



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

**TUESDAY, FEBRUARY 8, 2022**

**310 – 21<sup>st</sup> Street East - 6:30 p.m.**

Please Note: 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. Staff Celebration**

- 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 – January 11, 2022**

---

*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 January 11, 2022.*

---

- 5.2. Financial Results for the Period September 1, 2021 to December 31, 2021**

---

*Proposed Board Motion (if removed from consent items): That the Board receive the financial results for the period September 1, 2021 to December 31, 2021 for information.*

---

## **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 2021-2022 evaluation.*

---

### **6.2. COVID-19 Update**

---

*Proposed Board Motion: That the Board receive the COVID-19 Update 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. Approval of Top Major Capital Requests for 2023-24**

---

*Proposed Board Motion: That Administration submit the following Top Four 2023-24 Major Capital Requests to the Ministry of Education on or before February 28, 2022:*

- 1. New East Side Joint-Use Collegiate*
  - 2. New Brighton Elementary School*
  - 3. Centennial Collegiate Infrastructure and Infill Project*
  - 4. Walter Murray Collegiate Infrastructure and Infill Project*
- 

### **11.2. Amendment to Preventative Maintenance and Renewal Three-Year Plan**

---

*Proposed Board Motion: That the Board approve the amendment of the Three-Year Preventative Maintenance and Renewal Plan to include the following two projects:*

- 1. Various schools carpet removal at an estimated cost of \$66,000*
  - 2. Vincent Massey School ceiling upgrades at an estimated cost of \$50,000*
- 

## **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, March 15, 2022.*

---



**MEETING DATE:** FEBRUARY 8, 2022

**TOPIC:** CELEBRATING EXCELLENCE: STAFF CELEBRATION

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' 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

The Prime Minister's Awards for Teaching Excellence recognize exceptional teachers. Recipients are honoured for their remarkable achievements in education and for their commitment to preparing their students for a digital and innovation-based economy. Nat Banting, a teacher at Marion M. Graham Collegiate, received one of two Teaching Excellence in STEM Award presented nationally as part of the Prime Minister's Awards for Teaching Excellence. This award celebrates outstanding Science, Technology, Engineering, and Mathematics teachers that help develop the culture of innovation Canada needs today, and in the future.

Mr. Banting's innovation and excellence in mathematics education has also been recognized by the Fields Institute for Research in Mathematical Sciences, which in 2019 made him the first practicing classroom teacher to receive the prestigious Margaret Sinclair Memorial Award.

Karen Peterson, Principal of Marion M. Graham Collegiate, will introduce a current grade 12 student, a former student, and their mother, who will speak about how Mr. Banting's commitment to making mathematics accessible in a dynamic environment has impacted them. Following their presentation, Mr. Banting will facilitate a math experience for trustees.

PREPARED BY	DATE	ATTACHMENTS
Charlene Scrimshaw, Deputy Director of Education Colleen Norris, Superintendent of Education	February 2, 2022	None



# SASKATOON BOARD OF EDUCATION

5.1

MEETING DATE: FEBRUARY 8, 2022

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 January 11, 2022, Committee of the Whole and Regular Board meetings.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	January 27, 2022	- 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 January 11, 2022.*

# UNAPPROVED

**MINUTES OF A MEETING:**

of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, January 11, 2022 at 2:30 p.m.

January 11, 2022

**MEMBERS PRESENT:**

Trustees Angela Arneson, Donna Banks, Charmaine Bellamy, Kathleen Brannen, Vernon Linklater, Colleen MacPherson, Michael Pidwerbeski, Kim Stranden, Ross Tait, Suzanne Zwarych

Trustee Linklater joined the meeting at 2:35 p.m.

Trustee Bellamy joined the meeting at 2:41 p.m.

.

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

CARRIED (10)

The meeting adjourned at 5:20 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, January 11, 2022 at 6:30 p.m. January 11, 2022

**MEMBERS PRESENT:** Trustees Colleen MacPherson (Chair), Angela Arneson, Donna Banks, Charmaine Bellamy, Kathleen Brannen, Vernon Linklater, Michael Pidwerbeski, Kim Stranden, Ross Tait, Suzanne Zwarych

Chair MacPherson, called the meeting to order, read the roll call into the minutes, and acknowledged 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 Stranden moved approval of the agenda. Agenda

CARRIED (10)

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

Celebrating Excellence – Award of Excellence:

Mitch Kachur, Superintendent of Education, and on behalf of the Award of Excellence Selection Committee, announced the recipient of the Saskatoon Board of Education's Award of Excellence. Jessica McBride, a graduate of Centennial Collegiate, was recognized for her excellence in academics, character, engagement and well-being and was awarded \$5,000. Shane Skjerven, Director of Education, Colleen MacPherson, Board Chair, and Wendy Benson, Principal of Centennial Collegiate, all spoke to Jessica's character and achievements.

Celebrating Excellence-Award of Excellence

Celebrating Excellence – 2020-2021 Proficiency Award Winners:

Deputy Director Hills highlighted the Proficiency Award winners at Saskatoon Public Schools for 2020-2021. Each year, proficiency awards are presented to students with the highest average in grades 9, 10, 11, and 12.

Celebrating Excellence – 2020-2021 Proficiency Award Winners

Consent Items: Board Chair MacPherson requested agenda item #5.2

Financial Results for the Period September 1, 2020 to November 30, 2021 be removed from the consent item listings. Trustee Linklater moved that the following consent agenda items be approved as amended.

Consent Items

CARRIED (10)

Approval of Minutes - December 7, 2021: Trustee Linklater moved that the

Board approve the minutes of the Committee of the Whole and Regular Board held December 7, 2021.

Approval of Minutes

CARRIED (10)

Correspondence: Trustee Linklater moved that the Board receive

the correspondence as listed:

- a) Correspondence from Honourable Randy Weekes, Speaker, Legislative Assembly of Saskatchewan regarding Saskatchewan Teachers' Institute on Parliamentary Democracy (SSTI).

Correspondence

CARRIED (10)

Financial Results for the Period September 1, 2021 to November 30, 2021:

Chair MacPherson moved that the Board receive the financial results for the period September 1, 2021 to November 30, 2021 for information.

Financial Results for the Period September 1, 2021 to November 30, 2021

CARRIED (10)

## Reports from Administrative Staff:

### Strategic Plan Accountability Report: Early Learning:

Trish Reeve, Superintendent of Education, and Michelle Howard, Coordinator: Learning Supports, presented the Strategic Plan Accountability Report: Early Learning.

Strategic  
Plan  
Accountability  
Report:  
Early Learning

Trustee Brannen moved that the Board approve the Strategic Plan Accountability Report: Early Learning, to be included as part of the director of education's 2021-2022 evaluation.

CARRIED (10)

### Strategic Plan Accountability Report: Facilities:

Stan Laba, Superintendent of Facilities presented the Strategic Plan Accountability Report: Facilities.

Strategic Plan  
Accountability  
Report: Facilities

Trustee Pidwerbeski moved that the Board approve the Strategic Plan Accountability Report: Facilities, to be included as part of the director of education's 2021-2022 evaluation.

CARRIED (10)

### COVID-19 Update: Deputy Director Scrimshaw provided an update on

the COVID-19 pandemic.

COVID-19  
Update

Trustee Arneson moved that the Board receive the COVID-19 update for information.

CARRIED (10)

## Unfinished Business:

### Saskatoon Public Schools Foundation – Articles of Incorporation

Amendment: Trustee Tait moved that the Board approve the amendment to the Articles of Incorporation for the Saskatoon Public Schools Foundation Corp.

Saskatoon Public  
Schools Foundation  
Articles of  
Incorporation

CARRIED (10)

### Employee Benefits – Request For Proposal (RFP) T2122-0004:

Trustee Zwarych moved that the Board award the contract for non-teaching employees' benefit services to Co-operators Life Insurance Company for a term of five years, with an option to extend for an additional two years, effective April 1, 2022.

Employee Benefits  
Request for  
Proposal (RFP)  
T2022-0004

CARRIED (10)

### Saskatchewan School Boards Association Annual Membership Fees:

Trustee Bellamy moved that the Board authorize payment of 2022 Saskatchewan School Boards Association membership fees of \$158,977.59.

Saskatchewan  
School Boards  
Association  
Annual Membership  
Fees

CARRIED (10)

## Reports of Committees and Trustees:

- Trustee Zwarych reported on her completion, along with Trustees Pidwerbeski and Tait, of the Johnson Shoyama Board Governance Program. She also attended virtual school community council meetings at Ward 8 schools and expressed her appreciation to view Ward 8 school holiday concerts virtually this year.
- Trustee Banks reported on her attendance at the Tommy Douglas Collegiate school community council meeting, and her appointment to the University of Saskatchewan Senate, representing the Saskatchewan School Boards Association. She also reported on her participation in weekly meetings with members of the education sector.

Reports of  
Committees and  
Trustees

# UNAPPROVED

- Chair MacPherson reported on her visit to Sylvia Fedoruk School with Mayor Clark to recognize the staff and students for their actions during the incident with a moose entering the school. She also participated in meetings of the Board Chairs council, thanked all the staff of Saskatoon Public Schools for their dedication to students during the pandemic, and reminded board members of the virtual School Community Council meeting on January 26.

## New Business

There was no new business to report.

## Comments/Concerns/Questions from the Public:

Jennifer Wood commented on agenda item #6.3 – COVID-19 Update.

Michael Moore commented on the agenda item #6.3 - COVID-19 Update.

## Notice of Motion:

No Notices of Motion were brought forward.

## Questions by Trustees:

No Questions by Trustees were brought forward.

## Adjournment:

Trustee Banks moved that the Board adjourn to the call of the Chair or the Committee of the Whole meeting of Tuesday, February 9, 2022.

CARRIED (10)

The meeting adjourned at 8:09 p.m.

---

Secretary of the School Division

---

Board Chair



**MEETING DATE:** FEBRUARY 8, 2022  
**TOPIC:** FINANCIAL RESULTS FOR THE PERIOD SEPTEMBER 1, 2021 TO DECEMBER 31, 2021

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 checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Information

## BACKGROUND

The attached financial information shows the school division's year-to-date financial position.

## CURRENT STATUS

Attached are the following documents:

- |  |           |
|--|-----------|
| 1. Memorandum regarding financial results to December 31, 2021 | Pages 1-3 |
| 2. Statement of financial activities to December 31, 2021      | Page 4    |
| 3. Cash flow requirements                                      | Page 5    |
| 4. Capital and PMR project status                              | Page 6    |
| 5. Internally and externally restricted surplus                | Page 7    |

Trustees with specific questions are asked to contact Daniel Burke prior to the Board meeting.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer Krista Wei, General Manager of Financial Services	January 27, 2022	Financial Results Memo

## RECOMMENDATION

***Proposed Board Motion (if removed from consent items):***

*That the Board receive the financial results for the period September 1, 2021 to December 31, 2021 for information.*



## MEMORANDUM

**DATE:** January 27, 2022

**TO:** Board Trustees

**FROM:** Daniel Burke, Chief Financial Officer  
Krista Wei, General Manager of Financial Services  
Jilleen Kaal, Senior Accountant

**RE: FINANCIAL RESULTS TO DECEMBER 31, 2021**

---

See Schedule 1 and 2 for financial information as of December 31, 2021. The following is an explanation for the main revenues and expenditures:

### Revenues

- a) Provincial Grants  
\$80.7 million and 31% of the provincial grants have been recognized for the year, compared to \$86.5 million and 35% in the prior year. This relates primarily to operating grant revenue which is received equally on a monthly basis. In the prior year the division had received an additional \$7.3 million for Covid-19 related funding.
- b) Tuition and Related Fees  
Tuition and related fees consist of revenues from Whitecap and the international student program (ISP). \$0.5 million and 36% of budget has been realized as of December 31, 2021, compared to \$0.5 million and 33% of budget in the prior year.
- c) Complementary Services  
Complementary services relate primarily to prekindergarten funding, as well as alternative funding grants. \$2.1 million and 33% of budget has been realized so far in the current year. This is lower than \$2.7 million and 47% of budget in 2020-21. Both years are high on a percentile basis as lump-sum funding was received for specific programs at the beginning of the year. The current year is lower as less Jordan's Principle funding has been received year-to-date. This is also causing the alternate funding surplus to be in a deficit, but this will become positive in January when funding was received.

d) External Services

External services consist of funding for associate and alliance schools, cafeteria revenues, and qualified donee and foundation donations. As of December 31, 2021, \$1.1 million and 13% of budget has been recognized. In 2020-21, \$0.9 million and 21% of budget had been realized for the comparable period. The current year is lower on a percentile basis as the Foundation revenues, which have increased, will not be recorded until year-end consolidation.

e) School Generated

School Generated revenue relates to student fees and grants at the school level. Revenues of \$1.2 million and 24% of budget has been realized in the current year. This is higher than \$0.7 million and 14% in 2020-21 but both years on low on a percentile basis. School generated revenues are expected to be lower than budget due to Covid-19 protocols but will correspond with lower school generated expenses.

f) Other

Other includes mainly investment and rental income. Other revenues of \$0.5 million and 32% of budget has been realized in the current year compared to \$0.1 million and 7% in the previous year. The prior year is lower as rentals had been cancelled due to Covid-19 restrictions.

**Expenditures**a) Governance

Expenses related to governance total \$0.2 million and 31% of budget as of December 31, 2021, compared to \$0.2 million and 18% in the prior year. The current year is higher in absolute dollars due to the timing of membership fees and the prior year is lower on a percentile basis as it included budgeted election expenses.

b) Administration

Administrative costs are \$2.3 million and 32% of budget as of December 31, 2021. This is lower than 2020-21 levels of \$2.8 million and 44% of budget as the prior year included unexpected Covid-19 expenditures which were covered through additional grant funding.

c) Instruction

Instruction expenses total \$75.2 million and 36% of budget as of December 31, 2021. This is comparable to \$74.6 million and 36% in the prior year.

d) Plant

Plant expenses are currently at \$11.0 million and 25% of budget. This is comparable with 2020-21 levels of \$11.2 million and 26% of budget.

e) School Generated Expense

These expenses currently total \$0.8 million and 15% of budget. This is higher than 2020-21 levels of \$0.5 million and 11% of budget. Both years are low on a percentile basis due to Covid-19 activity restrictions and will align with lower school generated revenues.



f) Transportation

Transportation expenditures amount to \$1.8 million and 26% of budget as of December 31, 2021. This is lower than 2020-21 levels of \$2.1 million and 31% but is expected to be on budget.

g) Tuition and Related Fees

These expenses relate primarily to disbursements to homebased students. The majority of payments typically occur in January.

h) Complementary Services

Complementary services expenditures relate primarily to prekindergarten and alternative funding grants. Expenses are currently \$1.9 million and 30% of budget. This is lower than 2020-21 levels of \$2.0 million and 35% of budget but will align with Complementary Services Revenues.

i) External Services

External services include expenses related to the associate and alliance schools, cafeterias, qualified donee, and the foundation. These amount to \$1.0 million as of December 31, 2021 and 12% of budget. In 2020-21, \$0.9 million and 19% of budget had been realized for the comparable period. The current year is lower on a percentile basis as the Foundation expenses, which have increased, will not be recorded until year-end consolidation.

j) Interest/Allowances

Interest expenditures are currently \$0.1 million and 33% of budget. This is comparable to 2020-21 levels which were \$0.1 million and 33% of budget.

### **Cash Flow Requirements**

Schedule 2 provides information regarding the cash flow requirements as of December 31, 2021. The division has a cash deficit year to date. This can be attributed to normal operations, tangible capital asset purchases and principal loan payments. It is typical for the division to have a deficit for the first ten months of the year as the operating grant is received evenly over twelve months, but operating expenses are much lower in the summer.

### **Capital Expenditures**

The attached schedule (Schedule 3) provides information regarding the unaudited financial status as of December 31, 2021 for capital projects which are considered in progress or have had financial activity during the year. This includes the inception to date costs and budget.

### **Internally and Externally Restricted Surplus**

There are no significant changes to the restricted surplus accounts other than budgeted allocations and allocations from funds outside the operating fund. See Schedule 4 for more information.

## Schedule 1

**Saskatoon Public Schools**  
**Consolidated Statement of Financial Activities**  
**For the Month Ended December 31, 2021**

	2021-22		2020-21	
	Consolidated Actual	Percentage of Consolidated Budget	Consolidated Actual	Percentage of Consolidated Budget
<u>Revenues</u>				
Property taxes	\$ -		\$ -	
Provincial grants	80,652,377	31%	86,450,331	35%
Tuition and related fees	526,509	36%	517,069	33%
Complementary services	2,069,860	33%	2,707,652	47%
External services	1,084,295	13%	907,483	21%
School-generated	1,170,586	24%	705,070	14%
Other	509,197	32%	111,766	7%
<b>Total Revenues</b>	<b>86,012,823</b>	<b>31%</b>	<b>91,399,371</b>	<b>34%</b>
<u>Expenses</u>				
Governance	225,247	31%	186,447	18%
Administration	2,286,126	32%	2,826,902	44%
Instruction	75,226,892	36%	74,552,747	36%
Plant	10,975,288	25%	11,196,438	26%
School-generated	756,296	15%	528,712	11%
Transportation	1,789,069	26%	2,083,166	31%
Tuition and related fees	804	0%	(2,169)	-1%
Complementary services	1,920,146	30%	2,024,659	35%
External services	1,034,250	12%	922,370	19%
Interest/allowances	96,331	33%	113,099	33%
<b>Total Expenses</b>	<b>94,310,447</b>	<b>33%</b>	<b>94,432,371</b>	<b>34%</b>
<b>Surplus/(deficit)</b>	<b>(8,297,624)</b>		<b>(3,033,000)</b>	

## Schedule 2

**Saskatoon Public Schools  
Cash Flow Requirements  
For the Month Ended December 31, 2021**

	Actual 2021-22	Annual Budget 2021-22
Surplus/(deficit)	(8,297,624)	(6,242,207)
CASH REQUIREMENTS:		
Tangible capital assets:		
Purchases	(1,065,014)	(9,961,000)
Long term debt:		
Repayments	(665,044)	(1,995,133)
Debt issued	-	-
Non-cash items included in surplus/deficit:		
Amortization expense	4,360,000	13,080,000
Employee Future Benefits expenses	-	503,400
Pension Plan Adjustment	-	-
<b>NET EXCESS (REQUESTED) CASH</b>	<b>(5,667,683)</b>	<b>(4,614,940)</b>

### Schedule 3

**Saskatoon Public Schools**  
**Capital and PMR Project Status**  
**Includes Capital Projects (all) and PMR Projects (budgets  $\geq$  \$250,000)**  
**As of December 31, 2021**

Project Name	Actual	Budget	% Budget	Variance
<b>PMR Projects</b>				
Forest Grove ROOF REPL #3A-D	757,751 *	815,500	93%	57,749
Dr. John G. Egnatoff ROOF REPL #1,5,6	602,444 *	644,000	94%	41,556
Evan Hardy BOILER REPLC	560,044 *	550,000	102%	(10,044)
John Dolan BOILER REPLC	433,038 *	532,600	81%	99,562
Walter Murray PAINTING, DOOR REPLC	1,128,793 *	1,144,952	99%	16,160
<b>Total PMR Projects</b>	<b>3,482,070</b>	<b>3,687,052</b>		<b>204,982</b>
<b>Portables</b>				
Willowgrove 19-20	617,994 *	720,000	86%	102,006
Centennial 19-20	755,909 *	720,000	105%	(35,909)
Alvin Buckwold 20-21	239,217 *	360,000	66%	120,783
Willowgrove 20-21	438,789 *	720,000	61%	281,211
Centennial 20-21	-	360,000	0%	360,000
<b>Total Portables</b>	<b>2,051,910</b>	<b>2,880,000</b>		<b>828,090</b>
<b>Other</b>				
City Centre Project	360,662 *	1,300,000	28%	939,338

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

## Schedule 4

**Saskatoon Public Schools  
Internally and Externally Restricted Surplus  
As of December 31, 2021**

	Opening Balance	Additions/Transfers	As of December 31, 2021
<b>Preventative Maintenance and Renewal (PMR)</b>	8,185,100	(567,082)	7,618,018
<b>Capital Projects</b>	5,075,437	(252,313)	4,823,124
<b><u>Internally Restricted</u></b>			
<i>Civic Elections</i>	-		-
<i>School Generated Funds</i>	3,499,384	422,290	3,921,674
<i>Facility Rental Reserve</i>	136,290		136,290
<i>Governance Reserve</i>	43,000		43,000
<i>Facility Operating Reserve</i>	577,963		577,963
<i>Curriculum Renewal Reserve</i>	100,000		100,000
<i>Technology Renewal Reserve</i>	4,975,000		4,975,000
<i>Pandemic Support Funding</i>	5,420,000		5,420,000
<i>Mount Royal Facility Partnership Reserve</i>	169,486		169,486
<i>Secondary Security Camera</i>	50,000		50,000
<i>School Carry Forwards</i>	1,819,172		1,819,172
<i>Alternative Funds</i>	396,897	(725,287)	(328,390)
<i>Whitecap</i>	(11,878)		(11,878)
<b>Total Internally Restricted</b>	17,175,314	(302,997)	16,872,317
<b><u>Externally Restricted</u></b>			
<i>Donations</i>	568,064	20,759	588,823
<i>Foundation</i>	1,422,827		1,422,827
<b>Total Externally Restricted</b>	1,990,891	20,759	2,011,650
<b>Unrestricted Surplus</b>	3,587,477		3,587,477



**MEETING DATE:** FEBRUARY 8, 2022

**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 Superintendent of Education, Colleen Norris and Coordinator of Learning Supports, Tyler Bergen.

PREPARED BY	DATE	ATTACHMENTS
Charlene Scrimshaw, Deputy Director of Education Colleen Norris, Superintendent of Education	February 2, 2022	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 2021-2022 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: February 8, 2022

### 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.

### 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, policing, social services, and health to deliver VTRA to staff from various Community Threat Assessment Protocol (CTASP) partners this year. As valued partners, other community partners such as OUT Saskatoon, Saskatoon Sexual Assault and Information Centre, and Egadz were included in training delivered by SCAS team members, such as safeTALK and ASIST.
- SCAS team members worked in partnership with the Ministry of Education to achieve the goal of having at least one staff member with Mental Health First Aid Training in each school. This opportunity led to 61 school staff members receiving training in the fall of 2021, bringing the total number of staff trained across the division to 114.
- School counsellors bring a variety of trauma-informed practices to their work in schools, including providing responsive professional development to build staff capacity. Examples have included trauma-informed art therapy principles to support other counsellors, special program teachers, resource teachers, and classrooms.
- SCAS team members have engaged in a variety of other responsive professional learning for staff and other partners in the community. Common examples include various trauma-informed professional learning such as Safe and Sound, the Brain Architecture Game, Book-Based Professional Learning, and Staff and Student Well-Being.
- SCAS team members provide supports and resources to all SPS staff which is focused particularly on emotional well-being, physical well-being, and resources specific to navigating the COVID-19 pandemic.

### **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 supports (i.e., tier 2/3 in addition to universal supports), SPS ensures responses that are increasingly intensive and individualized according to assessment of student need.

- Positive Behaviour Intervention and Support (PBIS) Plans capture the teams 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.
- 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 risk of harm.

- Case planning refers to the ongoing work of counsellors, working with students, staff, families, and community partners to provide individualized support related to students educational, social, and emotional needs.
- Outreach has been a new initiative in 2021-2022, funded with pandemic ministry dollars. Outreach Workers support schools in re-connecting with students and their 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 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). In 2020-21, all grade 4 classrooms received this presentation related to personal safety 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. Our strong partnership with SSAIC has resulted in collaborative development of further resources in this area (see Future Initiatives section).
- 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 LGSBT2S+ and gender and sexual diversity. OUT Saskatoon also provides important professional learning for school teams that is accessed by many of our schools.
- *The Warrior Within* is a new initiative for the 2021-22 school year that is a result of our partnering with CFS Saskatoon. This program features in-school sessions for groups of grade 4 students experiencing anxiety that interferes with engagement and learning, and incorporates the school team as well as the family.
- 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 a primary support, offering consultation but also 'on the ground' consultation by attending to the school directly when necessary.
- SCAS Coordinator coordinates centrally, ensuring extra counsellors are provided on site with minimum disruptions to other schools.

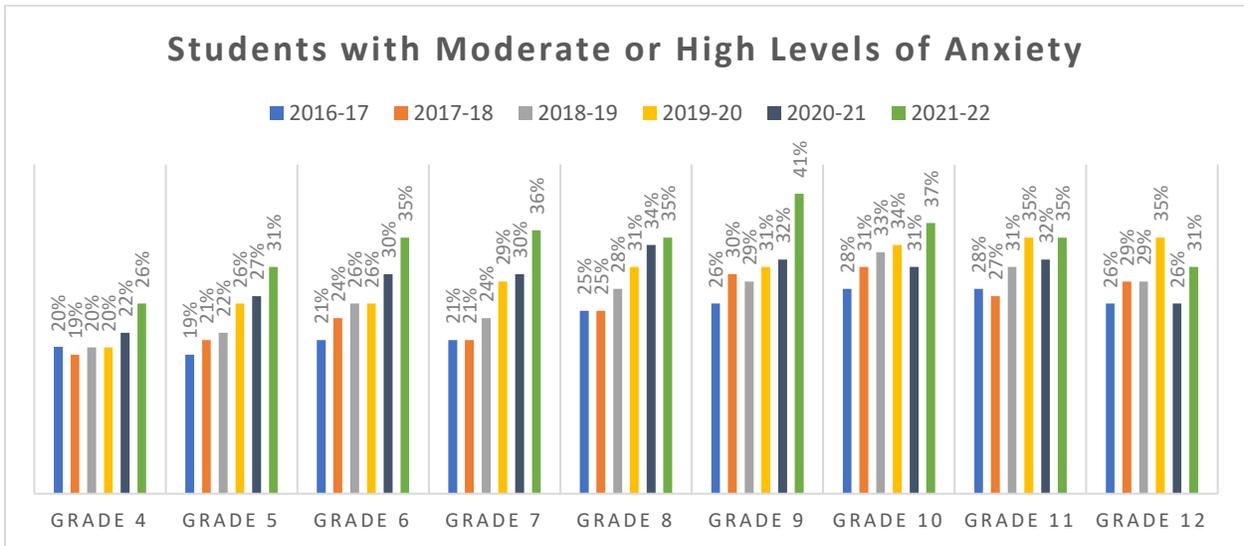
- SCAS Superintendent plays an important role from the start of an event, including working with police partners and work with school leaders on initial actions and response.
- The Superintendent, Coordinator, and SCAS Consultants work together, and closely with leaders, throughout a response, assessing and responding to communication and support needs at the school and throughout the division.

**Data:**

**Key Measures from OurSCHOOL**

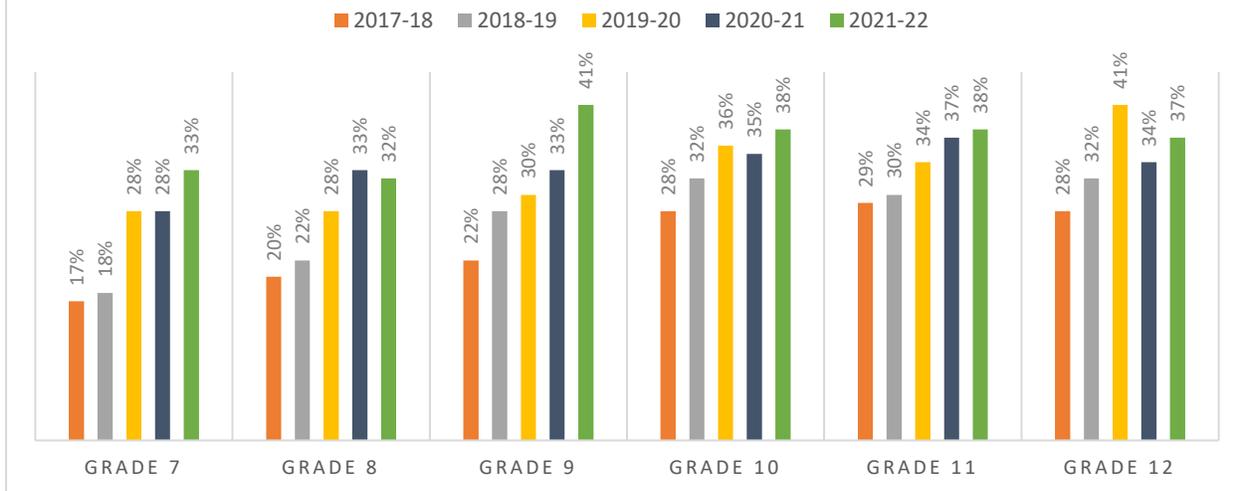
Measuring well-being in students can be difficult. SPS staff use curricula and individualized planning to teach skills to students that help keep them safe and develop skills to cultivate and maintain well-being. To determine if SCAS initiatives are making a difference for student well-being, four consistent measures have been 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 their peers and adults perceive them. A student with moderate to high anxiety would report 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’).



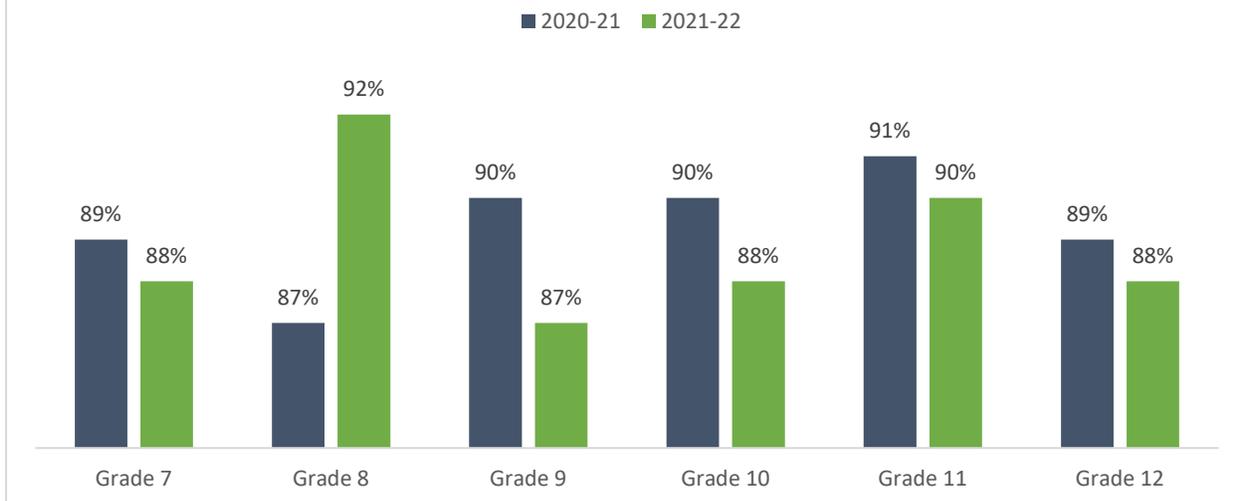
- **Student Depression.** Students respond to items about how often they feel sad and lonely. A student with moderate to high depression will report greater impact from these feelings through their responses to the questions (e.g., ‘I have trouble falling asleep at night; other students seem to have more fun than me’).

## Students with Moderate or High levels of Depression

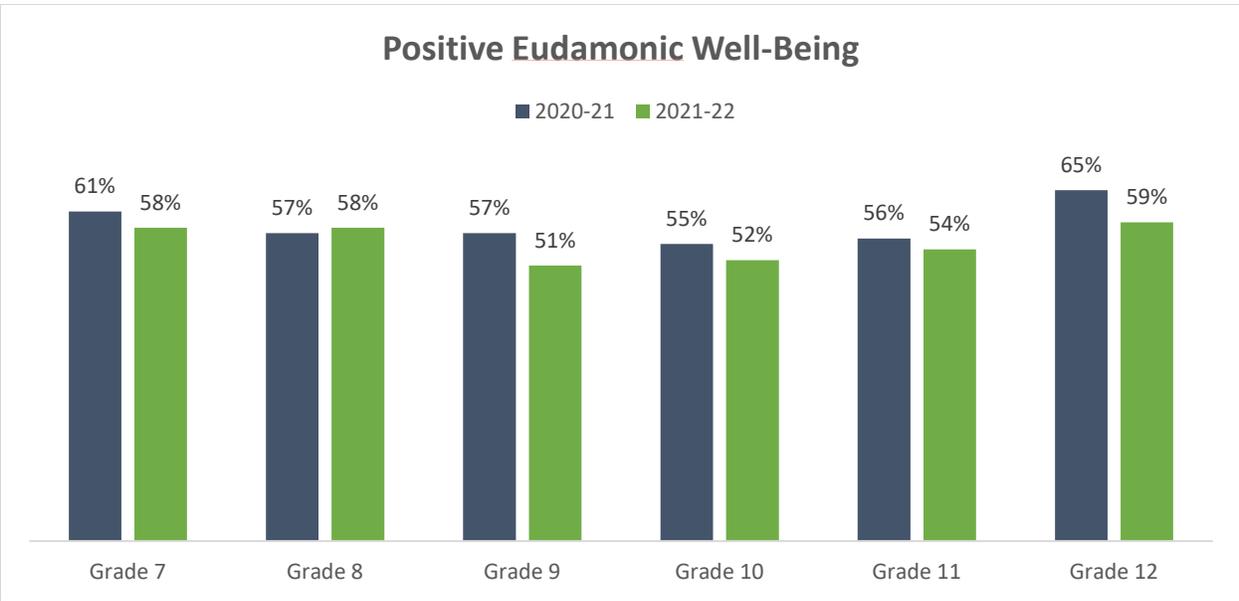


- **Well-Being.** Student orientation to well-being distinguishes between hedonic and eudaimonic. The scores on the scale can be treated as a general measure of well-being as both hedonic and eudaimonic measures are correlated with general life satisfaction. The combination of the two measures yields a stronger overall measure.
  - **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’).

## Positive Hedonic Well-Being



- **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’).



**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 have been on the rise for students in SPS. While some of the more recent increase can certainly be attributed to the effects of the pandemic, mental health and well-being are significant factors that always impact student learning. Some key points to highlight and interpret in the chart below include the following:

- Grade 9 anxiety increased in 2021-22. This may be related to differences in ability to engage in transitions rooted in relational, in-person meetings and visits.
- Grade 6, 7, and 8 student anxiety also increased in 2021-22. Given the increased significance of peer-to-peer interaction in the middle-years, pandemic limitations on normative peer interactions and subsequent emphasis such as use of technology and social media may play a role.
- As has been noted by many, the pandemic may only be exacerbating and uncovering what is already known about the significance of addressing mental health and well-being, making it appropriate as one of the goals emphasized in the strategic plan.

The well-being measures (hedonic and eudaimonic) are new to the OurSchool survey. They represent key strength-based measures that align with our strategic plans vision for holistic well-being.

**Future Initiatives:**

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

- Mental Health First Aid Training Expansion. With remaining funds from the Ministry of Education grant that was provided to target funding for school divisions to support mental health training opportunities, SPS can increase the reach of this program through not only

having one trained person in each school, but also training some staff members to become trainers.

- *No is a Full Sentence*. Building on the successful partnership that guides the *I'm the Boss of Me* program, SCAS is collaborating with the Saskatoon Sexual Assault and Information Centre on the creation and piloting of this grade 7/8 initiative focusing on safe and healthy relationships.
- Violence Threat Risk Assessment from an Indigenous Perspective. Five staff from SPS took this training facilitated by Kevin Cameron and several members of the Six Nations of the Grand River, Ontario. Feedback was positive, including the additional desire to create something similar but more local. SCAS is initiating plans to work with Kevin Cameron's North American Center for Threat Assessment and Trauma Response, the SPS First Nations, Inuit and Métis Unit, and other partners to develop aversion specific to SPS.
- Saskatoon Industry Education Council (SIEC) Partnership. SPS continues to work in partnership with SIEC to develop and implement supports for our students. Two projects are currently underway, the first related to the development of Social and Emotional Learning (SEL) resources to support curriculum, and the second a collaboration with SIEC and Anxiety Canada, using a train the trainer model addressing student anxiety, beginning with grades kindergarten to grade 8, moving to grades 9-12 in future.
- Anti-Racist/Anti-Oppressive Administrative Procedure. The SCAS team has collaborated with many others within the division to create and refine AP 372, Anti-Racism and Response to Racism. Administrative procedures related to harassment, bullying and VTRA will be updated based on this work.

### **Risk Assessment:**

With an estimated one in four 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 one out of five children receive appropriate mental health services (Canadian Mental Health Association). With good reason, our Provincial Education Plan and Saskatoon Public Schools' 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 Saskatoon Public Schools is poised to meet the challenge of decreasing anxiety and depression while increasing well-being for our students.



**MEETING DATE:** FEBRUARY 8, 2022

**TOPIC:** COVID-19 UPDATE

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 type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Information

## BACKGROUND

Saskatoon Public Schools continues to focus on the response to the COVID-19 pandemic. Student and staff safety is our number one priority, and the division is focused on maintaining our efforts on the four student goals in the strategic plan. Timely and effective communication with staff, parents, and the community is a priority, and the division’s administrative team will continue to ensure that all stakeholders are well informed on the response to the COVID-19 pandemic.

## CURRENT STATUS

On January 27, 2022 the provincial government announced changes to the public health order that impacted school operations. Specifically, individuals who are considered close contacts of a COVID-19 case are no longer required to self-isolate, regardless of vaccination status. In addition, families are no longer required to notify schools about positive test results.

These changes prompted Administration to implement a new communication process for staff and families. As of January 28, 2022:

- Daily notification to families for positive cases ceased. The intent of sharing positive cases was to inform individuals who would be considered close contacts and share pertinent information regarding isolation. This communication was no longer necessary.
- Staff and students can take part in extra-curricular opportunities if they are symptom free.

It is important to note that all safety protocols remain in place in schools. This includes mandatory masking while indoors, daily health screening, staying home when ill, enhanced cleaning, disinfection, and hand hygiene. Additionally, division administration has approved the replacement of current air filters in all schools with higher efficiency MERV 13 filters which capture greater particle size microns. While this change will enhance air quality and help reduce transmission of the virus, it will not stop it completely. Rapid test kits will continue to be provided to schools as supplies permit.

Director Skjerven, Deputy Director Hills, and Deputy Director Scrimshaw will be available to answer any questions trustees may have.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education Brent Hills, Deputy Director of Education Charlene Scrimshaw, Deputy Director of Education	February 2, 2022	None



**MEETING DATE:** FEBRUARY 8, 2022

**TOPIC:** APPROVAL OF TOP MAJOR CAPITAL REQUESTS FOR 2023-24

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 checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Information

## BACKGROUND

Major capital requests are required to be submitted to the Ministry of Education by February 28, 2022 each year. The Ministry of Education then updates its list of Top 10 Major Capital Priorities based on the previous year's submissions and shares this information with all school divisions.

## CURRENT STATUS

The Board was provided with the following list of four potential top 2023-24 Major Capital Requests, which were the same four Major Capital Requests submitted to the Ministry of Education in February 2021:

1. New East Side Joint-Use Collegiate
2. New Brighton Elementary School
3. Centennial Collegiate Infrastructure and Infill Project
4. Walter Murray Collegiate Infrastructure and Infill Project

PREPARED BY	DATE	ATTACHMENTS
Stan Laba, Superintendent of Facilities	February 1, 2022	None

## RECOMMENDATION

### ***Proposed Board Motion:***

*That Administration submit the following Top Four 2023-24 Major Capital Requests to the Ministry of Education on or before February 28, 2022:*

1. *New East Side Joint-Use Collegiate*
2. *New Brighton Elementary School*
3. *Centennial Collegiate Infrastructure and Infill Project*
4. *Walter Murray Collegiate Infrastructure and Infill Project*



**MEETING DATE:** FEBRUARY 8, 2022

**TOPIC:** AMENDMENT TO PREVENTATIVE MAINTENANCE AND RENEWAL THREE YEAR PLAN

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 checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Information

## BACKGROUND

The Board is required to submit any required amendments to the previously approved Three-Year Preventative Maintenance and Renewal Plan (PMR) to the Ministry of Education for its review and approval.

## CURRENT STATUS

There are two new projects that have been identified as priorities for preventative maintenance and renewal funding that should be added as amendments to the Three-Year Preventative Maintenance and Renewal Plan previously approved by the Board in May 2021. They are as follows:

1. Various schools carpet removal at an estimated cost of \$66,000
2. Vincent Massey School ceiling upgrades at an estimated cost of \$50,000

Attached please find a copy of the Ministry of Education Preventative Maintenance and Renewal Amendment form ready for submittal to the Ministry of Education pending Board approval.

PREPARED BY	DATE	ATTACHMENTS
Stan Laba, Superintendent of Facilities	February 1, 2022	Amendment Form

## RECOMMENDATION

### **Proposed Board Motion:**

*That the Board approve the amendment of the Three-Year Preventative Maintenance and Renewal Plan to include the following two projects:*

1. *Various schools carpet removal at an estimated cost of \$66,000*
2. *Vincent Massey School ceiling upgrades at an estimated cost of \$50,000*

