



Board of Education
Regular Meeting of the Board
Monday, April 19, 2021 – 12:00 p.m.

AGENDA

1.0 Welcome.

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- 1.1 Call to Order – Chair D. Boyko
 - 1.2 Land Acknowledgement
 - 1.3 Opening Prayer – Trustee S. Zakreski-Werbicki
 - 1.4 Adoption of the Agenda
 - 1.5 Declaration of Conflict of Interest
-

2.0 Approval of Minutes.

Minutes of the March 15, 2021 Regular Meeting of the Board of Education

3.0 Delegations and Special Presentations

4.0 Post Meeting Assignments

5.0 Consent Items

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.

6.0 Discussion/Decision

- 6.1 Southwest Sector Attendance Initiative
 - 6.2 St. Michael School Michif Bilingual Program
 - 6.3 First Nations, Métis and Inuit Education Monitoring Report
 - 6.4 Catholic Education Week: May 9-16, 2021
World Catholic Education Day: May 13, 2021
 - 6.5 Pandemic Information
 - 6.5.1 Pandemic Response Update
 - 6.5.2 Social Health and Wellness Committee: 21 Day Challenge
 - 6.6 Financial Statements
 - 6.7 2021-2022 Provincial Budget Overview
 - 6.8 Education Property Tax Mill Rate
 - 6.9 Horizon School Division: Joint Transportation Agreement
 - 6.10 Driver Education Services
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7.0 Correspondence

- 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

- 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 H. Byblow
 - Greater Saskatoon Catholic Schools Foundation – Trustees S. Zakreski-Werbicki and B. Elliott
 - māmawohkamātowin/Saskatoon Tribal Council – Chair D. Boyko, Trustees S. Zakreski-Werbicki and D. Case
 - CUMFI and GSCS Educational Alliance – Chair D. Boyko, Trustees J. Carriere and W. Stus
 - 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

10.0 Closing Prayer – Trustee S. Zakreski-Werbicki

11.0 Adjournment

12.0 Sign of Peace

Minutes of a Regular Meeting of the Board of Education for St. Paul's RCSSD #20 held in the Boardroom/Microsoft Teams at 12:00 p.m. on Monday, March 15, 2021.

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

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

The meeting was called to order by Chair Boyko at 12:00 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 T. Jelinski.

Adoption of Agenda

Motion: Moved by Trustees D. Berscheid and R. Boechler that the agenda be approved as circulated.

CARRIED

Approval of Minutes

Motion: Moved by Trustees W. Stus and J. Carriere that the minutes of the regular meeting of February 8, 2021 be adopted as circulated.

CARRIED

Discussion/Decision

6.1 Pandemic Response Update

Motion: Moved by Trustees B. Elliott and T. Jelinski that the Board of Education receive the information as presented in the Pandemic Response Update report.

CARRIED

6.2 Prime Consultant Services: NRFP 7905 - St. Frances Replacement School Project

Motion: Moved by Trustees W. Stus and D. Berscheid that the Board of Education enter into a contract with Kindrachuk Agrey Architecture for the detailed design and contract management of St. Frances Cree Bilingual School, pending Ministry of Education approval.

CARRIED

6.3 Transportation Monitoring Report

Motion: Moved by Trustees R. Boechler and B. Elliott that the Board of Education receive the information as presented and approve the Transportation Monitoring Report.

CARRIED

6.4 Modular Classroom Construction and Relocation 2021

Motion: Moved by Trustees R. Boechler and D. Berscheid that the Board of Education award the tenders for modular construction to Carmont Construction Ltd. for the tendered price of \$654,843 plus applicable taxes for Holy Family Catholic School, and \$651,659 plus applicable taxes for St. Joseph High School.

Moved by Trustees J. Carriere and W. Stus that the Board of Education award the tender for the modular relocation to Holy Cross High School to Carmont Construction Ltd. for the tendered price of \$122,440 plus applicable taxes.

CARRIED

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

CARRIED

[Motion: Moved by Trustee H. Byblow that the Board move out of committee.]

CARRIED

Adjournment

Motion: Moved by Trustee R. Boechler that the meeting be adjourned at 12:55 p.m.

CARRIED

Secretary

Chair

6.1 Southwest Sector Attendance Initiative

Board Priority:

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

Presented by: Superintendent G. Martell

Background Information:

Overview

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 appear concentrated in Southwest Sector schools that typically serve more vulnerable students and a higher proportion of Indigenous students. The Southwest Sector Attendance Initiative strategies and resources are intended help to address the unique needs of students in the sector, as well as students experiencing sporadic attendance in all schools.

Initiative Goals

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

- To establish a data framework to identify trends in elementary student attendance.
- To provide information on specific students to facilitate appropriate interventions and supports.
- To establish the whereabouts of students who have not registered elsewhere, or who are not currently attending school.
- To determine causality for students with attendance patterns of concern.
- To establish relationships with families and students not attending school or experiencing poor attendance.
- To provide learning supports for students with impediments to regular school attendance.
- To create pathways to reconnect students with a school and classroom context.
- To assist students to incrementally improve their attendance.

Attendance Care Team

The Attendance Care Team consists of three members working towards meeting the expectations of the Attendance Initiative. The team started their work together mid-January. The initial goal of the team was to start the process of developing a formal procedure to strategically and effectively identify the whereabouts of students, the causes of their absenteeism, reclaim students not attending school, and enhance the attendance of students of concern.

To date, the team has connected with multiple schools within the division, as well as many schools outside Greater Saskatoon Catholic Schools, to locate students that have a status of withdrawn. In the process of working with the various schools, the Attendance Care Team has found that each school is excited and eager to help with the initiative, and to aid in ensuring the success of all students.

Re-Engagement Strategy

Step 1 - Community Outreach:

Connect with school administration/student support teams, reach out to families/students by phone, email, social media, and home visits.

Step 2 - Student Re-engagement:

To date, the Attendance Care Team has played an instrumental role in supporting schools to develop a concrete plan regarding student re-engagement. Some of these re-engagement strategies are learning packages, access to Google classroom, partial-day attendance, learning modules at the high school level, etc. The overall goal of the re-engagement strategies is to transition students back into the classroom.

Step 3 - Monitoring:

At this stage, the Attendance Care Team continues working with schools on a weekly basis regarding students who are having attendance challenges. The Attendance Care Team is working with schools to provide weekly reports that will highlight current trends among students. This will allow schools and the Attendance Care Team to focus their work. This will be an on-going process.

Next Steps

The next steps for the Attendance Care Team are to:

- Continue monitoring the schools that the team has connected with.
- Monitor and strategically engage with all students using the weekly feedback teachers are providing for students experiencing attendance challenges.
- During each high school block, the Attendance Care Team will re-start the student contact process for all high school students experiencing significant challenges, as well as students in the withdrawn category.

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.

Recommendation:

That the Board of Education receive the information as presented in the Southwest Sector Attendance Initiative report.

6.2 St. Michael Community School Michif Bilingual Program



Board Priority:

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

Presented by: Superintendent G. Martell

Background Information:

The Métis Nation of Saskatchewan has generously funded a Michif Early Learning Pilot Project at St. Michael Community School. Through this funding, six school boards in the province were given support to implement a Michif or Dene early learning language program. The six school boards taking part in the program are: Greater Saskatoon Catholic Schools, Saskatoon Public Schools, Ile-a-la-Crosse School Division, Northern Lights School Division, Regina Public Schools, and Regina Catholic Schools.

St. Michael's Métis School of Excellence Michif Bilingual Kindergarten Program currently serves 13 students. The students represent the geographic diversity of Saskatoon, with Métis families choosing St. Michael School specifically for the language programming. The program is staffed with one fulltime Kindergarten teacher and one half-time fluent Michif Language Keeper. The program offers city-wide transportation to eligible students. The Métis Nation of Saskatchewan partnership provides for resource development and collaboration with the other participating school divisions.

Program Outcomes

Despite the complexities associated with the pandemic, attendance in the Kindergarten program has been on par with school attendance patterns. Students have generally acquired language competencies consistent with curriculum and program expectations. Families have vigorously engaged with the program and are active participants in Michif language learning. In addition to Métis Nation of Saskatchewan (MN-S), Central Urban Métis Federation Inc. (CUMFI) and Gabriel Dumont Institute (GDI) have been generous supporters of the initiative.

Community Support

Greater Saskatoon Catholic Schools co-hosts an annual Métis Education Think Tank with Central Urban Métis Federation Inc. and Saskatoon Public Schools. At this event, attended by a wide variety of Métis organizations and individuals, the need for a Michif language program in K-12 schools was identified as a priority.

Grade 1 Michif Bilingual

For the 2021-2022 school year it is proposed that we extend the Michif Bilingual program to Grade 1. In an initial survey of current Kindergarten parents, 100% have stated that they wish to continue their child into the Grade 1 Michif classroom. The provincial and division second

language curriculum and resources provide the requisite support to seamlessly extend the program to Grade 1. The facility will allow this program extension without additional costs. Anticipated enrolment will be on par with a typical St. Michael primary classroom so that provincial grants will accommodate professional staffing costs. To be consistent with the established language learning model, we anticipate extending the language keeper role into the Grade 1 classroom.

Conclusion

St. Michael Community School began their Métis education journey five years ago. Although enrolments have remained consistent over that period of time, we believe that over time a Michif bilingual program will increase enrolments at St. Michael Community School. The language component has long been an aspiration of the partnership with Central Urban Métis Federation Inc. The Métis Nation of Saskatchewan funding opportunity has served as a catalyst to achieve our common goals and assist Greater Saskatoon Catholic Schools in addressing our Calls to Action.

Recommendation:

That the Board of Education approve the designation of a Michif Bilingual Grade 1 program at St. Michael Community School for the 2021-2022 school year.

6.3 First Nations, Métis and Inuit Education Monitoring Report



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 Unit collaborates with internal and external partners to serve the needs of First Nations, Métis and Inuit students and families. The First Nations, Métis and Inuit Education (FNMIE) team primarily works toward the achievement of outcomes that are set out in the FNMIE Area of Focus Plan, in addition to providing ongoing supports and typical initiatives. This report provides an overview of the 2020-2021 FNMIE Area of Focus Plan, highlights of the achievement of current-year goals, and a preface of the 2021-2022 FNMIE priority areas.

The work of the FNMIE Unit considers relevant policy contexts at both the federal and provincial levels. These include responding to Treaty, Inherent and International Indigenous Rights, First Nations Control of First Nations Education, the Truth and Reconciliation Commission's Calls to Action, and the provincial policy framework, Inspiring Success. At the division level we respond to board goals, the FNMIE Area of Focus plan, as well as our First Nations and Métis partnerships.

The First Nations, Métis and Inuit Education team achieves outcomes by working in collaboration with First Nations and Métis governance and organizational partners, as well as the FNMIE Area of Focus Committee, principals, FNMIE teacher reps, and Treaty Catalyst Teachers.

The FNMIE Area of Focus Plan focusses on four key areas described below. Each of the priority areas encompasses a variety of individual actions. For the purposes of this report, each area is outlined in general, with an example illustrating the field.

1. First Nations, Métis and Inuit Student Supports and Transitions: This thematic area within the Area of Focus plan includes all goals related to supporting First Nations, Métis and Inuit student identity and transitions. The specific Area of Focus action and deliverable related to Student Supports for the purpose of this report is as follows:

Sense of Belonging Goal: The FNMIE Unit will collaborate with Southwest Sector schools to develop a strategy and deliver initiatives aimed at increasing sense of belonging of FNMI students in Grades 5 through 8.

Outcome: Nine of the ten Southwest Sector schools have implemented an initiative within their school. Initiatives included:

- Gathering student voice
- Land-based Learning
- Cultural Teachings such as, Ribbon Skirt Teachings

- 2. School Collaboration:** The work of the FNMIE team includes collaborating with school teams and teachers through a cycle of co-planning, co-teaching and reflection. A specific example of an Area of Focus action and deliverable related to School Collaboration is:

Treaty/FNMI Education Hub: The FNMIE unit will collaborate with all schools to implement FNMI and Treaty Education outcomes.

Outcome:

- Launched January 11, 2021
- 402 active users
- Supports new teachers
- Grade-level specific resources
- Offers asynchronous Professional Development
- Collaborative
- Ever-green & growing!

- 3. Integration of Indigenous Epistemologies:** The goals within this thematic area are inclusive of Indigenous epistemologies. They include, but are not limited to, Indigenous science, inquiry, and connection to land. The specific Area of Focus action and deliverable related to Integration of Indigenous Epistemologies is:

Land-Based Education: The FNMIE Unit will support the Professional Development School at St. Frances Cree Bilingual School through collaboration on Indigenous learning opportunities. The FNMIE Unit will coordinate, develop and deliver land-based Indigenous learning activities at Ed & May Scissons Environmental Centre that will be available to all students.

Outcome: 30+ classrooms served.

- 4. Indigenous Language Programming:** The FNMIE Area of Focus supports the revitalization and preservation of Indigenous languages. The specific Area of Focus action and deliverable related to Indigenous Language Programming is:

Cree Catalyst Teacher Program: The FNMIE Unit will support the preservation, revitalization, and strengthening of nehiyaw and Michif languages and cultures.

Outcome: Approximately 121 students were identified to receive targeted support.

The current context has created specific challenges this year. The FNMIE team has worked to adapt to conditions and continue to provide service to teachers and school-communities. The team has adapted to virtual learning and identified residual benefits, such as the ability to reach more students with limited staff through virtual means. Further, the work of the FNMIE team relies heavily on partnerships and relationships with First Nations and Métis families and community partners. This has been difficult during the pandemic, but the team has adapted where possible, such as with the virtual round dance that experienced over 8,900 views. The FNMIE team has also been challenged to continue to expose students to cultural and ceremonial learning. Although adaptations were made, the team hopes to be able to soon return to typical patterns.

Looking forward, the First Nations, Métis and Inuit Education Area of Focus team will focus on advancing long-standing partnerships with First Nations and Métis organizations as we work to formalize agreements that have been in various stages of development. The FNMIE team also endeavours to expand capacity to support teachers through virtual means. The 2021-2022 FNM Area of Focus Plan will work to actualize plans for anti-racist, anti-oppressive education school supports and resources consistent with division ideals. Lastly, the FNMIE team will provide strategic supports for program renewal at Oskāyak High School, and for the new St. Frances Cree Bilingual School program and facility development.

The First Nations, Métis and Inuit Education Area of Focus Plan includes a range of supports targeted for First Nations, Métis and Inuit, as well as all students. The Area of Focus plan and resources will continue to attain meaningful outcomes by building relationship and fostering collaboration.

Recommendation:

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

6.4 Catholic Education Week: May 9-16, 2021

World Catholic Education Day: May 13, 2021



Board Priority:

- Celebrating and Promoting Catholic Identity

Presented by: Superintendent S. Gay

This Board Priority is described as follows:

- To strengthen the Catholic dimension of our school division, as we support the faith journey of each individual:
 - Providing shared experiences, learning opportunities, and closer connections between parish, home, and school – to enrich the faith lives of students, families, and all school community members.
- To be proactive in building understanding of Catholic Education.

Background Information:

The following report outlines some of the plans for Catholic Education Week 2021. The theme for this year is **Catholic Education: Nurturing Hope / L'éducation catholique: Cultiver l'esperance.**

Plans include a sub-theme for each day of the week:

- Monday: Preparing the Earth / Préparer la terre
- Tuesday: Sowing Seeds of Gratitude / Semer la gratitude
- Wednesday: Cultivating Relationships / Cultiver nos relations
- Thursday (World Catholic Education Day): Harvesting New Fruits / Récolter de nouveaux fruits
- Friday: Marvelling in Wonder / S'émerveiller

Materials have been prepared by CECAS, and include the following:

- Daily social media 'blasts' (twitter-length)
- Media materials for dioceses/school boards
- Daily prayer for teacher/student use - M, T, W, F
- World Catholic Education Day Liturgy with Bishop M. Hagemoen:
 - Livestream at 10:00 am www.saskatoonmass.com
 - Will also be archived on same site for later viewing.
 - Greater Saskatoon Catholic Schools is responsible for liturgy coordination this year.

Recommendation:

That the Board of Education receive the information in the Catholic Education Week Report as presented.

6.5 Pandemic Information

Board Priority:

- Promoting Stewardship

6.5.1 Pandemic Response Update

Presented by: Director G. Chatlain and Executive Council

Background Information:

As with each passing week and month, these updates for the board chronicle the main changes and updates in our division responses to the pandemic since the prior report.

The context for this report is characterized by a large increase in case counts in the southern part of the province and rapidly increasing case counts now in the areas served by Greater Saskatoon Catholic Schools. Our division has been through a trough of low case counts for a number of weeks. With the arrival of the UK Variant of Concern (VoC) in our communities, this has spurred many more cases. Of note then are the following updates:

- Screening for the Variants of Concern – this new process will provide more timely information regarding a case and the type of COVID. Increased periods of isolation and more stringent criteria to be deemed a ‘close contact’ are being implemented.
- Operations in the school division continue to move forward unchanged for the past while. Each case is responded to based on the circumstances of the situation. Our high schools of greater than 600 students remain on a hybrid attendance system (alternating days).
- Communication has been shared with schools urging tight adherence to the protocols. Granted that everyone is very tired of the restrictions and all that comes with them; however, with the spectre of the 3rd wave (induced by the variant) looming close, all that we can do to help slow that down will help the vaccine program get closer to its goal.
- The division shared with families a letter from our local Medical Health Officer (MHO) regarding the emergence of the variants of concern and urging families to stay the course.
- Planning is under way for the fall re-opening. There remain many variables and possible scenarios that we need to be prepared for. As we draw to a close this year in June, it is hoped that some of these variables will be narrowed down so that more firm plans for the fall will be in place.
- The Greater Saskatoon Catholic Schools’ K-8 online learning option has been a great support for many families during the 2020-2021 academic year. At this time, we anticipate a majority of Saskatchewan adults being vaccinated by the fall of 2021, but vaccinations for youth under 18 is unknown at this time. We anticipate that adult vaccinations, as well as robust health protocols used in our face-to-face schools, will result in a much lower number of families looking at online learning for their Kindergarten to Grade 8 children in the fall of 2021. In an effort to ensure staffing and programming are in place for the fall of 2021, current online families will be surveyed in both April and again in August to gather their perspectives on programming choice for the fall. The results of the April survey will not commit families to online nor face-to-face learning. The goal of the survey is to get a

general indication from families. Since January, there has been a steady movement of families choosing to return to face-to-face learning.

- Provincial PPE procurement update: we have received our allocation of medical grade procedure masks (not to be confused with the N95 masks), our face shields, and our allocation of reusable masks.
- Vaccinations continue to proceed well in the province. Occupational Health and Safety Regulations were amended by Cabinet to provide for three (3) hours of paid leave for an employee to be away from work in order to be vaccinated. We have shared this and other operational support options with principals to help staff access vaccinations. With the age for vaccines coming down quite quickly, more staff will be able to access a vaccination soon.
- Rapid testing: rapid testing kits are now being made available to school divisions. All of the requisite operational preparations are being created. As of the generation of this report, no third-party provider for the service has been identified in our region. In the meantime, in close work with our local MHO as well as Prairie Spirit School Division and Saskatoon Public Schools, we piloted this with staff at Holy Family School. This helped inform some of the process needed to support this new tool in our division. It should be noted that these rapid tests are more of a screen and do not replace the full diagnostic test available through SHA. If they are used in a community, it will be voluntary, and a decision informed through discussion with our local MHO and the division. The division has received 10,000 rapid test kits. SHA reminds us that they have capacity for anyone seeking a test – symptomatic or asymptomatic.

Conclusion

This last period of time has been relatively calm on the case front, with lots of work in the background addressing the preparations for the arrival of the variant in our communities and dealing with the potential use of rapid test kits. As we prepare for what could be another wave, we are gearing up for the operational challenges that will come with that wave. Seeing other regions move to a level 4 (full remote learning) and significant community restrictions imposed is an important wake up call to our community for what is possible here should case numbers continue to grow. Our adherence to our protocols and restrictions is a critical piece in keeping our schools a safe place to be.

Recommendation:

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

6.5.2 Social Health and Wellness: 21-Day Physical Activity Challenge

Presented By: Superintendent D. Bazylak

Background Information:

In response to the COVID-19 pandemic, Greater Saskatoon Catholic Schools created the Social Health and Wellness Committee. The purpose of the committee is to promote health and wellness of staff, through access to supports and morale building activities. Student wellness is also very important and is addressed through other committee work.

The Social Health and Wellness Committee composition includes representation from all employment categories:

- CUPE 2268 member
- CUPE 3730 member
- Elementary Counsellor
- High School Counsellor
- Coordinator of Student Services
- High School Vice Principal
- Elementary School Principal
- Teacher Relations Member-Teacher
- Superintendent of Human Resources Services
- Assistant Manager of Human Resources Services
- Superintendent of Students Services
- Superintendent of Learning Services

The Committee organized a “GSCS 21-Day Physical Activity Challenge”. All staff were challenged to complete 30 plus minutes of physical activity daily between February 24, 2021 – March 16, 2021. Staff recorded their activity and completed a registration form identifying the number of days they were active.

The event was considered a success with 760 staff (37%) from all employment categories reporting activity over the 21 days. Schools were excited to participate in the event and 245 staff logged activity on all 21 days! A video collage of staff “in active mode” was created and shared with staff. The event was such a success we will plan to have a similar challenge yearly.

Recommendation:

That the Board of Education receive the information as presented in the Social Health and Wellness: 21-Day Physical Activity Challenge report.

6.6 Financial Statements

Board Priority:

- Promoting Stewardship

Presented by: Chief Financial Officer J. Lloyd

Background Information:

I certify the following data to be accurate for the period ending **February 28, 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 January 1, 2021 to January 31, 2021 are as detailed:

Business Account	\$ 4,481,340.86
Payroll Account	9,369,359.21
	<u>\$13,850,700.07</u>

Accounts paid by cheque and electronic funds transfer for the period February 1, 2021 to February 28, 2021 are as detailed:

Business Account	\$ 6,050,770.15
Payroll Account	9,425,272.91
	<u>\$15,476,043.06</u>

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 January 1, 2021 to January 31, 2021 and February 1, 2021 to February 28, 2021 and receive the financial statements for the period ended February 28, 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, 2020 to February 28, 2021

(Amounts are in CDN)
(Includes G/L Budget Name: MB2020/21)

Description	Current Year Actual	Prior Year Actual	Current Year Prior Year
Assets			
Cash	35,244,726	26,485,491	8,759,236
Taxes Receivable	441,759	428,423	13,335
Provincial Grants Receivable	3,009,930	382,887	2,627,044
Other Receivables	942,898	1,058,745	-115,847
Total Assets	39,639,313	28,355,545	11,283,768
Liabilities			
Other Payables	11,186,528	9,935,857	1,250,671
Capital Loans	28,435,730	30,128,735	-1,693,005
Accrued Employee Future Benefits	5,892,000	5,629,000	263,000
Other Liabilities	2,230,319	3,251,506	-1,021,187
Capital Lease	753,229	947,777	-194,548
Total Liabilities	48,497,806	49,892,875	-1,395,069
Net Financial Assets	-8,858,493	-21,537,329	12,678,837
Non-Financial Assets			
Physical Assets	273,379,609	276,130,623	-2,751,014
Prepaid Items	712,958	671,700	41,258
Total Non Financial Assets	274,092,567	276,802,323	-2,709,756
Net Assets	265,234,074	255,264,993	9,969,081
Accumulated Surplus (Deficit)			
Accumulated Surplus Previous Year	274,525,874	265,168,743	9,357,131
Change in Accumulated Remeasurement Gains/Losses			
Earnings from Operations	-9,291,799	-9,847,229	555,430
Total Accumulated Surplus	265,234,074	255,321,513	9,912,561

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, 2020 to February 28, 2021
(Amounts are in CDN)
(Includes G/L Budget Name: MB2020/21)

Description	Current Year Actual	Budget For Period	Budget Remaining	Budget % Remaining	Prior Year Actual	Current Year Prior Year
Revenue						
Property Taxation	18,597,988	48,901,520	30,303,532	-61.97	19,092,398	-494,411
Grants	85,697,960	146,721,749	61,023,789	-41.59	77,412,730	8,285,230
Tuition and Related Fees	1,236,311	2,229,868	993,557	-44.56	912,934	323,376
School Generated Funds	853,750	4,595,308	3,741,558	-81.42	2,576,550	-1,722,800
Complementary Services	1,269,761	2,174,601	904,840	-41.61	1,439,024	-169,263
External Services		150,000	150,000	-100.00	150,000	-150,000
Other	1,737,527	1,941,430	203,903	-10.50	1,058,030	679,497
Total Revenues	109,393,296	206,714,476	97,321,181	-47.08	102,641,666	6,751,629
Expenditures						
Governance	486,132	829,582	343,450	41.40	293,726	192,406
Administration	2,420,624	4,950,831	2,530,207	51.11	2,642,451	-221,828
Instruction	93,432,762	158,558,325	65,125,562	41.07	86,317,729	7,115,034
Plant	15,801,827	31,732,722	15,930,895	50.20	14,770,322	1,031,505
Transportation	4,234,829	8,575,098	4,340,269	50.61	4,350,167	-115,338
Tuition and Related Fees	83,430	182,200	98,770	54.21	107,421	-23,991
School Generated Funds	730,158	4,595,308	3,865,150	84.11	2,080,154	-1,349,996
Complementary Services	786,327	2,134,205	1,347,878	63.16	1,188,475	-402,149
External Services		150,000	150,000	100.00	835	-835
Interest and Bank Charges	709,007	1,525,990	816,983	53.54	737,615	-28,609
Total Expenditures	118,685,095	213,234,260	94,549,165	44.34	112,488,896	6,196,199
Surplus (Deficit) for the Period	-9,291,799	-6,519,783	2,772,016	42.52	-9,847,229	555,430
Change in Accum. Remeas. Gains/Losses						
Opening Accumulated Surplus	274,525,874		-274,525,874		265,168,743	9,357,131
Closing Accumulated Surplus	265,234,074	-6,519,783	-271,753,858	-4,168.14	255,321,513	9,912,561
Opening Physical Assets	277,315,827		-277,315,827		277,809,628	-493,802
Current Year Fixed Asset Purchases	-3,936,218	-7,463,896	-3,527,678	47.26	-1,679,005	-2,257,212
Total Physical Assets	273,379,609	-7,463,896	-280,843,505	3,762.69	276,130,623	-2,751,014

Variance Analysis

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

Date Filter

09/01/20..02/28/21

Budget Filter

MB2020/21

	Current Year Actual	Budget For Period	Budget Remaining	Budget % Remaining	Expected Budget % Remaining	Difference	Notes
Revenue							
Property Taxation	18,597,988	48,901,520	30,303,532	61.97%	50.00%	11.97%	1
Grants	85,697,960	146,721,749	61,023,789	41.59%	50.00%	-8.41%	2
Tuition and Related Fees	1,236,311	2,229,868	993,557	44.56%	50.00%	-5.44%	3
School Generated Funds	853,750	4,595,308	3,741,558	81.42%	40.00%	41.42%	4
Complementary Services	1,269,761	2,174,601	904,840	41.61%	40.00%	1.61%	
External Services	0	150,000	150,000	100.00%	40.00%	60.00%	5
Other	1,737,527	1,941,430	203,903	10.50%	50.00%	-39.50%	6
Total Revenues	109,393,297	206,714,476	97,321,179	47.08%			
Expenditures							
Governance	486,132	829,582	343,450	41.40%	50.00%	-8.60%	7
Administration	2,420,624	4,950,831	2,530,207	51.11%	50.00%	1.11%	
Instruction	93,432,762	158,558,325	65,125,563	41.07%	40.00%	1.07%	
Plant	15,801,827	31,732,722	15,930,895	50.20%	50.00%	0.20%	
Transportation	4,234,829	8,575,098	4,340,269	50.61%	50.00%	0.61%	
Tuition and Related Fees	83,430	182,200	98,770	54.21%	50.00%	4.21%	
School Generated Funds	730,158	4,595,308	3,865,150	84.11%	40.00%	44.11%	8
Complementary Services	786,327	2,134,205	1,347,878	63.16%	40.00%	23.16%	9
Interest and Bank Charges	709,007	1,525,990	816,983	53.54%	50.00%	3.54%	
Total Expenditures	118,685,096	213,234,261	94,549,165	44.34%			
Surplus (Deficit) for the Period	-9,291,799	-6,519,785	2,772,014				
Change in Accum. Remeas. Gains/Losses							
Opening Accumulated Surplus	121,433,929		-121,433,929				
Closing Accumulated Surplus	112,142,130	-6,519,785	-118,661,915				

Opening Physical Assets	146,803,823		-146,803,823
Current Year Fixed Asset Purchases	-3,936,218	-7,463,896	-3,527,678
Total Physical Assets	142,867,605	-7,463,896	-150,331,501

Notes

1. Property taxes expected to be on budget for the year.
2. Operating grant will be under budget for the year due to the change in timing for property tax collections. However, grants overall will be over budget due to pandemic funding and capital projects received after budget day 2020.
3. International Student Program revenue is under budget, but Cyber School tuition revenues have been higher than expected.
4. As a result of pandemic restrictions, it is expected school based activity will be considerably lower than previous years.
5. Invitational Shared Services Initiative grant has not been received for the year (received April 2021).
6. Cafeteria sales are significantly lower than expected due to the pandemic. Facility rentals are also not permitted for the school year.
7. Board election expense has already been incurred for the entire year. Governance is projecting to be under budget for the year.
8. As a result of pandemic restrictions, it is expected school based activity will be considerably lower than previous years.
9. Pre-kindergarten programs not fully staffed due to enrolment under projection. Staff were redeployed to Kindergarten programs and the costs are reflected in Instruction.

6.7 2021-2022 Provincial Budget Overview

Board Priority:

- Promoting Stewardship

Presented by: Director G. Chatlain and Chief Financial Officer J. Lloyd

Background Information:

On April 6th as part of the 2021-2022 provincial budget, the government announced an increase in operating funding for Pre-k to 12 education of \$19.2 million or 0.98% additional funding compared to the 2020-2021 school year. The additional \$19.2 million will only cover the 2% teacher agreement cost increase.

Other important notes:

- Announcement on March 11, 2021 was \$20.7 million for COVID-19 funding that can be used in 2021-2022.
- School capital funding will increase by \$22.3 million more.
- Education property tax (EPT) rates will increase for residential, commercial/industrial properties with a decrease in rates for agricultural land. The estimated net increase in EPT revenue for the province is \$12 million or \$18 per year for the average homeowner.

Preventative Maintenance and Renewal (PMR)

Greater Saskatoon Catholic Schools was allocated \$3.83 million for PMR funding or an increase of 1.55% from past levels. The funding will allow the school division to continue making roof repairs, start new roof replacements, and continue HVAC upgrades.

Capital Funding

The province announced \$189.9 million for capital investments including:

- \$101.9 million to support 21 ongoing capital projects.
- Funding was approved for the new school replacement for St. Frances Cree Bilingual School to complete the design and move into construction.
- \$67.9 million for preventative maintenance, renewal and emergent funding
- \$10.3 million for relocatable classrooms
 - Greater Saskatoon Catholic Schools will receive two new modular classrooms at St. Kateri Tekakwitha Catholic School and St. Lorenzo Ruiz Catholic School as well as one new classroom for Holy Trinity Catholic School.
- \$1.0 million for school facility assessments.

Greater Saskatoon Catholic Schools Funding Allocation

The net increase in projected funding for Greater Saskatoon Catholic Schools is \$2.5 million which will cover the costs for the teacher agreement contract increases. As a result, our funding

increase only covers some inflationary costs and growth to support what is required to serve the projected students next year.

Budget Development

The 2021-2022 draft budget has been updated to reflect the inflationary increases and the 2020-2021 COVID carryover funding. Executive council will continue their work on reviewing budget allocations, following board approved budget principles, and ensuring appropriate resources are provided for curriculum renewal and areas of focus. The budget reference committee will also be consulted throughout the budget development process.

Recommendation:

That the Board of Education receive the information as presented in the 2021-2022 Provincial Budget Overview.

6.8 2021 Education Property Tax Mill Rate

Board Priority:

- Promoting Stewardship

Presented by: Chief Financial Officer J. Lloyd

Background Information:

On April 16, 2018 the Board of Education enacted Bylaw 2018-A to continue setting the Education Property Tax (EPT) mill rates. As long as Bylaw 2018-A is in effect, the Board of Education is required to pass a resolution annually prior to May 1 of each taxation year.

The 2021 provincial budget included a \$12 million increase in property tax revenue. This increase is a result of an increase to Education Property Tax mill rates for residential, commercial and industrial properties. The only properties not seeing an increase are agricultural properties, which will see a .7 per cent decrease to 1.36 per cent. This increase will cost the average homeowner \$18 for 2021.

The 2021 provincial mill rates for each property class are as follows:

Agricultural Property	1.36 mills
Residential Property	4.46 mills
Commercial/Industrial	6.75 mills
Resource (oil and gas, mines and pipelines)	9.79 mills

Recommendation:

That the Board of Education for St Paul's R.C.S.S.D. No. 20 pass a resolution exercising its constitutional right to levy education property tax and set education property tax mill rates, and in doing so the aforementioned school division hereby sets education property tax mill rates as follows:

By adopting the potential provincial education property tax mill rates as set by the Lieutenant Governor in Council for the 2021 taxation year.

6.9 Horizon School Division: Joint Transportation Agreement



Board Priority:

- Promoting Stewardship

Presented by: Chief Financial Officer J. Lloyd

Background Information:

The Ministry of Education implemented a new transportation funding model in 2017-2018 that no longer recognized funding based on historical costs. Transportation funding is now based on student enrolments, proximity of home residence to school, and if a student resides in a rural or urban area. For rural funding, student enrolment and total kilometres traveled by the bus per day is used to calculate the overall funding amounts. For urban bussing, it is based on number of students who reside more than 1.0 km from their school.

For Humboldt, we receive the urban transportation funding for our students that reside within the city limits. Until recently, urban transportation was not offered within the City of Humboldt. Included in this report is a draft transportation agreement that provides the framework to share costs and to formalize the relationship with Horizon School Division (**Horizon**) as the transportation provider. The following is a summary of the main points within the agreement:

3. Routes and Services- This section ensures the school divisions collaborate prior to making material changes to routes.

4. Term- The effective date will be backdated to September 1, 2020 and will stay in effect until one party terminates.

11. Rural Student Grant Claims and Funding- Horizon can claim provincial funding for our rural students that they transport.

12. Urban Transportation Funding- Costs associated with providing urban transportation will be prorated based on the number of students riding the bus from each school division.

15. Termination- Notice provided on or before December 31 of any school year and will be effective the following July 1st.

Overall, this agreement formalizes the relationship between bus contractor (Horizon) and our school division. It ensures both school divisions are covering transportation costs and the school divisions are collaborating on any changes. Legal counsel representing both school divisions have been involved throughout the drafting of this agreement.

Recommendation:

That the Board of Education approve the Joint Transportation Agreement with Horizon School Division.

6.10 Driver Education Services

Board Priority:

- Building Relationships and Partnerships
- Promoting Stewardship

Presented by: Chief Financial Officer J. Lloyd

Background Information:

On March 10, 2021, Greater Saskatoon Catholic Schools issued a Request for Proposals (RFP) for the provision of Driver Education Services. The RFP was posted on SaskTenders to satisfy the requirements of the New West Trade Partnership Agreement and the Canadian Free Trade Agreement.

The current structure for the provision of driver education services to the school division has two companies currently providing the service. The current contract expires August 31, 2021. The intent of the RFP was to obtain new pricing and to determine if there were additional companies interested in providing this service.

The term of the Contract is three-years with an option to extend for two additional years. The RFP close date was March 31, 2021, at which time four proposal responses were received. The evaluation committee consisted of Kathryn Holmes (Manager of Finance), and Laurier Langlois (Manager of Corporate Services).

EVALUATION PROCESS

The following weighted evaluation criteria were used in the evaluation process:

Item	Criteria	% Weighting
1	Technical and Management Plan	45
2	Proponent Qualifications	10
3	Cost	40
4	Proposal	5
Total Points		100%

Of the four proposals received, three proposals ended up with acceptable scores:

- Klassen Driving School – 78.96%
- Infiniti Driving – 85.63%
- Leap Professional Driving School – 85.33%
- A City Driving School – 57 %

The allocation of high schools to each company will be based on experience and operational capacity. SGI reimburses the school division for all costs associated with these contracts.

Recommendation:

That the Board of Education award the contracts for Driver Education Services to Klassen Driving School, Infiniti Driving School, and LEAP Professional Driving School.

Director's Report

April 19, 2021

City of Saskatoon – Living in Harmony Awards: In 1966, the United Nations declared March 21st as the International Day for the Elimination of Racial Discrimination in commemoration of the 1960 Sharpeville massacre in South Africa when peaceful demonstrators against apartheid were wounded and killed. In 1990, City Council proclaimed March as Cultural Diversity and Race Relations Month in the City of Saskatoon. Part of the annual marking of this proclamation are the annual Living in Harmony Awards. This year, on March 19, the awards were announced – St. Frances EcoJustice class won the award for the best video submission. Congratulations!

Greater Saskatoon Catholic Schools' Virtual Round Dance: Thanks to the creativity and dedication of our staff, Greater Saskatoon Catholic Schools was able to host our annual Greater Saskatoon Catholic Schools' Round Dance... albeit in a different manner! Our first 'virtual' GSCS Round Dance took place on March 19. Special thanks to our staff and the many artists who helped to provide this fun event. It was a good opportunity to celebrate even though it was only virtual. We look forward to being able to get together in-person next year!

Greater Saskatoon Catholic Schools Foundation and Greater Saskatoon Catholic Schools Renewal Meetings: As the Greater Saskatoon Catholic Schools Foundation continues its process of renewal, regular meetings with administration and board chair take place. Meetings on both March 26 and April 14 have focussed on support for the diocesan collection on May 16.

māmawohkamātowin Governance Committee: The full māmawohkamātowin Governance Committee met on March 26. Welcomed to this table is the new CEO of Saskatoon Tribal Council, Shantelle Watson. We look forward to working with her in deepening our relationship. At this meeting, we delved more deeply into process and key questions for the development of a new agreement.

Pandemic Responses: As has been reported before, the many layers of local planning for pandemic responses continues. There are regular scheduled meetings and ad hoc meetings as the situations dictate. Recently, in preparation for what is anticipated to be a surge in cases, more specific planning has taken place.

Provincial Education Plan (PEP): The PEP Interim Plan continues to be under development. Revised drafts of the interim plan were reviewed on April 12. These drafts will be revised again and then taken to the Education Council (a new representative body in the planning structure) and then out to boards and the Ministry. More details to come; however, final drafts should be available for planning purposes in late April.

Saskatchewan Catholic School Boards Association (SCSBA): The SCSBA Education Committee met on April 14 and this was followed by the Board of Directors Meeting on April 17. Information from the Board of Director Meeting will come forward at a later date.