

SCSA In-Service & Planning Day – Tuesday, January 17, 2012 – “Summary”

9:30 – 10:00 am - registration and networking

Despite the -40 degree temperature, 90 brave community educators registered for the day

10:00 – 10:15 – opening remarks from SCSA President, Margaret Marsollier and round table introductions

10:15 – 11:15 – Updates from Ministry Dean Brooman and Ross Tait from the SCSA Executive introduced the agenda items and presenters for the day. Deputy Minister of Education, Cheryl Senecal & Assistant Deputy Minister, Greg Miller were introduced and brought greetings from the Ministry. They talked about the importance that the Ministry is placing on “Supports for Learning”. Minister Senecal noted that the learning program should be Responsive, Inclusive, Culturally Affirming and Challenging – this aligns with the long term indicators that guided the work of community schools for the past 30 years. The new funding model will be based on extensive consultations with all stakeholders. The consultations have been on-going and will form the basis for the model that will be released in the Government Budget presented in March. The funding model will come into effect in the 2012-13 school year.

Regarding the concept of dedicated funding for Community Schools, Minister Senecal affirmed that there are presently provisions included in the funding pool sent to school divisions that include all supports for learning. It is up to school divisions to allocate those funds according to their needs at the local level. As in the past 5 years, there are no longer dedicated budget lines directing school divisions to allocate funds to staffing, nutrition, discretionary and parent councils in designated community schools.

Following the budget release in March, we will be apprised of the funding model and how the allocations are determined. There is no indication that things will change with regards to the importance of supporting all students to achieve at their highest level.

The Ministry continues to be committed to the goal of closing the learning gap between Aboriginal and non-Aboriginal students and are taking steps to complete the staffing and consultant roles in this area. This is part of the Ministry re-organization that will see a focus on working across branches to develop goals and actions that include ideas and feedback from all sectors instead of “hives” of knowledge and expertise in special units. This will promote the inclusion of First Nations & Metis content in all areas of the curriculum.

There will also be an emphasis on the importance of early learning acknowledging that 0 – 8 years as the critical time to get things right. There will be more information on this in the upcoming budget.

School Community Councils are seen as central to the success of the school plan and will continue to play a significant role in the leadership of the school and the direction of education in the Province.

School division accountability is a matter of great importance and all expenditures will be carefully monitored as to how they pertain to student outcomes.

Minister Senecal and ADM, Miller invited questions from the floor and a lively discussion ensued.

11:15 – 11:30 – Setting the Context – Ron Nowlan, Community Education Consultant and Policy Analyst, presented a *Matrix (see attached) that established the link between engagement, attendance, achievement and supports for learning. Discussions took place in table groups as participants prepared for the focus question in the afternoon.

**matrix adapted from work done by UCLA Center for Mental Health for Schools*

11:30 – 12:15 Innovative Ideas from 2 schools

- **St. Michael Community School – Saskatoon** “Engagement process to improve attendance” – see attached slides.
- **St. Francis Community School, Regina** “Students Gone Mad – Making a Difference” Girl’s Group. Presentation will be made available as soon as permission is secured to use images.

Thanks to the teams from each school who shared their experience and expertise with the group.

1:00 – 2:15 pm – Reviewing Scope and Content of supports for learning – Ron Nowlan expanded on the area of what is included in the term “Supports for Learning” using the matrix to help participants determine how Community Education Practices are impacting on outcomes for students.

Dean and Ross introduced the focus question and gave directions for the table discussions.

Discussion Group: Focus Question

*“How are the supports for learning in your school/division contributing to **student engagement, attendance and improved achievement** in your school community?”*

Following is a compilation of responses under each of the headings: *Note – identical responses are indicated as a total in the compilation.*

Student /Parent Engagement

- Relevant curriculum
- Relationships (2)
- Adaptive dimension – every student can learn
- Differentiated instruction – equitable outcomes
- Welcoming environment
- Culturally responsive (3)
- Engaging with parents – meet parents where they are
- Family nights – welcome community as a whole – partnerships
- Full time counsellor
- Community coordinators/school liaison workers
- Nutrition/food (3)
- Extracurricular – sports, after school programs (4)
- Student supports – EA’s
- Summer program
- Family programs
- Home visits (3)
- Technology (3)
- Positive feedback
- Transportation (students/families)
- Inter-agency partnerships
- Community knowledge/connections
- KHL/Girl Guides/Builders Club/Go Girls
- Kid’s Kitchen/FN Drum Group/The Leader In Me/yoga/Parent and Tot Program
- “Learn to” programs
- Knights of Columbus – athletes in school
- Breakfast and Lunch
- SCC’s
- Community services – social worker, dental screening, mentors
- Elders
- Community partners provide sports equipment, school materials, etc
- Information phone line
- Adult literacy classroom
- Making authentic connections with students
- Supports for adults
- Daycare on site or close

- Facilities
- DI project
- Focus on curriculum/assessment
- SSWIS partnership
- Assess “time on task” with student
- Student feedback for teachers
- Engaged in assessment/evaluation
- Staff mentors to make connection – relationship building
- RTI
- Professional staff model
- Restitution policies
- “No Zero” policies – student accountability
- Provide reading programs during the summer months – keeping students engaged
- Tutoring, mentoring, homework club
- Group mentorship programs, one-on-one mentoring (3)
- In-school mentorship program with Big Brothers and Big Sisters
- Girls and Boys clubs
- Gr. 12 trip (New Zealand) documentary produced.
- Community school meetings – working collaboratively
- Talking partners
- Speech/language
- Literacy coaches
- Personnel – community school coordinators, nutrition workers, outreach workers, social workers
- Funds for bells and whistles to compete with non-school activities
- Nobody’s perfect – parenting program
- Alphabet soup family literacy program
- Come Read With Me family literacy program school activities, carnival, family dances, openm gym, mentoring student/family
- Community school coordinator (4)
- EA’s , SCC parent group, peer support, SRC
- Blocking groups
- Community members in the classroom, parents back at school
- Inclusion of students in decision making
- Pow Wow group, Drummers
- Grade 8 cooking
- West Flat Pow-wow student led
- Conference at interview time
- Social supports & partnerships – dignity – motivational - engagement
- Adult education/parent engagement/community
- Welcoming environment & relationships
- Authentic and respectful relationship between family and school – do “with” not “for”
- Early intervention
- School/community garden project that allows us to view our partnerships in a different way
- Feasts that brought school/community together in a good way
- Community invited into school through any number of events helps with that feeling of belonging
- Personal invitation’s by staff

- Inviting partners to have a meaningful part of the school activities/environment
- By positively changing the school climate (example – Altered school day)
- SCC General meetings with superintendent attached to that portfolio – School Division Level
- Attendance of division staff at community events – School Division Level

Attendance

- Closely related to engagement – students and parents
- Community resources & supports – housing, food, medical, transportation
- Education and awareness
- Bring community resources into the school
- Door to door bussing
- Home visits, colour coded calendars
- Teacher and support staff visit homes
- Full time counsellor
- Community coordinators/liaison workers (3)
- Extra-curricular – sports, after school programs
- Student support – EA's
- Breakfast for Learning
- Tracking system/data collection (Maplewood)
- Home visits (3)
- Relationships
- Transportation (students/families)
- Nutrition programs (2)
- Classroom competitions for attendance
- Transition programs
- KHL/Girl Guides/Builders Club/Go Girls
- Kid's Kitchen/FN Drum Group/The Leader in Me/Yoga/Parent and Tot Program
- Breakfast and Lunch (2)
- After school programs
- SCC's
- Food, food, food
- Community services – social workers, dental screening, mentors
- Elders
- Community partners provide sports equipment, school materials, etc
- Target families that need support
- Connecting families to agencies for support
- Keeping kids accountable
- Information phone line
- Making authentic connections with students
- Supports for adults
- Daycare on site
- Recognition/celebration
- Data collection (monitoring) – planning to improve
- Purposefully building trust
- Collaborative meetings with stakeholders

- Exit interview/survey/focus groups with students who left system to find out why?
- Sense of belonging
- Outreach workers/support personnel
- Store front programming
- on-line classes/programming
- School driven initiatives
- If there is no parent contact and we don't know why the student is absent, a phone call is made. If there is still no parent contact, a home visit is done.
- Provide transportation (family liaison or cab fare)
- Provide alarm clocks for families
- Tracking and monitoring attendance closely and continuously.
- High school – mentoring with outside community members
- Community school funding
- Food programs, bus passes, incentive programs
- School boundaries
- Home visits – community school staff
- Student services involved in attendance issues.
- Attendance tracking technology allows us to gather data
- Personnel for home visits, transportation personal calls
- Supports for parents who struggle to get their children to school and to keep them there.
- Elders in the school that students develop on-going relationships with.
- Job mentors who help students make the connection between attendance at school and at work
- Involvement of community school coordinator, EA's, secretaries and social worker has helped to achieve improvement
- Struggle with residential school look and feel to the schools
- Try and develop a formal policy at the school level
- Gym open at 8:15 am
- Use of technology
- Support around attendance – with respect to having positive school connections, ensure that community school coordinators are retained to have that responsibility – School Division Level

Student Achievement

- Engagement
- Attendance
- Analyze data to determine areas of required focus – intense intervention
- Community supports
- SCC funding to support student achievement
- PD for staff
- Staff engagement
- Effectively communicate vision to parents – personal contact
- Nutrition (food) and nutrition education programming (6)
- Staff – any/all who work with student
- Partners
- Volunteers
- Resources
- Funding
- Full time counsellor
- Full time kindergarten program

- Student support – EA’s
- Technology
- Relationships
- Positive feedback
- Assessment
- STARR Program – students are acknowledged – improves motivation
- Breakfast for Learning
- EAL Program
- “Caught with a Book”
- Heart of the City Piano Program
- SCC – Parent Council (4)
- Family Literacy evenings
- Health Promoting Schools
- Homework Help
- Reading Programs
- Care Partners
- Breakfast and lunch
- Home visits (2)
- After school programs
- Food, food, food
- Community services – social worker, dental screening, mentors
- Community partners provide sports equipment, school materials
- Homework club & transportation
- Making authentic connections with students
- Supports for adults
- Daycare on site
- Rubric – involvement in developing
- Involved in the evaluation/assessment
- Parental/family involvement will improve achievement
- Cultural connection to school setting/content
- Sense of belonging
- Collegiate renewal
- Engaging students/teachers in learning
- Making learning relevant (experiential learning)
- Comprehensive transition
- Problem based learning
- Programs – cosmetology, welding, Coco
- Addressing concerns such as: phone calls home, home visits, RAP, counsellors, nurse, social worker, SWISS
- Project based learning
- Support of school division – common goals within Division
- Recognition of unique needs
- Better involvement/engagement of SCC
- Staff working on same goals
- Collecting data
- Tracking for individual students
- Libraries with personnel
- Shifting the belief from “school is optional” to “school is critical”

- Pre-K, (3 and 4 year olds) (2)
- Pre-K, K and Gr 1 – speech improvement
- Transportation
- Gym time
- Mentoring
- Home visits – have coffee, phone calls
- Nutrition, nourishing minds – food as a support for instruction
- Data teams and CIT's
- Meetings between – Principal/coordinator; with the Principal; Data meetings; with Coordinator;
- SCSA advocacy and leadership
- Embedded Read to Succeed proving successful
- Improved math through co-teaching
- Gym open at 8:15 helps students belong, engages staff and students Grades 5 – 8.
- Best place to value learning
- Use of technology
- Daycare at High School increased Aboriginal graduation rate
- Gathering of data – Division Level
- Community education action plan – Division Level
- Learning walks – Division Level

2:15 – 2:30 – reporting back – *because of the very cold conditions, this part of the agenda was cut short – the responses are to be compiled and distributed to members (as shown)*

SCSA updates

- **Sean Chase brought an update from the Regina Conference Committee re: the SCSA Conference being held in Regina May 2 – 4th, 2012 at the University of Regina – all details are included on the website www.communityschools.ca – conference link. Sean encouraged everyone to get registered as it will be an event that you won't want to miss!**
- **The next call for SCSA Newsletter submissions will be in the Spring**
- **Make sure you submit your 2011-12 SCSA membership dues if you have not done so yet.**

2:30 Adjournment

Thanks to everyone who attended and those who made presentations and contributions