



**Board of Education
Saskatoon School Division No. 13
Meeting of the
Saskatoon Board of Education**

TUESDAY, APRIL 18, 2023

310 – 21st Street East - 6:30 p.m.

Please note that all public board meetings are audio recorded.

AGENDA

1. Roll Call

2. Acknowledgement

3. Agenda

3.1. Adoption of Agenda

Proposed Board Motion: Move approval of the agenda.

3.2. Declaration of Conflict of Interest

4. Celebrating Excellence:

4.1. Outdoor Classroom at École Dundonald School

5. Consent Items

The chair will ask for a motion to receive the items, and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request that a consent item be removed.

Proposed Board Motion: That the board approve the consent items as presented.

5.1. Approval of Minutes – March 7, 2023

Proposed Board Motion (if removed from consent items): That the board approve the minutes of the committee of the whole and regular board meetings held March 7, 2023.

6. Reports from Administrative Staff

6.1. Strategic Plan Accountability Report: Well-Being

Proposed Board Motion: That the board approve the Strategic Plan Accountability Report: Well-Being to be included as part of the director of education's 2022-2023 evaluation.

6.2. Financial Results - Quarter 2 (December 1, 2022 to February 28, 2023)

Proposed Board Motion: That the board receive the financial results for the period December 1, 2022 to February 28, 2023 for information.

7. Delegation

8. Business Arising from the Minutes

9. Unfinished Business

9.1. Items Arising from the Committee of the Whole

10. Reports of Committees and Trustees

11. New Business

11.1. Board Meeting Dates: 2023-2024 School Year

Proposed Board Motion: That the board approve the board meeting dates for the 2023-2024 school year.

12. Comments/Concerns/Questions from the Public

(Maximum 5 minutes per speaker; 20 minutes total; must be related to a specific agenda item)

13. Notices of Motion

14. Questions by Trustees

15. Adjournment

Proposed Board Motion: That the board adjourn to the call of the chair or the meeting of Tuesday, May 9, 2023.



MEETING DATE: APRIL 18, 2023

TOPIC: CELEBRATING EXCELLENCE:
OUTDOOR CLASSROOM AT ÉCOLE DUNDONALD SCHOOL

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Other: Celebrating Excellence	<input type="checkbox"/> Discussion

BACKGROUND

Academic excellence, character, engagement and well-being of students are at the heart of Saskatoon Public Schools' strategic plan. The plan highlights our vision of each student being known, valued and believed in. It emphasizes Saskatoon Public Schools' commitment to creating learning experiences that inspire all students to reach their potential and the importance of relationships, equity and accountability.

CURRENT STATUS

The Outdoor Classroom at École Dundonald School was completed in the summer of 2022 as a result of staff responding to the needs of their students. Staff work to authentically know and understand their students in order to engage students in relevant learning experiences.

One of the teachers connected with cultural supports at the division level and learned about the significance of smudging. As a result, a learning circle was created and is now used by staff and students for smudging and learning.

Staff continue to develop the space and have added a windbreak in an attempt to make this area accessible for all seasons.

Adine Thivierge, classroom teacher will be joined by a grade 8 student and parent who will share how the outdoor is impacting student engagement.

PREPARED BY	DATE	ATTACHMENTS
Charlene Scrimshaw, Deputy Director of Education Mitch Kachur, Superintendent of Education	April 12, 2023	None



MEETING DATE: APRIL 18, 2023

TOPIC: APPROVAL OF MINUTES

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: Approval of Minutes	<input type="checkbox"/> Information

BACKGROUND

CURRENT STATUS

Attached are the minutes from the March 7, 2023 committee of the whole and regular board meetings.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	March 31, 2023	Minutes

RECOMMENDATION

Proposed Board Motion (if removed from consent items):

That the board approve the minutes of the committee of the whole and regular board meetings held March 7, 2023.

UNAPPROVED

MINUTES OF A MEETING:

of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, March 7, 2023 at 2:30 p.m.

March 7, 2023

MEMBERS PRESENT:

Trustees Angela Arneson, Donna Banks, Colleen MacPherson, Kim Stranden, Ross Tait, Suzanne Zwarych

Following discussions in Committee of the Whole, Trustee Arneson moved that the Board rise and report.

CARRIED (6)

The meeting adjourned at 5:32 p.m.

Secretary of the School Division

Board Chair

UNAPPROVED

MINUTES OF A MEETING: of the Board of Education of the Saskatchewan School Division No. 13 of Saskatchewan, held on Tuesday, March 7, 2023 at 6:30 p.m. March 7, 2023

MEMBERS PRESENT: Trustees Colleen MacPherson (Chair), Angela Arneson, Donna Banks, Charmaine Bellamy, Kim Stranden, Ross Tait, Suzanne Zwarych

Chair MacPherson, called the meeting to order, read the roll call into the minutes, acknowledged that the meeting was being held on Treaty Six territory and traditional territory of the Cree, Dene, Nakoda, Lakota, Dakota and Saulteaux nations, and the homeland of the Métis and Michif people.

Agenda: Trustee Arneson moved approval of the agenda.

Agenda

CARRIED (7)

There were no conflicts of interest declared by any board members.

Celebrating Excellence – Waskawīwin Land-Based Education :
Colleen Norris, superintendent of education, introduced Aron Knudsen, program teacher at Bedford Road Collegiate. Mr. Knudsen shared how the Waskawīwin land-based program impacts staff and student engagement. Shawn Storry and Barry Shingoose, parents and students Harman Lefebvre-Storry and Ethan Shingoose spoke of the impact of the program on their lives.

Celebrating Excellence- Waskawīwin Land-Based Education

Consent Items: Trustee Banks moved that the following consent agenda items be approved as presented.

Consent Items

CARRIED (7)

Approval of Minutes - February 14, 2023 Trustee Banks moved that the board approve the minutes of the committee of the whole and regular board meetings held February 14, 2023.

Approval of Minutes

CARRIED (7)

Reports from Administrative Staff:

Strategic Plan Accountability Report: Engagement, Responsibility, and Perseverance: Paul Janzen and Nicola Bishop Yong, superintendents of education, highlighted the Strategic Plan Accountability Report: Engagement, Responsibility and Perseverance.

Strategic Plan Accountability Report: Engagement, Responsibility and Perseverance

Trustee Stranden moved that the board approve the Strategic Plan Accountability Report: Engagement, Responsibility and Perseverance be included as part of the director of education's 2022-2023 evaluation.

CARRIED (7)

UNAPPROVED

Unfinished Business:

VOIP Telephone Project Update: Trustee Bellamy moved that the board approve the expenditure of \$727,749 from the internally restricted reserve for capital asset purchases to complete the 2019 VOIP replacement, bringing the total project cost to \$1,397,550.

VOIP Telephone
Project Update

CARRIED (7)

Tender for Bedford Road Collegiate Upgrades: Trustee Tait moved that the board award the tender for Bedford Road Collegiate Upgrades project in the total amount of \$452,239.42 plus applicable taxes (includes separate prices 1a, 1b and 2) to Saskatoon Fire and Flood.

Tender for
Bedford Road
Collegiate
Upgrades

CARRIED (7)

Tender for Dundonald Roof Replacement of Sections 15, 23 and Mansards: Trustee Zwarych moved that the Board award the tender for the Dundonald roof replacement project in the total amount of \$419,000 plus applicable taxes (includes separate price 2) to Flynn Canada Ltd.

Tender for
Dundonald Roof
Replacement of
Sections 15, 23
and Mansards

CARRIED (7)

Reports of Committees and Trustees:

- Trustee Banks reported on her attendance at James L. Alexander school community council meeting as well as meetings of the Saskatchewan School Boards Association.
- Board Chair MacPherson reported on the recognition of communities for staff appreciation week. She also reported on meetings with the president and executive director of the public school boards of Alberta, as Chair of the public section of the Saskatchewan School Boards Association. Chair MacPherson also mentioned the upcoming provincial budget.

New Business

Amendment to Preventative Maintenance and Renewal Three-Year Plan: Trustee Stranden moved that the board approve the amendment to the Three Year Preventative Maintenance and Renewal Plan to include the replacement of water and sewer pipes at Aden Bowman Collegiate at an estimated cost of \$50,000.

Amendment to
Preventatives
Maintenance and
Renewal Three-
Year Plan

CARRIED (7)

Provincial Education Plan Endorsement: Trustee Arneson moved that the board endorse the initial priority actions and milestones for the long-term provincial education plan to 2030.

Provincial
Education Plan
Endorsement

CARRIED (7)

Comments/Concerns/Questions from the Public:

No comments, concerns or questions from the public were brought forward.

Notice of Motion:

No Notices of Motion were brought forward.

UNAPPROVED

Questions by Trustees:

No questions by trustees were brought forward.

Adjournment:

Trustee Tait moved that the board adjourn to the call of the chair or the board meeting of Tuesday, April 18, 2023.

CARRIED (7)

The meeting adjourned at 7:59 p.m.

Secretary of the School Division

Board Chair



MEETING DATE: APRIL 18, 2023

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT: WELL-BEING

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Information

BACKGROUND

Academic excellence, character, engagement, and well-being of students are at the heart of Saskatoon Public Schools' five-year strategic plan. The plan highlights our vision of each student being known, valued, and believed in. It emphasizes Saskatoon Public Schools' commitment to creating learning experiences that inspire all students to reach their potential and the importance of relationships, equity and accountability.

CURRENT STATUS

Attached is the accountability report for well-being which will be presented by Colleen Norris, superintendent of education.

PREPARED BY	DATE	ATTACHMENTS
Brent Hills, Deputy Director of Education Colleen Norris, Superintendent of Education	April 12, 2023	Accountability Report

RECOMMENDATION

Proposed Board Motion:

That the Board approve the Strategic Plan Accountability Report: Well-Being, to be included as part of the director of education's 2022-2023 evaluation.

At Saskatoon Public Schools every student is **Known • Valued • Believed In**

We are committed to creating learning experiences that inspire all students to reach their potential.



Accountability Topic: Well-Being

Date of Board Meeting: April 18, 2023

Strategic Priorities:

<input type="checkbox"/> Academic Excellence	<input checked="" type="checkbox"/> Well-being
<input type="checkbox"/> Character	<input type="checkbox"/> Financial Stewardship
<input type="checkbox"/> Engagement	<input type="checkbox"/> Internal Business Processes

Commitments:

- Relationships (honouring diversity, welcoming and joyful spaces, and community partnerships)
- Equity (anti-racist/anti-oppressive practice, representative workforce, high expectations)
- Accountability (evidence-based practice, focus on Indigenous student success, ensure safe, caring, and accepting learning environments)

Key Measures:

OurSchool Student Measures for Well-Being:

- Student Anxiety
- Student Depression
- Well-Being (Hedonic and Eudaimonic)

Targets:

Students will experience safe, caring, and accepting learning environments and develop the skills to maintain well-being and reach their full potential.

- Decrease anxiety by 2% and depression by 2% in year one.
- Increase hedonic well-being by 2% and eudaimonic well-being by 2% in year one.
- Increase the number of staff members trained in initiatives by 3%

Key Initiatives Employed:

Professional Learning

All members of Safe, Caring and Accepting Schools (SCAS) contribute to building capacity within our schools and communities.

- Several key ongoing initiatives include Violence Threat Risk Assessment (VTRA) Levels 1 and 2, Traumatic Event Systems (TES), safeTALK (suicide-alert training), and Applied Suicide Intervention Skills Training (ASIST). Saskatoon Public Schools (SPS) staff who are VTRA trainers worked collaboratively with training partners from Greater Saskatoon Catholic Schools, Prairie Spirit School Division, Saskatoon Police Services, Ministry of Social Services, and Saskatoon Health Region to deliver VTRA to staff from various Community Threat Assessment Protocol (CTASP) partners this year. As valued partners, other community partners such as Egadz and the City of Saskatoon have been included in training delivered by SCAS team members, such as safeTALK and ASIST. A new initiative in 2022-2023 is Family Assessment Training which 25 counsellors attended in March. Like VTRA and TES training, participants learn about lowering anxiety and promoting well-being within systems.
- SCAS team members worked in partnership with the Ministry of Education during the 2021-22 school year to achieve the goal of having at least one staff member with Mental Health First Aid (MHFA) Training in each school. Due to teacher and other staff moves that take place each year, SCAS worked to maintain the standard of having at least one staff member trained in MHFA in each school by scheduling an additional 10 staff to be trained this spring, bringing the total staff trained across the division to 124.
- School counsellors bring a variety of trauma-informed practices in schools, including providing responsive professional development to build staff and student capacity. Examples include classroom presentations on coping with stress and anxiety, staff presentations on trauma-sensitive approaches and staff/student well-being, involvement in planning and delivery of parent information sessions, as well as regular fall presentations to all staff familiarizing them with processes for VTRA and reporting abuse/neglect.
- SCAS team members have engaged in a variety of other responsive professional learning for staff. For example, administrators attended responsive sessions on behavioural support and gender and sexual diversity. The [*Pan-Canadian Knowledge Synthesis on Trauma-Informed/Sensitive Practices in Education*](#), released by the Child Trauma Research Centre and Ministry of Education, has been utilized as a key resource shared with leaders, counsellors and teachers. K-12 teachers will have the opportunity to attend a series of four after-school professional learning sessions in trauma-sensitive classrooms based on these research findings during late winter/spring 2023.
- SCAS team members provide support and resources to all SPS staff through the Staff Well-Being website, focused particularly on emotional and physical well-being. This information is also often shared across platforms using the SCAS Instagram account.

Individualized Planning

Saskatoon Public Schools (SPS) ensures that all students receive foundational universal classroom supports, including a focus on strong relationships, calm classrooms, and achieving curricular outcomes related to well-being. Based on a Multi-Tiered Systems of Support (MTSS) framework, these universal or tier 1 supports are provided to all students and meet the needs of most students. For students who need more individualized support (i.e., tier 2/3 in addition to universal supports), SPS ensures responses that are increasingly intensive and individualized according to an assessment of student need.

- Positive Behaviour Intervention and Support (PBIS) Plans capture the team’s collaborative plan for any student who requires a more intensive level of behavioural support. Plans are unique to the student and context but share common elements of altering the learning environment and skill-teaching, with ongoing assessment and data collection to guide the plan. Creating individualized plans not only supports the student’s well-being but decreases concerning behaviour and increases the capacity of staff to handle challenges, lowers anxiety and promotes well-being across the system. The SCAS Behaviour Consultant supports many teams with individualized planning, providing 260 consultations this year (as of March 1), a significant increase from 205 at the same time last year.
- Safety Plans are created for students when behaviour is such that there is a risk of harm to self or others. These plans outline steps to be taken in emergent situations to reduce the risk of harm. Students who report high levels of depression, in some cases, require a suicide risk assessment and safety planning. Counsellors supporting students in this way support students and families through crises, and subsequent planning and support can reduce depressive symptoms and increase safety.
- Case planning refers to the ongoing work of counsellors, working with students, staff, families, and community partners to provide individualized support for educational, social, and emotional needs that support student well-being.
- Outreach is an initiative in its second year, funded with pandemic ministry dollars. Outreach Workers support schools in connecting with students and families. They also connect families with community supports to remove barriers related to well-being.

Safety

SPS collaborates with families as well as partners in policing, social services, health, and other community partners to ensure the safety and well-being of students and staff.

- *I’m the Boss of Me* (ITBOM) is a program for grade 4 students that is the result of an ongoing partnership with the Saskatoon Sexual Assault and Information Centre (SSAIC). All grade 4 classrooms received this presentation related to personal safety last year and we are on track to do the same this year. SPS counsellors ensure safety and follow-up by attending these presentations and working with teachers and students.
- *No is a Full Sentence* (NIAFS) is a program that was built on the successful partnership that guides the *I’m the Boss of Me* program. SCAS collaborated with the SSAIC on the creation and piloting of the grade 7/8 initiative in 4 schools during 2021-22. The program, which

focuses on safe and healthy relationships, was expanded to include 10 schools (15 classrooms) in the initiative this fall with overwhelmingly positive feedback.

- OUT Saskatoon is an important community partner and resource. The SCAS team and other SPS staff regularly consult with OUT Saskatoon on multiple issues related to LGBTQ2S+ and gender and sexual diversity. OUT Saskatoon also provides important professional learning for school teams that is accessed by many of our schools.
- *Finding the Warrior Within* was a 2021-22 school year initiative which featured in school sessions for groups of grade 3-4 students experiencing anxiety that interferes with engagement and learning and incorporated the school team as well as the family. The first year included 10 schools (10 groups of students). This year the program reached even more students by including groups of students in grades 3-4 and grades 5-6. As a result, 5 schools and 10 groups of students have benefited so far this year, with another 5 schools to come during late winter/spring. We look forward to continued partnership, adding to this initiative with the related *Igniting the Warrior Within*, a partnership with both CFS Saskatoon and Big Brothers, Big Sisters Saskatoon (described in new initiatives).
- Violence Threat Risk Assessment (VTRA) Level 1 and Level 2 intervention plans are multi-agency support plans that reduce risk and enhance safety. SPS administrative and counsellor teams work closely with policing, social services, health, other partners, and the SCAS team to complete, enact, and review VTRA intervention plans.
- Suicide Risk Assessment Safety Plans are specific plans led by counsellors with Applied Suicide Intervention Skills Training (ASIST) and include an assessment of risk and related plans for mediating that risk.

Traumatic Event Response

When a traumatic event occurs, members of SCAS support school leaders, staff, students, and families in the response.

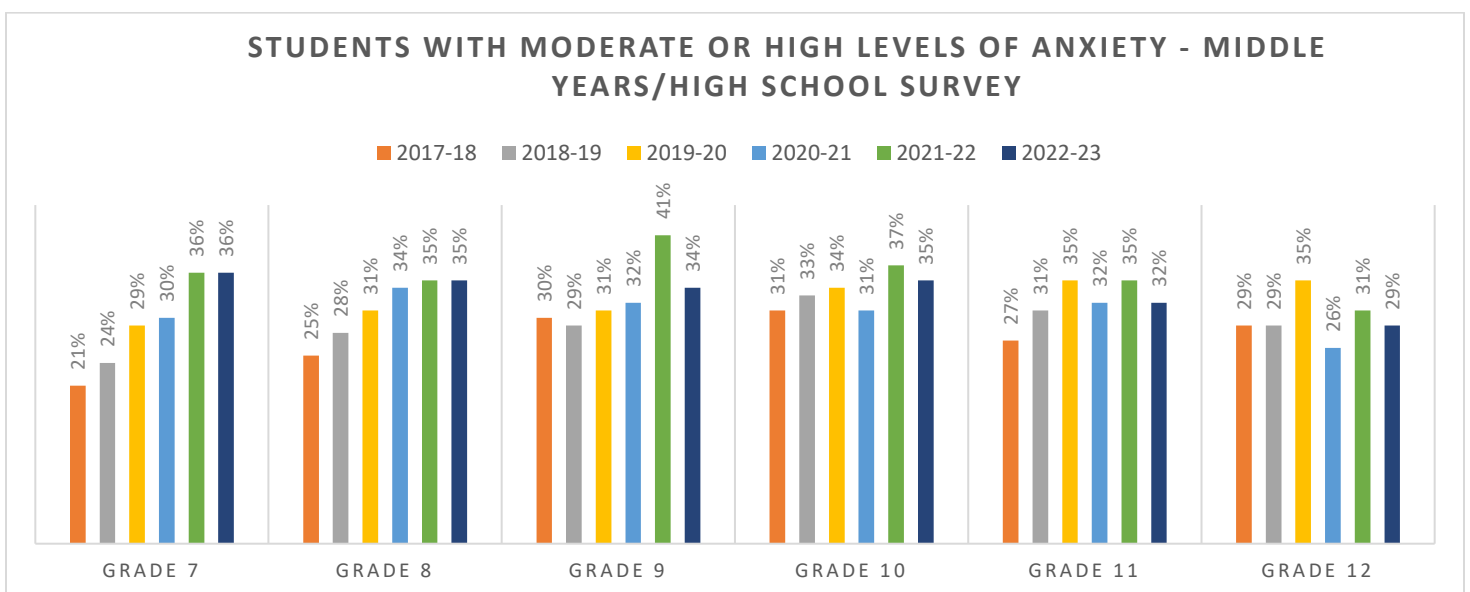
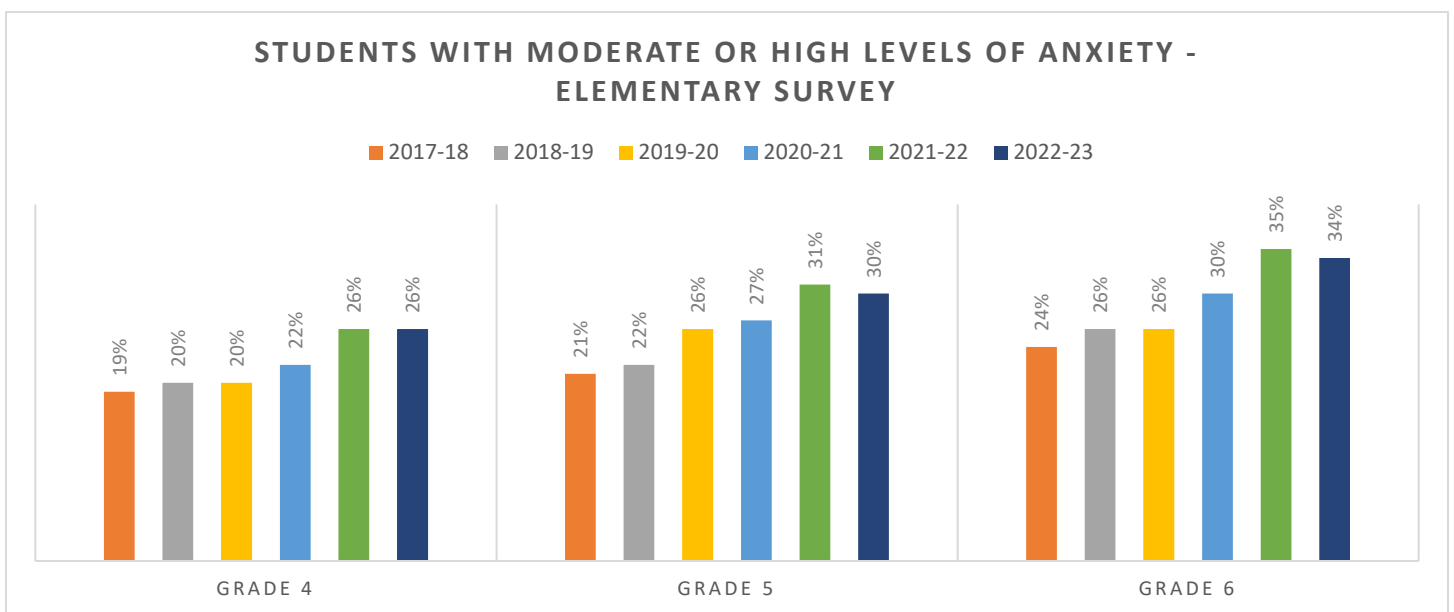
- SCAS consultant (Safe/Caring Lead) is primary support, offering consultation but also in-person consultation by attending the school directly when necessary.
- SCAS coordinator coordinates centrally, ensuring extra counsellors are provided on-site with minimum disruptions to other schools.
- SCAS superintendent plays an important role from the start of an event, including working with police partners and working with school leaders on initial actions and responses.
- The superintendent, coordinator, and SCAS consultants work together, and closely with leaders, throughout a response, assessing and responding to communication and supporting needs at the school and throughout the division. This support lowers anxiety in the division, allowing staff to maintain or return as quickly as possible to regular routines that are healthy for students.

Data:

Key Measures from OurSCHOOL

Measuring the well-being of students can be difficult. SPS staff use curricula and individualized planning to teach skills to students that help keep them safe and develop skills to cultivate and maintain well-being. To determine if SCAS initiatives are making a difference for student well-being, four consistent measures were selected that all inform levels of student well-being.

Student Anxiety: Students respond to how often they worry about a variety of items including how peers and adults perceive them. A student with moderate to high anxiety reports greater worry in their responses to the questions (e.g., 'I worry about what other students think about me; I worry more than most kids'). The graphs below show the percentage of students with moderate or high levels of anxiety by grade from the OurSCHOOL survey for the past six years.



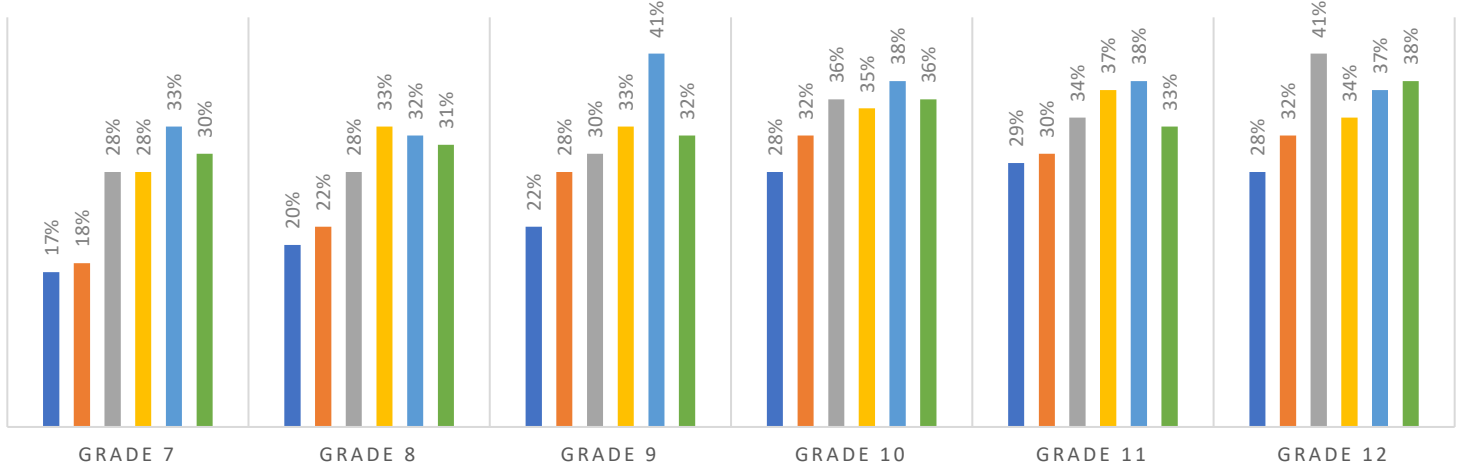
The target was to decrease anxiety by 2% in year one. This was accomplished in all grades at the secondary level with an overall decrease of 3%. There was also an overall decrease of 1% at the elementary level. Most significantly, the grade nine student population had a decrease in anxiety of 7%. Many of the efforts focused on easing anxiety around the transition from grade 8 to 9 and the supports put in place for this age group and the teachers of this age group seem to have had positive results resulting in reduced feelings of fear, anxiety and worry in grade nine students.

Students with Moderate or High Levels of Anxiety (Grades 4-12)			
	2021-22	2022-23	Change
Grade 4	26%	26%	0%
Grade 5	31%	30%	-1%
Grade 6	35%	34%	-1%
Grade 7	36%	36%	0%
Grade 8	35%	35%	0%
Grade 9	41%	34%	-7%
Grade 10	37%	35%	-2%
Grade 11	35%	32%	-3%
Grade 12	31%	29%	-2%
Elementary Survey Results	31%	30%	-1%
Secondary/Middle Years Survey Results	36%	33%	-3%

Student Depression: Students respond to items about how often they feel sad and lonely. A student with moderate to high depression will report greater impact from these feelings through their responses to the questions (e.g., 'I have trouble falling asleep at night; other students seem to have more fun than me'). The graph below shows the percentage of students with moderate or high levels of depression by grade from OurSCHOOL survey for the past six years.

STUDENTS WITH MODERATE OR HIGH LEVELS OF DEPRESSION - MIDDLE YEARS/HIGH SCHOOL SURVEY

■ 2017-18 ■ 2018-19 ■ 2019-20 ■ 2020-21 ■ 2021-22 ■ 2022-23



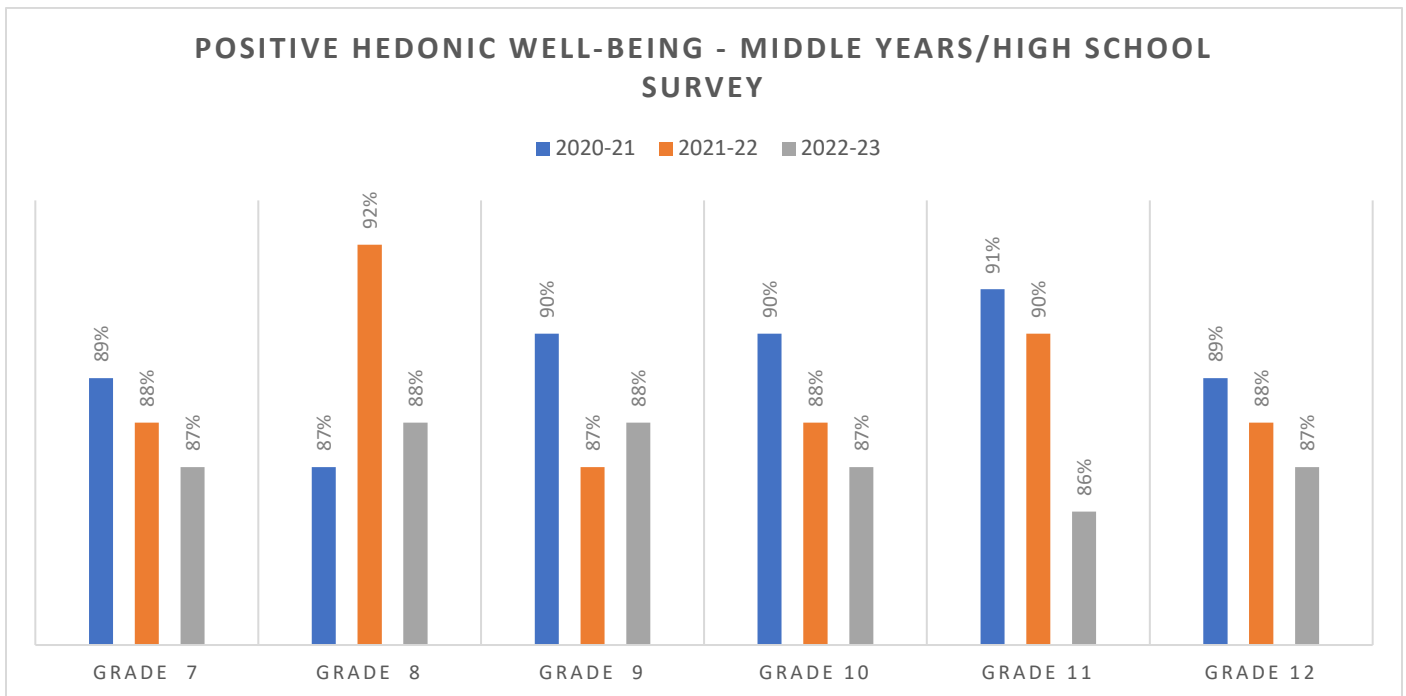
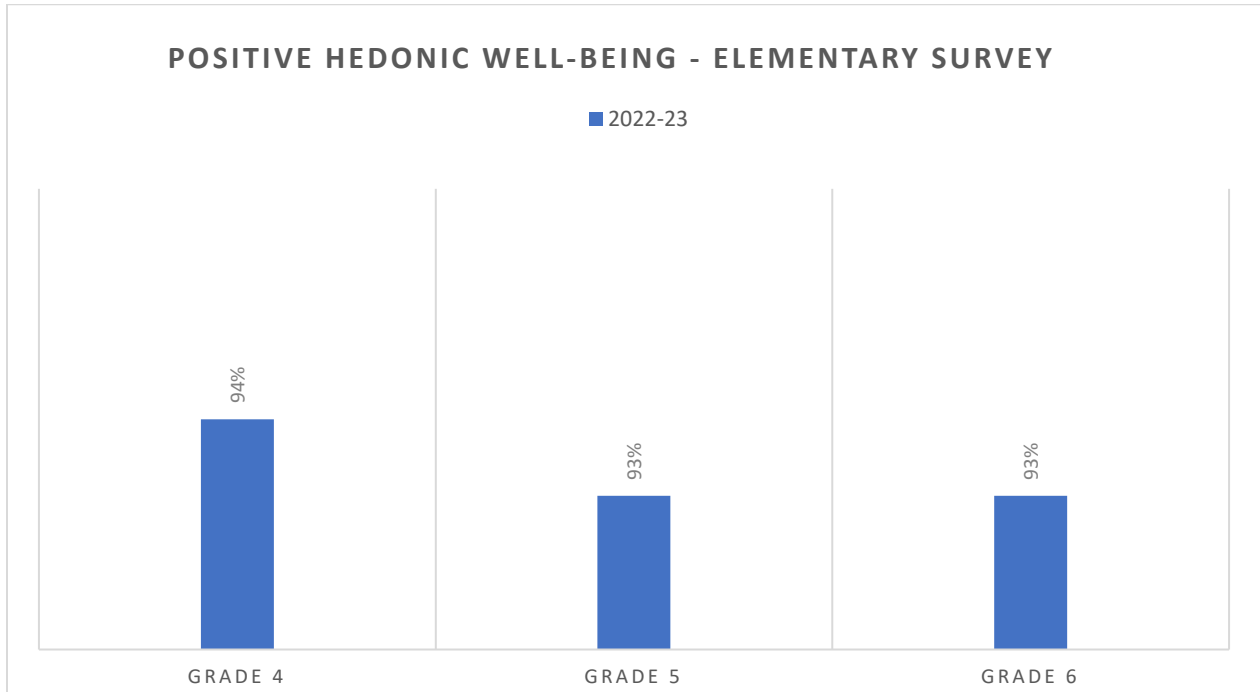
The target was to decrease depression by 2% in year one. This was accomplished with an overall decrease of 3%. Depression is not measured in the elementary survey, so data is only available for grades 7 to 12. Once again, the grade nine student population had a significant decrease in depression of 9%. Returning to thoughtful transition practices centered on supportive relationships seems to have had positive results resulting in reduced periods where grade nine students are feeling sad, discouraged, and inadequate.

Students with Moderate or High Levels of Depression (Grades 7-12)			
	2021-22	2022-23	Change
Grade 7	33%	30%	-3%
Grade 8	32%	31%	-1%
Grade 9	41%	32%	-9%
Grade 10	38%	36%	-2%
Grade 11	38%	33%	-5%
Grade 12	37%	38%	1%
Elementary Survey Results	-	-	-
Secondary/Middle Years Survey Results	36%	33%	-3%

Well-Being: Student orientation to well-being distinguishes between hedonic and eudaimonic. The scores on the scale can be treated as a general measure of well-being as both hedonic and eudaimonic measures are correlated with general life satisfaction.

Hedonic Well-Being: This measure includes hedonic items pertaining to values and behaviours, and the pursuit of activities that are pleasurable (e.g., 'I prefer to spend my time doing activities that are

fun; I like doing things that are exciting’). This was first measured in 2020-2021 in grades 7-12 and in 2022-2023 for grades 4-6. The graphs below show the percentage of students with a positive hedonic well-being by grade with the data available for the past three years.

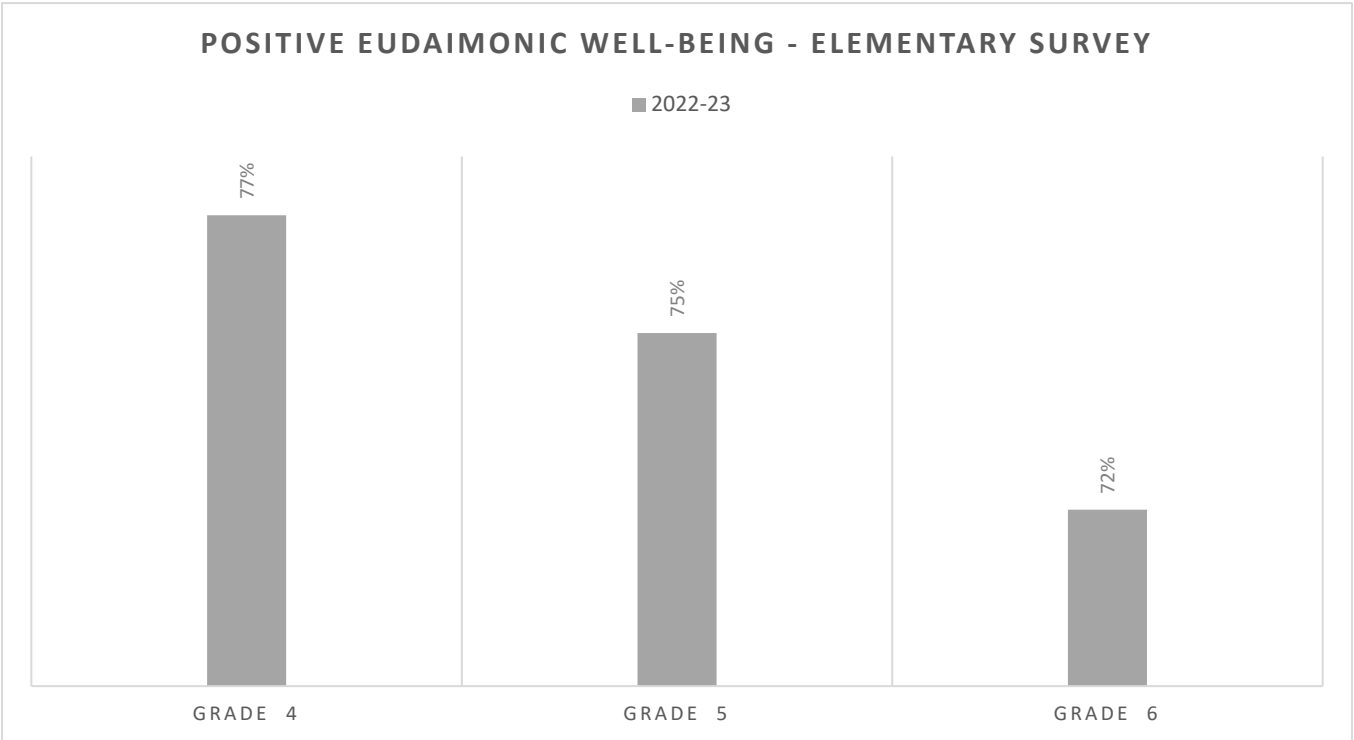


The target was to increase hedonic well-being by 2% in year one. This was not accomplished at any of the grade levels. When considering the reason for this, it is prudent to consider the shift that has

occurred during the pandemic. The first two years of the survey were conducted during the pandemic when student activities were limited by mandated restrictions. This may have an impact on how students responded to the questions. At 87%, Saskatoon Public Schools is just 2% lower than the Canadian norm of 89%. Hedonic well-being is not as robust a measure as eudaimonic well-being, which goes beyond pleasurable activities to consider well-being in terms of a sense of self and purpose.

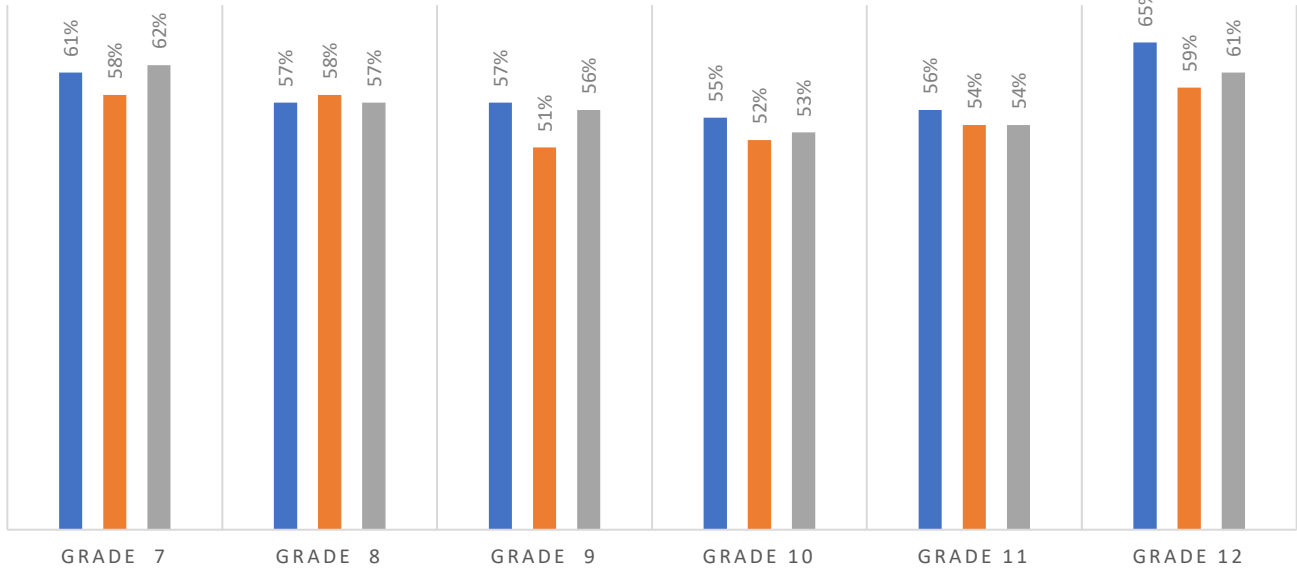
Hedonic Well-being (Grades 4-12)			
	2021-22	2022-23	Change
Grade 4		94%	0%
Grade 5		93%	0%
Grade 6		93%	0%
Grade 7	88%	87%	-1%
Grade 8	92%	88%	-4%
Grade 9	87%	88%	1%
Grade 10	88%	87%	-1%
Grade 11	90%	86%	-4%
Grade 12	88%	87%	-1%
Elementary Survey Results		93%	0%
Secondary/Middle Years Survey Results	88%	87%	-1%

Eudaimonic Well-Being: This measure includes eudaimonic items about engagement in personally expressive goals (e.g., ‘I spend time developing skills that will further my goals’) and eudaimonic items about whether students have a sense of purpose in life (e.g., ‘I feel I know who I really am; I can help make the world a better place’).



POSITIVE EUDAIMONIC WELL-BEING - MIDDLE YEARS/HIGH SCHOOL SURVEY

■ 2020-2021 ■ 2021-2022 ■ 2022-2023



The target was to increase eudaimonic well-being by 2% from last year’s number. This has been accomplished overall with a 2% increase from 55% to 57%. Only grade 8 students had a decrease in eudaimonic well-being and great gains were made at the grade 7 and grade 9 levels. In 2022-2023, Safe, Caring, and Accepting Schools targeted middle years students by providing detailed data to administrators and providing them with resources and strategies to improve student well-being. Eudaimonia represents a significant component of well-being and it is important that there is an increase in this area.

Eudaimonic Well-being (Grades 4-12)			
	2021-22	2022-23	Change
Grade 4		77%	0%
Grade 5		75%	0%
Grade 6		72%	0%
Grade 7	58%	62%	4%
Grade 8	58%	57%	-1%
Grade 9	51%	56%	5%
Grade 10	52%	53%	1%
Grade 11	54%	54%	0%
Grade 12	59%	61%	2%
Elementary Survey Results		75%	0%
Secondary/Middle Years Survey Results	55%	57%	2%

Training: The target was to increase the number of staff trained in initiatives by 3%. This target was met with the total number of employees trained across initiatives resulting in a 4.3% increase overall. Numbers trained are lower in areas where only maintenance was needed to have all SPS staff trained (e.g., VTRA).

We also maintain and strengthen partnerships through training opportunities. The total number trained in VTRA 1 this year was 67 (10 internal, 57 partners), total number for VTRA 2 was 63 (13 internal, 49 partners), total number for TES was 54 (12 internal, 42 partners). Training in safeTALK this spring will include external partners, and ASIST was given to a group of external partners in early April.

Staff Trained			
	Previously Trained	SPS Staff Trained 2022-23	Increase
VTRA 1	367	10	2.7%
VTRA 2	296	13	4.2%
TES	199	12	5.7%
safeTALK	243	14	5.4%
ASIST	116	0*	0%*
Mental Health First Aid	119	10	7.8%
Anxiety Canada (SIEC)		22	NA/new
*ASIST trainees were partners, non-SPS staff.			

Rationale and Analysis

Anxiety and depression are significant public health concerns around the world. As the data available over the past five years indicates, anxiety and depression were on the rise for students in SPS. While some of the more recent increases can certainly be attributed to the effects of the pandemic, mental health and well-being are significant factors that impact student learning. Initiatives have improved results with decreased depression and anxiety and increased eudaimonic well-being. While there has been a slight decrease in reported hedonic well-being, this should be interpreted considering the difference between the two well-being measures. Though hedonic well-being is also important, an increase in eudaimonia, which emphasizes sense of purpose rather than solely seeking pleasurable activities, is a key indicator to pay attention to for student well-being.

Some key points to highlight and interpret from the data include the following:

- Anxiety has decreased in all grades except grade 4, 7, and 8, where it remained at the level it was in 2021-2022.
- Supports put in place and/or refocused at grade nine have resulted in improved results in 2022-2023. The ability to engage in transitions rooted in relational, in-person meetings and visits is an important factor in student well-being.
- Requiring continued attention, female students and Indigenous students rated feelings of anxiety and depression well above Canadian norms.
- A celebration is that students in grades 7-12 rated life satisfaction, positive school climate, and participation in clubs quite highly, above Canadian norms.

Overall, data would suggest that the well-being measures targeted are moving in a positive direction. In addition to important and ongoing initiatives put in place explicitly to support student well-being, the data can also be interpreted to suggest that the increasing return to important routines and relationships (e.g., participation in clubs/activities; in-person transition and other activities) are having a positive impact on student well-being.

Future Initiatives:

To further support student well-being, some examples of key future initiatives are highlighted below:

- *Igniting the Warrior Within* is a new initiative that is the result of a partnership between CFS Saskatoon and Big Brothers, Big Sisters Saskatoon (BBSS). This program extends the work of *Finding The Warrior Within*, an ongoing partnership with CFS Saskatoon that began in 2021-22 (described under Key Initiatives, Safety). Beginning this spring, *Igniting the Warrior Within* will pair some students from the *Finding the Warrior Within* program with a mentor that can follow up on learning from the program through weekly in-school visits and activities.
- Saskatoon Industry Education Council (SIEC) Partnership. SPS continues to work in partnership with SIEC to develop and implement supports for our students. Social and Emotional Learning (SEL) resources (full lesson plans and accompanying resources available through their grades 6-8 MS Teams channel), along with brief professional learning and textbook resources are in the final stages of development. Once complete, teachers can access these resources for use in the classrooms. Targeted large scale presentations to raise awareness about mental health and support student well-being are also supports that come from the partnership with SIEC.
- Harassment, Intimidation and Bullying AP. The SCAS team has collaborated with division leaders to create and refine AP 372, Anti-Racism and Response to Racism. The administrative procedure on harassment, intimidation, and bullying is being updated based on this work.
- Sexual Orientation and Gender Identity 123 (SOGI 1 2 3). The ARCI Foundation of Canada has created SOGI 1 2 3 and provides resources and supports for educators and parents on sexual orientation and gender identity. They focus on inclusive education in schools with three target areas: (1) policies and procedures that support gender and sexual diversity, (2) positive, welcoming, and inclusive classroom and extra-curricular spaces, and (3) teacher resources and lesson plans with content related to gender and sexual diversity.

Risk Assessment:

With an estimated 1 in 4 people likely to experience a mental health condition in their lifetime, mental health and well-being should be considered an international priority (United Nations). Approximately 20% of Canadian youth experience a mental illness or disorder, and only about 1 out of 5 children receive appropriate mental health services (Canadian Mental Health Association). With good reason, our Provincial Education Plan and SPS's Strategic Plan prioritize student well-

being. Continued investment of resources and energy in this area are essential to a proactive approach that reduces risk and enhances well-being.

Summary Comments:

To support our students from a holistic perspective, Saskatoon Public Schools must continue to emphasize student well-being as a high priority. The current and future initiatives outlined above ensure that SPS is poised to meet the challenge of decreasing anxiety and depression while increasing the well-being of our students.



MEETING DATE: APRIL 18, 2023
TOPIC: FINANCIAL RESULTS – QUARTER 2
(DECEMBER 1, 2022 TO FEBRUARY 28, 2023)

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Information

BACKGROUND

Administration will prepare on a quarterly basis an unaudited financial statement and variance analysis. The quarterly report will include:

- Memorandum of financial results
- Year to date consolidated statement of financial activities and statement of cash flow requirements, with prior year and budget comparatives
- Year to date actual capital expenditures (compared to the board approved capital plan)
- Year to date reserve balance report

CURRENT STATUS

Administration has prepared a quarterly unaudited financial statement and variance analysis for quarter 2 (period of December 1, 2022 to February 28, 2023).

Chief Financial Officer Daniel Burke and General Manager of Financial Services Krista Wei will present the report and answer any questions trustees may have.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer Krista Wei, General Manager of Finance	March 31, 2023	Financial Results Memo

RECOMMENDATION

Proposed Board Motion:

That the board receive the financial results for the period December 1, 2022 to February 28, 2023 for information.



MEMORANDUM

DATE: April 13, 2023

TO: Board Trustees

FROM: Daniel Burke, Chief Financial Officer
Krista Wei, General Manager of Financial Services
Tricia Boutin, Manager of Accounting Services

RE: FINANCIAL RESULTS TO FEBRUARY 28, 2023

See Schedule 1 and 2 for financial information as of February 28, 2023. The following is an explanation for the main revenues and expenditures:

Revenues

a) Grants

\$134 million and 49% of Grants have been realized as revenue for the year, compared to \$121 million and 47% in the prior year. This relates primarily to Operating Grant revenue, received monthly from the Ministry of Education, but also includes inflationary funding of \$1.6 million, Targeted Classroom Support of \$0.6 million and Jordan's Principle federal grants of \$4.9 million.

In the prior year comparative numbers as of February 28, 2023, Jordan's Principle federal grants of \$2.4 million was included in Complementary Services revenues until reclassification to Grants revenue as of August 31, 2022. Jordan's Principle has experienced a growing number of applicants for the program.

b) Tuition and Related Fees

Tuition and Related Fees consist of revenues from Whitecap and the Saskatoon International Education program (SIE). \$1.4 million and 76% of budget has been realized as of February 28, 2023, compared to \$0.9 million and 59% of budget in the prior year. The current year is higher due to higher than budgeted tuition fees collected for the Saskatoon International Education program (SIE). Some of these tuition fees will be deferred into the 2023-2024 budget year through year-end adjustments.



Saskatoon Public Schools
Inspiring Learning

Shane Skjerven, Director of Education

- c) School Generated
School Generated revenue relates to student fees and grants at the school level. Revenues of \$2.8 million and 68% of budget has been realized in the current year compared to \$1.7 million and 35% in 2021-22. School Generated revenue is comparable to pre pandemic results as of February 28, 2020, of \$2.7 million and 54% of budget.
- d) Complementary Services
Complementary Services relate primarily to prekindergarten funding, as well as alternative funding grants. \$3.6 million and 76% of budget has been realized so far in the current year compared to \$4.9 million and 78% of budget in 2021-22. The decrease in revenue recognized compared to prior year is due to Jordan's Principle revenues of \$2.4 million that was included in Complementary Services in 2021-22 until reclassification to Grants revenue as of August 31, 2022. This was partially offset by increases to alternative funding grants including Early Learning Intensive Support and French Second Language.
- e) External Services
External Services consist of funding for an associate school, cafeteria revenues, Following Their Voices funding, and qualified donee and Saskatoon Public Schools Foundation donations. As of February 28, 2023, \$1.5 million and 19% of budget has been realized as revenue. In 2021-22, \$1.7 million and 20% of budget had been realized for the comparable period.
- f) Other
Other includes lunch supervision fees, investment, and rental income. Other revenues of \$1.7 million and 81% of budget have been realized as revenue in the current year compared to \$0.6 million and 37% in the previous year. The current year is higher due to higher rental revenues, first time introduction of the lunch supervision fee, and higher than budgeted rate of return from investment placements.

Expenditures

- a) Governance
Expenses related to governance total \$0.4 million and 66% of budget as of February 28, 2023, compared to \$0.5 million and 68% in the prior year. The current year is comparable to the prior year for dollar and budget variance.
- b) Administration
Administrative costs are \$3.3 million and 50% of budget as of February 28, 2023, and \$3.4 million and 47% of budget as of February 28, 2022. The current year amount is comparable to the prior year. The amount spent in relation to budget has increased due to a decrease in the budget year over year by \$0.5 million.
- c) Instruction
Instruction expenses total \$122.3 million and 56% of budget as of February 28, 2023, and \$116 million and 55% of budget as of February 28, 2022. Instructional costs are expected to be slightly higher than budgeted due to higher enrolments and higher substitute costs.

- d) Plant
Plant expenses are \$20.3 million and 43% of budget compared to \$17.0 million and 39% of budget. The increase over prior year is mainly due to the timing of facilities operating costs and Preventative Maintenance and Renewal projects. Facilities operating costs are expected to be \$0.6 million over budget due to additional caretaking costs, increased workers compensation costs and emergency projects.
- e) School Generated Expense
These expenses currently total \$1.8 million and 41% of budget. This is higher than 2021-22 levels of \$1.1 million and 21% of budget due to higher spending on academic supplies and school fund expenses. Expenses are slightly higher than pre-pandemic levels as of February 28, 2020 of \$1.4 million and 29% of budget.
- f) Transportation
Transportation expenditures amount to \$3.5 million and 50% of budget as of February 28, 2023. This is higher than 2021-22 levels of \$2.8 million and 41%. The increase is due to higher contracted transportation expenses however overall transportation is expected to be on budget.
- g) Tuition and Related Fees
These expenses relate to disbursements to homebased students and tuition payments to partners. Expenses were \$0.4 million and 60% of budget compared to \$0.5 million and 117% of budget in 21-22. The ministry provides funding for tuition fee expenses for these students through grant revenue.
- h) Complementary Services
Complementary Services expenditures relate primarily to prekindergarten, students in hospital, and alternative funding grants. Expenses are currently \$2.8 million and 60% of budget and were \$3.2 million and 51% of budget in 2021-22. The change in expenses is due to reclassification of Jordan's Principle expenses of \$1.2 million partially offset by increases to expenses in various programs such as prekindergarten, youth in hospital, and French Second Language.
- i) External Services
External Services include expenses related to the associate and alliance schools, cafeterias, qualified donee, and the Saskatoon Public Schools Foundation. These amount to \$2.8 million as of February 28, 2023 and 32% of budget. In 2021-22, \$1.7 million and 19% of budget was realized as an expense. The increase over prior year is due to expenses associated with administration of the Following Their Voices program which is new in 2022-23.
- j) Interest/Allowances
Interest expenditures relate to bank charges and interest on long term debt. Expenditures are currently \$0.1 million and 51% of budget. This is comparable to 2021-22 levels which were \$0.1 million and 49% of budget.

Cash Flow Requirements

Schedule 2 provides information regarding the cash flow requirements as of February 28, 2023. There is currently a cash deficit year to date. The cash deficit is due to tangible capital asset purchases, principal loan payments, and cash expenditures greater than revenue. It is typical for the division to have a deficit for the first ten months of the year because the operating grant is received from the Ministry of Education evenly over twelve months, but operating expenses are much lower in the summer for the final two months.

Capital Expenditures

The attached schedule (Schedule 3) provides information regarding the unaudited financial status as of February 28, 2023, for capital projects which are in progress or have had financial activity during the year. This includes the inception to date costs and budget.

Internally and Externally Restricted Surplus

Schedule 4 shows changes to the internally and externally restricted accounts through February 28, 2023.

Schedule 1
Saskatoon Public Schools
Consolidated Statement of Financial Activities
For the Month Ended February 28, 2023

	2022-23		2021-22	
	Consolidated Actual	Percentage of Consolidated Budget	Consolidated Actual	Percentage of Consolidated Budget
<u>Revenues</u>				
Grants	134,251,332	49%	120,975,851	47%
Tuition and Related fees	1,387,906	76%	861,865	59%
School Generated	2,837,197	68%	1,731,761	35%
Complementary Services	3,582,325	76%	4,889,973	78%
External Services	1,525,043	19%	1,659,160	20%
Other	1,726,407	81%	584,848	37%
Total Revenues	145,310,210	50%	130,703,458	46%
<u>Expenses</u>				
Governance	441,088	66%	491,504	68%
Administration	3,328,975	50%	3,370,009	47%
Instruction	122,307,166	56%	115,958,622	55%
Plant	20,334,773	43%	17,019,803	39%
School Generated Expense	1,769,900	41%	1,052,982	21%
Transportation	3,548,999	50%	2,835,915	41%
Tuition and Related Fees	391,178	60%	459,234	117%
Complementary Services	2,795,849	60%	3,221,592	51%
External Services	2,759,449	32%	1,651,583	19%
Interest/Allowances	123,695	51%	144,541	49%
Total Expenses	157,801,073	53%	146,205,785	51%
(Deficit)	(12,490,863)		(15,502,327)	

Schedule 2
Saskatoon Public Schools
Cash Flow Requirements
For the Month Ended February 28, 2023

	Actual 2022-23	Annual Budget 2022-23
(Deficit)	(12,490,863)	(5,317,501)
CASH REQUIREMENTS:		
Tangible capital assets:		
Purchases	(2,403,827)	(12,513,000)
Long term debt:		
Repayments	(919,361)	(2,039,418)
Debt issued	-	-
Non-cash items included in surplus/deficit:		
Amortization expense	7,780,000	15,560,000
Employee Future Benefits expenses	-	702,900
Pension Plan Adjustment	-	-
Employee Future Benefits payments	-	(295,300)
NET EXCESS (REQUESTED) CASH	(8,034,051)	(3,902,319)

Schedule 3

Saskatoon Public Schools

Capital and PMR Project Status

Includes Capital Projects (all) and PMR Projects (Procurement Value \geq \$250,000)

As of February 28, 2023

Project Name	Actual	Budget	% Budget	Variance
PMR Projects (Procurement Value > \$250,000)				
Mount Royal- roof replacement	636,691	837,000	76%	200,309
Prince Philip - boiler replacement	284,525 *	321,000	89%	36,475
Greystone Heights - window replacement	329,844 *	340,000	97%	10,156
Wildwood - various upgrades	426,320 *	435,000	98%	8,680
Aden Bowman - roof replacement	420,439 *	427,000	98%	6,561
Evan Hardy - roof replacement	877,710 *	986,000	89%	108,290
Aden Bowman -various upgrades	1,391,807 *	1,440,000	97%	48,193
Walter Murray Phase 2 - various upgrades	849,784 *	850,000	100%	216
Various LED Lighting Upgrade	1,465,856 *	2,200,000	67%	734,144
Brunskill - roof replacement, section 3 & 5	275,759 *	327,000	84%	51,241
Montgomery - roof replacement, section 3, 4, & 5	354,860 *	610,000	58%	255,140
Various Schools - unified security platform	88,283 *	707,240	12%	618,957
Various Schools - N2 controllers	177,694 *	281,000	63%	103,306
Central Office - elevator upgrade	15,588 *	360,000	4%	344,412
Hugh Cairns - various upgrades	257,522 *	280,000	92%	22,478
Various Schools - condensing unit replacement	257,867 *	320,000	81%	62,133
Henry Kelsey- roof replacement, section 4	247,909 *	290,000	85%	42,091
Dr. John G. Egnatoff - roof replacement	368,621 *	422,000	87%	53,379
Holliston - boiler replacement	374,262 *	425,000	88%	50,738
Lawson Heights - boiler replacement	273,339 *	315,000	87%	41,661
Greystone Heights - various upgrades	571,147 *	800,000	71%	228,853
Aden Bowman Phase 2 - various upgrades	1,526,152 *	1,750,000	87%	223,848
PMR Projects (Procurement Value > \$250,000, Budget Excess > 10% but less than \$250,000)				
Alvin Buckwold Phase 2 - window replacement	460,952 *	415,000	111%	(45,952)
Evan Hardy - various upgrades	1,044,811 *	1,325,000	79%	280,189
Total PMR Projects	12,977,741	16,463,240		3,251,262
Relocatables (Procurement Value > \$250,000)				
Willowgrove School - one washroom, three classrooms	23,684	1,940,000	1%	1,916,316
Total Relocatables	23,684	1,940,000		1,916,316
Other (Procurement Value > \$250,000)				
City Centre Project	886,613 *	1,300,000	68%	413,387

* Includes multiple years (actual cost = total project spend to date)

Schedule 4

Saskatoon Public Schools
Internally and Externally Restricted Surplus
As of February 28, 2023

	Opening Balance	Additions/Transfers	As of February 28, 2023
External Sources			
Contractual Agreements			
<i>Alternative Funds</i>	285,088	347,720	632,808
Total Contractual Agreements	285,088	347,720	632,808
Jointly Administered Funds			
<i>Foundation</i>	1,789,096	-	1,789,096
<i>Mount Royal Facility Partnership Reserve</i>	169,486	-	169,486
<i>Pension Asset</i>	10,048,000	-	10,048,000
<i>Qualified Donee</i>	494,193	81,569	575,762
<i>School Generated Funds</i>	3,317,257	1,147,644	4,464,901
<i>Whitecap</i>	(6,909)	-	(6,909)
Total Jointly Administered Funds	15,811,123	1,229,213	17,040,336
Ministry of Education			
<i>Designated for tangible capital asset expenditures</i>	3,318,780	(503,983)	2,814,797
<i>Following Their Voices</i>	2,760,966	-	2,760,966
<i>Preventative Maintenance and Renewal (PMR)</i>	6,885,257	(2,928,152)	3,957,105
Total Ministry of Education	12,965,003	(3,432,135)	9,532,868
Total External Sources	29,061,214	(1,855,201)	27,206,013
Internal Sources			
Board governance			
<i>Governance</i>	43,000	-	43,000
Total board governance	43,000	-	43,000
Curriculum and student learning			
<i>Curriculum renewal</i>	100,000	-	100,000
<i>Learning supports</i>	1,200,000	-	1,200,000
<i>School budget carryovers</i>	1,487,467	-	1,487,467
Total curriculum and student learning	2,787,467	-	2,787,467
Facilities			
<i>Facility repairs related to rentals</i>	151,290	-	151,290
<i>Facility operating</i>	589,558	-	589,558
Total facilities	740,848	-	740,848
Furniture and equipment			
<i>Designated for tangible capital asset expenditures</i>	2,122,911	(554,920)	1,567,991
Total furniture and equipment	2,122,911	(554,920)	1,567,991
Information technology			
<i>Technology replacement</i>	8,212,629	-	8,212,629
<i>Security Camera</i>	50,000	-	50,000
Total information technology	8,262,629	-	8,262,629
Total Internal Sources	13,956,855	(554,920)	13,401,935
Total Designated Assets	43,018,069	(2,410,121)	40,607,948
Invested in Tangible Capital Assets	264,087,509	-	264,087,509
Less: Liability for Asset Retirement Obligation	(15,363,798)	-	(15,363,798)
Less: Debt owing on Tangible Capital Assets	(8,043,626)	-	(8,043,626)
Net Invested in Tangible Capital Assets	240,680,085	-	240,680,085
Unrestricted Surplus	5,328,435	-	5,328,435
Accumulated Remeasurement Gain (Loss) - Foundation	(887,201)	-	(887,201)
Total Accumulated Surplus	288,139,388	(2,410,121)	285,729,267



MEETING DATE: APRIL 18, 2023

TOPIC: BOARD MEETING DATES: 2023–2024 SCHOOL YEAR

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Information

CURRENT STATUS

The following are the proposed 2023-2024 board meeting dates:

2023 – 2024 Board Meeting Dates			
August 29	Regular Meeting – if needed	February 13	Regular Meeting
September 19	Regular Meeting	March 5	Regular Meeting
October 10	Regular Meeting	April 16	Regular Meeting
November 7	Inaugural Meeting (12:00 noon)	May 14	Regular Meeting
November 21	Regular Meeting	June 4	Regular Meeting
December 12	Regular Meeting	June 18	Regular Meeting
January 16	Regular Meeting		

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	April 12, 2023	None

RECOMMENDATION

Proposed Board Motion for the Public Board Meeting:

That the board approve the board meeting dates for the 2023-2024 school year.