



**Board of Education**  
**Regular Meeting of the Board**  
**Monday, February 14, 2022 - 1:30 p.m.**

**AGENDA**

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**1.0 Welcome**

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- 1.1 Call to Order – Chair Boyko
  - 1.2 Land Acknowledgement
  - 1.3 Opening Prayer – Trustee D. Case
  - 1.4 Adoption of the Agenda
  - 1.5 Declaration of Conflict of Interest
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**2.0 Approval of Minutes**

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Minutes of the December 13, 2021 Regular Meeting of the Board of Education

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**3.0 Delegations and Special Presentations**

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**4.0 Post Meeting Assignments**

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**5.0 Consent Items**

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The Chair will ask for a motion to receive the items, which are starred, and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request a star(s) be removed.

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**6.0 Discussion/Decision**

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- 6.1 First Nations, Métis and Inuit Education Monitoring Report
  - 6.2 Financial Statements
  - 6.3 Pandemic Response Update
  - 6.4 2022-2023 Designation of French Immersion Programming
  - 6.5 2023-2024 Major Capital Requests
  - 6.6 Prairie Spirit School Division: GEMS Area Transportation Agreement
  - 6.7 2022-2023 Modular Classroom Approvals
  - 6.8 2022-2023 Academic School Year Approval
  - 6.9 Transportation Monitoring Report
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## **7.0 Correspondence**

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- 7.1 Expressions of Gratitude – posted on Bulletin Board
  - 7.2 Reading File – copies circulated at meeting
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## **8.0 Reports and Good News**

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- 8.1 Report of the Director of Education
  - 8.2 Board Activity
  - 8.3 Board Linkage
  - 8.4 Board Linkage – Catholic School Community Councils
  - 8.5 Convention Reports
  - 8.6 Committee/Partnership Reports
    - Joint Operations – Trustees D. Berscheid and W. Stus
    - Together in Faith and Action – Trustees T. Jelinski and S. Zakreski-Werbicki
    - Greater Saskatoon Catholic Schools Foundation – Trustees H. Byblow and B. Elliott
    - māmawohkamātowin/Saskatoon Tribal Council – Chair D. Boyko, Trustees D. Case and S. Zakreski-Werbicki
    - CUMFI and GSCS Educational Alliance – Chair D. Boyko and Trustees J. Carriere and W. Stus
    - Division Committee on Reconciliation and Healing – Trustee T. Jelinski
  - 8.7 Saskatchewan Catholic School Boards Association – Trustee T. Jelinski
  - 8.8 Saskatchewan School Boards Association
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## **9.0 Committee of the Whole**

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## **10.0 Closing Prayer – Trustee D. Case**

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## **11.0 Adjournment**

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## **12.0 Sign of Peace**

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## **Minutes of a Regular Meeting of the Board of Education for St. Paul's RCSSD #20 held in the Boardroom at 1:30 p.m. on Monday, December 13, 2021.**

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**Present:** Chair Boyko, Vice-chair Boechler, Trustees Berscheid, Byblow, Carriere, Case, Elliott, Jelinski, Stus, Zakreski-Werbicki

**Also:** Director of Education Chatlain  
Superintendent of Education Gay (Secretary to the Board)

The meeting was called to order by Chair Boyko at 1:40 p.m. and began by acknowledging that we are on Treaty 6 Territory—traditional territories of First Nations including Cree, Dene, Nakota, Lakota, Dakota and Saulteaux—and homeland of the Métis Nation. We pay our respect to the First Nation and Métis ancestors of this place, and we reaffirm our relationship with one another in the spirit of Reconciliation.

The opening prayer was led by Trustee H. Byblow.

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### **Adoption of Agenda**

**Motion:** Moved by Trustees R. Boechler and J. Carriere that the agenda be approved as circulated.

**CARRIED**

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### **Approval of Minutes**

**Motion:** Moved by Trustees T. Jelinski and B. Elliott that the minutes of the regular meeting of November 29, 2021 be adopted as circulated.

**CARRIED**

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### **Discussion/Decision**

#### **6.1 Meewasin Partnership**

**Motion:** Moved by Trustees W. Stus and R. Boechler that the Board of Education receive the information as presented in the Meewasin Partnership report.

**CARRIED**

#### **6.2 Celebrating and Promoting Catholic Identity Monitoring Report**

**Motion:** Moved by Trustees D. Berscheid and B. Elliott that the Board of Education receive the information as presented in the Celebrating and Promoting Catholic Identity Monitoring Report.

**CARRIED**

### 6.3 Financial Statements

Motion: Moved by Trustees R. Boechler and S. Zakreski-Werbicki that the Board of Education approve the accounts paid for the period September 1, 2021 to September 30, 2021 and October 1, 2021 to October 31, 2021 and receive the financial statements for the period ended October 31, 2021.

**CARRIED**

### 6.4 Pandemic Response Update

Motion: Moved by Trustees D. Berscheid and H. Byblow that the Board of Education receive the information as presented in the Pandemic Response Update.

**CARRIED**

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[Motion: Moved by Trustee D. Berscheid that the Board move into committee.]

**CARRIED**

[Motion: Moved by Trustee R. Boechler that the Board move out of committee.]

**CARRIED**

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### Adjournment

Motion: Moved by Trustee S. Zakreski-Werbicki that the meeting be adjourned at 3:17 p.m.

**CARRIED**

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**Secretary**

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**Chair**

## 6.1 First Nations, Métis and Inuit Education Monitoring Report

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### Board Priority:

- Improving Student Learning and Achievement
- Building Relationships and Partnerships
- Promoting Stewardship

Presented by: Superintendent G. Martell

### Background Information:

The First Nations, Métis and Inuit Education Learning Community works with administrators and staff to develop and deliver high quality, responsive programming to support engagement and achievement for Indigenous students, and learning about Indigenous peoples and communities for all students. The First Nations, Métis and Inuit Education (FNMIE) Learning Community annually develops a plan based on consultation, research and demonstrated needs.

The four priority areas of the current Area of Focus plan include:

- *First Nations, Métis and Inuit Student Supports and Transitions*

The goals articulated within this area are actions that serve as direct supports to First Nations, Métis and Inuit students as well as supports to foster smooth transitions. This includes work done in collaboration with the Aboriginal Student Achievement Coordinators and the Social Paediatrics program.

- *School Collaboration*

The goals and actions within this area convey the work that the First Nations, Métis and Inuit Learning Community does in collaboration with schools. This area includes the work of the culturally responsive and relational pedagogy cohort, Treaty education, Métis education as well as Indigenous STEAM programming.

- *Integration of Indigenous Epistemologies*

Within this area are the goals and actions that place the integration of Indigenous epistemologies at their core. The work within this area includes cultural arts programming, decolonizing education, land-based education, anti-racist education as well as partnerships with Saskatoon Tribal Council and Central Urban Métis Federation Inc.

- *Indigenous Language Programming*

These goals and actions detail the collaboration and supports that the FNMIE Learning Community provides for the Michif and Cree programs in our schools.

In addition to the four priority areas, the First Nations, Métis and Inuit Education Learning Community reprioritized the Area of Focus Plan to specifically focus on reconciliation and healing. This focus included developmental work in decolonizing and anti-racist/anti-oppressive education.

The Indian Residential Schools Settlement Agreement, the largest class-action settlement in Canadian history, began to be implemented in 2007. One of the elements of the agreement was the establishment of the Truth and Reconciliation Commission (TRC) to facilitate reconciliation among former students, their families, their communities, and all Canadians. The TRC also hosted seven national events across Canada to engage the Canadian public, educate people about the history and legacy of the residential school's system, and share and honour the experiences of former students and their families. In 2012, Saskatoon hosted one of those national events in which many of our schools participated in.

In September 2017, the Greater Saskatoon Catholic Schools' Response to the Calls to Action was approved by the Board of Education. The division is in the process of revising and renewing the division's responses to the Truth and Reconciliation Commission's Calls to Action. While still in the early stages of renewal, we have initiated action in four areas of work including:

- Efforts to decolonize education,
- Work to address racism and strengthen anti-racist/anti-oppressive education in the division,
- Efforts to support reconciliation and healing; and
- The provision of responsive and appropriate survivor supports.

One of the roles of the FNMIE Learning Community is to deliver professional learning for teachers and administrators. Based on a recommendation from our board, and consistent with our focus on reconciliation and healing, we purchased the *4 Seasons of Reconciliation* course in the 2020-2021 school year. This is a certificate course offered through the First Nations University of Canada. The FNMIE Learning Community supports all staff teams to complete the course.

Of note in Call to Action #80, which states: *We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process.* In June of 2021, the government acted upon the Call to Action and passed new legislation making September 30 a national statutory holiday commemorating the National Day for Truth and Reconciliation. That day was a Professional Learning Day for our teachers, so the FNMIE Learning Community offered a virtual professional development session that was very well received by school teams.

A major emerging focus for the FNMIE Learning Community was support for the development of the St. Frances Cree Bilingual School Program Plan. The Program Plan aligns learning opportunities with the themes and priorities derived through extensive consultations contributing to the development of the new St. Frances Cree Bilingual School. These program areas include Indigenous STEAM (Science, Technology, Engineering, Arts and Math) Fields, Indigenous Cultural Arts, Land-Based Learning, and the development of Collaborative Learning Communities. Aligning the work of the FNMIE Learning Community with the priority areas within the St. Frances Program Plan was strategic to ensure that there are proper supports in place to support teachers at St. Frances Cree Bilingual School.

The First Nations, Métis and Inuit Education Learning Community continues to adapt to the current context and serve the needs of our community. The FNMIE Learning Community has taken advantage of current conditions to develop capacity to support learning in online environments. These efforts have precipitated greater reach and broader engagement in FNMIE initiatives and resources. The FNMIE Area of Focus Plan and resources within continue to provide the structure in which the FNMIE Learning Community can attain our goals and deliverables, and continue to ensure that Greater Saskatoon Catholic Schools serves the needs of Indigenous and all learners to live, learn and work together in supportive and collaborative environments.

Recommendation:

***That the Board of Education receive the information as presented in the First Nations, Métis and Inuit Education Monitoring Report.***

### Board Priority:

- Promoting Stewardship

Presented by: CFO J. Lloyd

### Background Information:

I certify the following data to be accurate for the period ending **December 31, 2021**:

Board Policy prohibits the development of fiscal jeopardy or loss of allocation integrity further specified as five constraints:

1. Reduce or liquidate fixed or restricted assets. - No fixed assets were disposed of.
2. Cause the organization to become indebted in an amount greater than can be repaid by specified revenues. - Accounts payable and salaries payable have all been met in a timely manner by cash on hand. There have been no overdue accounts or late payments.
3. Allow cash to drop below the amount needed to settle debts in a timely manner. - Accounts payable and salaries payable have all been met in a timely manner by cash on hand. There have been no overdue accounts or late payments.
4. Allow actual allocations to deviate substantially from approved budget expenditure. - Year-to-date actual allocations of funds to outcome areas are consistent with those previously approved as acceptable ranges by the board.
5. Violates Generally Accepted Accounting Principles. - No such violation exists.

### Accounts Paid

Accounts paid by cheque and electronic funds transfer for the period November 1, 2021 to November 30, 2021 are as detailed:

|                  |                  |
|------------------|------------------|
| Business Account | \$ 5,483,783.16  |
| Payroll Account  | 10,081,444.39    |
|                  | <hr/>            |
|                  | \$ 15,565,227.55 |

Accounts paid by cheque and electronic funds transfer for the period December 1, 2021 to December 31, 2021 are as detailed:

|                  |                  |
|------------------|------------------|
| Business Account | \$ 4,487,262.45  |
| Payroll Account  | 10,118,714.68    |
|                  | <hr/>            |
|                  | \$ 14,605,977.13 |

It should be noted that full particulars of account payments are available for review at any time.

### Financial Statements

The Statements of Financial Position and Operations have been prepared in accordance with The Education Act, 1995, using accounting principles prescribed by the Ministry of Education and are considered appropriate for Saskatchewan School Divisions.

### Recommendation:

***That the Board of Education approve the accounts paid for the period November 1, 2021 to November 30, 2021 and December 1, 2021 to December 31, 2021 and receive the financial statements for the period ended December 31, 2021.***



**St. Paul's R.C.S.S.D. No. 20**  
Statement of Financial Position  
Funds: Current Year/Previous Year  
For the Period from September 1, 2021 to December 31, 2021

(Amounts are in CDN)  
(Includes G/L Budget Name: BUD2021/22)

| Description                                      | Current Year<br>Actual | Prior Year<br>Actual | Current Year<br>Prior<br>Year |
|--|------------------------|----------------------|-------------------------------|
| <b>Assets</b>                                    |                        |                      |                               |
| Cash   | 35,601,279             | 34,963,023           | 638,256                       |
| Taxes Receivable                                 | 285,616                | 441,759              | -156,143                      |
| Provincial Grants Receivable                     | 1,178,026              | 707,383              | 470,643                       |
| Other Receivables                                | 695,750                | 998,461              | -302,711                      |
| <b>Total Assets</b>                              | <b>37,760,671</b>      | <b>37,110,626</b>    | <b>650,044</b>                |
| <b>Liabilities</b>                               |                        |                      |                               |
| Other Payables                                   | 8,564,302              | 9,840,749            | -1,276,447                    |
| Capital Loans                                    | 27,137,909             | 28,720,917           | -1,583,008                    |
| Accrued Employee Future Benefits                 | 6,174,600              | 5,892,000            | 282,600                       |
| Other Liabilities                                | 2,220,531              | 2,444,385            | -223,854                      |
| Capital Lease                                    | 557,878                | 753,229              | -195,350                      |
| <b>Total Liabilities</b>                         | <b>44,655,219</b>      | <b>47,651,279</b>    | <b>-2,996,060</b>             |
| <b>Net Financial Assets</b>                      | <b>-6,894,549</b>      | <b>-10,540,653</b>   | <b>3,646,104</b>              |
| <b>Non-Financial Assets</b>                      |                        |                      |                               |
| Physical Assets                                  | 270,768,322            | 274,545,712          | -3,777,390                    |
| Prepaid Items                                    | 383,584                | 190,255              | 193,328                       |
| <b>Total Non Financial Assets</b>                | <b>271,151,906</b>     | <b>274,735,968</b>   | <b>-3,584,061</b>             |
| <b>Net Assets</b>                                | <b>264,257,358</b>     | <b>264,195,315</b>   | <b>62,043</b>                 |
| <b>Accumulated Surplus (Deficit)</b>             |                        |                      |                               |
| Accumulated Surplus Previous Year                | 276,828,133            | 274,525,874          | 2,302,259                     |
| Change in Accumulated Remeasurement Gains/Losses |                        |                      |                               |
| Earnings from Operations                         | -12,570,775            | -10,330,559          | -2,240,216                    |
| <b>Total Accumulated Surplus</b>                 | <b>264,257,358</b>     | <b>264,195,315</b>   | <b>62,043</b>                 |

**St. Paul's R.C.S.S.D. No. 20**  
**Statement of Operations**  
Variance: Current Year/Previous Year/Current Year  
For the Period from September 1, 2021 to December 31, 2021  
(Amounts are in CDN)  
(Includes G/L Budget Name: BUD2021/22)

| Description                             | Current Year Actual | Budget For Period  | Budget Remaining    | Budget % Remaining | Prior Year Actual  | Current Year Prior Year |
|---|---------------------|--------------------|---------------------|--------------------|--------------------|-------------------------|
| <b>Revenue</b>                          |                     |                    |                     |                    |                    |                         |
| Property Taxation                       | 9,130,546           | 50,738,609         | 41,608,063          | -82.00             | 11,443,906         | -2,313,360              |
| Grants                                  | 51,928,725          | 152,021,517        | 100,092,792         | -65.84             | 53,445,714         | -1,516,989              |
| Tuition and Related Fees                | 735,094             | 1,778,752          | 1,043,658           | -58.67             | 803,153            | -68,059                 |
| School Generated Funds                  | 1,241,066           | 4,595,308          | 3,354,242           | -72.99             | 546,700            | 694,366                 |
| Complementary Services                  | 1,000,807           | 2,227,090          | 1,226,283           | -55.06             | 904,840            | 95,966                  |
| External Services                       | 120,000             | 120,000            |                     |                    |                    | 120,000                 |
| Other                                   | 637,850             | 1,573,295          | 935,445             | -59.46             | 103,244            | 534,606                 |
| <b>Total Revenues</b>                   | <b>64,794,088</b>   | <b>213,054,571</b> | <b>148,260,483</b>  | <b>-69.59</b>      | <b>67,247,557</b>  | <b>-2,453,469</b>       |
| <b>Expenditures</b>                     |                     |                    |                     |                    |                    |                         |
| Governance                              | 214,771             | 689,417            | 474,646             | 68.85              | 274,762            | -59,991                 |
| Administration                          | 1,557,508           | 5,014,938          | 3,457,430           | 68.94              | 1,619,453          | -61,944                 |
| Instruction                             | 61,244,178          | 165,108,899        | 103,864,722         | 62.91              | 61,174,744         | 69,433                  |
| Plant                                   | 9,959,721           | 32,597,295         | 22,637,574          | 69.45              | 10,431,085         | -471,364                |
| Transportation                          | 2,432,585           | 8,700,533          | 6,267,948           | 72.04              | 2,533,947          | -101,361                |
| Tuition and Related Fees                | 102,190             | 158,864            | 56,674              | 35.67              | 18,400             | 83,790                  |
| School Generated Funds                  | 708,068             | 4,595,308          | 3,887,240           | 84.59              | 530,889            | 177,179                 |
| Complementary Services                  | 687,668             | 2,209,233          | 1,521,565           | 68.87              | 519,834            | 167,834                 |
| External Services                       |                     | 120,000            | 120,000             | 100.00             |                    |                         |
| Interest and Bank Charges               | 458,174             | 1,408,217          | 950,043             | 67.46              | 475,004            | -16,829                 |
| <b>Total Expenditures</b>               | <b>77,364,864</b>   | <b>220,602,705</b> | <b>143,237,841</b>  | <b>64.93</b>       | <b>77,578,116</b>  | <b>-213,253</b>         |
| <b>Surplus (Deficit) for the Period</b> | <b>-12,570,775</b>  | <b>-7,548,134</b>  | <b>5,022,641</b>    | <b>66.54</b>       | <b>-10,330,559</b> | <b>-2,240,216</b>       |
| Change in Accum. Remeas. Gains/Losses   |                     |                    |                     |                    |                    |                         |
| Opening Accumulated Surplus             | 276,828,133         |                    | -276,828,133        |                    | 274,525,874        | 2,302,259               |
| <b>Closing Accumulated Surplus</b>      | <b>264,257,358</b>  | <b>-7,548,134</b>  | <b>-271,805,491</b> | <b>-3,600.96</b>   | <b>264,195,315</b> | <b>62,043</b>           |
| Opening Physical Assets                 | 273,607,869         |                    | -273,607,869        |                    | 277,315,827        | -3,707,958              |
| Current Year Fixed Asset Purchases      | -2,839,547          | -3,959,004         | -1,119,458          | 28.28              | -2,770,114         | -69,432                 |
| <b>Total Physical Assets</b>            | <b>270,768,322</b>  | <b>-3,959,004</b>  | <b>-274,727,327</b> | <b>6,939.30</b>    | <b>274,545,712</b> | <b>-3,777,390</b>       |

**Variance Analysis**

St. Pauls R.C.S.S.D. No. 20

Date Filter

09/01/21..12/31/21

Budget Filter

BUD2021/22

|   | Current Year Actual | Budget For Period  | Budget Remaining    | Budget %<br>Remaining | Expected<br>Budget %<br>Remaining | Difference | Notes |
|---|---------------------|--------------------|---------------------|-----------------------|-----------------------------------|------------|-------|
| <b>Revenue</b>                          |                     |                    |                     |                       |                                   |            |       |
| Property Taxation                       | 9,130,546           | 50,738,609         | 41,608,063          | 82.00%                | 66.67%                            | 15.34%     | 1     |
| Grants                                  | 51,928,725          | 152,021,517        | 100,092,792         | 65.84%                | 66.67%                            | -0.83%     |       |
| Tuition and Related Fees                | 735,094             | 1,778,752          | 1,043,658           | 58.67%                | 60.00%                            | -1.33%     |       |
| School Generated Funds                  | 1,241,066           | 4,595,308          | 3,354,242           | 72.99%                | 60.00%                            | 12.99%     | 2     |
| Complementary Services                  | 1,000,807           | 2,227,090          | 1,226,283           | 55.06%                | 60.00%                            | -4.94%     |       |
| External Services                       | 120,000             | 120,000            | 0                   | 0.00%                 | 60.00%                            | -60.00%    | 3     |
| Other                                   | 637,850             | 1,573,295          | 935,445             | 59.46%                | 66.67%                            | -7.21%     | 4     |
| <b>Total Revenues</b>                   | <b>64,794,088</b>   | <b>213,054,571</b> | <b>148,260,483</b>  | <b>69.59%</b>         |                                   |            |       |
| <b>Expenditures</b>                     |                     |                    |                     |                       |                                   |            |       |
| Governance                              | 214,771             | 689,417            | 474,646             | 68.85%                | 66.67%                            | 2.18%      |       |
| Administration                          | 1,557,508           | 5,014,938          | 3,457,430           | 68.94%                | 66.67%                            | 2.28%      |       |
| Instruction                             | 61,244,178          | 165,108,899        | 103,864,721         | 62.91%                | 60.00%                            | 2.91%      |       |
| Plant                                   | 9,959,721           | 32,597,295         | 22,637,574          | 69.45%                | 66.67%                            | 2.78%      |       |
| Transportation                          | 2,432,585           | 8,700,533          | 6,267,948           | 72.04%                | 66.67%                            | 5.37%      | 5     |
| Tuition and Related Fees                | 102,190             | 158,864            | 56,674              | 35.67%                | 66.67%                            | -30.99%    | 6     |
| School Generated Funds                  | 708,068             | 4,595,308          | 3,887,240           | 84.59%                | 60.00%                            | 24.59%     | 7     |
| Complementary Services                  | 687,668             | 2,209,233          | 1,521,565           | 68.87%                | 60.00%                            | 8.87%      | 8     |
| Interest and Bank Charges               | 458,174             | 1,408,217          | 950,043             | 67.46%                | 66.67%                            | 0.80%      |       |
| <b>Total Expenditures</b>               | <b>77,364,863</b>   | <b>220,602,704</b> | <b>143,237,841</b>  | <b>64.93%</b>         |                                   |            |       |
| <b>Surplus (Deficit) for the Period</b> | <b>-12,570,775</b>  | <b>-7,548,133</b>  | <b>5,022,642</b>    |                       |                                   |            |       |
| Change in Accum. Remeas. Gains/Losses   |                     |                    |                     |                       |                                   |            |       |
| Opening Accumulated Surplus             | 121,433,929         |                    | -121,433,929        |                       |                                   |            |       |
| <b>Closing Accumulated Surplus</b>      | <b>108,863,154</b>  | <b>-7,548,133</b>  | <b>-116,411,287</b> |                       |                                   |            |       |

|                                    |                    |                   |                     |
|------------------------------------|--------------------|-------------------|---------------------|
| Opening Physical Assets            | 146,803,823        |                   | -146,803,823        |
| Current Year Fixed Asset Purchases | -2,839,547         | -3,959,004        | -1,119,457          |
| <b>Total Physical Assets</b>       | <b>143,964,276</b> | <b>-3,959,004</b> | <b>-147,923,280</b> |

**Notes**

1. Property taxes expected to be on budget for the year.
2. As a result of the pandemic, it is expected school based activity will be lower than previous years. Also, revenue from school generated funds is not earned evenly over the year.
3. All grant revenue for the Invitational Shared Services Initiative has been received for the year.
4. Miscellaneous revenue is not earned evenly throughout the year. Food sales are projecting to be higher than budget this year.
5. Transportation costs for half of November and the month of December are outstanding as of December 31.
6. As a result of the pandemic, it is expected school based activity will be lower than previous years. Also, expenses from school generated funds are not incurred evenly over the year.
7. Tuition expense not incurred evenly throughout the year. Expected to be below budget at year-end.
8. Pre-kindergarten salaries are projecting to be under budget this year.

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### Board Priority:

- Promoting Stewardship

Presented by: Director G. Chatlain and Executive Council

### Background Information:

This report spans the period of time from late December through to early February. A great deal transpired during this period which the following attempts to chronical.

The COVID-19 pandemic launched into its fifth wave in our community (beginning early January) fueled by a much more transmissible Omicron variant. The speed with which this variant spreads had many impacts for the division.

### Summary of the mid-January period:

The December 30 provincial announcement was very significant in that a positive rapid test result became sufficient to trigger the notification process and no longer required a PCR test to confirm. This change shifted our usual process significantly as it became largely on each individual to know the self-isolation requirements and personally notify close contacts (including the school). The fundamental shift at that time was that parents were to notify schools, not SHA, there was no contact tracing, no SHA letters directing isolations, and the school took on the role of notifying families if their child was in a classroom with a positive case and provided information on isolation requirements as described in the Public Health Order. As such families often contacted schools for help in understanding and navigating these new protocols. It should further be noted that there were no new community-level restrictions in place: things such as youth sport continued as normal.

During this period (mid-January) the daily case rates were significantly higher than those during previous waves. This, of course, brought many concerns for the well-being of all staff and students, first and foremost. We continued to pray daily for the health of all impacted. The cumulative effect this high daily case rate (and 5 to 10 days isolation period) had on our ability to provide all services was significant. The division had been experiencing much higher than normal staff absences in all employee categories – to no one's surprise. The division moved into a business continuity mode that focused all energies on maintaining classroom functions to ensure the continuity of the availability of each classroom each day. There are many aspects to this plan including aspects such as:

- Paused all other division activities that may require a sub (ie. professional learning).
- Reduced all other discretionary leaves to bare minimums
- Central office teaching staff were assigned by sub dispatch to schools
- Reassigned all non-classroom-based teaching staff within the school
- Hired additional contract subs
- Bus routes combined/delayed or cancelled if no driver available.

As has been the case throughout the pandemic, as the COVID landscape changed, so too did we revise our operational protocols. Faced with this significant increase in cases and staff absences the division revised a number of school operational protocols to respond. This work continued to involve the recommendations of the local MHOs, collaboration with our sister boards while keeping an eye on the level of restriction in the community. This requirement to adapt our protocols was quite familiar for the schools as we returned to the level that was used for much of the previous academic year. Some examples of the operational changes follow.

- Masks – disposable 3-layer masks required for staff
- Increased student and staff cohorting
- Pause on some aspects of extra-curricular – mainly elementary track
- Shifting back to more remote/virtual means for professional learning and supports
- Meetings involving cross-school staff moved virtual (including administrative meetings).
- Increased rapid testing requirement for all itinerant/central staff. Many staff accessing testing at the school with our resources and with community resources.

During the mid-January period, a number of classrooms moved online for a period usually of five days when multiple cases were identified within a short time. Staff were prepared to make the shift as required. Rapid tests: Prior to the Christmas break the ministry expanded the Test to Protect program to now include all staff and students. Previously the program was only targeting students under the age of 12. Our schools had a sufficient inventory of rapid tests to fulfill requests as they were received. The SHA continued to be responsive to our requests for additional tests which we now receive within seven days of ordering.

#### Early February changes:

As of January 28, the Public Health Order (PHO) was amended again – this time the changes were related to the removal of the mandatory isolation period for close contacts and the establishment of a 5-day isolation period for all positive cases (regardless of vaccine status). These changes significantly shifted the work and communication process of schools and the division. As was chronicled above under the previous order, schools regularly communicated cases to families as people in a classroom where there was a case were considered ‘close contacts’ and as such, used to have isolation requirements. Without the PHO requiring isolation for close contacts, the school’s role and responsibility in notifying families came to an end and a student having COVID was now considered private and personal medical information.

Currently, schools are not notified of positive COVID cases and there are no longer isolation requirements other than for individuals who test positive for COVID. This shift has meant that schools no longer send COVID case notifications to families. Staff and students continue to monitor for symptoms, testing is easily available, and staying home if symptoms develop. This abrupt transition has significantly changed the work happening in the division and with that, brought a wide range of emotions and questions from both administration, staff and families.

### Moving forward:

The Premier outlined on February 8, the stages the government will go through to remove the remaining pandemic-related restrictions. There are two stages to the removal of restrictions: first, as of February 14, the legislation underpinning the vaccine passport system and employer policies for proof of vaccine or proof of negative test policies, comes to an end. As our board instituted an employee policy in this regard, the board will need to determine the status of this policy.

The second stage is not renewing the Public Health Order (PHO) that is set to expire on February 28. Within the remaining order are restrictions such as the order for wearing masks in public spaces, isolation of a positive case, etc. The division will work with our local Medical Health Officers, other divisions and partners over the coming days to determine the operational implications for us once the PHO has ended.

### Conclusion:

With respect to the period of time from our return in January through to early February, I am not quite sure how to put into words the marvel that we witnessed. For close to two years, our staff and families have responded to the impacts of COVID-19 with creativity, hard work, and dedication. It has been inspirational. Despite the challenges, the smiles and welcome that are part of our Catholic schools remained. As we have now battled the biggest wave yet, one might be forgiven for thinking that perhaps that well of dedication, creativity and servant leadership that has fueled us for almost two years, might be dry as a bone. Much like the clay water jars in Jesus' first miracle at Cana, what we might expect and what the Good Lord provides, can be two very different things. As we worked to respond to the demands of the wave, that well has not only remained, but somehow, deepened. The creativity and dedication to find ways to keep our classrooms open and support each other as we ran into new and significant struggles, continued at a new level. We are very blessed. Please don't misunderstand: the struggles were real and intense. However, meeting that circumstance with an equally intense response, magnified by hope, seems to be an amazing antidote.

As we consider what the next phases of this journey may hold, the only constant that we could expect during these past two years has been that things will change. As has been indicated, we are heading into a period of transition: from pandemic towards endemic. This process will be a unique challenge unto itself. The impacts, both short and long term, from the pandemic and associated implications for education need our attention for now and the future. The division will continue, as it has attempted for two years, to provide excellent Catholic education despite the circumstances ... always with humility and the preparedness to adjust again to the next leg of this pandemic journey.

### Recommendation:

***That the Board of Education receive the information as presented in the Pandemic Response Update.***

## 6.4 2022-2023 Designation of French Immersion Programming

Board Priority:

- Improving Student Learning and Achievement

Presented by: Superintendent F. Rivard

Background Information:

Section 180 of The Education Act, 1995 stipulates that the Board of Education must pass an annual resolution to approve designation of French immersion programming by February 15 of each year. Below is the list of schools that will be offering French Immersion for the 2022-2023.

There are two additions to this year's programming list. The first is the addition of Grade 4 at St. Luke School. As a part of that new program, we have committed to adding one grade per year. The second is the addition of a new French immersion stream at Father Robinson School. When reviewing the enrolment projection data, feedback from the Catholic School Community Council, community consultations and online surveys, administration recommends that the board approve a new French immersion program be added to Father Robinson School in the fall of 2022. Administration will share this information with families so that work specific to grade configurations, transportation, staffing and purchasing resources can begin.

| Schools Designated                             | Grades       | Type | Percentage of time French is used as language of instruction        |
|--|--------------|------|---|
| École St. Matthew School                       | K-8          | B    | Grades K-2: 95%<br>Grades 3-8: 70-80%                               |
| École Cardinal Leger School                    |              |      |   |
| École St. Paul School                          |              |      |   |
| École St. Gerard School                        |              |      |   |
| École Sister O'Brien School                    |              |      |   |
| École St. Mother Teresa School                 |              |      |   |
| École Holy Mary Catholic School (Martensville) |              |      |   |
| École St. Peter School                         |              |      |   |
| St. Luke School                                | K-4          | B    | Grades K-2: 95%<br>Grades 3-8: 70-80%                               |
| Father Robinson School                         | TBD for 2022 | B    | Grades K-2: 95%<br>Grades 3-8: 70-80%                               |
| École Saskatoon French School                  | K-8          | A    | Grades K-2: 100%<br>Grades 3-5: 85%<br>Grades 6-8: 90%              |
| Bishop James Mahoney High School               | 9-12         | B    | Grades 9-12: 50%<br><br>Students can obtain a bilingual certificate |
| Bethlehem Catholic High School                 |              |      |   |
| Holy Cross High School                         |              |      |   |
| St. Joseph High School                         |              |      |   |

Recommendation:

***That the Board of Education approve the recommendation for the 2022-2023 Designation of French Immersion Programming.***



### Board Priority:

- Building Relationships and Partnerships
- Promoting Stewardship

Presented by: Superintendent F. Rivard

### Background Information:

The Ministry of Education requests that school divisions submit projects for major capital funding one year prior to the provincial budget's approval and release.

The 2023-2024 application for major capital project funding is to be submitted by the end of February 2022. Ministry guidelines allow for each school division to submit a maximum of three projects. These projects include new school construction, replacement school construction, and addition/renovation. Projects are to be prioritized by the board at the time of submission. This year's capital projects are the same three projects submitted in 2021 with updated enrolment projections.

The current capital evaluation method used by the Ministry of Education provides a matrix to score all capital project submissions from school divisions. In the past, we have included smaller renovation or rehabilitation projects as a part of our capital requests. The Ministry of Education will now be reviewing these smaller projects as a part of the Preventative, Maintenance and Renewal (PMR) funding. As such, we include these as part of our 3-year PMR plan which will be shared with the board this spring. All capital project submissions scored using the following eight categories:

| Category                                | Maximum Points   |
|---|------------------|
| • Health and Safety                     | <i>75 points</i> |
| • Utilization                           | <i>6 points</i>  |
| • Efficiency                            | <i>12 points</i> |
| • New Growth                            | <i>6 points</i>  |
| • Functionality/Contribution to Program | <i>3 points</i>  |
| • Contribution to Community             | <i>3 points</i>  |
| • Facility Condition                    | <i>3 points</i>  |
| • Project Evaluation                    | <i>9 points</i>  |

Administration has reviewed our facilities in the context of the Ministry's scoring matrix to determine potential capital initiatives.

Based on the evaluation of our facilities according to the above criteria, the following schools have been identified as the board's priority for major capital funding requests. The schools are listed in ranked order:

- Priority I      Joint Use Holmwood Suburban Centre Catholic High School
- Priority II     Joint Use Catholic Middle/High School within the Martensville/Warman region of  
Corman Park
- Priority III    Joint Use Brighton Catholic Elementary School

Recommendation:

***That the Board of Education approve a new Joint Use Catholic high school in the Holmwood Suburban Centre, a new Joint Use Catholic middle/high school within the Martensville/Warman region of Corman Park and a new Joint Use Catholic elementary school in Brighton as the priority projects for our Major Capital Plan for the 2023-2024 submission to the Ministry of Education.***

## 6.6 Prairie Spirit School Division: GEMS Area Transportation Agreement



Board Priority:

- Promoting Stewardship

Presented by: CFO J. Lloyd

Background Information:

This report is regarding the transportation issue that arose last February within the GEMS area outside of Saskatoon. The GEMS area only resides within the Prairie Spirit School Division (PSSD) boundary. PSSD has allowed families within the GEMS area to select a Saskatoon school and ride a PSSD bus to Saskatoon. PSSD has defined GEMS as the area of the historical school districts of Gideon, Ebzel, Merrill, and Smithville. PSSD completed a financial analysis a couple years ago that showed a net transportation cost when comparing provincial funding to actual costs. PSSD approached both Saskatoon school divisions last May to enter into an agreement that would formalize this arrangement and provide a mechanism to deal the funding shortfalls.

Administration has worked with Saskatoon Public Schools (SPS) and PSSD to draft the proposed agreement. The draft agreement was approved by PSSD on January 31<sup>st</sup>. The agreement is a tripartite agreement between SPS, PSSD, and our school division. Currently 75 students are transported as part of this agreement with 25 students attending Greater Saskatoon Catholic Schools (GSCS).

This agreement is similar to a transportation provider agreement that we have with vendors as it requires PSSD to transport GSCS students under the same conditions. PSSD will follow their own transportation policies and will use their own bus staff.

A financial reconciliation will be completed each year which will compare the per route costs to the funding PSSD receives each year from the provincial government. The costs are based on the contracted rates GSCS currently pays to First Student ULC. The prorated costs payable to PSSD will be based on the number of GEMS students attending a school with SPS compared to GSCS. The net annual cost for GSCS is estimated to be between \$30,000 to \$40,000.

If approved, this agreement is backdated to be effective September 1, 2021.

Recommendation:

***That the Board of Education approve the tripartite GEMS transportation agreement.***

### Board Priority:

- Building Relationships and Partnerships
- Promoting Stewardship

Presented by: Superintendent F. Rivard

### Background Information:

During the November 1, 2021, Board meeting, the Modular Classroom Report for the 2022-2023 academic year was approved. Within the report, administration had requested the addition of nine new modular classrooms.

| Schools                       | Additional Classrooms |
|-------------------------------|-----------------------|
| St. Kateri Tekakwitha School  | 2                     |
| St. Therese of Lisieux School | 2                     |
| Holy Trinity School           | 1                     |
| St. Lorenzo Ruiz School       | 1                     |
| Holy Cross High School        | 1                     |
| Father Vachon School          | 1                     |
| École Holy Mary School        | 1                     |

In typical years, administration would seek board approval for the award of tenders for traditional modular builds. This year, since all of our modular classrooms were awarded to P3 schools, the Ministry chose to have JCI manage the procurement and the installation of the moduls will be contracted out to 3twenty Modular to build them. The following schools will be receiving modular classrooms:

- St. Kateri Tekakwitha School - Two (2) new modular classrooms
- St. Thérèse of Lisieux Catholic School - Two (2) new modular classrooms
- St. Lorenzo Ruiz School – One (1) new modular classroom

As a part of the modular application process, schools work with senior administration as well as our facility team to ensure there are plans to support the use of additional spaces if modular classes are not approved. This year, Holy Cross, Holy Mary, Holy Trinity and Father Vachon did not get any modular classrooms approved. Each school has a plan to use spaces such as breakout rooms, band rooms or a community room to support their enrolment growth.

### Recommendation:

***That the Board of Education receive the information as presented in the 2022-2023 Modular Classroom Approvals report.***

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### Board Priority:

- Celebrating and Promoting Catholic Identity
- Improving Student Learning and Achievement
- Building Relationships and Partnerships

Presented by: Superintendent S. Gay

### Background Information:

The Academic School Year Committee has worked together to develop the calendar presented today. The committee included teachers from elementary and high schools, principals and vice-principals from elementary and high schools, CUPE staff, a representative from Human Resources, and a member of Executive Council. Options were reviewed and considered based upon the principles for developing the calendar and feedback from the Board and Administrative Forum.

The calendar has been developed in consideration of the calendars of Saskatoon Public Schools and our surrounding school divisions such as Prairie Spirit, Horizon and Sun West.

### 2022-2023 Academic School Year Calendar-Greater Saskatoon Catholic Schools

The calendar represents:

- A total of 195 days and 955 Instructional hours
- First day for teaching staff will be August 25 and STA Convention on August 26
- Support staff return August 30, and the Opening Mass and Celebrations will be held on August 31 at the Cathedral of the Holy Family, if restrictions allow.
- Student start date of September 1, 2022
- September 30 is a school staff and student holiday in honour of National Day for Truth and Reconciliation
- A 17-day Christmas vacation from December 22-January 8
- A 5-day February break for students and staff which is connected to the Family Day holiday from February 20-24
- A ten-day spring vacation which includes the Easter long weekend from April 7-16
- Final day for students will be June 29
- The final day for staff to be June 30, 2023

Recommendation:

***That the Board of Education approve the 2022-2023 Academic School Year Calendar as presented.***

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Board Priority:

- Building Relationships and Partnerships
- Promoting Stewardship

Presented by: CFO J. Lloyd

Background Information:

Greater Saskatoon Catholic Schools (GSCS) offers transportation services to 4,842 students daily. Rural students who attend a GSCS school in the town of Biggar, and the cities of Humboldt, Warman, and Martensville are jointly transported with the public school divisions in each of the respective areas.

The following summary is the transportation services provided to students who attend a school located in Saskatoon and one immersion bus to École Holy Mary Catholic School:

**1. First Canada ULC Transportation Statistics as of January 31, 2022**

- ❖ Total Students Transported (registered) – 3,290
- ❖ In-Town Students Transported – 3,081
- ❖ Transportation Routes – 108
- ❖ Average Age of Bus Fleet – 12 Years
- ❖ Capacity Utilized On Bus (Average) – 73.5%
- ❖ Average One-Way Ride Time By Route – 22 minutes
- ❖ Longest One-Way Ride Time By Route – 87 minutes (St. Philip School)

**2. Hertz Northern Bus Transportation Statistics as of January 31, 2022**

- ❖ Total Students Transported (registered) – 1,552
- ❖ In-Town Students Transported – 1,530
- ❖ Transportation routes – 43
- ❖ Average Age of Bus Fleet – 5 Years
- ❖ Capacity Utilized On Bus (Average) – 67.2%
- ❖ Average One-Way Ride Time By Route – 20 minutes
- ❖ Longest One-Way Ride Time By Route – 70 minutes (St. Michael School)

Recommendation:

***That the Board of Education approve the Transportation Monitoring Report as presented.***

**Greater Saskatoon Catholic Schools Métis Epiphany Party:** A new and innovative observance of Epiphany was developed this year. Members of our Greater Saskatoon Catholic Schools' First Nations, Métis and Inuit Education team along with members of our Métis community hosted a traditional Métis Epiphany Party via Facebook Live on January 6. Many traditional activities (storytelling, fiddling, dancing etc.) was shared by community and division members. It was a great celebration of Epiphany. Special thanks to all who were involved in bringing this to fruition.

**Saskatchewan Catholic School Boards Association (SCSBA) Board of Directors Meeting:** January 15 was the provincial meeting of the SCSBA. The directors of education met prior to this meeting and continued our work to support Catholic education in the province.

**Saskatoon Teachers' Association (STA) Assembly Meeting:** The STA Assembly met (virtually) on January 25. Myself and the director from Saskatoon Public Schools addressed the assembly regarding pandemic responses and received questions from the executive. It was a good opportunity to discuss issues of common interest.

**Pandemic Planning:** Regular meetings and many additional meetings have transpired since school resumed in January. The changes and Omicron wave implications have been significant. This is described in more detail in the board report (Item 6.3: Pandemic Response Update).