

At a meeting of the Board of Education of the Regina School Division No. 4 of Saskatchewan, held at 1600 4th Avenue.

Members Present	Mrs. Katherine Gagne, Chair	Dr. Kathleen O’Reilly
	Ms. Carla Beck, Vice-Chair	Mr. Dale West
	Mrs. Cindy Anderson	Miss Aleana Young
	Dr. Jane Ekong	
Administration Present	Ms. Julie MacRae, Director of Education	
	Ms. Debra Burnett, Deputy Director, Division Services, & Secretary-Treasurer	
	Mr. Greg Enion, Deputy Director, Student Achievement	
	Mr. Mike Walter, Deputy Director, School Services	

The Chairperson called the meeting to order and asked for a motion to adopt the agenda. It was requested that the following items be added: *Southeast Shared High School Facility Update, Teen Talk, Meeting with Regina MLAs, and Personnel Matters.*

Adoption of Agenda	<u>Motion by Dr. J. Ekong:</u>
	That, with the additions requested, the agenda be adopted.
	Motion Carried.

Approving of Minutes	The Chairperson then asked for a motion to approve the minutes of the meeting held on April 30, 2013.
	<u>Motion by Mr. D. West:</u>
	That the minutes of the Board meeting of April 30, 2013, be approved as distributed.
	Motion Carried.

Student Health Initiatives	Ms. Juanita Redekopp-McKeown, Supervisor of Instruction, Student Achievement, introduced Ms. Helen Flengeris, Public Health Nutritionist with the Regina Qu’Appelle Health Region (RQHR), who has assisted in the development of the Thriving School Communities (TSC) model.
	Ms. Redekopp-McKeown noted that, at the provincial level, the province endorses Comprehensive School Community Health (CSCH), a framework for supporting improvements in students’ educational outcomes and school community health in a planned, integrated and holistic way. She advised that CSCH enhances what already happens in the classroom and motivates the school community through actions based on four integrated components: 1) High Quality Teaching and Learning; 2) Healthy Physical Environment; 3) Supportive Social Environment; and 4) Community Engagement and Partnerships. She highlighted some examples of initiatives undertaken at Regina Public Schools, including incorporating health and wellness across grades and subject areas; building capacity through specialists, teacher collaboration, resource purchase, instructional consultant support, and external expertise; organizing and providing a variety of co-curricular activities;

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providing open access to wellness, sensory, and self-regulation centres where students can go to maintain their physical, emotional, or intellectual health; offering nutritional support through nutrition programs and healthy canteen/vending options; actualizing a circle of courage philosophy and efforts to reduce bullying and racism; implementing student programs such as conflict managers and celebrating student growth, achievement, and stewardship; creating a sense of belonging through the offering of extra-curricular activities, clubs, and groups; providing elder, peer, counsellor, and advisory teacher support; facilitating student success through flexible groupings; bringing various community organizations into schools; extending support outwards and demonstrating generosity and care toward others; building parent awareness; and working in alignment with School Community Councils.

Ms. Flengeris provided information relative to TSC, a collaborative action model developed by the RQHR and the Division. She noted that the model aims to improve overall well-being and optimal development of the youth in the community by enhancing the school community environment and engaging all the local stakeholders to take action. She observed that three levels of collaboration are involved: 1) System Collaboration; 2) Team Collaborative Partnerships; and 3) School Collaborative Partnerships. She noted that implementation of TSC is intended to support building capacity, creating supportive environments, community engagement and partnerships, and encouraging collective action and shared responsibility. She advised that pilot schools will receive Level 3 support commencing with the 2013-14 school year, and that CSCH environmental scans will guide the work in the provision of Levels 1/2 (Division and Team) support. Ms. Redekopp-McKeown responded to questions relative to the extent of community engagement and the incorporation of physical education curricula in the model. Board members expressed appreciation for the presentation.

Graduation
Program Update

Ms. Corinne Miller, Principal, Thom Collegiate, Mr. Erik Van Duesen, Student Achievement Consultant, and Mr. Darren Boldt, Superintendent, Student Achievement, provided an update on achievement results for Grades 10-12 and summarized work being done in support of credit attainment, graduation rates and student engagement in high schools.

Mr. Boldt outlined the percentage of all students, as well as the percentage of Aboriginal students, graduating in three years after Grade 10, for the years 2007-08 to 2009-10. He explained that the data is simple but that solutions to increase graduation rates are complex.

Ms. Miller outlined the qualitative data collected from the third year of administering a Comprehensive Survey at Thom Collegiate, noting that data collected was provided to the Student Achievement Action Teams to assist in promoting the goals of increased graduation rates and smooth transitions into high school. She highlighted that, at Thom Collegiate last year, focus groups were held with students who had discontinued or were thinking of leaving school, and that it was discovered that many students were transient and that the majority were grieving the loss of a family member. This data, she advised, led to the creation of a classroom called “The Zone,” where students work on interest-based projects with a limited number of teachers, and receive clustered supports. It was indicated that early results associated with this program have been encouraging. Ms. Miller also mentioned the Credit Recovery program that extends the semester deadline to allow students to continue working on a course, rather than requiring them to re-take the entire course. She called attention to the number of teachers in Aboriginal Advocate positions, who directly support the Division’s Aboriginal youth, building relationships with the students and their families. At Thom Collegiate alone, she advised that the percentage of Aboriginal students graduating has risen from 34% in 2011 to a projected 72% in 2013.

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Mr. Van Duesen commented that technology can improve student engagement and, consequently, student achievement, as it promotes active learning, collaboration, provides opportunities for creativity and experimentation, and can be used to level the playing field for all learners. With this in mind, he advised that a technology catalyst team was originally formed at Thom Collegiate (with the model now being used in most of the Division’s high schools) to explore pedagogically significant applications of learning technologies in an organic professional learning community. He noted that team members meet regularly to discuss theory and practice, and the impact on student engagement, as well as to author a collaborative blog to share ideas and experiences. He pointed to the “Bring Your Own Device to School” approach which has increased student engagement significantly. He highlighted the iTeach courses, 19 online outcome-based course shells comprised of engaging materials and activities, which has also been embraced by the Division’s new teachers. He explained that Phases 2 and 3 of iTeach will involve transforming resources into blended learning courses, allowing for the completion of course credits completely online. He further pointed to the Sunchild E-learning program in Alberta which, for the past 13 years, has demonstrated unprecedented levels of high school graduation and academic success among First Nations, Métis, non-status and Inuit students. Mr. Boldt, Ms. Miller and Mr. Van Duesen responded to questions relative to support requirements and survey completion. Board members expressed appreciation for the presentation and the work being done to increase student engagement and graduation rates.

SAMA Update Dr. K. O’Reilly provided a brief synopsis of the proceedings of the Annual Meeting of the Saskatchewan Assessment Management Agency (SAMA) held April 16, 2013, in Regina. Dr. O’Reilly advised that SAMA is the service provider to 756 out of a possible 774 municipalities in the province. She noted re-evaluations of properties take place every four years, with the current year being a re-evaluation year. She highlighted that funding is the most significant issue for SAMA. Dr. O’Reilly referred Board members to the SAMA website (www.sama.sk.ca) for more information and a look at the new strategic direction. Board members expressed appreciation for the report.

Teen Talk Mrs. C. Anderson advised Board members that she attended Regina Public Schools’ first TEEN Talks forum on May 9, 2013, at Sheldon-Williams Collegiate. Modelled after the TED Talk format of ideas worth spreading, Grade 10 students from Balfour, Winston Knoll, Sheldon-Williams, and Thom Collegiates participated in the forum, sharing their stories, perspectives and philosophies of life on a variety of topics, including poverty, happiness, failure, teen homosexuality, racism, optimism and change. She commented on how passionately the students spoke, and encouraged the Division to continue with, and possibly expand, the forum.

Closed Session Motion by Miss A. Young:
That we go into closed session.

Motion Carried.

Motion by Mr. D. West:
That we rise and report.

Motion Carried.

Chair	S/T

At the conclusion of closed session, the Committee of the Whole recommended to the Board:

At the conclusion of closed session, the Committee of the Whole reported progress with respect to consideration of *Civic Pension Plan Update, 2013-14 Budget Development, Facility Matter, Southeast Shared High School Facility Update, Meeting with Regina MLAs, Personnel Matters, and Board and Director Evaluations*. The progress reports were accepted.

[Ms. C. Beck noted a conflict of interest with respect to the Civic Pension Plan Update and absented herself from the discussion.]

Adjournment The Chairperson advised that this concluded the business of the meeting and called for a motion to adjourn.

Motion by Dr. K. O'Reilly:

That the meeting adjourn.

Motion Carried.

Time of meeting: 7:00 to 9:50 p.m.

Chairperson

Secretary-Treasurer