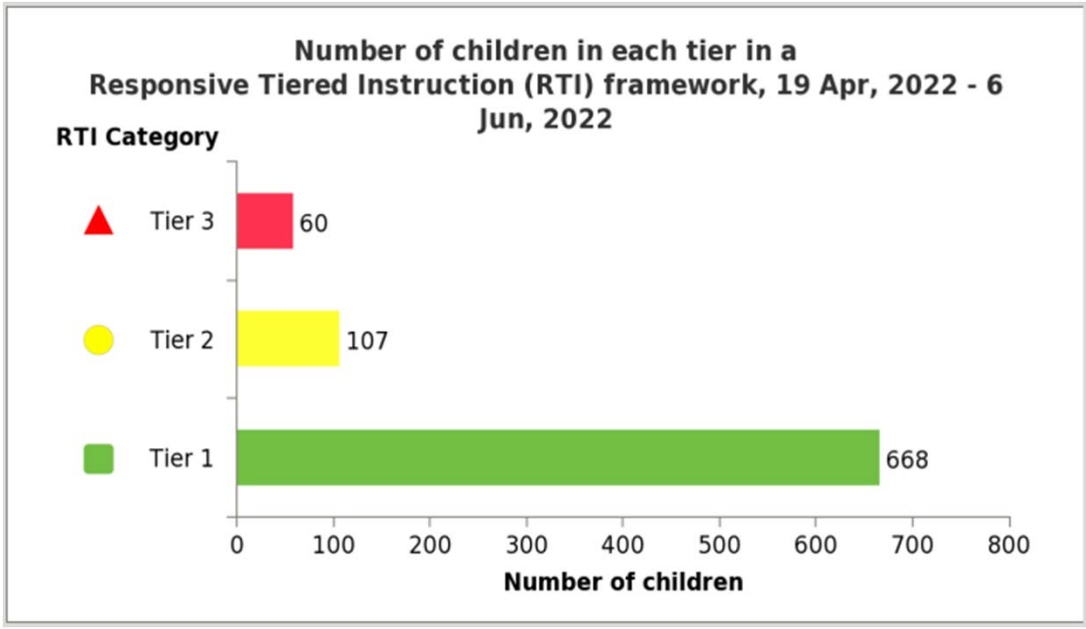
- Spring 2022 EYE-TA (Kindergarten) data used to inform needs and targeted interventions for Grade 1 students in September 2022
- Data discussions will take place with school teams (Classroom teacher, SBA, LRT, LCT, EAL, SLP)

Data (Kindergarten)

FALL 2021



SPRING 2022



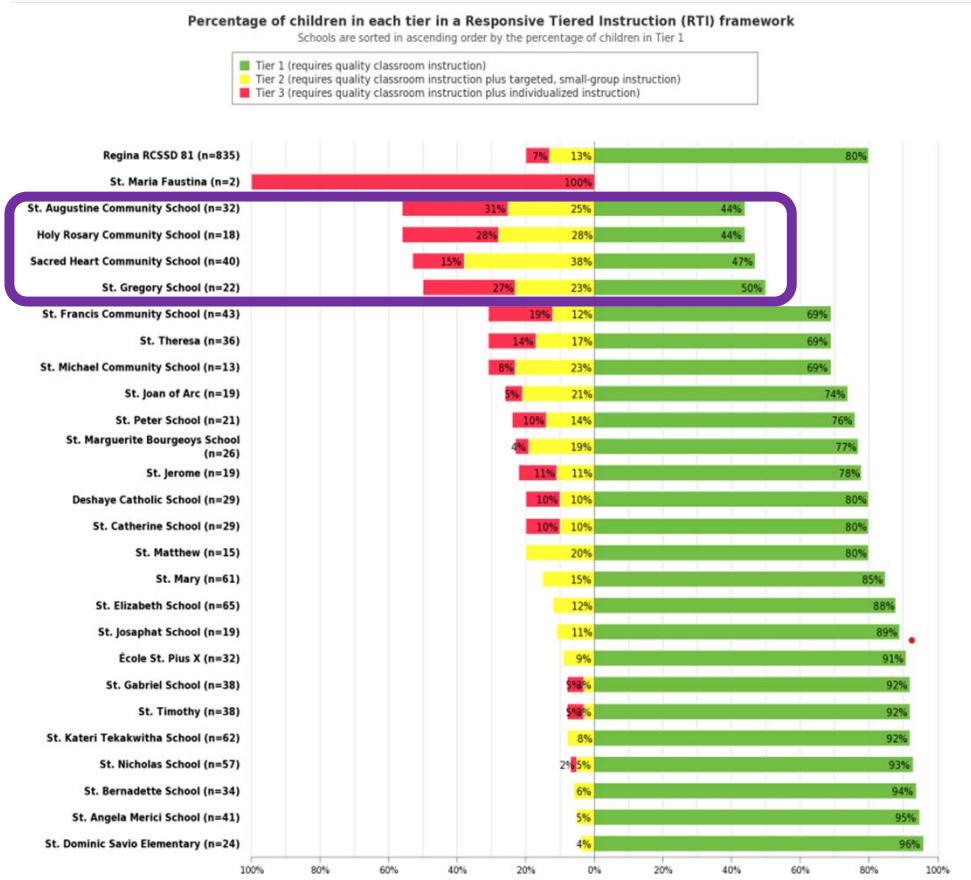
STATUS:

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

Data (Kindergarten)

STATUS:

- A phonological assessment was administered in June which indicated that our students have needs in this area.
- Heggerty phonemic awareness activities are now being implemented in Kindergarten to support development in this area.
- Grade 1 students are being supported with the literacy playbook which targets phonemic awareness skills and support from the school team.
- High count/high-rate schools have been identified and support plans are in the works.



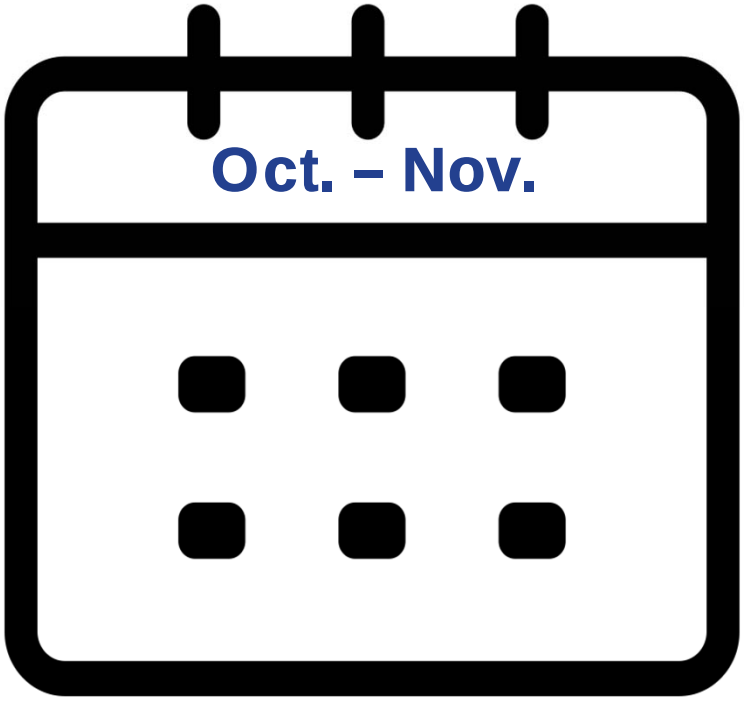
Data

DELIVERABLE:

- EYE-TA data entered online through the EYE site in Oct/Nov
- Results will be used to inform needs and targeted interventions for Kindergarten students.







Data

DELIVERABLE:

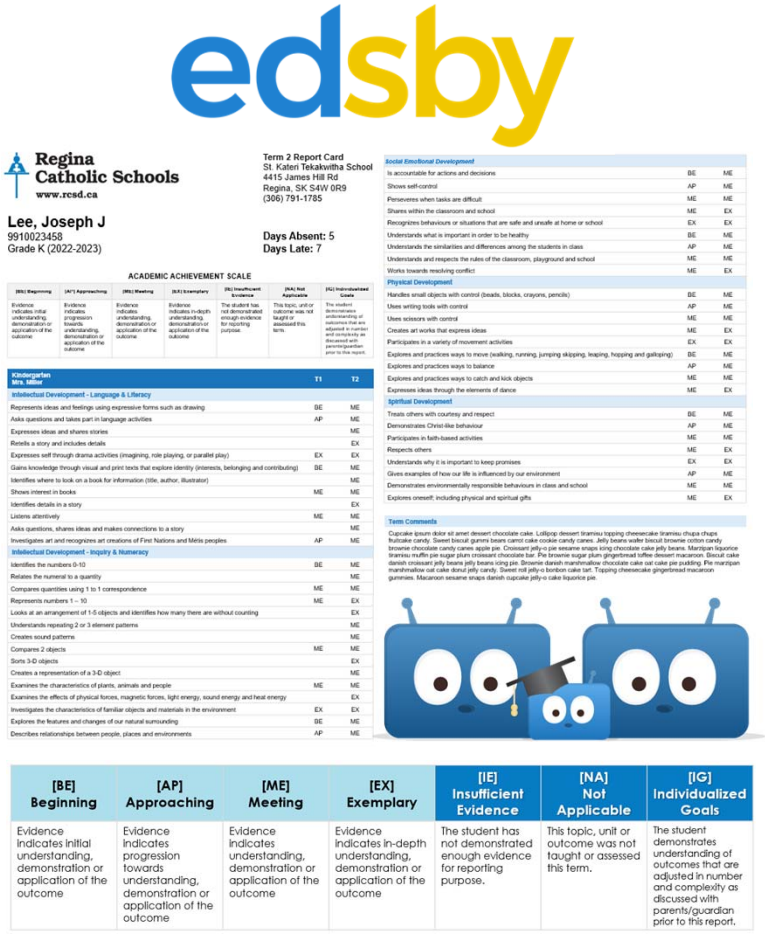
- A new gradebook platform & report card will be implemented in English and French Immersion Kindergarten to document and report on student growth.

STATUS:

- Work was completed in 2021/22 to align report cards with curriculum.
- Kindergarten teachers have transitioned to Edsby

NEXT STEPS:

- The new report cards will be issued in January.
- Further PD/training for Kindergarten teachers.



edsby

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Term 2 Report Card
St. Kateri Tekakwitha School
4415 James Hill Rd
Regina, SK S4W 0R9
(306) 791-1785

Lee, Joseph J
9910023458
Grade K (2022-2023)

Days Absent: 5
Days Late: 7

ACADEMIC ACHIEVEMENT SCALE

[BE] Beginning	[AP] Approaching	[ME] Meeting	[EX] Exemplary	[IE] Insufficient Evidence	[NA] Not Applicable	[IG] Individualized Goals
Evidence indicates initial understanding, demonstration or application of the outcome	Evidence indicates progression towards understanding, demonstration or application of the outcome	Evidence indicates understanding, demonstration or application of the outcome	Evidence indicates in-depth understanding, demonstration or application of the outcome	The student has not demonstrated enough evidence for reporting purpose.	This topic, unit or outcome was not taught or assessed this term.	The student demonstrates understanding of outcomes that are adjusted in number and complexity as discussed with parents/guardian prior to this report.

Kindergarten Mrs. Miller	T1	T2
Intellectual Development - Language & Literacy		
Represents ideas and feelings using expressive forms such as drawing	BE	ME
Asks questions and takes part in language activities	AP	ME
Expresses ideas and shares stories		ME
Retells a story and includes details		EX
Expresses self through drama activities (imagining, role playing, or parallel play)	EX	EX
Gains knowledge through visual and print texts that explore identity (interests, belonging and contributing)	BE	ME
Identifies where to look on a book for information (title, author, illustrator)		ME
Shows interest in books	ME	ME
Identifies details in a story		EX
Listens attentively	ME	ME
Asks questions, shares ideas and makes connections to a story		ME
Investigates art and recognizes art creations of First Nations and Métis peoples	AP	ME
Intellectual Development - Inquiry & Numeracy		
Identifies the numbers 0-10	BE	ME
Relates the numeral to a quantity		ME
Compares quantities using 1 to 1 correspondence	ME	ME
Represents numbers 1 – 10	ME	EX
Looks at an arrangement of 1-5 objects and identifies how many there are without counting		EX
Understands repeating 2 or 3 element patterns		ME
Creates sound patterns		ME
Compares 2 objects	ME	ME
Sorts 3-D objects		EX
Creates a representation of a 3-D object		ME
Examines the characteristics of plants, animals and people	ME	ME
Examines the effects of physical forces, magnetic forces, light energy, sound energy and heat energy		EX
Investigates the characteristics of familiar objects and materials in the environment	EX	EX
Explores the features and changes of our natural surrounding	BE	ME
Describes relationships between people, places and environments	AP	ME

Social Emotional Development		
Is accountable for actions and decisions	BE	ME
Shows self-control	AP	ME
Perseveres when tasks are difficult	ME	ME
Shares within the classroom and school	ME	EX
Recognizes behaviours or situations that are safe and unsafe at home or school	EX	EX
Understands what is important in order to be healthy	BE	ME
Understands the similarities and differences among the students in class	AP	ME
Understands and respects the rules of the classroom, playground and school	ME	ME
Works towards resolving conflict	ME	EX
Physical Development		
Handles small objects with control (beads, blocks, crayons, pencils)	BE	ME
Uses writing tools with control	AP	ME
Uses scissors with control	ME	ME
Creates art works that express ideas	ME	EX
Participates in a variety of movement activities	EX	EX
Explores and practices ways to move (walking, running, jumping skipping, leaping, hopping and galloping)	BE	ME
Explores and practices ways to balance	AP	ME
Explores and practices ways to catch and kick objects	ME	ME
Expresses ideas through the elements of dance	ME	EX
Spiritual Development		
Treats others with courtesy and respect	BE	ME
Demonstrates Christ-like behaviour	AP	ME
Participates in faith-based activities	ME	ME
Respects others	ME	EX
Understands why it is important to keep promises	EX	EX
Gives examples of how our life is influenced by our environment	AP	ME
Demonstrates environmentally responsible behaviours in class and school	ME	ME
Explores oneself; including physical and spiritual gifts	ME	EX

Term Comments

Cupcake ipsum dolor sit amet dessert chocolate cake. Lollipop dessert tiramisu topping cheesecake tiramisu chupa chups fruitcake candy. Sweet biscuit gummi bears carrot cake cookie candy canes. Jelly beans wafer biscuit brownie cotton candy brownie chocolate candy canes apple pie. Croissant jelly-o pie sesame snaps icing chocolate cake jelly beans. Marzipan liquorice tiramisu muffin pie sugar plum croissant chocolate bar. Pie brownie sugar plum gingerbread toffee dessert macaroon. Biscuit cake danish croissant jelly beans jelly beans icing pie. Brownie danish marshmallow chocolate cake oat cake pie pudding. Pie marzipan marshmallow oat cake donut jelly candy. Sweet roll jelly-o bonbon cake tart. Topping cheesecake gingerbread macaroon gummies. Macaroon sesame snaps danish cupcake jelly-o cake liquorice pie.

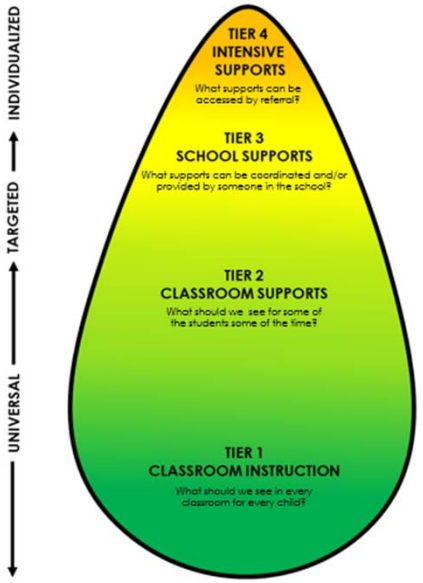
Data

Action #3 &/or Deliverables:

ACTION #3:
School data meeting

DELIVERABLE:
School team meets to discuss Early Years assessments and plan for T1, T2, T3 supports
- Once/year to discuss ASQ3 results
- Twice/year to discuss EYE-TA results

STATUS:
- SST meeting to develop Student Action Plan
- EYE-TA data used to inform decisions for needs and targeted interventions



TIER 4: INTENSIVE SUPPORTS
Intensive supports at the Tier 4 level are individualized and typically articulated in an individual program plan developed for the student by a collaborative team. At this tier, outside resources, agencies, and further testing may be accessed.

TIER 3: SCHOOL SUPPORTS
Tier 3 supports are delivered by professionals other than the classroom teacher. These can be designed to support students across multiple classes and grade levels and are ideally designed to be delivered inclusively in the classroom.

TIER 2: CLASSROOM SUPPORTS (PROVIDED BY THE TEACHER)
Tier 2 supports are provided to students by the classroom teacher, inclusive in the classroom. By articulating these supports school-wide, teachers essentially collaborate to share differentiated strategies, accommodations, and interventions that work for students.

TIER 1: CLASSROOM INSTRUCTION (HIGH YIELD STRATEGIES BY TEACHER)
Effective research-based instruction is foundational for success of students and essential when implementing school-based support models. Tier 1 honours and recognizes the essential work of teachers in the classroom.

Next steps: LRT/SLP,EAL/LCT support in mid-May/June

Data

Action #4 &/or Deliverables:



ACTION #4:

School and Early Learning & Literacy Consultant informal data conversations and collaboration 2 times/year

DELIVERABLE:

- Informal visits to the school to discuss supports needed to actualize SIP goals

STATUS:

- Early Learning and Literacy Consultant will visit each school a minimum of two times throughout the year.
- Early Learning and Literacy Consultant will collaborate with High Count/High-Rate School teams to plan and implement intervention plans

Next steps:

- Planning PD, in collaboration with the Achievement & Student Services Teams, for the 2022/23 school year
- Early Learning and Literacy Consultant will meet with the High Count/High-Rate schools in the fall of 2022 to plan for interventions based on PreK data

Engagement

Action #5 &/or Deliverables:

ACTION #5:

Use of a digital portfolio (PK & K) to document growth, facilitate student reflection and strengthen family engagement

DELIVERABLE:

- Teachers implement a Seesaw portfolio for each student in Pre-K and Kindergarten, posting regularly throughout the year
  - Pre-K posts: ELEs – social/emotional, physical, spiritual, intellectual
  - Kindergarten: developmental domains – language & literacy, numeracy & inquiry, social-emotional, physical, spiritual

STATUS:

- Pre-K and Kindergarten teachers continue to use Seesaw for digital portfolios and family engagement

NEXT STEPS:

- Professional Development opportunities and regular check-ins to continue to support the use of digital portfolios in the early years.



Engagement

Action #6 &/or Deliverables:

ACTION #6:

Invite families to participate in their child's learning



DELIVERABLE:

- Engage in Pre-K monthly family engagement events
- Kindergarten family engagement opportunities, such as a Welcome Liturgy



STATUS:

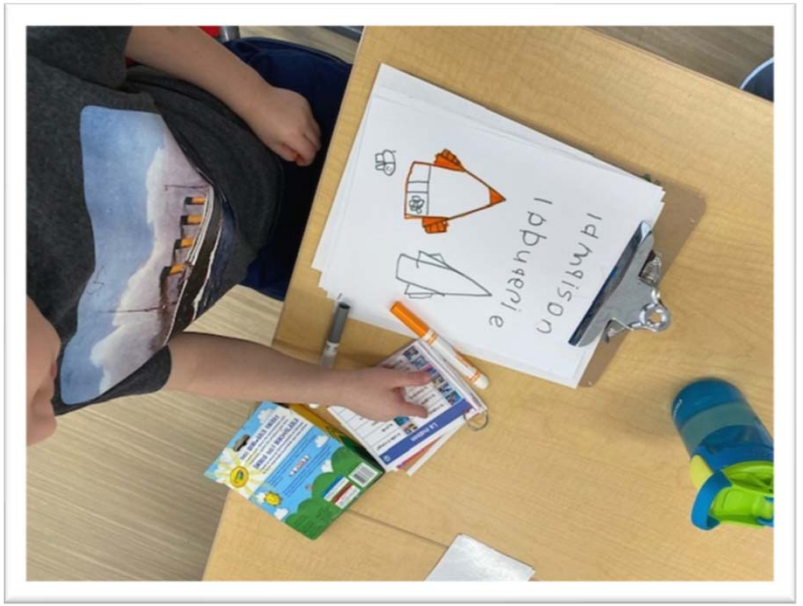
- Monthly family engagement events in Pre-K are returning to in person and include partnerships with SLP, community members and cultural connections.

Instruction

Action #7 &/or Deliverables:

ACTION #7:

Instruction in phonological awareness



DELIVERABLE:

- Explicit and systematic instruction in phonological awareness in PreK & K

STATUS:

- Institute session on: Early Literacy and Phonological Awareness
- Professional Development Training: ABC and Beyond
- Heggerty Resources purchased for all Pre-K and Kindergarten classes

Instruction

Action #8 &/or Deliverables:



ACTION #8:

Professional Development targeting early learning instruction responsive to student needs

DELIVERABLE:

- PD sessions for Pre-K and Kindergarten
  - Responsive Instruction and Differentiation
  - Phonemic & Phonological Awareness Instruction and Interventions
  - Modelled lessons/coaching in identified classrooms

STATUS:

- October Institute Session – “Story Workshop" and "Early Literacy and Phonological Awareness"
- Grade-Alike Meetings with a focus on best practices in the early years

Instruction

ACTION #9: EVIDENCE















Next steps:

- Continue to offer professional development on literacy and numeracy instruction in play-based classrooms

Instruction

Action #9 &/or Deliverables:

ACTION #9:

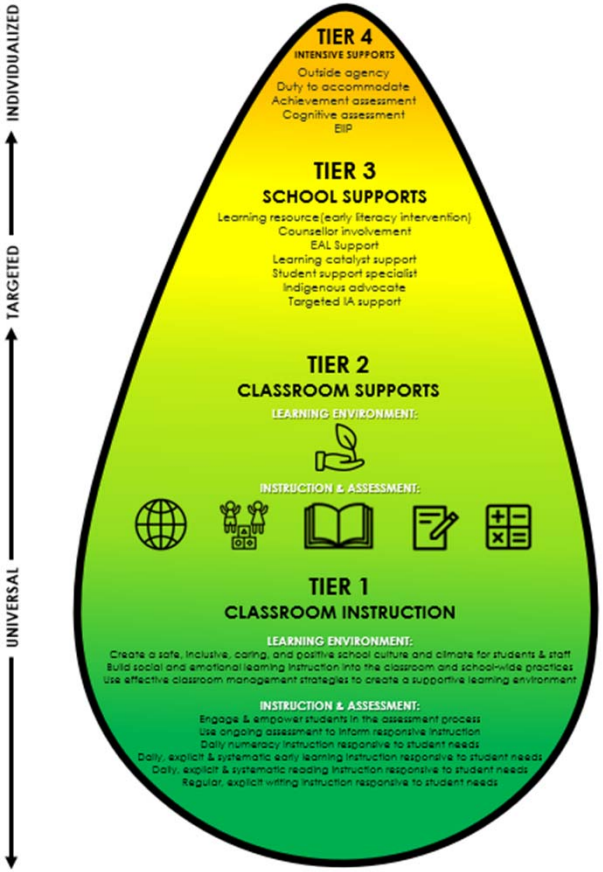
PD and implementation of the Tiered Continuum of Supports

DELIVERABLE:

- Schools view the division 'Tiered Continuum of Supports' video
- 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)

STATUS:

- Tiered Continuum of Supports video has been created and posted on the website



Instruction Inclusionary Practices in Kindergarten 2022-2023

Action #10 &/or Deliverables:

ACTION #10:

T3 and T4 instruction responsive to student needs

DELIVERABLE:

- Children with diagnosis or significant challenges placed in Kindergarten classrooms with additional instructional assistant support
  - Similar to an 'ELIS model' (Early Learning Intensive Supports)
  - Specialized programs beyond capacity
  - Inclusionary approach- DEI

STATUS:

- Coordinator of Student Services, Student Support Staff Liaison & Early Learning Consultant develop plans to support administration, teachers & IA in inclusionary philosophy & mindset, as well as practical strategies & practices
- Addressing equitable assessment procedures and data collection





Instruction

Inclusionary Practices in Pre-Kindergarten
ELIS (Early Learning Intensive Supports)

Six PreK school sites with programs that include 20 children who have been accepted into the RCSD ELIS (Early Learning Intensive Supports) program

- Deshaye: 3 classes with 6 children
- St. Augustine: 2 classes with 4 children
- St. Francis: 2 classes with 4 children
- St Theresa: 2 classes with 4 children
- St. Gregory: 1 class with 2 children

* 20 placements available, at this time (plus 15 on waitlist)

- Each child has an IIP (Intervention & Inclusion Plan)
- Range of diagnosis and strengths/stretches
- 1 to 2 ratio Instructional Assistant support
- ELIS Support Teacher- .50 FTE



Early Learning Intensive Support Pilot

Information for Families

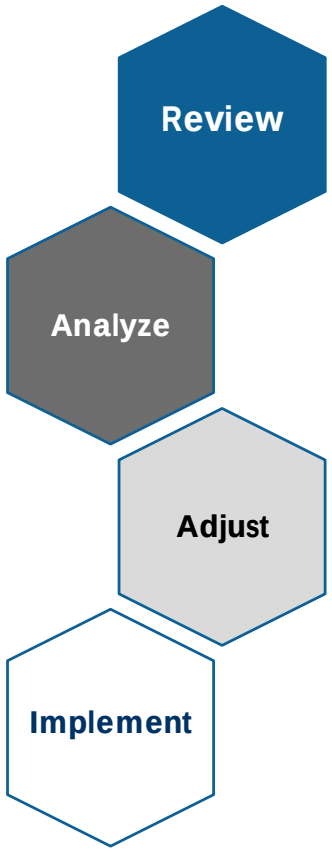
The Early Learning Intensive Support Pilot is a program for young children who require intensive supports to meet their potential. Programs are being offered in Regina, Saskatoon, Prince Albert, North Battleford, Moose Jaw, Yorkton and Swift Current.

Prekindergarten (PreK) is a high quality, half-time early learning program available in some schools. Each PreK program accepts sixteen children who are living in vulnerable circumstances. Selection criteria (low socio-economic status, referral from a government of community–based agency, social isolation or not having access to early learning programs, family health care challenges, exposure to family trauma and delays in the child's development) are used to identify the children with the greatest need.

The Early Learning Intensive Support Pilot provides additional spaces in a limited number of Prekindergarten programs to provide opportunities for children to engage in inclusive learning with other children the same age. Support will be provided through a collaborative team approach to meet individualized needs, and to promote strengths from learning and participation. The unique needs and circumstances of the child, the class and facility will be considered for each situation.

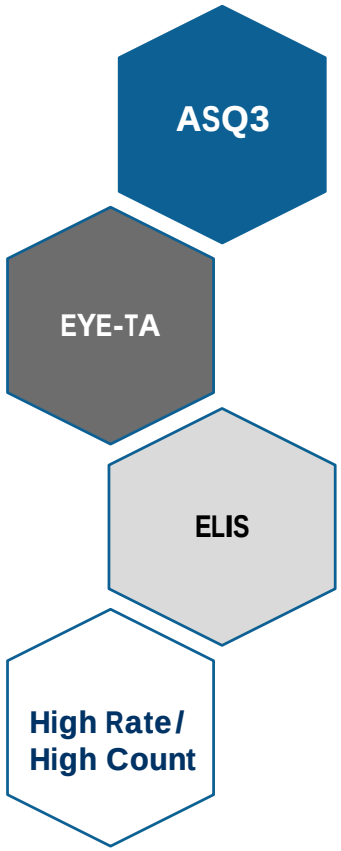
saskatchewan.ca Canada Student First

Analysis & Next Steps…



- Continue to offer professional development on high-yield practices in the early years
- Collaborate with SBAs on ways to implement interventions that address results of the EYE-TA
- Work with High Count/High-Rate schools to begin interventions immediately in the fall of 2022
- Use clevr to collect and analyze data generated from the phonemic awareness screener in Kindergarten. Use the data to inform decisions about Gr. 1 supports. Keep historical data to monitor students and provide necessary interventions.
- Use Early Years data to reallocate ESP support in Kindergarten

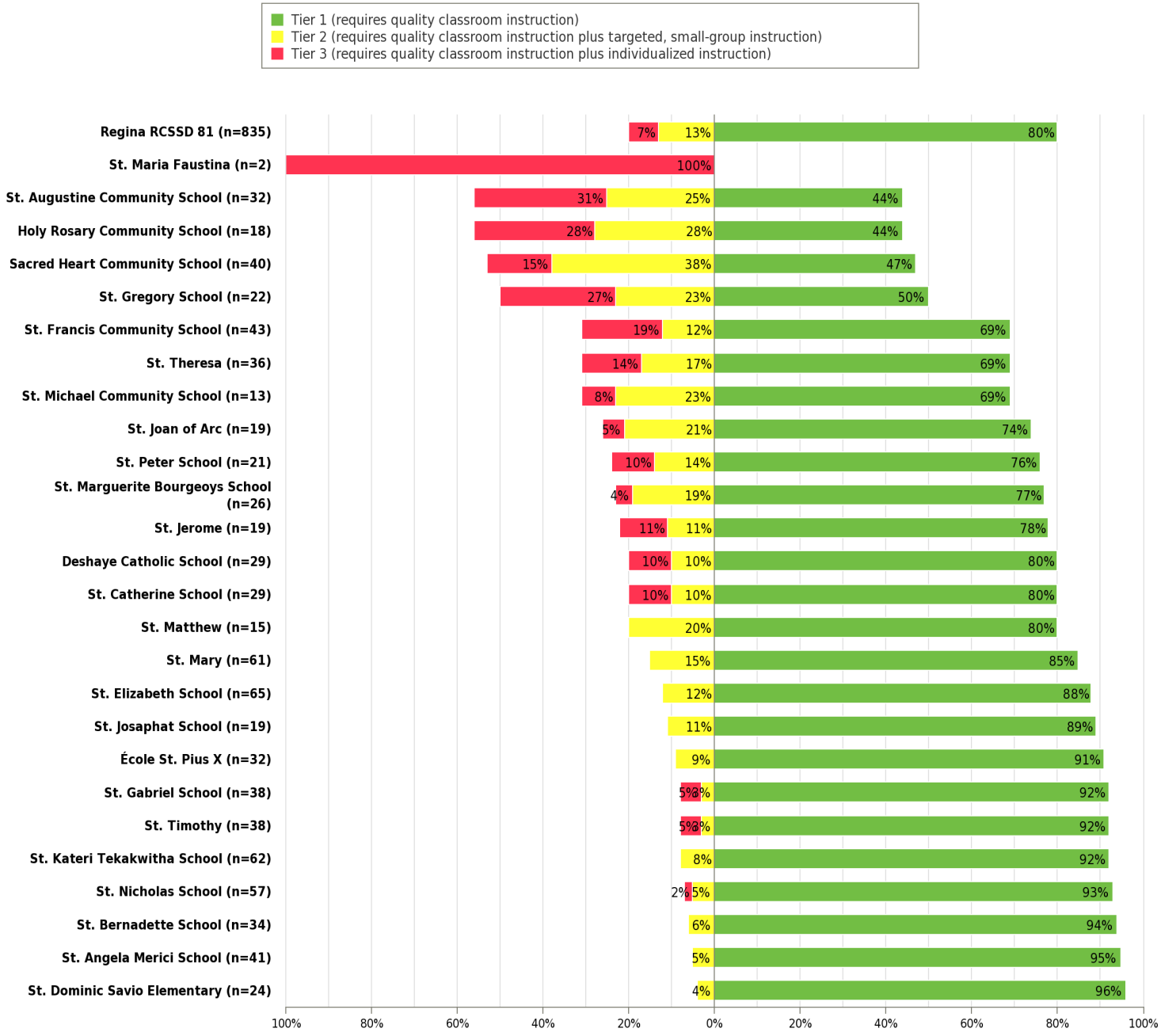
Early Years Terminology



- ASQ3 – The Ages and Stages Questionnaire is a developmental screening tool that pinpoints developmental progress in children between the ages of one month to 5 ½ years.
- ELE – The Essential Learning Experiences are the learning experiences that are essential for young children's learning and development in four domains: Social Emotional, Physical, Intellectual and Spiritual.
- EYE-TA – Early Years Evaluation – Teacher Assessment is an assessment that measures a variety of items and provides a holistic picture for school leaders.
- SLP – Speech and Language Pathologists
- High Rate/ High Count Schools are schools that the Ministry has identified that are characterized by both relatively large numbers of identified students and a higher relative risk of students entering kindergarten with some/significant difficulty.
- ELIS – Early Learning Intensive Supports

Percentage of children in each tier in a Responsive Tiered Instruction (RTI) framework

Schools are sorted in ascending order by the percentage of children in Tier 1



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Regina Catholic Schools

Board/Archdiocesan Liaison Committee Meeting Minutes

Sep 14th, 2022 10:00 am - 11:30 am

TRUSTEES PRESENT: Ryan Bast (Committee Chair), Vicky Bonnell (Board Chair), Shauna Weninger (Deputy Chair), Rob Bresciani, Bob Kowalchuk, Darren Wilcox

ARCHDIOCESAN MEMBERS PRESENT: Sr. Anna Aulie, Marian Grady

EPARCHIAL MEMBERS PRESENT: Fr. Warren Dungen, Ivan Simko

RCSD STAFF PRESENT: Sean Chase (Director), Deacon Joe Lang, Carla Redler (Recorder)

Regrets: Fr. John Weckend, Fr. Gaspar Lucas, Lisa Polk, Twylla West

1. Land Acknowledgement

   R. Bast: I wish to acknowledge that we are on Treaty 4 territory, traditional lands of the nêhiyawak (neh HEY o wuk), nahkawé (NUK ah way), nakota, and homeland of the métis, lakota, and dakota. I also acknowledge my personal journey towards truth and reconciliation.

2. Opening Prayer

   V. Bonnell opened the meeting with a prayer.

   R. Bast welcomed everyone and round table introductions followed.

3. Conflict of Interest

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

4. Adoption of Agenda

   B. KOWALCHUK: That the agenda be adopted.

CARRIED

5. Adoption of Minutes - September 23, 2021

   B. KOWALCHUK: That the minutes of the September 23, 2021 Board/Archdiocesan Liaison Committee Meeting be adopted.

CARRIED

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6. Review Terms of Reference

The Board/Archdiocesan Liaison Committee Terms of Reference were reviewed. No changes required.

7. Regina Catholic School Division Updates

a. Board Chair (5 minutes)

V. Bonnell's verbal report included the following:

- RCSD has sold the former St. Anne School and are in the process of selling the former St. Andrew School. Proceeds from the sale of these properties will go towards purchasing a new Catholic Education Centre (CEC).
- The construction of the new Ecole St. Pius X joint-use school is going well.
- The Board is working the the Ministry of Education, City of Regina and the Regina Public School Board to secure land for a new elementary joint-use school in Harbour Landing. It has also been noted that there will be a need for a new elementary and high school in southeast Regina as this area is experiencing a growth in population.
- GOOD NEWS: Regina Catholic Schools are thriving as parents choose Catholic education for their children. This is a testament to the great work our teachers and all staff are doing in the schools and at the CEC.
- The Opening Mass and Faith Formation was an inspiring celebration of our faith for all 1200 staff gathered in person at Resurrection Parish on August 30, 2022.
- V. Bonnell acknowledged Archbishop Bolen as celebrant, V. Jensen facilitator/ keynote speaker, S. Chase for his Director's remarks and everyone involved in preparation of such a wonderful faith-filled day.
- School of the Week Tours were organized for the Board Trustees to visit the schools and see learning in action in 2021-22.

Clergy will be invited to join Trustees for their associate school visits.

Owner: Sean Chase

b. Director of Education (5 minutes)

S. Chase's report highlighted the following:

- Interim Strategic Plan 2022
- Opening Faith Day
- Staff Faith Formation
- Orange Shirt Day
- All our high school students will be part of a historic event at Mosaic Stadium on September 29th. Approximately 12,000 students from Regina and surrounding area will gather at the inaugural Miyo-wiciwitowin (meaning reconciliation in Cree) Day.
- This year's return to school was filled with optimism and a general sense of positivity as schools hosted a variety of welcoming activities. Regina Catholic Schools look forward to rekindling the many face-to-face faith activities involving the clergy and parish team.
- Enrolment as of September 13, 2022 is at 12,223. This year we will have 1000+ student cohorts in grade 5 and grade 9.

c. Catholic Education Services Report (5 minutes)

Deacon Joe Lang shared the following updates:

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- RCSD Catholic Education Services.
- Developing resources to support students and staff in our LGBT2Si+ community within our school division.
- Orange Shirt Day / National Day for Truth and Reconciliation resources (September 30).
- Broadcasting an Archdiocesan mass once a month as an option for all divisions as a reminder of belonging to a bigger Church community. We are hoping to have guest presiders and homilists. Fr. W. Dungen offered to help as guest president and homilists.
- Current professional development (PD) opportunities include: Dealing with Controversial Issues; Faith Permeation - Working Smarter not Harder; Liturgical Planning and Freedom to Pray and Diversity, Equity and Inclusion (DEI).
- Staff Faith Formation Opportunities - Staff Retreats.
- Growing in Wisdom and Grace - these sessions are for teachers with continuing contracts who do not have their two religious classes requirement.
- Diversity Calendar; Archdiocesan Connections and Combined Deanery Meetings.

8. Saskatchewan Catholic School Boards Association (SCSBA) Update (5 minutes)
R. Bast, RCSD representative on the SCSBA Board of Directors shared the following updates:

- The SCSBA Board of Directors meetings are on September 16 and 17 in Regina at the CEC. The agenda includes: New SCSBA Logo, planning for the SCSBA Annual General Meeting (AGM); and awards night.
- The SCSBA Awards night will be on November 13 and will be an in person event (last one in person event was in 2019).
- The SCSBA will have some changes to its executive. Jerome Niezgoda will take over the role as past president and a new president will be voted in at the SCSBA AGM in November.
- The SCSBA website has a new modern look with good updates and many faith permeation resources. Gord West, RCSD Video Production Digital Media Coordinator has submitted several pictures for the Good News from all the Catholic school divisions.

9. Archbishop's Representative to Catholic Education Update (5 minutes)
L. Polk and Fr. J. Weckend were unable to attend the meeting, but provided a report. Highlights of this report included:

- Papal Visit - Walking Together, in Edmonton in July
- The National Synod Synthesis were submitted to the Holy See last month. Updates on the progress of the 2021-23 Synod are published on the Archdiocese website.
- The Arch Regina Congress is scheduled for Saturday, September 17 at Resurrection Parish.
- There will be a Mass of Thanksgiving for The Sisters of the Precious Blood - 89 years of service in the Archdiocese of Regina at 5:00 pm on

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September 20, 2022 at Holy Rosary Cathedral.
- On September 30, National Day for Truth and Reconciliation, the Archdiocese will be holding a gathering at Holy Rosary Cathedral (similar to last year). All are welcome to attend.
- The Archdiocese of Regina chancery office will move into a new location in October.
- 60th Anniversary celebrations - St. Martin de Porres Parish (September 24) and St. Anne Parish (October 2).
- Clergy Study days are taking place the week after Thanksgiving. Please pray for all of our clergy.
- Sacramental Preparation and/or ongoing catechesis classes have begun in many parishes.
- Bishop Don continues to work closely with a committee regarding gender and sexual diversity in Catholic schools and parishes. Committee members include representatives from each of the four school divisions in the Archdiocese of Regina and a couple of archdiocesan staff members.
- Fr. J. Weckend shared that there were twenty-five (25) priest moves this year.

10. Deanery Update (5 minutes)
No Report.

- Fr. Lucas Gaspar will continue to represent the West Deanery and is scheduled to meet on September 29th (pm).
- The representative for the East Deanery is vacant as Fr. Rick Krofchek left Regina.

D. Wilcox joined the meeting.

11. Ukrainian Catholic Update (5 minutes)
Fr. W. Dungen introduced Ivan Simko, Seminarian and Pastoral Intern who will be equally serving St. Basil's Ukrainian Catholic and St. Athanasius Ukrainian Catholic Churches this year. Fr. Dungen provided the following updates in his verbal report:

- Ukrainian Catholic Eparchy of Saskatoon is still without a bishop.
- Most Rev. Metropolitan Lawrence of the Archeparchy of Winnipeg is overseeing the Eparchy of Saskatoon until a new bishop is chosen (it is a very lengthy process).
- There are only 50 Ukrainian Catholic Bishops world-wide and two out of the five Eparchy's in Canada are without a Bishop.
- Support continues for displaced Ukrainian families that have relocated to Regina.
- The Ukrainian Catholic Congress is accepting household items, which require lots of sorting. There is need for help in transportation.

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- Catholic Youth Leadership Academy (CYLA) for youth 14 to 18 years. This is a pilot program that will run four weekends throughout the year.
- Continue to bridge Catholic and Ukrainian Catholic churches by journeying together with RCSD.
- Offer to work with high school chaplains and use this opportunity to share the diversity between our churches and understanding of the Ukrainian Catholic traditions.

Deacon J. Lang and Fr. W. Dungen will coordinate a time to meet with the high school chaplains.

Owner:

....

12. Members at Large Update (5 minutes)
M. Grady provided the following verbal report:

- Acknowledgement of corporation of the schools with distributing the Sacramental preparation materials at Blessed Sacrament and Holy Child parishes. The office staff at St. Catherine Community and St. Theresa Schools were amazing.
- Development of Peace - nine schools were involved in fundraising, but not registered. Ecole St. Elizabeth raised over $500 for Refugees through Development and Peace.
- For more information for registering a school for Development and Peace, contact Marian Grady at mariangrady@sasktel.net or call 306-552-8318.

Sr. A. Aulie's verbal report included the following:
- Holy Child Parish celebrated Grandparents Day on Sunday, September 11th with students from gr. 7 & 8 making cards that were handed out before each of the masses.
- The Holy Child Children's Choir will be starting up gain with practice this Tuesday.
- Organizing a bus day trip to Assiniboia and Ogema (September 28)
- have received a great response.

13. Adjournment
V. BONNELL: That the meeting be adjourned.

CARRIED

14. Closing Prayer
S. Weninger closed the meeting with a prayer.

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Ryan Bast, Committee Chair

The Clergy Luncheon followed the Board/Archdiocesan Liaison Committee Meeting at 11:45 am. V. Bonnell provided welcoming remarks and Archbishop Don Bolen led grace.

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Regina Catholic Schools
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BOARD MEETING AGENDA ITEM

BOARD MEETING DATE
October 3, 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 Feedback Forum (PEP):**
   The Ministry of Education requested school divisions to gather feedback on the draft Provincial Education Plan 2023-30. Engagement sessions were held for the Board of Trustees, school-based administrators/executive council/achievement team, and for all parents and staff. As per the Ministry's instructions, a document with all RCSD feedback will be submitted:

   *Please fill in the 'Feedback' column for the long-term PEP actions and the long-term provincial targets and measures with summarized feedback gathered from engagement sessions held by your organization and submit to the PEP Secretariat by **October 28, 2022**. Additional information on the long-term PEP actions can be found in the PDF version of the '2023-2030 Draft Provincial Education Plan' under the 'Details' and 'Expected Results' headings for each action. **One submission per organization, please.***

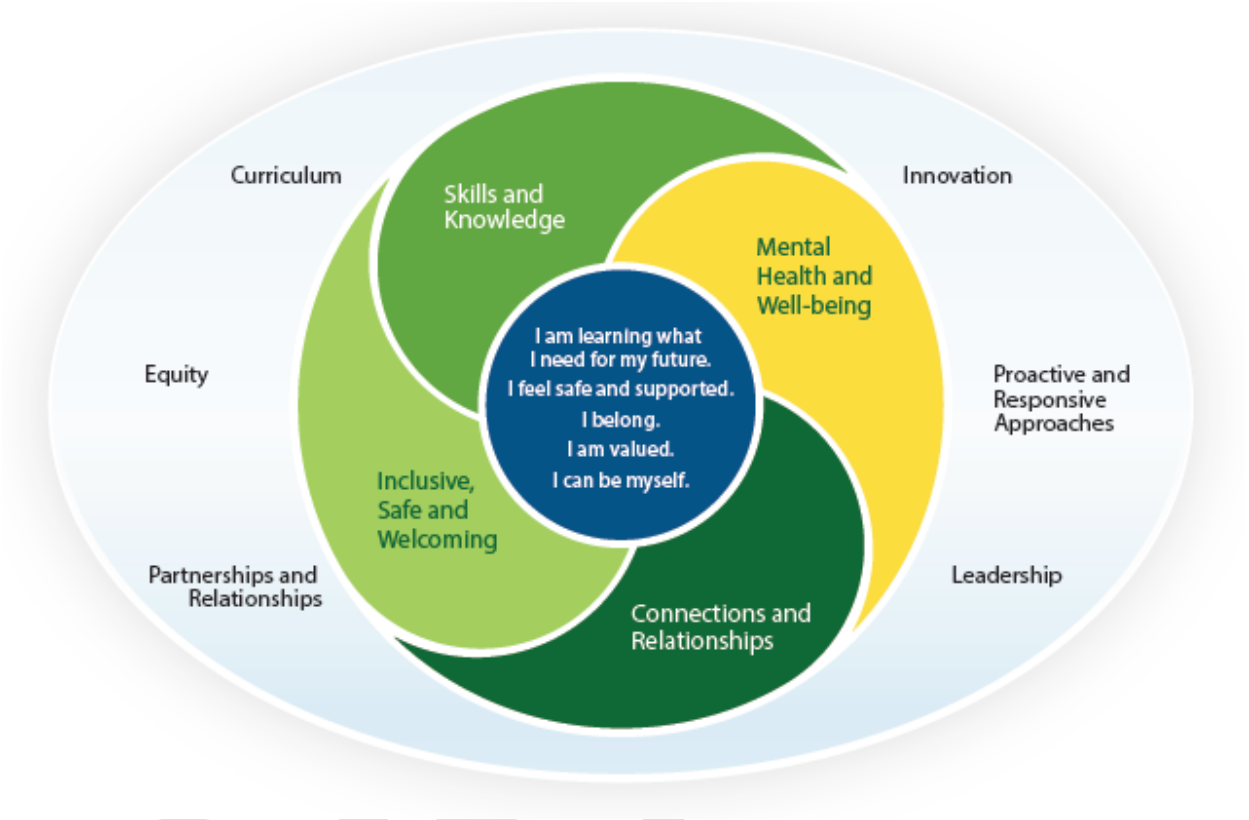
2. **Detailed Implementation Plans (DIPs**):
   The RCSD 2022-23 Level 2 plans (DIPs) are complete. Year two of the model has proven effective as the inclusion of principals as secondary owners and the Achievement Team as expert advisors led to a high level of consultation and engagement in their creation and execution last year. All principals and vice-principals spent significant time at CLASS making final revisions and weaving the content into their local Level 3 School Improvement Plans (SIPs). We look forward to sharing the related accountability reports with the Board throughout the year.

3. **ERDI:**
   I will be attending the Fall 2022 Education Research Development & Innovation (ERDI) conference in Vancouver from October 11-15. Highlights include a session facilitated by the Burnaby School Division on their innovative programming on Equity, Diversity, Inclusion and Reconciliation, and a plenary focused on Mental Health organizational approaches.

4. **October Institute:**
   The program is included in this agenda under Consent. I wish to highlight the efforts of so many staff members who coordinate and/or facilitate this massive professional development event. We believe this to be the definitive division event in the province, featuring tailored sessions for every assignment in the organization, and presenters from all employee groups

Prepared by:	Attachments (list below):	Date:
Sean Chase, Director of Education	Draft Provincial Education Plan 2023-30	September 28, 2022

DRAFT 2023-2030 Saskatchewan Provincial Education Plan



Provincial Education Council
Areas of Focus for the Provincial Education Plan

Provided by the Provincial Education Council to Guide the Development of Outcomes, Actions and Measures for the Long-Term Provincial Education Plan

Commitment Statements

The Provincial Education Council provides the following commitment statements as guides for the development of the long-term provincial education plan. These commitments should be considered within the context of the *Framework for a Provincial Education Plan 2020-2030.*

- From a strengths-based approach, create relevant and responsive family[1]-centric models, inclusive of students, staff, parents, families, cultures and communities encompassing the entire framework.
- Deepen understanding of First Nations, Métis and Inuit histories, languages, contributions, values, ways of knowing and learning and cultures within all aspects of the education system.
- Develop deep relationships between and among people, land, curricula, systems and structures in order to enhance students' sense of cultural identity, belonging and security.
- Improve relationships among schools, educators, industry, employers, parents and families and co-construct teaching and learning to ensure the success and well-being of students.
- Value innovation so resources are used effectively to support transformative influential leaders in all aspects of the education system.
- Use a wholistic[2] (physical, mental, spiritual and emotional) approach in education, developing students' skills, knowledge and values.
- Honour and learn from Elders and Knowledge Keepers on an ongoing basis, respecting the guiding principles of:
    - Wâhkôhtowin – All things are related;
    - Wicihitowin – Helping each other; and,
    - Wîtaskêwin – Living together on the land in harmony.

Areas of Focus

Recognizing the *Framework for a Provincial Education Plan* provides broad guidance for the development of the provincial education plan, the Council provides the following areas of focus to guide PEPIT in the initial development of concrete outcomes, actions and measures for the long-term plan. In developing these areas of focus, the Council was guided by the wisdom of the Following Their Voices Elders, a review of research and e-scan information, and the components of the framework for the plan.

The Council understands that in developing specific outcomes, actions and measures, PEPIT may need to focus initially on a small number of outcomes and sequence outcomes over the life of the plan. It is also understood that over the lifetime of the plan new areas of focus may emerge as circumstances in Saskatchewan's education system continue to evolve.

[1] For the purposes of this document, the term **family** is inclusive of parents, extended family, and any other individuals connected to and caring for students.

[2] The term **wholistic** was intentionally chosen in this document over the alternative spelling, 'holistic' in order to emphasize the concept of the 'whole' person.

Skills and Knowledge

The following areas of focus relate directly to **skills and knowledge for future learning, life and participation in society** and have linkages to the other areas of the provincial education plan framework.

1. Improve literacy and numeracy in early years and all grades through a variety of strategies inclusive of diverse languages, cultures and identities.

2. Use authentic, meaningful and culturally relevant approaches to assessment that honour Indigenous ways of knowing in process and content.

3. Encourage development of diverse skills and knowledge through experiential learning and provide alternative pathways to graduation.

4. Nurture students' sense of self and purpose and develop competencies for an interconnected and interdependent world (for example, critical thinking, communication, creativity, problem solving, perseverance, collaboration, information literacy, technological literacy, financial literacy and digital literacy).

5. Ease transitions to life beyond Grade 12 by providing more knowledge about diverse career pathways and encouraging partnerships with business and industry and social supports for students experiencing transitions.

Mental Health and Well-being

The following areas of focus relate directly to **mental health and well-being** and have linkages to the other areas of the provincial education plan framework.

1. Improve student, parent, family and staff access to culturally responsive and wholistic supports for mental, spiritual, emotional and physical health and well-being, shaped by different worldviews in collaboration with other ministries, organizations and communities.

2. Enhance mental health literacy[3] among students, staff, parents and families to provide supportive environments in collaboration with other ministries, organizations and communities so that people who need access to mental health supports/resources can get it and feel safe in requesting help.

[3] **Mental health literacy** encompasses the knowledge, beliefs and abilities that enable the recognition, management or prevention of mental health problems with a range of benefits including early recognition and intervention, and reduction of stigma associated with mental illness.

3. Co-create supportive cultures and environments in schools where students, parents, families and communities can openly discuss and make use of tools to reduce stigma and enhance mental health.

4. Implement trauma-informed[4] practices.

Connections and Relationships

The following areas of focus relate directly to **connections among people and relationships between systems and structures** and have linkages to the other areas of the provincial education plan framework.

1. Deepen relationships with parents, families and community organizations to foster engagement, belonging and identity in education/schools.

2. Enhance the overall achievement of all students by providing direct, culturally affirming wraparound support/services to students, parents and their families.

3. Increase opportunities for students to strengthen their connection to the land through experiential land-based learning[5].

Inclusive Safe and Welcoming

The following areas of focus relate directly to **inclusive safe and welcoming learning environments** and have linkages to the other areas of the provincial education plan framework.

1. Support students, parents, families and communities in facilitating students' transitions throughout Prekindergarten to Grade 12 education and beyond so that children are safe, confident and welcomed.

2. Improve transitions into school by decolonizing spaces and sharing knowledge, tools and skills between schools and families so that students are safe, confident, and successful throughout the entire educational journey.

[4] **Trauma-informed practices** refers to strategies within school systems that create a shared understanding about how trauma can impact student behaviour and learning. This concept recognizes trauma can result from a number of sources including adverse childhood events such as abuse or witnessing violence, historical trauma and intergenerational trauma resulting from the impacts of residential schools.

[5] **Land-based learning** supports the Indigenous-led passing of knowledge about cultural, physical and spiritual connections to the land and environment.

3. Support effective leadership (teachers, principals, administrators, school staff, students, parents, families, community and teacher educators) to facilitate a change in organizational culture from school-centric to family-centric in approach.

4. Expand and/or embed a renewed approach and commitment to anti-racist and anti-oppressive education and practices for school staff, students, parents, families and community to enhance belonging.

Potential Provincial Targets and Measures

Potential Provincial Targets (Incremental targets could be set for each year of the plan once baseline is established)	**Potential Measures**
Provincial 2030 targets for key areas [such as literacy, numeracy, treaty understandings and early childhood development] will be developed as the areas to be assessed are developed in Action 1.	Measures will be developed as part of the assessment development.
By 2030, Indigenous knowledge systems, cultures and languages will be foundational within the structures, policies and curricula of the education system. [Based on the vision of Inspiring Success].	The Indigenous Education Responsibility Framework will be used to determine potential measures to track progress on the goals of Inspiring Success.
By 2030 Saskatchewan's graduation rate for **all** students will be XX%*. Or By 2030, Saskatchewan's graduation rate for Indigenous students will be equivalent to the rate for **all** students. *Rationale – if we set an ambitious goal for "all students", the increase for Indigenous students will be significant.	Percentage of Grade 9 students transitioning to Grade 10. Indicators of student engagement in learning from student perceptual survey Percentage of students graduating within three and five years of entering Grade 10. (Disaggregated for Indigenous and non-Indigenous) Percentage of students completing at least 8 credits per year in Grades 10 – 12. (Disaggregated for Indigenous and non-Indigenous).
By 2030, all Saskatchewan high school graduates will transition successfully to post-secondary education or training or work.	Measures developed in a follow-up survey or reduction in Saskatchewan's rate of young people not engaged in employment or training.

By 2030, all Saskatchewan students will experience a positive sense of belonging and connection to their school.	Measures from student perceptual survey, such as: • sense of belonging • connection to at least one adult in the school
By 2030, all Saskatchewan students experience a sense of safety in schools.	Measures from student perceptual survey, such as: • physical safety • psychological safety • cultural safety.
By 2030, all Saskatchewan parents/caregivers have a strong sense of connection to their children's school.	Measures from parent perceptual survey.

Draft Provincial Actions

The draft provincial-level actions below were drafted by the Provincial Education Plan Implementation Team (PEPIT). These actions were developed in alignment with the areas of focus provided by the Provincial Education Council.

Draft Long-Term PEP Actions

1. **Develop and implement a provincial assessment plan that uses high-quality assessment practices that are culturally inclusive and affirming and that support teaching and learning.**

Milestones:

- Develop the 'why'
- Review and critique current assessment tools and strategies
- Develop strategies for parent engagement in the assessment plan
- Develop the plan, using a collaborative approach, including what will be assessed, how and when (could take approximately 1 year or less)
- Develop, pilot and field test new assessments; may involve renew/revise existing assessment tools and processes to address cultural responsiveness (could take approximately 2 years)
- Implement assessment approach (may be implemented approximately in Year 3)
- Develop and provide professional learning (Done alongside development of assessments)
- Create a cycle of renewal

Details (Things to consider when planning for this action):

- Assessments would be to support learning (formative) and to measure success (summative).

- Additional areas would be identified, such as writing, competencies essential for life beyond grade 12, early years development and understanding treaties.
- A collaborative approach with the same rigour that was applied to SaskReads and SaskMath would be used (i.e., research, assessment, effective practices, instructional approaches and resources), involving PEPIT members, Elders, Knowledge Keepers, parents/caregivers and teacher education institutions.
- It is important to ensure assessments support student learning and are meaningful and culturally responsive.
- This work will align with curriculum development.
- Investigate the 2018-19 Indigenous Learning and Childcare Framework.
- Reference the Indigenous Education Responsibility Framework.
- Use *Supporting Student Assessment in Saskatchewan* (2022) resource.
- Ensure we are looking at the current data, capturing children's experiences and their learning and responding to what we see in a culturally appropriate way.
- Focus on process as well as tools.
- Consideration of Indigenous practices and knowledge including language, culture and history

Results Expected (Connection to the Provincial Education Council's Areas of Focus):

- Authentic, meaningful and culturally relevant approaches are used in assessment to honour Indigenous ways of knowing in process and content.
- Students' sense of self and purpose are nurtured, and competencies are developed for an interconnected and interdependent world (for example, critical thinking, communication, creativity, problem solving, perseverance, collaboration, information literacy, technological literacy, financial literacy and digital literacy).
- Literacy and numeracy in early years and all grades are improved through a variety of strategies, inclusive of diverse languages, cultures and identities.

2. Co-create a provincial common understanding of family-centric engagement and strategies to welcome students, parents/caregivers and school communities that will:

- **ensure all students have multiple positive adult connections and relationships at school;**
- **ensure all parents, families and caregivers have multiple connections and relationships at school;**
- **honour Metis and First Nations ways of knowing, being and doing by seeking to understand Indigenous cultures through an anti-racist lens; and,**
- **seek to understand and learn from other cultural groups present in schools.**

Milestones:

- Co-create a common understanding of family centric engagement
- Co-create an accessible list of resources and supports
- Make the list available to parents and students

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- Co-create a framework for wholistic safety
- Co-create an engagement plan
- Co-create and share effective leadership strategies
- Co-create provincial messaging of expectations
- Review existing engagement initiatives or practices; FTV, environmental scan, family home visit pilot, etc.)
- Co-create SaskWelcomes with guidelines for safe, welcoming and inclusive schools

Details (Things to consider when planning for this action):

- The strategy will be created in collaboration with school systems, SCCs, Indigenous partners/organizations, parents and the ministry.
- School systems will be able to use the strategy to create their own engagement plans.
- The strategy will address school safety and inclusivity and remove barriers to engagement that currently exist.
- Attention to cultural diversity, gender and sexual diversity and decolonization will be included.
- This work may include a review of existing initiatives, current research and data. The geographical importance of the linguistic connections related to families and communities will be recognized.
- A parent portal could be created to provide access to these resources for those without computer access.
- The initiative would build upon existing initiatives such as family resource centres, strategies to address transiency, and prekindergarten family engagement. Care must be taken to consider any impact on instructional time.
- Consideration of Indigenous practices and knowledge including language, culture and history.

Results Expected (Connection to the Provincial Education Council's Areas of Focus):

- Relationships with parents, families and community organizations will be strengthened to foster engagement, belonging and identity in education/schools.
- Effective leadership (teachers, principals, administrators, school staff, students, parents, families, community and teacher educators) is supported to facilitate a change in organizational culture from school-centric to a family-centric in approach.
- Students, parents, families and communities are supported in facilitating students' transitions throughout Prekindergarten to Grade 12 education and beyond so that children are safe, confident and welcomed.
- Transitions into school are improved by decolonizing spaces and sharing knowledge, tools and skills between schools and families so that students are safe, confident, and successful throughout the entire educational journey.
- A renewed approach and commitment to anti-racist and anti-oppressive education and practices for school staff, students, parents, families and community is expanded and/or embedded to enhance belonging.

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3. Implement a framework to establish relationships between local families, including those involved in early learning and child care centres and programs such as KidsFirst and Early Childhood Intervention Program (ECIP), in order to support children in those programs, and for smooth transitions into the PreK-12 system.

Milestones:

- Create a plan for early learning centres/programs and schools that can be accessed by every school, families and caregivers as a support for transition into school
- Understand how school divisions connect with their early years partners as a first step to developing a plan/framework
- Provide opportunities to establish relationships
- Establishment of provincial framework
- Development of formal relationships between schools and the PreK – Grade 12, early learning and child care sectors and beyond

Details (Things to consider when planning for this action):

- Work will be undertaken to improve access for every relevant school to early learning centres and programs by investigating the suitability of centres within schools and communities and where suitability does not exist for a centre within a school, communication links between schools and early learning centres and programs will be established or improved. Importance of transitions.
- Connections to other ministries.
- Relationships between organizations/programs that already exist.
- Best practice/research-based approach.
- Consideration of Indigenous practices and knowledge including language, culture and history

Results Expected (Connection to the Provincial Education Council's Areas of Focus):

- Transitions into school are improved by decolonizing spaces and sharing knowledge, tools and skills between schools and families so that students are safe, confident, and successful throughout the entire educational journey.
- Support students, parents, families and communities in facilitating students' transitions throughout Prekindergarten to Grade 12 education and beyond so that children are safe, confident and welcomed.

4. Improve access to a variety of opportunities that are responsive to student needs and provide support for student transitions throughout school to graduation and beyond.

Milestones:

- Develop formal relationships among the PreK-Grade 12 sector and secondary and post-secondary institutions, industry and education councils
- Create and implement an exit survey – learning more about where our students land, what exit options are
- Identify current state for transition space – what are the gaps and opportunities

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- Expand dual credit and career exploration opportunities

Details (Things to consider when planning for this action):

- Students will have transition support when leaving high school, whether they pursue post-secondary education or an alternate route.
- Work will be undertaken to improve access for every relevant school to career centres and other after Grade-12 programs by investigating the suitability of centres within schools. Where suitability does not exist for a centre within a school, communication links between schools and career centres and programs will be established or improved.
- There will be a focus on how students transition to broader life, not only to post-secondary education.
- Involve students in creating their individualized plans.
- Strategies to address challenges for students related to transitions (between grades, between schools).
- Consideration of Indigenous practices and knowledge including language, culture and history.

Results Expected (Connection to the Provincial Education Council's Areas of Focus):

- Transitions to life beyond Grade 12 are made easier by providing more knowledge about diverse career pathways. Partnerships with business and industry and social supports for students experiencing transitions are fostered and encouraged.
- Development of diverse skills and knowledge through experiential learning is encouraged and alternative pathways to graduation are provided.

5. To support other provincial level actions, build upon/strengthen relationships and increase communication among ministries, school systems, Indigenous partners and other stakeholders to harmonize and maximize resources to better support the mental health and well-being and transitions of students, families and communities.

Milestones (connect to other actions):

- Build understanding of accountabilities, roles and responsibilities of stakeholders
- Identify gaps and overlapping responsibilities; identify and map current resources
- Develop resources/protocol
- Create a province-wide Violence Threat Risk Assessment (VTRA) or Community Threat Assessment and Support (CTASP) protocol
- Establish an inter-agency formal mechanism, locally and provincially, to share best practices back and forth, which is action-oriented and provides direction
- Support school systems to provide awareness and access to available mental health resources for students, staff and families

Details (Things to consider when planning for this action):

- The importance of interacting with other ministries and relevant stakeholders/groups requires a multi-sector service approach in schools, wraparound services and supports, an investigation into new ways of sharing and funding services.

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- This work will centre on collaboration and be cognizant of the education sector not taking on the work of other sectors.
- This action may have to be completed prior to some other actions.
- This action is potentially a piece of or lens for all other actions.
- Action #8 may be a milestone for this action.
- Resources needed for remote communities.
- Build on success of relationship with Health during COVID-19.
- Need players at this table that have the authority to make change – decision makers.
- Consideration of Indigenous practices and knowledge including language, culture and history.

Results Expected (Connection to the Provincial Education Council's Areas of Focus):

- Mental health literacy is enhanced among students, staff, parents and families to provide supportive environments in collaboration with other ministries, organizations and communities so that people who need access to mental health supports/resources can get it and feel safe in requesting help.
- Students, parents, families and communities are supported in facilitating students' transitions throughout Prekindergarten to Grade 12 education and beyond so that children are safe, confident and welcomed.

6. Actualize the vision and goals of Inspiring Success by embedding Indigenous ways of knowing, anti-racist and anti-oppressive education into the structures and policies in the education sector in a way that promotes decolonization, indigenization and aligns with the Truth and Reconciliation Commission's Calls to Action

Milestones:

- Develop a process to ensure Indigenous voices are involved in curriculum and resource development by engaging Metis and First Nations communities, Elders, and Knowledge Keepers
- Professional development at all levels
- Use the responsibility framework (SSBA) as a tool for reflection and action and measurement
- Find a space for experts in the areas of anti-racist and anti-oppressive education
- Develop a common understanding (Indigenization, decolonization, anti- racist and anti-oppressive education, revitalization)
- Aggregate and communicate what curriculum connections already exist (connected to Cross-curricular Competencies and Broad Areas of Learning)
- Create a representative workforce strategy at all levels in the education sector

Details (Things to consider when planning for this action):

- Language and culture are important to students' identities and are a basis for future learning and literacy.
- Indigenous students will have role models throughout the education system, including role models who are able to speak Indigenous languages.

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- It will be important to bring the process to First Nations individuals and communities to develop curriculum and resources.
- Revisit learnings from FTV, Leading to Learn, etc.
- This action is about more than curriculum, it relates to all aspects of education – the way we teach, the way we assess, how we relate and communicate with parents, students, community.
- Community development lens.
- Acknowledge the expertise of Elders and Knowledge Keepers in relation to language.
- Decolonization is a journey – self-exploration, new learning and new practices, critical reflection.
- Risk of losing language – focus on this.
- Consideration of Indigenous practices and knowledge including language, culture and history.

Results Expected (Connection to the Provincial Education Council's Areas of Focus):

- A renewed approach and commitment to anti-racist and anti-oppressive education and practices for school staff, students, parents, families and community is expanded and/or embedded to enhance belonging.

7. Build an understanding of and incorporate Indigenous practices to enrich and enhance student mental health.

Milestones:

- Define land-based learning – need for a shared/common understanding
- Create and implement professional development opportunities
- Work alongside Indigenous people or groups
- Create a reflection tool that can help to reflect on what we have and where we can go next (potentially a rubric connected to Inspiring Success document)
- Develop a common understanding/definition: land-based learning, decolonizing, indigenizing, anti-racist, anti-oppressive, inclusive, etc.
- Inclusion of Indigenous practices and knowledge

Details (Things to consider when planning for this action):

- This action will be approached through authentic partnerships with Indigenous people and/or groups and will be achieved through a collaborative process.
- Mental health support practices will be enhanced through the inclusion of Indigenous practices and knowledge. Indigenous practices encompass spirituality.
- Connections to Action #6 and #8 – maybe a combination of these two with a strong mental health focus – shift of understanding of what a mental health resource is (ceremony, smudging, being on the land).
- Mental health support practices will be enhanced through the inclusion of Indigenous practices and knowledge focused on land-based learning and the development of partnerships with Indigenous people or groups.
- Consider who will do what, for what purpose and who will manage the work.

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- Consideration of Indigenous practices and knowledge including language, culture and history.

Results Expected (Connection to the Provincial Education Council's Areas of Focus):

- Mental health literacy is enhanced among students, staff, parents and families to provide supportive environments in collaboration with other ministries, organizations and communities so that people who need access to mental health supports/resources can get it and feel safe in requesting help.
- Opportunities for students to strengthen their connection to the land through experiential land-based learning is increased.
- The overall achievement of all students is enhanced by providing direct, culturally affirming wraparound support/services to students, parents and their families.
- Supportive cultures and environments are co-created in schools where students, parents, families and communities can openly discuss and make use of tools to reduce stigma and enhance mental health.
- Student, parent, family and staff access to culturally responsive and wholistic supports for mental, spiritual, emotional and physical health and well-being, shaped by different worldviews in collaboration with other ministries, organizations and communities, are improved.
- Trauma-informed practices are implemented.

8. Culturally responsive, trauma-informed practices will be embedded in all aspects of education to support mental, spiritual, emotional and physical well-being of students and staff.

Milestones:

- Determine which high-quality and culturally responsive programs are appropriate and available
- Develop a common understanding of trauma-informed practice
- Develop resources and activities to improve availability and access to mental health supports.
- Culturally responsive, trauma-informed practices will be embedded in all aspects of education to support social and emotional learning
- (Language of action 7 could be embedded as a milestone here.)
- Advocate for the expansion of programs that build mental health capacity in students, such as Mental Health Capacity Building and others

Details (Things to consider when planning for this action):

- Access to professionals who can provide support for mental health will be provided to students, staff and families.
- An awareness of services or resources that exist outside of the school will be developed and provided.
- Connection to work done between Health and Education sectors.
- Utilize resources or programs already in place throughout the province.

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- Share strategies.
- SaskWellness guide could be created.
- Many remote communities don't have access to available resources.
- Focus on intergenerational trauma.
- Schools aren't necessarily providing the resources.
- Consideration of Indigenous practices and knowledge including language, culture and history.

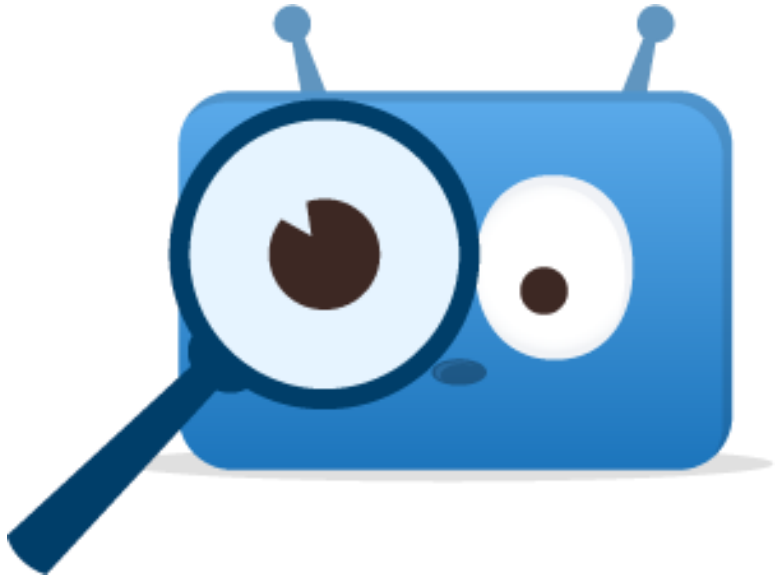
Results Expected (Connection to the Provincial Education Council's Areas of Focus):

- Student, parent, family and staff access to culturally responsive and wholistic supports for mental, spiritual, emotional and physical health and well-being are improved, shaped by different worldviews in collaboration with other ministries, organizations and communities.
- The overall achievement of all students is enhanced by providing direct, culturally affirming wraparound support/services to students, parents and their families.
- Supportive cultures and environments in schools are co-created where students, parents, families and communities can openly discuss and make use of tools to reduce stigma and enhance mental health.
- Trauma-informed practices are implemented.

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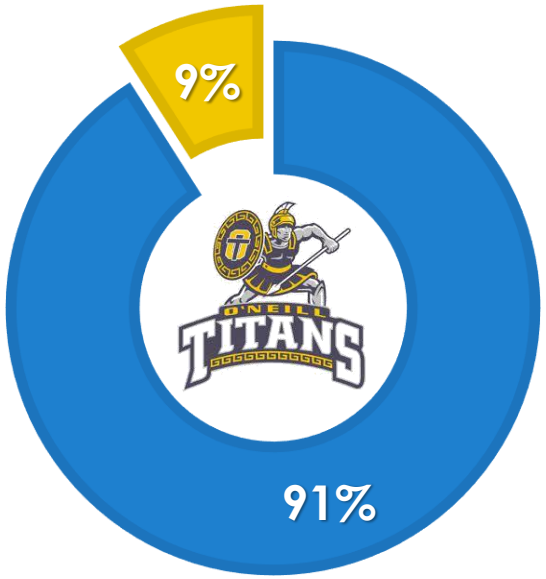
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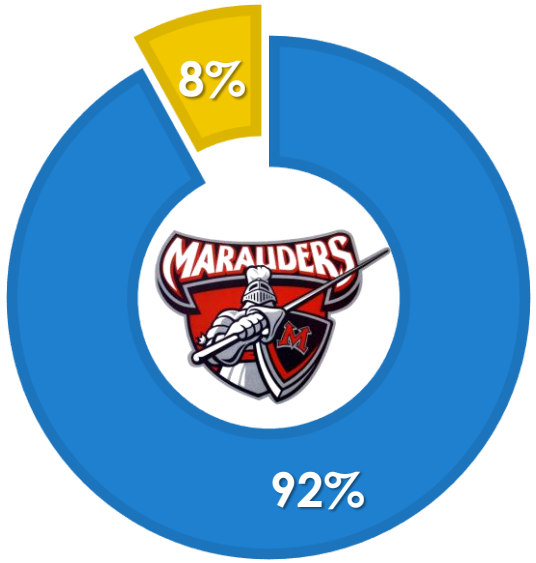


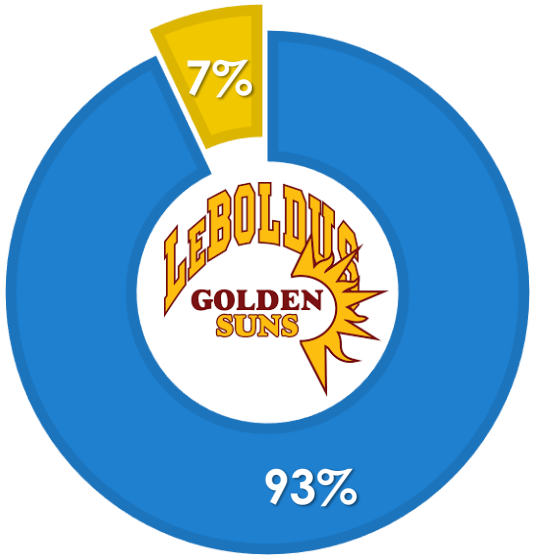
AS OF 8:30AM
OCT 3RD 2022

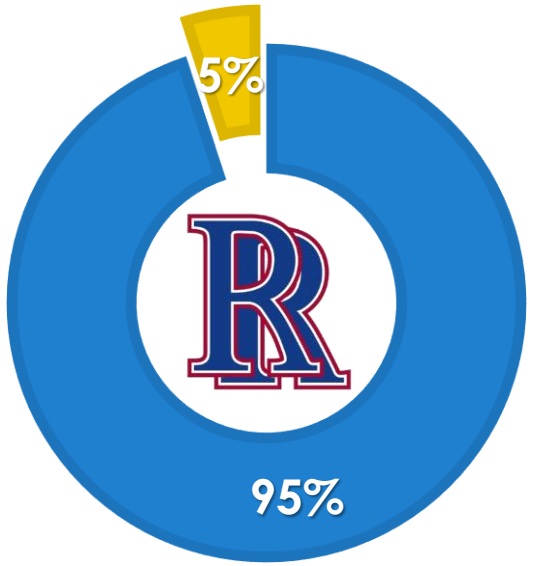
edsby STUDENTS

OF STUDENTS WHO WERE USING EDSBY DURING THE MONTH OF SEPTEMBER









USING EDSBY

NOT USING EDSBY

edsby FAMILIES



HIGH SCHOOL PARENTS INVITED TO EDSBY



ELEMENTARY PARENTS INVITED TO EDSBY

edsby FAMILIES

OF PARENTS/GUARDIANS WHO HAVE CREATED THEIR EDSBY ACCOUNTS

3,818

ELEMENTARY

PARENTS/GUARDIANS

3,442

HIGH SCHOOL

PARENTS/GUARDIANS

edsby FAMILIES

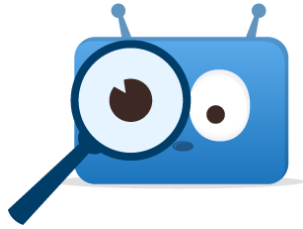
3,818 ELEMENTARY PARENTS/GUARDIANS

Angela	262
Augustine	106
Bernadette	209
Catherine	92
Deshaye	146
Dominic	140
Elizabeth	276
Francis	123
Gabriel	230

Gregory	89
Holy Rosary	23
Jerome	97
Joan of Arc	139
Josaphat	200
Kateri	290
Luke	36
Marguerite	108
Maria Faustina	6

Mary	213
Matthew	95
Michael	56
Nicholas	220
Peter	90
Pius	202
Sacred Heart	71
Theresa	153
Timothy	146

edsby FAMILIES



3,442 HIGH SCHOOL PARENTS/GUARDIANS

O'Neill	742
Miller	1087

LeBoldus	705
Riffel	908

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September 9, 2022

SENT BY EMAIL
Minister.edu@gov.sk.ca

Hon. Dustin Duncan
Minister of Education
Minister's Office
Room 361, Legislative Building
2405 Legislative Drive
Regina, SK S4S 0B3

Dear Minister Duncan,

On behalf of the Regina Catholic Board of Trustees and the Regina Public Board of Trustees, we wish to extend our thanks to you and your staff for joining the meeting held June 27, 2022 to discuss the progress of the proposed joint school in Harbour Landing West. We left the meeting in a positive state as the tenor of the conversation indicated we were nearing a solution that would secure the requisite site and enable this much-needed project to advance.

As reported at the meeting, both Divisions face increasing over-population challenges at the existing Harbour Landing joint school.

- As of September 6th, St. Kateri reached 623 students, already exceeding an aggressively high projection. DIRTT walls are in place to create additional classroom spaces, and breakout rooms have been consumed for classrooms.
- As of the same date, Harbour Landing reached 989 students, well over projections on track to reach 1,000+ students this year, greatly exceeding the school's 675 student capacity. This enrolment means finding adequate instructional space and managing day to day operations will be extremely challenging and will require consideration of boundary changes for next year, creating another round of disruption for students and incurring busing costs until a second area school is built and opened.

We look forward to an update from your office regarding the progress between the Province and City on the site purchase and acquisition. Please know our teams are fully prepared to immediately advance to design process as soon as the land is secured.

Regards,

Vicky Bonnell
RCSD Board Chair

Tara Molson
RPSD Board Chair

Cc: RCSD Board Trustees
RPSD Board Trustees
S. Chase, RCSD Director of Education
D. Boldt, RPSD Director of Education

2022-23
Board Annual Work Plan – October 3, 2022

Month	Regular Board Meeting Agenda Items	Planning/Committee	Budget Considerations	Community Linkage
October	○ Public Meeting (Oct 3) - Approve SCSBA and SSBA Bylaws and Resolutions (if any) for AGM's - Director Reporting – Policy 14 - Quarterly Board Governance Budget Summary & Trustee Remuneration and Expense Allowances Report (Jun-Aug) - ERM Report – Declining Capture Rate	○ Schedule Meeting with Minister of Education (beginning of October) ○ Schedule Meetings with the Regina Government MLAs and Regina Opposition MLAs (beginning of October) ○ Planning Meeting (Oct 17) - Review Draft Audited Financial Statements - Transportation Report (2022-23 School Start-up) – was included in the September Public Board Meeting report.		○ SSBA Board Chairs' Council (Oct 24) ○ RCSD / RPSD Joint Boards' Meeting (Oct) (TBD)
November	○ Organizational Meeting (Nov 7) - Director Reporting –Policy 2 (Section 7 – Enterprise Risk Management & Section 10 – Fiscal Accountability) ○ Special Public Mtg. (Nov TBD) - Approve Annual Report - Approve Audited Financial Statements and Representation Letter - ERM Report – Privacy & Cybersecurity	○ Meeting with the Auditor (Nov 21 or TBD) ○ Planning Meeting (Nov 21) - Review Draft Annual Report - Review Draft Audited Financial Statements with auditor(s)	○ Budget Review	○ SSBA Fall Assembly & AGM (Nov 13-15) ○ SCSBA AGM (Nov 14) ○ SSBA Board Chairs' Council (Nov 15) ○ Employee Groups – CUPE/ RCAA RCSESPA/RCSTA Executives – Mix & Mingle (Nov 15) ○ Board / Catholic School Community Council Winter Meeting (CSCC) (TBD)
December	○ Public Meeting (Dec 5) - ERM Report - Transportation	○ Planning Meeting (Dec 19)		○ SSBA Board Chairs' Council (Dec 5) ○ Director's Meeting (Dec 8) ○ Ministry of Education Meeting (TBD)
January	○ 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)	○ Board Policy Review Committee (Jan 23) ○ Planning Meeting (Jan 23) - Policy 12 – Role of the Director – Performance Assessment Begins - Board Self-Evaluation Begins	○ Budget Review	○ SCSBA Board of Directors Mtg. (Jan 14) ○ MLA's Government (TBD) ○ MLA's Opposition (TBD) ○ School Board/City Council Liaison Committee - *Board Chair & Deputy Chair only* (2 of 3) (TBD)

	- Detailed Implementation Plan (DIP) – Faith Permeation #1 of 2 - Transportation Report (Sept- Nov) - ERM Report – Spending Within Means			
February	○ Annual Meeting of Electors (TBD) ○ Public Meeting (Feb 6) - Director Reporting - Policy 13 - Division Theme Approval (if required) - Detailed Implementation Plan (DIP) – English as an Additional Language (EAL)	○ Planning Meeting (Feb 13) - Human Resource Services Accountability Reporting	○ Budget Review	○ Circle of Voices (TBD) ○ Board/Post-Secondary Institute Linkage (Biennially – every two years) (TBD) ○ SSBA Board Chairs' Council (TBD) ~~○~~ Consecrated Life Luncheon (TBD) (Feb 2 is World Day of Consecrated Life)
March	○ 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	○ Planning Meeting (Mar 20) - Director's Performance Assessment Completed - Board Self-Evaluation Completed (TBD) - Financial Accountability Reporting	○ Provincial Budget	○ Mother Teresa Middle School (MTMS) Presentation at Board meeting (Mar 6) ○ SSBA Board Chairs' Council (Mar 13) ○ Board / Catholic School Community Council Spring (CSCC) (TBD) ○ SCSBA Board of Directors Mtg. (Mar 31)
April	○ 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)	○ Planning Meeting (Apr 17) - Review Provincial Budget (Prov. Budget Released - Mar 23/22 TBD)	○ Budget Review	○ SCSBA Board of Directors Mtg. (Apr 1) ○ SSBA Spring Assembly (Apr 5-6) ○ SSBA Board Chairs' Council (Apr 5) ○ Regina Catholic Connections Meeting (Apr 20)
May	○ Public Meeting (May 1) - Capital Project Priority approval - Detailed Implementation Plans (DIP) – Early Years	○ Planning Meeting (May 15) - Preliminary Budget review	○ Budget Review	○ Indigenous Education Symposium (May 16-17) ○ RCSD/RPSD School Boards Joint Meeting (TBD) ○ School Board/City Council Liaison Committee (TBD) - *Board Chair & Deputy Chair only (3 of 3)* ○ SSBA Board Chairs' Council (May 29)

2022-23
Board Annual Work Plan – October 3, 2022

June	○ 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 ○ Special Board Public Meeting (Jun 21) - Approval of 2023-24 Budget ○ Budget Submitted to Ministry	○ Board Policy Review Committee (Jun 5) ○ Planning Meeting (Jun 19) ○ PSAB PS2200 Related Party Disclosure by June 30	○ Budget Review and Approval	○ CCSTA Convention & AGM (Jun 1-3) ○ 2022-23 Board Hosted Superannuate and Retiree Reception & Dinner (Jun 13) ○ 2021-22 RCSTA Superannuation Reception (TBD) ○ Circle of Voices (TBD)