



**Regina
Catholic Schools**

www.rcsd.ca

***REGINA CATHOLIC
ELEMENTARY SCHOOLS
PARENT HANDBOOK***

March 2018



A MESSAGE FROM THE DIRECTOR OF EDUCATION

Dear Families,

We are pleased to provide this Parent Handbook with the hope that it will be shared widely with all those who guide and teach our children. It is important to support the learning process at home. There is evidence every day that the student who gets support and help at home is more successful at school. The partnership of parents and teachers is a powerful one. When it works positively, students feel good about school. This outcome is so important to our young people.

This handbook has been developed for parents. It can be shared widely with family members and caregivers. It is intended to support the work parents do as the first and most important teachers of their children.

The Parent Handbook provides ideas for families to use as they support learning at school and at home. Students whose learning is supported at home are more successful in school and stay in school longer.

While the Parent Handbook includes activities that family members may want to engage in with their children, it is not a complete list of good practices to support learning at home. We hope you will add those activities that you already use to any here that are new to you. Please use any ideas in this document to support your children in their education. When students know learning is valued by their family, learning is a high priority for students.

Yours in Catholic Education,

Domenic Scuglia
Director of Education

TABLE OF CONTENTS

I.	Regina Catholic Schools Overview	4
	<ul style="list-style-type: none">• Education Sector Strategic Plan• Regina Catholic Schools 4 Year Strategic Plan• Regina Catholic Schools Vision, Mission, and Goals• Regina Catholic Schools Academic SMART Goals	
II.	Be a Coach – Supporting Your Child’s Education	10
	<ul style="list-style-type: none">• Catholic Education• Safe and Caring Schools – Nurturing Catholic Discipleship• Literacy in the Classroom• Math in the Classroom	
III.	Be a Mentor – Assessment, Grading and Reporting	16
	<ul style="list-style-type: none">• Outcomes-Based Reporting• Outcomes-Based Report Cards• Student Portfolios• Student Involved Conferences• Homework and Practice	
IV.	Be an Advocate	23
	<ul style="list-style-type: none">• Talking with Teachers• Reinforcing Classroom Learning at Home• What Parents Can Do to Stay Informed	
V.	Healthy Living	24
	<ul style="list-style-type: none">• Rest• Managing Screen Time	
VI.	21st Century Learning – Digital Citizenship in Schools	28
	<ul style="list-style-type: none">• Privacy• Why Consider 21st Century Learning• What do Students Need to Know to be a Participant in the 21st Century Globally Connected Society• How can Digital Technologies Deepen Student Learning• Digital Citizenship• Links	

VII. Resources	31
VIII. Acknowledgements	31

I. Regina Catholic Schools Overview

The Education Sector Strategic Plan (ESSP) is the first ever province-wide plan developed in co-operation with education sector partners, approved by the 28 school boards and accepted by the Government of Saskatchewan.

Education Sector Strategic Plan, 2014-2020 Cycle 3 (2017-2019) - Level 1

Level 1

		<p>2017-19</p> <p>In partnership with First Nations and Métis stakeholders, continue to implement the Following Their Voices Initiative.</p> <p>Contingent on recommendations from the sector, implement and actualize the provincial Unified Student Information System.</p>											
<p>High Expectations and Caring Relationships</p> <p>Curriculum: culturally relevant and engaging</p> <p>Instruction: differentiated and high quality</p> <p>Assessment: culturally appropriate and authentic</p> <p>Experience: First Nations and Métis content, perspectives and ways of knowing</p> <p>Professional Learning: targeted and relevant</p> <p>Strong Partnerships: family, school and community</p> <p>Alignment: human, physical and fiscal resources</p>		<p>Strategic Intent*:</p> <p>I am ready to learn.</p> <p>I am valued.</p> <p>I belong.</p> <p>I am successful.</p> <p>I am preparing for my future.</p>		<p>By June 2018, at least 75% of students will be at or above grade level in reading and writing.</p> <p>By June 2019, at least 75% of students will be at or above grade level in math.</p> <p>Achieve an annual increase of 4 percentage points in the Indigenous three and five-year graduation rates.</p> <p>By June 2019, schools involved in FTV for at least 2 years will collectively realize an 8% annual increase in Indigenous student graduation rates.</p> <p>By 2018, school divisions will achieve parity between Indigenous and non-Indigenous students on the OurSCHOOL engagement measures.</p> <p>Achieve an annual increase of three percentage points in the provincial three-year graduation rate.</p> <p>By June 2018, students will report a 5% increase in intellectual engagement as measured by OurSCHOOL.</p> <p>By August 31, 2019, an accumulated savings of \$40 million will be achieved.</p> <p>By June 2018, 75% of PreK educators will have completed Responding to Children's Interests (SPDU) workshop; 75% of Kindergarten educators will have completed Literacy Practices in Kindergarten.</p>									
<p>High Expectations and Caring Relationships</p>		<p>Outcomes (Long Term)</p> <p>By June 30, 2020, 80% of students will be at grade level or above in reading, writing and math.</p> <p>By June 30, 2020, collaboration between Indigenous and non-Indigenous partners will result in significant improvement in Indigenous student engagement and will increase the three-year graduation rate from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.</p> <p>By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.</p> <p>By August 31, 2020, implement a sector-wide approach to find efficiencies and increase value-add in order for the sector to be responsive to the challenges of student needs.</p> <p>By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.</p>											
		<p>Outcomes (Long Term)</p>											

Regina Catholic School Division 4 Year Strategic Plan

Regina Catholic Schools Goals

- Students demonstrate commitment to the Catholic faith.
- Students have foundations for success.
- The community understands and supports the value of Catholic education.

VISION

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



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

MISSION

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

VALUES ACCOUNTABILITY COLLABORATION HONESTY INTEGRITY RESPECT WELLNESS



CATHOLIC COMMUNITIES OF FAITH

The school community understands, nurtures and supports the value of Catholic education.



LITERACY NUMERACY

Students meet or exceed grade level expectations in reading, writing and mathematics.



Our Commitments to Students & Families

ESSENTIAL SKILLS & PRACTICES IN 21st CENTURY EDUCATION

Students develop and share their skills, gifts and knowledge.



EQUITABLE OPPORTUNITIES & TRANSITIONS

Student diversity, wellbeing and overall development is supported.



VISION

La vision de la Division scolaire catholique de Regina est d'offrir une éducation catholique de qualité basée sur la foi, axée sur l'élève et orientée sur les résultats.



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

MISSION

Notre mission est d'œuvrer avec la communauté et l'église locale à offrir une éducation catholique de qualité qui encourage l'excellence scolaire et le développement de citoyens et citoyennes informés et responsables.

VALEURS RESPONSABILITÉ COLLABORATION HONNÊTÉTÉ INTÉGRITÉ RESPECT BIENÊTRE



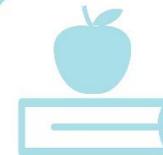
COMMUNAUTÉS CATHOLIQUES DE FOI

La communauté scolaire encadre et appuie la valeur de l'éducation catholique.



LITTÉRATIE ET NUMÉRATIE

Les élèves atteignent ou dépassent les attentes en lecture, écriture et mathématiques.



Notre engagement

COMPÉTENCES ESSENTIELLES ET PRATIQUES EN ÉDUCATION À L'ÈRE DU 21^e SIÈCLE

Les élèves développent et partagent leurs habiletés, leurs talents et leurs connaissances.



ÉGALITÉ DES CHANCES ET TRANSITIONS

La communauté scolaire tient compte de la diversité des élèves, de leur bien-être et de leur développement.



VISION

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



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

MISSION

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

VALUES ACCOUNTABILITY COLLABORATION HONESTY INTEGRITY RESPECT WELLNESS



Li Michif

**LI MOOD
CATOLIC
DASHPAYMOUNAWN**

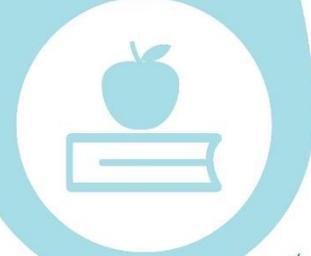
Lee mood d'icole Catolic ita a
lawntour kawekihk nishtouhtamwuk, ekwa
kishinahamawaywuk lee pchee la varitee de Catolic



Néhiyawak

**AYAMIHCİKĒWIN
MASINAHİKĒWIN
AKIHTĀSOWIN**

kiskinwahamākanak kaskihtāwak
ahpō miyāskamwak anihi
kā-itēyimihk takī-kaskihtahk kikwaya
takī-ayamihtahk, kikway takī-masinahahk
ékwa kikway takī-akihtahk



**Our Commitments
to Students &
Families**



**Dehaŋ wowayupike
na wasuya kta waŋ yaŋka**
Wayawa wowayupike na
wosdodye tawapi itagapi na waŋspekiciŋyapi.

**Lehaŋl wowayupike
na wasuya kta waŋ yaŋka**
Wayawa wowayupike na
woslolye tawapi itagapi na waŋspekiciŋyapi.

**Opta danya iyaya hikta
akiyechena iyehantu ichubi**
Wayawa gitezibi tokanbi
tawachi ichagha waogiyebi

Oceti Sakowin

**MINO-KĒKO KAHKINA
KIHKINAHOMĀKANAK ONCI**

kihkinahomākanak ta-ayāwāt
mino-pimātišiwīn kahkina
mamawo-wichintwa



Nahkawé

Regina Catholic Schools Honour the Indigenous Languages of Treaty 4 Territory

Regina Catholic Schools 2017-2018 Academic SMART Goals (Specific, Measurable, Attainable, Realistic, Time Bound)

Faith – System Priority: Communities of Faith

1. By June 2018, 90% of the students in Grade 5 and 11 completing the online “Am I Showing Christ Like Behavior” reflective tool are selecting ‘always’ or ‘most of the time’ as a response.
2. By June 2018, 90% of Grade 3 and 9 students will be able to articulate the faith by achieving a mark of at least 70% on the online religious education assessment.
3. By June 2018, 100% of all staff will have engaged in the process of their faith goals as agreed to on their Committed to Professional Growth form.
4. By June 2018, 100% of all staff and students are servant leaders who are proclaimers of our Catholic faith and demonstrate stewardship of time, treasure and talent through involvement in retreats, charitable donations, liturgies, service projects, Christian action project, etc.

Prekindergarten and Kindergarten – System Priority: Equitable Opportunities and Transitions

1. By June of 2018, 90% of students exiting Kindergarten will be ready for learning in Grade 1 (scoring Tier 1 on the Early Years Evaluation – Teacher Assessment).
2. 100% of the Prekindergarten students scoring red/yellow in two or more of the Early Years Evaluation – Direct Assessment domains in November will be discussed at the Student Services Team before the end of January 2018.
3. 100% of the Kindergarten students who are identified as having Tier 2 or Tier 3 learning needs on the EYE-TA in November will be discussed at the SST before the end of January 2018.

Reading/Writing– English – System Priority: Literacy

1. By June 2018, the percentage of students in the English program who are at or above reading expectations will be
Grade 1s – 75%
Grade 2s – 80%
Grade 3s – 85%
2. By June 2018, 70% of students in Grades 6 and 8 in the English program will meet or exceed expectations in overall reading strategy standards in the Reading Assessment District (RAD).
3. By June 2018, 65% of the students in Grades 4, 6, 7 and 9, in the English program will meet or exceed grade level expectations in the *On-Demand Writing Assessment*.
4. By June 2018, students in Grade 5 and in Grade 10 will perform at or above the national norm in all four Canadian Achievement Tests (CAT 4), tests administered to students in both the English and Immersion programs (Reading, Writing Conventions, Mathematics, and Computation).

Reading – French Immersion Program – System Priority - Literacy

1. By June 2018, 80% of French Immersion students in each of Grades 2 – 6 will read and comprehend at or above grade level in French.
2. By June 2018, 80% of French Immersion students in Grades 7, 9 and 10 in the French Immersion program will read at or above grade level in French.
*as determined by ELFI (FI Reading Assessment).
3. By June 2018, 65% of students in Grades 4, 7 and 9 will be writing at or above grade level, 75% by June 2019, and 80% by June 2020 (*as determined by the provincial holistic rubric).

Mathematics – System Priority: Numeracy

1. By June 2018, 80% of Grade 1-3 students will be at or above grade level for the number strand.
2. By June 2018, at least 70% of Grade 4, 5, 7 and 8 students will be at or above grade level for the number strand, 75% by June 2019 and 80% by June 2020.
3. By June 2018, 90% of our high school mathematics students will successfully pass each of their mathematics courses.

High School Completion – System Priority: Transitions

1. From September 2017 to June 2018, 80% of self-declared First Nations, Metis, and Inuit students in each of Grades 10, 11, and 12 will attain a minimum of 8 academic credits.
2. By June 2018, the percentage of FNMI Grade 10 students completing Grade 10 and remaining in school for Grade 11 will be 90%.
3. By June 2018, the percentage of students who were eligible in September to graduate from Grade 12 and who actually graduate will be 90% or greater.
4. The on-time graduation rate for FNMI students in Grade 12 will be 70% or greater by 2018, 75% or greater by 2019, and 80% or greater by 2020.

Technology – System Priority – Essential Skills and Practices in 21st Century Technology

1. 100% of all RCSD schools will have a Learning Improvement Plan goal that focuses on the improvement of technology integration into instruction.
2. By June 2018, 100% of RCSD teachers will have a technology integration goal in their C2PG.
3. By June 2018, 100% of teachers will incorporate into their long-range plans the Sask. Ministry of Education Digital Citizenship continuum.

II. Be a Coach – Supporting Your Child’s Education

- **Catholic Education**

Catholic Education is more than just a student taking Religion and Family Life at the elementary level and Catholic Studies/Christian Ethics at the high school level. Through such things as classroom and whole school prayer, Masses, Prayer Services, Retreats, Charitable collections and permeating the faith into all subjects, the Regina Catholic School Division strives to support parents in their role as the primary teacher of the faith to their children.

Our schools work hard so that “from the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illumined by the light of faith.” (The Religious Dimension of Education in a Catholic School).

As parents, you can support your child’s Catholic Education by encouraging them to engage fully in the faith activities listed above at their school as well as their Religion and Family Life or Catholic Studies and Christian Ethics classes. You can journey with your child through their Religion and Family Life classes via the online content.

- **Family Life** - <http://acbo.on.ca/fully-alive>
- **Religion** - <http://www.pearsoncanada.ca/school/growinginfaith/student-home/>
user name: rcsd99
password: Student99



- **Safe and Caring Schools - Nurturing Catholic Discipleship**

We Believe in Respect.

The Regina Catholic School Division believes that students have the right to live and to learn in bully-free environments that are full of care and respect.

This belief is reflected in our [Student Bill of Rights and Obligations](#) that promises all students the right to be educated in a positive environment, filled with respect and support.

Our [Board Policy ER-1: Treatment of Students and Parents/Guardians](#) and our [Bully Prevention Plan](#) also outline that all students and parents/guardians have the right to be protected from procedures or decisions that are unsafe, unfair, or disrespectful. We also proudly work with the City of Regina to help enforce the [bylaw](#) that addresses bullying and public fighting.

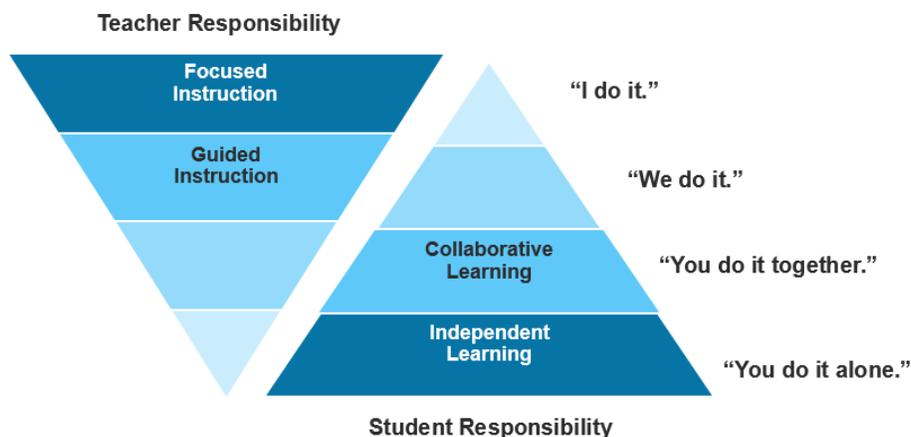
Linked documents:

- [The Regina Catholic School Division: Bullying Prevention](#)
- [Saskatchewan's Action Plan to Address Bullying and Cyberbullying – November 2013](#)

- **Literacy in the Classroom**

Components of an Effective Literacy Program

A balanced literacy program has a combination of direct whole group instruction, guided practice, small group instruction and independent practice.



Essentials of Literacy Instruction

- A balanced combination of the following components:

reading	listening	viewing
writing	speaking	representing
word study		

- Language and print rich environment
- Strong focus on oral language
- Linking reading and writing
- Effective assessment and evaluation
- Awareness and understanding of one's own thought processes
- Critical thinking - students analyze, evaluate, interpret, or synthesize information and apply creative thought to form an argument, solve a problem, or reach a conclusion
- Inquiry – students actively learn that by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge
- Development of independence and confidence

Learning Environment Key Factors

Classroom Culture & Physical Environment

- Gradual release of responsibility
- Routines and procedures
- Anchor charts and mentor texts
- Effective literacy practices – read aloud, differentiation of literature, book boxes with good fit books, interdisciplinary planning, reading workshop, and writing workshop
- Literacy centers (Daily Five framework)
- Layout for whole group, small group, independent practice
- Floor areas and wall spaces



Benchmarking

The Benchmark Assessment System (*Fountas & Pinnell Benchmark Assessment Systems 2nd Edition*)

This assessment tool enables teachers to:

- Determine students' independent and instructional reading level
- Group students for reading instruction
- Monitor ongoing student progress in reading
- Select texts that will be productive for a student's instruction
- Identify students who need intervention and extra help
- Document student progress across a school year and across grade levels
- Inform parent conferences
- Gather information about the reader, including the reader's accuracy and self-corrections, comprehension, and fluency
- Link the results of the assessment to their teaching to ensure students' growth as learners

With careful assessment of a student's current reading level, the teacher knows where to begin instruction. Each level of text along the gradient brings new challenges in the form of vocabulary, words to decode, high frequency words, concepts, and syntax. Supportive teaching enables students to expand their reading strategies by gradually increasing the level of challenge and at the same time assuring that they are successful each day.

Reading Assessment District (RAD)

The RAD is a classroom-based assessment for learning done in Grade 6 - 9. At the Grade 4 and 5 level, the assessment is introduced and done with guided instruction.

The RAD connects with the provincial curricular outcomes as follows:

- **Read** and **Comprehend** grade-appropriate texts;
- **Select** and **Use** (before, during, after strategies);
- **Understand** (how text features make information and ideas accessible and usable-format, graphics, sequence, diagrams, illustrations, charts, maps);
- **Identify** (main ideas, details, opinions, and reasons);
- **Understand** (how text features make information and ideas accessible and usable-format, graphics, sequence, diagrams, illustrations, charts, maps);
- **Distinguish** (among facts, supported inferences, and opinions in informational text).
- **Select** and **Use** appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing, listening, and reading.

The RAD also helps students learn to:

- **Set a purpose for reading** by making predictions and anticipate content using text features.
- **Retrieve information** and recognize meaning by locating main ideas and details explicitly stated in text and then reformulating these in their own words
- **Interpret text** by making inferences or drawing logical conclusions based on their understanding of the information in the text
- **Analyze text** by making connections between new information and prior knowledge
- **Assesses students' metacognitive awareness** of their comprehension strategies and word-solving strategies

On Demand Writing Assessment

- **On-Demand Writing Assessment: Grades 1-9**
The division assessment involves students writing to a specific, yet open-ended, prompt asking them to create a piece of writing that shows all they know about writing in a particular genre. Baseline (diagnostic) data will be collected as close to the start of the year as possible. Summative data will be collected at the end of the year.
- The list below indicates the genre, at each grade level, that will be assessed and the data collected for division purposes:
 - Grades 1-3 Narrative Writing
 - Grades 4-7 Expository Writing
 - Grade 8 Persuasive Writing



Linked document:

- [Celebration of Learning Resource Handbook, Grade 1 & 2](#)

III. Be a Mentor – Assessment, Grading and Reporting

- **Outcomes-Based Reporting**

Understanding Student Assessment and Reporting – Update Spring 2016

An integral goal of Regina Catholic Schools and the mandate of the Ministry of Education is improved student achievement. Research on best practices throughout the province and the country to support this goal has transformed our instructional and assessment practices to be more timely, accurate and informative.

Beginning in approximately 2010, the Saskatchewan Ministry of Education directed that the learning expected of students be defined at each grade level by learning outcomes as evidenced by various indicators. This change moved curricula away from numerous and vague objectives with relatively few outcomes, towards outcomes that are specific in terms of what a student needs to know, to understand and be able to demonstrate. Consequently, this has impacted the way curriculum assessment and evaluation and instruction are conducted in classrooms. As a result of this change, many school divisions in Saskatchewan have started transitioning to outcomes-based report cards that better reflect and align with the provincial curricula.

Why Outcomes-Based Reporting?

Outcomes-Based reporting is becoming more common in school divisions across North America. Overall, outcomes-based reporting provides a more comprehensive picture of students' academic progress and has the potential to increase student engagement. However, as is true with any change process, a challenge with transitioning to this new method is making the shift from one system to the other. Typically, people are generally more comfortable with what they are used to, therefore, a paradigm shift and a level of understanding needs to be realized by all stakeholders as we continue with this transition.

In an outcomes-based reporting system, parents, students and teachers have a clear understanding of learning expectations when outcomes are used. Students are able to set personal learning goals and connect the evidence of their learning to the curricular outcomes. Students will be better equipped to address those areas identified for improvement through ongoing feedback from his/her teacher and opportunities to demonstrate progress. All assessment and evaluation of student achievement is based on the outcomes in the provincial curriculum and the reporting of student achievement is based on the achievement of the curriculum outcomes. Outcomes describe the specific knowledge, skill and understanding that students are expected to reach by the end of a particular unit study, course or grade level.

The Transition Process to Outcomes-Based Reporting

For a number of years, Regina Catholic Schools have been using outcomes-based reporting in grades 1 to 5. We are in the process of extending this to grades 6, 7, and 8. Outcomes-based reporting measures a student's learning in relation to how each student is progressing towards the curricular learning outcome.

Outcomes-based reporting provides a more comprehensive picture of students' academic progress than traditional reporting methods as it identifies specific areas of strength, as well as areas where additional work may be needed. However, as is true with any change process, a challenge with transitioning to this new method of reporting is making the shift from one system to another. People are generally more comfortable with what is familiar. Report cards that look

much like the ones they received when they were students two or three decades ago, may not fully reflect the current reforms in teaching and learning. Therefore, a paradigm shift and a level of understanding needs to be realized by all stakeholders as we continue with this transition.

While a percentage can seem objective because it is a number, it is in fact an amalgamation of many assessments, all of which can involve some measure of subjectivity and do not convey specific information about student learning in terms of learning outcomes. One of our goals is to prepare students for 21st century “real world” environments where many companies evaluate employees based on strengths and areas for improvement, as opposed to a grade or a percentage. We believe that students are more than a mere number or letter, and that the purpose of education is to improve and change lives so our students will be the learners and leaders that will create a better present and a better future.

As such, outcomes-based reporting is a transparent method of uncovering characteristics of student strengths on which to build, outlining what a student can and can't do based on the outcome being taught. Although some may fear that outcomes-based reporting sets up students for failure or fails to appropriately prepare them for high school, post-secondary or the workforce, research evidence indicates the opposite. In fact, many post-secondary institutions like the Nursing Education Programs Approval Board within the College and Association of Registered Nurses of Alberta are also including outcomes and competencies in their assessment practices.

Another important driving force in the change to student reporting lies in the fact that our world is changing; we must prepare our students to think critically so they will be able to adapt to constantly changing situations. The role of schools in education is to move our students beyond the mere memorization of facts. Our students need to learn how to ask the right questions; questions that empower students to learn, wonder and explore. As we think about 21st century education, the statement “education is not preparation for life; education is life”, by John Dewey, a renowned philosopher and educational reformer, is very relevant today. We must continue to explore and create the many possibilities and opportunities for students within the classroom and within our schools. This knowledge base offers a clear direction for change efforts and provides guidance for making improvements for the sake of the students within our schools.



The Impact of Outcomes-Based Reporting in the Classroom

The process of assessing, reporting and conferencing is changing from a teacher-directed approach to a collaborative on-going process designed to support and enhance learning. Using this process, the teacher, the parent, and the student become active participants in reviewing and communicating what has been learned well, and what areas of learning have room for growth. Research has found that outcomes-based reporting has the potential to increase student engagement.

What is an outcome?

Outcomes define what a student is expected to know and be able to do at the end of a unit of study or course. Through conversations, observations and products, the teacher and the student determine the extent to which the student has met the criteria for attaining a particular outcome.

What are the benefits of Outcomes-Based Reporting?

Within the Outcomes-Based Reporting the emphasis is placed on learning and not on working to achieve a “mark”. Students can focus on acquiring skills and knowledge rather than on earning points.

Reporting

- **Outcomes-Based Report Cards**

An outcome-based report card tells students and their families how close the student is to reaching the learning outcomes for a particular unit of study or end of the year goal. An outcome is a skill that every student is expected to learn. Every subject has outcomes which must be learned and assessed. Students are assessed on their individual performance on the curriculum outcomes rather than as a comparison to the progress of other students in the class. Students have the opportunity to demonstrate and see their growth either during a unit of study or over the course of the year. Outcomes-based reporting respects and celebrates the fact that *children do not grow at the same rate*. Some children will learn skills quickly while others will take longer to learn the same skill. What is important is that the child learns the skill – not how long it takes them. An outcomes-based system gives children several opportunities throughout the year to demonstrate their learning.

Levels of Outcomes-Based Reporting

- **NY – Not Yet** meeting grade level outcomes indicates that the student is missing introductory knowledge or understanding that is preventing them from demonstrating the learning outcome. This may indicate that the student is struggling with required skills and needs assistance from the teacher to move beyond an emerging skill set.
- **B – Beginning** to meet grade level outcomes indicates that the student is not quite able to demonstrate all the necessary learning, but is beginning to understand some of the concepts and skills. The student needs more time and support in regard to key elements and grade level outcomes. It is not unusual for children to start the year at this level. Some concepts and skills may be at “beginning to meet” in the first part of the course

and be solidly understood by the end of the unit of study or end of the year. Later in the year, “beginning” may be a cause for concern and suggest the requirement of additional support to the student

- **M – Meeting** grade level outcomes indicates that the student has shown mastery with grade level outcomes and is able to demonstrate the learning of the curricular outcomes expected of students at this grade level. This is the goal for all students. Very few children start the school year already demonstrating the required grade level skills; however, by the end of the year, or at the end of a unit of study, students should be able to achieve grade level outcomes.
- **EU – Enriched Understanding** of the grade level outcomes indicates that the student has an in depth understanding of the grade level outcomes. The student is able to integrate higher level skills by applying the concepts that are being taught and has made new connections that show insight and creativity in the demonstration of the skill or knowledge.

- **Student Portfolios**

In the process leading up to a *student-involved conference*, students will create a learning portfolio representing their work over the past few months of school. The learning portfolio is an ongoing purposeful collection of student work that provides evidence of student learning and progress over the course of the school year.

The evidence of learning samples should present a clear picture of the process used to meet learner goal(s) and outcomes. The student, with teacher guidance, is the one who selects the work to be included in the learning portfolio. The teacher ensures students understand the purpose of the portfolio and that it represents some, but not all of, the work they have done in class over a period of time. The samples in the portfolios can reflect a student's skills, ideas, interests, accomplishments, strengths and weaknesses. The evidence in the portfolio will also help students reflect on what they have learned and what they still need to learn including setting goals for the future.



- **Student Involved Conferences**

The approach for parent-teacher and student conferences will be presented in a slightly different format through a process called *student-involved conferences*. The process of conferencing and reporting is changing from a teacher-directed, end-of-term event to a collaborative, ongoing process designed to support learning.

Best practices would suggest that over the past 20 years, there has been an evolution with how to best communicate student learning in ways that support learning and student growth. One of the most powerful options is to have students talk about their own learning growth and share their achievement and evidence that support their growth.

The process of student-involved conferences is a strategy that provides an opportunity for students to engage in meaningful conversations about their learning. As well, when students communicate their learning using a variety of work samples, they go beyond what grades, numbers and scores alone can show; they are able to examine the depth, the detail, and the range of their own learning.

In a Student-Involved Conference:

- Students take an active and meaningful role in their learning.
- Students are engaged in the learning process and take responsibility for their learning.
- Students' self-esteem is enhanced when they are able to share their learning opportunities in a positive environment.
- Students have an opportunity for self-reflection – recognizing their strengths and abilities including areas for growth.
- Students learn to evaluate their growth as a learner and evaluate their performance of curricular outcomes – what they understand, know and are able to do by sharing samples of work.
- Students, parents and teachers become partners in the education process.

During the conference, students will discuss the skills and processes they have learned, as well as share goals they have set to further improve themselves. Students have been taught how to select representative work, how to engage in self-assessment and how to analyze their own strength and weakness and lastly, how to report their progress or growth in the format of a student involved conference. Parents and teachers may ask questions of the student and give positive feedback on their work and their performance.

The Student-Involved Conference also has benefits for teachers and parents which include:

Teachers:

- Allows for sharing the responsibility of student learning, assessment and reporting.
- Allows for the evidence of student learning to be shared with parents.
- Strengthens communication channels with parents about student's learning and progress

Parents:

- Increases their understanding of learning and assessment
- Allows them to participate in the reporting and informing process rather than merely responding to it
- Provides evidence to support student learning and report card information

• Homework and Practice

Homework and practice provide students with the opportunity to deepen their understanding of recently presented content. However, these strategies are only effective when employed appropriately. Guidelines for assigning homework include:

1. The amount of homework assigned should be appropriate for the grade level. (Less at the younger levels, and increasing as students move to higher grades).
2. Parent involvement in homework should be kept to a minimum.
3. The purpose for homework should be clearly stated and explained to students and parents.
4. If assigned, feedback about the homework should be provided.

Because the acquisition of a new skill requires practice, homework assignments should be designed to:

1. Help students improve speed and accuracy when performing a skill.
2. Provide students with the opportunity to "shape" and adapt the skills they have learned.

The use of homework and practice in a classroom may include the following:

- establishing and communicating homework policies
- identifying the purpose for homework
- asking students to use homework assignment sheets
- commenting on homework
- scheduling massed and distributed practice



IV. Be an Advocate

- **Talking to Teachers**

Excerpt from Parent Tool Kit, Council of Ontario Directors of Education

Don't wait until the middle of a term to talk to your child's teacher. You have a key role in helping the teacher know when your child is struggling. Have your child demonstrate what she or he has learned. Encourage your child to ask for help. They need to know what questions to ask and how to ask them.

It will depend on the age of your child who actually asks the questions. Statements like the following help guide the teacher on how to reinforce learning. "I tried to show my parent how to do it and I forgot what you said."

Listen to your child's concerns but seek clarification without criticizing. Build a strong working relationship with your child's teachers. Students do better in school when parents and teachers are on the same page. Parents are able to discuss their child's progress at a parent-teacher conference. A list of your questions will help make the conversation productive. Arrange another meeting or follow up phone call, if you need more time.

Talk to your child before the conference. Ask them what they would like you to ask the teacher or tell the teacher about them.

- **Reinforcing Classroom Learning at Home**

Excerpt from Parent Tool Kit, Council of Ontario Directors of Education

When your child is studying Canadian Explorers, watch a movie about Canadian Explorers. If there is a TV show about Canadian Explorers, watch it together.

Ask your child to pick out key dates in their unit of studies and challenge them to find a match on the "Day in History", feature of the History Channel. "*Jacques Cartier enters the St. Lawrence on June 9, 1543.*"

Do a web search on "Canadian Explorers" to find good examples.

Put the search terms in "*quotes*" for more accurate and fewer results.

Connect with the teacher for a heads up on the units of study and suggested enrichment activities that you can do at home.

- **What Parents Can Do to Stay Informed**

Excerpt from Parent Tool Kit, Council of Ontario Directors of Education

School and classroom events. Try setting up an “in and out” basket for your child’s agenda book, newsletters, notes home and lunch orders. There may be some days when your paths do not cross. For older students try a shared Google calendar. A few minutes of organizing every day will keep you up to date and help your child be responsible for managing his/her time. If your child’s teacher has a website, check regularly for information. If it is a blog, subscribe to it. Using twitter? Encourage your teacher to tweet out homework assignments to your Twitter account or text to your mobile. Sign up for the School and the School Board e-newsletter.

V. Healthy Living

- **Rest**

Research indicates that teenagers require between 9-10 hours of sleep per night, but more than half of all teens report getting far less than that. If you're a teen who wants to learn how to get enough rest, you can try these recommendations to develop good sleep routines and cultivate healthy habits that contribute to getting enough rest.

Developing Good Sleep Routines

Follow a regular sleep schedule. Establish a regular bedtime, and stick to it. Having regular hours set aside for sleep will train your body and your mind to expect sleeping at this time. Practice using your bed only for purposes of sleeping, not for reading or playing with electronics.

- Most teenagers experience changes in their sleep cycles. Try to make sure your activities at night are calm to counteract against this tendency.
- Keeping a diary or a "To-Do" list by your bed may allow you to jot down any notes or ideas that keep you awake. Then you'll be able to tell yourself to come back to these ideas in the morning, and let them go during the night.
- Make sure your room is dark and quiet. Use curtains, or an eyeshade, to block the light. Use a white noise machine, such as a fan facing the wall, to block the noise from other parts of the house. Some people find that listening to soft music helps them go to sleep, and blocks other noise.

Avoid oversleeping on weekends. You will do best if you try to follow your regular sleep schedule even on the weekends. Try to wake up within 2-4 hours of your usual wake time in order to maintain your regular pattern.

- If your friends talk about how much fun they had staying up all night, you can remind them how good you feel after a full night's sleep.
- Remember that getting more than 10 hours of sleep on one night doesn't mean you can sleep less the following night. A healthy sleep routine involves sufficient sleep every night.

Develop a nighttime routine. Doing the same things before bed every night will help your body understand that it's time for bed. Examples of things included in a nighttime routine are: brushing teeth, washing face, putting on soft pajamas. Taking a warm bath or shower will relax you, and you will wake in the morning already bathed for the day.



- Reading a book before bedtime can be relaxing, as long as the book isn't a thriller.
- Listening to soft music or meditations can be a good way to relax for sleep

Turn off electronics at night. Electronics, whether they're tablets, computers, phones or games, interfere with the body's sleep mechanism in ways that researchers don't entirely understand. Adolescents with a bedroom television report more difficulty getting to sleep, significantly higher rates of sleep disturbance, and shorter overall sleep times.

- Texting at night, even once a week, results in daytime sleepiness, according to researchers.
- Reading from light-emitting electronic readers also has been shown to interfere with sleep quality, and lowers the secretion of melatonin, a sleep-inducing hormone.

Make sleep a priority. Not getting enough sleep means lower cognitive abilities, being more moody, irritable and cranky, and lower grades in school. It also means that if you get sufficient sleep, you'll be in a better mood, with more energy. You'll be quicker to think of intelligent solutions. You're more likely to get better grades too.

- Set your own goals for sleeping. If the benefits of getting enough sleep are important to you, you'll find a way to work it in.
- Don't be embarrassed to tell your friends that you have to say goodnight. Good friends will understand your priorities.

- **Managing Screen Time**

Unplug: 12 tips to manage kids' screen time from *The Mayo Clinic Diet*



Concerned about how much time your child spends on the computer, watching TV or playing video games? Try these suggestions.

Although watching TV or playing computer games can be educational, it's easy to overdo it. The [American Academy of Pediatrics](#) discourages media use by children younger than age two and recommends limiting older children's screen time to no more than one or two hours a day. Need convincing? Too much screen time has been linked to obesity, irregular sleep, behavioral problems, impaired academic performance, violence and less time for active play.

How to limit screen time

Your children may be racking up more screen time than you realize. Start monitoring it, and talk to them about the importance of sitting less and moving more. Also, explain screen-time rules — and the consequences of breaking them. In the meantime, take simple steps to reduce screen time. For example:

- **Eliminate background TV.** If the TV is turned on — even if it's just in the background — it's likely to draw your children's attention. If you're not actively watching a show, turn off the TV.
- **Keep TVs and computers out of the bedrooms.** Children who have TVs in their bedrooms watch more TV than children who don't have TVs in their bedrooms. Monitor your kids' screen time and the websites they are visiting by keeping TVs and computers in a common area of your home.

- **Don't eat in front of the TV.** Allowing your children to eat or snack in front of the TV increases the time they are passively sitting rather than moving. The habit also encourages mindless munching, which can lead to weight gain.
- **Set school-day rules.** Most children have limited free time during the school week. Don't let your kids spend all of it in front of a screen. Also, avoid using screen time as a reward or punishment. This can make television shows or computer games seem even more important to your children.
- **Talk to your children's caregivers.** Encourage other adults in your kids' lives to also limit screen time for them.
- **Suggest other activities.** Rather than relying on screen time for entertainment, help your children find other things to do, such as reading, playing a sport, helping with cooking or trying a board game.
- **Set a good example.** Be a good role model by limiting the time you spend "plugged in."
- **Unplug it.** If this issue is becoming a source of tension in your family, unplug the TV, turn off the computer or put away the smartphones or video games for a while. You might designate one day a week or month as a screen-free day for the whole family. To prevent unauthorized TV viewing, put a lock on your TV's electrical plug.

Become an active participant

Make screen time as engaging as possible:

- **Plan what your kids view.** Instead of flipping through channels, seek quality videos or programming. Consider using parental-control settings on your TV and computers. Preview video games and smartphone applications before allowing your children to play with them.
- **Watch with your children.** Whenever possible, watch programs together — and talk about what you see, such as family values, violence or drug abuse. If you see a junk-food ad, explain that just because it's on TV doesn't mean it's good for you.
- **Record programs and watch them later.** This will allow you to fast-forward through commercials selling toys, junk food and other products. When watching live programs, use the mute button during commercials.
- **Encourage active screen time.** Have your kids stretch or do yoga while watching a show. Challenge your family to see who can do the most jumping jacks during a commercial break. Choose video games that encourage physical activity.

It can be difficult to start limiting the time your children spend in front of a screen, but it's worth the effort. By creating new household rules and steadily making small changes in your kids' routines, you can curb screen time and its unhealthy effects.

VI. 21st Century Learning - Digital Citizenship in Schools

- Privacy

Sharing Information on the Internet – Protect their Privacy

Excerpt from Parent Tool Kit, Council of Ontario Directors of Education

Research shows a large number of students have visible profiles that identify personal information such as their email address, phone number, home address or Instant Messaging contact. When students register for online gaming sites, social networking or sites that offer incentives and prizes they reveal who they are, where they live and their birth date.

What most people do not know is that companies are using this information to develop a close relationship with a child for the purpose of influencing consumer behavior.

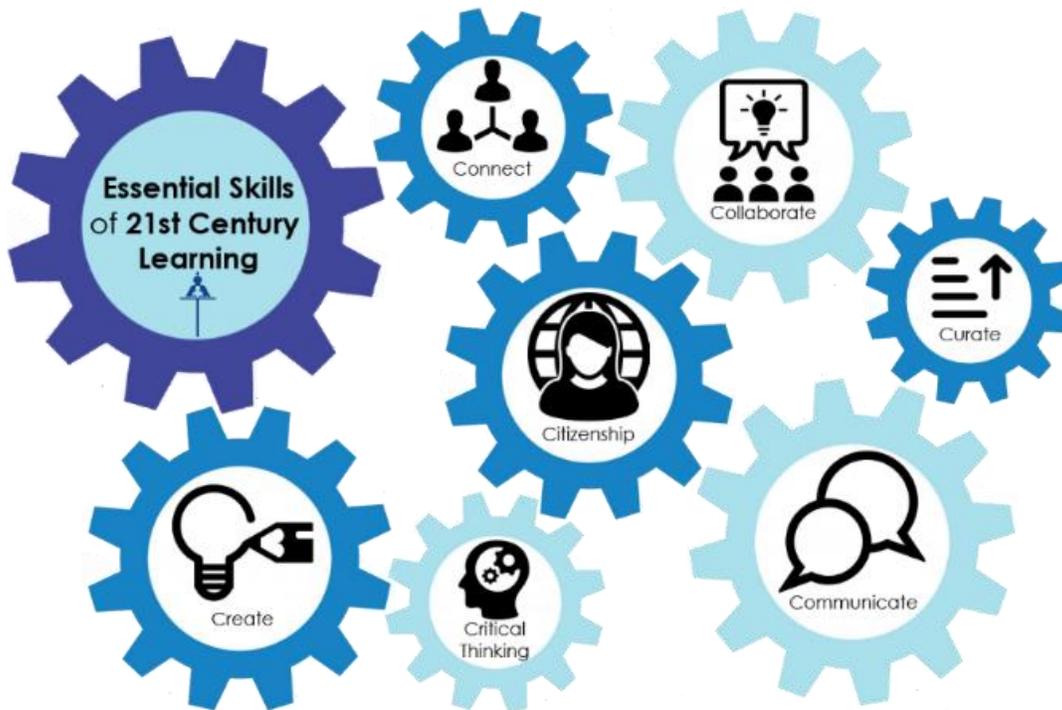
Make sure that they know! Photos posted online only need a simple right click to save an image to be stored on anyone's computer. Pictures can be posted on the Internet without your permission. Shared photos on mobile phones can be traced. Ask them to think of a future boss and their grandparents when they are tempted to post highlights of a party.

Protect their privacy. Register together for a program, website or online purchase. Read the terms of agreement to determine how they will use your private information. Review their comments and photos before they post them online.

Seek help from teachers for more ideas about privacy and student use of the information.

- Why Consider 21st Century Learning and Digital Fluencies

Today, we are connected in more ways than what was once thought possible. Technology connects people, workplaces, and ideas creating a connected global community. Part of becoming a global citizen is not only using new digital tools but sharing ideas and perspectives responsibly. It involves recognizing and respecting how technology can connect perspectives, by encouraging collaboration and communication. How can schools help leverage these 21st century skills for students? How can it be infused into curricula? In the end, what are the essential skills students need?



- **What do Students Need to Know to be a Participant in the 21st Century Globally Connected Society**

Our students are living in a technology-rich world. Therefore, educators need to examine instructional strategies and pedagogy to ensure our students are getting the most out of their digital experiences.

Technology provides powerful pedagogical opportunities that can challenge traditional perspectives of teaching and learning. We are just beginning to see how new and emerging technologies have the potential to leverage learning. The question is, what would the scope and sequence look like from a Kindergarten to Grade 12 perspective when exploring digital fluencies? What skills do students need to have today and in the future?

How can teachers cultivate student curiosity, initiative, creativity, imagination, collaborative skills, as well as critical thinking and problem solving abilities - while at the same time, nurturing integrity, persistence and our Catholic values?

- **How can Digital Technologies Deepen Student Learning**

The development of the Essential Skills for 21st Century Learning or the "7C's" provides a framework for how we are integrating technology into learning. It's not about what is considered "innovative" or what will "revolutionize learning" but what will leverage or amplify pedagogy. In order to effectively and purposefully integrate technology, we need to focus first on learning. The purpose of the 7C's was to examine how digital technologies can connect to learning in one of the following ways:

- Improve student engagement;
- Encourage active learning;
- Allow for reaching the diverse needs of all learners;
- Allow for more student feedback and assessment for learning;
- Provide opportunities to gather evidence or assessment of learning;
- Allow for student ownership of learning, independence and responsibility;
- Provide opportunities for students to leverage collaborative skills through technology;
- Explore ways in which students can engage in inquiry learning within the context of learning communities.

Through the implementation of student-centered strategies, technology has the potential to accelerate and deepen learning.



Digital Citizenship

Citizenship is multifaceted. It involves using technology to engage in addressing both local and global issues. It involves an understanding of human diversity and the knowledge and sensitivity to show respect for others. Citizenship also involves the legal and ethical consumption of, and contribution to, digital and non-digital environments.

- **Links**
 - [Government of Saskatchewan: Digital Citizenship Instruction in Saskatchewan Schools](#)
 - [Top Websites for Digital Citizenship](#)
 - [Social Smarts, Privacy, The Internet and You, Office of the Privacy Commissioner of Canada](#)

VII. Resources

On-line links from Parent Resources section on RCSD website

- [Saskatchewan's Action Plan to Address Bullying and Cyberbullying](#)
- [The Regina Catholic School Division: Bullying Prevention](#)

VIII. Acknowledgements

We would like to acknowledge and thank all those who contributed to the development of this document by providing information. This includes Regina Catholic School Division staff and those who helped develop the *Parent Toolkit* for the Council of Ontario Directors of Education.