



**Regina
Catholic Schools**

www.rcsd.ca

***REGINA CATHOLIC
HIGH 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	
III.	Be a Mentor – Assessment, Grading and Reporting	13
	<ul style="list-style-type: none">• Homework and Practice	
IV.	Be an Advocate	14
	<ul style="list-style-type: none">• Talking with Teachers• Reinforcing Classroom Learning at Home• What Parents Can Do to Stay Informed	
V.	Healthy Living	14
	<ul style="list-style-type: none">• Managing Your Time• Diet and Nutrition• Rest• Managing Screen Time• Tips to Promote Social-Emotional Health Among Teens	
VI.	21st Century Learning – Digital Citizenship in Schools	22
	<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	26
VIII. Acknowledgements	26

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



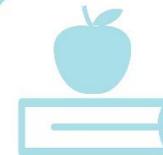
COMMUNAUTÉS CATHOLIQUES DE FOI

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 kâ-itēyimihk takî-kaskihtahk kikwaya takî-ayamihtahk, kikway takî-masinahahk êkwa kikway takî-akihtahk

**Our Commitments
to Students &
Families**



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

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

**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**

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.
- Grade 9 Persuasive Writing will be assessed and the data collected for division purposes.



III. Be a Mentor – Assessment, Grading and Reporting

- **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:

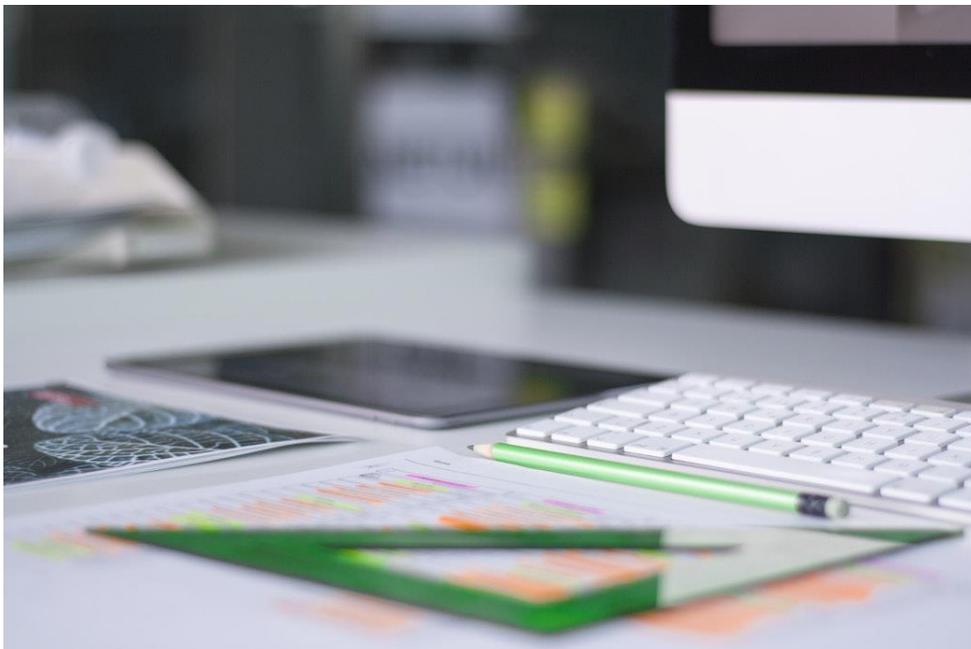
1. The amount of homework assigned should be appropriate for the grade level. (Less at the younger levels, and increasing as students move to higher grades).
2. Parent involvement in homework should be kept to a minimum.
3. The purpose for homework should be clearly stated and explained to students and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

- **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

- **Managing Your Time**

Time Management for High School Students by Ed Schmidt

In today's fast-paced world, time management for high school students is essential. There never seems to be enough hours in a day. How do you find time to hang out with friends when you

have to go to school for 6 and a half hours, attend soccer practice, do loads of homework, and work at your job all in one day? There never seems to be enough time!

While you may have a lot to do, planning how you will spend your time will greatly increase how much you can get done in a single day. These effective time management for high school students strategies will help you accomplish all that you want to do.

Schedule how you will spend your day.

Make sure you write it down somewhere. No, you don't have to carry around a daily planner everywhere you go as cell phones normally have some type of scheduling software. Though it helps to have a portable planner, writing your "to do" list in something stationary will be fine. You can make your schedule on your wall calendar or a calendar program like Microsoft Outlook.

Estimate how long it will take to do each task starting with the longest commitments.

Is soccer practice going to take an hour-and-a-half? Schedule that in. Do you have a ton of homework to do tonight? Estimate the amount of time and schedule a part of your day to do it. Starting with the most important and time consuming commitments helps you determine how much time you can spend on less important activities like playing video games. Needs first, then wants.

Know when you work your best

Maybe you don't write very well in the morning, but excel at it in the afternoon and evening. If that's the case, then doing your homework in the afternoon will be the best time to schedule a homework/study session. Instead, do something not quite as important in the morning, like your workout.

Combine tasks

Do you spend 30 minutes on the bus in the morning? Close the cell phone and get some reading or homework done! Since this commute has to be done daily, why not make some time in the afternoon when you have a choice of what you can do.

Remember the importance of sleep

Sleep can seem like the ultimate waste of time. You're lying in bed doing nothing. But if your body is tired, it won't function very well. You won't remember much from your study session if you had to drink a couple energy drinks to keep your eyes open. A rested body is more productive.

Don't be afraid to say "no"

We all like to please others, but your boss won't fire you if you don't come in to work to cover someone's shift. If you've got a load of homework to do or you promised to help your mother at a fundraiser, those activities take precedence. This doesn't mean you have to be inflexible, but your important tasks need to come first.

You can't do it all

Sure, doing cheerleading in the morning, playing basketball after school, and working 30 hours a week might seem fun. Unfortunately, you aren't going to excel at a single one. It's better to do a few things and focus on those than to do it all and struggle to get by.

Estimate the amount of free time you'll have each day. Between 8 hours of sleep, 7 hours of school, 3 hours of extracurricular activities and/or homework, and anything else you've got going on, you may not have much spare time. If that's the case, estimate the amount of time you may have. Then think about what you want to do and how much time you have to do it. Do you want to blow it by watching TV, or would you rather do something that feels more accomplishing, like writing a book? Whatever you choose to do, remember, down time is important.

Effective time management for high school students is essential to accomplishing all you want to do. If you have a difficult time doing all you want/need to do, is it because you truly don't have enough time? Or is it because you don't manage your time very well?

(Under Creative Commons License)

- **Diet and Nutrition**

Importance of Healthy Eating for Teens by Adam Cloe

Adam Cloe has been published in various scientific journals, including the "Journal of Biochemistry." He is currently a pathology resident at the University of Chicago. Cloe holds a Bachelor of Arts in biochemistry from Boston University, a M.D. from the University of Chicago and a Ph.D. in pathology from the University of Chicago.

Adolescence is a time of growth for children, for both physical and mental development. A healthy diet is essential for teenagers because of their heightened nutritional needs, but also because the foods they eat as teenagers can impact their health when they reach adulthood. Healthy eating also promotes good food habits to last a lifetime.

Calories

Teenagers need to consume more calories because their bodies are growing rapidly. According to HealthyChildren.org, adolescents need more calories each day than at any other point in their lives. In general, teenage boys need to consume 2,800 calories each day and teenage girls need to consume 2,200 calories per day. These caloric needs are even higher for teens who play sports or are otherwise very physically active.

Nutrients

Teenagers should eat foods in the right proportions. Approximately 50 to 60 percent of the calories should come from carbohydrates, HealthyChildren.org notes, with the majority of these

coming from complex carbohydrates. Fat should make up less than 30 percent of a teenager's calories. These guidelines will also ensure that teenagers get enough protein, which is notable because teenagers consume, on average, twice as much protein as they need, HealthyChildren.org reports.

Vitamins and Minerals

Vitamins and minerals are also critical for teenagers because they are needed to help the body make new tissues and function properly. Teenagers should eat a variety of foods, especially fruits and vegetables, to make sure that they get all of the vitamins they need. Milk is a healthier choice than sodas for most teenagers because it provides calcium and vitamins A and D and helps with making new bone during growth spurts. Unless your teenager has been diagnosed with a vitamin deficiency, it is better to get vitamins from food rather than supplements because these foods provide fiber and other important nutrients needed for proper growth, KidsHealth.org.



Improving Future Health

As teenagers mature into adulthood, they may continue some of the eating habits they developed earlier in life. A diet high in sugar and fat can promote weight gain and poor health later in life, particularly once the teenager's metabolism slows down. A diet high in sugar can also increase a teenager's risk of developing heart disease later in life, the American Heart Association explains, as it can cause teenagers to develop poor cholesterol levels that persist into adulthood.

- **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.

Making Good Lifestyle Choices

Stay away from caffeine, alcohol, drugs and smoking. In addition to being actively harmful to your health in other ways, these substances all interfere with your ability to get quality sleep. Drinking even one alcoholic beverage before bedtime, for example, results in disrupted sleep.

- People may associate alcohol with feelings of relaxation, but the scientific evidence doesn't back this up.
- Beware of caffeine hidden in some products. In addition to coffee, tea, and sodas, caffeine is found in chocolate, energy drinks, and certain cold medications. Read the labels before consuming any of these things in the late afternoon or evening.
- Avoid using any products, including alcohol or herbal supplements, to help you sleep.

Lower your stress levels. Studies show that there is a high correlation between high stress levels and insufficient sleep. Not getting enough sleep results in higher stress levels, but having too much stress also results in getting less sleep. Take active steps to lower the stress in your life in order to get enough rest in high school. According to researchers, adolescent rates of stress are similar to those of adults.

- Teens who spend less time online report overall lower levels of stress.
- Physical activity is one of the best ways to lower stress. Walking, jogging, swimming, doing yoga, or playing basketball with friends are all good ways to move your body, reduce your stress, and get a better night's sleep.
- If you find yourself getting stressed out by a situation you don't know how to deal with, talk to someone about it. Even if the other person can't solve your problem, sharing it often helps lower your stress about it.

Take early afternoon naps. If you really need to catch up on sleep, take short naps in the early afternoon. Good daytime naps shouldn't be more than 20-30 minutes in length.

- Taking naps in the later afternoon or evening may interfere with your sleep schedule, and are best avoided.
- Make sure your napping place is quiet, restful and reasonably dark.
- There are three types of napping that can be used to help you get enough rest. They are planned naps, when you schedule a nap on a day you expect you'll be sleepy; emergency naps, for when you are just too sleepy to function well; and habitual naps, when you set aside time in your daily schedule for a nap.

Practice relaxation strategies. Learning relaxation strategies, such as meditation, yoga or a relaxing hobby, can help lower your stress levels, and have a positive effect on your sleep. Teens will appreciate relaxation techniques that they can use on their own, without guidance from a parent or adult.

- Progressive muscle relaxation is a good technique to fall asleep by. This is a step-by-step self-guided relaxation of each individual part of the body, starting at the toes and working up to the tip of the scalp. One by one, each muscle group is identified by awareness, tensed for 5-10 seconds, and then relaxed.
- Guided auditory meditations may also be useful for teens. Explore different techniques until you find the one that's relaxing for you.



- **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.

Tips to Promote Social-Emotional Health Among Teens from American Academy of Pediatrics

What Teens Can Do:

- When feeling angry, worried or troubled, discuss your feelings with a parent, another trusted adult, or a trusted friend. Teachers and coaches are two examples of adults who can help.
- Find safe and healthy interests that you enjoy outside of school and home.
- Write down some goals for the future to help you stay focused on things that really matter. This can help you put day-to-day problems into perspective.
- Avoid using alcohol, tobacco and other drugs; these don't help with problems and often make things worse. Instead, think about positive ways to handle problems and the feelings that go along with them.
- If you're in trouble with your mood, drug use, or sexuality, get help. You never need to feel alone.

What Parents Can Do:

- Listen to your teenager—let him talk out his problems with you before jumping in with a solution. Teens need adults to believe in them unconditionally and expect them to succeed.
- Encourage your teenager to get involved in activities that engage him/her with the community in a positive way. For some this may be sports or drama, for others it may involve tutoring younger kids or volunteering in the community.
- Set clear expectations that you want to know where your teen is and when he/she'll be back. Discuss with him the consequences of the use of alcohol, tobacco, and other drugs.
- Help your teen to identify other adults to turn to when he/she wants to talk.
- Let your high schooler know that it's okay to seek help from a counselor, health care professional, or trusted adult, if needed. Students and parents are encouraged to be aware of the services available at their school and how to access those services.
- Encourage your teen to explore solutions. In many cases, she will know about the solutions—for example, extra help after school—but may need your encouragement to try them.
- Everyone experiences anger and stress! Help your teen to find acceptable ways of working through these feelings.



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.

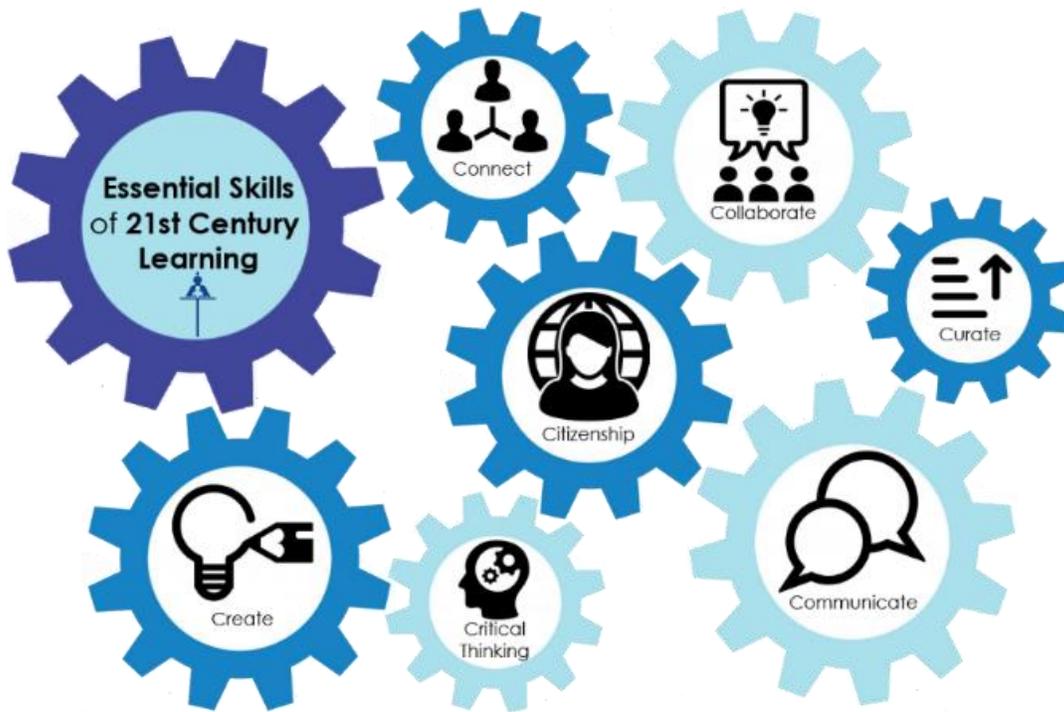
Make sure that they know! Photos posted online only need a simple right click to save an image to be stored on anyone's computer. Pictures can be posted on the Internet without your permission. Shared photos on mobile phones can be traced. Ask them to think of a future boss and their grandparents when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

