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Not Lost, but Part of a Caring and Loving Family

The Southwest Sector Attendance Care Team

A Nomination by:

Greater Saskatoon Catholic Schools

for the

**2021 Premier's Board of Education Award for
Innovation and Excellence in Education**

September 30, 2021

Board Chair: Diane Boyko

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Preface

Schools within Greater Saskatoon Catholic Schools were historically divided into geographic sectors for administrative purposes. While geographic association of schools is less pronounced, one sector of schools remains so. The Southwest Sector of schools is comprised of the division's community schools. These schools typically serve communities with lower socioeconomic status, higher proportions of Indigenous students, and higher rates of student mobility and absenteeism. Still, these characteristics do not define the schools or the families.

The Southwest Sector schools have expert staff and administrators delivering high-quality learning programs. These schools are also characterized by holistic responses to learning with robust community partnerships to address mental, physical, spiritual and emotional growth and development. There are many community development initiatives underway in the Southwest Sector schools, including focuses on food security, links to employment, housing and community wellness.

The Southwest Sector principals are part of a strong and committed learning community. Together, they examine evidence of student and community outcomes, and develop high-yield strategies to achieve enhanced student and community outcomes. One of the most challenging aspects of their work is re-engaging students with high absenteeism. The belief is that students need to be present to benefit from the relationships and quality learning opportunities in schools. The Southwest Sector principals have a longstanding commitment to collaborating in addressing issues of concern. With the onset of the COVID-19 pandemic, principals witnessed many more students who were not engaged in school, and came together to advance a plan to address this new reality.

The resulting Southwest Sector Attendance Initiative adopted a new perspective on student absenteeism and aimed to implement new practices to engage with families to encourage and support school attendance. The principals petitioned the Board to resource and support an Attendance Care Team for this purpose. The result is a family and school-level Attendance Initiative built on positive presuppositions and relationships. All families want what's best for their children. Respecting this belief, schools and families can make great strides in ensuring students benefit from the best of what schools have to offer, and that students and families gain resiliency skills to build on their commitment to their children, and continue to navigate the pandemic to advantage their children. No child should feel lost, but should know that they are part of a caring and loving family. Families weather storms and grow together so that all members of the family continue to benefit from participation in the family. Together we are better.

About the Project

The COVID-19 pandemic has affected all aspects of society in extraordinary ways. Normal operations of schools have also been greatly affected, and the results of those interruptions manifest in many ways. Student engagement with school and school attendance are concerns that, if left unchecked, may have long-term negative effects on learning and social goals.

The greatest gaps in school attendance within Greater Saskatoon Catholic Schools are concentrated in schools that typically serve more vulnerable students and a higher proportion of Indigenous students. These communities require specific supports to remain engaged with school. The Attendance Initiative strategies and resources help to address the unique needs of students in some schools, as well as students experiencing sporadic attendance in all schools.

To define the scope of the problem it was important to examine four interrelated sets of data (The following statistics are from November 2020):

- **Attendance rates by school** identifies trends but, more importantly, identifies individual students who required connections and re-engagement supports. The attendance of all elementary students was examined within the four attendance categories described below. The black, red, and yellow categories represented over 1,100 students combined.

Category	Category Totals
Black: 0%-25%	96
Red: 26%-50%	197
Yellow: 51%-75%	818
Green: 76%-100%	11,037
Total	12,148

- The number of **students who have enrolled in online learning but have not engaged**, or have engaged sporadically, was also assessed. Students whose online teachers identified them as *hard to engage*, with typically little or no participation in online learning were identified. There were a total of 183 students registered online with little or no attendance.
- Students who have **withdrawn but have not engaged elsewhere** were also identified. Students who withdrew with intent to register in another provincial or First Nations school typically surface in the provincial student data system, or have a cumulative folder requested shortly after leaving the division. During the pandemic, it was noted that either these students were not actually re-registering elsewhere, or there were

delays with records transition. There were a total of 143 students who withdrew from an elementary school in the Greater Saskatoon Catholic Schools' division with no evidence of re-registering elsewhere.

- High school attendance rates were also examined. The following table identified the distribution of the current 227 students in the categories of concern in the high schools:

Category	Student Count
Black: 0%-25%	40
Red: 26%-50%	70
Yellow: 51%-75%	117
Green: 76%-100%	4,203
Total	4,430

With the 1,111 elementary students attending 75% or less, 183 online students with sporadic or no attendance, 143 students whose whereabouts were unknown, and 227 high school students attending 75% or less, **there were a total of 1,664 students in need of specific supports to re-engage with school.**

Southwest Sector principals came together to develop a responsive plan to locate and support those students to re-engage in school. The principals brought their proposal to the Board, which approved the formation of an Attendance Care Team, and resourced the development of the Team. The Team, who started their work in mid-January 2021, consists of three members working towards meeting the expectations of the Attendance Initiative:

- **Social Worker:** The Social Worker is a key process navigator and is acutely aware of the people and organizations that can assist students and families.
- **Aboriginal Student Achievement Coordinator:** The ASAC is knowledgeable of Indigenous community and kinship models and is skilled in building and maintaining relationships with students and families.
- **Teacher:** The Teacher is able to assess learning needs and structure a learning support strategy that builds student confidence and sustains learning whether students are at home or in school.

Program Goals

The Attendance Initiative aims to identify the whereabouts of students and the causes of absenteeism, reclaim students not attending school, and enhance the attendance of students of concern. The specific goals of this initiative are as follows:

- Establish a data framework to identify trends in student attendance.

- Provide information on specific students to facilitate appropriate interventions and supports.
- Establish the whereabouts of students who have not registered elsewhere, or who are not currently attending school.
- Determine causality for students with attendance patterns of concern.
- Establish relationships with families and students not attending school or experiencing poor attendance.
- Provide learning supports for students with impediments to regular school attendance.
- Create pathways to reconnect students with a school and classroom context.
- Assist students to incrementally improve their attendance.

The work of the Attendance Care Team is generally categorized as follows:

- **Step 1 - Community Outreach:** Connect with school administration and student support teams, reach out to families/students by phone, email, social media, and home visits.
- **Step 2 - Student Re-engagement:** Support schools to develop a concrete plan regarding student re-engagement.
- **Step 3 - Monitoring:** The Attendance Care Team continues working with schools on a weekly basis regarding students who are in the black and red categories.

Board Influence and Participation

During the pandemic, the Board of Education received regular reports on the effects of, and responses to the pandemic. The Board consistently inquired with administration regarding students who were not fully engaged. Administration drew connections between the Board's imperative for ensuring that all children were engaged and the principals who imagined and expected a more robust response to student absenteeism. Once the connections were made and the Attendance Initiative was developed, the Board received regular reports on the operations of the Attendance Care Team (Appendix A). In addition, the Attendance initiative committed to an extensive list of routine reporting as follows:

- **Student:** Decisions that pertain to students will be communicated to them based on maturity and developmental level.
- **Families:** Families will be aware of, and consent to, collaborations with other agencies.
- **Teachers:** Teachers will be made aware of any progress on plans for student re-engagement.
- **Principals:** Principals will be kept informed about plans that impact school personnel and resources.
- **Board and Executive:** The initiative Board and Executive Council will receive regular reports on interventions and progress.

Innovations

The pandemic saw the emergence of like-initiatives to support student attendance during the pandemic around the world. Indeed, a major catalyst for the initiative taking shape was a CBC National report on a similar team constituted in Florida schools. The touching narrative of youth managing extremely difficult circumstances to sustain their school attendance moved the Southwest Sector principals to act. While the initiative is innovative in the provincial context to have a dedicated three-person team of professionals to support attendance, the real innovation is not necessarily in constituting an Attendance Care Team, but in re-framing school attendance from truancy to engagement. The Attendance Initiative has identified four key themes that are acutely impacting student attendance, as follows:

- **Family Instability:** Homelessness, transportation issues, addictions, incarceration, and financial difficulties.
- **Mental Health Concerns:** Death of multiple family members, anxiety, depression, disrupted sleep patterns.
- **COVID–19 Related Concerns:** Multiple family members isolating, students living with immunocompromised family members, young parents not feeling safe taking their children to daycare or using public transit, heightened feelings of helplessness, boredom, and loneliness.
- **Lack of Timely and Current Information:** Families and students not understanding educational options, families not understanding schools safety protocols.

Given these realities, renewed school division attendance support strategies are characterized by relationship-building, connecting families with resources and supports, facilitating family connections, and seeking to understand the complexity of families enduring specific challenges.

A significant innovation that emerged from the work of the Attendance Care Team was the development of a re-engagement progression. This tool serves as a template to guide student engagement initiatives:

Student Re-engagement Progression
Locate Students
<ul style="list-style-type: none">• Students are identified as being at home, in the city or elsewhere.
Establish Relationships
<ul style="list-style-type: none">• Establish rapport and engage families as allies in learning.
Assess Needs
<ul style="list-style-type: none">• Student safety, social, learning and return to school needs are identified.
Develop Communication

<ul style="list-style-type: none"> Plans are made to maintain contact on a routine schedule.
Facilitate Supports
<ul style="list-style-type: none"> Resources to support wellness and learning are identified and deployed.
Deploy Technology
<ul style="list-style-type: none"> Technology supports are identified and deployed.
Sustain Learning
<ul style="list-style-type: none"> Books and digital and hard copy learning resources are provided.
Initiate Return Plan
<ul style="list-style-type: none"> A return to school plan, including modified attendance, is collaboratively developed.
Support Reintegration
<ul style="list-style-type: none"> Student and family contact and support accompanies a return to school.

The Initiative also produced a Process Map (Appendix B) to guide the efforts of school and division-level supports. The Process Map helps to create continuity and align efforts as all stakeholders are aware of strategic directions and expectations of the Attendance Care Team.

Another innovation that emerged from the Attendance Initiative was the implementation of Family Support Summer Programming. The programming, delivered throughout July and August of 2021, was developed to engage with students of concern and their families. Each week of summer programming followed a learning theme (Living off the Land, Family and Friends, My Community, Animals). The themes aligned reading and learning materials with the family outings. Specifically, the programming aimed to:

- Maintain students and family engagement.
- Ensure students of concern were registered for the fall.
- Work at closing academic gaps caused by a lack of attendance.
- Support students to feel comfortable and confident when returning to school.

To support learning, students received books and other learning materials, as well as one-on-one and small group instruction. Students and their families were also provided opportunity to engage in community learning activities, such as family gatherings at the Forestry Farm Park and Zoo, the Remai Modern Art Gallery, and community swimming pools to increase family and community connections.

These innovations are part attitudinal and part practice, meaning that we've learned to think about attendance in a different way, and address absenteeism in a different way. Rather than engagement and collaboration being a consideration in addressing attendance, these characteristics have become the norm.

Sustainability

With any new initiative, the question of sustainability needs to be addressed. The Attendance Initiative was originally conceived of as a short-term response to pandemic conditions. While the pandemic continues, the first test of sustainability is that the Initiative was sustained beyond the availability of extraordinary provincial pandemic funding. The benefits of the Attendance Care Team have been recognized and endorsed by school principals. Notwithstanding any unforeseen circumstances, the division has committed to a post-pandemic continuation of the team commensurate with the scope of the ongoing need. The size of the Attendance Care Team can be scaled up or scaled back, depending on what the data says about the scope of the need.

Another consideration for sustainability is the role of the team beyond the initial triaging of acute attendance issues. The Care Team has also engaged in long-term, sustainable activities such as the following:

- Continuing to monitor the schools with students that the team is supporting.
- Monitoring and strategically engaging with all students on their case-load using weekly teacher feedback for students in the black and red.
- Re-starting the student contact process for all high school students in the black and red categories, as well as students in the withdrawn category.

These commitments embed the initiative within the routine operations of schools, providing the best evidence for the sustainability of the Attendance Initiative.

Cost-benefit Analysis

In a January 2021 news item (Wong, 2021) quoted a UNESCO representative saying that “more than 450 million students around the globe have been unable to access education during the pandemic, including many excluded from online learning due to lack of internet access at home... UNESCO currently projects that about 24 million children and youth are at risk of dropping out of school worldwide.” These unsettling statistics might typically be attributed to developing countries, but the reality is that students in our schools also experience these same risks. It is the most vulnerable who are at greater risk as the article goes on to say that, “it’s about ... those who were already behind being left behind more...” The article identifies UNESCO’s call to protect and increase investments in education. This recognition of the scope of the challenge and the call for action is a call to spend to avert downstream societal costs.

Another CBC article (Birak & Cuttler, 2019) identifies that “as early as kindergarten, missing more school affects things like third-grade reading scores... [and] ...third-grade math scores ... missing school in younger grades leads to missing school in older grades, and missing school in older grades is linked to school dropout.” The costs of school “dropouts” is well-evidenced in the Canadian context. As it relates to Indigenous youth transitioning to post-secondary education, the Strengthening Attendance and Retention of Indigenous Youth in Elementary and Secondary Schools in Canada and Beyond Environmental Scan states, “the best way to close the

post-secondary education gap is to look at the feeder systems to colleges and universities, and ensure that Indigenous youth are graduating at the same rate as non-Indigenous youth, with the same level of preparedness for further studies (p. 4).”

The attendance-learning-graduation-post secondary-labour market attachment continuum is clearly established, and directly related to the Southwest Sector Attendance initiative.

Client Support for the Innovation

The most compelling support for the Attendance Initiative is the response of students and families. When engaged within the context of a caring and supportive relationship, families have expressed relief, feelings of self-worth, and hope. The following statements represent the feedback that is typical of interactions with parents and guardians (additional comments appear in Appendix C). The following parent comment benefits from some context. The parent who provided the comment is a single dad with two young children. A member of the Attendance Care Team, working with community partners, was able to find the family a home in a matter of days after the family had been living in a hotel for 6 months. With **support of** the home school, the family received donations of furniture and other household items. The Care Team was able to provide air mattresses, food hampers and transportation via taxi for the children to get school. One of the children’s attendance increased from 25% to 79%.

“OMG the impact, we were homeless and the support from the school and the Attendance Care Team was phenomenal! We were praying for a miracle every night before we went to bed. It brings tears to my eyes, the emotion that I felt, not having a home for my children. It was heartbreaking but the only ray of light for them was to go to school. The moment the school and the Attendance Care Team stepped in and helped us, we were extremely excited and grateful for all the donations and a home. My children love their backyard and love their room. There are a lot of friendly faces at the school and my children are safe and happy there.

Students also provided feedback on their experience with the Attendance Care Team. A grade 8 student commented as follows:

“This program helps me to always get to school on time. It helps make my attendance way-way better. The program makes going to school a lot easier in the mornings. The program has helped me and my mother by paying for cabs so I can get to school and work hard. Thank you.

Although the Initiative is oriented to serve students and families, the Attendance Care Team is also an instrumental support to school teams. A sampling of feedback received from a principal is as follows:

“The Attendance Initiative was such a huge support for our families. There were three families at my school that benefited from working with the Attendance Care Team. For

each of these families we thought transportation was an issue. They were within transportation boundaries so they had to find their own means to get to school. Communication was difficult as we were unable to do home visits last year and their phones were not working. The Care Team dropped off some door knockers with their information on it and these families reached out! We found out that transportation was a barrier for only one family and for the other two it was more about anxiety and sending their children to school during the pandemic. The Care Team was able to provide cabbing for the one family and attendance improved after that. School materials were collected and dropped off for the other two families that were unsure about sending their children to school during the pandemic. Once it warmed up and we were able to spend more time outside, we saw attendance improve for the other two families and I believe this is because of the initial contact from the Care Team and we were able to maintain that connection for the year.”

Those most directly affected by the work of the Attendance Care Team have consistently reported feelings of support and empowerment. These narratives translate into incremental and meaningful improvements that constitute the real successes of the Initiative.

Partnerships

While the Attendance Initiative is situated within Greater Saskatoon Catholic Schools, it relies heavily on partnership supports, as well as supporting the missions and objectives of partner organizations. A sampling of the key partnerships that the Attendance Initiative interfaces with and the types of services and supports that these collaborations precipitated are as follows:

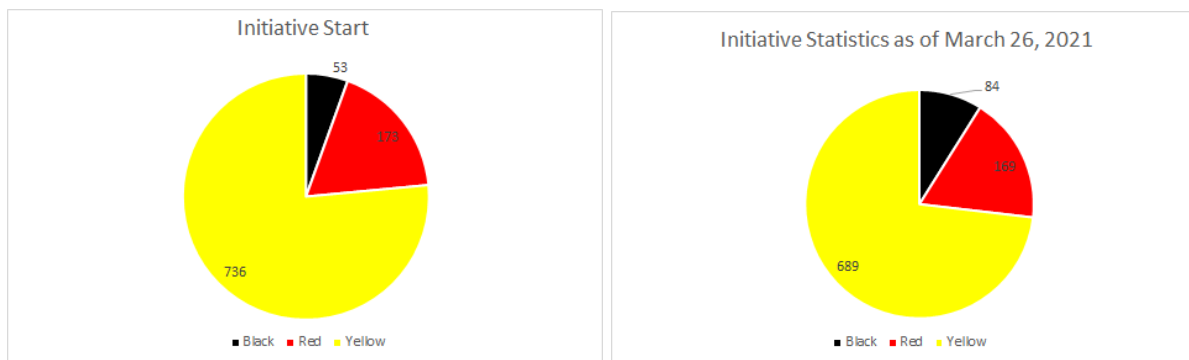
- **Ministry of Social Services:** Financial support for emergent issues such as unexpected moves.
- **Saskatoon Food Bank & Learning Centre:** Securing food hampers in times of need.
- **St. Mary’s Wellness & Education Centre:** Accessing mental and physical health supports for children and youth.
- **Saskatchewan Health Authority:** Facilitating access to mental health supports.
- **Saskatoon Housing Authority, Cress Housing Corporation and Sasknative Rentals:** Support in securing housing or improving living conditions.
- **Saskatoon Tribal Council Pathways to Education:** Tutorial support for high school students.
- **Saskatoon Hub Table:** Wraparound supports for families experiencing acute challenges.
- **EGADZ:** Outreach supports for vulnerable youth.
- **Kilburn Hall Youth Centre:** Supports for students transitioning from the justice system.
- **Jordan’s Principle:** Supporting families to secure resources for students.
- **Learning Disabilities Association of Saskatchewan:** Accessing diagnosis and support for students with learning challenges.

Partner interface is a strong component of the work of the Attendance Care Team and it is through these supports that the Initiative is able to demonstrate successes.

Evidence of Improved Student Achievement

With the goal of reconnecting students to a learning context, the Initiative assumes a causal link between school attendance and academic outcome. The role of the Attendance Team is to reconnect students and collaborate with teachers to maintain supports so that school attendance is more likely. The first tier of evidence of success is the contacts made with families. Between January and August 2021, the Attendance Care Team made over 4,000 contacts with families (home visits, phone calls, social media, etc.).

The evidence of improved student achievement via school attendance that the Initiative is able to demonstrate positive movement of students within attendance categories. Enumerating gains is complicated as when the Initiative returned hundreds of students to school, some categories grew from the increase in overall numbers. From November 2020 to March 2021, the number of elementary students in all categories grew from 12,027 students to 12,560. Students in the black grew from 53 to 84, the red dropped from 173 to 169, the yellow dropped from 736 to 689, and the green grew from 11,065 to 11,618. This information is represented graphically in the following charts:



The net effect is 533 more children in face-to-face learning, with an increase of 31 students in the black, a decrease of 4 students in the red, a decrease of 47 students in the yellow, and an increase of 553 students in the green. The increase in overall numbers served is also a result of an increase in engagement of online learners, students returning from online to in-person learning, and the re-enrolment of withdrawn students in the division or elsewhere.

Another measure of attendance improvement consistent with the intervention is movement within categories. Students may demonstrate growth but not move up a full category. By way of example, the following data is specific to a single school:

- **Movement of students in the black (0-25%):**
 - 27 students stayed in the black with an increase in attendance
 - 5 students stayed in the black with a decrease in attendance

- 6 students moved from black to red
- 1 student moved to the yellow
- **Movement of students in the red (26-50%):**
 - 12 students stayed in the red with an increase in attendance
 - 5 students stayed in the red with a decrease in attendance
 - 1 student moved from red to black
 - 6 students moved from red to yellow

Finally, the Initiative measured many successes through narrative and experience resulting from strengthened relationships with families. Following are anecdotes shared from members of the Attendance care team:

Narrative 1: “The attendance team was able to support 2 students who were on the online truant list, the students were not engaging in learning of any form. I called and spoke with their mom and she said that the online learning was not working for the boys and that she wanted them to return to in-person learning. I spoke with the principal at the school and even though it was not within a transition period, he was more than happy to have the students return. A concern that mom had was that the boys did not have any school supplies. She was very grateful when I let her know that we would be able to help with that. I went out and bought school supplies and the boys started the next week. They went from 0% engagement to attending about 65% in June. I wanted to make sure the boys were set up for success for the 2021 school start up, so I reached out to mom to see what they needed, I again provided school supplies. I spoke with the principal and the boys have been happily attending.”

Narrative 2: “One family that was really struggling with education during the pandemic was at a loss of what they could do for learning. Mom did not feel that online was a viable option for their family because their internet was very spotty and also because mom and dad are both hearing impaired. A data device was offered but both parents felt that it would still be too much of a challenge to do online learning. Dad was adamant that the girls would not attend in-person school during the pandemic. A member of the Attendance Team worked with the family to provide learning opportunities such as reading materials, grade-appropriate workbooks for Language Arts and Math, as well as games and manipulatives. A team member also offered to come to the house and complete a reading and math assessment with the children to determine their academic levels. Knowing the academic level allows the team to tailor resources for each girl. The attendance team will continue to work with the family to ensure their needs are being met for the 2021-2022 school year.”

Narrative 3: “The Attendance Care team was introduced to a student who needed many supports, as this student faced many challenges. The student often had to leave school early to babysit younger siblings. He also experienced severe learning difficulties. An Attendance Team member was able to set up free counselling for this child and drove

him to and from his appointments, when possible. The team member did this in order to help build a relationship with the child. In this case different family members were contacted to help in supporting this boy to prevent him from being put into the care of the Ministry of Social Services. The Attendance Team member also met with the school support team. This included the principal, learning assistance teacher, occupational therapist, and teacher. The team member worked as a liaison between the school team, family, and outside agencies. Outside agencies included the HUB, a social worker from MSS, and outside counselling. The team member provided the student with learning resources to help aid the student's learning gaps. Support for this student will be an ongoing effort as he transitions into a new school for the 2021-2022 school year.”

Conclusion

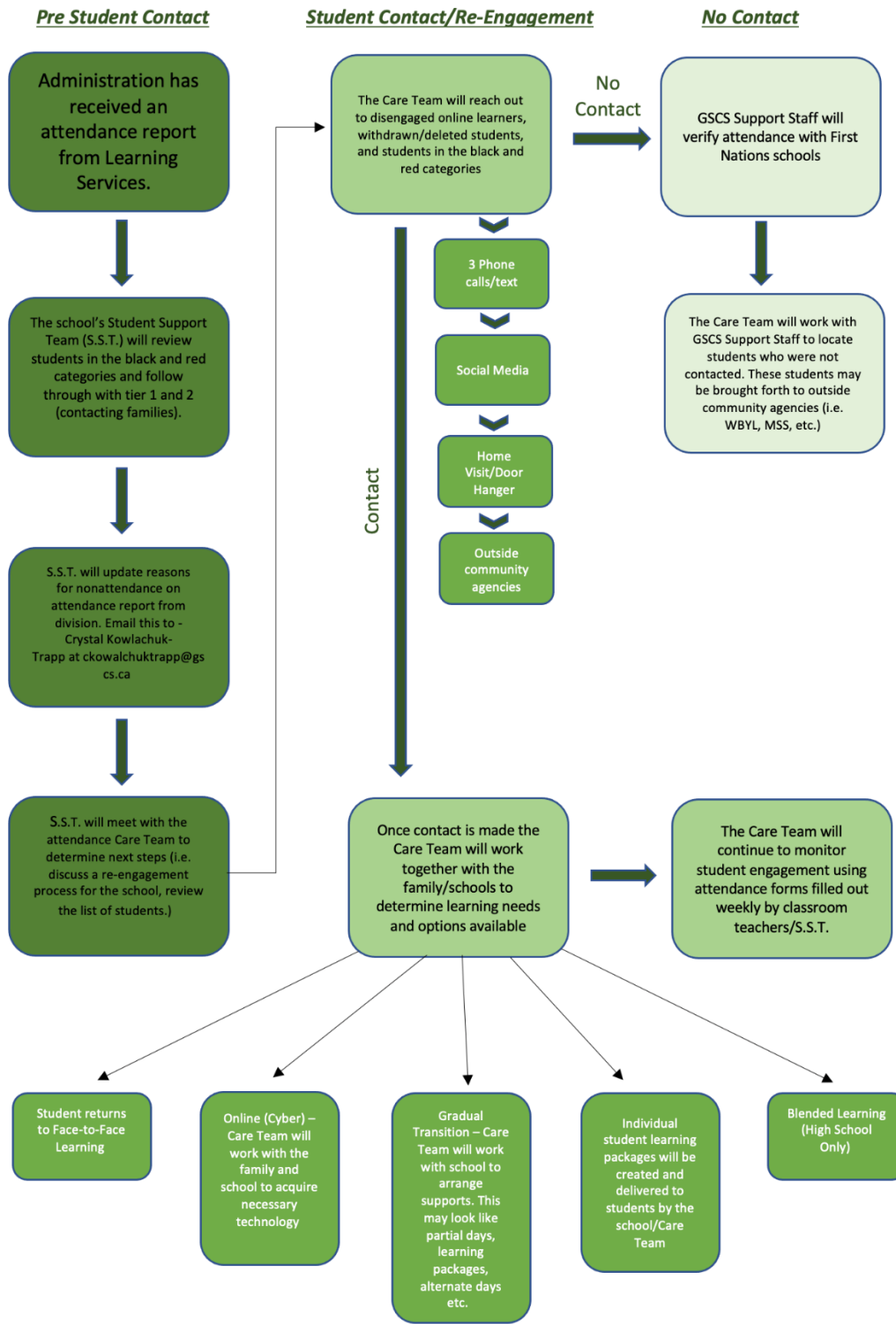
The Southwest Sector Attendance Initiative is a vital response to students who have been most impacted by the pandemic. The work of the Attendance Care Team exemplifies an ethic of care and ensures that students and families know that they are not lost, but that they are a part of a caring and loving family of schools.

Appendix A: Evidence of Board Influence and Participation

Date	Item	Detail
October 19, 2020	Regular Meeting of the Board, committee of the whole	2020-2021 enrolment update
December 14, 2020	Regular Meeting of the Board, public item	Pandemic response update
April 19, 2021	Regular Meeting of the Board	Southwest sector attendance Initiative
May 17, 2021	Regular Meeting of the Board, committee of the whole	Budget 2021-2022 update

Appendix B: Attendance Care Team Process Map

GSCS Attendance Care Team Process



Appendix C: Additional Client Support Statements

Students:

- When asked why having an attendance initiative is important one grade 9 student responded "because every student needs to learn. I was out of school for 2 years before someone contacted me."
- "It was good to know someone cared and that they (students) got encouragement not received outside of school."

Parents/Guardians:

Another parent of two students attending school online commented as follows:

- "I really appreciated the help and support with the Attendance Initiative. The homework packages and activities for the children have been a blessing. During this time of online learning, it has been difficult for the children not being in school, but with the Attendance Initiative they felt included and seen. We loved and appreciated the support so much. Thank you!"

Principals:

- "In the last 18 months, the pandemic caused significant disruption to students' learning and in many cases, led to many students experiencing disengagement and poor attendance. School teams did the best they could to reach out and connect with families to encourage consistent attendance, however, this proved challenging in circumstances where families were not reachable. Once the Care Team was established, they were able to fill a need in re-engaging many families back in school in ways in which school teams were not able to. They were able to connect and re-engage primarily by working with families directly in the community, collectively problem solving barriers, and supporting student transitions back to school. We have very much appreciated the support the Care Team was able to provide to so many of our families who would have otherwise remained disengaged from school with poor continued attendance."
- "As principal, I was able to witness the incredible impact the Care Team had on the lives of our students and families. One specific story exemplifies not only their dedication, but illustrates their compassionate response in coming to the aid of students who were struggling to attend school. Having access to a home that will serve as a permanent residency is a huge barrier for some of our families. We had a child in grade one whose family was living between hotel rooms because they could not qualify for rental housing and, as a result, their child was unable to come to school. After connecting with the Team and explaining the family's situation, they were able to make a few phone calls

and have the family view a couple of rental properties that day. Needless to say, with their efforts the child and his family not only had a home but a home that was furnished through the efforts of this team and our school staff. The experience left me feeling that this was the closest thing to doing God's work that you can witness especially during the uncertain times of this pandemic. The attendance team should be commended for the exemplary service they have brought to the education and well being of our children and their families – well done!"

Appendix D: Door Hanger



GREATER SASKATOON CATHOLIC SCHOOLS

SORRY WE MISSED YOU!

PLEASE REFER TO THE BACK OF THIS CARD FOR SOME IMPORTANT INFORMATION.

~GSCS STUDENT CARE TEAM

Greater Saskatoon Catholic Schools has established a Student Care Team within our division. Our team was created to support students in our division who are facing reduced attendance. A member of our team was here to visit you today.

Our team is here to support you and your student; we would like to discuss options for re-engagement.

Did you know that there are many options for student education within our division?

Elementary School
Face-to-face learning in a classroom
Online (Cyber) Classroom Learning
Gradual Transition Options
Individual Student Learning Packages
High School
Face-to-face learning in a classroom
Online (Cyber) Classroom Learning
Gradual Transition Options
Individual Student Learning Packages
Blended Learning Options

Which option is right for you? We would love to hear from you.

Please contact one of the GSCS Care Team to chat and discuss which learning option may be best for your family.

TEAM MEMBER	EMAIL	PHONE
Coryn Digness	cdigness@gscs.ca	306-659-6403
Lauralee Sutherland	lsutherland@gscs.ca	306-659-6403
Stan Tu'Inukuafe	stuinukuafe@gscs.ca	306-659-6403

Every GSCS school is following COVID-19 safety protocols to help keep our students and families safe. These protocols include increased cleaning, hand hygiene and sanitizing, physical distancing, mask use, and cohorting (grouping) of classes.

Appendix E: Data Wall Template Sample

Student Name	Home School	Current Status (Colour Key)	Key Contacts	Causality	Communication Strategies	Learning Supports	Re-Engagement Strategy	Last 7 Day Attendance	Status Summary
John Smith	St. Elsewhere		Teacher 1/week Mom on cell Friend in class	Fear of infection No interest in online school	Mom committed to weekly call	Division laptop, no internet access. Request for data in progress. Left 4 books on Jan 12 Asked for spelling and math worksheets, in progress	Mom will re-assess after February break	0	In-progress

References

Wong, J. (2021, January 31). Disrupting schooling, learning loss will have effects long after pandemic, says education experts. *CBC News*. <https://www.cbc.ca/news/pandemic-learning-gap-unesco-report-1.5888860>)

Birak, C. & Cuttler, M. (2019, February 7). School absenteeism can set off troubling chain of events, pediatricians say. *CBC News*. (<https://www.cbc.ca/news/health/school-absenteeism-pediatrics-1.5005670>)