

# QUARTERLY REPORT

NOVEMBER 1, 2021 - JANUARY 31, 2022



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## A Message from the Superintendent of Schools

I am excited to present Quarter Two of the 2021-2022 Superintendent's Quarterly Report. As you will see, we have much to celebrate.

This past quarter, our Division continued to face many challenges with the unpredictability of the ongoing COVID-19 pandemic. Yet, we persevered and grew in community with one another. In difficult times, we continually came together in community with resiliency and without judgment to support one another.

One of the most noteworthy gifts throughout the duration of the past two years, has been the trust, care and support of students, parents and staff.

Thank you to our staff for your courageous leadership and sacrifices you have made. You went above and beyond the call of duty to help meet the needs of all learners, providing the best possible faith-based education. Red Deer Catholic is known for being caring and compassionate.

To our parents and students, thank you for the courage you have shown and for trusting us. You helped our Division shift with ease when needed.

As we cross the finish line, we do so together, knowing that the pandemic has made us people of compassion, people of grace, people of grit and resilience; people of God.

**Kathleen Finnigan, Superintendent of Schools**

# RDCRS FAITH UPDATES



Father Henri Voisin School students celebrating the Epiphany.

## RDCRS staff have participated in

48

various professional learning sessions focused across the Division on the Characteristics of Community and Tradition.

Our schools have continued to embrace our identified Catholic characteristics of Community and Tradition throughout this quarter.

Reflecting on the social responsibility of the Catholic faith to contribute to the common good and the necessity for Christians to actively participate in the community, schools integrated service and social justice programs into the life of the classroom throughout the duration of the Advent season. This was done through a variety of projects, including students supporting The Mustard Seed, Catholic Social Services and The Christmas Bureau.

Faith coaches have supported permeation in schools by leading a variety of lessons and/or activities, including BIG (Believe in

God) and Through Spiritual Me.

Schools have also endeavored to expand the ways they integrate faith into their school cultures through activities such as Prayer at the Pole, Thankful Thursdays, Alpha Group and Face-to-Face Ministries.

Schools continue to work to share the whole scripture and tradition of the Christian faith through scripture reading, liturgies, its sacraments and rituals, symbols and gestures, by-way-of regular celebrations and engaging opportunities. Examples include, faith retreats (which took place at five schools), schools honouring Feast days each month, exploring the Holy Trinity, exploration of Advent and the Creche, Sacramental Preparation Groups and quilt of traditions.

Cultural connections with First Nations, Métis, and Inuit students are a priority at RDCRS, and have been a focus for the Indigenous Education Services (IES) team.

## RDCRS INDIGENOUS EDUCATION SERVICES

Connecting with students as individuals and in small groups has created opportunities to share cultural teachings and understandings. The organization of cultural connections at targeted schools builds cultural pride and connection with students, translating to Indigenous students feeling more connected, increasing attendance and academic success. An Indigenous Girls Group has started at St. Joseph High School to meet students' social and emotional needs. An Indigenous Beading Club at École Notre Dame High School is working on different cultural projects and culturally-connecting to students.

The development of an academic success model with First Nations, Métis, and Inuit students in all Division high schools continues to be an ongoing area of focus. By specifically taking opportunities to connect with students as individuals, and in a small group setting to identify barriers, we expect to see an increase in the overall success of our First Nations, Métis, and Inuit students. RDCRS hosted an information night where students can learn more about graduation requirements, scholarships, and bursaries available for First Nations, Métis, and Inuit high school students.

Our commitment to authentic learning in professional development for teachers has focused on developing a holistic approach to mental health, well-being and reconciliation. We are working to create an

environment that is safe for all students and culturally-safe for our Indigenous students and families. All 19 schools have focused on ensouling their school by putting support in place for the healthy development of all students.

Maintaining community involvement is critical as the Indigenous Education Services team continues to work alongside community organizations. Through working collaboratively, we can participate in community initiatives to support the Indigenous people in Red Deer and surrounding areas.



Teachers and staff from St. Gregory the Great and St. Elizabeth Seton School continue to work on building connection with students focusing on The Medicine Wheel, teaching students the importance of “walking in a good way”

# 200

Bannock Community Christmas Bags were delivered to Indigenous people throughout the Red Deer Community.

# RDCRS

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## DIVISION EDUCATION PLAN

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### GOALS AND PRIORITIES

As part of our Division Education Plan, RDCRS has set specific goals and measures for accountability. The 2021-2022 school year continued to face unanticipated challenges and disruptions due to the COVID-19 pandemic. RDCRS staff demonstrated resilience and flexibility, while remaining focused on key objectives and working toward the implementation of our Division strategic plan.



#### Mental Health and Well-being

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An important goal during the first half of the 2021-2022 school year, was centered around mental health and well-being. RDCRS worked hard to make resources relevant and accessible. In targeting this goal, our schools have focused on the connectedness of well-being and achievement, self care, as well as an improved understanding of trauma-informed instruction. Many schools have focused professional learning on these areas for students and staff with all schools dedicating approximately 200 hours of professional learning across 19 schools to this goal.



#### Stakeholder Engagement

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Through conversations and consultations with students, staff, families, and the community, RDCRS has gained insights on the impacts of COVID-related restrictions, what resources and supports would be the most helpful, what barriers some groups experience, and what our priorities should be moving forward. We have worked to increase transparency, build trust, and maintain levels of accountability. RDCRS has hosted student voice panels with Indigenous students and will continue to move this work forward. We will be engaging with other student advisory groups near the end of the year.



#### Personalized Learning for all Students

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Knowing, understanding, and responding to all learners, was a key theme for much of the work over the first half of the school year, as we pivoted, recalibrated, and adjusted repeatedly to adapt to changing circumstances. By embracing our goal, "Focusing on personalized learning for all students," we were able to face challenges brought on by the pandemic. Our schools continued to increase capacity for meeting student needs through a variety of pedagogical processes and professional learning.

495

Student interventions were made in Grades 2 and 3 related to reading comprehension.

334

Additional student interventions have been established in Grade 1 related to reading comprehension.

106

Hours of Professional Learning across 19 schools has taken place related to mental health & well-being.

# RDCRS EARLY LEARNING UPDATE



RDCRS has solidified a partnership with Red Deer Childcare Society to offer daycare services in Maryview School and St. Teresa of Avila School that will align with our Pre-K Hub Model.

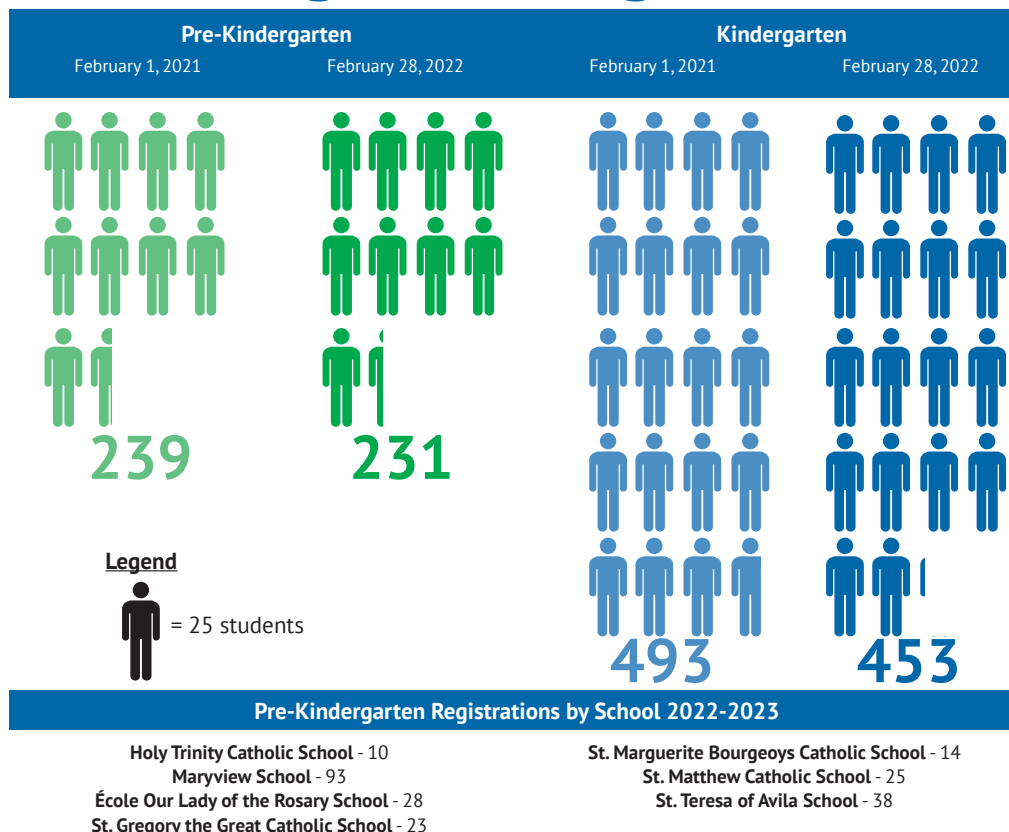
This service is open to children in the Pre-Kindergarten programs. An estimated 15 to 20 daycare spots will be open for registration. Red Deer Childcare Society is ensuring that parents applying for daycare at Maryview School and St. Teresa of Avila School will be able to access the

grants to offset costs. Registration information will be provided soon.

## Transportation at Pre-Kindergarten Hub Schools:

One-way bussing (i.e. If a student is attending the morning program, they will get bussed to school, and if a student is attending the afternoon program, they will get bussed home after school) will be available for Pre-Kindergarten students at our Pre-K Hub schools, Maryview and St. Teresa of Avila.

## Pre-Kindergarten and Kindergarten Registrations



# RDCRS DUAL CREDIT OPPORTUNITIES

## What is the Green Certificate Program?

The Green Certificate Program provides students with opportunities to enter a variety of agriculture-related, structured, learning pathways, as a part of their senior high school program. They can earn up to sixteen, Grade 12 diploma credits and a credential leading to a career in agri-business. Students learn on-the-job, under the direction of experienced farm personnel, and under the supervision and administration of Alberta Agriculture, Forestry and Rural Economic Development (AFRED) and Alberta Education.

## What is the RAP Program?

The RAP Program (Registered Apprenticeship Program) supports students who learn through on-the-job training and are interested in a career in the Trades industry.

## What are the Dual Credit areas of study?

Horticulture, sports management, hospitality and tourism, animal health technology, agriculture techonomy, anatomy and physiology, medical terminology, business management, ecology and religion. This year specifically, RDCRS added a psychology course which has shown strong interest.



200

Students have been enrolled in work experience this year.

42

Students in  
the Dual Credit  
Program

This year, RDCRS began a new dual credit partnership with SAIT. Bow Valley College decided to end their dual credit program, and we were looking to replace the courses in the medical and social sciences areas. SAIT has an excellent reputation and a variety of reputable dual credit courses, and they were willing to extend those courses to our students. Last semester, we had 42 students involved in a dual credit program with Olds College, Newman Theological College and SAIT.

We continue to explore various pathways and are going to enter a pilot for Heavy Duty Equipment with Olds College and Chinook's Edge in April. We are also in discussion with Red Deer Polytechnic regarding a Health Care Aid pathway.

Skills Alberta competitions are slated for May 2022. This will be a virtual event again this year at the secondary level. We continue to get positive feedback

regarding our students and their impact in their job placements. We currently have four students in the RAP program with many more possibilities opening up within various trade and internships being sought. Our partners at CAREERS, have been meeting with us on a regular basis to identify the needs of our Division to assist students finding placements.

# RDCRS TECHNOLOGY UPDATE

## NEW PROGRAM - BETTER REPORTING

RDCRS has started the transition from Edsby as a reporting system in many of our Elementary schools, to Schoology. The benefits of Schoology include many aspects that can also enhance the learning and reporting in our middle and high schools. Knowing these benefits to middle and high school, Schoology is transitioning into the reporting system that will be utilized by all RDCRS students by the start of the 2023-24 school year. This transition to all students in Grades 1 to 12, will not only allow new opportunities to enhance student reporting, but also collaboration and sharing resources between schools and teachers. As well, this will help to create a school division that has only one reporting system for parents to become familiar with and utilize, for all students in Grades 1 to 12 regardless of school location within RDCRS.

## DIVISION VOICE AND CHOICE SOFTWARE

With this year's Division Voice and Choice software licensing model, in conjunction with school administration teams, teacher's were able to choose and purchase their own software licensing to enhance learning in the classroom. With this new model:

**165**

**purchases of software took place from**

**65**

**different vendors to enhance teaching in the classroom**



# RDCRS HUMAN RESOURCES

## UPDATE

At RDCRS,  
we value:

### STAFF WELLNESS: Integrated Disability Management Program

We are in the initial stages of developing an Integrated Disability Management Program. The intent of this program is to better support our employees with short-term disability absences.

The program will provide training for administration (we have had an introductory session already), developing support resources, building administrative procedures and crafting informal processes.

This will ensure staff remain job-attached where possible and facilitate return-to-work initiatives that will reduce absences and make transitions less stressful and more successful.

RDCRS is also working with a consultant who brings expertise and proven ideas to our Human Resources team.

This also ensures we remain aligned with Provincial Labor Standards and Occupational Health and Safety Legislation in all our initiatives.



**PROGRAMS THAT  
BETTER SUPPORT  
OUR EMPLOYEES**



**SUPPORTING  
EACH OTHER  
DURING  
DIFFICULT TIMES**



**NEW AND  
INNOVATIVE  
IDEAS**

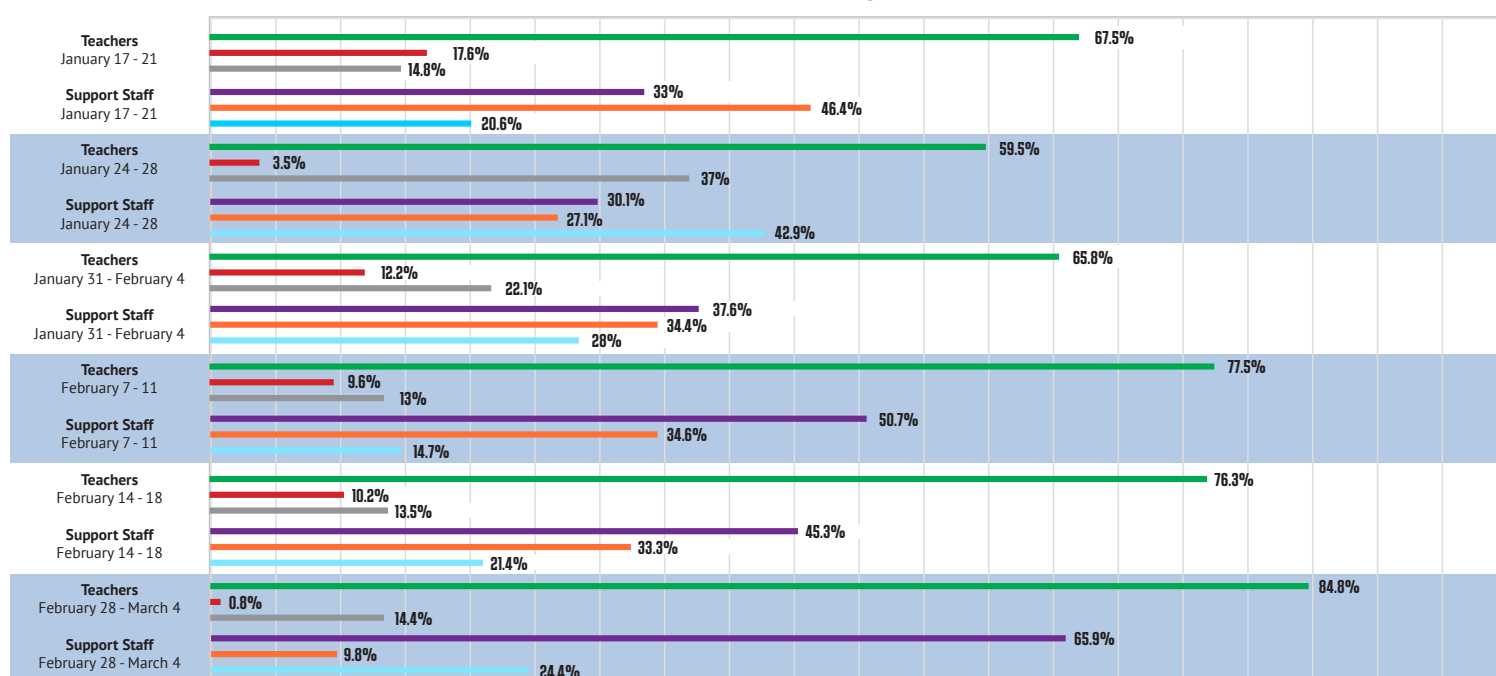
## THE OMNICRON WAVE

From a staffing standpoint, the last quarter has been the most difficult period during the two years of the COVID-19 pandemic. The most recent, highly-contagious variant, led to many of our staff falling ill to the virus. Isolation requirements made for long absences and our demand for replacement teachers and educational assistants far exceeded our supply. Unfilled absences resulted in school, and Montfort Center staff, needing to cover where they could. School administrators spent

many days covering classroom instruction and staff gave up preps to cover for their colleagues. It has been a tiring stretch and we are happy to report that absentee rates have been declining since the February break. We are tentatively trying to re-initiate Professional Development opportunities for our staff and return to some degree of normalcy.

We are also pleased to report that through the lifespan of AP 162 - Vaccination/Rapid Testing Requirements, our sense of community remained. Despite polarizing views, our staff and administration acted with integrity, compassion and empathy in difficult circumstances and thankfully, no job action was necessary before the AP was rescinded.

### Staff Absences - January - March 2022



**TEACHER**      — FILLED    — UNFILLED    — NO SUB REQUIRED

**SUPPORT STAFF**    — FILLED    — UNFILLED    — NO SUB REQUIRED

# RDCRS TRANSPORTATION DATA FOR 2021-2022

Student numbers include those with multiple addresses and several bus transfer locations to accommodate urban and rural education choices. Transportation is also provided for students that are experiencing unique challenges.

## RDCRS Transportation *By the Numbers*

**500** Number of high school students transported by Red Deer Transit.

**68** Number of students transported under Cooperative Agreements with Chinook's Edge School Division.

**365** Number of students transported under Cooperative Agreement with Wild Rose School Division.

**221** Number of students transported by Prairie Bus Lines (contractor).

**42** Number of students on Inclusive Learning Routes (three routes). Action Bus = 8 mobility-challenged students to St. Teresa.



**3,329**

Number of students transported by RDCRS.

**69**

Number of school city bus routes, designed by the routing office. Six are double (serve two schools). Four routes were deleted due to inefficiencies.



**6**

Rural Bus Routes (1 Innisfail, 2 Olds and 3 Rocky Mountain House).

# RDCRS

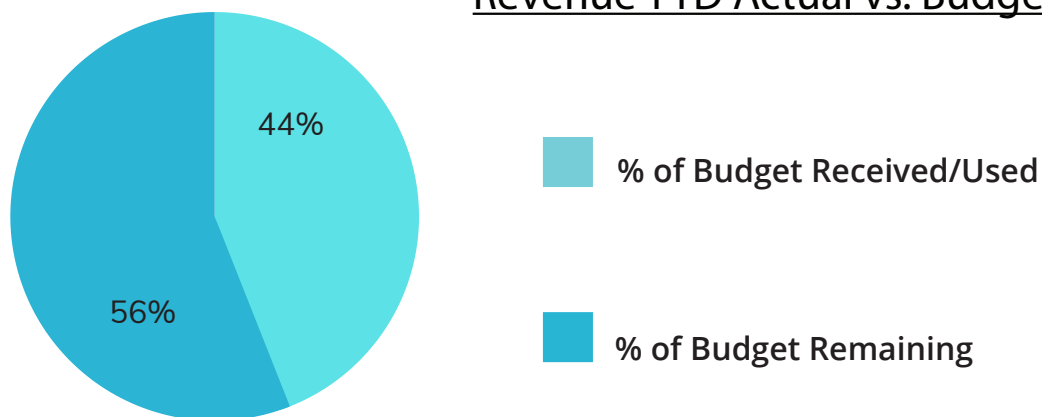
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# FINANCIAL

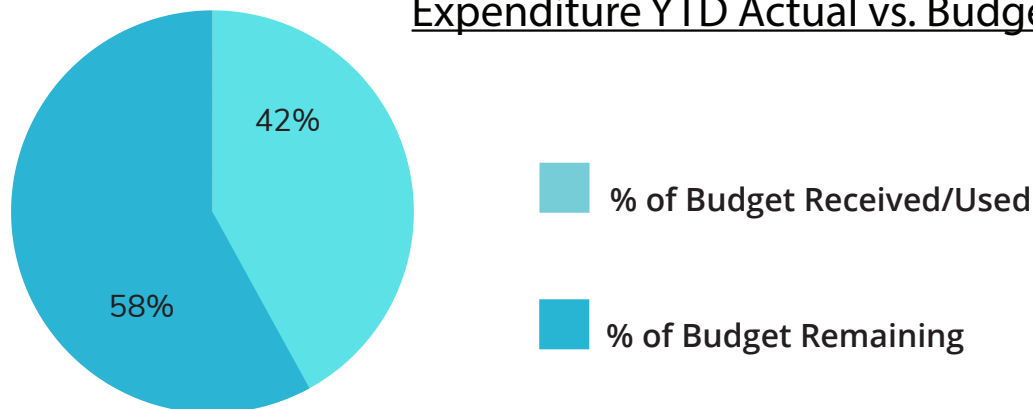
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## UPDATE

### Revenue YTD Actual vs. Budget



### Expenditure YTD Actual vs. Budget



## BUDGET



Five months into the school year (or 41.7%), and RDCRS has received 44% of the 2021-2022 school years' budgeted revenue.

RDCRS has spent 42% of budgeted expenditures.