Board Organizational Meeting Agenda

DATE: Mon November 7th, 2022

TIME: 5:30pm - 7:30pm CST

LOCATION: Board Room / MS Teams (optional)

GROUPS: Board, Executive Council

REMOTE: https://teams.microsoft.com/l/meetup-

join/19%3ameeting_OWM0MTM1MjUtOTI3MS00NDM1LWIwNzUtYzY2NzY2OGRmNTcy%40thread.v2/0?

context=%7b%22Tid%22%3a%22907051ff-b5ce-496f-bb1d-

c671754ccd7f%22%2c%22Oid%22%3a%2250970cda-1def-4b81-81d4-9db360de9e14%22%7d

1. Call the meeting to order

SEAN CHASE

2. Land Acknowledgement

SEAN CHASE

- a. I wish to acknowledge that we are on Treaty 4 territory, traditional lands of the nêhiyawak, nahkawé, nakota, and homeland of the métis, lakota, and dakota and declare my personal journey and commitment to Truth and Reconciliation.
- 3. Opening Prayer

JOSH KRAMER

4. Adoption of Organizational Meeting Agenda

SEAN CHASE

- a. Recommendation: That the Organizational Meeting agenda be adopted.
- 5. Conflict of Interest

SEAN CHASE

- a. Do any of the trustees have a conflict of interest based on the agenda they need to declare?
- 6. Election of Chair

SEAN CHASE

- a. Recommendation: That nominations for Board Chair cease.
- 7. Election of Deputy Chair

	a. Recommendation: That nominations for Deputy Chair cease.
8.	Signature Plate
	a. Recommendation: That the Chair and Chief Financial Officer be the signing officers for the Division and that in the absence of the Chair, the Deputy Chair be designated as signing officer and that in the absence of the Chief Financial Officer, the Director of Education or the Comptroller be designated as signing officers.
9.	Signing Authorities for Bank Accounts
	a. Recommendation: That the signatories for the Operating Account, Payroll Account, Capital Reserve Account, US Dollar, School Based Funds Account, and Trust Accounts will be any two of the Board Chair, Deputy Chair, Chief Financial Officer, Director of Education or Comptroller.
10.	Operating Line of Credit Requirements
	a. Recommendation: That we authorize the borrowing of \$10,000,000 at any time to meet current operating expenses and that the authorizing resolution be forwarded to TD Canada Trust.
11.	Board Meeting Date and Time
	 a. Recommendation: That the Board hold Public Board Meetings on the first Monday of the month commencing at unless it is a statutory holiday. In that case the meeting will be held at the same time on the first Tuesday of the month.
	b. Recommendation: That the Board hold Planning Meetings on the third Monday of the month commencing at
12.	Board Committees and Board Representatives
	a. For discussion at the November 21 Board Planning Meeting

a. The Board appointed Dudley & Company LLP as external auditor for a five year term commencing the 2020-21 fiscal year end. 2022-23 is the third year of this

13. Appoint an Auditor (Review the Term of Current Auditor)

five year term.

14. Adjournment of Organizational Meeting

a. Recommendation: That the Organizational Meeting be adjourned.

15. Official Opening of Public Meeting - November 7, 2022

16. Consent Items

The following consent items have been received as information. Do any of the Trustees want to move a consent item to discussion?

a. Student Enrolment - (date)

Oct 31 2022 Enrolment.pdf

b. Staffing Update - November 7, 2022

Staffing Update - November 7 2022.pdf

c. RCSD Board of Trustees Update - November 2022

RCS Board of Trustees - November 2022.pdf

d. Asset Protection Hotline Report

Asset Protection Hotline Report.pdf

e. 2021-22 Purchasing Card Transactions

2021-22 Purchasing Card Transactions.pdf

f. 2022 Distribution of Excess Capital from the SSBA General Insurance Plan (GIP)

2022 Distribution of Excess Capital from the SSBA General Insurance Plan.pdf

g. Praxis Economic Impact Study - Fact Sheets and Key Messages

Economy Impact Study – Fact Sheets and Key Messages.pdf

h. SCC Parent Conference - Light of Christ Catholic School Division

SCC Parent Conference Light of Christ S.D..pdf

i. GuardingMinds @ Work Survey - RCSD Report - October 2022

GuardingMinds at Work - RCSD Survey Report, October 2022.pdf

j. Update - Information Services Corporation (ISC) Lien - St. Pius / Argyle Schools

1771892 Alberta Ltd Lien Update.pdf

k. 2021-22 Contracted Services / Employee Services Report

2021-22 Contracted Employee Services Report.pdf

I. October Institute 2022

October Institute 2022.pdf

m. Downtown Express - November 2022

Downtown Express - November 2022.pdf

n. 2022-23 Relocatable Classroom Program Application

2022-2023 Relocatable Classroom Program Application.pdf

o. BRAVO! Awards

BRAVO Awards.pdf

p. 2022-23 Board Activity Schedule

2022-23 Board Activity Schedule.pdf

17. Adoption of Public Meeting Agenda

a. Recommendation: That the Public Meeting agenda be adopted.

18. Conflict of Interest

a. Do any of the trustees have a conflict of interest based on the agenda they need to declare?

19. Adoption of Minutes

a. Recommendation: That the minutes of the October 3, 2022 Public Board Meeting be adopted.

R10-03-2022.pdf

20. Presentation

a. Student Trustee (STRIVE) Report

i. Archbishop M.C. O'Neill Catholic High School & St. Luke High School

20 mins

21. Decision Items

a. Wi-Fi RFP and Board Approval of Additional Cost

WIFI Request for Proposal - Budget Approval.pdf

 Recommendation: That the Board approve the additional estimated expense of \$155,000 plus a 5% contingency of \$48,000, and awarding the Wi-Fi Infrastructure contract to the successful proponent.

b. Accumulated Surplus Balance

Accumulated Surplus Balance Nov 4, 2022.pdf

i. Recommendation: That the Board approve the internally restricted reserves and unrestricted surplus balances as of August 31, 2022.

22. Discussion

 a. Draft Agenda - RCSD Board Linkage Meeting with Government MLAs (Regina) -November 18, 2022

2022 11 18 Draft Agenda-RCSD Board Government MLA (Regina).pdf

 b. Draft Agenda - RCSD Board Linkage Meeting with Official Opposition MLAs (Regina) - November 18, 2022

2022 11 18 Draft Agenda-RCSD Board Official Opposition MLA (Regina).pdf

c. Accumulated Surplus Policy

Accumulated Surplus Policy - Nov 4, 2022.pdf

d. Camp Monahan Christmas Gala

Camp Monahan Christmas Gala.pdf

23. Governance

24. Governance - Executive Council Reporting

 a. Enterprise Risk Management (ERM) Report - Privacy & Cybersecurity SCOTT FOSSENIER STACEY GHERASIM WADE HACKL 15 mins

Cyber Security ERM Board Presentation.pdf

 Policy 2 - Role of the Board - Director Report: Section 7 -Enterprise Risk Management (ERM) and Section 10 - Fiscal Accountability SEAN CHASE JOSH KRAMER

EC Report - Policy 2 - Section 7 ERM and Sect 10 FA.pdf

25. Reports

- a. Chair's Report
- b. Trustee Reports / Committee Chair Reports
- c. Director's Report

Director's Report - November 7, 2022.pdf

26. Community Linkage

27. Correspondence

a. Ministry of Education - North Regina Joint-Use School (NRJUS)

Ministry of Education - North Regina Joint Use School (NRJUS).pdf

b. Minister of Education - EAL Enrolment Information

Hon. Minister Duncan - EAL Enrolment Information.pdf

28. Move in to Closed Session

- a. Recommendation: That the Board move in to Closed Session.
 - i. Individual Employees
 - ii. Litigation Issues
 - iii. Sensitive Matters

29. Move out of Closed Session

- a. Recommendation: That the Board move out of Closed Session.
- 30. Review Board Annual Work Plan

2022-2023 Board Annual Work Plan - November 7, 2022.pdf

31. Items for Future Agenda

32. Adjournment

a. Recommendation: That the meeting be adjourned.



BOARD MEETING DATE	FORUM	INTENT
November 7, 2022	⊠ Public	☐ Decision
	☐ Planning	☐ Discussion
TOPIC		☐ Discussion ☐ ☐ Information
October 31, 2022 Enrolment	☐ Committee	☐ Presentation
	Committee	L Freschiation
BACKGROUND:		
BACKGROUND.		
Regina Catholic Schools October 31, 2022, PreK to 12	enrolment headcount is 12,40)9.
This does not include 55 to look from Mathematicans	M: 1.11 - C -1 1 (A ! 4 - C -1	1)
This does not include 55 students from Mother Teresa	Middle School (Associate Sci	1001).
This is an increase of 90.25 FTE students than last mor	nth.	
	7	
See attached Executive Summary \square See attachment $ riangle$		
RECOMMENDATION(S) (if applicable):		
N/A		
Prepared by: Attachment	s (list below):	Date:
	ctober 31, 2022	Nov. 1, 2022

Enrolment – October 31, 2022

	Sept. 31, 2022		Oct. 31, 2022		Difference - Month/Month	
School Name	PreK FTE	Grade K-12 FTEs	PreK FTE	Grade K-12 FTEs	PreK FTE	Grade K-12 FTEs
Deshaye Catholic School	48.00	232.50	48.00	233.50	-	1.00
Holy Rosary Community School	12.00	101.50	16.00	105.50	4.00	4.00
Sacred Heart Community School	27.00	273.50	28.00	289.50	1.00	16.00
St. Augustine Community School	17.50	314.00	18.00	317.00	0.50	3.00
St. Catherine School	14.00	248.50	13.50	245.00	(0.50)	(3.50)
St. Francis Community School	15.50	363.00	15.50	367.00	-	4.00
École St. Mary	16.00	414.00	16.00	418.00	-	4.00
St. Matthew School	1.50	176.50	-	175.50	(1.50)	(1.00)
St. Michael Community School	7.50	133.00	7.50	133.00	-	-
St. Peter School	8.00	215.50	8.00	215.50	-	-
École St. Pius X	-	304.50	-	305.50	-	1.00
St. Maria Faustina School	-	33.50	-	33.50	-	-
St. Joan of Arc School	8.00	282.00	7.50	286.00	(0.50)	4.00
St. Gregory School	8.00	238.00	8.50	242.00	0.50	4.00
St. Bernadette School	-	363.00	-	365.50	-	2.50
St. Timothy School	7.50	312.00	8.00	320.00	0.50	8.00
St. Theresa School	16.00	307.50	16.50	305.50	0.50	(2.00)
St. Jerome School	7.50	209.00	8.00	211.50	0.50	2.50
St. Josaphat School	-	356.00	-	358.50	-	2.50
St. Dominic Savio Elementary	-	252.50	-	250.50	-	(2.00)
St. Nicholas School	-	434.50	-	433.00	-	(1.50)
Miller Comprehensive Catholic High School	-	1,154.00	-	1,152.00	-	(2.00)
St. Kateri Tekakwitha School	-	610.00	-	636.50	-	26.50
Archbishop M.C. O'Neill High School	-	854.00	-	856.00	-	2.00
École St. Elizabeth	-	508.50	-	510.00	-	1.50
Dr. Martin LeBoldus Catholic High School	-	717.00	-	721.00	-	4.00
Michael A. Riffel Catholic High School	-	886.00	-	886.00	-	-
St. Marguerite Bourgeoys School	-	211.50	-	211.50	-	-
École St. Angela Merici	-	431.50	-	433.50	-	2.00
St. Gabriel School	-	460.50	-	464.00	-	3.50
St. Luke School	-	81.00	-	81.00	-	-
Home-based School	-	30.75	-	31.00	-	0.25
RCS Online	-	24.00	-	25.00	-	1.00
Total	214.00	11,533.25	219.00	11,618.50	5.00	85.25

^{*} PreKindergarten and Kindergarten students are considered 0.5 FTE. Home-based Kindergarten students are counted as 0.25 and Grade 1-12 students are counted as 0.5 FTE.



BOARD MEETING – EXECUTIVE SUMMARY / ATTACHMENT

BOARD MEETING DATE

November 7, 2022

TOPIC

Staffing Report

Please ensure that the Staffing Report for the period September 26, 2022 – November 1, 2022 is included on the Board agenda for the Monday, November 7, 2022 Public Board meeting.

Support Staff Retirement – 2

Support Staff Resignation – 3

Teacher Temporary Contracts – 13

Support Staff New Hires – 23

Support Staff Increased Responsibility – 2

Support Staff Long Term Leave (Requiring Contract) - 1



Regina Catholic Schools **Board of Trustees**

November 2022



All Saints & All Souls

November 1 & 2, we pray for those who've gone before us. May our Creator God welcome our loved ones to everlasting life, and may those on their way to Heaven find peace.



Lest We Forget

On November 8, we honour Indigenous people who fought for our freedom. On November 11, we mark Remembrance Day. May those who serve and have served be blessed in their journeys, and may all who gave the ultimate sacrifice rest peacefully.



Edsby

Our transition to Edsby is going very smoothly, thanks to your participation. The number of parent accounts is growing quickly. Some schools have already reached 100% adoption of the new platform. Edsby makes it simple to keep up with academics, enter absences and keep up with news and events.



Growing Population

At the end of September, our students enrollment was well above 12,300. This growth is good news to celebrate. Thank you for choosing Regina Catholic Schools for your family! We feel blessed to provide each student with a quality Catholic education that is faith-based, student-centered, and results-oriented.



Long Weekend

November 11 & 14 are days off for students, giving them a four day weekend.



Board of Trustees

- Chair Vicky Bonnell
- Deputy Chair Shauna Weninger
- Trustee Ryan Bast
- Trustee Rob Bresciani
- Trustee Juliet Bushi
- Trustee Bob Kowalchuk
- Trustee Darren Wilcox
- Our next Public Board Meeting is 5:30, Mon. Nov. 7.



BOARD MEETING DATE		FORUM	INTENT			
November 7, 2022		⊠ Public	☐ Decision			
		☐ Planning	☐ Discussion			
TOPIC			☐ Information			
Asset Protection Hotline Report		☐ Committee	☐ Presentation			
BACKGROUND:						
Attached is the latest quarterly Asset Protection Report for (July 1, 2022 to September 30, 2022) for Regina Catholic Schools.						
See attached Executive Summary See	attachment 🗵					
RECOMMENDATION(S) (if applicab	ole):					
n/a						
Prepared by:	Attachments	(list below):	Date:			
Josh Kramer, CFO		on Hotline Report	October 7, 2022			





October 6, 2022

Private and Confidential Sent Via Mail

Mr. Josh Kramer Regina Catholic Schools

j.kramer@rcsd.ca

RE: ASSET PROTECTION REPORTING

Dear Mr. Kramer,

We are pleased to confirm that MNP Asset Protection Reporting has been in operation with Regina Catholic Schools for July 1, 2022 to September 30, 2022. We confirm there has been no calls for the service during this period.

Please contact us at your convenience should you have any questions or concerns.

Yours truly,

MNP LLP

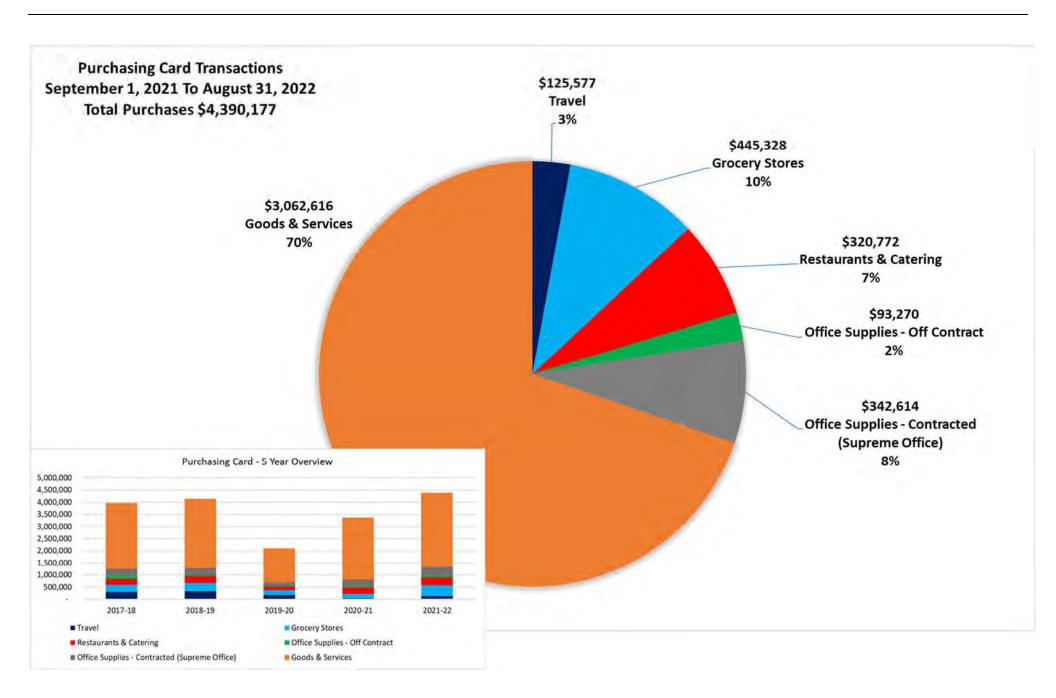
Michael McCormack, BA, CFI

Forensic and Litigation Support Services



BOARD MEETING DATE	FC	RUM	INTENT				
November 7, 2022	□ Public		☐ Decision				
MONYO	☐ Planning		☐ Discussion				
TOPIC 2021-22 Purchasing Card Transactions							
2021-22 I dichashig Card Transactions	☐ Commit	tee	☐ Presentation				
BACKGROUND:							
At the October 24, 2021 Board Finance R report on the Purchasing Card Transaction			ested that Administration				
Provided as information is a categorized partial a 5-year comparison of purchases.	pie chart showing total purc	hasing card exp	penditures for 2021-22 and				
See attached Executive Summary See	attachment 🗵						
RECOMMENDATION(S) (if applicab	le):						
n/a							
Prepared by:	Attachments (list below):		Date:				
Josh Kramer, CFO	2021-22 Purchasing Card Chart	Γransactions	October 13, 2022				







BOARD MEETING D	ATE	FORUM	INTENT		
November 7, 2022		N Public	☐ Decision		
		☐ Planning	Discussion		
TOPIC		_			
2022 Distribution of E	excess Capital from the	Closed	✓ Information		
SSBA General Insurar	nce Plan	☐ Committee	☐ Presentation		
BACKGROUND:					
_	2, school divisions were informed	•			
_	om the SSBA General Insurance		•		
	ands remain in the insurance poo	ols and will have no impact o	on the Plan's ability to pay		
claims. Regina Catholi	c's portion is \$42,051.83.				
Canaral Inguranca Plan	(GIP) Excess Capital Calculation	on EAO is attached below			
General hisurance i lai	(On) Excess Capital Calculation	on PAQ is attached below.			
			_		
See attached Executive S	Summary \square See attachment $oxtime$				
RECOMMENDATIO	N(S) (if applicable):				
TEO OTVITZE (ETTE	or ((S) (in approache).				
Prepared by:	Attachments (list below):		Date:		
Josh Kramer, CFO					
	FAQ				

General Insurance Plan (GIP) Excess Capital Calculation FAQ

Q: What is Excess Capital and how is it calculated?

Excess Capital is a portion of the GIP loss pool funds that is calculated by an actuarial consulting firm to be in excess of what the fund needs to pay known claims and incurred but not reported claims.

Excess capital is accumulated over time due to unused premium and investment return.

Q. What is the financial status of the GIP Fund?

For the year ending 2021, the GIP fund held \$22,406,383, down from the 2020 year end at \$22,932,402. The fund continues to have excess capital, and is sufficient to pay all known claims as well as actuarially calculated incurred but not reported claims. A new actuarial study is being completed this fall.

The 2022-23 insurance renewal saw an overall premium increase of \$4,100,134, which is offset with this year's excess capital distribution of \$1,159,016.

Q: We received a distribution last year and now this excess capital distribution. Can we expect a distribution every year?

Distributions from the GIP are not guaranteed every year. There is a process where a GIP committee develops a recommendation for the Executive to distribute some portion of the calculated excess capital, ensuring that sufficient funds remain in the loss pools to pay claims. Such recommendations will be made to the Audit and Investment Committee and the Executive, and then brought to the membership on an annual basis going forward.

If the SSBA Executive approves the recommendation, notice of the distribution is sent to Board Chairs, Directors of Education and Chief Financial Officers.

Q: Who is eligible to receive the distribution?

Only GIP subscribers who are in good standing with the SSBA are eligible to receive a distribution. If a member board leaves the organization they are no longer able to receive a distribution. Any amount calculated for a non-eligible participant will remain in the pool to be included in the next excess capital valuation.

Q: How is my school division's portion of the Excess Capital calculated?

The GIP has tracked all premiums collected for all loss pools from all school divisions, since the inception of each loss pool, through all amalgamations (voluntary and forced). The end result is that each school division as it is currently constituted has paid a specific proportion of the total premium collected and it is this proportion that is used to calculate their proportion of the Excess Capital.

The methodology for distributing the Excess Capital to eligible GIP participants is as follows:

 $A = B/C \times D$ Where:

- A = Amount available for distribution to each Subscriber upon approved distribution of excess capital;
- B = Aggregate amount of:
 - (a) Annual Subscription Charges paid by a Subscriber; and
 - (b) Additional Subscriber Contributions paid by a Subscriber from the date of the establishment of the GIP to and including the date of excess capital calculation;
- C = Aggregate amount of:
 - (a) Annual Administration Fees collected from all Subscribers; and
 - (b) Additional Subscriber Contributions collected from all Subscribers from the date of the establishment of the GIP to and including the date of excess capital calculation;
- D = Total amount approved for distribution of excess capital. Reserves sufficient to discharge all incurred but not reported debts and liabilities of the GIP to the satisfaction of actuarial valuation must remain in the fund.



BOARD MEETING DATE	FORUM	INTENT
November 7, 2022	⊠ Public	☐ Decision
TOPIC	☐ Planning	☐ L f
Economy Impact Study – Fact Sheets and Key Messages	☐ Closed☐ Committee	☐ Information☐ Presentation

BACKGROUND:

Saskatchewan Education System Delivers Significant Economic Benefits

October 5, 2022 by ssba admin

REGINA – Every dollar invested in K-12 education generates more than four dollars in economic activity in Saskatchewan – and roughly 1 in 11 jobs in the province depends on school divisions.

These are among the findings of a new analysis on the economic impact of Saskatchewan school boards on the provincial economy by Praxis Consulting, a Saskatchewan-based research firm.

Through a review of school board spending and high school graduate post-secondary and labour market outcomes, the study demonstrated significant economic benefits to the province of a sound and well-funded Kindergarten to Grade 12 education system, according to its final report, which is now publicly available for review on the Saskatchewan School Boards Association (SSBA) website.

"As school boards, we know that education is the most important investment we can make for the future of our youth and our economy – and the results of this study clearly demonstrate that," said Dr. Shawn Davidson, president of the SSBA, which commissioned the Praxis economic impact report.

"It's time to talk more about education in this province and what true investment looks like," he added.

Through operational spending and graduate productivity, school divisions generate more than \$8.3 billion in gross economic activity and \$5.4 billion in gross domestic product, accounting for seven per cent of the total provincial GDP, and 51,754 jobs. With a K-12 budget of just under \$2 billion in 2020-21 (including capital projects), each dollar invested creates \$4.20 in gross economic activity, \$2.80 in gross domestic product, and \$1.60 in labour income, according to the findings in the Praxis report.

On that \$2 billion invested by the province, it receives a direct return back of more than \$556 million in provincial revenues generated, along with all of the economic activity generated across the province.



"These numbers show that investmen	nt in education is a smart use of public	dollars," Davidson said.				
"We believe every student should have the resources to succeed in school and we encourage all to						
support true investment in our publicly funded education system – and in Saskatchewan's youth."						
The Praxis analysis presented results based on standard methodologies for estimating economic contributions for sub-national geographies. The results are the sum of direct, indirect, and induced impacts from spending and high school graduates' post-secondary and labour market outcomes.						
See attached Executive Summary See	See attached Executive Summary See attachment					
RECOMMENDATION(S) (if applicable)	ole):					
n/a						
Prepared by:	Attachments (list below):	Date:				
Sean Chase Director of Education	Dravis Economia Impact Analysis	October 11, 2022				

Prepared by:	Attachments (list below):	Date:
Sean Chase, Director of Education	Praxis – Economic Impact Analysis	October 11, 2022
	of Saskatchewan School Divisions	
	on the Provincial Economy	
	• Fact Sheet – Economic Impact 1	
	• Fact Sheet – Economic Impact 2	

Economic Impact of
Saskatchewan School
Divisions on the
Provincial Economy



September 8, 2022

Prepared for: The Saskatchewan School Boards Association

Submitted by: PRAXIS CONSULTING LTD. Suite 170 - 2 Research Dr. Regina, SK S4S 7H9



Table of Contents

EXECUTIVE SUMMARY	1
Introduction	
Methodology	
Summary of Results	
INTRODUCTION	
School Divisions in Saskatchewan	
Funding Pressures	
Benefits of K-12 education	
METHODOLOGY	
Operating Impacts	
Graduate Productivity Impacts	
RESULTS	
Results by Industry	
Government Revenue Impacts	
Provincial Government Return on Investment	
REFERENCES	
APPENDIX A: DEFINITIONS AND MODEL DESCRIPTION	
APPENDIX C: MIXED ENDOGENOUS-EXOGENOUS INPUT-OUTPUT IMPACTS	17
List of Tables	
	_
Table 1: Total Provincial Impacts: School Division Operations and Graduate Productivity	
Table 2: High School Graduates by School Year 2015/16 to 2019/2020	
Table 3: Destination of High School Graduates	
Table 4: Labour Market Outcomes by Educational Attainment	
Table 5: High School Graduates Employment by Industry and New Economic Output	
Table 6: School Division Operations Direct, Indirect, and Induced Impacts – Provincial	
Table 7: High School Graduate Productivity Direct, Indirect, and Induced Impacts – Provincial	
Table 8: Detailed Impacts by Industry – Direct, Indirect, and Induced Impacts of School Division Operations	
Table 9: Detailed Impacts by Industry – Direct, Indirect, and Induced Impacts of Graduate Productivity	
Table 10: Government Revenue Impacts – Direct, Indirect, and Induced Impacts of School Division Spending	
Table 11: Government Revenue Impacts – Direct, Indirect, and Induced Impacts of Graduate Productivity	
Table 12: Economic Impacts per Dollar Invested in K-12 Education	13



EXECUTIVE SUMMARY

This study will demonstrate significant economic benefits to the province of a sound and well-funded K-12 (kindergarten to grade 12) education system through a review of school division spending and high school graduate post-secondary and labour market outcomes.

Introduction

Education in Saskatchewan is divided into 27 school divisions of three categories: 18 Public, 8 Separate, and 1 Francophone. While each school division's primary goal is to provide the highest possible level of quality education, each category of division may take their own approach. The Separate school divisions aim to provide both religious and general education to members of the Christian – primarily Catholic – community. The Francophone school divisions aim to provide a knowledge of the French language, culture, and overall identity to students from pre-kindergarten to grade 12. The Public school divisions focus primarily on general education with subjects added as a division sees fit, such as the addition or removal of core French.

Primary and secondary education are critical factors in the development of children and young adults. Factors such as social ability, health, self-esteem, and patience are all developed and affected through a child and adolescent's time in the educational system.

In the 2020-21 school year, Saskatchewan school divisions spent \$2.3 billion on goods, services, salaries, and employed 22,150 full time equivalent (FTE) persons. Despite the Saskatchewan government giving school boards across the province a one-time \$20-million cash injection to help with rising fuel and insurance costs during the upcoming school year, school divisions remain under significant financial pressure. Four Saskatchewan school divisions have announced they're cutting a combined total of nearly 100 jobs due to budget shortfalls as well as adding \$70 to \$100 per year lunch supervision fees. This was done in response to budget shortfalls, in part due to inflation and an increase to non-teaching staff salaries.

Methodology

To estimate the provincial impact of school divisions, an economic model was developed that uses the latest provincial input-output (I-O) tables available. Input-output analysis is a form of macroeconomic analysis based on the interdependencies between different economic sectors or industries. This method is commonly used for estimating the impacts of positive or negative economic shocks and analyzing the ripple effects throughout an economy. Inputs for the economic model were 2020-21 school division spending, FTEs, and high school graduates' labour market and post-secondary education outcomes.

Summary of Results

This analysis presents results based on standard methodologies for estimating economic contributions for sub-national geographies. Results are the sum of direct, indirect, and induced impacts for the province from school division spending and high school graduates' post-secondary and labour market outcomes.

All impacts are considered relative to a hypothetical base case: no K-12 education in Saskatchewan. Direct impact is the total initial expenditure. Indirect impact is the secondary impact that includes inter-



industry transactions (i.e. purchases of inputs from supporting industries). Induced impact is the additional impact from changes in household spending as additional labour is hired or reduced.

GDP (gross domestic product) measures net economic activity within a prescribed geographic area. It represents the payments made to final factors of production: labour, unincorporated business profits, and other operating surplus (corporate profits, interest income, inventory valuation adjustments, and capital consumption allowances). Gross domestic product excludes the value of intermediate goods and services used in production. Labour income includes wages, salaries, and employer contributions to pensions and benefit packages.

Gross output measures total expenditures on local goods and services as well as business profits and payments to labour. Gross output is the total value of goods and services produced by an industry. This includes intermediate inputs that are foreign- and domestically-produced goods and services used by an industry in the production of its gross output. Value-added is the difference between gross output and intermediate inputs and represents the value of labour and capital used in producing gross output. The sum of value-added across all industries is equal to gross domestic product for the economy.

Employment impacts are measured in positions and FTEs and contains a mix of full- and part-time positions. Employment results are rounded to the nearest whole number, and as such, column sums may not necessarily add to the table total.

Table 1: Total Provincial Impacts: School Division Operations and Graduate Productivity

Total Impacts 2020-21 School Year	Gross Output (\$M)	Gross Domestic Product (\$M)	Employment (FTES and Positions)	Labour Income (\$M)	Provincial Government Revenues (\$M)
School Division Operations Impacts (2020-2021)	5,452.4	3,784.6	38,505.6	2,433.4	412.1
Graduate Productivity	2,854.4	1,677.2	13,248.4	655.0	144.3
Total Impact	8,306.8	5,461.8	51,754.1	3,088.4	556.4

In summary, through operational spending and graduate productivity school divisions generate \$8,306.8 million in gross economic activity, \$5,461.8 million in gross domestic product, accounting for 7.0 per cent of total provincial GDP, and 51,754 jobs. Roughly 1 in 11 jobs in the province depends directly or indirectly on school divisions.

Investment in K-12 education generates significant economic activity. With a K-12 budget of \$1,977.3 million in 2020-21 (including capital projects), each \$1 dollar invested creates \$4.20 dollars in gross economic activity, \$2.80 dollars in gross domestic product, and \$1.60 dollars in labour income (included in GDP).



INTRODUCTION

School Divisions in Saskatchewan

Education in Saskatchewan is divided into 27 school divisions of three categories: 18 Public, 8 Separate, and 1 Francophone. While each school division's primary goal is to provide the highest possible level of quality education, each category of division may reflect their local approach. The Separate school divisions aim to provide faith-based general education to members of the minority faith community, primarily Roman Catholic. The Francophone school divisions aim to provide a knowledge of the French language, culture, and overall identity to students from pre-kindergarten to grade 12. The Public school divisions focus primarily on general education with subjects added to reflect local circumstances.

Those elected to serve on the various boards within the school division system are responsible for the well-being and prosperity of many groups including families, teachers, communities, and students. All staff within the school divisions strive to provide a safe and enjoyable environment to provide the most effective level of education possible.

There are several stakeholders involved in the management of school divisions. These levels include the Ministry of Education, the Saskatchewan School Boards Association, the Saskatchewan Association of School Business Officials, LEADS (the League of Educational Administrators, Directors, and Superintendents), and the Saskatchewan Teachers' Federation. While these partners work collaboratively, the Ministry of Education is ultimately responsible for funding and regulating education. School boards govern divisions through strategic planning, approving policies for staff, and managing yearly budgets and grants.

Funding Pressures

Saskatchewan's \$2.6 billion education budget for 2020-21 is sourced from the general provincial revenue fund (GRF). (The provincial government sets mill rates for education property taxes, which are collected locally and flow into the GRF.) The Government of Saskatchewan recently announced a one-time \$20-million cash injection for school divisions to help with rising fuel and insurance costs during the upcoming school year. Despite this announcement, school divisions remain under significant financial duress.

Four Saskatchewan school divisions recently announced a reduction of nearly 100 jobs due to budget shortfalls. To date, Greater Saskatoon Catholic Schools, Saskatoon Public Schools, Chinook School Division and South East Cornerstone Public School Division have announced staffing cuts, and more divisions are expected to follow suit.

On June 14, 2022, Greater Saskatoon Catholic Schools announced it is cutting 19.5 full-time equivalent (FTE) positions and implementing a \$70 per year lunch supervision fee for elementary school students.

Saskatoon Public Schools announced it is cutting 12.7 FTE positions in elementary schools and 6.9 positions in secondary schools, one educational psychologist position, one English as an additional language teaching position, half of a speech language pathologist position, and charging \$100 per child lunch supervision fee.

The Chinook School Division announced it is cutting 20 teaching positions.



The South East Cornerstone Public School Division announced it is cutting 21.8 FTE teaching jobs, 2 consultants in early literacy and curriculum, and 11.6 non-teaching jobs (education psychologists, caretakers etc.). The South East Cornerstone Public School Division indicated that most of the job cuts were necessary after operating grants did not increase enough to offset inflation and an increase to non-teaching staff salaries.

Benefits of K-12 education

Primary and secondary education are critical factors in the development of children and young adults. Factors such as social ability, health, self-esteem, and patience are all developed and affected through a child and adolescent's time in the educational system.

Benefits of primary and secondary education can be seen in positive outcomes later in life, as well. Studies have shown that those who have completed their secondary education have higher rates of productivity, better health later in life, and are much less likely to be involved in crime. Compared to high school dropouts, graduates earn an average of \$150,000 to \$415,000 in additional earnings over the course of a lifetime.¹ On average those who have graduated live six to nine years longer than their dropout counter parts, due mostly to a combination of increased lifetime earnings and a better health education.

High school graduates have been shown to have lower incarceration rates ranging from 3.4% to 10% than those without a diploma. Aside from the obvious personal benefits that come with education, there are communal benefits as well, as the decreased incarceration rates of graduates equates to an average of \$26,600 less in federal spending per graduate.

Finally, it is estimated that graduates in the USA between the ages of 20 and 65 receive \$23,200 in government medical assistance while non-graduates receive an estimated \$60,800.

METHODOLOGY

To estimate the provincial impact of school divisions, an economic model was employed which uses the latest provincial input-output (I-O) tables available. Input-output analysis is a form of macroeconomic analysis based on the interdependencies between different economic sectors or industries. This method is commonly used for estimating the impacts of positive or negative economic shocks and analyzing the ripple effects throughout an economy. The Saskatchewan core model contains 35 industries and 66 commodities (aggregated to 25 industries in detailed results by industry) and based on a standardized method (Statistics Canada's) and will yield results like Statistics Canada's inter-provincial model and the Conference Board of Canada's STEAM Model. Model description and definitions are available in Appendix A.

In addition to the Saskatchewan core model, Praxis has developed several satellite modules. One relevant to this study is the fiscal module. This module provides a more thorough representation of the impact of the school divisions on government revenues. Typical economic impact models will only

¹ Taken from Shafiq (2013). Original text in US dollars – \$117,000 to \$322,000. Converted to Canadian dollars at a rate of 1.29 CAD to 1.00 USD.



provide results in terms of indirect taxes. Praxis' economic impact model extends this to include personal income taxes, corporate and unincorporated business taxes, excise taxes, and resource revenues. The fiscal module is updated annually upon the release of the federal and provincial government budgets.

Operating Impacts

Operational impacts of school divisions trace the revenue and expenses of operating through the economy. Operational impacts were calculated by creating a mixed endogenous—exogenous model. This allows a modification of the input structure of the expanding industry to reflect the input and output structure of a new development or event. This approach is appropriate when the input structure of the new development or event differs significantly from the input structure of the impacted industry. Under this approach expenses are treated as industry gross output and assigned to either inter-industry purchases or final value-added (wages, amortization, and profits). The labour income and employment coefficient in the model was adjusted to reflect actual employment and income paid to labour. A detailed account of the mixed endogenous—exogenous model methodology is available in Appendix B.

Incremental gross output (direct impact) was assigned to the "Government Sector." In the provincial and national input-output accounts, in addition to Public Administration and publicly funded health, the government sector also includes universities, government-funded elementary and secondary schools, community colleges and CEGEPs,² and other government education services. It should be noted that the input-output industry "education services" includes private, for-profit educational services only.

All school division financial statements for the 2020-21 school year were accessed and summated to reach a provincial school division spending and FTE total. Locally sourced expenses on goods and services were assigned to input-output model industries as incremental inputs. Annual expenses included salaries and wages, benefits, agency contracts, equipment expenses, facilities expenses, information technology, advertising, association fees and dues, financial services, insurance, materials and supplies, professional services, telephone and fax, and travel.

In terms of expenses: wages, salaries, and benefits totaled \$1,737.6 million. Remaining expenses were broken down into the following components: Finance, Insurance, Real Estate and Rental and Leasing, Professional, Scientific and Technical Services, Manufacturing, Other Services, Information and Cultural Industries, Utilities, Transportation and Warehousing, Administrative and Support, and Waste Management and Remediation Services. Total school division spending was \$2,308.4 million and total school division employment was 22,150.5 FTEs.

Graduate Productivity Impacts

Assessing the impact of labour market and postsecondary outcomes of high school graduates begins with determining the annual number of High School graduates in the province.

² A French acronym for *collége d'enseignement général et professionnel*. CEGEPs are a system of general and vocational colleges exclusive to the province of Quebec.



Table 2: High School Graduates by School Year 2015/16 to 2019/2020

	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020
Saskatchewan	9,966	10,125	10,053	10,203	10,320

Source: Statistics Canada Table: 37-10-0008-01 (formerly CANSIM 477-0026) Number of graduates from regular programs for youth, public secondary schools, by age and sex. Excludes general programs for adults and vocational programs for youth and adults.

Noting that the number of graduates is relatively steady at 10,000 per school year, 10,320 (the latest available) was used as an estimate for 2020-21. Of these 10,320 graduates, some will enter the labour force directly, some will access post-secondary training, a very few will do neither (assumed to be 0), and some will leave the province.

In Saskatchewan, compared against all other levels of educational attainment, high school graduates have the lowest participation rate and employment rate while also experiencing the highest rate of unemployment (not including high school graduates currently attending or with some post-secondary education). The rates for participation and employment are 71.2% and 66.4%, respectively for high school grads compared to 77.9% and 77.3% for those with a bachelor's degree. Labour market outcomes can be significantly limited for those with only a high school education. A survey of SaskJobs showed that of the 11,978 listings currently available (26/07/22) only 326 were directed to those with a grade 12 education and did not require further specialized training such as certification in a trade.

Table 3: Destination of High School Graduates

Total - Highest certificate; diploma or degree for the population aged 15 years and over*	857,295
No certificate; diploma or degree*	177,210
No certificate; diploma or degree 15+ less 15 to 17-year-olds still in High School	169,194
Secondary (high) school diploma or equivalency certificate*	261,210
Postsecondary certificate; diploma or degree*	418,880
Adjusted Total less 15+ still in High School	849,284
Ratio of No High School or Post Secondary Completion to 849,284	0.199
Ratio of High School Completion Only to 849,284	0.308
Ratio Post Secondary Completion to 849,284	0.493
18 Year-Olds that out-migrate (international and interprovincially) **	280
Estimate of High Graduates entering Labour Market immediately after High School	3,856
Estimate of High Graduates Accessing some form of Post Secondary Education	6,184
Total High School Graduates	10,320

^{*}Statistics Canada 2016 Census

Table 4: Labour Market Outcomes by Educational Attainment

	High School	Employment	Graduates
	Graduates	Rate	Employed
Estimate entering labour market immediately after high school	3,856	0.712	2,746
Estimate accessing some form of post-secondary education	6,184	0.773	4,780

Of those employed, employment by industry was estimated using Statistics Canada's Table: 37-10-0183-01 (Postsecondary graduates, by detailed field of study and International Standard Classification of Education) for Saskatchewan for post-secondary completers. For high school graduates, Praxis took a 35-position sample from the 326 ads on SaskJobs directed to those with a grade 12 education that did

^{**}Statistics Canada tables: 1710001501 and 1710001401



not require further specialized training such as certification in a trade. From this sample, a breakdown by industry was determined.

Results of this exercise, aggregation into I-O industries, and the estimated economic output (based on the Saskatchewan average gross output per employee) are shown in the table below:

Table 5: High School Graduates Employment by Industry and New Economic Output

	Industry of Employment High School Completion Only	Industry of Employment Post Secondary Completion	Combined	New Output (\$M)
Crop and Animal Production	78	170	249	107
Forestry and Logging	0	0	0	0
Fishing, Hunting and Trapping	0	0	0	0
Support Activities for Agriculture and forestry	0	0	0	0
Mining and Oil and Gas Extraction	78	115	194	210
Utilities	0	95	95	79
Construction	392	144	536	152
Manufacturing	78	100	178	114
Wholesale Trade	78	2	81	20
Retail Trade	78	2	81	7
Transportation and Warehousing	235	13	248	73
Information and Cultural Industries	157	204	361	94
Finance, Insurance, Real Estate and Rental and Leasing	78	387	465	246
Professional, Scientific and Technical Services	78	765	843	129
Administrative and Support, Waste Management and Remediation				
Services	157	86	243	22
Educational Services	78	2	81	4
Health Care and Social Assistance	314	1,485	1,799	239
Arts, Entertainment and Recreation	0	60	60	5
Accommodation and Food Services	392	130	522	37
Other Services (Except Public Administration)	78	156	235	18
Operating, Office, Cafeteria and Laboratory Supplies	0	0	0	0
Travel, Entertainment, Advertising and Promotion	0	0	0	0
Transportation Margins	0	0	0	0
Non-Profit Institutions Serving Households	0	0	0	0
Government Sector	392	864	1,256	164
Total	2,746	4,780	7,526	1,720

The productivity impact of employed high school graduates was estimated by converting positions into economic output and "shocking" the economic model in terms of the resultant output. Induced impacts of this incremental output were also used to calculate additional consumer spending in the province.



It should be noted that graduate productivity impacts are not instantaneous to 2021 but occur several years later. Impacts in 2021 would include several of the previous years' graduate productivity impacts and, with the number of high school graduates steady at around 10,000 per year, these impacts would be consistent and occurring annually.

RESULTS

Results below are direct, indirect, and induced impacts for school division spending and high school graduate productivity impacts. All impacts are considered relative to a hypothetical base case: no K-12 education in the province. Direct impact is the total initial expenditure. Indirect impact is the secondary impact that includes inter-industry transactions (i.e. purchases of inputs from supporting industries). Induced impact is the additional impact from changes in household spending as industries add labour in response to higher levels of demand for output. Gross output measures total expenditures on local goods and services as well as business profits and payments to labour. GDP (gross domestic product) measures net economic activity within a prescribed geographic area. It represents the payments made to final factors of production: labour, unincorporated business profits, and other operating surplus (corporate profits, interest income, inventory valuation adjustments, and capital consumption allowances). Gross domestic product excludes the value of intermediate goods and services used in production.

Operational direct employment is measured in FTEs (full-time equivalent positions). Direct, and all indirect and induced graduate productivity employment impacts are measured in positions. Labour income includes wages, salaries, and employer benefits. Labour income includes wages, salaries, and employer contributions to pensions and benefit packages. Economic model results are shown in the tables below:

Table 6: School Division Operations Direct, Indirect, and Induced Impacts – Provincial

School Division Operations Impacts (2020-21 School Year)			
Gross Output (\$M)			
Direct	2,308.4		
Indirect	324.6		
Induced	2,819.4		
Total Gross Output	5,452.4		
Gross Domestic Product (\$M)			
Direct	1,859.7		
Indirect	193.0		
Induced	1,731.9		
Total Gross Domestic Product	3,784.6		
Employment (Positions)			
Direct	22,150		
Indirect	907		
Induced	15,447		
Total Employment	38,506		
Labour Income (\$M)			
Direct	1,737.6		



Indirect	54.0
Induced	641.7
Total Labour Income	2,433.4

Table 7: High School Graduate Productivity Direct, Indirect, and Induced Impacts – Provincial

Graduate Productivity (2020-21 School Year)			
Gross Output (\$M)			
Direct	1,720.3		
Indirect	509.7		
Induced	624.4		
Total Gross Output	2,854.4		
Gross Domestic Product (\$M)			
Direct	1,000.7		
Indirect	292.4		
Induced	384.1		
Total Gross Domestic Product	1,677.2		
Employment (Positions)			
Direct	7,526		
Indirect	2,226		
Induced	3,497		
Total Employment	13,248		
Labour Income (\$M)			
Direct	389.8		
Indirect	113.1		
Induced	152.1		
Total Labour Income	655.0		

Results by Industry

The economic impact of Saskatchewan school divisions on the provincial economy is pervasive and widespread. Tables 8 and 9 provide total impacts (sum of direct, indirect, and induced) in 2020-21 by industry of school division spending and high school graduate productivity on the provincial economy by industry. In the case of school division operations, the bulk of direct activity occurs within the Government Sector itself, but further impacts (indirect) occur in Utilities, Manufacturing, Transportation and Warehousing, Finance, Insurance, Real Estate and Rental and Leasing reflecting the high proportion of specialized services required for school division operation. For graduate productivity, direct impacts are consistent with new combined employment in Table 5 and are concentrated in Construction, Finance, Insurance, Real Estate and Rental and Leasing, Professional, Scientific and Technical Services, Health, Accommodation and Food services, and the Government Sector. In both cases, induced impacts, which represent the additional impacts of consumer spending of wages earned, are concentrated heavily within the retail trade and service industries.



Table 8: Detailed Impacts by Industry – Direct, Indirect, and Induced Impacts of School Division Operations

Table 8. Detailed impacts by industry	Gross Output	GDP at Basic	Employment	Labour Income
2020-21 School Year	Impact (\$M)	Prices Impact (\$M)	Impact (Positions)	Impact (\$M)
Crop and Animal Production	67.0	25.4	156	2.3
Forestry and Logging	1.9	0.7	4	0.3
Fishing, Hunting and Trapping	0.2	0.1	2	0.0
Support Activities for Agriculture and forestry	1.2	0.8	9	0.5
Mining and Oil and Gas Extraction	60.6	39.5	56	6.7
Utilities	318.4	210.3	383	43.9
Construction	74.8	29.1	264	15.6
Manufacturing	168.9	45.8	263	19.0
Wholesale Trade	89.1	57.9	367	26.1
Retail Trade	444.5	291.1	5,044	176.6
Transportation and Warehousing	145.5	76.0	497	30.4
Information and Cultural Industries	122.9	68.9	471	32.6
Finance, Insurance, Real Estate and Rental and Leasing	1,082.1	759.2	2,043	136.5
Professional, Scientific and Technical Services	56.4	37.4	368	20.6
Administrative and Support, Waste Management and Remediation Services	42.9	24.0	465	16.7
Educational Services	19.4	12.8	446	8.4
Health Care and Social Assistance	88.1	60.4	664	23.7
Arts, Entertainment and Recreation	48.5	22.8	600	16.0
Accommodation and Food Services Other Services (Except Public	189.0	89.9	2,637	66.6
Administration) Operating, Office, Cafeteria and	89.0	54.6	1,152	36.2
Laboratory Supplies	0.0	0.0	0	0.0
Travel, Entertainment, Advertising and Promotion	0.0	0.0	0	0.0
Transportation Margins	0.0	0.0	0	0.0
Non-Profit Institutions Serving	22.6	40.4	463	47.0
Households	33.6	18.4	463	17.3
Government Sector Total	2,308.4 5,452.4	1,859.7 3,784.6	22,150 38,506	1,737.6 2,433.4



Table 9: Detailed Impacts by Industry – Direct, Indirect, and Induced Impacts of Graduate Productivity

	Gross Output Impact (\$M)	GDP at Basic Prices Impact (\$M)	Employment Impact (Positions)	Labour Income Impact (\$M)
Crop and Animal Production	159.6	60.6	371	5.5
Forestry and Logging	1.6	0.6	4	0.2
Fishing, Hunting and Trapping	0.1	0.0	0	0.0
Support Activities for Agriculture				
and forestry	2.4	1.6	18	0.9
Mining and Oil and Gas Extraction	271.8	177.5	251	29.9
Utilities	139.8	92.4	168	19.3
Construction	200.2	77.8	707	41.8
Manufacturing	180.0	48.8	281	20.2
Wholesale Trade	59.5	38.6	245	17.4
Retail Trade	117.9	77.2	1,338	46.8
Transportation and Warehousing	129.8	67.8	444	27.1
Information and Cultural Industries	136.8	76.6	524	36.2
Finance, Insurance, Real Estate and				
Rental and Leasing	555.3	389.6	1,049	70.0
Professional, Scientific and Technical Services	179.3	118.8	1,170	65.5
Administrative and Support, Waste	179.5	110.0	1,170	05.5
Management and Remediation				
Services	52.8	29.6	573	20.6
Educational Services	5.6	3.7	129	2.4
Health Care and Social Assistance	270.8	185.7	2,041	72.7
Arts, Entertainment and Recreation	16.9	8.0	210	5.6
Accommodation and Food Services	84.9	40.4	1,185	29.9
Other Services (Except Public				
Administration)	51.3	31.5	665	20.9
Operating, Office, Cafeteria and	0.0	0.0	0	0.0
Laboratory Supplies Travel, Entertainment, Advertising	0.0	0.0	0	0.0
and Promotion	0.0	0.0	0	0.0
Transportation Margins	0.0	0.0	0	0.0
Non-Profit Institutions Serving				
Households	9.7	5.3	133	5.0
Government Sector	228.1	145.3	1,744	117.0
Total	2,854.4	1,677.2	13,248	655.0



Government Revenue Impacts

An expansion in economic activity is expected to generate incremental government revenues. Praxis' economic impact model's fiscal module is based on the latest provincial and federal budgets and estimates government revenues as follows:

- Provincial personal income tax is calculated by using the provincial personal income tax rate that would apply to average industry annual income. This is applied to model-generated labour income.
- Corporation income tax is calculated by applying the respective provincial corporate tax rate to incremental corporate profits before taxes calculated by the model.
- Unincorporated business income taxes are calculated by applying the small business tax rate to incremental unincorporated business profits calculated by the model.
- Federal and Provincial sales taxes collected are calculated using a ratio of government sales and excise tax revenues to retail industry output.

Estimated government revenues are for direct, indirect, and induced impacts and do not represent taxes paid solely by sales. Estimates are not adjusted for any changes to equalization entitlements.

Table 10: Government Revenue Impacts - Direct, Indirect, and Induced Impacts of School Division Spending

School Division Operations Government Revenue Impacts 2020-21	Personal Income Tax (PIT)	Corporate Income Tax	Unincorporated Business Income Tax	Sales and Excise Taxes	Total Revenue
Federal (\$M)	457.8	37.6	69.7	20.4	585.5
Provincial (\$M)	271.3	30.1	50.2	60.5	412.1
Total (\$M)	729.1	67.6	119.9	80.9	997.5

Table 11: Government Revenue Impacts – Direct, Indirect, and Induced Impacts of Graduate Productivity

Graduate Productivity Government Revenue Impacts 2020-21	Personal Income Tax (PIT)	Corporate Income Tax	Unincorporated Business Income Tax	Sales and Excise Taxes	Total Revenue
Federal (\$M)	131.9	31.6	46.5	8.3	218.3
Provincial (\$M)	73.0	25.3	33.6	12.4	144.3
Total (\$M)	204.9	57.0	80.1	20.7	362.6



Provincial Government Return on Investment

In 2020-21, Saskatchewan's 27 school divisions received \$1.94 billion in school operating funding and a further \$37.3 million in capital funding totalling \$1,977.3 million.

While not offset by the \$556.4 in provincial revenues generated, investment in K-12 education generates significant economic activity. With a K-12 budget of \$1,977.3 million in 2020-21, each \$1 dollar invested creates \$4.20 dollars in gross economic activity, \$2.80 dollars in gross domestic product and \$1.60 dollars in labour income (included in GDP).

Table 12: Economic Impacts per Dollar Invested in K-12 Education

Labour Income (\$)	Employment (Positions and FTEs)	Gross Domestic Product (\$)	Gross Output (\$)
1.60	0.000026	2.80	4.20



REFERENCES

- CBC News. (2022, July 21). Sask. Government Giving School Boards 1-time \$20M bump to help with Inflation. *CBC*. Retrieved from https://www.cbc.ca/news/canada/saskatoon/gov-giving-school-boards-20-million-bump-1.6527632
- Dawson, E. (2008). Funding K-12 Public Education in Saskatchewan: Some Ideas A Discussion Paper. Saskatchewan School Boards Association. Retrieved from https://saskschoolboards.ca/wp-content/uploads/2015/08/08-01.pdf
- Ghania, Y. (2022, June 14). Sask. School Divisions Slashing Nearly 100 Jobs Due to Budget Shortfalls, with More Expected. *CBC*. Retrieved from https://www.cbc.ca/news/canada/saskatchewan/sask-school-divisions-slashing-nearly-100-jobs-due-to-budget-shortfalls-1.6488154
- Governance Handbook for School Board Members. (2016). Saskatchewan School Boards Association.

 Retrieved from https://ssbagovernancehandbook.ca/wp-content/uploads/2016/11/Governance-Handbook-Complete.pdf
- Government of Saskatchewan. (2020). 2020-21 Ministry of Education Budget Backgrounder. Retrieved from https://www.saskatchewan.ca/-/media/news-release-backgrounders/2020/june/education-2020-21-budget-backgrounder.pdf
- Miller, R. E., and P. Blair, 1985, Prentice Hall, Inc. Input-Output Analysis: Foundations and Extensions.
- Patrinos, H. A. & Montenegro, C. E. (2014, September 22). Education Leads to Higher Earnings. *World Bank Blogs*. https://blogs.worldbank.org/developmenttalk/education-leads-higher-earnings
- Record Education Funding for Saskatchewan Students and Classrooms. (2020, June 15). Retrieved from https://www.saskatchewan.ca/government/news-and-media/2020/june/15/budget-education#:~:text=Record%20Education%20Funding%20For%20Saskatchewan%20Students%20And%20Classrooms,-
- Saskatchewan School Board Elections 2020. (2020). Saskatchewan School Boards Association. Retrieved from https://saskschoolboards.ca/wp-content/uploads/elections-2020-role.pdf
- Shafiq, M. N. (2013). Benefits of Primary and Secondary Education. *Encyclopedia of Educational Economics and Finance*. Retrieved from https://sites.pitt.edu/~mnshafiq/M_Najeeb_Shafiq_%28University_of_Pittsburgh%29/Research_files/Benefits%20of%20Primary%20%26%20Secondary%20Education%20%28MN%20Shafiq%2020_13%29.pdf
- Silverthorn, C. (2022, May 25). Sask. School Division Cutting 21 Teaching Jobs, CFO Blames Inadequate Gov't Funding. *CBC*. Retrieved from https://www.cbc.ca/news/canada/saskatchewan/south-east-cornerstone-public-school-division-budget-cuts-1.6465562
- Statistics Canada Industry Accounts Division / System of National Accounts, 2021. Saskatchewan 2018. Input-Output Tables.
- Statistics Canada, 2016 Census of Population



- Statistics Canada. Table 36-10-0222-01 Gross domestic product, expenditure-based, provincial and territorial, annual (x 1,000,000)
- Statistics Canada. Table 37-10-0183-01 Postsecondary graduates, by detailed field of study and International Standard Classification of Education
- Statistics Canada. Table 381-0009 Inputs and outputs, by industry and commodity, S-level aggregation and North American Industry Classification System (NAICS), annual (dollars)
- Statistics Canada. Table 17-10-0014-01 Estimates of the components of international migration, by age and sex, annual
- Statistics Canada. Table 17-10-0015-01 Estimates of the components of interprovincial migration, by age and sex, annual



APPENDIX A: DEFINITIONS AND MODEL DESCRIPTION

Employment: measured in a mix of FTEs and positions.

Final Demand: sum of personal expenditure, government purchases of goods and services, business and government investment, and net exports.

GDP at factor cost: measure of net economic activity within a prescribed geographic area. It represents the payments made to final factors of production: labour, unincorporated business profits, and other operating surplus (corporate profits, interest income, inventory valuation adjustments, and capital consumption allowances). GDP at factor cost excludes the value of intermediate goods and services used in production.

GDP at market prices: GDP at factor cost plus indirect taxes less subsidies.

Gross Output: total expenditures on local goods and services as well as payments to labour and business profits. Gross output includes double counting because it includes the value of inputs used in production rather than net value-added alone.

Direct Impact: total project expenditure, usually construction or operating outlays.

Indirect Impact: the secondary impact that includes inter-industry transactions, purchases of inputs from supporting industries

Induced Impact: the additional impact from changes in household spending as industries modify labour input requirements in response to altered levels of demand for output.

Industry outputs are calculated as $(I-D(I-\mu-\alpha-\beta)B)^{-1}D((I-\mu-\alpha-\beta)e^*+(I-\mu-\beta)Xd+(I-\mu)Xr)=X$

where:

I = an identity matrix of industry-by-industry dimension

D = a matrix of coefficients representing commodity output proportions

B= a matrix of coefficients representing commodity input proportions (technical coefficients) by industry

 μ = a diagonal matrix whose elements represent the ratio of imports to use

 α = a diagonal matrix whose elements represent the ratio of government production to use

 β = a diagonal matrix whose elements represent the ratio of inventory withdrawals to use

e* = final demand categories of consumption, government purchases of goods and services, business and government investment, and inventory additions.

Xd = final demand category of domestic exports

Xr = final demand category of re-exports.

Employment is calculated as a fixed number of positions per dollar of industry output.



APPENDIX C: MIXED ENDOGENOUS-EXOGENOUS INPUT-OUTPUT IMPACTS

In a 3-industry x 3-industry input-output model with industry 3 exogenized, endogenous industry output and final demand XM

X1 X2 YL3

is calculated as follows:

XM = M-1 YM

Where M=

AL= $(D(I-\mu-\alpha-\beta)B)$

YM=

YL1+aL13X3 YL2+aL23X3 -(1-aL33)X3

YL= D((I- μ - α - β)e*+(I- μ - β)Xd+(I- μ)Xr)

Where:

I = an identity matrix of industry-by-industry dimension

D = a matrix of coefficients representing commodity output proportions

B= a matrix of coefficients representing commodity input proportions (technical coefficients) by industry

 μ = a diagonal matrix whose elements represent the ratio of imports to use

 α = a diagonal matrix whose elements represent the ratio of government production to use

 β = a diagonal matrix whose elements represent the ratio of inventory withdrawals to use

e* = final demand categories of consumption, government purchases of goods and services, business and government investment, and inventory additions

Xd = final demand category of domestic exports

Xr = final demand category of re-exports

Economic Impact of Saskatchewan School Boards on the Provincial Economy

\$8.3 B

Gross Economic Activity \$5.5 B

Gross Domestic Product 796

Total Provincial GDP



51,754 Jobs Created

1 in 11 jobs in SK depend directly or indirectly on school divisions

Each \$1

Invested in K-12 education

\$4.20

Gross Economic Activity

\$2.80

Gross Domestic Product \$1.60

Labour Income (included in GDP)





Economic Impact of Saskatchewan School Boards on the Provincial Economy

\$8.3 billion in gross economic activity

\$5.5 billion in gross domestic product

\$3.1 billion in labour income (included in GDP)

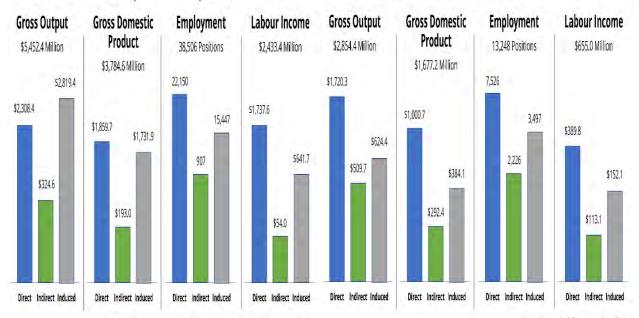
\$556 million in provincial government revenues

51,754 jobs created

1 in 11 jobs in Saskatchewan depend directly or indirectly on school divisions

School Division Operations Impact - Provincial

Graduate Productivity Impact - Provincial



Notes: Not to scale; dollars expressed in millions; operational direct employment is measured in FTEs

Notes: Not to scale; dollars expressed in millions









BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT				
November 7, 2022	Nublic Public	☐ Decision				
	☐ Planning	☐ Discussion				
TOPIC		☐ Discussion ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐				
SCC Parent Conference—Light of Christ Catholic	☐ Committee	☐ Presentation				
School Division	Commutee	☐ Fresentation				
BACKGROUND:						
Email from Cory Rideout, Director of Education – October 17, 2022						
We are hosting a SCC Parent Conference at our Learning Centre in North Battleford on November 18 & 19, 2022. Please see the "save the date" attachment. The planning team has put together an excellent program for parents; we will distribute the detailed conference agenda very shortly. I ask that you please distribute the attachment to the individual in your school division who is responsible for SCC professional development. We're looking forward to the conference.						
Email from Cory Rideout, Director of Education – October 26, 2022 As a follow up to my original "save the date" email, please see the attachment for information regarding the sessions						
offered at the conference, details on the presenters, and hotel information. To register for the conference, please see the link below.						
https://www.eventbrite.ca/e/school-community-council-parent-conference-tickets-450966201047						
In past years, we have enabled CSCC members to access some of their Board grant to attend these. With the reduction to \$1000 for many schools, that may not be a reality. We recommend a universal approach of no allocation of any other funds for interested parties. Therefore, would ask those interested to pay for event on their own if they attend.						
See attached Executive Summary \square See attachment \boxtimes						
RECOMMENDATION(S) (if applicable):						
n/a						

Prepared by:	Attachments (list below):	Date:
Wade Hackl, Superintendent of	2022 School Community Council	October 26, 2022
Education Services	Parent Conference – <i>Connections:</i>	
	Pathways to a Brighter Future	
	Conference Program	

CONNECTIONS:

PATHWAYS TO A BRIGHTER FUTURE



School Community Council
Parent Conference
Hosted by
Light of Christ Catholic
School Division

LOCCS LEARNING CENTER - 1202 105TH STREET NOVEMBER 19, 2022 8:00AM - 4:00PM

Evening Social Friday November 18, 2022 7:00-9:00pm



PROGRAM

8:00-9:00 AM

Breakfast

9:00 CONFERENCE OPENING

Opening Remarks
Smudging Ceremony and Blessing

9:30-10:30 AM KEYNOTE SPEAKER - SHALEN FOX

Shalen Fox is a member of the Sweetgrass First Nation, he is born and raised in North Battleford. Shalen has been a student from K-12 at the Light of Christ Catholic School Division and graduated in 2002. Shalen is the oldest of 5 children and was raised by a single mother. His family has always been a strong connection for him as he grew up and they are even more of a support as he shares his story of overcoming addiction. He started out his teaching career in Sturgeon Lake First Nation as a physical education teacher for three years and then moved back home to John Paul II Collegiate where he worked for 8 years; and this is where life changed for him in the better. He is a father to a beautiful 15 year old daughter and is currently living in Saskatoon. He recently made the hard decision to leave North Battleford to be closer with his daughter. Shalen has started to share his story hopes to inspire others to overcome life struggles. Shalen will talk about resilience and what Truth & Reconciliation has meant to him moving forward in life.

10:30-10:45

Break (Visit Vendors)

1045-11:45 SESSIONS

Participants will have a choice of the following four sessions

1. STUDENT CREATIVITY THROUGH MAKERSPACES AND GENIUS HOUR

In this workshop, both Hannah Kendrick and Tyson Volk will share ideas about Makerspaces. This unique learning movement encourage student curiosity, creativity and innovation through the pursuit of individual interests and passions. Parents will come to understand the benefit of this type of learning and how these makerspaces can be implemented in the school setting. The workshop will prepare parents to ask relevant questions to address the implementation of Makerspaces in their child's school and/or classroom.

2.MENTAL HEALTH AND WELLNESS

Erin Woytiuk is the Mental Health Capacity Building Coordinator for John Paul II Collegiate. She holds a Bachelors of Indigenous Social Work. Erin has a community development and therapeutic background and has extensive experience with working with families and individuals in our community. Her work primarily focuses on mental health and building resilience in students, staff, parents and the community through education and prevention.

3.TRANSITIONS AND SUPPORTING K-12 STUDENTS MOVING TO POST-SECONDARY

Dr. Jay Wilson is a professor in the Department of Curriculum Studies at the University of Saskatchewan (U of S). During his time at the U of S, he has been actively involved in governance as a member of the University Council. He has served as the Chair of Council, Chair and Vice-Chair of the Teaching Learning and Academic Resources Committee and the Chair of the Governance Committee. He has been engaged with University Initiatives specific to teaching assessment, the Learning Center, work on indigenizing university programming and experiential learning.

4.STRONG, NOT WRONG - BUILDING A STRENGTH BASED CULTURE

Strong, Not wrong is a strength-based approach to management, learning, well-being and engagement. Cory Rideout, Director of Education at Light of Christ Catholic Schools, will share how the division has adopted, resourced, and implemented a strength based culture. The goal is to build an organization where all people learn to use and invest in their individual God-given strengths, rather than focusing on their weaknesses. With this knowledge, the staff can better understand their students and help them to become the best version of themselves as well. This approach has proven to lead to higher student engagement, a greater sense of hope for the future and has a positive effect on mental health and wellbeing.

IGHT OF CHRIST

PROGRAM CONT'D



11:45-12:45

Lunch

12:45 - 1:45 KEYNOTE SPEAKER - JOSE PRUDEN

Connection in 2022 -

In a world that has never been more connected, how is it that we can feel so disconnected from our kids and each other? During this session, participants will have great discussions on how to connect with kids in 2022 and what happened to us after the pandemic. We will discuss the impact of the pandemic on connection and mental health and review some strategies to help us re/connect. We need to take care of ourselves if we want our kids to be ok.

Jose Pruden is a Métis woman who grew up in the Battlefords on Treaty 6

Territory. Her and her partner survived raising a teenager and now enjoy the peace and quiet life with their dog. She is an avid learner and completed her Masters in Counselling Psychology with Art Therapy in 2010. She is also a suicide intervention trainer for several programs, including supporting children through suicide thoughts. Jose is passionate about working with, and supporting youth in our community and will never shy away from having hard conversations about suicide.

1:50 - 3:30 SHARING & DREAMING - EFFECTIVE SCC PRACTICES

Networking builds relationships so we can come to know others and ourselves better. As a result, we can accomplish things together that we cannot do as well on our own. Connections help us to achieve more regardless of what 'more' means for you. This guided conversation session will ask participants to share their own experiences, local knowledge and resources by highlighting and building on the successes of their SCC members in supporting learning. Topics will include relationships, attendance, truth and reconciliation, resiliency, literacy, technology, and fundraising.

3:20-4:00 -CLOSING REMARKS

VENUE: LIGHT OF CHRIST LEARNING CENTRE 1202 105 ST., NORTH BATTLEFORD, SK

REGISTRATION FEE: \$150/PERSON (INCLUDES SATURDAY BREAKFAST & LUNCH)

EMAIL K.HRABINSKY@LOCCSD.CA FOR MORE INFORMATION.

REGISTRATION LINK

https://www.eventbrite.ca/e/school-community-council-parent-conference-tickets-450966201047

HOTEL INFORMATION:

COMFORT INN & SUITES 610 CARLTON TRAIL, NORTH BATTLEFORD, SK S9A 4A9 • (306) 445-3678

GOLD EAGLE LODGE 12004 RAILWAY AVE E, NORTH BATTLEFORD, SK S9A 3W3•(306) 446-8877

HOLIDAY INN EXPRESS & SUITES 492 114 ST, NORTH BATTLEFORD, SK S9A 2Y6 • (306) 445-2005

TROPICAL INN 1001 SK-16, NORTH BATTLEFORD, SK S9A 3W2•(306) 446-4700



BOARD MEETING AGENDA ITEM

BOARD MEETING DATE		FORUM	INTENT			
November 7, 2022		⊠ Public	☐ Decision			
		☐ Planning	☐ Discussion			
TOPIC		☐ Closed	☐ Information			
GuardingMinds @ Work Survey – RCSI – October 2022	D Report []	☐ Committee	☐ Presentation			
BACKGROUND:						
As part of the Mental Health and Wellbeing Detailed Implementation Plan for 2022-23, Regina Catholic School Division has partnered with EdCan's Well at Work organization to assist us in our goal of supporting our employees. The first suggested step was to administer the Guarding Minds at Work employee survey. Results are attached. We will be examining the results under the guidance of the Well at Work team. We will also share the survey results with our employee group executives. We anticipate developing strategies based upon the survey results.						
See attached Executive Summary \square See attachment \boxtimes						
RECOMMENDATION(S) (if applicable):						
n/a						
Duonound by	Attachments (I	ist holow).	Doto			
Prepared by: Sean Chase, Director of Education	Attachments (l	,	Date: October 24, 2022			
Scan Chase, Director of Education		nds @ Work – RCSD ort – October 2022	Octobel 24, 2022			





Organization: Regina Catholic School Division

Survey Name: Regina Catholic School Division Employee Wellness Survey

Survey close date: 2022-10-22 18:51:25

Survey creation date: 2022-10-06 11:56:10



Table of Contents

Survey Results

Psychosocial Factor Summary

Specific Areas of Concern

Psychosocial Factor by Statement

Employee Responses by Psychosocial Factor

Next Steps

Appendix

Organization Information

Demographic results



Survey Results

Overview

This report shows your organization's combined scores for all survey statements in each of the categories of concern by psychosocial factor. The 2020 Queen's University survey is used as a benchmark against which you can compare your results. More detailed information for each psychosocial factor is available in the individual statement results by psychosocial factor.

This report provides you with valuable information on which to begin to improve psychological health and safety. To help you decide where to begin, we recommend that you use the free <u>Action Planning</u> process to think critically about which actions will best meet your goal of improving psychological health and safety.

Psychosocial Factor Summary

These graphs combine and average the responses for all statements for each factor. When data is combined, we may lose important information. While this graph can be used as a general point of reference, it is highly recommended that you review each individual item within each factor. The individual items help you identify issues requiring action to improve psychological health and safety.

Please note any areas of concern or relative strength. Psychosocial factors flagged as Significant Concerns should be your top priority.

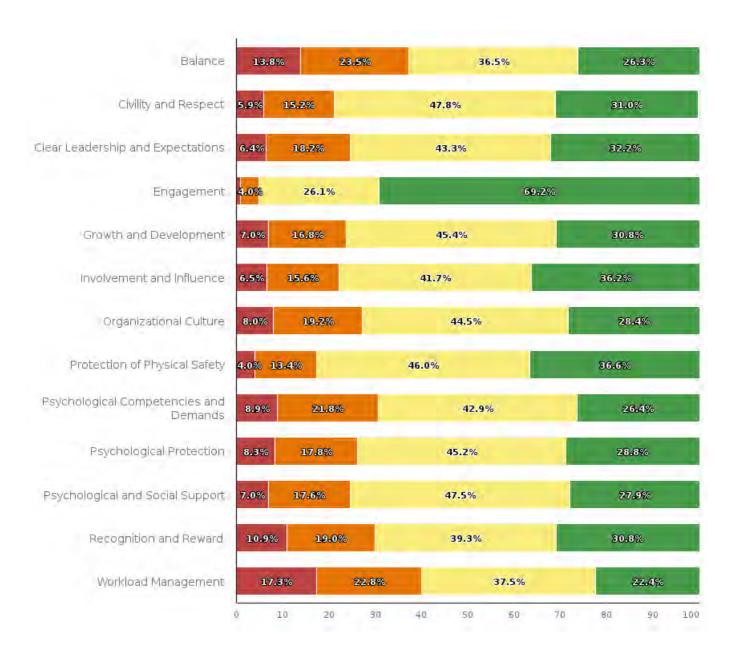
Serious concerns* = Strongly Disagree*

Significant concerns* = Somewhat Disagree*

Minimal concerns** = Somewhat Agree*

Relative Strengths* = Strongly Agree***

- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.



Specific Areas of Concern

Here are the results for the Specific Areas of Concern questions from the survey for your organization. The corresponding results of the 2020 Queen's University survey are presented below for comparison.

Results from your organization

(n = 346 Total Employee Respondents)

- **6.1% (n = 21)** of respondents reported experiencing discrimination in the workplace because of their cultural/ethnic background, disability, sexual orientation, gender or age.
- **6.6% (n = 23)** of respondents reported being bullied or harassed, either verbally, physically or sexually in the workplace.
- **3.2% (n = 11)** of respondents reported being treated unfairly in the workplace because they have a mental illness.
- **33.2%** (**n = 115**) of respondents reported being exposed to events that they found traumatic.
- **39.3%** (**n = 136**) of respondents reported that work was having a significant impact on their psychological health.
- **55.2%** (n = 191) of respondents reported feeling burned out at work.

Results from a 2020 sample survey*

- **13.1%** (n = 72) of respondents reported experiencing discrimination in the workplace because of their cultural/ethnic background, disability, sexual orientation, gender or age.
- **13.1%** (n = 71) of respondents reported being bullied or harassed, either verbally, physically or sexually in the workplace.
- **10.0%** (n = 55) of respondents reported being treated unfairly in the workplace because they have a mental illness.
- **49.2%** (**n = 284**) of respondents reported being exposed to events that they found traumatic.
- **51.4%** (n = 276) of respondents reported that work was having a significant impact on their psychological health.
- **46.3%** (n = **261**) of respondents reported feeling burned out at work.

In early 2020, researchers from Queen's University conducted an analysis of the self-reported psychosocial risks in Canadian workplaces using the updated survey. In total, over 500 working Canadians from every province and territory and from every Industry Canada sector completed the survey to provide a snapshot that you can use as a general point of reference.



Psychosocial Factor by Statement

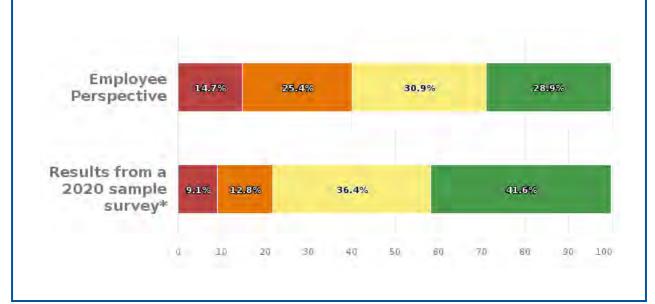
Each factor is broken down by the results for individual survey statements to help you understand and respond to specific challenges and strengths. When you are ready to determine which actions your organization will prioritize, many resources are available to help you with action planning.

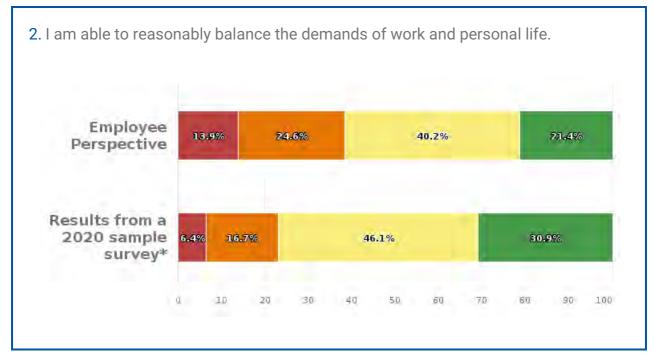
Balance

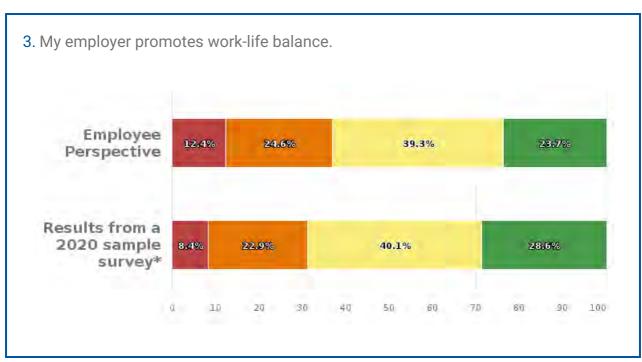
A work environment where there is recognition of the need for employees to be able to manage the demands of work, family and personal life.

Employees were asked to rate their level of agreement (on a 4-point scale) with the following statements

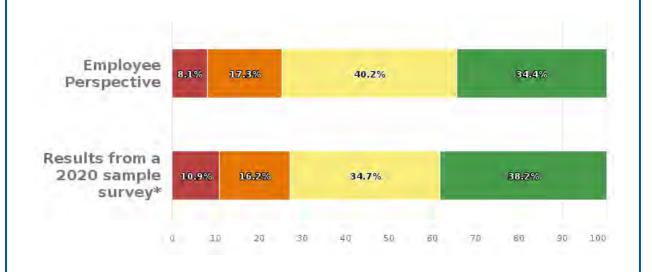
1. My employer encourages me to take my entitled breaks (e.g., lunchtime, sick time, vacation time, earned days off, parental leave).



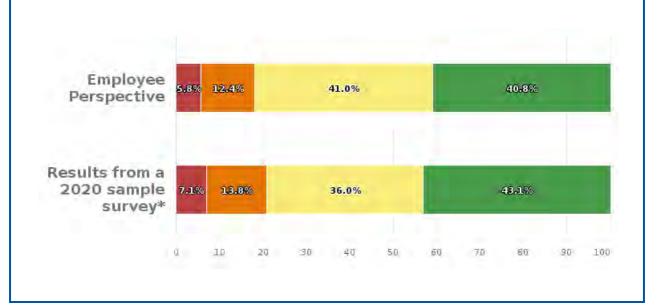


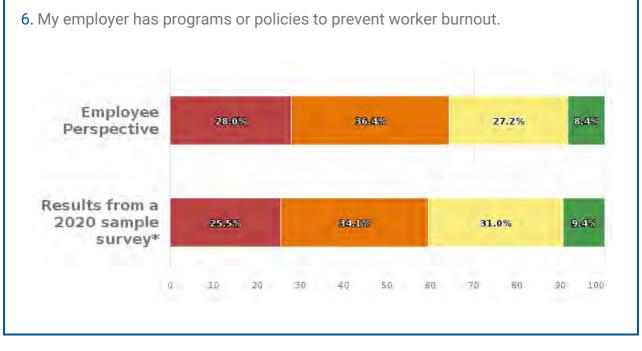


4. I can talk to my supervisor when I am having trouble maintaining work-life balance.



5. I feel supported in my workplace when I am dealing with personal or family issues.





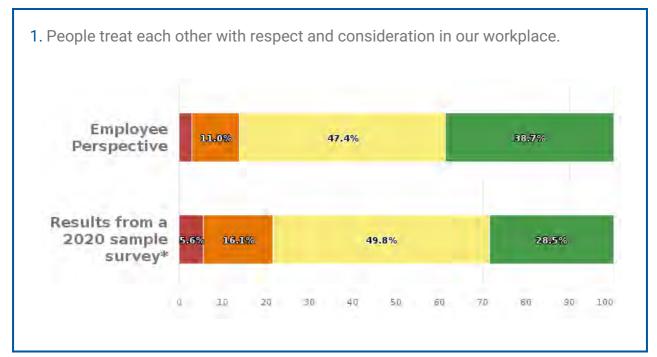


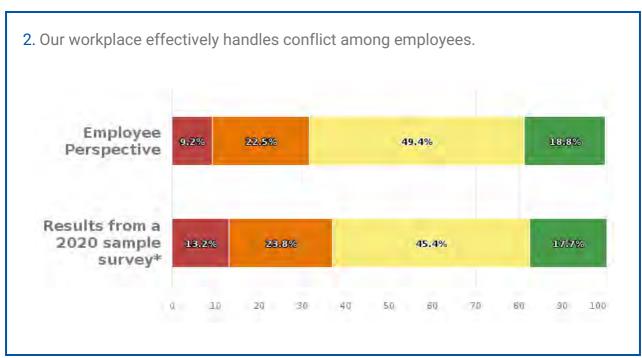
- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

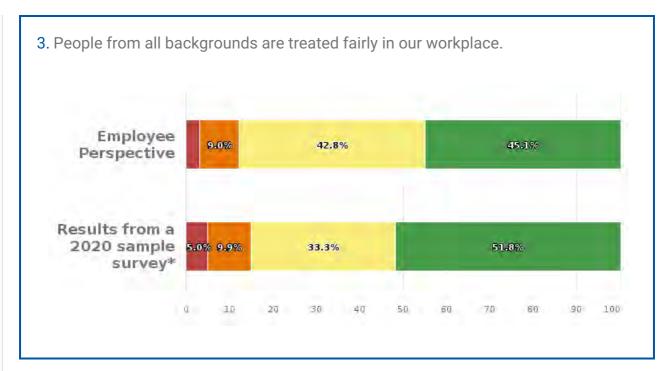
Civility and Respect

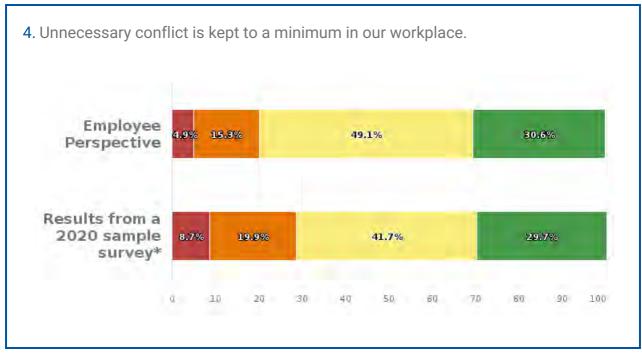
A work environment where employees are respectful and considerate in their interactions with one another, as well as with customers, clients and the public.

Employees were asked to rate their level of agreement (on a 4-point scale) with the following statements





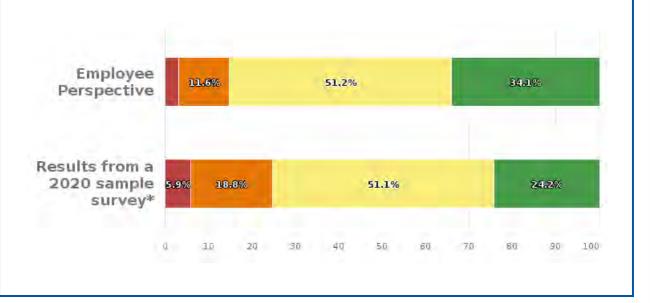




5. My workplace has effective ways of addressing inappropriate behaviour by customers or clients.







Strongly disagree*

Somewhat disagree*

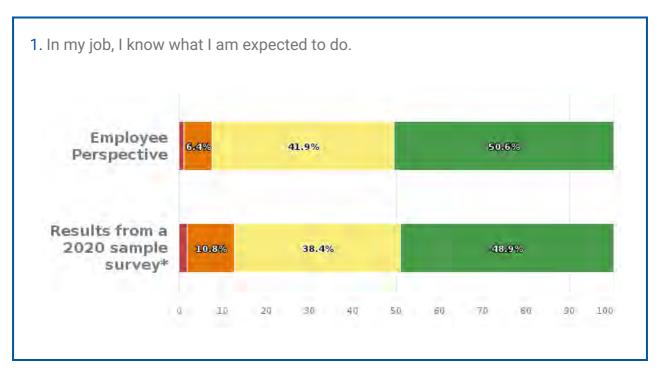
Somewhat agree**

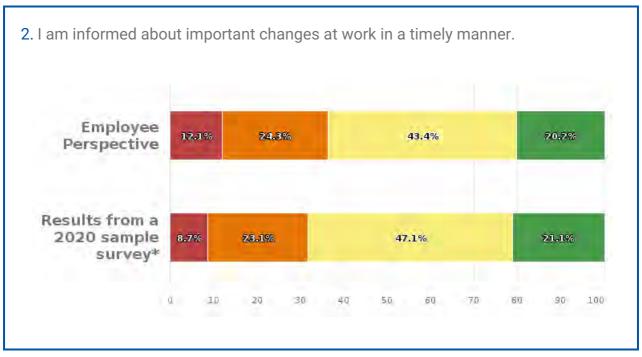
- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

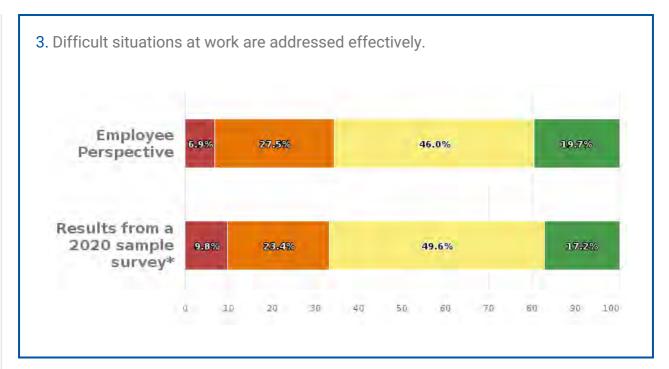
Clear Leadership and Expectations

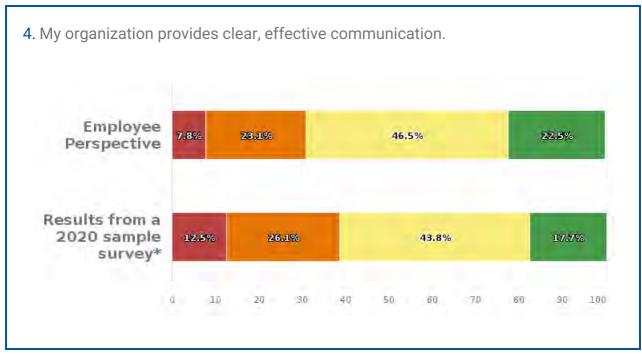
A work environment where there is effective leadership and support so that employees know what they need to do, have confidence in their leaders and understand impending changes.

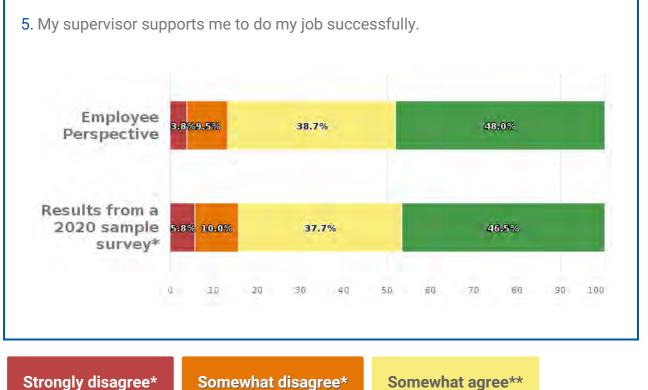
Employees were asked to rate their level of agreement (on a 4-point scale) with the following statements











Somewhat disagree*

Somewhat agree**

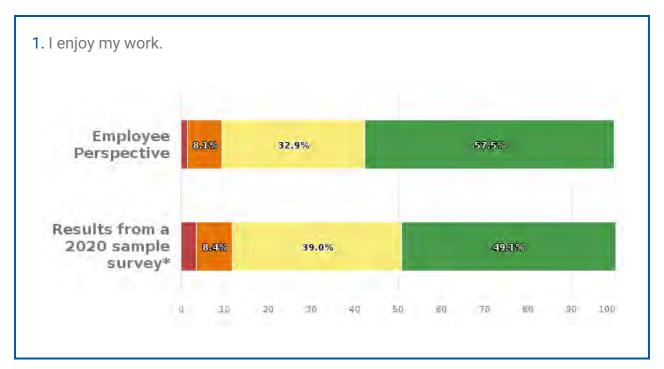
Strongly agree***

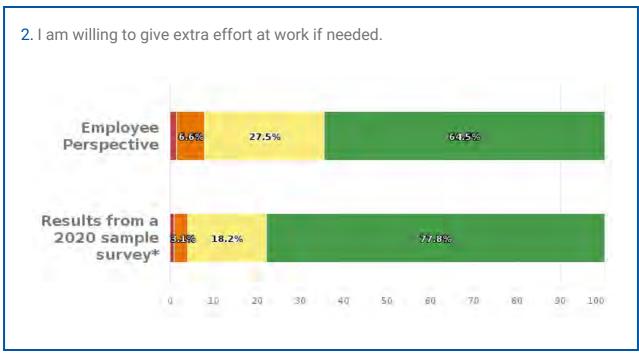
- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

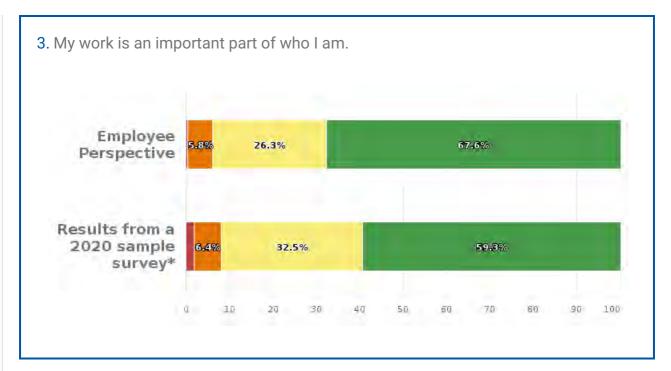
Engagement

A work environment where employees feel connected to their work, co-workers and their organization and are motivated to do their job well.

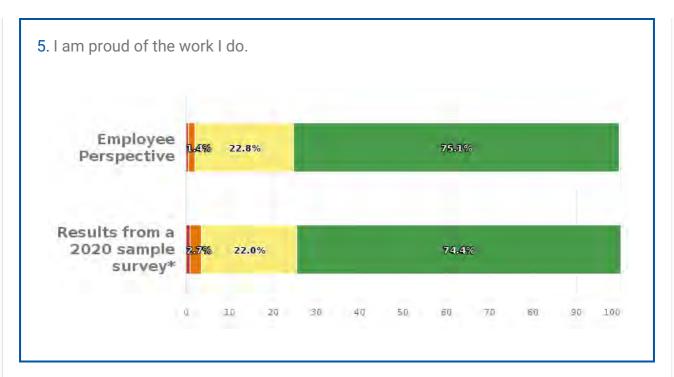
Employees were asked to rate their level of agreement (on a 4-point scale) with the following statements

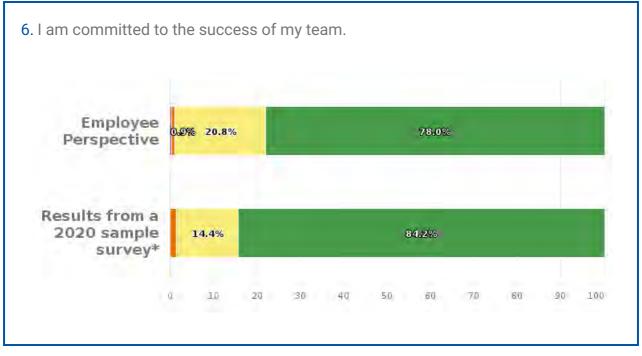












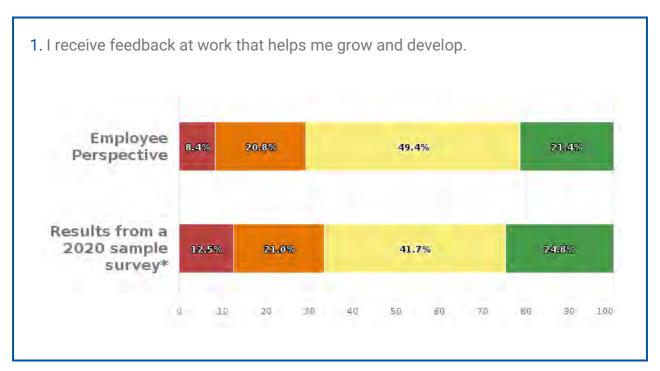


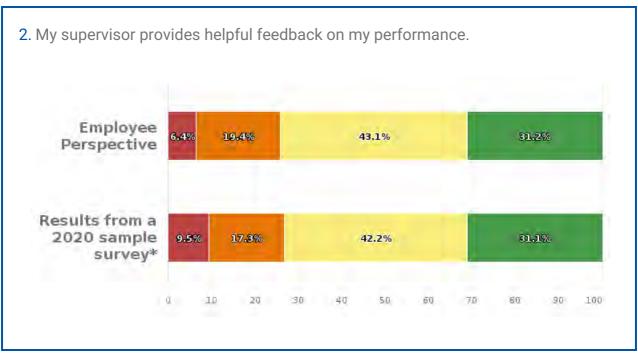
- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

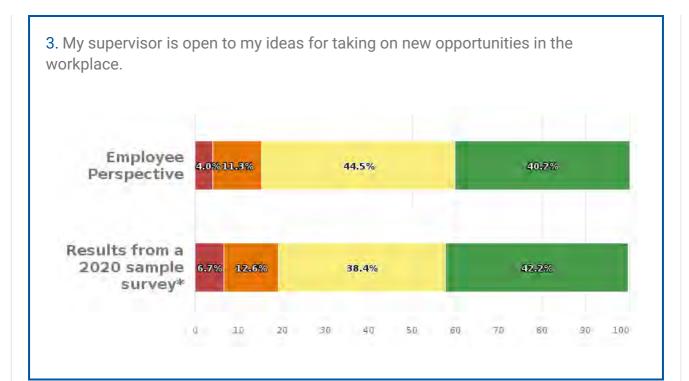
Growth and Development

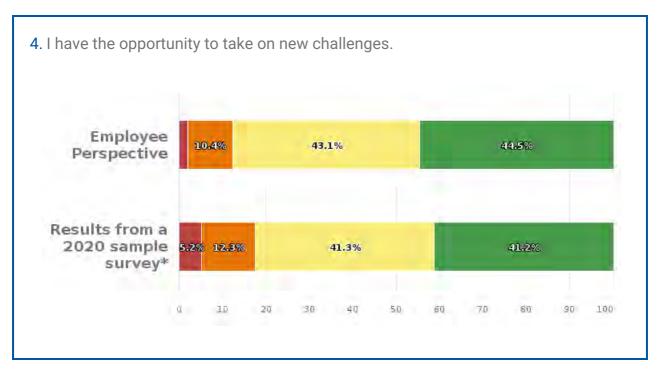
A work environment where employees receive encouragement and support in the development of their interpersonal, emotional and job skills.

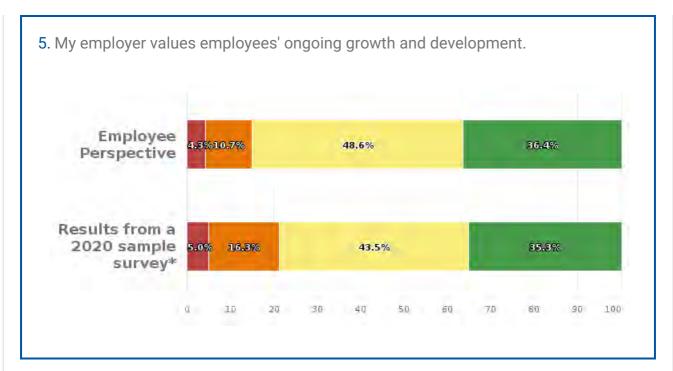
Employees were asked to rate their level of agreement (on a 4-point scale) with the following statements

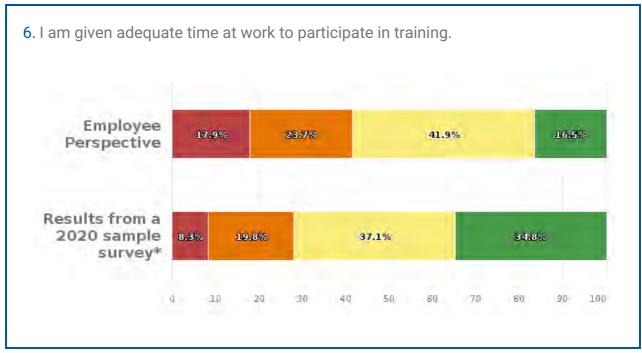














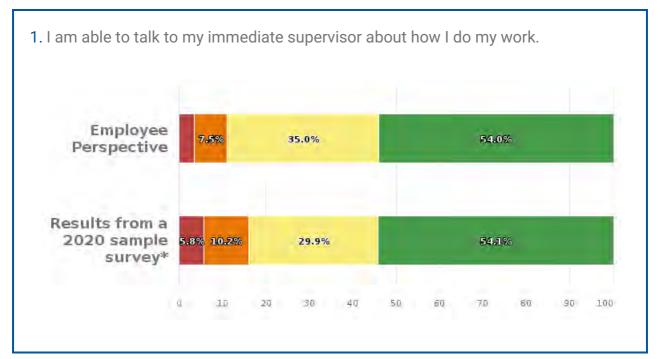


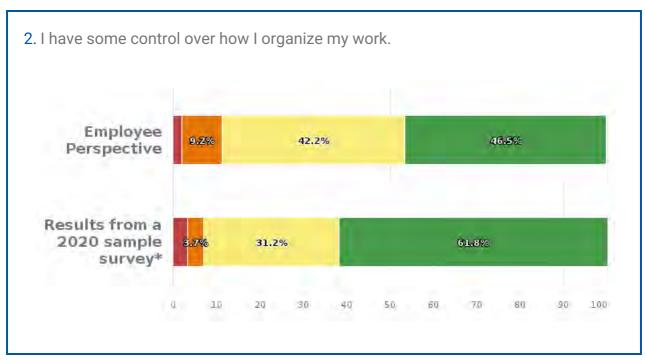
- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

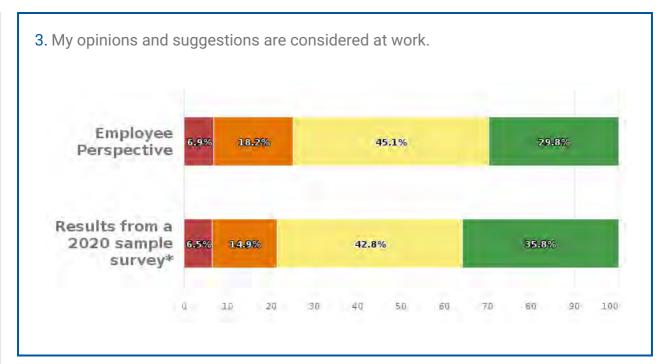
Involvement and Influence

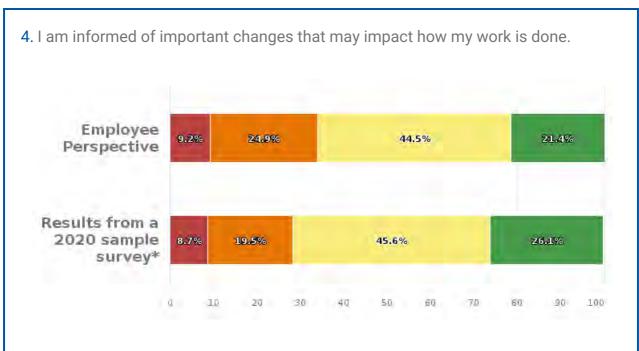
A work environment where employees are included in discussions about how their work is done and have input into decisions that impact their job.

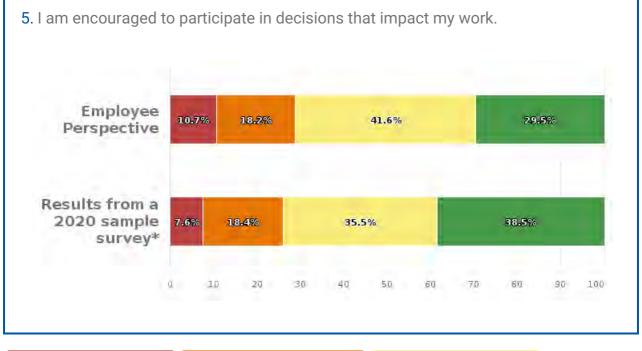
Employees were asked to rate their level of agreement (on a 4-point scale) with the following statements











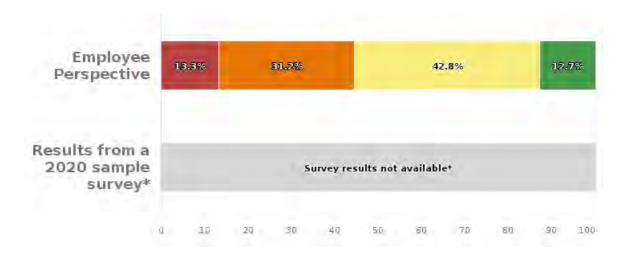


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

Organizational Culture

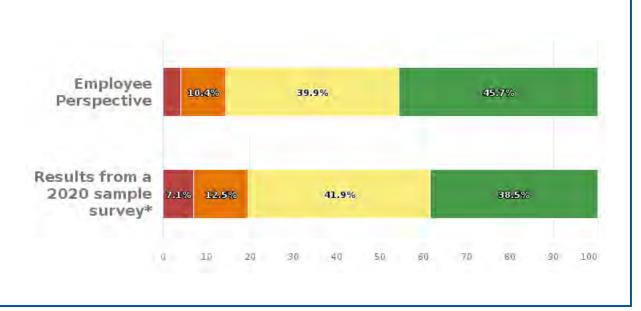
A work environment characterized by the shared values of trust, honesty and fairness.

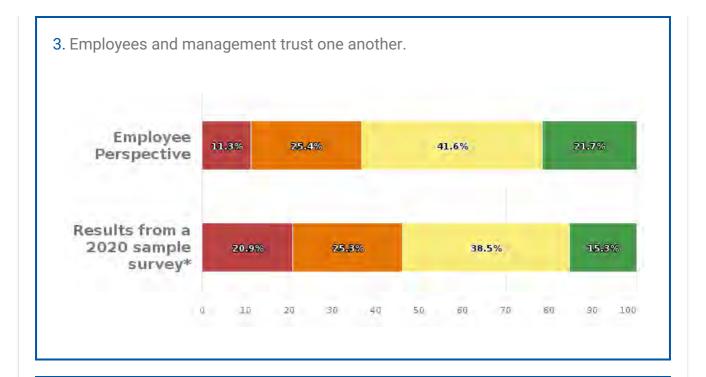


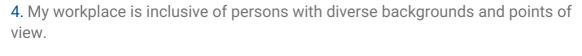


One of the statements in Organizational Culture changed after this comparison was completed. Therefore, this is not a direct comparison to your results. It will be included in the next update.

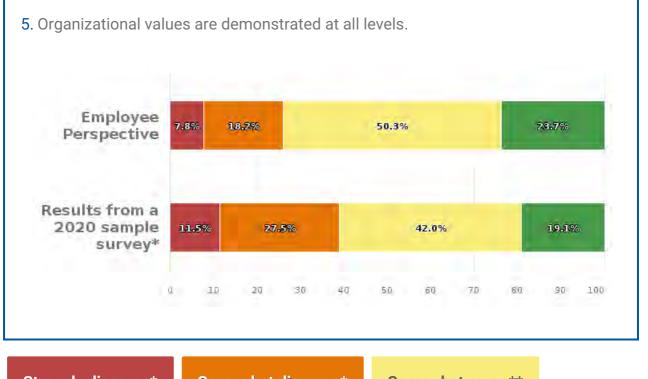














- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

Protection of Physical Safety

A work environment where management takes appropriate action to address physical hazards in order to protect the psychological health and safety of workers.

1. My employer takes appropriate action to protect my physical safety at work.

Employee Perspective 12.1% 44.5% 40.8%

Results from a 2020 sample survey* 30.7% 60.1%

20 30 40 50 60

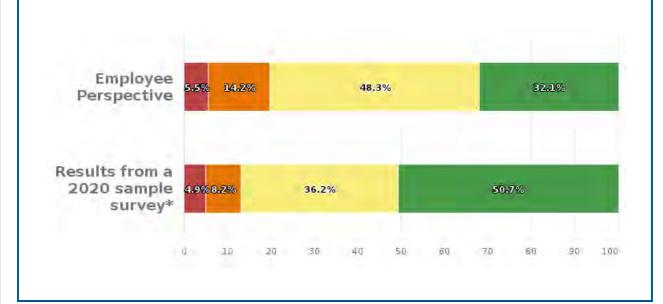
7.0

80 90

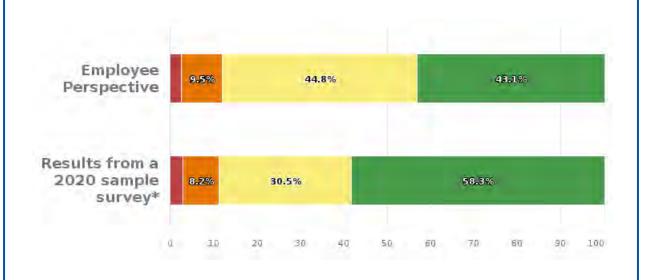
100

2. My employer offers sufficient training to help protect my physical safety at work (e.g., emergency preparedness, safe lifting, violence prevention).

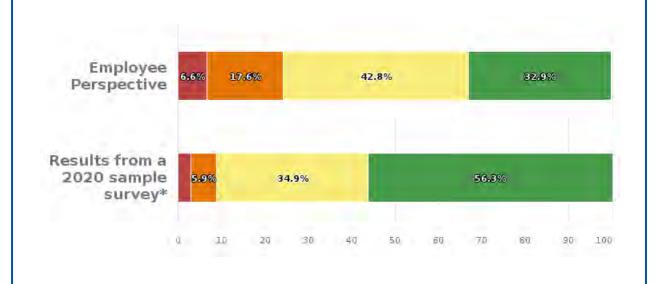
0 10



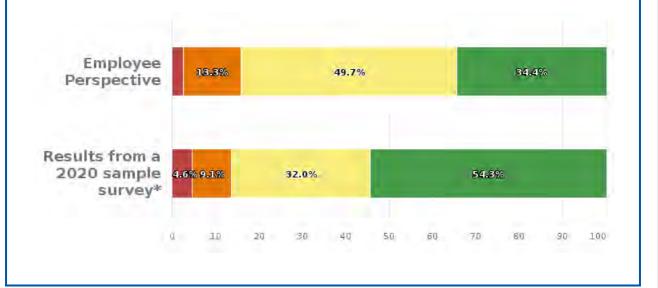
3. When physical accidents occur or physical risks are identified, my employer responds effectively.



4. I have the equipment and tools I need to do my job in a physically safe way (e.g., protective clothing, adequate lighting, ergonomic seating).



5. My employer responds appropriately when workers raise concerns about physical safety.





Somewhat disagree*

Somewhat agree**

Strongly agree***

- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

Psychological Competencies and Demands

A work environment where there is good fit between employees' interpersonal and emotional competencies, their job skills, and the position they hold.

1. Hiring/promotion decisions consider the "people skills" necessary for specific positions.

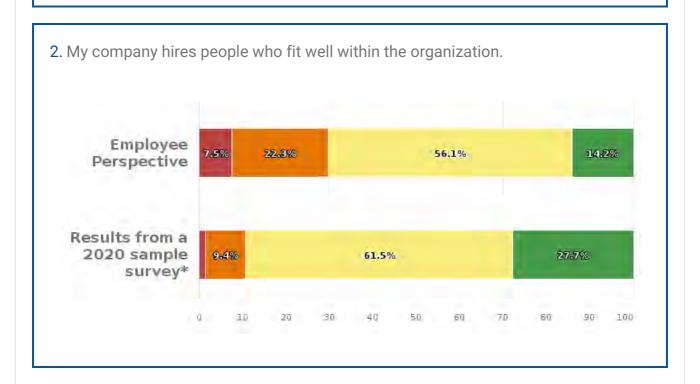
Employee Perspective 14.2% \$1.5% 41.9% 12.4%

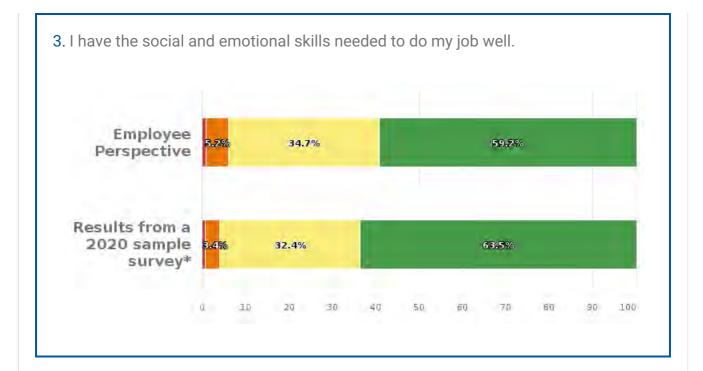
Results from a 2020 sample survey* 20.5% 44.3% 23.0%

0 10

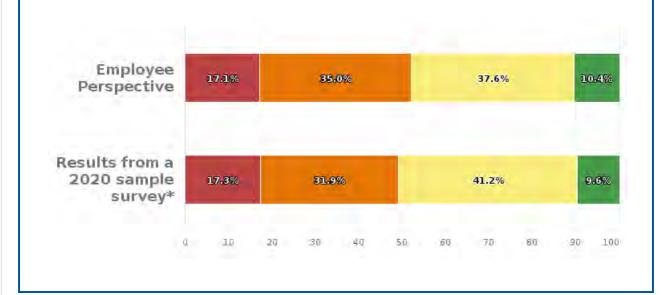
20 30 40 50 60 70

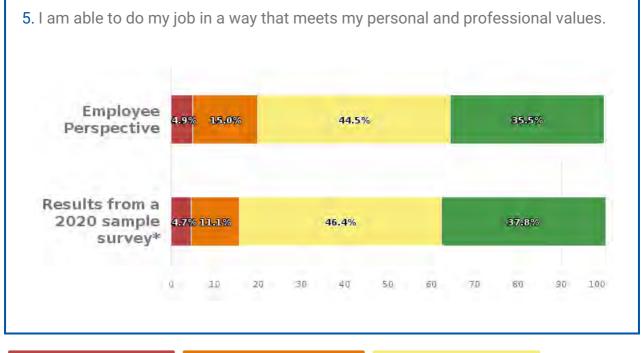
80









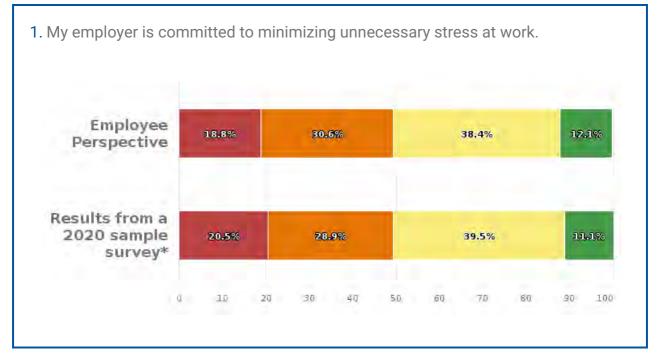


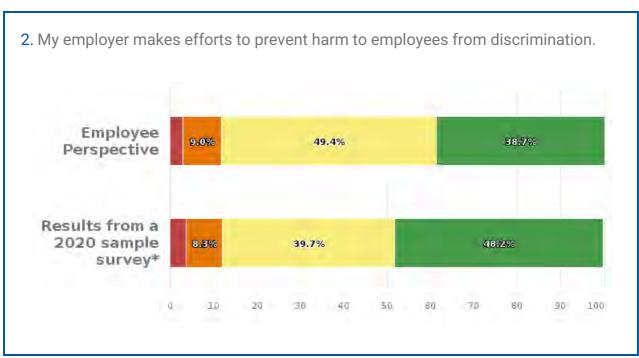


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

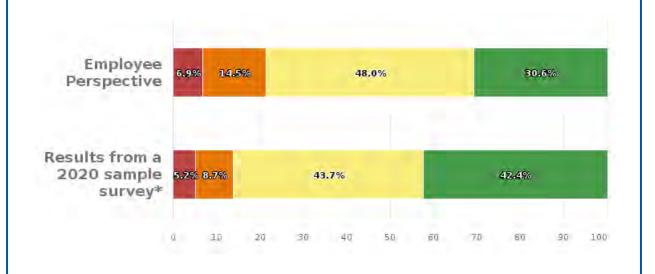
Psychological Protection

A work environment where employees' psychological safety is ensured.

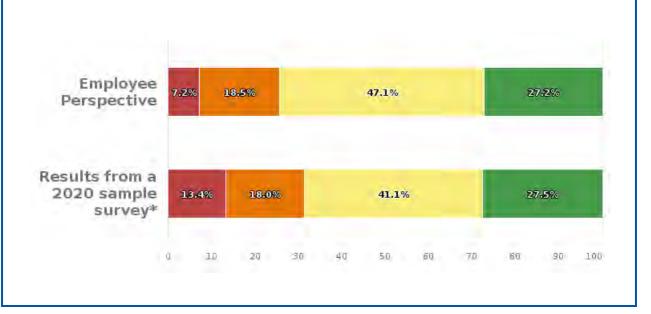




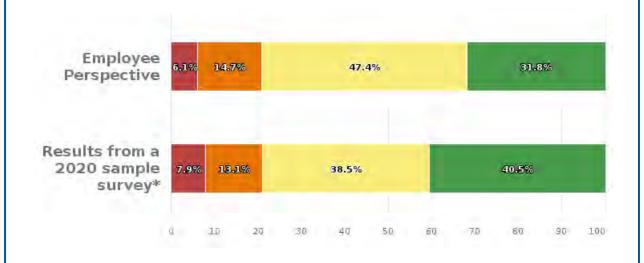
3. My employer makes efforts to prevent harm to employees from unsafe behaviours by clients, customers or patients.



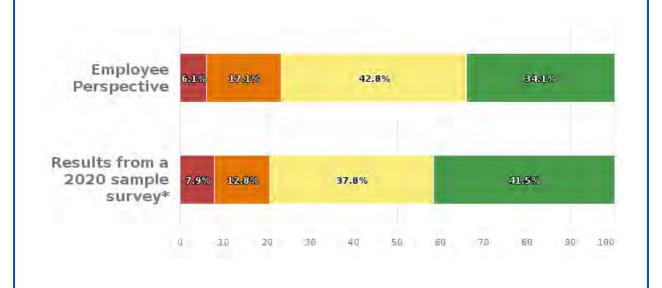
4. I would describe my workplace as being psychologically safe.



5. My employer deals effectively with situations that may threaten or harm employees (e.g., harassment, discrimination, violence).



6. My employer makes efforts to prevent harm to employees from bullying and harassment.



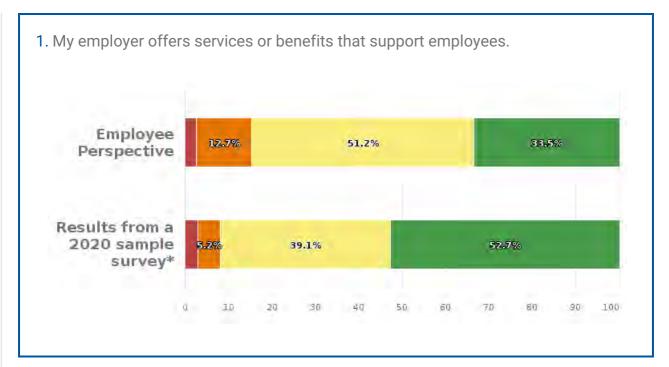


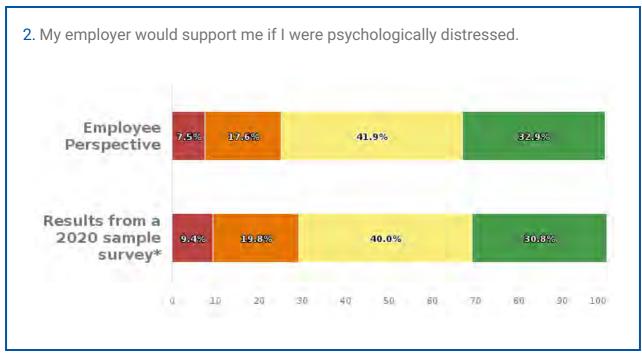


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

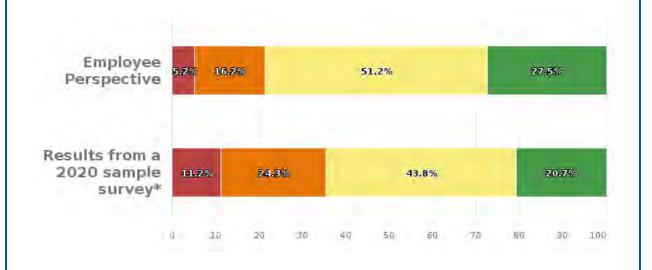
Psychological and Social Support

A work environment where the organization is supportive of employees' psychological health concerns and provides assistance as needed.

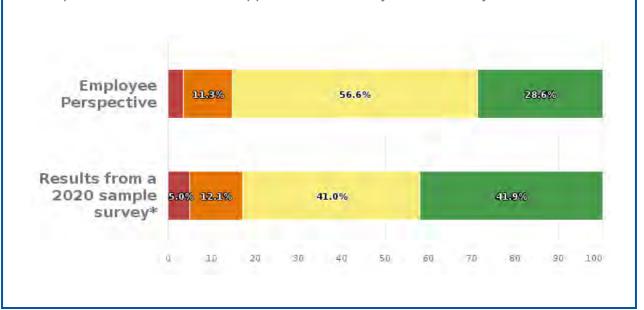




3. People in my workplace understand the importance of protecting psychological health and safety.



4. People with disabilities are supported to do their jobs effectively.



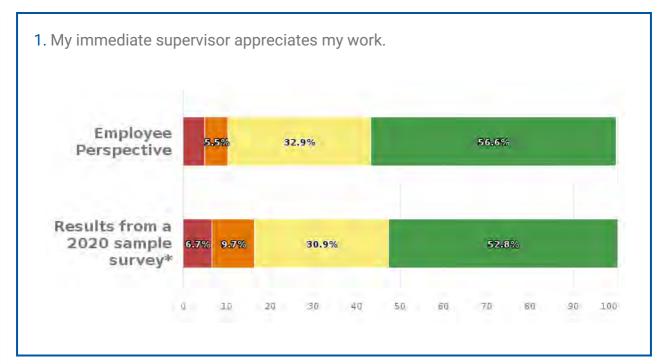


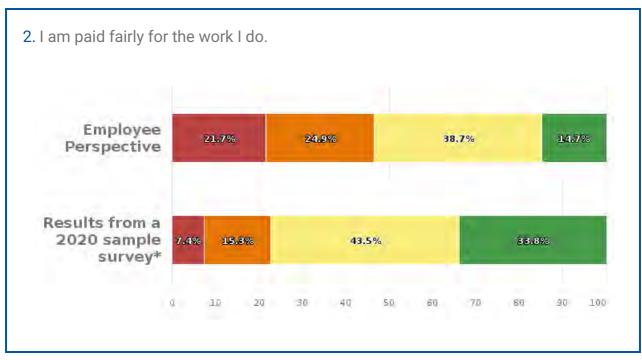


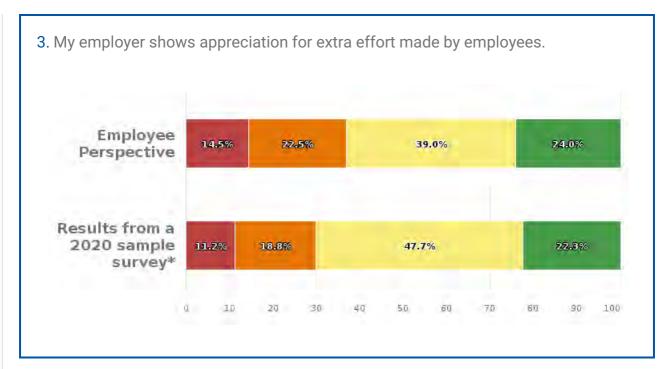
- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

Recognition and Reward

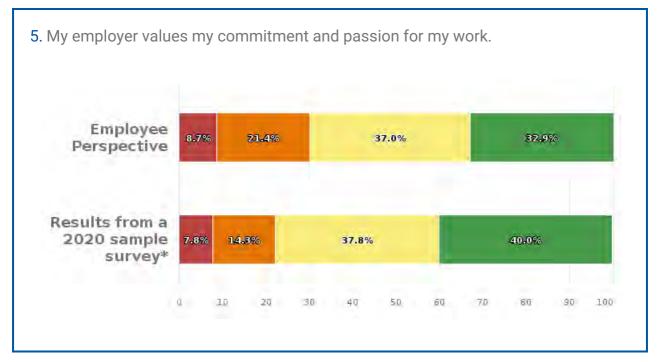
A work environment where there is appropriate acknowledgement and appreciation of employees' efforts in a fair and timely manner.

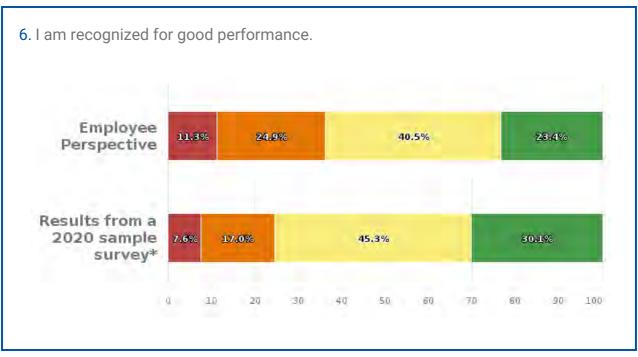












Strongly disagree*

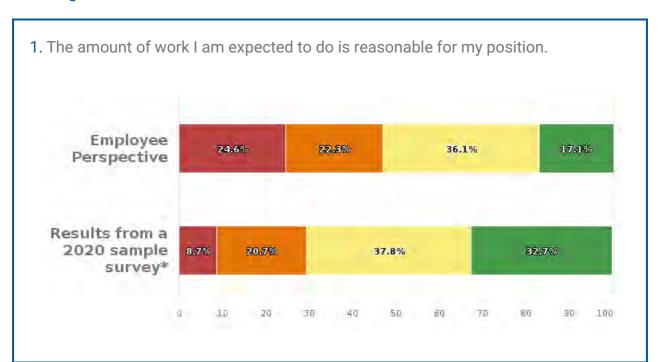
Somewhat disagree*

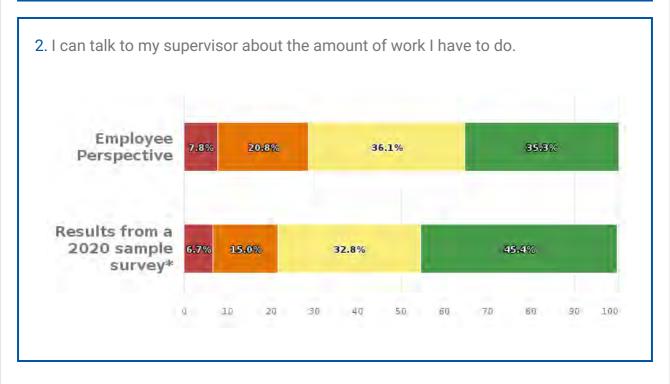
Somewhat agree**

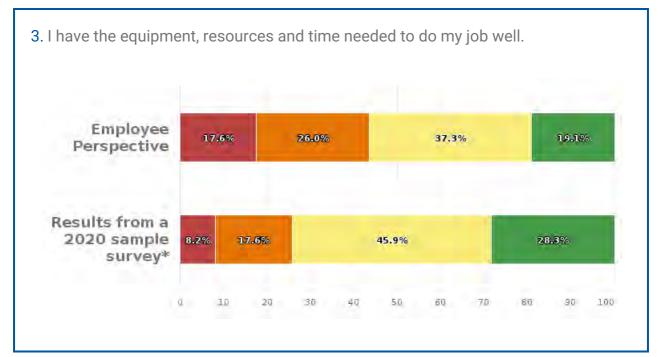
- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

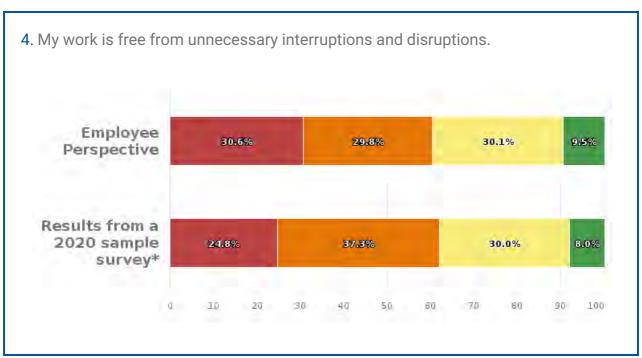
Workload Management

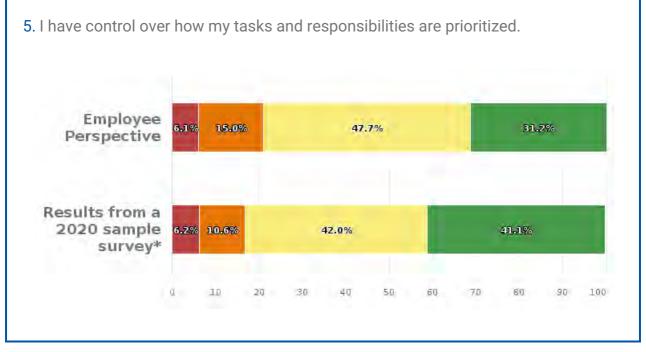
A work environment where assigned tasks and responsibilities can be accomplished successfully within the time available.













- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

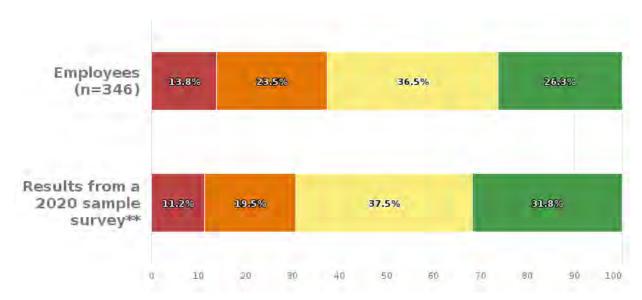


Employee Responses by Psychosocial Factor

These graphs combine and average the responses for all statements for each factor. When data is combined, we may lose important information. While this graph can be used as a general point of reference, it is highly recommended that you review each individual item within each factor. The individual items help you identify issues requiring action to improve psychological health and safety. The corresponding results of the 2020 Queen's University survey are presented immediately below each graph for comparison.

Balance

A work environment where there is recognition of the need for employees to be able to manage the demands of work, family and personal life.



** In early 2020, researchers from Queen's University <u>conducted an analysis</u> of the self-reported psychosocial risks in Canadian workplaces using the updated survey. In total, over 500 working Canadians from every province and territory and from every Industry Canada sector completed the survey to provide a snapshot that you can use as a general point of reference.



- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- **1.** My employer encourages me to take my entitled breaks (e.g., lunchtime, sick time, vacation time, earned days off, parental leave).
- 2. I am able to reasonably balance the demands of work and personal life.
- **3.** My employer promotes work-life balance.
- **4.** I can talk to my supervisor when I am having trouble maintaining work-life balance.
- **5.** I feel supported in my workplace when I am dealing with personal or family issues.
- **6.** My employer has programs or policies to prevent worker burnout.

Civility and Respect

A work environment where employees are respectful and considerate in their interactions with one another, as well as with customers, clients and the public.



** In early 2020, researchers from Queen's University <u>conducted an analysis</u> of the self-reported psychosocial risks in Canadian workplaces using the updated survey. In total, over 500 working Canadians from every province and territory and from every Industry Canada sector completed the survey to provide a snapshot that you can use as a general point of reference.

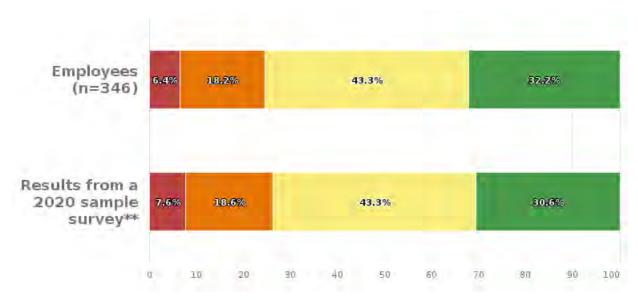


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- 1. People treat each other with respect and consideration in our workplace.
- 2. Our workplace effectively handles conflict among employees.
- **3.** People from all backgrounds are treated fairly in our workplace.
- **4.** Unnecessary conflict is kept to a minimum in our workplace.
- **5.** My workplace has effective ways of addressing inappropriate behaviour by customers or clients.
- **6.** People at work show sincere respect for others' ideas, values and beliefs.

Clear Leadership and Expectations

A work environment where there is effective leadership and support so that employees know what they need to do, have confidence in their leaders and understand impending changes.



** In early 2020, researchers from Queen's University <u>conducted an analysis</u> of the self-reported psychosocial risks in Canadian workplaces using the updated survey. In total, over 500 working Canadians from every province and territory and from every Industry Canada sector completed the survey to provide a snapshot that you can use as a general point of reference.



- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- 1. In my job, I know what I am expected to do.
- **2.** I am informed about important changes at work in a timely manner.
- **3.** Difficult situations at work are addressed effectively.
- **4.** My organization provides clear, effective communication.
- **5.** My supervisor supports me to do my job successfully.

Engagement

A work environment where employees feel connected to their work, co-workers and their organization and are motivated to do their job well.



** In early 2020, researchers from Queen's University <u>conducted an analysis</u> of the self-reported psychosocial risks in Canadian workplaces using the updated survey. In total, over 500 working Canadians from every province and territory and from every Industry Canada sector completed the survey to provide a snapshot that you can use as a general point of reference.

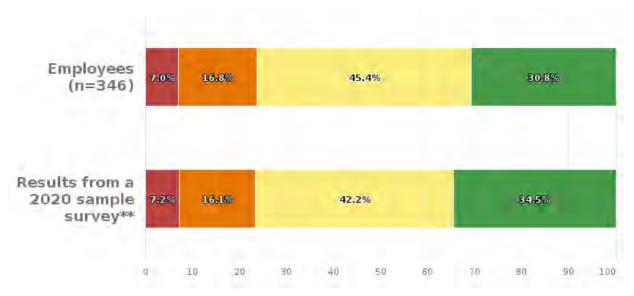


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- 1. I enjoy my work.
- **2.** I am willing to give extra effort at work if needed.
- **3.** My work is an important part of who I am.
- **4.** I am committed to the success of my organization.
- **5.** I am proud of the work I do.
- **6.** I am committed to the success of my team.

Growth and Development

A work environment where employees receive encouragement and support in the development of their interpersonal, emotional and job skills.



** In early 2020, researchers from Queen's University <u>conducted an analysis</u> of the self-reported psychosocial risks in Canadian workplaces using the updated survey. In total, over 500 working Canadians from every province and territory and from every Industry Canada sector completed the survey to provide a snapshot that you can use as a general point of reference.

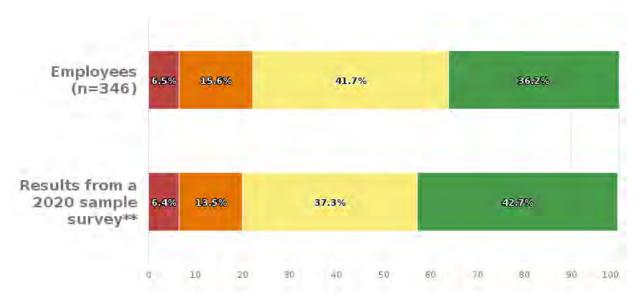


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- 1. I receive feedback at work that helps me grow and develop.
- **2.** My supervisor provides helpful feedback on my performance.
- **3.** My supervisor is open to my ideas for taking on new opportunities in the workplace.
- **4.** I have the opportunity to take on new challenges.
- **5.** My employer values employees' ongoing growth and development.
- **6.** I am given adequate time at work to participate in training.
- 7. I am provided with the necessary training to perform well in my job.

Involvement and Influence

A work environment where employees are included in discussions about how their work is done and have input into decisions that impact their job.



** In early 2020, researchers from Queen's University <u>conducted an analysis</u> of the self-reported psychosocial risks in Canadian workplaces using the updated survey. In total, over 500 working Canadians from every province and territory and from every Industry Canada sector completed the survey to provide a snapshot that you can use as a general point of reference.

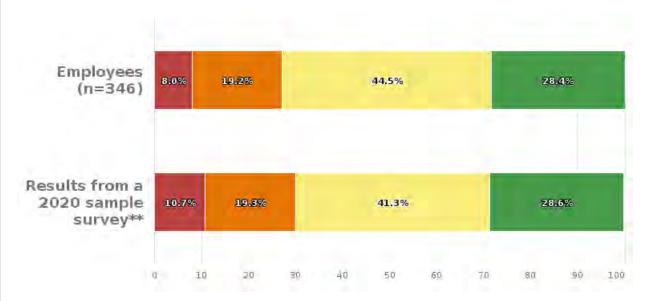


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- 1. I am able to talk to my immediate supervisor about how I do my work.
- **2.** I have some control over how I organize my work.
- **3.** My opinions and suggestions are considered at work.
- **4.** I am informed of important changes that may impact how my work is done.
- **5.** I am encouraged to participate in decisions that impact my work.

Organizational Culture

A work environment characterized by the shared values of trust, honesty and fairness.



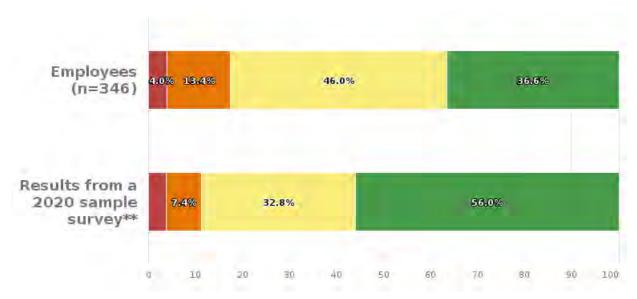


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- 1. People in our workplace are held accountable for their actions.
- 2. I feel that I am part of a community at work.
- **3.** Employees and management trust one another.
- **4.** My workplace is inclusive of persons with diverse backgrounds and points of view.
- **5.** Organizational values are demonstrated at all levels.

Protection of Physical Safety

A work environment where management takes appropriate action to address physical hazards in order to protect the psychological health and safety of workers.



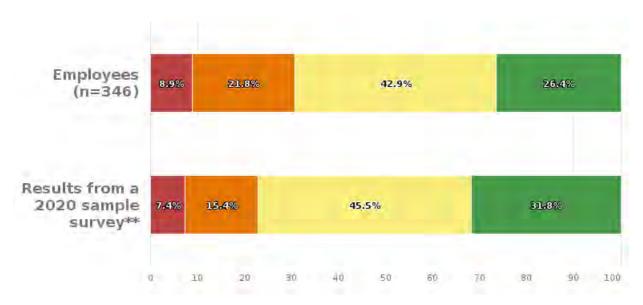


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- **1.** My employer takes appropriate action to protect my physical safety at work.
- **2.** My employer offers sufficient training to help protect my physical safety at work (e.g., emergency preparedness, safe lifting, violence prevention).
- **3.** When physical accidents occur or physical risks are identified, my employer responds effectively.
- **4.** I have the equipment and tools I need to do my job in a physically safe way (e.g., protective clothing, adequate lighting, ergonomic seating).
- **5.** My employer responds appropriately when workers raise concerns about physical safety.

Psychological Competencies and Demands

A work environment where there is good fit between employees' interpersonal and emotional competencies, their job skills, and the position they hold.



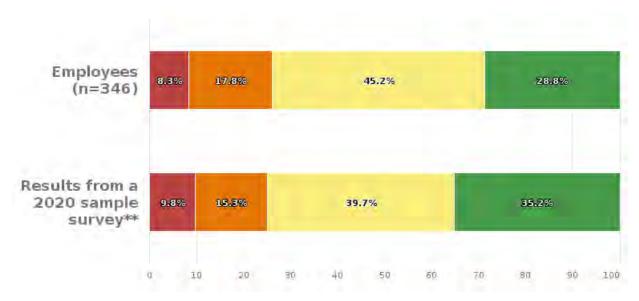


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- **1.** Hiring/promotion decisions consider the "people skills" necessary for specific positions.
- 2. My company hires people who fit well within the organization.
- 3. I have the social and emotional skills needed to do my job well.
- **4.** My organization has prepared me to deal with the psychological demands of my job.
- **5.** I am able to do my job in a way that meets my personal and professional values.

Psychological Protection

A work environment where employees' psychological safety is ensured.



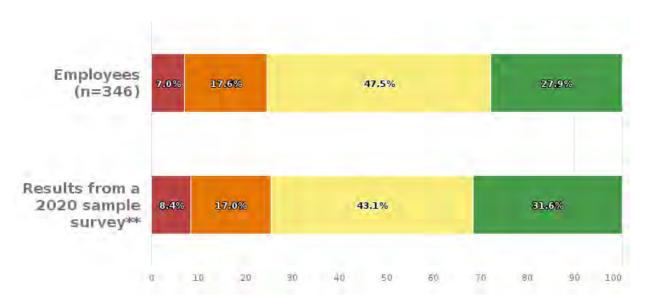


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- 1. My employer is committed to minimizing unnecessary stress at work.
- **2.** My employer makes efforts to prevent harm to employees from discrimination.
- **3.** My employer makes efforts to prevent harm to employees from unsafe behaviours by clients, customers or patients.
- 4. I would describe my workplace as being psychologically safe.
- **5.** My employer deals effectively with situations that may threaten or harm employees (e.g., harassment, discrimination, violence).
- **6.** My employer makes efforts to prevent harm to employees from bullying and harassment.
- 7. I am able to raise concerns about psychological safety in my workplace.

Psychological and Social Support

A work environment where the organization is supportive of employees' psychological health concerns and provides assistance as needed.



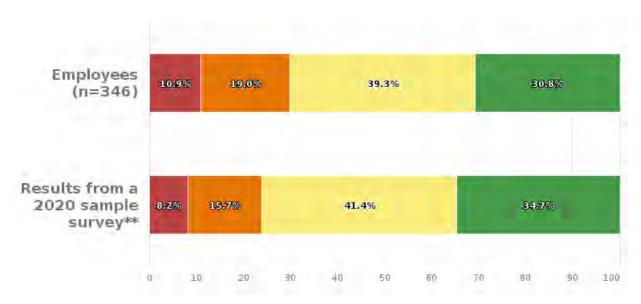


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- 1. My employer offers services or benefits that support employees.
- 2. My employer would support me if I were psychologically distressed.
- **3.** People in my workplace understand the importance of protecting psychological health and safety.
- **4.** People with disabilities are supported to do their jobs effectively.
- **5.** My employer helps employees to cope with workplace stress.

Recognition and Reward

A work environment where there is appropriate acknowledgement and appreciation of employees' efforts in a fair and timely manner.



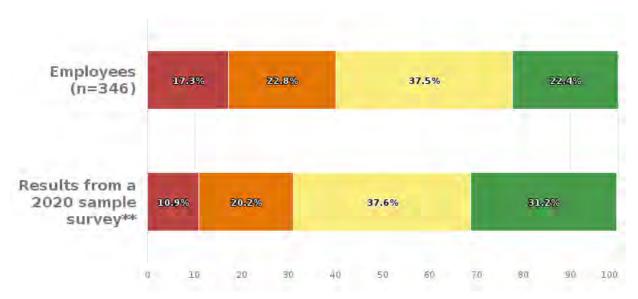


- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- **1.** My immediate supervisor appreciates my work.
- 2. I am paid fairly for the work I do.
- **3.** My employer shows appreciation for extra effort made by employees.
- **4.** Our organization celebrates our shared accomplishments.
- **5.** My employer values my commitment and passion for my work.
- **6.** I am recognized for good performance.

Workload Management

A work environment where assigned tasks and responsibilities can be accomplished successfully within the time available.





- * Serious and Significant Concerns could require immediate attention. Review this Psychosocial Factor by Statement to understand more about the specific issues identified and share this information with senior leadership.
- ** Minimal Concerns indicate the percentage of employees who feel this issue is not currently a concern for them.
- *** Relative Strengths indicate the percentage of employees who feel the organization is currently doing well in this area.

- 1. The amount of work I am expected to do is reasonable for my position.
- 2. I can talk to my supervisor about the amount of work I have to do.
- 3. I have the equipment, resources and time needed to do my job well.
- **4.** My work is free from unnecessary interruptions and disruptions.
- **5.** I have control over how my tasks and responsibilities are prioritized.



Next Steps

Congratulations, you now have a snapshot of employees' experiences with psychological health and safety in your workplace.

It is ideal to take some immediate action to demonstrate your organization's commitment to responding to the results. Something as simple as subscribing to <u>free mental health awareness</u> <u>emails</u> and forwarding them to your employees could help.

The next step is to analyze your results and decide which actions your organization wants to prioritize. The Action Planning Process will guide you in making both practical and effective choices. Many free and relevant resources are also provided.

As defined in the National Standard of Canada on Psychological Health and Safety in the Workplace, a critical element is to engage employees at all levels in developing and implementing the actions. This cannot be a paper exercise or rely solely on policy changes. Putting psychological health and safety on the agenda is a series of workshops that can help you facilitate productive conversations.

Health and safety in workplaces requires a continual improvement approach. Psychological health and safety is no different. It is unlikely you will ever achieve perfection, but with ongoing assessment, action and evaluation, you can have a psychologically healthy and safe workplace.



Appendix

Organization Information

Total number of employees, company-wide	500+
Number of employees who completed this survey (total number of employee respondents)	346
Type of organization	Not-for- profit
Industry sector	Public sector

Demographic results

Managerial Role	
	Percentage of Total Employees Respondents (n= 346)
Yes	38.2%
No	54.0%
No response	7.8%

Length of Time with Present Employer	(in any capacity)
	Percentage of Total Employees Respondents (n= 346)
Less than 6 months	2.0%
6 months to <1 year	9.5%
1 year to <2 years	2.9%
2 years to <4 years	5.8%
4 years to <6 years	6.9%
6 years to <8 years	6.1%
8 years to <10 years	8.4%
10 years to <15 years	15.3%
15 years to <20 years	16.2%
20 years to <25 years	14.7%
25 years to <30 years	7.2%
30 years to <35 years	2.9%
35 years to <40 years	1.2%
No response	0.9%

^{© 2009-2020} by Samra, J., Gilbert, M., Shain M., Bilsker, D., Simon Fraser University. All rights reserved. Website development and data storage by the Canadian Centre for Occupational Health and Safety (CCOHS).

Guarding Minds at Work was commissioned by Canada Life and additional resources are supported by Workplace Strategies for Mental Health.



2022-10-03 ISC Discharge Confirmation

BOARD MEETING DAT	E	FORUM	INTENT	
November 7, 2022		⊠ Public	☐ Decision	
		☐ Strategic Planning	☐ Discussion	
TOPIC			☐ Information	
Update - Information Ser	vices Corporation (ISC)			
Lien – St. Pius/ Argyle Se	chools	Committee	☐ Presentation	
BACKGROUND:				
At the September 6, 2022 Public meeting, Administration informed the Board that 1771892 Alberta Ltd. filed a lien against Regina Catholic and Public Schools regarding the St. Pius/Argyle Joint-use School for a value of \$7,320.40. It was part of an older lien that was filed incorrectly involving the BOW Group of Companies. The lien has been discharged as per the attached notification from ISC. See attached Executive Summary See attachment See attachment				
RECOMMENDATION	(S) (II applicable):			
n/a				
Prepared by:	Attachments (list below):		Date:	
Josh Kramer, CFO	October 3, 2022 Discharge Notice from ISC November 7, 2022			



Land Registry 1301 - 1st Avenue Regina, SK S4R 8H2 Toll Free: 1-866-275-4721 Fax: (306) 798-1399 Email: ask@isc.ca Website: www.isc.ca

October 03, 2022

McDougall Gauley LLP Caitlin Preston 1500 - 1881 Scarth Street Regina Saskatchewan S4P 4K9 Canada

 Packet Number:
 185612036

 Client Ref Number:
 308204-185

 Client Number:
 126300136

 Account Number:
 100005253

Re: Packet Verification Notice

This is to give you notice that the applications included with Packet 185612036 have been successfully processed. Please review your packet to ensure all applications were completed accurately.

App No	Туре	Details	Amount
1	Application for Interest Discharge	Interest Register Number: 125252490	\$0.00
	0-	Type: Builders' Lien	
		Value: \$7,320.40	
		Interest Number: 194748542	
		Discharge Reason: Court Order	
		Filed Against Title Number: 154220059	
		Parcel Number: 109649368	
		Land Description: Blk/Par F Plan No. FX3425	
		Extension 0 As described on Certificate of Title	
		81R21250R.	
		Interest Shares 1 Of 1	
		Holder(s)	
		Client Number: 138499262	
		1771892 Alberta Ltd.	
		PO Box 3	
		Bruderhiem, AB, Canada	
		TOB OSO	
		Interest Number: 194748553	
		Discharge Reason: Court Order	
		Filed Against Title Number: 154220071	
		Parcel Number: 109649368	
		Land Description: Blk/Par F Plan No. FX3425	

81R21250R.

Extension 0 As described on Certificate of Title

App No	Туре	Details	Amount
1	Application for Interest Discharge	Interest Shares 1 Of 1	
	_	Holder(s)	
		Client Number: 138499262	
		1771892 Alberta Ltd.	
		PO Box 3	
		Bruderhiem, AB, Canada	
		TOB OSO	
		Submission Fee	\$0.00
		Title Print Fee	\$0.00
		Title Output Fee	\$0.00
		GST Charged	\$0.00
		PST Charged	\$0.00
		Total Fees Charged	\$0.00

For further questions, please contact the ISC Customer Support Team, toll-free at 1-866-275-4721 or by email a ask@isc.ca $\frac{1-866-275-4721}{1-866-275-4721}$

Registrar



BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FOR	RUM IN'	TENT
November 7, 2022	⊠ Public	☐ Decision	
	☐ Planning	Discussion	on
TOPIC	Closed	⊠ Informati	ion
2021-22 Contracted Services / Employee Report	e Services Committee		
DACKCROUND.			
BACKGROUND:			
Provided as information is a summary of	the contracted services requis	sitioned for 2021-22.	
See attached Executive Summary See	attachment 🗵		
RECOMMENDATION(S) (if applicab	Ja).		
	ne).		
n/a			
Prepared by:	Attachments (list below):	Date:	22
Josh Kramer, CFO	2021-22 Contracted Services Employee Services Summar	, -	022



2021-22 Contracted Services / Employee Services Report

September 1, 2021 to August 31, 2022

Provided below is a summary of the Contracted Services/Employees Services activity from September 1, 2021 to August 31, 2022.

There are three types of contracted services including outside contractors, employees and services provided through grant funding.

Detailed information is provided on the attached spreadsheet about the requisitions.

All service contracts for 2021-22 have been completed.

Туре	Sept 1- Nov 30	Dec 1- Feb 28	Mar 1- May 31	Jun 1- Aug 31	TOTAL	Amount
Contractor Requisition	10	1	7	0	18	\$380,924.73
Employee Requisition	0	0	1	14	15	49,398.46
TOTAL	10	1	8	16	33	\$430,323.19

Note: There are several requisitions, especially during July and August where several employees could be included within one requisition and have not been counted as a separate contracted service.

Recurring services included:

- Drug and Alcohol Counselling
- Canoeing
- Track and Field
- Music Therapy
- Intensive Needs Training
- Teacher Associate (Archdiocese)
- Multilingual and Multicultural (formerly Newcomer Welcome assessments)
 - Additional teachers were required to meet the increased demand for assessments of immigrant families from Ukraine and Nigeria in particular.
- Psychological Assessments

Additional services included:

- Truth and Reconciliation Indigenous Education
- Contact Tracing COVID-19
- Online Course Building
- Investigation (St. Maria Faustina)
- VTRA (coverage for D. Magnusson)
- Unit Planning
- SELU Student Services ED Psych Recommendations
- Summer Kit Development
- Arts Ed Cataloguing
- New Teacher Presentation

Grant Funding included:

- French Language Grant for Grade 3-9 Science
- United Way Summery Success Camp

INSTITUTE FEEDBACK OCT 2022

Regina Catholic School Division

Q1 How did Institute meet your professional development needs and/or what suggestions do you have for future Institute days?

Chief Cadmus had an inspiring message. His leading with the heart and focus were very inspiring and motivating.



5 *****4 *****3 *****2 *****

The keynote was fantastic, very engaging and provocative

5 ★ 4 ★ 3 ★ 1 2 ★ 1

Fantastic Keynote Speaker Such a great message. Glad such a large group of staff were able to hear this same message!

5 ★ ■ 4 ★ ■ 3 ★ ■ 2 ★

I loved how open Chief Delorme was. He certainly opened my eyes to many issues that I need to work to understand. I loved his humour during his presen tation. Thanks for this!

5 * 4 * = 3 * = 2 * 1 * |

Cadmus Delorme is an amazing human (father, son, chief) and a very engaging speaker. He is knowledgeable & invitational in his approach to educating people about the need for parity, not pity, for our indigenous brothers and sisters.

5 ★ 4 ★ ■ 3 ★ ■ 2 ★

Inspired, Chief Delorme is outstanding.
Empowered, a lot of really great session
opportunities.



4 🛊 🗉 3 🛊 = 1 ± i

Chief Cadmus Delorme was one of the best speakers I have heard. He captured the attention of the group immediately. He definitely shared his heart before he asked for our hand. I hope it was recorded.



5 🛊 = 4 🛊 1

3 ★ ■

2 * 1

Keynote was amazing Cadmus Delorme was such an inspirational speaker and I'm so happy 4.5 \bigstar \bigstar \bigstar \bigstar \bigstar (23 \clubsuit) that we were given the opportunity to listen to him. Thank you Sherry Chase!



4 🛊 🗉

3 🛊 =

2 🖈 1 +

Cadmus was great It is important for staff to soak up his words of wisdom moving forward



4 + =

2 1

1 ★ □

Cadumus was amazing. I have never had inter generational trauma explained in such an authentic way yet so simplistic.

4 🛊 \equiv

3 *=

2 * 1

I appreciated Chief Dalmore and his insights

He was charismatic, professional and knew his audience.



3 ★ =

2 * 1

1 * 1

The keynote was FANTASTIC! Loved learning different perspectives as they apply to our students

5 🛨 = 4 🖈 💳

3 * -2 * 1

1 * 1

Chief Delorme did an excellent job engaging the staff of RCSD in professional development. His mix of teaching, realism, and humour was balanced. Having Indigenous leaders keynote for our whole staff sends a very clear & positive message regarding TRC in RCSD. Indigenous voice is critical.



Ranked #13 of 155

2 * =

Chief Cadmus Delorum-Impactful speaker moving, educating, motivating. Calls to action. 4.4 $\bigstar \bigstar \bigstar$

3 *= 2 * 1

Ranked #14 of 155

This years speaker was amazing in his word choice that made me feel inspired and open to 4.4 + 4.4 + 4.4 + 4.4 = 4.4 + 4.4 = 4.4 + 4.4 =learn rather than the them and us feel! It is important to know your goal is to have truth and engaged parties for change. Having speakers light the needed sparks help feel like we are.

Ranked #15 of 155

4 🛊 💳 3 *=

I thought the key note speaker was excellent.

He gave an excellent perspective on First Nations history and importance of education.

Ranked #16 of 155

5 🛊 = 4 *=

3 ★ ■

2 * 1

The first section with Chief Delorme was exceptional!! I just regret that I didn't sign up for his second section. Please have him back soon! Chief Delorme has a very clear message that does not discriminate any nationality. He was very insightful for my learning of how I can go forward.

Ranked #17 of 155

4 🛊 🚃

2 *

Wonderful keynote speaker. Very important aspect to a PD day.

Ranked #18 of 155

4 ★=

3 * = 2 *

Chief Cadmus Delorme We were so privileged to sit in community with him, to lean into truth 4.4 \bigstar and this talk will be such a catalyst to our personal and communal journeys

Ranked #19 of 155

5 = 4 ★ ■

3 🛊 📟

2 🖈

Keynote was wonderful I appreciate the concept of forgiveness and moving forward together

Ranked #20 of 155

4 *==

3 * = 2 🛊 🗉

Great facility and organization.	This really
sets the tone for the day.	





Keynote was excellent! Great to build relationship.



Wonderfully planned with engaging sessions We have very few PD opportunities as a division, and we need to take advantage of these days. Well done.



I appreciated the wide range of PD opportunities. The keynote speaker was absolutely incredible.



Institute helped advance my personal journey towards Truth and Reconciliation - a mirror to 4.2 $\bigstar \bigstar \bigstar \diamondsuit$ (46 🛦) recognizing colonial/settler history as a treaty **person.** It's important because the education of our children is foundational to a future we





Engaging and powerful speaker Important for our T & R journey

hope to co-create as Canadians.

4 🛊 = 3 🛊 🚃

Chief Cadmus was outstanding. Wish he was able to sh are more within his two sessions. He's honest, engaging, comical when needed to break the ice. Excellent

4 * === 3 ★ 💳 2 *

Chief Delorme provided a clear message using imagery which explained how we can move **forward together. Solution focussed** To many TRC messages we have received were the blame game. This was a better way.





I really enjoyed Chief Cadmus Delorme's message and keynote address. This made me want to invest more into my understanding of Truth and Reconciliation.





Organized, meaningful, inspiring, engaging The MANY wonderful sessions that were offered provided such tangible and specific ways to walk forward in a good way.



Option for Virtual PD Some PD filled up and staff were forced to attend to choose another session. Allowing for popular or full sessions to be virtual would be great.





I appreciated having the opportunity/honour of receiving teachings from people like Preston Littletent. Our Knowledge Keepers are so valuable. I think emphasizing that these people are not there to put their culture on display for us & that hearing their teachings is a privilege is important





Chief Cadmus was an engaging speaker. It brought an important point of view to the RCSD community. The message of being uncomfortable is a good reminder for all staff.





Cadmus was the best presenter that I've ever seen at institute. His views on TRC were so meaningful and positive





Enjoyed being able to meet in a large group again. It helps mental health to be able to be together, working together, and learning together.





So many great options Lots of options to choose from. This is so important especially because teachers can take the COS day and having great options may discourage this.





I appreciated that so many sessions were applicable to many different positions in the division, not just teaching staff. It made me feel valued. I think a focus on TRC and DEI would be useful again, these are areas where a lot of growth has happened but there is always more room to grow.





Why was the Edsby session offered only once with limited seating (for elementary teachers)? We are given this new program for attendance and grades, it sounded like lots were interested to get into this session but were unable to.





Comment

There were three Edsby sessions, geared for specific users. We tried to spread the presenter's time at Institute to support staff in different positions. This session is a compliment to additional training sessions that have already been offered as well as recorded training sessions, and Edsby Experts in each building. Feedback is noted...we will continue to offer training to support Edsby.

EDSBY Genna is amazing. Admin. could use a full day or at least 1/2 day sesion with Genna to do this MASSIVE change justice.





There were so many wonderful sessions to sign up for. But a one hour time limit was too short for many of the sessions - so much to cover! This is important so we can brainstorm with people we may not see every day and together think of ways to make our classrooms better





Institute was absolutely amazing! Excellent keynote and so many different choices for sessions. Far better selection than convention this week.





Loved the opportunity to learn outdoors. Its important to allow our students this opportunity as well.





Tea with elders was f.antastic! What a treat to be able to sit and listen to their stories and talk to them about what we learned throughout the day. Building relationships with elders and conversation builds bridges towards stronger reconciliation.





I appreciate the opportunity for outdoor land based education relevant, culturally appropriate, learning needs, health

4.0 ***** *** ***** (38 ******)

Ranked #44 of 155

5 * 4 * 3 * 3 * 1 * 1 * 1

Lots of learning, excellent format, great presenters. It was very valuable with practical information.

5 ★ 4 ★ 3 ★ 2 ★ 1 ★ 1

Outstanding selection of sessions. Lots of sessions to choose from that were relevant and engaging, especially the keynote.

Teachers need to have engaging sessions to encourage professional development

4.0 ***** *** ** ** **** (13*****)

Ranked #46 of 155

loved all the options for people to choose

4.0 ★★★☆ (8♣)
Ranked #47 of 155

4 * = 3 * = 2 *

Hard to choose from so many great sessions.

4.0

Ranked #48 of 155 2

5 ★ 4 ★ ■ 3 ★ 2 ★

This was my 1st time ever attending so I wasn't really sure what it was all about or what it truly offered. I loved these sessions. For the teachers who really struggle in areas, these are great tools to help make the job easier

4.0

Ranked #49 of 155

5 ★ 4 ★ 3 ★ 2 ★

It was fantastic. More than enough varied sessions to choose from.





There were many sessions that could be tied back to the School and Division Improvement 3.9 $\bigstar \bigstar \diamondsuit \diamondsuit (45 \clubsuit)$ **Plan directly.** It makes it easy to highlight sessions to attend for staff in encouraging PD related to goals.





Yes Great variety, lots of opportunity to grow, easy registration, well organized, great day, continue to survey needs then meet them in program thank you





I thought the selection of workshops was **exemplary.** Lots for all grade levels, subjects, admin, French immersion, etc. My day was one of the best PD days of my career.





Lots of information To learn and grow as the dynamic of our students change



The TRC focused sessions would be important for students to hear and probably more meaningful for intentional TRC than the Sept **29 event** teachers can facilitate conversation, assignments, etc. based on TRC focused sessions to make it applicable to their specific class & more meaningful





They were met, as it's my intent to be more culturally informed as it pertains to indigenous peoples. I attended Cadmus, drumming and meeting elders love, belonging, inclusivity, humanity, spirituality, connection, justicer





I loved the Indigenous education at Camp Monahan. It gave us great ideas on how to incorporate First Nations plants into our outdoor education.





ESPs have limited options for sessions. Some can't attend at all because they're job duties won't allow for it. ESPs deserve PD too.



Comment

Thank you for the feedback. We tried to incorporate general sessions around Indigenous Education and Diversity, Equity and Inclusion that would apply to all staff. In addition, we did attempt to include sessions specific to some assignments. If you have suggestions regarding future sessions, please reach out to me, Andrea Ward, or members of your Executive Committee.

I was surprised at the quality of the satellite version of the key-note. It was better quality sound than I expected.





The institute complemented my knowledge of First Nations and numbered treaties This is important because the teacher is at the center of the truth and reconciliation process in Canada.





translated by Google

This was my first teacher institute and I truly enjoyed it. I have decided to incorporate a couple of writing and reading activities that I learnt from institute into my classroom this week.



the Keynote speaker was great and very informative. I would have liked to have heard his entire talk. Maybe next time have him for his entire talk.



liked the manageable amount of people at Riffel parking, seating, lunch options... just right





I enjoyed the KeyNote speaker. Very **informative and easy to listen to to.** The more we know about the Indigenous past and future, the better





One of the best Key Note speakers I have heard in a long time



Sessions should allow bigger numbers Many, if not all, staff want PD pertinent to their teaching assignment. Session limits should not discourage this



Comment

In the facility, we use all available large rooms. Unfortunately, we are limited by room size. The nature of some sessions also require limits (e.g., Tea With Old Ones and art sessions).

I was able to focus on an area relevant to me.

Having choice is important





have some choice for online options same sessions at multiple places as it was not do able 3.8 ★★☆☆ (48 ♣) to travel between sessions.



The TRC sessions that intentionally made up my day were insightful and engaging but 2 PD day in Oct. is too much - there should be one PD per semester people need time to digest and put into practice and can't when they receiving too much info in too short of a time span





Comment

Noted and thank you. The planning committee has also been discussing the best time to offer PD.

There was a great variety of sessions.

Something to meet everyone's needs



Ranked #70 of 155



There were many great options; I had trouble choosing. I could choose sessions that interested me instead of just suited my teaching assignment. Professional development and teaching inspiration can come from many avenues.





I think we should have Angus Hamilton available to work with students on a regular basis. He is so knowledgeable about medicine plants.





Time to plan as a TRC Committee was appreciated. Nice to be in the room with other 3.8 $\bigstar \bigstar \bigstar$ schools to share ideas/thoughts.



Not enough options for Office Staff. Our staff are told to come to us for Edsby help, but we didn't have an Edsby session to help us help them? Helps us meet our job expectations.



The variety in choices was appreciated. I often have trouble finding a session that is of interest 3.8 ★★☆☆ (35 ♣) and relates to my position. This year I was able to partake in several meaningful sessions





Grade 2/3 playbook was a great overall look at this approach to teaching ELA. Maybe we need to offer now some "mini side sessions" that look more in depth into the different pieces of the playbook.





Comment

The plan is to offer some optional sessions throughout the year.

Increased focus on support staff sessions

With all of the opportunities given to education staff (which is great), there should also be a focus on providing support staff equal opportunities







There were many sessions focusing on Indigenous Education and Diversity, Equity and Inclusion that were general sessions to support all staff on their journey of Truth and Reconciliation and to reflect on diversity and inclusion.

Jacq's session was fantastic They provided valuable information on how our division and community can open up and embrace the queer community, as well as queer students and staff





I was searching for more information regarding Truth and Reconciliation and had a very enlightening key note with Chief Delorme speaking. Chief Cadmus spoke with inciting guilt and condemnation of events I am fairly unknowledgeable about





It was great. Nice variety of options to chose from and some specific to my position! We don't have a lot of extra time for training daily so it gives you a great opportunity!





Such a variety from which to choose and appreciated the extra time on all the new initiatives within the division this year (Edsby, Chr. Strong) it's been a lot at us this year and we need more time to learn, play, and ask.





Presenters of the Gr 2/3 playbook session were knowledgeable & the session was excellent. It helped to understand the need for teaching phonemic awareness skills.



i LOVED the session on LTGBQ.... i wish it was longer though 2022 has opened so many doors for people to be themselves I think its important to teach staff how to accept and work with everyone





Many relevant topics/workshops directly applicable to classroom/grade level programs, subject areas





There were a variety of sessions that directly related to my role. Being able to gather and share ideas and struggles with others doing the same job is extremely important to me.





There was some good sessions but I didn't like that I had to travel back and forth. I appreciated that the speaker was live streamed. I would like to choose sessions on my interest not their location. I drove back and forth between the two schools. Very pressed for time.





Comment

Understood. When scheduling we attempted to hold general sessions in both locations. We also tried to have all sessions geared toward certain assignments in one location (e.g., primary at Miller, ESP at Miller). Unfortunately, we do not have a facility that will accommodate all of our staff, so we need to hold sessions in multiple locations.

Institute was excellent. Something for everyone.





More session offerings with direct curricular connections. So we can use this time as PD, and address what our students need to enhance and meet the curriculum.





Need more options for family/student support staff We need professional development that will give us the tools to make our families stronger too





I learned new things that I may be able to apply at work and in my personal life. Learning is an everyday process. The more we learn the more we become knowledgeable.





My only complaint is that we have Convention this week. Some same keynotes and workshops. In the future, can the institute and convention be in the fall and the spring. I suspect many will use PD day off.





The variety of applicable PD that is both for staff understanding and skills transferrable to 3.7 + 43 += the classroom. Forced PD leads to no Ranked #92 of 155 2 🛊 🗉 engagement The variety of sessions helped give me a lot of **choice.** Sometimes our Institute is too themed and it is difficult to find things that meet my Ranked #93 of 155 Professional Development goals. Need more options for high school. Need more concrete ways to apply theory and Indigenous ways of knowing into classrooms. Ranked #94 of 155 2 *= Chief Cadmus was amazing. Otherwise, the sessions were interesting, but applying concepts practically into classroom instruction should be a priority. It helped inspire me to try play based story development in my classroom. 4 🛊 🚃 Ranked #95 of 155 2 * I was limited to the courses available to me. would be nice to open up some of the courses to more participants from additional areas. Ranked #96 of 155 Choice is good! There were so many great options to meet our various needs! Thank you!!! Ranked #97 of 155 A good variety of sessions that were relevant to my role. Thank you. Ranked #98 of 155

There were too many good sessions and couldn't get to all of them. Several lined up with my C2PG but I couldn't get to them.
Often times sessions are not re-offered,





COPP should have been a consideration Trust us to choose PD relevant to our own teaching goals/assignments. We want to improve our practice and are at different points in our devlpt





Mandated sessions impact self-directed learning opportunities. When certain groups are required to attend specific sessions, group members miss out on learning in other sessions they would choose.





Comment

There were no mandated sessions at Institute. There are audience tags attached to sessions to help participants filter and search for sessions that may be applicable to their assignment.

The keynote was very informative and captivating. Most sessions were elementary focused. Need more for high school teachers.





Comment

Thank you. Please reach out to your Education Leader, School Administration, Kelley Ehman, or Sherry Chase if you have any suggestions. We want to ensure PD days are meeting the needs of staff.

There were a number of choices, which was great. I got into the canoeing session and found it excellent. It provided me with some professional development.





We appreciated the opportunity to meet and plan for TRC goals. We were able to meet early in the year with our staff team in a supported environment.





Not enough time to discuss the topics. One hour per session just not enough Educate, communicate, brainstorm ideas





Sessions for admin were very helpful! Time to learn more about how to support Character Strong and Edsby in the school was valuable. We need a 1/2 day with Genna on Edsby at an admin mtg!





It is important to get the pronouns of the presenter correct during sessions. Not doing so is disrespectful. We need to be modelling what we except from staff and students.



3 * "

I enjoyed touching base with other teachers implementing the Literacy Playbook. Great thought and idea exchange. Great exchange of resources and ideas! As well, we were able to identify areas where we need to make some changes.



3 🖈 2 🖈

Ranked #108 of 155

The Institute met my professional development needs for my Truth and Reconciliation journey. Also, I took away ideas for my classroom. I am ignorant of my role as a treaty person and of a lot of our Canadian history. Chief Cadmus did a great iob.



Ranked #109 of 155

The Power of Story Session was great! I loved the idea of having premade Beginning, Middle and End booklets made at each centre. I loved the loose parts play. Great catalyst for wonder!

4 🛊

Unable to travel from 1 location to the next was a problem. I wish we could have had several options at different locations to meet the needs

Many options were offered! Well planned.However, disappointed in the limited 3.5 \bigstar \bigstar \diamondsuit \diamondsuit \diamondsuit (47 \clubsuit) number for Edsby considering it is new and many are seeking PD





Too many sessions in any one particular time slot means that you can't see all the speakers 3 *= you hoped to. Ranked #113 of 155 $1 \pm =$ Edsby session for Administrators provided 5 * valuable information and could have been a 4 * 3 🖈 💳 full afternoon session. Information was Ranked #114 of 155 2 🛊 🚃 relevant to Admin role **Time to register and space** When sessions opened up I was unable to go on to the ones that I wanted to as I was driving to work. Ranked #115 of 155 2 * === There's not enough room for the sessions I wanted The 2 locations were too far apart which **limited my session choices.** I am glad we spread the Institute out between 2 different Ranked #116 of 155 locations to avoid over crowding, but it also caused some limiting due to drive time. **Buildings too far apart** Going between Riffel and O'Neill was too far - especially if you 4 🛊 🚃 wanted a session at each in the afternoon. Ranked #117 of 155 2 * maybe 2 closer locations LGBTQ+ session was ok but there are many local and former RCSD kids that we could ask 4 🛊 ===== 3 🛊 🗉 present on their experience /story The Ranked #118 of 155 2 * message of inclusion is critical for all students. I wish I could have done more of the sessions -I didn't have enough time in my day! Ranked #119 of 155

It was very disheartening that because life happens and I did not get on right at 8:00 that $3.4 \implies 2.4 \implies 3.4 \implies 3.4$ the sessions of interest were already full. Made it hard to be excited to go when I could not get into my first or second or even third

choice.

Ranked #120 of 155

3 ★= 2 🖈

I took the Canoeing Certification course and I thought that overall, it was good. I feel like I learned a lot and know have a much better understanding and control of my canoe.	3.4	★ ★ ☆ ☆ ☆ (38 ♣) Ranked #121 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Not enough choices for instructional assistants Everything is geared only for teaching, rather than supporting students ie EFAP	3.4	★ ★ ☆ ☆ ☆ (37 ♣) Ranked #122 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Inclusion Session - excellent information - could have easily been an informative two-hours, instead of one. It was mentioned in the session "core board training" - is this a possibility?	3.4	★ ★ ☆ ☆ (34 ♣) Ranked #123 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★ 1
I felt my needs were met in terms of professional development, in person sessions were impactful. I however did feel I missed out on learning opportunities based on only having two sites. I would wish for a few virtual options as well as in person.	3.4	* * * * * * (16 &) Ranked #124 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
for new IAs how to make a power point and other tech related info needed for the job when helping students its frustrating for new staff trying to help kids	3.4	★ ★ ☆ ☆ ☆ (12 &) Ranked #125 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
It would be nice to have interactive/collaborative sessions with facilitators on site to provide talking points and guide discussions. Many of the sessions were introductory. This prevents deeper thinking and sharing if year after year the sessions are all at the same surface level.	3.4	★ ★ ↑ ↑ (3 ♣) Ranked #126 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★

The theme of you're going to love this kid was very positive but we were squished. Sandra Selinger's session should have been in a bigger room. We were spilling into the hallway.





We need time with our colleagues through
COPP. PD within our school is non-existent





Could we schedule institute for November 1 in the future? Halloween is a busy day and night for kids, teachers and parents. November 1 is All Saints Day.





It would have been nice to know beforehand if a session was going to be in person or virtual 3.3 ★★☆☆ (40 ♣) (ie. RazPlus session via video conference)





It would be great to have some PLC time in variou subjects/topics to discuss and share strategies and ideas of implementation. Ex Arts Ed dance, etc.



It should have been shared that the RAZ session was a virtual connecting with the RAZ 3.3 ★★☆☆☆ (37 ♣) people; not a refresher course I thought there would be someone from the division to help us go over over things and help us start assigning things.



I would have loved to utlize the TRC session with my school committee, but I did not know in advance to suggest to the group that we use the hour. TRC's currently are meeting over lunch/after school. A shared time would be benefitial to busy schedules and could open a time for all to attend.





RAZ-Plus - great information. Being a "TEAMS" meeting though (and no place to put 3.3 \bigstar \bigstar \diamondsuit \diamondsuit (31 \clubsuit) your computer) made for a long hour. Could have been offered as a virtual session



2 🛊 🗉

I do appreciate the work that went into Institute. If the event is planned around teachers, OM's feel left out, maybe there could be a separate day for just OM related things. I did appreciate the tim	3.3	** ** ** * * * * (4	5 * 4 * 3 * 2 * 1 *
A small group of us were able to get recertified in First Aid and CPR. It provides an extra support for medical emergencies at the school.	3.3	★ ★ ☆ ☆ (3 ♣) Ranked #136 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Edsby with Genna was great - but needed more time than the 60 minutes. so much to learn - and she's so amazing to learn from	3.3	★★☆☆☆ (3 ♣) Ranked #137 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
There were sessions at both locations I would have liked to attend but because of them being located so far apart that was not an option. I was limited to what I attended due to location.	3.3	★★★☆☆(2♣) Ranked #138 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
More phys ed certifications (archery, canoeing) with greater capacities for enrollment. Only 10 permitted for archery and it was full almost immediately, would love to do it by i wasn't quick enough.	3.2	★ ★ ☆ ☆ (42 ♣) Ranked #139 of 155	5 * 4 * 3 * 2 * 1 *
To have more applicable sessions for office managers With the new technology introduced this fall, it would be important to have more support and knowledge.	3.2	★ ★ ☆ ☆ ☆ (5 ♣) Ranked #140 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
would have been nice if the locations were closer or all at the same place it was not possible to get back and forth from miller to riffel if you wanted a session at both locations.	3.2	★ ★ ☆ ☆ ☆ (5 ♣) Ranked #141 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Virtual options would have been helpful. Options are good. No need to cram people in a	3.1	★★☆☆ (43 &)	5 ★

room when the learning is virtual anyway.

Ranked #142 of 155

Not enough content for Office Managers, but

great speaker with a good message, so that was the highlight of the day	3.1	★ ★ ☆ ☆ (41 ♣) Ranked #143 of 155	4 ★
Sessions after the first one were all started late.	3.1	★ ★ ☆ ☆ ☆ (24 ♣) Ranked #144 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Option for COPP sessions was requested. Teachers like the opportunity to use these days to meet together to work on projects.	3.0	★ ★ ☆ ☆ ☆ (44 ♣) Ranked #145 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
There are no options for French Immersion teachers other than literacy which is really sad like we say every year. Some sessions were also misleading. Some sessions were labeled as cultural diversity but were TRC based. That's great but I was looking for help with my new-Canadian students.	3.0	★ ★ ↑ ↑ (39 ♣) Ranked #146 of 155	5 * 4 * 3 * 2 * 1 *
I wish I knew the sessions that were being zoomed in. I was screen fatigued after a full day of zoom. With a zoom option I could have safely stayed in my own room and not in a crowded space.	3.0	★ ★ ☆ ☆ (36 ♣) Ranked #147 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Liked the sessions i was signed up for. Was sad to not be able to attend the beading due to being told after the fact that there is OM session in pm,	3.0	★★☆☆ (18 ♣) Ranked #148 of 155	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
Prep time I don't have enough time to do my work.	2.9	★ ★ ↑ ↑ ↑ (46 ♣) Ranked #149 of 155	5 * 4 * 3 * 2 * 1 *

Never really met my needs - Cadmus was a

The options were very limited for high school humanities teachers	We need CC	DPD's back



Ranked #150 of 155

Ranked #152 of 155

I would like to have more information brought to us about our well being such as natural well being. It would be nice to have natural path or other na I don't think we take care of our

A serious content of the conte

whole body very well not just mental health all

of the body together.

longer, etc, to provide more opportunity to



I have tried to submit my thought 3 times---it keeps bringing me back here. YIKES



Institute has begun to be a waste of my time. I'd rather be with students.





Exchange Summary

Sherry Chase, Regina Catholic School Division October 17, 2022

How did Institute meet your professional development needs and/or what suggestions do you have for future Institute days?





215 Participants



155 Thoughts



4,881 Ratings



one trc speaker variety learning help loved excellent Chief message first truth appreciated institute staff people deorme focus far many enough choose great important meet opportunity options





Chief Cadmus had an inspiring message. His leading with the heart and focus were very inspiring and motivating.

4.5

Ranked #1 of 155

The keynote was fantastic, very engaging and provocative

4.5

Ranked #2 of 155

Fantastic Keynote Speaker Such a great message. Glad such a large group of staff were able to hear this same message!

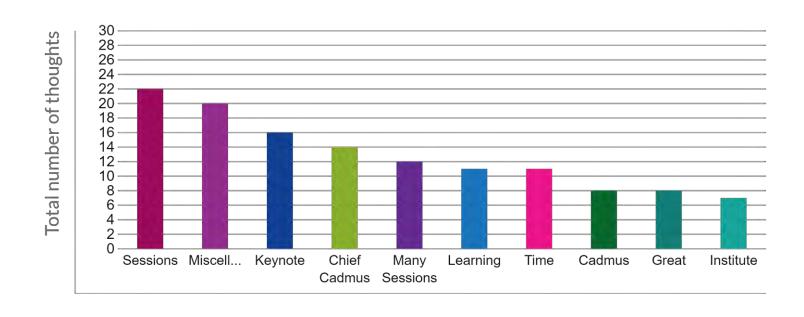
4.5

Ranked #3 of 155



KEYWORD THEMES Top Themes by total thoughts

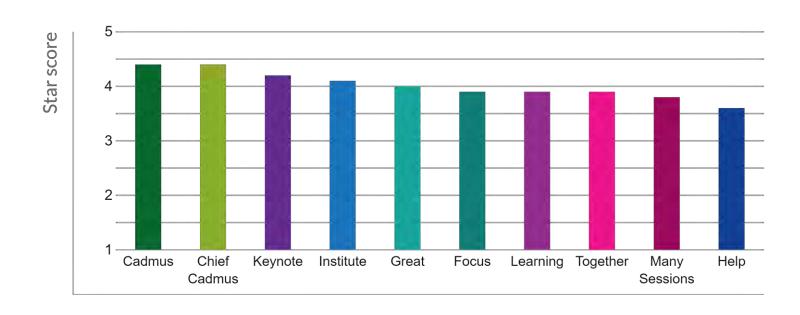






KEYWORD THEMES Top Themes by star score









4.5

4.4

I loved how open Chief Delorme was. He certainly opened my eyes to many issues that I need to work to understand. I loved his humour during his presen tation. Thanks for this!

Cadumus was amazing. I have never had inter generational trauma explained in such an authentic way yet so simplistic.





Chief Cadmus had an inspiring message. His leading with the heart and focus were very inspiring and motivating.

4.5

Cadmus Delorme is an amazing human (father, son, chief) and a very engaging speaker.

4.5

He is knowledgeable & invitational in his approach to educating people about the need for parity, not pity, for our indigenous brothers and sisters.

Inspired, Chief Delorme is outstanding. Empowered, a lot of really great session opportunities.





Fantastic Keynote Speaker Such a great message. Glad such a large group of staff were able to hear this same message!

The keynote was FANTASTIC! Loved learning different perspectives as they apply to our students





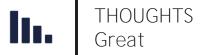
I thought the key note speaker was excellent. He gave an excellent perspective on First Nations history and importance of education.

4.4

Institute helped advance my personal journey towards Truth and Reconciliation - a mirror to recognizing colonial/settler history as a treaty person. It's important because the education of our children is foundational to a future we hope to co-create as Canadians.

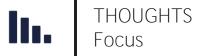
4.2

I loved the Indigenous education at Camp Monahan. It gave us great ideas on how to incorporate First Nations plants into our outdoor education.





Great facility and organization. This really sets the tone for the day.





I appreciated that so many sessions were applicable to many different positions in the division, not just teaching staff. It made me feel valued. I think a focus on TRC and DEI would be useful again, these are areas where a lot of growth has happened but there is always more room to grow.

4.0 ★★★★ (45 ♣)

The TRC focused sessions would be important for students to hear and probably more meaningful for intentional TRC than the Sept 29 event teachers can facilitate conversation, assignments, etc. based on TRC focused sessions to make it applicable to their specific class & more meaningful

3.9

I was able to focus on an area relevant to me. Having choice is important

3.8 👚 👚 👚 🟠 (48 🏝)

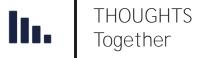




EDSBY Genna is amazing. Admin. could use a full day or at least 1/2 day sesion with Genna to do this MASSIVE change justice.

Loved the opportunity to learn outdoors. Its important to allow our students this opportunity as well.

I appreciate the opportunity for outdoor land based education relevant, culturally appropriate, learning needs, health





Keynote was wonderful I appreciate the concept of forgiveness and moving forward together

4.3

Chief Delorme provided a clear message using imagery which explained how we can move forward together. Solution focussed To many TRC messages we have received were the blame game. This was a better way.

4.2

Organized, meaningful, inspiring, engaging The MANY wonderful sessions that were offered provided such tangible and specific ways to walk forward in a good way.





engaging, especially the keynote. Teachers need to have engaging sessions to encourage professional development

Hard to choose from so many great sessions.

There were many sessions that could be tied back to the School and Division Improvement Plan directly. It makes it easy to highlight sessions to attend for staff in encouraging PD related to goals.





Not enough options for Office Staff. Our staff are told to come to us for Edsby help, but we didn't have an Edsby session to help us help them? Helps us meet our job expectations.

3.8 ★★★★ (37 ♣)

It helped inspire me to try play based story development in my classroom.

3.7 ★★★★☆ (13 ♣)

for new IAs how to make a power point and other tech related info needed for the job when helping students its frustrating for new staff trying to help kids

3.4 合合合合合 (12 &

DIFFERENCES Options For Sessions [86 | 20]



20 🖁

Side A

Option for Virtual PD Some PD filled up and staff were forced to attend to choose another session. Allowing for popular or full sessions to be virtual would be great.

★ 4.7 **★** 2.0

Sessions should allow bigger numbers

Many, if not all, staff want PD pertinent to their teaching assignment. Session limits should not discourage this

★ 4.5 **★** 2.3

Side A/B Common (high)

Fantastic Keynote Speaker Such a great message. Glad such a large group of staff were able to hear this same message!

★ 4.6 **★** 5.0

Chief Cadmus had an inspiring message. His leading with the heart and focus were very inspiring and motivating.

★ 4.6 **★** 5.0

Side B

& 86

This group of participants rated Side A thoughts low. Review the common interest section to see thoughts that both groups rated high.



DIFFERENCES Great and Sessions [79 | 22]



22 &

Side A

There were so many great options to meet our various needs! Thank you!!!

★ 4.5 **★** 1.8

It was fantastic. More than enough varied sessions to choose from.

★ 4.4 **★** 2.1

Side A/B Common (high)

I loved how open Chief Delorme was. He certainly opened my eyes to many issues that I need to work to understand. I loved his humour during his presen tation. Thanks for this!

★ 4.9 **★** 3.8

Cadmus Delorme is an amazing human (father, son, chief) and a very engaging speaker. He is knowledgeable & invitational in his approach to educating people about the need for parity, not pity, for our indigenous brothers and sisters.

Side B

3 79

This group of participants rated Side A thoughts low. Review the common interest section to see thoughts that both groups rated high.



DIFFERENCES Enough Time [56 | 35]



35 🖁

Side A

Prep time I don't have enough time to do my work.

★ 4.5 **★** 1.2

We need COPD's back

★ 3.8 **★** 1.7

Side A/B Common (high)

Chief Cadmus had an inspiring message. His leading with the heart and focus were very inspiring and motivating.

★ 4.6 **★** 4.8

Fantastic Keynote Speaker Such a great message. Glad such a large group of staff were able to hear this same message!

★ 4.6 **★** 4.8

Side B

& 56

This group of participants rated Side A thoughts low. Review the common interest section to see thoughts that both groups rated high.





Thanks for participating

We'll be carefully considering what we learned and sharing our actions back with you.

Downtown Express

November, 2022

Your monthly update from the RCSD Achievement Team!



Professional Development

Optional PD offered by the Achievement Team in November and December.

- Register in Professional Learning. Once registered book your sub through Atrieve.
- There are 10-15 spots in each session.
- If there is a waitlist for a session, additional sessions may be added at a later date.

NOVEMBER

Optional PD Session (Title and Description)	Date and Time	Target Audience	Facilitator
A Reading Workshop Model to Support ALL Learners in Grades 4-6 A Reading Workshop framework provides a structure that allows for read alouds, guided instruction, student choice, focused silent reading and authentic learning tasks, while building in differentiation and ongoing assessment through small-group instruction. In this session, we will explore ways to implement the Reading Workshop to support all learners in a grade 4-6 classroom.	November 8 1:00-3:30	4-6 Teachers LCT EAL	Jennifer Owens Karen Quiroz- Norman
Comment utiliser M.I.M.I pour développer le langage Voulez-vous apprendre comment créer des murs de thèmes pour soutenir vos contextes ou thèmes? Cet atelier va introduire la méthode "Modèle inductif des mots illustrés" pour supporter le développement du langage oral et écrit.	November 29 9:00 – 11:30	K-3 French Immersion	Monique Wahl Michelle Dizy
Comment utiliser la progression de lecture en TEAMS Cette session va: Expliquer comment configurer un devoir de progression de lecture Expliquer comment les apprenants renvoient des devoirs Expliquer le processus de révision de l'enseignant et comment examiner un devoir. Expliquez comment le programme de progression de la lecture fournit des informations et des analyses au niveau de la classe	November 30 9:00 – 11:30	Gr. 6-8 French Immersion	Monique Wahl Jennifer Owens

DECEMBER

Optional PD Session (Title and Description)	Date and Time	Target Audience	Facilitator
A Reading Workshop Model to Support ALL Learners in Grades 4-6 A Reading Workshop framework provides a structure that allows for read alouds, guided instruction, student choice, focused silent reading and authentic learning tasks, while building in differentiation and ongoing assessment through small-group instruction. In this session, we will explore ways to implement the Reading Workshop to support all learners in a grade 4-6 classroom.	December 6 1:00-3:30	4-6 Teachers LCT	Jennifer Owens Karen Quiroz- Norman
Implementing a Universal Design Model to Promote Literacy To set students up for success, we need to establish a learning environment where differentiation through assistive technology is normalized and accessible to ALL students. In this session, we will talk about ways to empower learners through multimodal tools for reading, writing and demonstrating understanding. Teachers explore the literacy tools available and consider ways to implement technology to support students while making learning more accessible for all.	December 7 1:00-3:30	5-8 teachers LRT/LCT	Jennifer Owens Kim Nagel- Zeller

Health Unit

Grade 5 Making Choices: the unit has been updated, including the health lessons.



Excerpt from a Health Lesson



Excerpt from a Health Lesson



Excerpt from a Writing Lesson

SORA: Challenge

Sora

September Challenge I: Did you exceed 2000 checkouts??

YES! All schools were entered into a draw to select \$ 100 worth of Sora resources. The lucky winner:

St. Elizabeth

September Challenge 2:

Did you beat your own schools Sept 2021 checkouts by 5% (min 5 checkouts)?

14 schools completed this challenge and were entered into a draw to select

\$300 worth of Sora resources!! The lucky winner:

Sacred Heart

Sherry will be in contact with the LCT at both winning schools!



NEW! November Challenge:

Magazines! How many Sora magazines can your school read this November? Let's find out! The winner will get to select \$300 worth of Sora resources!

Sora - New Canadian Content

Overdrive is donating 100 books from Canadian authors and publishers to our Sora collection. With these books, you'll be able to engage students in conversations that celebrate the richness of the Canadian experience, letting them see themselves and their communities in our digital book collection. A full title list is <u>available here</u>.









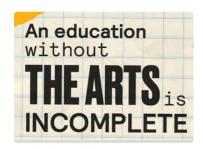
Regina Public Library

RPL is offering online booking for classroom presentations.

Presentations offered: digital services and ebooks, tours, storytimes, and STEAM programming. To book a presentation teachers fill out the RPL Class Presentation Form.



ARTS EDUCATION



Arts Education

Website: Arts Education

portal.rcsd.ca/departm...ages/...

Arts Ed Equipment Booking

If you would like to book Arts Ed kits, you can do so by going to the Arts Education webpage on the portal here: Arts Education - Education Services (rcsd.ca) and to select the blue button that says "Click Here to Book Arts Ed Equiment (2022-23)". This will take you to the Arts Ed Equipment Jotform where there is a selection of kits to choose from.

Regina Symphony Orchestra

RSO has produced three educational programs available for free to classrooms. This has been a wonderful way to keep their music in schools and reach many more students than they ever could inperson.

There is a new video recording planned for release in September 2023 called Grassland. It will be recorded in February 2023, which will include a free live performance for students to attend. This performance will take place February 16th 2023, 10:30am at Darke Hall. For more information and to reserve seating, please contact Mart-Mari Swanevelder <u>mswanevelder@reginasymphony.com</u>. Space is limited.

RSO will also be resuming live in-school performances in March 2023 with the Regina Symphony Chamber Players, performing RSO in Schools: Li'l Shadd. Information is available on our website: https://reginasymphony.com/education/rso-in-schools/

CATHOLIC EDUCATION AND FAMILY LIFE



Deacon Joe Lang

Catholic Education Services Coordinator Know, Love, and Serve and all the "Jesus and Church" Stuff! Daily Prayers and Spirituality





portal.rcsd.ca/department/CE...

Catholic Education Services Online Resources (CESOR)

For your Catholic programming, liturgical and spiritual needs. Short cuts added to specific areas. If you need more - please just ask.

Resources

Welcome back - stay tuned for resources within the Diversity, Inclusivity and Equity umbrella. Blessing on all as we begin a new year together!



<u>Liturgies</u> - Remembrance Day Peace Prayers + Book of Remembrance

All Saints/All Souls Resources + All Hallow's Eve

Faith Permeation ideas - be intentional!

Growing collection of ideas for Spiritual Wellness

<u>Liturgical Subscription Services</u>

Prayer HowTos

RCSD Afternoon Prayers

RCSD Afternoon Prayers Power Point

Saskatchewan Catholic School Boards Assoc. (SCSBA.ca) Resources

Elementary **Growing in Faith Growing in Christ** and **Fully Alive** programs:

Students and teachers can access the textbooks/guides from RCSD Clever, which allows for a single sign-on experience (no usernames/passwords to enter)!

You can also access the Teacher resources and more from here.

- Please share the **Growing in Faith Growing in Christ website** with parents so they can journey with their child through the program and help them with homework.
- Username: rcsd99 Password: Student99

CHARACTER STRONG ENTHUSIAST



Jennifer Stewart-Mitchell





portal.rcsd.ca/department/EdS...



Virtue of the Month... Gratitude

In November, we will be exploring the virtue of Gratitude! This is an excellent virtue to explore as it's also the month where we take time to acknowledge Remembrance Day, and being grateful for the sacrifice of others. In addition to fantastic and flexible social and emotional lessons



for grades Pre-K to grade 8, Character Strong is curricularly aligned with ELA, Health and Religion. Be sure to check out the <u>PurposeFull People Saskatchewan Curricular Scope and Sequence</u> to support using this resource in multiple subject areas.

Resources to Support Learning in Character Strong

Interested in finding brainbreaks, videos, cooperative games or Character Dares to support teaching SEL in your school and classroom community? Check out the resources in the Character Strong Gym. There are tons of easy-to-find resources in the Activity Library, Video Library or Character Dare database with filters to help with your search!

Looking for the perfect character education book to go with a lesson? Check out the 'PurposeFull' Library in the Purposeful People PreK - 5 Campus Resources. Note that every lesson a for Pre-K to 5 has a suggested picture book to help reinforce the concepts through stories.



EARLY LEARNING & LITERACY



Michelle Dizy

Early Learning and Grade 1-3 Literacy Consultant

m.dizy@rcsd.ca

306-551-8308

portal.rcsd.ca/department/EdS...



Early Learning Workshop - Pre-K-Grade 2 - Inclusive Practices in Early Years

Inclusive Practices in Early Years: Supporting Learners with Intensive Needs

If you are interested in attending this session, you may access your professional development fund to pay the registration and sub costs. Register <u>here</u>.

Early learning classrooms are increasing in complexity and diversity. This session is designed to support early learning educators and their school team, as they explore beliefs around inclusive practices, strategies and adaptations for the classroom environment and a strength-based team approach to support learners at all developmental levels.

Audience: PreK-Grade 2 educators, support staff and administrators

Date: Friday, December 2, 2022 - 9:00 am to 3:30 pm

Early Literacy Workshop - K-5 - Cracking the Code

Cracking the Code: Building Skills for Successful Readers

If you are interested in attending this session, you may access your professional development fund to pay the registration and sub costs. Register here.

This interactive session will focus on building strong readers through the skills needed for decoding, fluency, and phonological awareness. It will look at the connections between curriculum, effective programming, cues and conventions, oral language and formative assessment.

Audience: Grades K-5 educators

Date: Monday, November 7, 2022 - 9:00 am to 3:30 pm



Upcoming Literacy Assessments - Pre-K-Grade 3

PreK - ASQ-3 Assessment - November 18 Kindergarten - EYE-TA Assessment - November 18 Grades 1- ABC Assessment - November 18 Grades 2-3 - Running Records - November 18

Information on how to submit results will be shared shortly. We will be using CLEVR to collect the results.

ED TECH



Genna Rodriguez

Facebook

@RCSD_ET

EdTech Coordinator

g.rodriguez@rcsd.ca

portal.rcsd.ca/department/EdT...

FOLLOW EDTECH ON SOCIAL MEDIA!



Are you following yet?

Be sure to follow EdTech's social media channels! You will see useful tips and micro PD for Edsby and other EdTech tools! I'm always happy to accept reel requests if there is something you would like the channels to feature. Reach out anytime!

Facebook @RCSDET | Twitter: @RCSD_ET | Instagram: @RCSD_ET | TikTok: @RCSD_ET

Take Advantage of SaskCode PD!

■ SaskCode is running a second round of robotics sessions! All sessions will be virtual and will run from 3:45 - 5:15. SaskCode is a program that provides training, support, and robotics kits to classroom teachers. There are classroom kits available for each grade level that have curriculum linked activities available in both English and French. Kits comes with robots and resources for each student to use. Robotics and coding are a fun and engaging way to teach a variety of subjects! Go to https://www.saskcode.ca/pd-events to register and read descriptions of the sessions!



This Is an example of the Open Dyslexic Typeface

OpenDyslexic Font Now Available!

OpenDyslexic has been pushed to ALL student and staff devices to be used with Word, PowerPoint, OneNote, etc! It is a typeface/font designed to mitigate some of the common reading issues caused by dyslexia. The weighted bottoms prevent the letters from turning upside down and makes it easier to distinguish individual letters while reducing the effort it takes to read text. We encourage you to use this font where appropriate and encourage struggling readers to use it as well.

New Resources in Clever!

1) Media for Classroom Projects

 A new category has been added to Clever that features open source sites for students to utilize icons, photos, gifs, and videos in their projects. This is a great way to demonstrate digital citizenship and responsible use. Check them out! As a teacher, you'll find them useful too!

2) Microsoft

Office 365 is now Microsoft 365! Word, PowerPoint, Excel, OneNote,
 Sway, Outlook, OneDrive, and Teams can all be accessed from this single link.

3) Forms & Data

• Clevr is on Clever! Easily access Clevr from Clever to complete ROAs and future data entry/forms.





Search Coach for Microsoft Teams!

Support digital literacy through improved search habits! In a world that is increasingly dependent on online resources, and continually bombarded by false and misleading information, Search Coach provides context and guidance for students to ask effective questions and discover reliable sources. The patterns taught in Search Coach can be applied in traditional and academic search engines, like Bing, Google, etc. Search Coach removes ads to improve student focus and builds search skills for increased efficiency and reliable results. Filtering tools and targeted guidance teach universal search habits to set students up for successful research. Add the Search Coach app to your Microsoft Class Team today!

Missed the RazPlus or StoryboardThat Institute Sessions? No problem!

StoryboardThat: watch the institute session <u>here</u>. To book a premium StoryboardThat license for you and your students (3 weeks at a time), please go to the EdTech webpage and complete the licensing request form (found under the "Technology Forms" dropdown menu). RazPlus: watch the institute session here. Password: Ewir\$W14.



FRANÇAIS IMMERSION



Monique Wahl

Coordonnatrice, éducation française

m.wahl@rcsd.ca

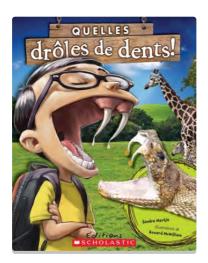


portal.rcsd.ca/department/EdS...

Lecture à haute voix

Vous trouverez maintenant sur le site web une liste de livres suggérés pour la lecture à haute voix pour la 1e à 3e année ainsi qu'un plan de leçon pour travailler les stratégies de lecture. Ces livres seront sortis de la collection générale pour que les enseignantes aient accès à ces livres lorsqu'ils enseignent le contexte ou thème suggéré. Cette liste n'est pas complète, mais on continuera à ajouter des livres et des niveaux pendant l'année. Voici le <u>lien</u> pour accès directe.





Unité Interdisciplinaire - 6e année

Si vous êtes intéressé à collaborer sur le développement d'une nouvelle unité interdisciplinaire pour la 6e année, remplissez <u>cette formulaire</u>.

Teacher Coach

Avez-vous des questions en ce qui concerne la littératie dans votre classe? Aimerez-vous avoir de l'aide à établir un bloc de littératie structurée? Honni, notre teacher coach, est prête à collaborer avec vous.

Si vous vouliez collaborer avec Honni, le formulaire de demande se trouve <u>ici</u> et c'est afficher sur le site web d'immersion française.





Salon du livre à Montréal

Il y a une équipe qui va au Salon du livre de Montréal. Si vous savez qu'il y a une lacune dans une section de votre bibliothèque, s'il vous plaît <u>cliquez ici</u> pour nous passer cette information.

INDIGENOUS EDUCATION



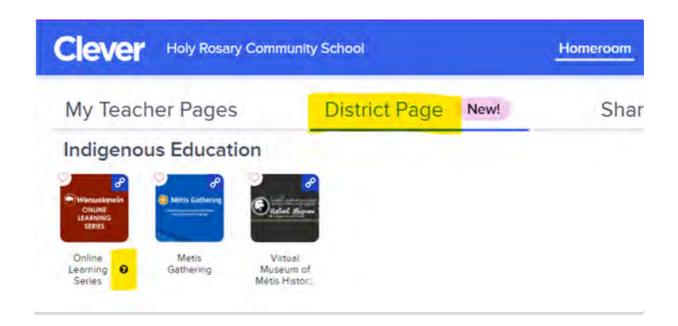
Jessi McCulloch

@Jessie_McCulloch

Indigenous Education Coordinator

**** 306-791-7200

portal.rcsd.ca/department/EdS...



Wanuskewin Online Learning Series

GREAT NEWS!

For this school year, all RCSD teachers will have access to The Wanuskewin Online Learning Series. This learning series is an online database of teacher friendly lessons created locally to support Saskatchewan Curriculum from grades Pre-K-12. Each Topic includes one or more videos as well as lesson plans for before and after viewing that place an emphasis on experiential and interactive learning.

Topics and Hands on Lessons Include:

- · Traditional Dance Styles and Regalia
- Native Plants- How to honour them and use them including Sacred Medicines.
- The Plains Cree style of Tipi and the lessons and values associated with each pole and each stage
 of life from childhood to elder.
- The importance of the Bison to the people of the Plains; including methods of hunting, the uses for each part of the animal and their cultural significance.
- The archaeological findings of the Opimiháw Valley and what they can tell us about the past.
- · Cultural Awareness including language, culture, art, clothing and worldview.
- Opportunities to connect virtually with Indigenous knowledge throughout the province.

Subject Areas Include:

- Science
- Arts Ed
- Social Studies
- · Language and Treaty Education

Access:

All teachers can access the Wanuskewin Online Learning Series on CLEVER Hover over the Wanuskewin Icon for username and password to access full content.

MIDDLE YEARS - LITERACY & SOCIAL



Jennifer Owens

@Jenpen2001

Learning Consultant: Middle Years Literacy & Social Studies

i.owens@rcsd.ca

306-527-2256

nortal.rcsd.ca/department/EdS...

Grade 4-8 Reading Continuum Checklist

This checklist is a continuum of reading behaviours & skills to notice, teach and support It is designed to help teachers plan for whole class and small group reading instruction.

This is a great resource to help in assessing student ability. It might also serve as a helpful tool when talking about student progress with the school team and/or with parents/guardians.



Note: It is adapted from Fountas & Pinnell, but teachers do not need to know specific levels to use this checklist. Use the progression of skills as a guide when planning. Click on the attached file below to download the PDF.



4-8 Reading Continuum Checklist (1).pdf

丛 Download 3.8 MB

Grades 4-6 Reading Workshop to Support **ALL Learners - Upcoming Session**

Grade 4-6 classroom teachers are invited to register for this optional PD session about implementing a Reading Workshop.

A Reading Workshop is a framework that allows for read alouds, guided instruction, student choice, focused silent reading and authentic learning tasks, while building in differentiation and ongoing assessment through strategy groups. We will explore ways to implement the Reading



Workshop to support all learners in a grade 4-6 classroom. Register for one of the dates below:

November 8th 1:00-3:30 - Gr. 4-6 Reading Workshop to Support ALL learners

December 6th 1:00-3:30 - Gr. 4-6 Reading Workshop to Support ALL learners (repeat session).

After successfully registering, teachers must book their subs in Atrieve. Select Budget Allocation -Reading Workshop & Strategy Groups.

Facilitators: Jennifer Owens & Karen Quiroz-Norman



Launch the Willow Awards!

Each year, every school in the province is encouraged to launch the new Willow Award finalists to promote quality literature!

Schools are then invited to share their launch ideas with the Willow Awards organizers to be entered in a draw to win a book prize for a classroom or library.

- Send a picture or description of your launch activity(ies).
 Whether it is a bulletin board, guest reader, special project the sky is the limit!
- · One lucky entry will win the entire set of finalists.
- Runner up prizes are also awarded.

Click <u>here</u> to submit your school's launch. Include an email address and contact information. Deadline is November 13th For launch ideas from previous years, click <u>here</u>.

What are the Willow Awards?

The purpose of the awards is to promote Canadian literature. Each year, Saskatchewan children read and vote for Willow Award recipients from finalists nominated in three award categories:

- The Shining Willow Award (young readers
- The Diamond Willow Award (grades 4-6)
- The Snow Willow Award (grades 7 & up

Students who have read the minimum number of books in a category may vote. Teachers or the school literacy team will submit tallies of votes made in their school by March 31, 2023. Click here for more information about the awards.



Willow Shining Award Finalists



Willow Diamond Award Finalists



Willow Snow Award Finalists

MULTILINGUAL & MULTICULTURAL



Karen Quiroz-Norman

Multilingual & Multicultural Consultant

**** 306-791-7234

portal.rcsd.ca/department/EdS...

Collection of Reading Related Posts in One Place

The goal of this collection is to help teachers quickly & easily find what you're looking for to support English Language Learners in their learning-to-read journey. Click here to access the collection.



Supporting EAL Learners: Getting Started Modules

The EAL, Immigration and Languages Blackboard Organization features a repository of resources and intends to provide information to all Saskatchewan educators in their quest to support EAL learners in their classrooms. There are five modules, and each one of them take approximately 20 min. to complete. Click here to get started.

NUMERACY/SCIENCE



Kyle Webb

@webbkyle

Numeracy & Science Consultant

306-580-3394

oportal.rcsd.ca/department/EdS...

Numeracy/Science

MathUP now available for Grades K, 6-8 Teachers

A new core math program is available to K, 6, 7, 8 teachers this year (including 5/6 split grade teachers). *Note: If you teach outside of these grades, you may still be granted a license depending on availability.*MathUP can replace your current textbook and has many useful



features for teachers: year plans (including split grades) three-part lesson plans differentiation plans

assessment tools, and additional activities. Training sessions will be offered (details provided when you request your license).

Request your license: https://forms.office.com/r/06v2UK8ELg.

(FREE) Make Math Moments Virtual Summit

Get close and personal with 20+ of the most influential math education speakers in our profession joining together to help you tackle the most important ideas for your classroom.



Through a three-day series of LIVE VIRTUAL SESSIONS, you'll learn how to step over the threshold to feeling confident and successful in your math class, and never look back.

Information and Registration: 2022 Make Math Moments Virtual Summit

Science

- Code in the Stars: Lunar Gateway Challenge
- Request Sponsored Kits Safe Drinking Water Foundation (safewater.org)
- Ingenium Virtual Field Trips

PRACTICAL & APPLIED ARTS



Wade Hackl

@wbhackl

Superintendent of Education Services

₩.hackl@rcsd.ca

L 306-791-7200

portal.rcsd.ca/department/EdS...

Safety In Schools

- Saskatchewan Curricular Alignments
- <u>Service Hospitality</u>: HSE courses are aligned with the Saskatchewan curriculum for grades 9 to 12 working with our Saskatchewan Provincial Partner <u>Service Hospitality</u>

PHYS ED & HEALTH



Wade Hackl

@wbhackl

Superintendent of Education Services

w.hackle@rcsd.ca

L 306-791-7200

portal.rcsd.ca/department/EdS...

Phys. Ed Equipment Booking

A reminder that if you are looking to book Phys. Ed kits, you can do so by going to the Physical Education & Health webpage on the portal here: Physical Education & Health - Education Services (rcsd.ca) and to select the blue button that says "Click Here for the Phys Ed Booking Form". This will take you to the Phys. Ed Equipment Jotform where there is a selection of kits to choose from.



!! IMPORTANT - INDIGENOUS GAMES KIT !!

Unfortunately, the Indigenous Games kit went missing last year and it has not been found. To assist in locating the kit, we ask that you please check any/all bins around your school that you are unsure of. If found, please notify PhysEd.booking@rcsd.ca and arrange for it's return so that it can continue to be utilized this school year. Thank you.



Tennis Saskatchewan

Tennis Saskatchewan is interested in coming to our schools to work with our students. Contact Rory Park at 306.780.9410 or tennissask@sasktel.net to learn more.

Community Cultural Diversity Inclusion Grant

The Community Cultural Diversity Inclusion Grant aims to support SPRA members in developing recreation programs with a focus of integrating newcomers to Canada, First Nations, Métis and ethno-cultural



minorities. Opportunities should reflect the diverse population within the member's community or groups served.

The SPRA Community Cultural Diversity Inclusion Grant is available to fund a one-time only recreation program. The successful applicant will have outlined how their program will promote the continued development of recreation in their community.

Application Form: Coming December 5, 2022

Grant Brochure: Download

STUDENT SERVICES



Sandra P. Selinger

Coordinator of Student Services

🔀 s.selinger@rcsd.ca

**** 306-581-1302

portal.rcsd.ca/department/EdS...

Supporting Students with Autism in Inclusion

30 Things All Teachers Should Know About Autism in the Classroom

https://www.appliedbehavioranalysisprograms.com/what-all-teachers-should-know-about-autism-in-the-classroom/



"With education constantly evolving and autism on the rise ..., more and more teachers are welcoming into their classrooms students on the autism spectrum. While teaching a child with autism may seem daunting, doing so can often prove to be one of the most rewarding parts of an educator's career. Here are 30 things all teachers should know about autism in the classroom."



Building Block: An Introduction to Autism

https://padlet.com/sselinger/usgp91f5mqz4dm0/wish/233918066 2

Cowessess First Nation & the Autism Resource Centre believe that all people have gifts to share and all people should have access to information and opportunity regardless of ability. This partnership was created to explore and begin to address the gap in culturally appropriate autism resources for Indigenous people, families and communities.

QR code: You Are Going to Love This Kid! Information & Resource Padlet

Explore the shared information and resources presented at the Fall 2022 RCSD Institute session: *You Are Going to Love This Kid! Supporting Students with Autism in the Classroom.*







BOARD MEETING DATE	FORU	INT	ENT			
November 7, 2022	⊠ Public	☐ Decision				
	☐ Planning	☐ Discussion	n			
TOPIC		☐ Discussion ☐ ☐ Information				
2022-2023 Relocatable Classroom Prog	ram					
Application	☐ Committee	☐ Presentation	on			
BACKGROUND:						
The 2022-2023 Relocatable Classroom I Wednesday November 2, 2022, as per th St. Elizabeth, St. Nicholas School, Mich Community School, St. Gregory School, See attached Executive Summary See	eir request. Regina Catholic Sch ael A. Riffel Catholic High Scho	ools requested relocatable	es for École			
RECOMMENDATION(S) (if applical	ole):					
NA						
D 11						
Prepared by:	Attachments (list below):	Date:	2022			
Doug Sears, Controller of Plant and Accommodation Services	2022-2023 Relocatable Classro	om November 2, 2	20 22			
Accommodation Services Program Application						



Regina Catholic Schools

THE BOARD OF EDUCATION OF THE REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 81

Vicky Bonnell Sean Chase Chair Director of Education

November 1, 2022

SENT BY EMAIL derek.froese@gov.sk.ca

Derek Froese Senior Policy Analyst Ministry of Education 2220 College Avenue Regina, SK S4P 4V9

Dear Mr. Froese,

Please find attached our application for 2022-2023 Relocatable Classroom Program:

- 1) École St. Elizabeth (P3 School) (Utilization > 109%) With a strong presence of new construction in the Southeast portion of Regina, which has resulted in an increase of enrolments. This past summer two (2) new portables were installed and are full. Regina Catholic Schools (RCS) is requesting one (1) new relocatable for École St. Elizabeth
- 2) **St. Nicholas School (P3 School)** (Utilization >113%) After a period of slow grow this subdivision is now expanding at a good pace. New medium/high density construction is on going at the west end of the city. New residential construction is under way directly across the street from the school. RCS is requesting one (1) new relocatable for St. Nicholas School.

With the opening of the new École St. Pius X scheduled for this summer (2023), the closure of the former school leaves seven (7) relocatables behind. In reviewing this past year and anticipation of higher enrolments into the next school year (2023-2024), these relocatables are needed at several schools. The costs to move these portables, although not determined as this point in time, could include:

- Asphalt/landscape repair, door and window renovations are required at the original École St. Pius X.
- Disassemble costs, such as electrical and plumbing.
- Economies of scale in moving 7 units from a single site.

The following schools are recommended for the École St. Pius X relocatables:

3) **Michael A. Riffel Catholic High School** (Utilization > 92%) - Enrollment at the high school level is increasingly growing at extremely fast rate. Data from our elementary grades, especially from grades 5-8 show this. The anticipated growth of Michael A. Riffel Catholic High School is expected to reach 1000 students. RCS is requesting two (2) existing relocatables be moved from École St. Pius X to Michael A. Riffel Catholic High School.

2160 Cameron Street Regina, Saskatchewan S4T 2V6 Telephone: (306) 791-7200 Fax: (306) 347-7699 www.rcsd.ca

- 4) **St. Gabriel School** (Utilization > 115%) Another school in the Southeast area of the city that is experiencing growth. RCS is requesting two (2) existing relocatables be moved from École St. Pius X to St. Gabriel School.
- 5) **St. Catherine Community School** (Utilization > 103%) School has exhausted all areas of the school to create classrooms. RCS is requesting one (1) existing relocatables be moved from École St. Pius X to St. Catherine Community School.
- 6) **St. Gregory School** (Utilization > 112%) School has exhausted all areas of the school to create classrooms. RCS is requesting one (1) existing relocatables be moved from École St. Pius X to St. Gregory School.
- 7) **St. Timothy School** (Utilization > 109%) School has exhausted all areas of the school to create classrooms. RCS is requesting one (1) existing relocatables be moved from École St. Pius X to St. Timothy School.

Sincerely,

Douglas Sears

Controller of Plant & Accommodation Services

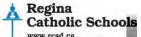
C: Board of Trustees

Doyles Seas

S. Chase, Director of Education



BOARD MEETING DATE		FORUM	INTENT
November 7, 2022		N Public	☐ Decision
		☐ Planning	Discussion
TOPIC		☐ Closed	
BRAVO! Awards		☐ Committee	☐ Presentation
BACKGROUND:			
The Canadian Association of Communic		-	•
recognize the best communication projec	ets and programs	s in Canadian School Distric	ts.
See attached Executive Summary ⊠ See	attachment \Box		
RECOMMENDATION(S) (if applicab	ole):		
Prepared by:	Attachments	(list below):	Date:
Twylla West, Communications & Media Coordinator			November 3, 2022



BOARD MEETING – EXECUTIVE SUMMARY / ATTACHMENT

BOARD MEETING DATE

November 7, 2022

TOPIC

BRAVO! Awards

On Monday, October 24, 2022, the Regina Catholic School Division won several honours during the 2022 BRAVO! Awards Gala hosted by the Canadian Association of Communicators in Education (CACE).

We are thrilled and honored to receive this recognition from the Canadian Association of Communicators in Education. Our communications department is responsible for providing public relations support for all of our schools and the various division departments to ensure our various stakeholders remain informed of important news about Regina Catholic Schools. The success of all projects our Communications & Media Coordinator takes on is contingent on collaboration and the enthusiasm of colleagues.

Overall, the communications department won a total of 3 awards in the following categories:

- 1. Coup de Couer Distinguished Alumni Awards Gala Gordon West, Twylla West
- **2. Award of Merit** New Director, New Director's Communiqué Sean Chase, Gordon West, Twylla West
- 3. Award of Distinction Moving in Faith Maria Saenz, Gordon West, Twylla West

We're fortunate to have a communications team to provide effective communication strategies to stakeholders across the division. Families and staff are the beneficiaries of these efforts. It's important to increase awareness and understanding of the critical role played by professional communicators.

The CACE BRAVO! Awards, presented by SchoolBundle, are the only Canada-wide awards program specifically designed to recognize excellence in school board communications. CACE recognizes and honours exemplary work in all aspects of school public relations, communications, marketing and engagement through the BRAVO! Awards Program each year.

Canadian Association of Communicators in Education

The Canadian Association of Communicators in Education (CACE) offers the best resource and professional development, bilingually, for educational communications professionals and system leaders in Canada. We are also the only association, in Canada, to provide direct support for the work of more than 350 communicators and organizational leaders in school districts, school board associations, private school institutions, post-secondary institutions, teacher organizations and provincial education ministries. For more information, visit www.cace-acace.org.



Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
03-Nov (Thur)	Legally Blonde, the Musical -		7:00 to 9:00 pm	134 Argyle St.	Trustees, Executive Council
03-Nov (Thur)	Archbishop M.C.O'Neill HS Anti-Social Drama Production - Dr.		7:00 to 9:00 pm	2330-25 Ave.	Trustees, Executive Council
04-Nov (Fri)	Martin LeBoldus Catholic HS Legally Blonde, the Musical - Archbishop M.C.O'Neill HS		7:00 to 9:00 pm	Theatre 134 Argyle St.	Trustees, Executive Council
04-Nov (Fri)	Anti-Social Drama Production - Dr. Martin LeBoldus Catholic HS		7:00 to 9:00 pm	2330-25 Ave. Theatre	Trustees, Executive Council
05-Nov (Sat)	Legally Blonde, the Musical - Archbishop M.C.O'Neill HS		2:00 to 4:00 pm	134 Argyle St.	Trustees, Executive Council
05-Nov (Sat)	Anti-Social Drama Production - Dr. Martin LeBoldus Catholic HS		1:30 to 3:30 pm	2330-25 Ave. Theatre	Trustees, Executive Council
07-Nov (Mon)	Public Board Meeting (Organizational Meeting)		5:30 to 7:30 pm	Board Room	Director Reporting Policy 2 (section 2 & 10); Determine Board Chair, Deputy Chair; ERM - Privacy & Cybersecurity
10-Nov (Thur)	St. Catherine Community School Remembrance Day Liturgy		10:30 to 11:30 am	150 Brotherton Ave	TOR - R. Bast
11-Nov (Fri) Reme	embrance Day Stat				
13-Nov (Sun)	SCSBA Awards Ceremony & Banquet	*	3:00 to 6:30 pm	Regina - Doubletree by Hilton	Attending: Bonnell, Weninger Bast, Bresciani, Bushi, Kowalchuk, Chase
13-Nov (Sun)	2022 SSBA Fall General Assembly & AGM	*	3:00 pm - 9:00 pm (Sunday)	Regina - Doubletree by Hilton	Attending: Bonnell, Weninger Bast, Bresciani, Bushi, Kowalchuk, Chase
14-Nov (Mon)	2022 SSBA Fall General Assembly & AGM	*	7:30 am to 9:15 pm (Monday)	Regina - Doubletree by Hilton	Attending: Bonnell, Weninger Bast, Bresciani, Bushi, Kowalchuk, Chase
15-Nov (Tues)	2022 SSBA Fall General Assembly & AGM	*	7:30 am to 12:45 pm (Tuesday)	Regina - Doubletree by Hilton	Attending: Bonnell, Weninger Bast, Bresciani, Bushi, Kowalchuk, Chase
15-Nov (Tues)	SSBA Board Chairs' Council	*	1:00 to 4:00 pm	Regina - Doubletree by Hilton - MJ Room	
15-Nov (Tues)	Board / Employee Groups Executive - Mix and Mingle (CUPE, RCAA, RCSESPA, RCSTA)	*	4:30 to 6:00 pm	Mackenzie Art Gallery Café	Trustees, Executive Council
16-Nov (Wed)	School Tour for Trustees and Senior Administration - Miller Comp. Catholic HS		10:30 am to 12:00 pm	1027 College Ave	TOR - R. Bresciani
16-Nov (Wed)	Board / CSCC Linkage Meeting	*	6:30 to 8:00 pm (Grand Staircase)	Sacred Heart Community School - 1325 Argyle St.	All Trustess, Executive Council
18-Nov (Fri)	Regina Catholic School Division (RCSD) Board of Trustees Linkage Meeting with the Official Opposition MLAs (Regina)	*	9:30 to 10:45am	Board Room 255, Legislative Building 2405 Legislative Drive.	All Trustees, Director, CFO



Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
18-Nov (Fri)	Regina Catholic School Division (RCSD) Board of Trustees Linkage Meeting with the Regina Government MLAs	*	11:00 am to 12:30 pm	Room 8, Legislative Building - 2405 Legislative Drive.	All Trustees, Director, CFO
21-Nov (Mon)	Board Christmas Video Shoot		3:00 to 4:45 pm	Gratton Room	
21-Nov (Mon)	Board of Trustees Meeting with Auditor and Provincial Auditor		5:00 to 5:30 pm	Board Room	
21-Nov (Mon)	Board Planning Meeting		5:30 to 7:30 pm	Board Room	Review Draft Audited Financial Statements & Annual Report
TBD Nov	Special Public Board Meeting		11:45 am to 1:00 pm	Board Room (Lunch to be included)	Approve Draft 2022-23 Annual Report & 2022-23 Audited Financial Statements
22-Nov (Tues)	Employee Recognition	*	4:00 to 7:00 pm	Mackenzie Art Gallery, 3475 Albert St.	Board Chair Bring Greetings, Trustees, Executive Council
24-Nov (Thur)	Director, Board Chair, Deputy Chair Meeting - Review Public Agenda & Create Planning Meeting Agenda		9:00 to 10:00 am	DMR	
24-Nov (Thur)	School Tour for Trustees and Senior Administration - St. Catherine Community School		10:30 am to Noon	150 Brotherton Ave	TOR - D. Wilcox
24-Nov (Thur)	RCSD Interns 2022 - Meet & Greet	*	4:00 to 4:40 pm	Gratton Room	Board Presence Only, Director, Executive Council
24-Nov (Thur)	Miller Comp. Catholic HS Presents Disney's Aladdin Jr.		7:00 to 9:30 pm	Miller Theatre - 1027 College Ave.	
25-Nov (Fri)	Miller Comp. Catholic HS Presents Disney's Aladdin Jr.		7:00 to 9:30 pm	Miller Theatre - 1027 College Ave.	
26-Nov (Sat)	Miller Comp. Catholic HS Presents Disney's Aladdin Jr.		7:00 to 9:30 pm	Miller Theatre - 1027 College Ave.	
27-Nov (Sun)	Miller Comp. Catholic HS Presents Disney's Aladdin Jr. <i>(Matinee)</i>		2:00 to 4:30 pm	Miller Theatre - 1027 College Ave.	
	bb Kowalchuk Away				
23-Oct-10 Nov - Da	·				
21-25 Nov - Juliet I TBD Nov	RCSD / RPSD Joint Boards Meeting	*	TBD	TBD (RPSD to Host)	
			ense Claims Due for Nov		
05.0 (11.1.)	Trustee Activity Reports	Due 1			
05-Dec (Mon)	SSBA Board Chairs' Council	Ψ	8:30 to 9:30 am 5:00 to 5:30 pm	Zoom Board Room	
05-Dec (Mon) 05-Dec (Mon)	Board Pre-Meeting Public Board Meeting		5:30 to 7:30 pm	Board Room Board Room	DIP Reading Writing Math (moved from Nov meeting); ERM - Transportation
07-Dec (Wed)	RCSD Advent Concert at Conexus		7:00 to 9:00 pm	Conexus Art Centre - 200 Lakeshore Dr.	Trustees, Executive Council



Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
08-Dec (Thur)	Director's Meeting	*	9:00 - 11:30 am	Resurrection	
				Parish, 3155	
				Windsor Park Rd	
14-Dec (Wed)	St. Luke Christmas Lunch		10:30 am to 1:30 pm	625 Elphinstone St	All Trustees, Executive Council
19-Dec (Mon)	Board Planning Meeting		5:30 to 7:30 pm	Board Room	
23-Dec (Fri)	Director, Board Chair, Deputy Chair		9:00 to 10:00 am	DMR	
	Meeting - Review Public Agenda &				
	Create Planning Meeting Agenda				
21-Dec (Wed) to Ja	n 4 (Wed)- Christmas Day, Boxing Day, I	New \	ear's Day Christmas Bre	ak	
18-Dec - April 1 - B	ob Kowalchuk away (attending meeting	thro	ugh MSTeams		
	Trustee Per Diem an	d Exp	ense Claims Due for Nov	ember 2022	
09-Jan (Mon)	Board Pre-Meeting		5:00 to 5:30 pm	Board Room	
09-Jan (Mon)	Public Board Meeting		5:30 to 7:30 pm	Board Room	Approval of School Year Calendar for Ministry Approval; Annual Meeting of Electors Agenda; Director Reporting Policy 11 (Section 1 & 12); Qtr 2 Governance; Qtr 2 Financial; DIP # 1 of 2 - Faith Permeation; Transportation Report (Sep-Nov)
14-Jan (Sat)	SCSBA Board of Director's Meeting			Virtual	
23-Jan (Mon)	Board Planning Meeting		5:30 to 7:30 pm	Board Room	Policy 12 - Role of the Director Performance Review & Board Self Evaluation Begin
25-Jan (Wed)	School Tour for Trustees and Senior Administration - Ecole St. Angela		10:30 am to Noon	6823 Gillmore Drive	TOR - Ryan Bast
27-Jan (Fri)	Director, Board Chair, Deputy Chair Review Public Meeting Agenda & Create Planning Meeting Agenda		9:00 to 10:00 am	DMR	
TBD Jan	Board Policy Review Committee Meeting	*	ТВС	TBD	
18-Dec - April 1 - B	ob Kowalchuk away (attending meetings	thro	ugh MSTeams		
	Trustee Per Diem a	nd Ex	pense Claims Due for Ja	nuary 2023	
TBD-Feb	Consecrated Life Luncheon	*	TBD	TBD	Feb 2 is World Day of Consecrated Life
01-Feb (Wed)	Circle of Voices	*	4:00 to 6:00 pm	Board Room	
06-Feb (Mon)	Board Pre-Meeting		5:00 to 5:30 pm	Board Room	
06-Feb (Mon)	Public Board Meeting		5:30 to 7:30 pm	Board Room	Capital Projects Priority Approved Director Reporting Policy 13; Approval of Division Theme (2023-24)
07-Feb (Tues)	School Tour for Trustees and Senior Administration - Sacred Heart Community School		1:00 to 2:30 pm	1325 Argyle Street	TOR - D. Wilcox
08-Feb (Wed)	School Tour for Trustees and Senior Administration - Ecole St. Elizabeth		10:30 am to Noon	5149 E Green Brooks Way	TOR - V. Bonnell
	Annual Meeting of Elector's	*	7:00 PM	Board Room	



www.rcsd.ca					
Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
13-Feb (Mon)	School Tour for Trustees and Senior		1:00 to 2:30 pm	45 Mikkelson Dr.	TOR - J. Bushi
	Administration - St. Francis				
	Community School				
13-Feb (Mon)	Board Planning Meeting		5:30 to 7:30 pm	Board Room	HR Services Accountability Report
20-Feb (Mon) to F	eb 24 (Fri)- Family Day Stat and February	y Brea	ık		
27-Feb (Mon)	Director, Board Chair, Deputy Chair		9:00 to 10:00 am	DMR	
	Meeting - Review Public Agenda &				
	Create Planning Meeting Agenda				
TBD Feb	School Board / City Liaison	*	TBD	TBD	Board Chair, Deputy Chair,
	Committee Meeting (2 of 3)				Director, CFO
18-Dec - April 1 - E	Bob Kowalchuk away (attending meeting	s thro	ugh MSTeams		
			pense Claims Due for Febru	uary 2023	
	Trustee Activity Repor	ts Du	e for Dec 2022, January, Fe	bruary 2023	
06-Mar (Mon)	St. Maria Faustina School	*	10:30 am to Noon	425 - 15 Ave	TOR - R. Bresciani
06-Mar (Mon)	Board Pre-Meeting		5:00 to 5:30 pm	Board Room	
06-Mar (Mon)	Public Board Meeting		5:30 to 7:30 pm	Board Room	Review the Board
, ,			'		Development Plan Progress;
					MTMS Presentation TBD
13-Mar (Mon)	SSBA Board Chairs' Council	*	8:30 to 9:30 am	Zoom	
20-Mar (Mon)	Board Planning Meeting		5:30 to 7:30 pm	Board Room	Provincial Budget Review
, ,					Director Performance
					Assessment Completed
					Financial Accountability
					Reporting
22-Mar (Wed)	Board / CSCC Linkage Meeting	*	6:30 to 8:00 pm (Theatre)	Miller Comp. Catholic HS	All Trustees, Executive Council
24-Mar (Fri)	Director, Board Chair, Deputy Chair		9:00 to 10:00 am	DMR	
	Meeting - Review Public Agenda &				
	Create Planning Meeting Agenda				
31-Mar-01 Apr	SCSBA Board of Director's Meeting			In Person,	
·				Saskatoon	
18-Dec - April 1 - E	Bob Kowalchuk away (attending meeting	s thro	ugh MSTeams		
·			xpense Claims Due for Mai	ch 2023	
03-Apr (Mon)	Board Pre-Meeting		5:00 to 5:30 pm	Board Room	
03-Apr (Mon)	Public Board Meeting		5:30 to 7:30 pm	Board Room	Qtr 2 Board Governance &
,			'		Remuneration & Expense
					Allow. Qtr 2 Financial; Set
					Annual Mill Rate & inform
					Ministry by May 1st;
					Transportation Report (Dec-
					Feb)
05-Apr (Wed)	SSBA Board Chairs' Council	*	8:30 to 11:30 am	Delta Hotels by	
				Mariott Saskatoon	
05-06-Apr 2023	2023 Spring Assembly	*		Saskatoon	
07-April (Fri) to Ap	r 14 (Fri) - Good Friday, Easter Monday	and E	aster Break		
17-Apr (Mon)	Board Planning Meeting		5:30 to 7:30 pm	Board Room	Board Self Evaluation Begins
20-Apr (Thur)	Regina Catholic Connections Forum		2:00 to 3:30 pm	Gratton Room	Trustees, Director, Exec Counci
21-Apr (Fri)	Director, Board Chair, Deputy Chair	1	9:00 to 10:00 am	DMR	
	Meeting - Review Public Agenda &				
	Create Planning Meeting Agenda				
			Ī	1	Ī.



Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
TBD-Apr	SCSBA Board of Director's Meeting	*	TBD	TBD	
05-15 - Apr - Shaun					
		and I	Expense Claims Due for A	•	
01-May (Mon)	Board Pre-Meeting		5:00 to 5:30 pm	Board Room	
01 May (Mon)	Public Board Meeting		5:30 to 7:30 pm	Board Room	Annual Three (3) Year PMR Approval
04-May (Thur)	School Tour for Trustees and Senior Administration - St. Gregory School		9:30 - 11:00 am	302 Upland Dr	TOR - S. Weninger
05-May (Wed)	School Tour for Trustees and Senior Administration - St. Dominic School		9:00 to 10:30 am	195 Windfield Rd	TOR - J. Bushi
15-May (Mon)	Board Planning Meeting		5:30 to 7:30 pm	Board Room	Preliminary Budget Review Board Self Evaluation Completed
16-17 May (T/W)	Indigenous Education Symposium		SAVE the DATE	Prairieland Park, Saskatoon	reference SSBA Calendar of Events
17-May (Wed)	School Tour for Trustees and Senior Administration - Deshaye Catholic School	*	10:30 am to Noon	37 Cameron Cr.	TOR - B. Kowalchuk
26-May (Fri)	Director, Board Chair, Deputy Chair Meeting - Review Public Agenda & Create Planning Meeting Agenda		9:00 to 10:00 am	DMR	
29-May (Mon)	SSBA Board Chairs' Council	*	8:30 to 9:30 am	Virtual	
TBD-May	RCSD / RPSD Joint Boards Meeting	*	TBD	TBD	
TBD May	School Board / City Liaison Committee Meeting (3 of 3)	*	TBD	TBD	Board Chair, Deputy Chair, Director, CFO
TBD-May	Distinguished Alumni Gala	*	TBD	TBD	
TBD - May	Moving in Faith	*	TBD	TBD	
TBD - May -Catholic	Education Week Saskatchewan				
	Trustee Per Diem	and	Expense Claims Due for I	May 2023	
			ts Due for March, April, N		
01-03 Jun	CCSTA Convention and AGM	*	TBD	Saskatoon, Sheraton Cavalier	
05-Jun (Mon)	Board Pre-Meeting		5:00 to 5:30 pm	Board Room	
05-Jun (Mon)	Public Board Meeting		5:30 to 7:30 pm	Board Room	Director and Board Evaluations Approved & Filed; Appoint Auditor; Budget Review and Preliminary Approval
13-June (Tues)	Graduation - St. Luke School		11:00 am to 2:00 pm	St. Cecilia Parish	
13-June (Tues)	2022-23 Board hosted Superannuate and Retiree Reception and Dinner	*	6:00 to 9:00 pm	Hotel Sask.	Trustees+Guests, Director+Guest, Archbishop/Alternate, Superannuates/Retirees + Guests
14-Jun (Wed)	Circle of Voices	*	4:00 to 6:00 pm	Board Room	
19-Jun (Mon)	Board Planning Meeting		5:30 to 7:30 pm	Board Room	PSAB PS2200 Related Party Disclosure by June 30
21-Jun (Wed)	Special Public Board Meeting		3:00 pm to 4:00 pm	Board Room	2023-24 Budget Approval



Date	Meeting/Event	LINKAGE	Time	Place	Special Notes / Presentations
TBD-June	2022-23 RCSTA Superannuation	*	TBD	TBD	
	Reception				
TBD-June	Board Policy Review Committee	*	TBD	TBD	
	Meeting				
27-Jun (Tues)	Graduation Mass - Archbishop M.C.		7:00 PM	Holy Family Parish	
	O'Neill Catholic HS				
27-Jun (Tues)	Graduation Mass - Miller		7:00 PM	Resurrection Parish	
	Comprehensive Catholic HS				
28-Jun (Wed)	Graduation Exercises - Miller		7:00 PM	Conexus Art Centre	
	Comprehensive Catholic HS				
29-Jun (Thur)	Graduation Exercises - Archbishop		6:00 PM	Conexus Art Centre	
	M.C. O'Neill Catholic HS				
TBD-June	Graduation - St. Maria Faustina		TBD	TBD	
	School				
TBD-June	Graduation Exercises - Dr. Martin		TBD	TBD	
	LeBoldus Catholic HS				
TDB-June	Graduation Mass - Dr. Martin		TBD	TBD	
	LeBoldus Catholic HS				
TBD-June	Graduation Exercises - Michael A.		TBD	TBD	
	Riffel Catholic HS				
TDB-June	Graduation Mass - Michael A. Riffel		TBD	TBD	
	Catholic HS				
28-Jun - Last Day	for Students				
	Trustee Per Diem	and	Expense Claims Due fo	or June 2023	
03-05 July	CSBA Congress 2023		TBD	Banff Centre of	Bonnell, Kowalchuk
				Arts and Creativity	
				·	
	Board Presence		TBD		
	Greetings		MSTeams/Zoom		
	Rotation(TOR)		Meeting Conflict		

Board Presence
Greetings
Rotation(TOR)
Presentation/Award
School of the Week

Professional Development



Regina Catholic Schools

Public Board Meeting Minutes

Oct 3rd, 2022 5:30 pm - 7:30 pm

TRUSTEES PRESENT: Vicky Bonnell (Board Chair), Shauna Weninger (Deputy Chair), Ryan Bast, Rob Bresciani, Juliet Bushi, Bob Kowalchuk, Darren Wilcox

STUDENT TRUSTEES PRESENT: Anica Metz, John Paz, Liza Donnelly (Principal)

STAFF PRESENT: Sean Chase (Director), Josh Kramer (CFO), Kelley Ehman, Stacey Gherasim, Wade Hackl, Heidi Hildebrand, Joanna Landry, Doug Sears, Twylla West, Sherry Chase, Michelle Dizy, Karen Quiroz-Norman, Genna Rodriguez, Sandra Selinger, Carla Redler (Recorder)

GUEST PRESENTER: James Youck

1. Land Acknowledgement

V. Bonnell: I wish to acknowledge that we are on Treaty 4 territory, traditional lands of the nêhiyawak (neh HEY o wuk), nahkawé (NUK ah way), nakota, and homeland of the métis, lakota, and dakota. I also wish to acknowledge my own personal journey of learning and walking in relationship with Indigenous and métis peoples, on these traditional lands.

2. Opening Prayer

S. Weninger opened the meeting with a prayer.

3. Consent Items

V. Bonnell: The following consent items have been received as information. Do any of the trustees want to move a consent item to discussion? Student Enrolment, RCS Student Support Services Newsletter - September 2022 and the October Institute 2022 were highlighted.

- i. Student Enrolment September 30, 2022
 - S. Chase shared that as of September 30, 2022, PreK to 12 enrolment headcount is 12,315. This does not include 55 students from Mother Teresa Middle School. This is an increase of 347.25 FTE students from last school year and an increase of 433.00 FTE students over projections.
- ii. Staffing Report September 26, 2022
- iii. RCSD Board of Trustees Update October 2022
- iv. Investments
- v. 2021-22 Governance Budget Summary and Trustee Remuneration and Expense Allowances September 1, 2021 to August 31, 2022
- vi. RCS Student Support Services Newsletter September 2022 V. Bonnell highlighted the excellent resources that are available to staff, students and families to support mental health and wellness. V. Bonnell

commended the Student Support Services team for the great work they are doing within the school division.

vii. October Institute 2022

V. Bonnell shared that the October Institute offers ninety-two pages of opportunities for staff professional development on October 14, 2022. V. Bonnell acknowledged all those involved in the planning of such a great day for all RCSD staff.

viii. SSBA Curriculum Advisory Committee Feedback

- ix. 2022-23 Board Activity Schedule
- x. Regina Public & Regina Catholic School Divisions Review of the School Resource Officer Program
- 4. 13839. Adoption of Agenda
 - S. WENINGER: That the agenda be adopted as amended.

≯ CARRIED

5. Conflict of Interest

V. Bonnell: Do any of the trustees have a conflict of interest based on the agenda they need to declare? No Trustees responded.

6. 13840. Adoption of Minutes

D. WILCOX: That the minutes of the September 6, 2022 Public Board Meeting be adopted.

★ CARRIED

J. Youck joined the meeting.

7. Presentation

a. North Regina Joint-Use School (NRJUS) Presentation James Youck, FRAIC, SAA SPRA/P3A Principal presented the North Regina Joint-Use School project update. The presentation included: Project Schedule Update; Engagement Process and Update; Site Plan, and the RCSD school layout on all three levels.

J. Youck left the meeting.

b. Student Trustees (STRIVE)

i. Miller Comprehensive Catholic High School K. Ehman, Superintendent of Education Services introduced Anica Metz and John Paz, Student Trustees and Liza Donnelly, Principal of Miller Comprehensive Catholic High School. The STRIVE presentation included: Welcome Week and Club Fair which included: Marauder Rocker Band, Crochet, Newspaper, Outdoor Ed, Dungeons and Dragon clubs. Other clubs highlighted were the Mental Health Matters Club, St. Maria Faustina Swim Club and Collecting Cans for Charity (CC4C) Club. Miller students are very active with TRC participation in "Calls to Action" activities, school sports, and practicing for this year's musical - Aladdin. As STRIVE members, A. Metz and J. Paz are always looking for ways to be liaisons between students, staff and administration. V. Bonnell thanked A. Metz and J. Paz for their leadership and commitment to STRIVE and their school.

A. Metz, J. Paz and L. Donnelly left the meeting.

8. Decision Items

- a. 13841. Transportation Appeals Decision (September 6, 2022) At the September 6, 2022 Special Board Planning Meeting - Transportation Appeals, the Board of Trustees heard evidence pertaining to the following appeal. The Board determined its final decision after reviewing the in-person presentation and submission by the appellant and the RCSD Administration summary. The Decision is as follows: S. Catherine Community School - O. & C. Odetoyinbo APPROVED (Exception for the 2022-23 School Year and as long as capacity on the bus remains).
 - B. KOWALCHUK: That the Board formally recognize the aforementioned transportation appeal decision.

≯ CARRIED

- b. 13842. Transportation Appeals Decision (October 3, 2022) At the October 3, 2022 Special Board Planning Meeting – Transportation Appeals, the Board of Trustees heard evidence pertaining to the following appeal. The Board determined its final decision after reviewing the in-person presentation and submission by the appellant and the RCSD Administration summary. The decision is as follows: St. Catherine Community School - C. Ifeobu APPROVED (Exception for the 2022-23 School Year and as long as capacity of the bus remains).
 - J. BUSHI: That the Board formally recognize the aforementioned transportation appeal decision.

★ CARRIED

c. 13843. Policy 8 - Board OperationsS. WENINGER: That the Board approve the amendment to Policy 8 - Board Operations.

★ CARRIED

- 9. Discussion
 - a. 2022 Audit Engagement Letter

The Board reviewed the letters from the auditors, Dudley & Company LLP and responded to questions in Appendix - Risk of Fraud.

b. STRIVE Presentations

K. Ehman, Superintendent of Education Services shared that traditionally STRIVE presentations have provided school spotlights and feedback regarding issues of concern to students. This year we are looking to provide two Thoughtexchange opportunities for students implemented by our STRIVE students. The Board was asked to provide feedback for possible exchange questions for the November and March STRIVE presentations.

10. Governance

- 11. Governance Executive Council Reporting
 - a. Enterprise Risk Management (ERM) Report Capture Rate S. Chase presented the Regina Catholic Schools - ERM Dashboard. The ERM Dashboard included Risk Profile; Top Risks (#1-#5) with Risk Trend and Commentary. # 2 - Declining Capture Rate shows a downward trend to the risk as a result of enrolment exceeding projections by over 400 K-12 FTEs; advertising campaign statistics and the Multilingual & Multicultural Services assessing over 450 students. Adjustments to Admin Application 9100 to better align with the provincial practice post-Theodore were made last school year and have also proven effective. The official capture rate measures will be available in late November.
 - b. Policy 14 School Review Executive Council has reviewed the September enrolment data and report that for the 2022-23 School Year no schools or programs meet or are close to meeting the conditions as set out in Policy 14 - School Reviews.

Sherry Chase, M. Dizy, K. Quiroz-Norman, G. Rodriguez, S. Selinger joined the meeting.

c. Early Years Detailed Implementation Plan Report Sherry Chase, Supervisor of Curriculum and Instruction, M. Dizy, Early Years & Literacy Learning Consultant, K. Quiroz-Norman, Multilingual & Multicultural Learning Consultant; G. Rodriguez, Technology Design and Training Coordinator; and Sandra Selinger, Student Services Coordinator presented the Detailed Implementation Plan (DIP) for Early Learning. The presentation included three categories: Data (Pre-Kindergarten, Initial Language Assessment, Kindergarten), Engagement and Instruction (Inclusionary Practices in Kindergarten 2022-23). The presentation ended with Analysis and Next Steps. V. Bonnell acknowledged the group for their work in supporting the division's young students.

Sherry Chase, M. Dizy, K. Quiroz-Norma, G. Rodriguez, S. Selinger left the meeting.

12. Reports

a. Chair's Report

V. Bonnell reported that she and other Trustees were busy during the month of September with the following meetings and events: School Board/City

Council Liaison Committee meeting; Board/Archdiocesan Liaison Committee meeting; Clergy Luncheon, SCSBA Board of Directors meetings; New Teacher Mix & Mingle, Board Chairs Council meeting; Home-Based Educators Meeting; and Miyo-Wiciwitowin Day - We Walk Together.

- b. Trustee Reports / Committee Chair Reports
 - i. Board/Archdiocesan Liaison Committee

R. Bast, Board/Archdiocesan Liaison Committee Chair provided an overview of the September 14, 2022 meeting. Following the meeting, the Board/Archdiocesan Liaison Committee joined the Board Trustees, Clergy, Executive Council, School-Based Administrators for the Clergy Luncheon.

ii. SCSBA Update

R. Bast provided a verbal report from the September 14, 2022 SCSBA Board of Directors meeting that was held in the Catholic Education Centre (CEC) Boardroom. Highlights included: approval of the new SCSBA logo, discussions about the CCSTA AGM that will be held in Saskatoon in June 2023; and promotion of "Toonies for Tuition". S. Chase shared that he is working with Deacon Joe Lang to promote "Toonies for Tuition" in Regina Catholic Schools during Catholic Education Week.

- iii. 13844. Saskatchewan Catholic School Board Association (SCSBA) Board Nomination
 - D. WILCOX: That the Board nominate Trustee Vicky Bonnell for the position of SCSBA Vice-President at the November 14, 2022 SCSBA Annual General Meeting.

≯ CARRIED

c. Director's Report

S. Chase provided the following updates in this Director's Report: Provincial Education Plan (PEP) Feedback Form; Detailed Implementation Plans (DIPs); Fall 2022 Education Research Development & Innovation (ERDI) Conference; and the October Institute.

- i. Edsby Parent Engagement Update
 - S. Chase shared the Edsby data update as of October 3, 2022. This is a good news story with over 90% of high school students using Edsby, and a high percentage of families (elementary and high school) who have created their Edsby accounts during the month of September.
- 13. Community Linkage
- 14. Correspondence
 - a. Minister of Education Harbour Landing West School Division Follow-up to June 27, 2022
- 15. 13845. Move in to Closed Session
 - B. KOWALCHUK: That the Board move in to Closed Session.

♦ CARRIED

- i. Sensitive Matters
- 16. 13846. Move out of Closed Session
 - S. WENINGER: That the Board move out of Closed Session.

≯ CARRIED

- 17. Review Board Annual Work Plan
 The Board reviewed the Annual Work Plan
- 18. Items for Future Agenda
- 19. 13847. Adjournment
 - J. BUSHI: That the meeting be adjourned.

≯ CARRIED

- 20. Closing Prayer
 - D. Wilcox closed the meeting with a prayer.

Vicky Bonnell, Board Chair

Josh Kramer, CFO



BOARD MEETING DATE		FORUM	INTENT			
November 7, 2022		N Public	□ Decision			
		☐ Planning	☐ Discussion			
TOPIC			☐ Information			
Wi-Fi RFP and Board Approval of Addit	ional	☐ Committee	☐ Presentation			
Cost		Committee	L Tresentation			
BACKGROUND:						
The Board approved within its 2022-23 Budget the use of reserves to fund and Upgrade to the security, coverage, reliability, and speed of Wi-Fi in our classrooms at a cost of \$800,000. A Wi-Fi Infrastructure RFP concluded on September 27, 2022. The recommended proponent's estimated cost is \$955,000, a \$155,000 or 19% increase over budget. The additional expense along with the original budget will be withdrawn from the IT internally restricted reserves, which currently holds a balance of \$5,518,084. The proponent has not been notified and contract negotiations will commence after board approval. See attached Executive Summary See attachment See attachment						
RECOMMENDATION(S) (if applicable	le):					
That the Board approve the additional estimated expense of \$155,000 plus a 5% contingency of \$48,000, and awarding the Wi-Fi Infrastructure contract to the successful proponent.						
Prepared by:	Attachments	(list below):	Date:			
Josh Kramer, CFO		`	Nov. 7, 2022			



BOARD MEETING DATE		FOR	UM	INTENT		
November 7, 2022		⊠ Public		□ Decision □		
MODYC		☐ Planning		☐ Discussion		
TOPIC Accumulated Surplus Palance		☐ Closed				
Accumulated Surplus Balance		☐ Committee	;	☐ Presentation		
BACKGROUND:						
As per Administrative Application 4100						
be allocated or accessed in the reserves if	f needed each y	ear and the Boa	ard will appro	ve them as part of the		
audited financial statements and/or of the budget.						
See attached Executive Summary 🗵 See	attachment \square					
	1 \					
RECOMMENDATION(S) (if applicab	*					
That the Board approve the internally	restricted rese	erves and unre	stricted surp	lus balances as of		
August 31, 2022.						
Prepared by:	Attachments	(list below):		Date:		
Josh Kramer, CFO				Nov. 4, 2022		



- Unrestricted surplus for August 31, 2022, is \$2,481,948. No change from the prior year.
- The internally restricted reserves are:

	August 31 2021	Additions during the year	Reductions during the year	August 31 2022
ernal Sources				
Board governance				
Board Elections	60,000	-	-	60,000
Total Board governance	60,000	-	-	60,000
Curriculum and student learning				
Curriculum Renewal		300,000	-	300,000
Total curriculum and student learning	-	300,000	-	300,000
Facilities				
Non-school Buildings	1,500,000	-	-	1,500,000
Administrative Building	4,000,000	137,434	-	4,137,434
Relocatable Classrooms	2,000,000	-	-	2,000,000
Total facilities	7,500,000	137,434	-	7,637,434
Furniture and equipment				
Vehicles	900,000	50,000	-	950,000
Total furniture and equipment	900,000	50,000	-	950,000
Information technology				
IT Replenishment	5,000,000	518,084	-	5,518,084
Total information technology	5,000,000	518,084	-	5,518,084
Other				
Foundation operating grants/ Tax Payment timing difference	12,865,555	290,585	12,865,555	290,585
Total Other	12,865,555	290,585	12,865,555	290,585
Professional development				
LINC PD	100,000	-	-	100,000
Total professional development	100,000	-	-	100,000
tal	26,425,555	996,103	12,865,555	14,556,103

VISION

The Regina Catholic School Division will provide a quality Catholic education that is faith-based, student-centered, and results-oriented.



MISSION

The Regina Catholic School Division will work with the community and local church to provide a quality Catholic education that fosters academic excellence and the development of informed, responsible citizens.

AGENDA

RCSD Board of Trustees Linkage Meeting with the Government MLAs (Regina)

Room 8, Legislative Building
November 18, 2022 at 11:00 am – 12:30 pm

RCSD Board Trustees:	(Board Chair),(Deputy Chair), Ryan Bast, Vicky Bonnell, Rob				
	Bresciani, Juliet Bushi, Bob Kowalchuk, Shauna Weninger, Darren Wilcox				
Government MLAs (Regina)	Mark Docherty, Muhammad Fiaz, Gary Grewal, Gene Makowsky, Derek Meyers, Laura Ross, Christine Tell				
RCSD Staff:	Sean Chase, Director of Education; Josh Kramer, CFO				

Board Chair: I wish to acknowledge that we are on Treaty 4 territory, traditional lands of the nêhiyawak, nahkawé, nakota, and homeland of the métis, lakota, and dakota.

Opening Prayer – D. Wilcox

1.	Welcome and Introductions – Board Chair						
2.	Adoption of Agenda						
Board	d Chair: Do any of the trustees have a conflict of interest based on the agenda they need to declare?						
3.	Discussion/Decision						
	3.1 <u>Harbour Landing West School</u> • St. Kateri Tekakwitha School Enrolment Pressure/Harbor Landing West School Build – status update (attach)						
	 3.2 Cell Phone Towers An awareness piece of the ongoing negotiations between the City of Regina, SaskTel and the School Board about locating cell towers on or near school properties. 						
	3.3 Holy Rosary Community School Facility Update						
	 3.4 <u>Pressures:</u> <u>Student Enrolment</u> English as an Additional Language (EAL) / Newcomer – Specific Supports – Funding 						
	3.5 Mental Health and Wellbeing • PEP Funding • RCSD Staff Wellness Data						
4.	Adjournment						

Closing Prayer – R. Bast

VISION

The Regina Catholic School Division will provide a quality Catholic education that is faith-based, student-centered, and results-oriented.



MISSION

The Regina Catholic School Division will work with the community and local church to provide a quality Catholic education that fosters academic excellence and the development of informed, responsible citizens.

AGENDA

RCSD Board of Trustees Linkage Meeting with the Official Opposition MLAs (Regina)

Room 255, Legislative Building November 18, 2022 at 9:30 am – 10:45 am

RCSD Board Trustees:	(Board Chair), (Deputy Chair), Ryan Bast, Vicky Bonnell, Rob					
	Bresciani, Juliet Bushi, Bob Kowalchuk, Shauna Weninger, Darren Wilcox					
Official Opposition MLAs (Regina)	Carla Beck, Meara Conway, Nicole Sarauer, Trent Wotherspoon, Aleana Young					
RCSD Staff:	Sean Chase, Director of Education; Josh Kramer, CFO					

Board Chair: I wish to acknowledge that we are on Treaty 4 territory, traditional lands of the nêhiyawak, nahkawé nakota, and homeland of the métis, lakota, and dakota.

Opening Prayer – J. Bushi

1.	Welcome and Introductions – Board Chair						
2.	Adoption of Agenda						
Board	d Chair: Do any of the trustees have a conflict of interest based on the agenda they need to declare?						
3.	Discussion/Decision						
	 3.1 <u>Harbour Landing West School</u> St. Kateri Tekakwitha School Enrolment Pressure/Harbor Landing West School Build – status update (attach) 						
	 3.2 <u>Cell Phone Towers</u> An awareness piece of the ongoing negotiations between the City of Regina, SaskTel and the School Board about locating cell towers on or near school properties. 						
	3.3 Holy Rosary Community School Facility Update						
	3.4 <u>Pressures:</u> • <u>Student Enrolment</u> • <u>English as an Additional Language / Newcomer – Specific Supports - Funding</u>						
	3.5 Mental Health and Wellbeing • PEP Funding • RCSD Staff Wellness Data						
4.	Adjournment						

Closing Prayer – B. Kowalchuk



BOARD MEETING DATE	F	ORUM	INTENT			
November 7, 2022	⊠ Public		☐ Decision			
TOPIC	☐ Planning	5	□ Discussion			
	☐ Closed		☐ Information			
Accumulated Surplus Policy	☐ Commit	ttee	☐ Presentation			
BACKGROUND:						
 The Ministry of Education requested the Operational Reserves Committee to submit an Operational Reserve draft policy/procedure to the Ministry by October 10th, for it to be considered part of the 2023 education budget submission to Treasury Board. Highlights of the draft policy and procedure are: An Unrestricted Surplus between 0.5% and 2% of the Adjusted Annual Operating Revenue. Internally Restricted Reserves between 1% and 10% of the Adjusted Annual Operating Revenue. This amount does not include Internally Restricted Reserves designated for capital expenditures, facility related projects, and school generated funds. No limit on Externally Restricted Reserve balances as those categories are managed by way of an agreement between the Board and another organization. If the school division retains reserve balances that exceed the targeted levels, the Board would approve a detailed plan to spend the excess funds. 						
See attached Executive Summary 🗵 See	attachment \square					
RECOMMENDATION(S) (if applicable):						
Prepared by:	Attachments (list below)	:	Date:			
Josh Kramer, CFO	Exec. Summary		November 4, 2022			



Intornally Doctricted

BOARD MEETING AGENDA ITEM

• Regina Catholic Schools' draft internally restricted reserves are \$14,565,518 and can be split between operating and capital:

Internally Restricted		
Operating		
Relocatable Classrooms	2,000,000	
Curriculum Renewal	300,000	
LINC PD	100,000	
Board Elections	60,000	\$ 2,460,000
Capital		
IT Replenishment	5,518,084	
Administrative Building	4,137,434	
Non-school Buildings	1,500,000	
Vehicles	950,000	\$ 12,105,518
Total Interally Restricted		\$ 14,565,518

- The draft unrestricted reserves are \$2,481,948.
- With the proposed unrestricted surplus maximum of 2%, this results in the unrestricted surplus being over by \$150,585. There are plans to use these funds in the 2022-23 school year, such as an interim superintendent salary and intercom/camera for schools.

	Min%	Max %	Min \$	Max \$	Operating	Under/(Over) Range	Capital
Unrestricted Surplus	0.5%	2.0%	582,773	2,331,090	2,481,948	(150,858)	-
Internally Restricted Reserve	1.0%	10.0%	1,165,545	11,655,450	2,460,000	-	12,105,518
					4,941,948		12,105,518

^{*}Annual Operating Revenue is \$116,554,503.



BOARD MEETING DATE		FORUM	INTENT			
November 7, 2022		⊠ Public				
			☐ Decision			
TOPIC		☐ Planning	Discussion			
Camp Monahan Christmas Gala		Closed	☐ Information			
		☐ Committee	☐ Presentation			
BACKGROUND:	G 1 : G	1 N 1 20th 1	D : D C : A :			
The upcoming Camp Monahan Christma Centre.	s Gala 1s on Sa	turday, November 29 ¹¹¹ at the	e Regina Performing Arts			
Tickets are \$30 (\$32.84 tax included) and	d can be purcha	sed online				
Event Details:						
 Cocktails at 5:30 pm 						
• Dinner is served at 6:30 pm by So	-					
Program and dance to follow withSilent auction so you can get a sta	•					
Short adetion so you can get a sa		з впорринд.				
It is a fun evening with great food, friend	s and dancing!					
<u>Discussion</u> : Do Trustees want to purchase a corporate table for the Board to get together for a pre-Christmas social event that supports a Catholic partner?						
See attached Executive Summary See attachment						
RECOMMENDATION(S) (if applicable):						
n/a						
Prepared by:	Attachments	(list below):	Date:			
Sean Chase, Director of Education	•		November 1, 2022			



Approach



LAYERED DEFENSE



DISASTER RECOVERY AND BUSINESS CONTINUITY



NIST CSF FRAMEWORK



AON STANDARDS

NIST CSF –
National Institute
of Standards and
Technology
(Cyber Security
Framework)

Identify

Protect

Detect

Respond

Recover

- Multi-factor authentication to protect remote network access, administrative access, and access to email with two or more means of identification for access control.
- Phishing awareness training, to educate employees and end-users on how to spot phishing emails and know the red flags to drive down clicks on the malicious emails many ransomware attackers use to gain a foothold in a network.
- Disabling accessibility of remote desktop directly from the Internet, to prevent ransomware attackers from brute-forcing Internet-facing RDP services to gain entry into a network.
- Properly configured URL filtering and email attachment sandboxing, to prevent malware contained in ransomware emails from executing or going unnoticed.
- An advanced endpoint detection and response (EDR) solution, to detect and potentially quarantine ransomware and other advanced malware, and also to facilitate enterprise forensics in the event of an attack.
- An advanced malware detection tool that inspects network traffic, to identify ransomware and other malicious packets or network traffic flowing over the wire.
- 16+ character service account and domain admin passwords, to prevent ransomware and other hackers from cracking weak admin user names and passwords. Optimally, these strong passwords should be rotated regularly, using a privileged access management (PAM) tool. Ransomware attackers use these cracked credentials to move laterally and deploy their ransomware.

- 8 Lateral Movement Detection Tools. After gaining a foothold, ransomware actors typically move laterally using compromised IT credentials. Detecting that anomalous lateral movement normally enables the attack to be shut down before ransomware is deployed.
- A properly configured security information and event management (SIEM) platform that aggregates event, security, firewall, and other logs. Trying to respond to and recover from a ransomware attack without a SIEM is very difficult, as visibility through local, non-centralized logs is often poor.
- A continuous security monitoring function, which provides continuous monitoring and threat hunting using collected logs and alerts.
- Business Resilience to minimize and eliminate potential operational downtime establish backup segregation, protection, and testing with regular cadence.



Current Measures **End User Training**

Microsoft Sentinel

Geo Location Services

Multi Factor Authentication

Defender Cloud Services

Cyber Security Insurance

Risk #1: Vulnerabilities in Systems

Identified Risk

- · Aging Wi-Fi infrastructure with old encryption and authentication levels
- Windows 2016 servers nearing end of support
- · Firewalls reaching end of life.

Risk Owner(s)

Information Technology

Current Mitigations

- Wi-Fi refresh RFP has been completed, award soon
- No servers are currently running unsupported OS's
- Research of firewall replacements underway

Risk Options

- Action #1: Mitigate Implementation of new wireless infrastructure with completion in summer 2023
- Action #2: Mitigate Plan in place to update all 2016 version OS servers to 2022.
- Action #3: Mitigate Security Audit from external vendor to help identify un-known vulnerabilities and provide recommendations to address.

Risk #2: End User Training

Identified Risk

- · Current security and awareness training program is in its infancy.
- End user training levels are not at an adequate level to help prevent cyber security threats.

Risk Owner(s)

Entire Organization

Current Mitigations

- First mandatory security module was created for September 2022
- Cyber Security sessions offered at Institute

Risk Options

- Action #1: Mitigate Continue to build a security awareness and training program, potentially engaging with a vendor to deliver content.
- Action #2: Mitigate Conduct mock phishing tests in order to find where problem users exist within the organization.
- Action #3: Mitigate Integrate security training into part of the employee onboarding process.

Risk #3: Staffing and Budget

Identified Risk

- With limited staff trained and responsible for Cyber Security, the risk in losing a single staff member has increased impact on the organization.
- Current Cyber Security budget is below industry standards

Risk Owner(s)

IT, HR, Executive Council, Board

Current Mitigations

- Infrastructure Manager position has primary responsibility for Cyber Security
- Provide training to multiple staff internally
- Offering benefits like Work From Home and Earned Days Off to attract and retain staff

Risk Options

- Action #1: Mitigate Salary review in 2022/23 of IT positions to ensure competitiveness in the industry
- Action #2: Mitigate Share security duties across other managers in IT to spread out security responsibilities
- Action #3: Mitigate Identify and assign budget dollars to Cyber Security annually
- Action #4: Accept Continue with current salaries and structure accepting turn over and retraining costs.

pow_nod mirror object to mirro mirror_mod.mirror_objec peration == "MIRROR_X": Lrror_mod.use_x = True mirror_mod.use_y = False Lrror_mod.use_z = False _operation == "MIRROR_Y" lrror_mod.use_x = False lrror_mod.use_y = True lrror_mod.use_z = False operation == "MIRROR Z" rror_mod.use_x = False rror_mod.use_y = False rror_mod.use_z = True election at the end -add ob.select= 1 er ob.select=1 ntext.scene.objects.action "Selected" + str(modified rror ob.select = 0 bpy.context.selected_obj ata.objects[one.name].se Int("please select exact OPERATOR CLASSES mirror to the selecter ect.mirror_mirror_x"

2022 – 2023 Initiatives

- Security Audit
- Phishing expeditions
- Training modules
- Policies and procedures review

Partners













BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT	
November 7, 2022	⊠ Public	☐ Decision	
TOPIC	☐ Planning	□ Discussion	
Policy 2 – Role of the Board – Director Report	☐ Closed	☐ Information	
Section 7 - Enterprise Risk ManagementSection 10 - Fiscal Accountability	☐ Committee	☐ Presentation	
BACKGROUND:			
The Board Annual Work Plan schedule requires that the Director and CFO report to the Board on the following sections of the Board Policy 2 – Role of the Board – Section 7 – Enterprise Risk Management and Section 10 – Fiscal Accountability. The report is attached for review by the Board.			
See attached Executive Summary \square see attachment \boxtimes			
RECOMMENDATION(S) (if applicable):			
n/a			
		ъ.	

Prepared by:	Attachment	Date:
Sean Chase, Director	Board Policy 2 – Role of the Board	October 17, 2022
Josh Kramer, CFO	Report Date: November 7, 2022	
	Sections 7 – Enterprise Risk Management	
	Section 10 – Fiscal Accountability	



BOARD MEETING DATE

November 7, 2022

TOPIC

Board Policy 2 – Role of the Board

- Sections 7 Enterprise Risk Management
- Section 10 Fiscal Accountability

The Board is responsible for setting the direction for the school division vision and to ensure appropriate performance of the Division. This includes the development of strategic directions, goals and policies to guide the provision of educational and financial services rendered within the Division, in keeping with the requirements of provincial legislation and the values of the electorate.

The fundamental work of the Board is to establish and safeguard the mission and plan for the future, ensuring proper management of daily operations, financial stewardship, performance monitoring and accountability to stakeholders, advocacy as required and risk management oversight. In accordance with this, the Board has the responsibility to create:

Specific Areas of Responsibility

- 7. Enterprise Risk Management Executive Council acknowledges Compliance
 - 7.1. Ranking of risks to the school division.
 - 7.2. Establish processes to mitigate risk to the school division.
 - 7.3. Conduct an annual review of risks and actions taken to address the risks.

In the 2021-22 school year, the Board of Trustees and Executive Council identified and ranked the significant risks to the school division. These risks will be reported on in the 2022-23 school year at public board meetings.

Risks identified:

- Declining Capture Rate (Oct 3, 2022 Public Board Meeting) **completed**
- Privacy and Cybersecurity (Nov 7, 2022 Public Board Meeting)
- Transportation December 5, 2022 Public Board Meeting
- Spending within Means (Feb 6, 2022 Public Board Meeting)
- Long Term Viability (Mar 6, 2022 Public Board Meeting)



10. Fiscal Accountability - Executive Council acknowledges Compliance

10.1. Approve budget assumptions at the outset of the budget process.

January 24, 2022 – Board Planning Meeting
Submitted 2022-23 Budget Development Timeline to the Board

10.2. Annually approve budget and consider changes to the mill rate.

See 10.3 and 10.5

10.3. Prior to May 1, notify the Ministry and Municipality of the City of Regina, who collects taxes on our behalf, of the annual mill rate set by the Board.

April 4, 2022 - Public Board Meeting

Motion #13801: S. WENINGER: That the Board of Education for the Regina R.C.S.S.D. No. 81 exercise its constitutional right to levy education property tax and set its education property tax mill rates, and in so doing the Regina R.C.S.S.D. No. 81 hereby sets education property tax mill rates as follows: By adopting the provincial education property tax mill rates as set by the Lieutenant Governor in Council for the 2022 taxation year.

Letters were emailed to the Ministry and City of Regina on April 5, 2022.

10.4. Ensure resources allocated are achieving the goals, priorities and the Board's desired outcomes.

Part of the budget development process and Detailed Implementation Plan (DIP) presentations throughout the year.

10.5. Annually approve the Division's budget for submission to the Ministry of Education by the due date.

June 22, 2022 – Public Board Meeting

Motion #13827 - 2022-23 Budget - S. WENINGER: That the Board approved the 2022-23 Budget as presented with revenues of \$140,526,539 and expenses of \$131,556,105

September 7, 2022 – Public Board Meeting

Motion # 13835 - Reapproval 2022-23 Budget – D. Wilcox – That the Board approve the revised 2022-23 Budget as presented with Revenues of \$141,208,651 and expenses of \$132,238,217 and including any minor adjustments from the Ministry of Education.

10.6. Approve unanticipated expenditures of over two hundred thousand (\$200,000) dollars, which cannot be covered by contingency funds.

February 7, 2022 – Public Board Meeting



Motion #13783 – Budget Pressures Approval – R. Bresciani: That the Board approve the list of unanticipated expenditures which will be covered by the unconditional portion of the funding update from the Ministry of Education of \$844K.

10.7. Annually approve capital plans.

May 2, 2022 – Public Board Meeting

Motion# 13809 – R. BAST – Annual Three (3) Year Preventative Maintenance and Renewal Plan- That the Board approve and authorize Executive Council to proceed with processing and submitting the three (3) year plan as required to ensure inclusion in the program.

February 24, 2022

Capital Submission Letter 2023-24 was submitted by email to Derek Froese Capital Funding and Projects (cc'd – Yvonne Anderson Ministry of Education, Vicky Bonnell, Board Chair, Sean Chase, and Josh Kramer). A copy was included as correspondence in the March 2022 Public Board meeting.

Follow-up: The board will be provided the submission for 2024-25 for approval at the January or February 2023 Board meeting.

- 10.8. Advise of emergency expenditures in excess of two hundred thousand (\$200,000). N/A
- 10.9. Approve major construction or renovation projects in excess of the budget.

N/A

- 10.10. Approve the submission of emergent funding requests to the Ministry of Education. N/A
- 10.11. Appoint an auditor and approve the terms of engagement.

June 6, 2022 – Public Board Meeting

Motion #13815 - S. WENINGER: That the Board appoint Dudley & Company LLP as external auditor for the 2021-22 fiscal year end.

10.12. Meet with the auditor without administration present at the conclusion of the audit.

November 1, 2021 – Board / Auditor Meeting – Board Room CEC

10.13. Receive the Audit Report and Management Letter and ensure quality indicators in the Director's evaluation are met.

November 15, 2021 – Special Public Board Meeting

Motion #13755 - R. BAST: That the 2020-21 Annual Report and 2020-21 Audited Financial Statements be approved pending any minor changes by the Ministry of Education.

June 6, 2022 – Public Board Meeting

Motion #13814 –2021-22 Director of Education Evaluation B. KOWALCHUK: That the 2021-22 Director of Education evaluation be approved and filed.

10.14. Monitor revenue and expenditures on a quarterly basis.



- September 6, 2021 Quarterly Financial Report (Mar-May)
- October 18, 2021 Board Finance Review Committee
 - o Review 2020-21 Draft Audited Financial Statements
- January 24, 2022 Quarterly Financial Report (Sept-Nov)
- April 4, 2022 Quarterly Financial Report (Dec-Feb)
- 10.15. Set the mandate for employee group negotiations and ratify Memoranda of Agreement with bargaining units.

December 6, 2021 - Public Board Meeting

Motion # 13768 CUPE Local 1125 and RCSD – Tentative Collective Agreement J. BUSHI: That the Board approve the collective bargaining agreement between the Board of Education of the Regina Roman Catholic Separate School Division No. 81 and The Canadian Union of Public Employees Local No. 1125 for the September 1, 2021 to August 31, 2024 time period

June 6, 2022 – Public Board Meeting

Motion #13819 - RCSD / RCSTA Tentative LINC Agreement

B. KOWALCHUK: That the Board approved the Local Collective Bargaining Tentative Agreement between the Board of Education for the Regina Roman Catholic Separate School Division No. 81 (RCSSD #81) and the Regina Catholic Schools Teachers Association

10.16. Annually set the mandate for out-of-scope staff salaries and working conditions.

Most members of the Executive Council team are not tied to provincial grids and need to be negotiated outside the provincial agreement. Members of Executive Council tied to provincial grids are the Chief Information Office and Communications and Media Coordinator.



BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
November 7, 2022	⊠ Public	☐ Decision
	☐ Planning	☐ Discussion
TOPIC Director's Report	☐ Closed	☐ Information
	☐ Committee	☐ Presentation

Report includes the following Director's Updates:

- 1. Provincial Education Plan 2023-30 RCSD Feedback Summary Derived from stakeholder engagement sessions held for Trustees, Administration, staff and stakeholders, please find attached the summary document provided as per the request of the Ministry of Education. Our online survey tool was accessed by 58 individuals who shared their thoughts on the plan via the Ministry's questions. Directors of Education are scheduled to meet with Ministry officials November 22 & 23 in Saskatoon to review responses from around the province and make suggestions from the PEPIT perspective.
- 2. Circle of Voices (COV) Terms of Reference Refresh Mindful of the SSBA's recently released Indigenous Education Responsibility Framework, and the Divisions TRC journey over the last decade, administration is pleased to engage the COV committee in a refresh the Terms of Reference (2007/2008). Our intended outcome is to better capture current state and future targets while updating the guidelines to better reflect our organization's commitments, as well as those of the province, community and education sector. We are developing the plan under the guidance of the committee, other Elders and Knowledge Keepers, and the assistance of an external Indigenous facilitator.
- 3. Workplace Wellness Response The attached letter, sent to all staff on November 3, outlines an initial step in our Workplace Wellness Strategy.
- 4. Baragar Demographics Intensive Boundary Review I will be joined by members of Human Resources as we travel to the Baragar Demographic head office for two days of review of current RCSD boundaries. We will be examining the most current census data, in addition to a robust information package provided by our partners at the City of Regina Planning Commission. The information gathered will help inform any future decisions regarding boundaries as we address current and anticipated enrolment changes and pressures.

Prepared by:	Attachments (list below):	Date:
Sean Chase, Director of Education	PEP feedback summary template	
	Circle of Voices Membership/Terms of	
	Reference	
	• Message to staff November 3, 2022	

2023-2030 Provincial Education Plan Feedback Template

Please fill in the 'Feedback' column for the long-term PEP actions and the long-term provincial targets and measures with summarized feedback gathered from engagement sessions held by your organization and submit to the PEP Secretariat by **October 28, 2022**. Additional information on the long-term PEP actions can be found in the PDF version of the '2023-2030 Draft Provincial Education Plan' under the 'Details' and 'Expected Results' headings for each action. **One submission per organization, please.**

Draft Provincial Actions

The draft provincial-level actions below were drafted by the Provincial Education Plan Implementation Team (PEPIT). These actions were developed in alignment with the areas of focus provided by the Provincial Education Council.

Draft Long-Term PEP Actions	Feedback
Develop and implement a provincial assessment plan that	What excites you about this action?
uses high-quality assessment practices that are culturally inclusive and affirming and that support teaching and learning.	 It is important that the new plan reflects high-quality practices and reflects inclusive practices to support ALL learners. Culturally inclusive and affirming assessment practices are critical for students to feel like they belong. Local school communities know best how to respond to this. This supports learning for all, a great focus. To effectively do this, there will need to be a commitment from the Ministry for quality resources and professional development opportunities for staff.
	Does this action raise any red flags for you? If so, please explain.

Draft Long-Term PEP Actions	Feedback
	 concerned that focus is being taken away from academics The red flag I see is that when I read between the lines I see more standardized assessments, and supporting teachers in using them where does the training and support for teachers come in? What role are our post-secondary partners doing to help prepare teachers? We have to be careful about how some of these key terms are defined particularly "high-quality assessment" and "culturally inclusive" Are the government's high-quality assessments going to be created for each individual student's needs? Will they be aligned with their IIPs, TLPs, ROAs, etc? Is the government going to create all of these individualized assessments?
Milestones (smaller steps necessary to achieve this action):	Are there any milestones missing from this list? If so, please elaborate.
Develop the 'why'.Review and critique current assessment tools and strategies.	elaborate.
 Develop strategies for parent engagement in the assessment plan. Develop the plan, using a collaborative approach, including what will be assessed, how and when (could take approximately 1 year or less). 	 Allocate more money into education to be able to do all of these 'assessments' Education funds better not be impacted by this Timeline seems short How will this affect provincial assessments? Please make sure any changes are communicated clearly
 Develop, pilot and field test new assessments; may involve renew/revise existing assessment tools and processes to 	 Please make sure any changes are communicated communicated with universities who provide TEACHER education

	Draft Long-Term PEP Actions	Feedback
	address cultural responsiveness (could take approximately 2	this should not fall on the schools to educate the new
	years).	teachers coming into this province.
•	Implement assessment approach (may be implemented	 These milestones are vague.
	approximately in Year 3).	
•	Develop and provide professional learning (Done alongside	
	development of assessments).	
•	Create a cycle of renewal.	
2.	Co-create a provincial common understanding of family-	What excites you about this action?
	centric engagement and strategies to welcome students,	It sounds great. Consider all cultures. Funding will be
	parents/caregivers and school communities that will:	essential
•	ensure all students have multiple positive adult connections	 Very excited to see the inclusivity and desire to learn
	and relationships at school;	from every group
•	ensure all parents, families and caregivers have multiple	
	connections and relationships at school;	
•	honour First Nations and Métis ways of knowing, being and	
	doing by seeking to understand Indigenous cultures through	
	an anti-racist lens; and,	
•	seek to understand and learn from other cultural groups	Does this action raise any red flags for you? If so, please
	present in schools.	explain.
		The hardest part of this is meshing point 2 and 3.
		Children are great at "anti-racist" work. They understand
		the "golden rule". It is much harder to do this with the
		adults (parents).
		Parent engagement is important but there is a struggle
		when parents who have little understanding about the work of teachers tell schools how they should or should
		not do things. Events to connect like reading nights,
		movie nights and regular conferences are more positive
		ways to engage
		ways to engage

	Draft Long-Term PEP Actions	Feedback
		Communication between school and home has never been more detailed and frequent. Our students are welcomed EVERY SINGLE DAY to a building full of adults who love them. Some of this document can be interpreted that staff are disengaged and don't want to make connections with them. Parents are also busier than ever and many share they are very happy to let the schools do what they see as the work of education.
Mi	lestones (smaller steps necessary to achieve this action):	Are there any milestones missing from this list? If so, please
•	Co-create a common understanding of family centric	elaborate.
	engagement.	Warning: To ask school staff to participate in evening
•	Co-create an accessible list of resources and supports.	activities with families requires appropriate remuneration
•	Make the list available to parents and students.	
•	Co-create a framework for wholistic safety.	
•	Co-create an engagement plan.	
•	Co-create and share effective leadership strategies.	
•	Co-create provincial messaging of expectations.	
•	Review existing engagement initiatives or practices; FTV,	
	environmental scan, family home visit pilot, etc.)	
•	Co-create SaskWelcomes with guidelines for safe, welcoming	
	and inclusive schools.	
3.	Implement a framework to establish relationships between	What excites you about this action?
	local families, including those involved in early learning and	Getting kids ready for kindergarten will pay off long
	child care centres and programs such as KidsFirst and Early	term, especially those who come from families having a
	Childhood Intervention Program (ECIP), in order to support	hard time.

Draft Long-Term PEP Actions	Feedback
children in those programs, and for smooth transitions into the PreK-12 system.	Does this action raise any red flags for you? If so, please explain. • The education sector has been leading this work, seemingly independently, for years. The former ESSP had both outcomes and priorities which focused on this collaborative effort. How will the government move from encouraging other sectors, to holding the accountable, to work collaboratively in such efforts. Very worrisome that again education will have this expectation in our plan when the children involved are not yet in in our mandate/purview.
 Milestones (smaller steps necessary to achieve this action): Create a plan for early learning centres/programs and schools that can be accessed by every school, families and caregivers as a support for transition into school. Understand how school divisions connect with their early years partners as a first step to developing a plan/framework. Provide opportunities to establish relationships. Establishment of provincial framework. Development of formal relationships between schools and the PreK – Grade 12, early learning and child care sectors and beyond. 	Are there any milestones missing from this list? If so, please elaborate.

Draft Long-Term PEP Actions	Feedback
4. Improve access to a variety of opportunities that are responsive to student needs and provide support for student transitions throughout school to graduation and beyond.	 Great opportunity to create smooth transitions not just from elementary to high school but an opportunity for focused mission of all educators from pre-K to 12 and with our partners in the workforce and post-secondary. Does this action raise any red flags for you? If so, please explain. Again, what are the accountability measures in place for the partners outside the education sector, to support this ambitious action? Currently, efforts such as the RDIEC are funded by school divisions in absence of targeted provincial dollars. Will there be dedicated resourcing to support this action? We are using funds meant for classrooms to pay our division's portion of such MOU's.
 Milestones (smaller steps necessary to achieve this action): Develop formal relationships among the PreK-Grade 12 sector and secondary and post-secondary institutions, industry and education councils. 	Are there any milestones missing from this list? If so, please elaborate.

	Draft Long-Term PEP Actions	Feedback
• • 5.	Create and implement an exit survey – learning more about where our students land, what exit options are. Identify current state for transition space – what are the gaps and opportunities. Expand dual credit and career exploration opportunities. To support other provincial level actions, build upon/strengthen relationships and increase communication among ministries, school systems, Indigenous partners and other stakeholders to harmonize and maximize resources to better support the mental health and well-being and transitions of students, families and communities.	 What excites you about this action? Many stakeholders reference the former SchoolPlus model and suggest that if appropriately funded with shared accountability measures amongst sectors, this action is an appropriate aspirational goal.
		Does this action raise any red flags for you? If so, please explain. • Repeat – specific additional funding, shared accountability measures, enforcement of collaboration amongst sectors from respective Ministers, Deputy Ministers and ADM's. Past practice has often feel too heavily on school division administration to lead such initiatives.

- •	
Draft Long-Term PEP Actions	Feedback
Milestones (smaller steps necessary to achieve this action):	Are there any milestones missing from this list? If so, please
Build understanding of accountabilities, roles and	elaborate.
responsibilities of stakeholders.	
 Identify gaps and overlapping responsibilities; identify and 	
map current resources.	
Develop resources/protocol.	
Create a province-wide Violence Threat Risk Assessment	
(VTRA) or Community Threat Assessment and Support (CTASP)	
protocol.	
Establish an inter-agency formal mechanism, locally and	
provincially, to share best practices back and forth, which is	
action-oriented and provides direction.	
Support school systems to provide awareness and access to	
available mental health resources for students, staff and	
families.	
6. Actualize the vision and goals of <i>Inspiring Success</i> by	What excites you about this action?
embedding Indigenous ways of knowing, anti-racist and anti-	Support for addressing the educational Calls to Action
oppressive education into the structures and policies in the	Extensive supporting work in curriculum renewal to
education sector in a way that promotes decolonization,	ensure we are equipped to embed through renewed
indigenization and aligns with the Truth and Reconciliation	outcomes and supporting resources.
Commission's Calls to Action.	
	Does this action raise any red flags for you? If so, please
	explain.
	Curriculum renewal to reflect is essential. School
	divisions have carried this work and advanced our

Draft Long-Term PEP Actions	Feedback
	 education sector and most importantly our students for over a decade. Government decisions set the tone. This government's lack of support for declaring September 30th is incredibly contradictory to this action.
 Milestones (smaller steps necessary to achieve this action): Develop a process to ensure Indigenous voices are involved in curriculum and resource development by engaging Métis and First Nations communities, Elders, and Knowledge Keepers. Professional development at all levels. Use the responsibility framework (SSBA) as a tool for reflection and action and measurement. Find a space for experts in the areas of anti-racist and anti-oppressive education. Develop a common understanding (Indigenization, decolonization, anti-racist and anti-oppressive education, revitalization). Aggregate and communicate what curriculum connections already exist (connected to Cross-curricular Competencies and Broad Areas of Learning). Create a representative workforce strategy at all levels in the 	
education sector. 7. Build an understanding of and incorporate Indigenous practices to enrich and enhance student mental health.	 What excites you about this action? Gaining better understanding of Indigenous ways of knowing.

Draft Long-Term PEP Actions	Feedback
	 Does this action raise any red flags for you? If so, please explain. Mindful of the incredible diversity in our school demographics, mental health efforts should be universal in nature while still honoring Indigenous culture. This action requires very specialized training and backgrounds for staff – targeted funding will be essential. The sector is working toward ambitious equity targets in staffing. Combining Indigenous ways of knowing with mental health specialty is a very narrow staffing window.
 Milestones (smaller steps necessary to achieve this action): Define land-based learning – need for a shared/common understanding. Create and implement professional development opportunities. Work alongside Indigenous people or groups. 	Are there any milestones missing from this list? If so, please elaborate.

	Draft Long-Term PEP Actions	Feedback
•	Create a reflection tool that can help to reflect on what we have and where we can go next (potentially a rubric connected to <i>Inspiring Success</i> document). Develop a common understanding/definition: land-based learning, decolonizing, indigenizing, anti-racist, anti-oppressive, inclusive, etc. Inclusion of Indigenous practices and knowledge.	
8.	Culturally responsive, trauma-informed practices will be	What excites you about this action?
	embedded in all aspects of education to support mental, spiritual, emotional and physical well-being of students and staff.	 General support for the concept, echoing the importance of culturally responsive, trauma informed practice.
		Does this action raise any red flags for you? If so, please explain.
		 This requires a very intensive and on-going training approach to support staff asked to operationalize this goal. How will training be funded? School divisions are currently unable to address substitute needs due to sickness. Any training efforts will be slowed by this new reality. And staff must be freed up from daily duties to be trained in such complex topics; independent online course will not be sufficient (and also must be specifically funded).

Draft Long-Term PEP Actions	Feedback
Milestones (smaller steps necessary to achieve this action):	Are there any milestones missing from this list? If so, please
Determine which high-quality and culturally responsive	elaborate.
programs are appropriate and available.	
Develop a common understanding of trauma-informed	
practice.	
Develop resources and activities to improve availability and	
access to mental health supports.	
Culturally responsive, trauma-informed practices will be	
embedded in all aspects of education to support social and emotional learning.	
(Language of action 7 could be embedded as a milestone	
here.)	
 Advocate for the expansion of programs that build mental 	
health capacity in students, such as Mental Health Capacity	
Building and others.	

Potential Provincial Targets and Measures

Potential Provincial Targets (Incremental targets could be set for each year of the plan once baseline is established)	Potential Measures	Feedback on Targets and Measures
Provincial 2030 targets for key areas [such as literacy, numeracy, treaty understandings and early childhood development] will be developed as the areas to be assessed are developed in Action 1.	Measures will be developed as part of the assessment development.	Recognizing these targets and measures will be developed as part of action one, do you have any specific comments about the targets or measures? • Literacy and numeracy targets were foundational in the success of the former ESSP. • Will treaty understanding be part of curriculum more overtly than currently – i.e. specific outcomes? This is a necessity if we are to assess. • The concern is that we are adding to a curricular load which is already unmanageable at the Division I & II levels. What will be removed to make space in the 950 instructional hours? There are many current elementary curricular areas which are in no way referenced in this document; are they to be removed?

Potential Provincial Targets (Incremental targets could be set for each year of the plan once baseline is established)	Potential Measures	Feedback on Targets and Measures
By 2030, Indigenous knowledge systems, cultures and languages will be foundational within the structures, policies and curricula of the education system. [Based on the vision of <i>Inspiring Success</i>].	The Indigenous Education Responsibility Framework will be used to determine potential measures to track progress on the goals of Inspiring Success.	Does this target align with the intent of the goals and areas of focus? If no, please suggest an alternative. • Yes. Absolutely essential. The plan must be aligned with the release of the newly written curricula before relate assessments can be expected.
		Do you have any feedback on the use of the Indigenous Education Responsibility Framework to track progress toward this target? • It could be applied to Division policy/admin procedures, but is not applicable to curricular outcomes/classroom. Respectfully, that is not the work of the SSBA.

Potential Provincial Targets (Incremental targets could be set for each year of the	Potential Measures	Feedback on Targets and Measures
plan once baseline is established)		
By 2030, Saskatchewan's graduation rate for	Percentage of Grade 9 students	Which of the suggested targets on
all students will be XX%*.	transitioning to Grade 10.	graduation rates do you prefer? Please
		explain or suggest an alternative
Or	Indicators of student engagement in	• #1
	learning from student perceptual	 #2 is well-intended, but not
By 2030, Saskatchewan's graduation rate for	survey.	realistic. Elders and Knowledge-
Indigenous students will be equivalent to the		keepers tell us several more
rate for all students.	Percentage of students graduating	generations will be affected by
	within three and five years of entering	residential schools. The second
*Rationale – if we set an ambitious goal for	Grade 10. (Disaggregated for	target does not account for that
"all students", the increase for Indigenous	Indigenous and non-Indigenous).	reality.
students will be significant.		
	Percentage of students completing at	
	least 8 credits per year in Grades 10 –	
	12.	How effective will these measures be in
	(Disaggregated for Indigenous and	tracking progress towards the target?
	non-Indigenous).	Do you have any specific suggestions to
		refine these measures?
		We have been tracking each of
		those measures locally for years.
		The data is critical to reflection
		and adjusting practice.
		The background conversation
		regarding the current graduation
		requirements has the most
		potential for impact on
		graduation rates. There is a fair
		argument that the current

Potential Provincial Targets (Incremental targets could be set for each year of the plan once baseline is established)	Potential Measures	Feedback on Targets and Measures
		makeup of the 24 credit system disadvantages many students.
By 2030, all Saskatchewan high school graduates will transition successfully to post-secondary education or training or work.	Measures could be developed in a follow-up survey. OR Reduction in Saskatchewan's rate of young people not engaged in employment or training.	 Does this target align with the goals and areas of focus? If no, please suggest an alternative. No argument that success of students after high school graduation is a reflection of the success of K-12 education. However, how would any survey take into account the life choices and circumstances that factor into a young adult's life after high school graduation? If there is an expectation made at the government level for this successful transition, what are the accountability measures for post-secondary in welcoming students and meeting them where they are, both expectations of K-12? There is a significant disconnect currently in

Potential Provincial Targets (Incremental targets could be set for each year of the plan once baseline is established)	Potential Measures	Feedback on Targets and Measures
		approach of adapting and modifying in K-12 to ensure student success vs. the pedagogy typically applied in post-secondary.
		What should be measured in a graduate follow-up survey? • Very challenging to administer, and how to ensure validity?
		Do you have other suggested measures?

Potential Provincial Targets (Incremental targets could be set for each year of the plan once baseline is established)	Potential Measures	Feedback on Targets and Measures
By 2030, all Saskatchewan students will experience a positive sense of belonging and connection to their school.	Measures from student perceptual survey, such as: sense of belonging connection to at least one adult in the school	Does this target align with the goals and areas of focus? If not, please suggest an alternative. • Through work with the OurSchool survey, this assessment is essentially already in place. The connection to at least one adult is a positive additional measure.
		How effective will these measures be in tracking progress towards the target? Are there other measures that should be included? • Perceptual survey validity for youth in this age range is a source of significant research and discourse. Trends from current perceptual surveys are part of school plans and do provide some basis for intervention strategies.

Potential Provincial Targets (Incremental targets could be set for each year of the plan once baseline is established)	Potential Measures	Feedback on Targets and Measures
By 2030, all Saskatchewan students experience a sense of safety in schools.	Measures from student perceptual survey, such as: • physical safety • psychological safety • cultural safety	Does this target align with the goals and areas of focus? If not, please suggest an alternative. • Yes aligned. How effective will these measures be in tracking progress towards the target? Are there other measures that should be included? • Very questionable as mentioned previously. Many students do not engage in such surveys and can skew results.
By 2030, all Saskatchewan parents/caregivers have a strong sense of connection to their children's school.	Measures from parent perceptual survey.	Does this target align with the goals and areas of focus? If not, please suggest an alternative

Potential Provincial Targets (Incremental targets could be set for each year of the plan once baseline is established)	Potential Measures	Feedback on Targets and Measures
pian once baseline is established)		As mentioned previously, this is not a goal of many parents. Should those who wish to feel connected be given the opportunity due to intentional work by schools and divisions? Yes. But boundaries to protest the workload and expectations of staff must be established. The current classroom composition and complexity efforts must be part of this target. What measures should be included?
Please recommend any additional targets or me	asures related to the draft long-te	rm PEP actions:

Potential Provincial Targets (Incremental targets could be set for each year of the plan once baseline is established)	Potential Measures	Feedback on Targets and Measures





Circle of Voices



First Nations, Inuit & Métis Education Advisory Committee

LEADING TOWARD INSPIRING SUCCESS

In March 2009, the Saskatchewan Ministry of Education released a document entitled <u>Inspiring Success: Building towards Student Achievement</u> to school divisions across the province. This document defined First Nations, Métis and Inuit (FNMI) education as being holistic, lifelong and culturally responsive, equitable opportunities for all students, acknowledgement of Elders and traditional knowledge keepers who reveal FNIM worldviews as valid ways of knowing and the incorporation of FNIM ways of knowing.

With these characteristics in mind, coupled with positive student achievement indicators as a significant end goal, Regina Catholic Schools on a journey of "inspiring success" for FNIM students and families.

As the First Nations, Métis and Inuit populations are growing at a significant rate within the city of Regina, and the province of Saskatchewan, student demographics are constantly changing within Regina Catholic Schools. The Board wishes to ensure Regina Catholic Schools are able to meet the needs of FNIM students by preparing them to be contributing, faith-filled members of society in the 21st century.

In keeping with the Regina Catholic School Board Policy, the Board "recognizes that pupils of Aboriginal ancestry represent a significant minority group. Divergent educational responses may be required to help them succeed in their educational development (Aboriginal Education Policy 1300)". In 2006-2007 the First Nations, Métis and Inuit Education department of Regina Catholic Schools researched and summarized past, current and suggested future practices, within Regina Catholic Schools, and met with numerous dialogue groups to create a vision for the future.

From this vision the Circle of Voices Advisory Committee was realized. The following documents are provided to give you a better understanding of the history of First Nations, Inuit and Metis Education within Regina Catholic School Division and the current committee Terms of Reference.

Regina Catholic Schools First Nations, Métis and Inuit Education 2007

The missions, beliefs and vision of Regina Catholic Schools form the cornerstone of the mission, vision and goals of First Nations, Métis and Inuit Education

Mission

The Regina Catholic School Division is dedicated to working with the community and the local church to provide a quality Catholic education that fosters academic excellence and the development of informed, responsible citizens.

To assist schools to provide a holistic, culturally relevant Catholic education that builds on the strengths of First Nations, Métis and Inuit students and their families.

Vision

- Educational programming that is sensitive to First Nations, Métis and Inuit realities plays an important role in preparing First Nations, Métis and Inuit learners for life work and community participation.
- First Nations, Métis and Inuit student learning is enhanced through collaborative partnerships that include parents, the school, the Church and both the First Nations, Métis and Inuit and the wider, general community.
- Cultural sensitivity and an emphasis on the development of "relationships" within the school community have a positive impact on the participation of First Nations, Métis and Inuit students and their parents in our schools.
- The success of First Nations, Métis and Inuit students will be enhanced by providing opportunities for all members of the school community to gain a deeper understanding of First Nations, Métis and Inuit language, history, culture and spirituality.
- First Nations, Métis and Inuit parents' desire to be involved in the educational lives of their children.
- The First Nations, Métis and Inuit community has an important role in determining the standards of success for First Nations, Métis and Inuit students.

Goals

Within Regina Catholic Schools:

- First Nations, Métis and Inuit students will experience success.
- First Nations, Métis and Inuit students will be provided with responsive learning environments that give voice and practice to the basic values of kindness, respect, honesty and sharing, as encouraged by our spiritual traditions and the Elders.
- First Nations, Métis and Inuit students will have opportunities to discover and develop their talents, to believe in themselves and to actualize their aspirations.
- The First Nations, Métis and Inuit community will be represented at all levels of decision making in Regina Catholic Schools, thereby increasing their ability to affect student success.

Terms of Reference - February 2008

Purpose:

This advisory committee will provide opportunity for on-going dialogue between First Nations, Métis and Inuit students, parents and community within Regina Catholic Schools.

Responsibilities:

The Circle of Voices advisory committee exists for the following purposes:

- To establish a shared vision to ensure improved outcomes for First Nations, Inuit and Métis students within Regina Catholic Schools
- To address the educational issues surrounding First Nations, Métis and Inuit students
- To provide on-going support for school and school divisions First Nations, Métis and Inuit education goals
- To facilitate First Nations, Métis and Inuit community support
- To advocate for all First Nations, Métis and Inuit students
- To build capacity as catalyst leaders
- To foster relationships with First Nations, Inuit & Métis communities
- To improve communication between the First Nations, Métis and Inuit parents and the school/school division
- To address issues of social justice
- To enhance the cultural sensitivity within Regina Catholic Schools
- To identify gaps in services and advise solutions
- To serve as a sounding board for policies, procedures, initiatives, and programs in relations to First Nations Inuit and Métis Education

Membership:

The Circle of Voices advisory committee has a diverse membership consisting of 25 active individuals that represent the First Nations and Métis community i.e. FNM Elders, Regina Catholic School parents, community partners, teaching and support staff, school administration, senior administration, board office representation and school division board of trustees. Current membership will determine recruitment of additional members as needed.

Terms:

Circle of Voices advisory committee members meet throughout the active school year. A minimum of 4-6 meetings per year, or as determined by the advisory committee.



Regina Catholic Schools

THE BOARD OF EDUCATION OF THE REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 81

Vicky Bonnell Chair Sean Chase Director of Education

November 3, 2022

Dear Staff,

Thank you for an incredible first two months of the school year. We have much to celebrate, beginning with our unprecedented enrolment which exceeded 12,460 students this week! Catholic education has never been stronger in our community. Your welcoming response, including the wide variety of extracurricular offerings you volunteer to lead, creates an incredible learning experience for our students.

We also recognize the many pressures that come with the addition of new students and their respective learning needs. COVID and other illnesses continue to place tremendous stress on our staff and substitute supply. New software solutions require an investment of time to tackle the learning curve.

Ongoing communication with our employee group executives, school-based administration, and department supervisors indicates our attention to staff wellness is paramount. Our recent survey (Guarding Minds at Work), part of the Divisions' Mental Health and Wellbeing priority, confirmed that assumption. 346 employees from a wide variety of roles and experience participated. We were extremely pleased that 95% responded positively to questions in the engagement theme. We were also not surprised that 55% indicated they feel burned out at work.

Staff wellness remains our priority. We are unpacking the details of the survey with our Well at Work advisors to help strategize our supportive response. One response we initiated last year resulted in overwhelmingly positive feedback. As such, we are pleased to make the following adjustments:

1. November 14 & June 16 Elementary Professional Days:

- o *Elementary* instructional staff whose duties can be performed from home may choose to do so.
- o *Elementary* staff whose duties must be fulfilled at their work location may leave an hour early. Examples include caretaking/maintenance, library assistant, and food services.
- o Please communicate your plan with your immediate supervisor.

2. November 14 & May 19 High School Professional Days:

- o *High School* instructional staff whose duties can be performed from home may choose to do so.
- o *High School* staff whose duties must be fulfilled at their work location may leave an hour early. Examples include caretaking/maintenance, library assistant, and food services.
- o Please communicate your plan with your immediate supervisor.

3. March 17 Elementary & High School Non-Instructional Staff (185-day work year)

- o Professional development day will be offered virtually for those who choose to work from home.
- o Please communicate your plan with your immediate supervisor.

4. January 20 Elementary Non-Instructional Staff (185-day work year)

- o Professional development day will be offered virtually for those who choose to work from home.
- Please communicate your plan with your immediate supervisor.

5. January 30 High School Non-Instructional Staff (185-day work year)

- o Professional development day will be offered virtually for those who choose to work from home.
- o Please communicate your plan with your immediate supervisor.

6. CEC Staff

- O Discuss with your supervisor a plan to access two (2) of the above days for the opportunity to work from home, should you choose.
- o CEC staff whose duties must be fulfilled at their work location may leave an hour early on two (2) of the above days, based upon conversation with your supervisor.

The Regina Catholic School Division thrives on a trusting, team environment. We acknowledge that our sector has inherent structures that may be limiting to our workplace wellness responses. We see this adjustment as an opportunity to demonstrate our commitment to staff wellness, and of our appreciation for your ongoing dedication to the mission and vision of Regina Catholic Schools.

Regards, Sean





October 24, 2022

Sean Chase, Director of Education Regina Catholic Schools s.chase@rcsd.ca

Dear Sean Chase:

Thank you for submitting a letter on behalf of the Board Chairs of Regina Catholic and Regina Public Schools along with the recent presentation outlining the pedagogical and operational implications of design considerations for the North Regina Joint Use School. We look forward to learning more about the project as progress continues.

I encourage you to continue working with the Ministry of SaskBuilds and Procurement to consider design options and project scope that ensure the new school meets the needs of students and staff and is in alignment with the project budget. As discussed in our meeting, additional cost allowances may be considered for inflationary budget pressures due to construction components of the project.

Since the time of our meeting, Angela Chobanik has assumed responsibility for this file as the Acting Assistant Deputy Minister responsible for Education Funding and Infrastructure. I have enjoyed working with Regina Catholic Schools and Regina Public Schools on this project and others. I wish you the best as this project continues and I know Angela will be pleased to work with your divisions moving forward.

If you have any questions or concerns, please feel free to contact Erin Kiefer, Acting Executive Director, Education Funding at erin.kiefer3@gov.sk.ca or call 306-787-6042.

Sincerely,

Rory Jensen

Assistant Deputy Minister

cc: Vicky Bonnell, Board Chair, Regina Catholic Schools
Tara Molson, Board Chair, Regina Catholic Schools
Donna Johnson, Deputy Minister, Education
Darren Boldt, Director of Education, Regina Public School Division
Angela Chobanik, A/Assistant Deputy Minister, Education
Erin Kiefer, A/Executive Director, Education Funding, Education
Kevin Filteau, A/Executive Director, Infrastructure, Ministry of Saskbuilds and
Procurement
Yvonne Anderson, Director, Capital Funding and Programs, Education Funding,
Education



Regina Catholic Schools

THE BOARD OF EDUCATION OF THE REGINA ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 81

Vicky Bonnell Chair Sean Chase Director of Education

October 31, 2022

SENT BY EMAIL
Minister.edu@gov.sk.ca

Hon. Dustin Duncan Minister of Education Minister's Office Room 361, Legislative Building 2405 Legislative Drive Regina, SK S4S 0B3

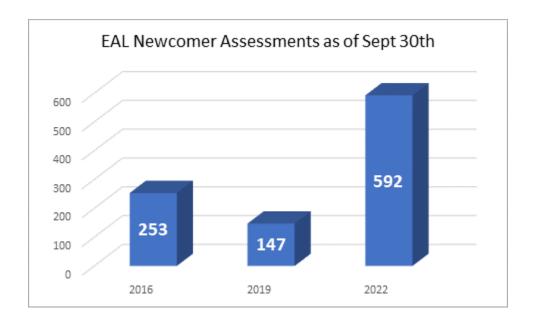
Dear Minister Duncan,

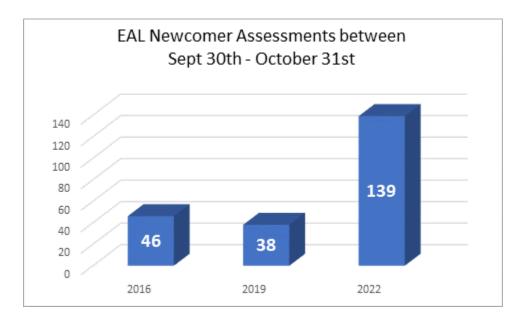
Thank you for agreeing to our October 24th meeting, and for listening intently to our celebrations and challenges. You specifically requested additional details of our unprecedented experience in registering and transitioning so many New Canadians in recent months. As promised, we present additional context and historical comparisons:

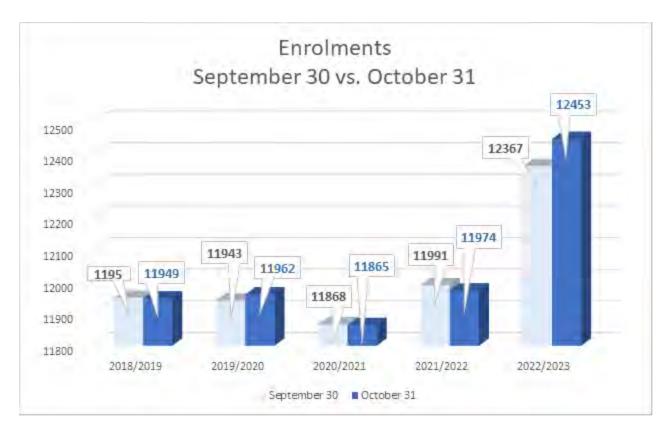
- Between January 3 and October 25, 2022, we have completed 730 language assessments for registration for the 2022-2023 school year. 592 have been completed between August – October 2022.
- 43 days of contracted work (approximately \$22,000 salary) for language assessments and family/student support during the summer months.
- Between September 1 and October 31, we have had to pull 8 teachers from their regular duties
 of supporting students in schools, a total number of 53 working days. Some days we had up to 9
 teachers doing assessments. These are days that teachers are not able to provide services and
 supports to their students in their schools.
- A language assessment typically takes about 1 ½ hours and between 2-3 hours for a family. This includes welcoming the family, paperwork, the assessment, more paperwork, and sending the files to the associated school.
- The process doesn't stop after the language assessment is done. Then the school (office
 manager and administrators) goes through their regular registration process of calling the family
 to set up a registration appointment, paperwork, meeting the family, tour of the school, etc. The
 strain on school office administrative staff has been significant and resulted in a large financial
 expenditure in overtime hours for admin assistants.
- Hired a half-time administrative assistant for our Multilingual and Multicultural Services, but she
 has worked full-time for the month of October and will likely do the same in November and
 December, again at a significant additionally unbudgeted cost.

.../2

- Understaffed in EAL teacher FTE by 5.2 if we were to use our usual staffing model
- As a result, we are not able to provide EAL teacher support to students with a B1.2 CFR level due to this shortage of EAL teachers.
- Complexities of newcomer students beyond understanding of language:
 - o Trauma war, displacement, etc.
 - o Cultural norms and acclimatizing to a new education system
 - o Appropriate behaviours
 - o Parent understanding of education system and how to support their children







We trust this information provides you the requisite details to secure additional funding which will allow us to properly support the academic and language needs of these students, and ultimately set them up for a successful transition to our community. Please let us know if you require any clarification.

Regards,

Vicky Bonnell Board Chair Sean Chase

Director of Education

/cr

Cc: Board Trustees Executive Council

> 2160 Cameron Street Regina, Saskatchewan S4T 2V6 Telephone: (306) 791-7200 Fax: (306) 347-7699

> > www.rcsd.ca

2022-23 Board Annual Work Plan – November 7, 2022

Month	Regular Board Meeting Agenda Items	Planning/Committee	Budget Considerations	Community Linkage
November	 Organizational Meeting (Nov 7) Director Reporting –Policy 2 (Section 7 – Enterprise Risk Management & Section 10 – Fiscal Accountability) Special Public Mtg. (Nov TBD) Approve Annual Report Approve Audited Financial Statements and Representation Letter ERM Report – Privacy & Cybersecurity 	 Meeting with the Auditor (Nov 21 or TBD) Planning Meeting (Nov 21) Review Draft Annual Report Review Draft Audited Financial Statements with auditor(s) 	o Budget Review	 SSBA Fall Assembly & AGM (Nov 13-15) SCSBA AGM (Nov 14) SSBA Board Chairs' Council (Nov 15) Employee Groups – CUPE/ RCAA RCSESPA/RCSTA Executives – Mix & Mingle (Nov 15) Board / Catholic School Community Council Winter Meeting (CSCC) (Nov 15) MLA's Government (Nov 18) MLA's Opposition (Nov 18) RCSD / RPSD Joint Boards' Meeting (TBD-late Nov)
December	O Public Meeting (Dec 5)ERM Report - Transportation	o Planning Meeting (Dec 19)		o SSBA Board Chairs' Council (Dec 5) o Director's Meeting (Dec 8)
January	 O Public Meeting (Jan 9) Approval of School Year Calendar for next school year and submission to Ministry Approval of Annual Meeting of Electors Agenda Director Reporting – Policy 11 (Section 1 – Administrative Applications & Section 2 – Payment of Account for Expenditure) Policy 12 - Role of the Director (Mid-Year Discussion) Quarterly Board Governance Budget Summary & Trustee Remuneration and Expense Allowances (Sep-Nov) Detailed Implementation Plan (DIP) – Faith Permeation #1 of 2 Transportation Report (Sept-Nov) ERM Report – Spending Within Means 	 Board Policy Review Committee (Jan 23) Planning Meeting (Jan 23) Policy 12 – Role of the Director –	o Budget Review	o SCSBA Board of Directors Mtg. (Jan 14)
February	 Annual Meeting of Electors (TBD) Public Meeting (Feb 6) Capital Project Priority approval Director Reporting - Policy 13 Division Theme Approval (if required) 	Planning Meeting (Feb 13) Human Resource Services Accountability Reporting	o Budget Review	 Circle of Voices (Feb 1) Board/Post-Secondary Institute Linkage (Biennially – every two years) (TBD) Consecrated Life Luncheon (TBD) (Feb 2 is World Day of Consecrated Life)

Revised – October 18, 2022

2022-23 Board Annual Work Plan – November 7, 2022

	- Detailed Implementation Plan (DIP) – English as an Additional Language (EAL)			o School Board/City Council Liaison Committee - Board Chair & Deputy Chair only (2 of 3) (TBD)
March	 Public Meeting (Mar 6) Review the Board Development Plan Progress Detailed Implementation Plan (DIP) – Mental Health & Wellbeing Detailed Implementation Plan (DIP) – Graduation Rates ERM Report – Long-Term Viability 	 Planning Meeting (Mar 20) Director's Performance Assessment Completed Board Self-Evaluation Completed (TBD) Financial Accountability Reporting 	o Provincial Budget	 Mother Teresa Middle School (MTMS) Presentation at Board meeting (Mar 6) SSBA Board Chairs' Council (Mar 13) Board / Catholic School Community Council Spring (CSCC) (Mar 22) SCSBA Board of Directors Mtg. (Mar 31)
April	 O Public Meeting (Apr 3) Quarterly Financial Report (Dec-Feb) Quarterly Board Governance Budget Summary & Trustee Remuneration and Expense Allowances Report (Dec-Feb) Set the Annual Mill Rate and inform Ministry by May 1st (Policy 2) Detailed Implementation Plan (DIP) – Indigenous Education Transportation Report (Dec-Feb) 	 Planning Meeting (Apr 17) Review Provincial Budget (Prov. Budget Released - Mar 23/22 TBD) 	o Budget Review	o SCSBA Board of Directors Mtg. (Apr 1) o SSBA Spring Assembly (Apr 5-6) o SSBA Board Chairs' Council (Apr 5) o Regina Catholic Connections Meeting (Apr 20)
May	 O Public Meeting (May 1) Annual Three (3) Year Preventative Maintenance Renewal (PMR) Plan approval Detailed Implementation Plans (DIP) – Early Years 	 Planning Meeting (May 15) Preliminary Budget review 	o Budget Review	 Indigenous Education Symposium (May 16-17) RCSD/RPSD School Boards Joint Meeting (TBD) School Board/City Council Liaison Committee (TBD) - Board Chair & Deputy Chair only (3 of 3) SSBA Board Chairs' Council (May 29)
June	 Public Meeting (Jun 5) Director and Board Evaluations Approved and Filed Budget Review and Preliminary Approval Detailed Implementation Plan (DIP) – Reading, Writing, Math Detailed Implementation Plan (DIP) Faith Permeation # 2 of 2 Appoint Auditor Special Board Public Meeting (Jun 21) Approval of 2023-24 Budget Budget Submitted to Ministry 	 Board Policy Review Committee (Jun 5) Planning Meeting (Jun 19) PSAB PS2200 Related Party Disclosure by June 30 	o Budget Review and Approval	 CCSTA Convention & AGM (Jun 1-3) 2022-23 Board Hosted Superannuate and Retiree Reception & Dinner (Jun 13) Circle of Voices (Jun 14) 2021-22 RCSTA Superannuation Reception (TBD)

2022-23 Board Annual Work Plan – November 7, 2022

Revised – October 18, 2022