



Public Board Meeting Agenda

DATE: Tue September 6th, 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_MDI4MzE2OTQtY2Y4OC00OGQ4LWE4ZGUtNzVkMjU3NWFMOTBm%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. Land Acknowledgement

VICKY BONNELL

- a. I wish to acknowledge that we are on Treaty 4 territory, traditional lands of the nêhiyawak (neh HEY o wuk), nakawé (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

RYAN BAST

3. Consent Items

VICKY BONNELL

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

- i. Student Enrolment - September 1, 2022

JOSH KRAMER

[Sept 1 2022 Enrolment.pdf](#)

- ii. Staffing Report - June 1, 2022 - August 26, 2022

HEIDI HILDEBRAND

[Staffing Report - June 1, 2022 - August 26, 2022 .pdf](#)

- iii. RCSD Board of Trustees Update - September 2022

[RCSD Board of Trustees Update - September 2022.pdf](#)

- iv. 2021-22 Governance Budget Summary Report & Trustee Remuneration and Expense Allowances - Quarter 3

JOSH KRAMER

	2021-22 Governance Budget Summary and Trustee Remuneration and Expense Allowances Qtr 3.pdf	
v.	Transportation Report (March 1 - June 30, 2022)	JOSH KRAMER
	2021-22 Transportation Report (Mar 1 to June 30 2022).pdf	
vi.	2021-22 Quarter 3 - Forecast	JOSH KRAMER
	2021-22 Quarter 3 School Division Forecast.pdf	
vii.	Sale of 445 Broad Street North, Former St. Anne School	
	Sale of 445 Broad Street N Former St. Anne 090622.pdf	
viii.	Asset Protection Hotline Report	
	Asset Protection Hotline Report as April 1 to June 30 2022.pdf	
ix.	Regina Open Door Society (RODS) Funding Changes	
	Regina Open Door Society (RODS) Funding Changes.pdf	
x.	Approved Interim Provincial Education Plan (PEP) 2022-23	
	Approved Interim Provincial Education Plan (PEP) 2022-23.pdf	
xi.	United Way Sponsorship	
	United Way Sponsorship.pdf	
xii.	RCSD Advertising Campaign Statistics	
	RCSD Advertising Campaign Statistics.pdf	
xiii.	Minister of Education - School Sports for Children	
	Minister of Education - School Sports for Children, August 5, 2022.pdf	
xiv.	SSBA - Parent Teacher Home Visits Initiative Final Report	
	PTHV Initiative Final Report.pdf	
xv.	Joint Use Agreement 2022 - City of Regina, RCSD, RPSD	
	Joint Use Agreement 2022 - City of Regina, RCSD, RPSD.pdf	
xvi.	Regina Food Bank Nutrition Partnership 2022-2023	
	Regina Food Bank Nutrition Partnership 2022-23.pdf	
xvii.	Information Services Corporation (ISC) Lien - St. Pius/Argyle Schools	
	Information Services Corporation Lien St Pius Argyle.pdf	
xviii.	Downtown Express - September 2022	
xix.	2022-23 Board Activity Schedule	
	2021-22 Board Activity Schedule.pdf	

4. Adoption of Agenda

VICKY BONNELL

- a. **Recommendation: That the agenda be adopted.**

5. Conflict of Interest

VICKY BONNELL

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

6. Adoption of Minutes

VICKY BONNELL

- a. **Recommendation: That the minutes of the June 22, 2022 Special Public Board Meeting be adopted.**

[R06-22-2022.pdf](#)

7. Decision Items

VICKY BONNELL

- a. **Policy 1 - Division Foundational Commitments & Strategic Plan (2022-23)**

The Board approved the amendment to Policy 1 - Division Foundational commitment and Strategic Plan for 2022-23 at the February 7, 2022 Public Board Meeting.

- b. **Policy 2 - Role of the Board**

[Policy 2 - Role of the Board FINAL Sep 6 2022.pdf](#)

- i. Recommendation: That the Board approve the amendment to Policy 2 - Role of the Board
- ii. Note Section 5: Board Development and Capacity Building

- c. **Policy 15 - Board Involvement in Personnel Matters**

[Policy 15 - Board Involvement in Personnel Matters FINAL Sept 6 2022.pdf](#)

- i. Recommendation: That the Board approve the amendment to Policy 15 - Board Involvement in Personnel Matters.

- d. **2022-23 Board of Trustees Goals**

[2022-23 Board of Trustees Goals.pdf](#)

- i. Recommendation: That the Board approve the 2022-23 Board of Trustees Goals as presented.

- e. **2022-23 Board Annual Work Plan**

[2022-2023 Board Annual Work Plan .pdf](#)

- i. Recommendation: That the 2022-23 Board Annual Work Plan be approved as presented.

- f. **2022-23 Revised Budget - Including Inflationary Funding**

[2022-23 Revised Budget - Inflationary Funding Sept 6 2022.pdf](#)

- i. Recommendation: 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 the Ministry of Education makes.

8. Discussion

VICKY BONNELL

9. Governance

a. SSBA Position Statements for 2022 - Revised

[SSBA - Position Statements for 2022 - Revised.pdf](#)

b. SSBA - Animating the Inspiring Success Policy Framework: An Education Sector Indigenous Education Responsibility Framework

[SSBA IERF-Final-June-2022.pdf](#)

c. SSBA Submission of Bylaw Amendments and Resolutions for the 2022 AGM

[SSBA - SubmissionBylAmRes22.pdf](#)

10. Governance - Executive Council Reporting

a. Policy 1 - Division Foundational Commitments & Strategic Plan Report

SEAN CHASE

[Policy 1 - Division Foundational Commitments and Board Strategic Plan Report.pdf](#)

11. Reports

a. Chair's Report

VICKY BONNELL

b. Trustee Reports / Committee Chair Reports

c. Director's Report

SEAN CHASE

[Director Report September 2022.pdf](#)

12. Community Linkage

13. Correspondence

VICKY BONNELL

a. Sacred Heart Community School Families - June 8, 2022

[Letter Sacred Heart Parents 2022-23 Boundary Change 06082022.pdf](#)

- b. **CSCC Chairs and Principals & Vice-Principals - Elementary Lunchroom Supervision Fees - June 9, 2022**

[Elementary Lunchroom Supervision Fees - CSCC_PR_VP - June 9, 2022 FINAL.pdf](#)

- c. **All Elementary School Families - Elementary Lunchroom Supervision Fees - June 9, 2022**

[Elementary Lunchroom Supervision Fees - All Elementary School Families - June 9, 2022 FINAL.pdf](#)

- d. **Invitation to Archbishop Don Bolen - 2022-23 Board Retirement Event**

[Letter Invite Archbishop 2022-23 Board Retirement Event June 22, 2022.pdf](#)

14. **Move in to Closed Session**

VICKY BONNELL

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- a. **Recommendation: That the Board move in to Closed Session**

- i. Negotiations for purchase, lease or other acquisition or sale of property
- ii. Sensitive Matters

15. **Move out of Closed Session**

VICKY BONNELL

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- a. **Recommendation: That the Board move out of Closed Session.**

16. **Items for Future Agenda**

VICKY BONNELL

17. **Adjournment**

VICKY BONNELL

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- a. **Recommendation: That the meeting be adjourned.**

18. **Closing Prayer**

ROB BRESCIANI

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
September 1, 2022, Enrolment		

BACKGROUND:
Regina Catholic Schools September 1, 2022, PreK to Grade 12 headcount enrolment is 11,986.
See attached Executive Summary <input type="checkbox"/> See attachment <input checked="" type="checkbox"/>

RECOMMENDATION(S) (if applicable):
N/A

Prepared by:	Attachments (list below):	Date:
Josh Kramer	FTE Enrolment Report	September 1, 2022

FTE Enrolment Report

September 1, 2022

School Name	Sept. 30, 2021		Projected		Sept. 1, 2022		Difference - Year/Year		Difference - Proj. to YTD	
	PreK FTE	Grade K-12 FTEs	PreK FTE	Grade K-12 FTEs	PreK FTE	Grade K-12 FTEs	PreK FTE	Grade K-12 FTEs	PreK FTE	Grade K-12 FTEs
Deshaye Catholic School	23.50	222.50	22.50	217.50	11.00	224.50	(12.50)	2.00	(11.50)	7.00
Holy Rosary Community School	5.50	93.00	6.00	93.00	5.00	93.50	(0.50)	0.50	(1.00)	0.50
Sacred Heart Community School	11.00	309.50	12.50	285.50	9.00	276.00	(2.00)	(33.50)	(3.50)	(9.50)
St. Augustine Community School	14.50	305.00	14.50	300.50	13.00	289.50	(1.50)	(15.50)	(1.50)	(11.00)
St. Catherine School	8.00	233.50	8.00	229.00	3.00	234.50	(5.00)	1.00	(5.00)	5.50
St. Francis Community School	12.00	350.50	13.50	343.50	12.00	356.00	-	5.50	(1.50)	12.50
École St. Mary	13.00	423.50	14.50	423.00	3.50	414.50	(9.50)	(9.00)	(11.00)	(8.50)
St. Matthew School	-	192.00	-	167.00	-	181.50	-	(10.50)	-	14.50
St. Michael Community School	6.00	126.50	6.00	122.00	3.50	127.50	(2.50)	1.00	(2.50)	5.50
St. Peter School	8.50	192.50	8.00	183.00	1.50	200.50	(7.00)	8.00	(6.50)	17.50
École St. Pius X	-	323.00	-	323.00	-	306.00	-	(17.00)	-	(17.00)
St. Maria Faustina School	-	29.00	-	22.50	-	32.50	-	3.50	-	10.00
St. Joan of Arc School	8.00	282.50	8.00	264.50	1.50	277.50	(6.50)	(5.00)	(6.50)	13.00
St. Gregory School	8.50	237.00	8.00	220.00	0.50	223.00	(8.00)	(14.00)	(7.50)	3.00
St. Bernadette School	-	384.50	-	366.50	-	357.50	-	(27.00)	-	(9.00)
St. Timothy School	7.00	293.00	7.50	295.50	7.00	303.50	-	10.50	(0.50)	8.00
St. Theresa School	17.50	306.00	16.00	292.50	7.50	301.00	(10.00)	(5.00)	(8.50)	8.50
St. Jerome School	6.50	212.50	6.00	200.50	3.50	200.00	(3.00)	(12.50)	(2.50)	(0.50)
St. Josaphat School	-	334.50	-	326.50	-	350.00	-	15.50	-	23.50
St. Dominic Savio Elementary	-	235.00	-	233.50	-	252.50	-	17.50	-	19.00
St. Nicholas School	-	390.00	-	408.50	-	421.50	-	31.50	-	13.00
Miller Comprehensive Catholic High School	-	1,059.00	-	1,118.50	-	1,170.00	-	111.00	-	51.50
St. Kateri Tekakwitha School	-	548.50	-	582.00	-	591.50	-	43.00	-	9.50
Archbishop M.C. O'Neill High School	-	814.00	-	850.00	-	858.00	-	44.00	-	8.00
École St. Elizabeth	-	514.00	-	520.00	-	506.50	-	(7.50)	-	(13.50)
Dr. Martin LeBoldus Catholic High School	-	712.00	-	710.00	-	711.00	-	(1.00)	-	1.00
Michael A. Riffel Catholic High School	-	835.00	-	830.00	-	889.00	-	54.00	-	59.00
St. Marguerite Bourgeoys School	-	217.00	-	211.50	-	211.00	-	(6.00)	-	(0.50)
École St. Angela Merici	-	455.50	-	439.50	-	432.50	-	(23.00)	-	(7.00)
St. Gabriel School	-	431.50	-	428.00	-	449.00	-	17.50	-	21.00
St. Luke School	-	66.00	-	53.00	-	74.00	-	8.00	-	21.00
Home-based School	-	35.00	-	40.25	-	35.00	-	-	-	(5.25)
RCS Online	-	23.00	-	-	-	17.00	-	(6.00)	-	17.00
Total	149.50	11,186.00	151.00	11,100.25	81.50	11,367.50	(68.00)	181.50	(69.50)	267.25

* 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 AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
Staffing Report – June 1, 2022 – August 26, 2022		

BACKGROUND:

Monthly Staffing Reports are provided to share change in staff. September and February staffing reports are longer due to the new and mid-school year contracts awarded for temporary contracts required for the division. Temporary contracts represent teachers filling leaves due to a variety of reasons.

Teacher Retirement - 4

Teacher Resignation – 4

Support Staff Retirement – 4

Support Staff Resignation – 10

CUPE Resignation - 1

Teacher Replacement Contracts - 3

Teacher Temporary Contracts – 117

Support Staff New Hires - 21

See attached Executive Summary ☐ See attachment ☐

RECOMMENDATION(S) (if applicable):

N/A

Prepared by:	Attachments (list below):	Date:
Heidi Hildebrand, Superintendent of Human Resource Services Andrea Ward, Supervisor, Human Resource Services		August 26, 2022

REGINA CATHOLIC SCHOOL
BOARD OF TRUSTEES

Welcome
Back



2022-2023

We're so happy to welcome students and staff back to school! May you be blessed with growth and peace.

We're introducing Edsby this year. Please watch for details on how to use Edsby for school communication, attendance and academic progress.

Construction continues at École St. Pius X. One year from now, the Patriots at St. Pius will move into the new joint-use facility.

St. Michael and St. Peter schools also have a future move. They'll join Imperial and McDermid schools in a new building at the current site of Imperial.



7

MEMBER
BOARD OF
TRUSTEES

Vicky Bonnell	Chair
Shauna Weninger	Deputy Chair
Ryan Bast	Trustee
Rob Bresciani	Trustee
Juliet Bushi	Trustee
Bob Kowalchuk	Trustee
Darren Wilcox	Trustee

Our next public meeting is
Tuesday September 6, 2022.

"My God is my rock, in whom I take refuge, my shield and the horn of my salvation." 2 Samuel 22:3

We are blessed to be on Treaty 4 territory, traditional lands of the Nêhiyawak, Nahkawé, Nakota, and homeland of the Métis, Lakota, and Dakota.

KNOW, LOVE, SERVE

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
2021-22 Governance Budget Summary Report & Trustee Remuneration and Expense Allowances – Quarter 3		

BACKGROUND:
<p>As per Policy 8 – Board Operations, Appendix B, the Board requires quarterly reporting on Governance Budget Summary and Trustee Remuneration and Expense Allowances. Provided as information is the Quarter 3 Report for the September 1, 2021 to May 31, 2022 time period.</p>
See attached Executive Summary <input type="checkbox"/> See attachment <input checked="" type="checkbox"/>

RECOMMENDATION(S) (if applicable):
n/a

Prepared by:	Attachments (list below):	Date:
Josh Kramer, CFO	Governance Budget Summary Report and Trustee Remuneration and Expense Allowances	August 29, 2022

Quarter 3
2021-22 Governance Budget Summary and Trustee Remuneration and Expense Allowances
as of May 31, 2022

Remuneration and Benefits / Travel and Conference Professional Development			
Description	Expended	Budget	Balance
Remuneration & Benefits (includes Remuneration, Benefits, Per Diem and Cell Phone Allowances as applicable) 201.403.087.xxx / 201.405.087.xxx (as Per Policy 8 - Appendix B).			
Bast	29,642	35,253	5,611
Bonnell	34,824	40,996	6,173
Bresciani	30,407	37,881	7,474
Bushi	30,414	36,268	5,854
Kowalchuk	28,275	35,853	7,578
Weninger	33,165	40,159	6,994
Wilcox	29,891	36,268	6,377
Remuneration & Benefits Total	216,616	262,678	46,062
Travel and Conference / Professional Development (PD) (201.422.087.xxx and 201.423.087.xxx) Budget is adjusted by the GST Rebate - i.e. \$5,500 = \$5,332			
Bast	885	5,332	4,447
Bonnell	5,692	7,755	2,063
Bresciani	127	5,332	5,205
Bushi	1,214	5,332	4,118
Kowalchuk	375	5,332	4,957
Weninger	2,979	5,332	2,353
Wilcox	-	5,332	5,332
Travel and Conference / PD Total	11,273	39,747	28,474
Remun/Benefits/Travel/Conference/PD TOTAL	\$ 227,889	\$ 302,425	\$ 74,536

**2021-22 Governance Budget Summary and Trustee Remuneration and Expense Allowances
as of May 31, 2022**

Governance Expenses - Meetings, Linkage, Special Events, Public Relations, Other			
Description	Expended	Budget	Balance
Meetings (includes food and other expenses) 201.408.087.045 Other and 201.410.087.045 Food			
Public	3,177	6,000	2,823
Planning	1,482	2,000	518
Committee	-	1,000	1,000
Strategic Planning	-	2,800	2,800
Meetings Total	4,659	11,800	7,141
Linkage (includes food and other expenses) 201.408.087.042 Other and 201.410.087.042 Food			
Clergy Luncheon / Board Archdiocesan Liaison (Sept 23/21)	1,471	1,200	(271)
Consecrated Life Luncheon (Mar 28/22)	1,267	1,800	533
Employee Groups Executive Mix & Mingle (Nov 4/21)	799	1,300	501
MLA's Opposition	-	-	-
MLA's Government	-	-	-
Ministry of Education	-	-	-
Regina Catholic Connections Forum (April 27/22)	-	500	500
RCSD/RPSD Boards	322	250	(72)
Other	-	100	100
Linkage Total	3,859	5,150	1,291
Special Events (201.411.087)			
Board hosted Superannuate and Retiree Reception and Dinner	20	8,500	8,480
Special Events Total	20	8,500	8,480
Public Relations (201.409.087)			
Public Relations (201.409.087)	-	200	200
Public Relations Total	-	200	200
Board "Other" (201.408.087)			
Accident Insurance / Professional Services	10,622	125	(10,497)
Boardable Software (Annual Subscription)	-	1,800	1,800
Other - Miscellaneous (flowers, etc.)	60	1,000	940
Cell Phone Plan	1,567	-	(1,567)
Board "Other" Total	12,248	2,925	(9,323)
TOTAL Meetings, Linkage, Special Events, Public Relations, Other	20,787	28,575	7,788
Governance Expenses - CSCC, Membership Fees, Elections			
Catholic School Community Councils (CSCC) (201.424.xxx)			
Ministry Grants to CSCC (\$1,000 allocated to each school)	31,000	31,000	-
Catholic School Community Councils (CSCC) Total	31,000	31,000	-
Membership Fees - SSBA & SCSBA (201.503.087)			
SCSBA Membership Fees	43,037	43,064	27
SSBA Membership Fees	140,941	142,746	1,805
Memberships & Dues Total	183,978	185,810	1,832
Board Elections (201.407.087)			
Election Expenses	1,973	11,807	9,834
Board Elections Total	1,973	11,807	9,834
Total CSCC, Membership Fees, Elections	216,950	228,617	11,667
Grand Total	\$ 465,626	\$ 559,617	\$ 93,991

**2021-22 Governance Budget Summary and Trustee Remuneration and Expense Allowances
as of May 31, 2022**

SUMMARY OF GOVERNANCE EXPENDITURES

Description	Expended	Budget	Balance
Remuneration and Benefits	216,616	262,678	46,062
Travel and Conference / Professional Development	11,273	39,747	28,474
Meetings	4,659	11,800	7,141
Linkage	3,859	5,150	1,291
Special Events	20	8,500	8,480
Public Relations	-	200	200
Board "Other"*	12,248	2,925	(9,323)
Catholic School Community Councils	31,000	31,000	-
Memberships and Dues	183,978	185,810	1,832
Board Election*	1,973	11,807	9,834
Grand Total	\$ 465,626	\$ 559,617	\$ 93,991

*Board "Other" includes Trustee Accident Insurance, Software Licensing, and Miscellaneous

** Board Election expenses is shared expenses with RPSD and City of Regina for software management and lease of election of office that are ongoing even in a non-election year.

2021-22 Budget Allocated to the Board w/o CSCC Grant (31,000)	524,522
Add CSCC Grant	31,000
Total 2021-22 Governance Budget	555,522
2021-22 Projected Expenditures Based on 2020-21 Expenditures	559,617
Shortfall	-4,095

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	
September 6, 2022	
TOPIC	
Transportation Report (March 1-June 30, 2022)	

FORUM	INTENT
<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation

BACKGROUND:
<p>As part of Executive Council Reporting, provided is the Transportation Report for March 1 to June 30, 2022, which includes performance indicator data and the transportation chart based on riders on June 30, 2022.</p> <p>First Ride took place on August 17th where over 200 incoming kindergarten students in Regina took their first ride on a school bus. The students also learned proper bus safety, pedestrian safety, cycling safety and expectations of students while on the bus. First Ride was supported by many community partners including First Student, Warner Transport, Regina Public Schools, Saskatchewan Prevention Institute, CTSS (Combined Traffic Services Saskatchewan) and Acquired Brain Injury Outreach from Saskatchewan Health.</p>
See attached Executive Summary <input type="checkbox"/> See attachment <input checked="" type="checkbox"/>

RECOMMENDATION(S) (if applicable):
n/a

Prepared by:	Attachments (list below):	Date:
Josh Kramer, CFO	Performance Indicator Data Transportation Chart	August 29, 2022

Transportation

Performance Indicator	Quarter 1				Quarter 2				Quarter 3				Quarter 4		2021-22	2020-21	2019-20	2018-19	2017-18	2016-17
last school day of each month	September	October	November	Total	December	January	February	Total	March	April	May	Total	June	Total	yearly total current	yearly total 1 yr old	yearly total 2 yr old	yearly total 3 yr old	yearly total 4 yr old	yearly total 5 yr old
1. Number of Bus Transportation Runs:	Oct 25 went up to 75																			
AM/PM runs(excluding piggybacks)	74	74	75		75	75	75		72	72	72		72		75	92	86	81	84	84
AM/PM Piggy Back runs	27	27	27		27	27	28		27	27	27		27		27	39	37	41	37	38
AM/PM Blended runs	11	11	11		11	11	11		11	11	11		11		11	18	16	5	7	-
Charters- in town(excluding Band)	103	110	97	310	94	110	113	317	178	103	337	618	488	488	627	43	98	2,496	2,575	2,379
Charters- out of town	6	1	0	7	0	7	2	9	17	0	34	51	60	60	16	15	4	111	106	90
2. Number of All Cancelled (colder than Weather)	0	0	1	1	0	2	1	3	0	1	0	1	0	0	5	3	1	2	5	3
3. Financial Adjustments:																				
amount RCSD received in discounts-amount	\$ 12,561.69	\$ 6,587.21	\$ 6,614.35	\$ 25,963.25	\$ 4,499.51	\$ 12,066.52	\$ 9,623.60	\$ 26,189.63	\$ 6,988.48	\$ 6,598.76	\$ 14,102.72	\$ 27,689.96	\$ 8,480.64	\$ 8,480.64	\$ 88,323.48	\$ 455,990.89	\$ 33,206.03	\$ 37,604.85	\$ 27,496.38	\$ 26,448.22
4. Late buses: based on notifications on																				
Mechanical	10	5	14	29	3	switching	10	13	3	2	4	9	4	4	55	27	34	19	49	18
Driver missed stop/did not know the run	45	21	16	82	3	notification	1	4	7	4	9	20	3	3	109	99	162	113	23	13
Dispatch error (charter conflict)	10	6	2	18	6	platforms no	5	11	8	9	6	23	11	11	63	68	91	65	284	87
Driver shortage affects	305	135	81	521	66	398	283	349	271	175	338	784	371	371	2025	3934	52	87	23	13
Driver tardiness	3	1	10	14	5	n/a	7	12	4	1	2	7	4	4	37	74	64	71	50	45
5. Concerns filed:	August included in September				Cameras up and operational Jan 1, 2022															
calls and emails received	472	126	96	694	83	63	27	173	53	37	34	124	23	23	1014	763	1000	222 (Jan-Jun)	not tracked	not tracked
Cameras viewed	0	0	0	0	1	0	1	2	3	-	3	6	1	1	9	14	45	71	81	82
6. Accident stats:																				
Accident- driver @ fault children on board	3	1	1	5	0	0	1		1	1	1	3	2	2	10	19	12	15	not tracked	not tracked
Accident- driver @ fault NO children on board		1	2	3	2	5	1		2	3	3	8	2	2	13	6	2	15		
Accident- driver NOT @ fault children on board	3	2	3	8	1	1	2		0	0	1	1	1	1	10	1	6	6		
Accident- driver NOT @ fault NO children on board			2	2	2	1	1		2	0	1	3	1	1	6	1	2	9		
Total accidents	6	4	8	18	0	7	5	12	5	4	6	15	6	6	51	27	22	45		
7. Fleet stats:	new fleet arriving Nov & Dec 2021																			
Average Fleet Age in Years	old	old	old		1	1	1		1	1	1		1	1	0	3.5	2.79	3	2	1
Average capacity utilized on bus for fleet	70.32%	70.34%	69.72%		69.43%	68.57%	67.66%		80.06%	79.81%	80.25%		80.12%	80.12%	74.22%	57.94%		74.94%	70.63%	68.86%
8. Average Times in minutes:																				
One-way rider time	13	13	13		13	13	13		13	13	13		13	13	13	13	14	14	14	15
One-way run time	25.96	26.14	25.26		25.19	25.24	24.82		25.27	25.25	25.28		25.28	25.28	25.37	22.56	24.74	24.54	26.11	27.17
9. Longest Times in minutes:																				
One-way rider time	52	52	52		52	52	52		52	52	52		51	51	52	67	29	60	61	57
One-way run time	68	68	68		68	68	67		64	64	64		62	62	66.1	71	62	60	63	61
10. Longest Distance in Kilometers:																				
One-way run distance	18.41	19.4	21.32		21.32	21.32	21.32		21.32	21.32	21.32		21.32	21.32	20.84	20.26	21.36	21.05	27.6	21.58
Shortest Distance Kilometers:																				
One-way rider distance	350m	350m	350m		350m	350m	350m		350 m	350 m	350 m		350 m	350 m	350 m	0.35	0.47	0.43	0.37	0.37
One-way run distance	1.56	1.56	1.56		1.56	1.56	0.82		0.49	0.49	0.49		0.49	0.49	1.06	1.02	1.01	1.01	1.13	1.57
11. Stop locations:																				
exceptions	24	24	24		24	24	24		24	24	25		25	25	24	10	8	5	8	2,027
regular collector stops	1,664	1,667	1,654		1,647	1,645	1,649		1,593	1,651	1,653		1,641	1,641	1,645	2,202	2,598	2,614	2,885	1,919
Total stops	1,688	1,691	1,678		1,671	1,669	1,673		1,617	1,675	1,678		1,666	1,666	1,671	2,609	2,139	3,136	3,473	3,511

Transportation

June 30, 2022



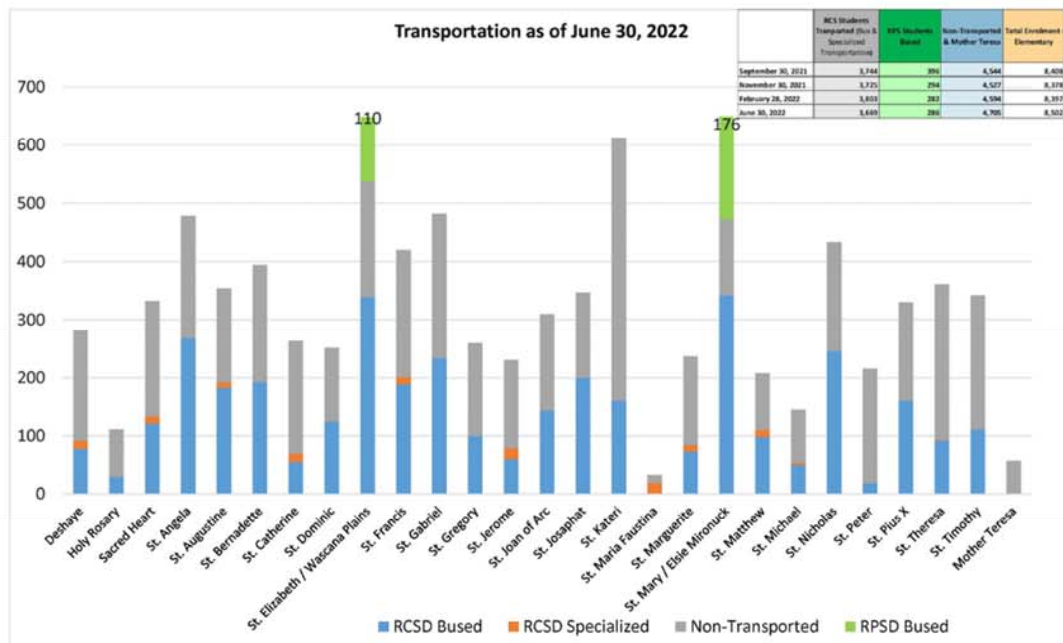
3,669 or 43.2% of RCSD elementary students are Transported by Bus

128 OR 1.5% OF RCSD ELEMENTARY STUDENTS ARE TRANSPORTED USING SPECIALIZED TRANSPORTATION

4,705



55.3% OF RCSD ELEMENTARY STUDENTS ARE IN THE WALKING BOUNDARY



RCSD / RPSD Joint Transportation
286 elementary students from RPS are used by RCS.
St. Elizabeth/Wascana Plains and St. Mary/Elsie Mironuck

8,502 STUDENTS

RCSD Elementary Enrolment (including Mother Teresa, excluding St. Luke)



BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
2021-22 Quarter 3 - Forecast		

BACKGROUND:
<p>The Ministry of Education (ED) requires the Regina Catholic School Division (RCSD) submit a forecast for 2021-22 Quarter 3 by June 30, 2022.</p> <p>As the Board also requires a quarterly Financial Report according to Policy 2 – Role of the Board, #10 Fiscal Accountability, 10.14. Monitor revenue and expenditures on a quarterly basis., attached is the 2021-22 Quarter 3 School Division Forecast.</p>
See attached Executive Summary <input type="checkbox"/> see attachment <input checked="" type="checkbox"/>

RECOMMENDATION(S) (if applicable):
n/a

Prepared by:	Attachment	Date:
Josh Kramer, CFO	2021-22 Quarter 3 - Forecast	August 31, 2022

2021-22 Quarter 3 – Forecast

BOARD MEETING DATE
September 6, 2022
TOPIC
2021-22 Quarter 3 - Forecast

The Ministry of Education (ED) requires the Regina Catholic School Division (RCSD) to submit a Quarter 3 forecast for the expected financial results by June 30, 2022, with the original 2021-22 budget submitted on September 8, 2021. ED will require one additional 2021-22 forecast throughout the year.

Revenues:

RCSD is forecasting higher than budgeted revenues in the amount of \$3.108 million:

	(\$000s)						
Revenue	2021-22 Budget	2021-22 Q3 Forecast	Difference Over / (Under)	2021-22 Q2 Forecast	Change Q2 vs Q3	YTD May 2022 Actual	Per Cent Actual / Forecast
Property Taxation	45,321	45,321	-	45,321	-	22,175	49%
Operating Grants	67,735	68,579	844	68,578	1	48,830	71%
Capital Grants	15,233	17,644	2,411	17,644	-	8,900	50%
Other Grants	4,155	4,705	550	4,421	284	1,593	34%
Tuition and Related Fees	153	153	-	153	-	174	114%
School Generated Funds	1,954	1,954	-	1,954	-	1,395	71%
Complementary Services	1,482	1,492	10	1,492	-	1,119	75%
External Services	613	627	14	627	-	380	61%
Other Revenue	2,925	2,203	(722)	2,203	0	1,575	71%
Total Revenues	139,570	142,677	3,108	142,392	285	86,141	60%

The forecasted revenue increased from Quarter 2 to Quarter 3 due to additional funding from the Government of Saskatchewan for employee absenteeism and from the Federal Government for ventilation improvement projects.

Changes from Quarter 2 that continue in Quarter 3 are increases in operating grants, complementary services, and external services from the funding update in December due to rate and enrolment increases. This has been partially offset by other revenue due to an accounting treatment change for GST rebates. GST rebates are now being treated as a reduction in expenses rather than an increase in revenue.

2021-22 Quarter 3 – Forecast

Expenses:

RCSD is forecasting higher than budgeted expenditures in the amount of \$1.635 million:

Expenses	(\$000s)						Per Cent Actual / Forecast
	2021-22 Budget	2021-22 Q3 Forecast	Difference Over / (Under)	2021-22 Q2 Forecast	Change Q2 vs Q3	YTD May 2022 Actual	
Governance	627	573	(53)	573	-	475	83%
Administration	4,355	4,178	(177)	4,359	(181)	3,183	76%
Instruction	96,898	98,440	1,542	96,583	1,857	82,731	84%
Plant	18,703	18,816	112	19,423	(607)	9,700	52%
Transportation	5,880	5,846	(34)	5,716	130	3,881	66%
Tuition and Related Fees	98	94	(4)	94	-	34	37%
School Generated Funds	1,995	1,996	1	1,996	-	1,036	52%
Complementary Services	1,291	1,528	238	1,528	-	1,390	91%
External Services	687	698	11	698	-	622	89%
Other Expense	11	10	(0)	10	-	0	1%
Total Expenses	130,544	132,180	1,635	130,981	1,199	103,053	78%

The forecasted expenses increased from Quarter 2 to Quarter 3 by \$1.199 million. Instructional salaries increased due to substitute usage from COVID and three working days in August that were not originally included in the forecast. Transportation expenditures increased as a result of fuel prices. The increases were partially offset by lower-than-expected salaries in administration and plant.

The change from Quarter 2 that continues in Quarter 3 is the adjustment in accounting treatment of the GST rebate resulting in \$744 thousand. This is partially offset by an increase for PPE and cleaning materials, COVID tracing, potential CUPE agreement, advertising campaign for kindergarten registration, and student support review with Saskatchewan Educational Leadership Unit (SELU).

The end of May is the end of the RCSD's third quarter of the fiscal year; however, it represents 9/10ths of the school year. As such, readers are cautioned not to extrapolate the third quarter actual results to project a full year of revenues and expenses, as neither are incurred evenly throughout the fiscal year.

2021-22 Quarter 3 – Forecast

Total Reserve:

The forecasted change to total accumulated surplus is the net of revenues and expenses:

	(\$000s)				
	2021-22 Budget	2021-22 Q3 Forecast		2021-22 Q2 Forecast	Change Q2 vs Q3
Expenses					
Total Revenues	139,570	142,677	3,108	142,392	285
Total Expenses	130,544	132,180	1,635	130,981	1,199
Surplus (Deficit)	9,025	10,498	1,472	11,411	(913)
Minus: Assets Under Construction	(16,028)	(15,233)	795	(15,233)	-
Minus: Relocatables	-	(2,411)	(2,411)	(2,411)	-
Minus: Furniture and Equipment Capital	(345)	(458)	(113)	(458)	-
Add: Amortization	4,797	4,923	126	4,923	-
Adjusted Surplus (Deficit)	(2,551)	(2,681)	(130)	(1,767)	(913)

Note: This forecast does not include the timing difference of EPT and provincial grant funding. Based on prior year calculations, this could result in a \$12.866 million deficit for 2021-22. This amount is sitting in our contingency reserve.

The Division is forecasting a surplus of \$10.498 million. Once adjusted for tangible capital assets and amortization there is a projected deficit of \$2.681 million. Of this, \$1.388 million is related to pandemic funding from 2020-21 that is currently in reserves. The remaining balance is a deficit of \$993 thousand.

Post Quarter 3 forecast, the Ministry is requiring all divisions to set up an asset retirement obligation liability for asbestos in schools, shops and head offices. The basis of the calculation is by square footage of the buildings, but the assumptions and costing per square foot are provided from the Ministry of Education. The total liability is estimated to be \$7.66 million. The Ministry may make RCSD book this liability in 2021-22 or over the estimated useful life of the buildings.

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	
September 6, 2022	
TOPIC	
Sale of 445 Broad Street North, Former St. Anne School	

FORUM	INTENT
<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation

BACKGROUND:
<p>Provided as information for the Board is the confirmation that the sale of 445 Broad Street North, the former St. Anne School has been completed.</p> <p>Final sale proceeds are \$1,374,338.93. This is net of the late payment interest that was paid back to Eagle Heart Centre.</p>
See attached Executive Summary <input type="checkbox"/> See attachment <input checked="" type="checkbox"/>

RECOMMENDATION(S) (if applicable):

Prepared by:	Attachments (list below):	Date:
Josh Kramer, CFO	Sale of 445 Broad Street N (Former St. Anne School)	July 20, 2022



July 14, 2022

The Board of Education of The Regina Roman
Catholic Separate School Division No. 81
c/o Carie Stockbrugger

Dear Madam:

Reply To: David J. Bishop, Q.C.
Direct Dial: 306-565-6511
Email: d.bishop@mckercher.ca

Assistant: Somer Fahlman
Direct Dial: 306-565-6531
Email: s.fahlman@mckercher.ca

Re: Sale of 445 Broad Street N., Regina, Saskatchewan VIA EMAIL

Further to the above-referenced matter, this will confirm that the above transaction has been completed. Accordingly, please find enclosed the following:

1. Statement of Adjustments.
2. Our Statement of Account marked "Paid from Trust".
3. An updated Statement Funds Received & Disbursed.
4. Copy of our correspondence to TD Canada Trust forwarding the net sale proceeds in the sum of **\$1,375,430.87** for deposit to your account.

Please note that a person who sells or disposes of property (including a principal residence) may have reporting or filing requirements with the Canada Revenue Agency or other taxing authorities. We strongly recommend that you consult with your accountant or other advisor about these obligations.

We trust you will find the enclosed in order and we are pleased to have been of service to you in this regard. Should you have any questions or require assistance of a legal nature again in the future, please do not hesitate to contact us.

Yours truly,

McKercher LLP

Per:



David J. Bishop, Q.C.

DJB/sef
Enclosures

PLEASE REPLY TO:

MCKERCHER LLP BARRISTERS & SOLICITORS
800 - 1801 Hamilton Street Regina, SK S4P 4B4 Canada
(306) 565-6500 F(306) 565-6565
LEGAL OFFICES IN SASKATOON & REGINA

Our File Reference:
120744.11 DJB/sef

mckercher.ca
MEMBER OF RISK MANAGEMENT COUNSEL OF CANADA
MEMBER OF LAWYERS ASSOCIATED WORLDWIDE
MEMBER OF EMPLOYMENT LAW ALLIANCE

Statement of Adjustments - Sale

Property: 445 Broad Street N., Regina, SK
Names : The Regina Catholic Separate School to Eagle Heart Centre Inc.

Adjustment Date: 20-Jun-2022 McKercher LLP
Interest Rate on Funds Not Received in Trust : 5 %

	Credits to Price	Add to Price
Price:	\$	1,425,000.00
-	-	
Deposit:	\$ 100,000.00	
Balance Due:	\$ 1,325,000.00	
Totals:	\$ 1,425,000.00	\$ 1,425,000.00



#800 - 1801 Hamilton St.
Regina, SK S4P 4B4
(306)565-6500
accounting@mckercher.ca

July 13, 2022

To: Board of Education of the Regina Roman
Catholic Separate School Division No. 81
2160 Cameron Street
Regina SK S4T 2V6

Invoice Number: 320274

Our File: 120744.11

RE: Sale of Former St. Anne School

Our Fee (*as per attached*) \$2,755.00

Taxable Disbursements

Land Titles - Searches	\$36.00	
Print Services	\$73.35	
Municipal - Searches/Certificates	\$15.00	
Courier	\$7.00	
Corporate Registry Profile Report	\$6.00	
Corporate Searches	\$6.00	
	<hr/>	<hr/>
		143.35

Subtotal \$2,898.35

GST - 5.00% (# R122399868)	144.92
PST - 6.00%	<hr/>
	165.30

Total	\$3,208.57
Less: Funds Applied From Trust	<hr/>
	(3,208.57)

BALANCE DUE	<hr/>
	\$0.00

This is our Account, per:



David J Bishop, Q.C.

FEES

13/01/22	Review file correspondence regarding matter status and next steps
18/01/22	Attend to file; review offer; notes to file title search; issues to confirm
07/04/22	Attend to file; Review conditional offer; notes to file; searches; issues to confirm; email to Carie Stockbrugger
01/07/22	E-mail exchange with R.Jensen; Notes to file. Attend to all time not recorded
18/01/22	Attend to conference call regarding offer
18/01/22	Attend to file; CEC; Term Sheet; Conference Call; review documents
19/01/22	Attend to file; email to C.Stockbrugger; review file; review offer Counter offer; notes to file; Searches
29/06/22	E-mail from purchaser's solicitor re ISC rejection; email to Carie notifying of rejection
07/06/22	Receive purchaser's designation
13/06/22	Attend to file; corporate search; tax search; title search; research
14/06/22	Attend to file; preparing documents for sale; preparing statement of adjustments; receipt of excess commissions from Avison Young; email to Carie regarding sale documents and signing
16/06/22	Attend to file. Review all sale documents. notes to file
16/06/22	Meet with client. Vicky Bonnell. Execute all sale documents
16/06/22	Attend to file; emails to and from Carie; amending sale documents
17/06/22	E-mail to Carie re GST and balance of sale proceeds
17/06/22	Prepare and send trust letter with documents
18/06/22	Attend to file. email to J. Waller regarding closing issues
24/06/22	Attend to file; receipt of cash to mortgage; telephone call to realtor releasing keys to new owners
27/06/22	Receive balance of funds with late closing interest

TOTAL FEES

\$2,755.00

Sale Funds Received & Disbursed

Prepared By: McKercher LLP **Final**
Property: 445 Broad Street N., Regina, SK
Names: The Regina Catholic Separate School Division No. 81

Money Received:

Balance due from Statement of Adjustments	\$	1,325,000.00
Interest From Purchasers	\$	1,091.94
Excess deposit from realtor exceeding commissions	\$	52,547.50

Total Received:	\$	1,378,639.44
-----------------	----	--------------

Money Disbursed:

Legal Fees, Disbursements, GST & PST	\$3,208.57
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Net Sale Proceeds to You	\$1,375,430.87
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BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
Asset Protection Hotline Report		

BACKGROUND:	
Attached is the latest quarterly Asset Protection Hotline Report for (April 1 to June 30, 2022) for Regina Catholic Schools.	
See attached Executive Summary <input type="checkbox"/>	See attachment <input checked="" type="checkbox"/>

RECOMMENDATION(S) (if applicable):
n/a

Prepared by:	Attachments (list below):	Date:
Josh Kramer, CFO	Asset Protection Hotline Report	July 14, 2022



July 5, 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 April 1, 2022 to June 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

/mg

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
RODS Funding Changes		

BACKGROUND:
RODS Funding changes due to Newcomer Welcome Centre Transitioning to Multilingual & Multicultural Services.
See attached Executive Summary <input type="checkbox"/> See attachment <input checked="" type="checkbox"/>

RECOMMENDATION(S) (if applicable):
N/A

Prepared by:	Attachments (list below):	Date:
Stacey Gherasim	Letter to Regina Open Door Society	July 18, 2022

BOARD MEETING – EXECUTIVE SUMMARY/ATTACHMENT

BOARD MEETING DATE
September 6, 2022
TOPIC
RODS Funding Changes

July 14, 2022

Dear Mr. Karasin,

On behalf of Regina Catholic Schools, I want to thank the Regina Open Door Society for the collegial relationship we have had over the past many years. We value the services that are provided for our students and families as they transition into our division. We also appreciate the physical space that has been provided to RCS personnel to administer language assessments for our students. You have been so accommodating, and we appreciate all you have done for us.

As you know, we made the difficult decision to move our language assessments out of the Smith Street RODS location and into our new home at Holy Rosary School. With so many unknowns in the future, we felt it was the right time to make a more permanent home within our Regina Catholic Schools family. We are looking forward to the opportunity to show our new families the welcoming atmosphere of our school division.

Regina Catholic Schools have been providing \$10,000 yearly to offset the costs that have come with using the physical space at RODS. Beginning in the 2022-2023 school year, we will no longer be providing these funds. We will continue to provide the \$8000 for the SSWIS support.

Again, thank you for everything you do to support our division, our students, and our families.

Sincerely,



Superintendent, Regina Catholic School Division

From: PEP Secretariat ED <pepsecretariat@gov.sk.ca>
Sent: Monday, July 11, 2022 5:04 PM
To: ED PEPIT Membership <EDPEPITMembership@gov.sk.ca>; ED PEP Observers <EDPEPObservers@gov.sk.ca>
Cc: ED PEP Support Team <EDPEPSupportTeam@gov.sk.ca>; ED PEP Project Managers <EDPEPProjectManagers@gov.sk.ca>; PEP Secretariat ED <pepsecretariat@gov.sk.ca>
Subject: Approved Interim PEP 2022-23

WARNING - This email originated from outside RCSD. Do not reply, click links or open attachments unless you trust the sender and are expecting the email.

Hello,

Please be advised that the Interim Provincial Education Plan 2022-23 has been approved by the Minister of Education. A final version of the interim PEP is attached and can also be found on the PEPIT Blackboard portal at the following link:

https://www.edonline.sk.ca/webapps/blackboard/content/listContentEditable.jsp?content_id= 529418 1&course_id= 6615 1

Thank you for all your hard work.

PEP Secretariat



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2022-23 Draft Interim Provincial Education Plan
Approved June 23, 2022
Executive Summary

In response to the COVID-19 pandemic, and under the guidance of the Provincial Education Council, an interim provincial education plan was developed by the Provincial Education Plan Implementation Team for the 2021-22 school year. The plan included key actions to meet the needs of all students in the areas of learning, reading, and mental health and well-being. Following the decision to extend the interim plan for an additional year, the key actions have been updated and revised for the 2022-23 school year.

The learning response priority action plan focuses on increasing students' reading and math levels through professional development, increasing awareness and sharing of resources and best practices. A communication plan will be developed to increase student engagement and support students returning to school.

The reading priority action plan focuses on reading support plans for students and communication strategies related to reading. Reading strategies will be implemented to help all students and reading support plans will target students who require additional supports. The reading plan also focuses on oral language and comprehension as the foundation for early literacy.

The mental health and well-being priority action plan focuses on communication among school systems and government ministries to share knowledge of available supports, services and programming. Another focus of the plan is the creation and refinement of mental health and well-being plans for each school system. These school-level plans provide a vehicle to address concerns and share best practices related to mental health and well-being. The priority action plan includes a 'Mental Health and Well-Being Symposium', which was held in May 2022. There is intent to make the symposium an annual event.

The actions presented in the following three sections of the plan are at the provincial level. All PEPIT members will take the actions in the plan and create system-level actions to implement in their individual school systems. A communication strategy will be prepared to assist in sharing the information in this plan with parents/caregivers, Council and PEPIT member organizations, and the general public.

2022-23 Interim Provincial Education Plan DRAFT Actions
Learning Response Priority

Actions

1. Increase student literacy and numeracy levels.

1.1. Increase awareness regarding the continued use and intent of crucial literacy and numeracy outcomes in grades 1 to 9 (including messaging for families).

1.2. Offer cross-curricular professional learning opportunities for effective literacy and numeracy instruction and assessment in grades 1 to 12.

1.3. Promote the PEPIT resource portal currently being used to share resources and effective practices to support school divisions and education partners with literacy and numeracy instruction and cross-curricular planning.

2. Co-create engagement strategies to welcome and include students, parents/caregivers and school communities into schools.

2.1. Renew a provincial public awareness campaign (in the spring of 2022 and fall of 2022) to re-engage students and families that includes messaging to be used in local contexts and customizable for school systems that is focused on:

- Safety of schools;
- Impact of non-attendance;
- Benefits of in-person learning;
- Encouragement to enroll for fall; and,
- Welcome for Kindergarten.

2.2. Develop and implement strategies to support students to attend and engage in in-person and online learning.

2022-23 Interim Provincial Education Plan DRAFT Actions

Reading Priority

Actions

1. Data Analysis

1.1. Collect and submit grades 1 to 3 reading data to the Ministry of Education in June 2023.

2. Provincial Communication

2.1. Develop a communication plan that is data-responsive to provide high-level provincial messaging related to the importance of building language and reading skills in our current context, acknowledging the long-term impact of the COVID-19 pandemic on student learning that sets the stage for an extended and collaborative focus on reading.

- Acknowledge professional flexibility at the classroom level to alter academic schedules and teach in a cross-curricular way to emphasize literacy in the primary grades to ensure all students are given the opportunity to be successful.

3. Reading Support Plans for Grades 1 to 5

3.1. Implement reading support plans, as needed, for individual grades 1 to 5 students that identify those students by name, strength, and need related to literacy based on the following process:

- review reading proficiency of all grades 1 to 5 students;
- provide targeted support and intervention for students below grade level; and,
- implement research-based, high yield instructional strategies focused on improving early literacy skills, reading levels, and taking students from where they are and moving them as far along as possible in reading.

3.2. Offer teaching and learning opportunities for grades 1 to 5 teachers and families with a focus on research-based literacy approaches and supports:

- Re-engage with resources to support teachers in developing literacy instruction and assessment skills (SaskReads, Supporting All Learners, etc.).
- Re-engaging with families to support students in literacy development.

4. Oral Language and Early Literacy Strategies for Reading Development

4.1. Support oral language and oral comprehension development as the foundation of reading skills for students:

- Focus integrated oral language and early literacy instructional strategies in Prekindergarten and Kindergarten; and,
- Implement high impact, research-based instructional strategies that develop oral language skills for students in grades 1 to 5, mindful of the specific academic experiences of students in programs such as French Immersion and English as an Additional Language during the pandemic.

2022-23 Interim Provincial Education Plan DRAFT Actions

Mental Health and Well-being Priority

Actions

1. Increase communication among ministries and school systems about mental health and well-being supports, programming and services.

- 1.1.** Establish a committee including multiple ministries and school systems to increase communication at various levels and to complete the following:
- create an inventory of supports, programming and services (including culturally appropriate) available regionally and provincially already available to school systems and ministries; and,
 - bring awareness about those supports, programming and service that are readily available through various means (i.e., symposium, meeting presentations, newsletter, etc.).

2. Each school system will develop/refine a plan to address the added pressures on MHWB as a result of the pandemic.

- 2.1.** Provide guidance and support to provincial school systems to create/refine their own local action plans for MHWB of staff and students, including, but not limited to:

- share 2021-22 MHWB action plans at the MHWB Symposium to identify essential elements (best practices) so 2022-23 MHWB plans can be refined.
- create quality indicators (i.e., a self-reflection rubric) for school systems to examine plans and identify gaps for use in the long-term plan;
 - assess OurSCHOOL, SAYCW, etc.;
 - collaborate with community (Indigenous and critical friends); and,
 - identify best practices.

- 2.2.** Post school systems MHWB plans (in the Blackboard MHWB PEPIT site) for sharing.

- Promote the MHWB Blackboard site to raise awareness of the strategies school systems are implementing and networking opportunities available.

- 2.3.** Create a parent/family section on the PEPIT online portal for posting resources to support parents and families.

- MHWB School System Spotlight Newsletter;
- professional development opportunities;
- provide classroom/staff/student/parent and caregiver support;
- list of resources/contacts; and,
- symposium presentations.

3. Share effective, promising practices and research at a mental health and well-being symposium, including a focus on:

- Indigenous perspectives; and,
- in-school administrators.

- 3.1.** Create a committee to plan a Mental Health and Well-being symposium.

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
United Way Sponsorship		

BACKGROUND:
See attached Executive Summary <input type="checkbox"/> See attachment <input checked="" type="checkbox"/>

RECOMMENDATION(S) (if applicable):
n/a

Prepared by:	Attachments (list below):	Date:
Sean Chase, Director of Education	<ul style="list-style-type: none"> Stephan Beskowiney's email with video link 	August 2, 2022

From: Beskowiney, Stephan <S.Beskowiney@rcsd.ca>
Sent: Friday, July 8, 2022 3:42 PM
To: redwardsbentz@unitedwayregina.ca
Subject: United Way Sponsorship

Hello Robin,

As per your communication with Amy Sanville, I am the RCSD Summer School contact this year.

I want to express sincere gratitude not only on behalf of our school division, but more so on behalf of the students that were able to participate in summer school because of your sponsorship. We had a very high turn out in terms of overall students and many students had issues with finding funding. Thanks to the United Way Regina, several students are able to pursue their academics over the summer in hopes of graduating on time. I have included a video expressing our thanks, which includes a few statements on how the sponsorship impacted students.

Again, thank you so much and I hope we can continue this partnership in the future.

Please let me know if there any issues with the link for the video. I also sent a hard copy.

<https://express.adobe.com/video/le1Z68jCRLWUS>

Much appreciated,

Stephan Beskowiney B.A. B.Ed. M.Ed.

Humanities Teacher and Summer School Administrator

<https://lo.rcsd.ca/local/pages/summer>



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BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
RCSD Advertising Campaign Statistics		

BACKGROUND:
<p>The advertising campaign statistics for June 2022 demonstrate we've reached a significant and relevant audience while achieving a better than industry average of Cost Per Click (CPC) on both Google and Facebook.</p>
See attached Executive Summary <input type="checkbox"/> See attachment <input checked="" type="checkbox"/>

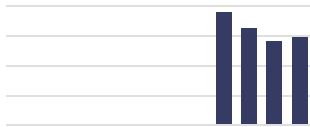
RECOMMENDATION(S) (if applicable):
N/A

Prepared by:	Attachments (list below):	Date:
Twylla West, Communications and Media Coordinator	<ul style="list-style-type: none"> June 2022 – Regina Catholic Schools 	July 20, 2022

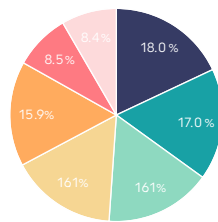
GOOGLE DISPLAY ADS
TOTAL DISPLAY COST
\$1,718.12
IMPRESSIONS
2,588,505

Previous period
5%

Previous year
100%

COST PER CLICK (CPC)
\$0.22
CLICKTHROUGH RATE (CTR)
0.30%

Previous period
6%

Previous year
100%

CLICKS BY CAMPAIGN

Campaign

- 2022 June - Pre K
- 2022 June - Kindergarten
- 2022 June - Online Recruitment
- 2022 June - High School
- 2022 June - General
- 2022 June - General French
- 2022 June - Kindergarten French

Clicks

1,392
1,312
1,249
1,247
1,232
656
648

Total
7,736
GOOGLE DISPLAY CAMPAIGN OVERVIEW

Campaign	Impressions	Clicks	Click-Through Rate (CTR)	Cost Per Click (CPC)
2022 June - Kindergarten	464,924	1,312	0.28%	\$0.21
2022 June - Pre K	454,532	1,392	0.31%	\$0.21
2022 June - High School	413,309	1,247	0.30%	\$0.24
2022 June - General	411,975	1,232	0.30%	\$0.22
2022 June - Online Recruitment	387,554	1,249	0.32%	\$0.23
2022 June - Kindergarten French	238,715	648	0.27%	\$0.22
2022 June - General French	217,496	656	0.30%	\$0.22
Total	2,588,505	7,736	0.30%	\$0.22

TOP DISPLAY ADS BY IMPRESSIONS



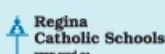


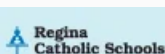

7

Display Ad with Preview

Impressions ▾

Clicks

Click-Through Rate (CTR)

 REGISTER FOR HIGH SCHOOL! 	372,288	968	0.26%
 REGISTER FOR PreK! 	264,868	892	0.34%
 RESULTS-ORIENTED EDUCATION! 	234,067	578	0.25%
 REGISTER FOR KINDERGARTEN! 	232,410	552	0.24%
 REGISTER FOR KINDERGARTEN! 	217,312	652	0.30%
 REGISTER FOR LEARNING ONLINE! 	193,439	704	0.36%
 REGISTER FOR PreK! 	169,784	393	0.23%
Total	2,588,505	7,736	0.30%

FACEBOOK ADS

TOTAL FACEBOOK COST

8

\$2,680.00

IMPRESSIONS

9

496,057

Previous period

-7%

Previous year

100%

COST PER CLICK (CPC)

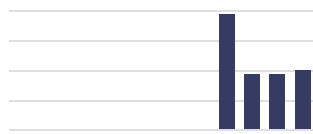
10

\$0.89

CLICKTHROUGH RATE (CTR)

11

0.61%



Previous period

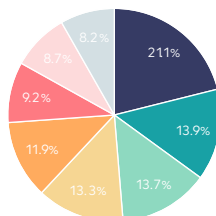
7%

Previous year

100%

CLICKS BY CAMPAIGN

12



Ad

Clicks (All) ▾

June - Pre K	637
June - Online Recruitment	420
June - High School	413
June - Carousel	401
June - General	359
June - Kindergarten	278
June - General French	262
June - Kindergarten French	249
Total	3,019

FACEBOOK CAMPAIGN OVERVIEW

13

Ad Set	Impressions	Clicks (All) ▾	CTR (All)	CPC (All)
June - Pre K	62,923	637	1.01%	\$0.57
June - Online Recruitment	72,483	420	0.58%	\$0.86
June - High School	64,241	413	0.64%	\$0.87
June - Carousel	105,956	401	0.38%	\$1.20
June - General	56,970	359	0.63%	\$1.00
June - Kindergarten	61,011	278	0.46%	\$1.29
June - General French	32,743	262	0.80%	\$0.76
June - Kindergarten French	39,730	249	0.63%	\$0.80
Total	496,057	3,019	0.61%	\$0.89

TOP DISPLAY ADS BY IMPRESSIONS

14

Ad ID with image	Impressions ▾	Clicks (All)	CTR (All)
 Carousel (id : 23850486443650252)	105,956	401	0.38%
 Online Recruitment (id : 23850486440560252)	72,483	420	0.58%
 High School (id : 23850486428810252)	64,241	413	0.64%
 Pre K (id : 23850486422650252)	62,923	637	1.01%
 Kindergarten (id : 23850486425080252)	61,011	278	0.46%
 General (id : 23850486434500252)	56,970	359	0.63%
 Kindergarten French (id : 23850486418780252)	39,730	249	0.63%
Total	496,057	3,019	0.61%

NOTES

- The ad spend for the Google display ads were \$1,800 for June.
- We were able to show up just over 2,500,000 times on a screen. The audience targeting varied slightly among each display ad. However, there were consistent similarities that included those who are/have interests in: kindergarten activities, family-focused, business professionals, education news, education websites, and high school news. The impressions increased by +5% in June.
- CPC for all of the display campaigns remain low at just \$0.22! The CPC industry benchmark for Google display ads in the Education industry is \$0.47. The CPC decreased by -3% in June.
- The audiences that generated the highest CTR/engagement rate include those interested in: preschool, private kindergarten programs, K-12 education, school information, early childhood education, and high school information. The CTR increased by +6% in June.
- We can see that the Pre K and Online Recruitment ads performed the best (click wise) which shows that people had the most interest in these ads. The clicks increased by +11% in June.
- This list shows a breakdown of the performance of the Google display ads and the results for each main metric.
- These are the top display ads that acquired the most/highest impressions, clicks, and CTR.
- The ad spend for the FB display ads were \$2,680 for June.
- The audience targeting varied slightly among each display ad. However, there were consistent similarities that included those who have interests in: education, preschool, kindergarten, primary school, secondary education, high school and those who are parents.
- The CPC industry benchmark for for FB display ads in the Education industry is \$1.06. We were able to acquire clicks at a much lower cost than this target which is fantastic.
- The CTR industry benchmark for FB display ads in the Education industry is 0.73%. This is great that we are close to this target as it shows that there was a lot of engagement on these ads. The CTR increased by +7% in June.
- This is a great amount of clicks for all of the ads! We can see that the Pre K and Online Recruitment ads also performed the best (click wise) on FB which shows that people had the most interest in these ads. Most of the clicks came from females aged 25-54. There was also an +8% increase in link clicks, which are clicks directly leading people from the ad to the website.
- This list shows a breakdown of the performance of the Facebook display ads and the results for each main metric.
- These are the top display ads that acquired the most/highest impressions, clicks, and CTR. We can see that the carousel ad was the most successful in generating the highest amount of impressions.



Government
— of —
Saskatchewan

Minister of Education

Legislative Building
Regina, Canada S4S 0B3

AUG 05 2022

Ashton King
jean511@hotmail.com

Dear Ashton King:

Thank you for your email to Premier Scott Moe regarding registration fees for extra curricular activities at École St. Elizabeth School in Regina. Premier Moe has asked me to respond to you directly as the Minister of Education. I appreciate you reaching out to share your concerns and assure you we want all students to be able to enjoy sports.

Education is a shared responsibility between the Ministry of Education and elected boards of education for each school division. The ministry provides leadership and support to boards through legislation, regulation, and policy. Boards are provided the authority under *The Education Act, 1995* (the Act) to administer and manage the educational affairs of the school division, including developing administrative procedures with respect to school fees for any course or any activity at the school.

In addition to their regular extra curricular activities, this year Regina Catholic Schools announced a partnership with Golden Ticket Sports to provide students with an opportunity to attend Golden Ticket Basketball Academy. The academy is owned and operated by Golden Ticket Sports and is not administered by Regina Catholic Schools.

The cost of this optional program is \$1,350; however, if the cost is a barrier to access the program parents can contact Golden Ticket Sports to work through the athlete nomination program.

This is an optional program that is an addition to the school and school division's regular extra curricular activities. As such, the typical fees for school-based extra curricular activities should still be in place.

For more information regarding your school's extra curricular activities or Golden Ticket Basketball Academy please contact Sean Chase, Director of Education, Regina Catholic Schools at 306-791-7200 or s.chase@rcsd.ca. Additional information regarding Golden Ticket Sports and their Basketball Academy can also be obtained by contacting tanner@goldenticketsports.com.

Thank you for taking the time to write and best wishes to your children on the new school year.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Dustin Duncan', with a stylized flourish extending to the right.

Dustin Duncan
Minister of Education

cc: Premier Scott Moe
Sean Chase, Director of Education, Regina Catholic Schools

From: Shawn Davidson <SDavidson@saskschoolboards.ca>

Sent: Thursday, August 18, 2022 3:16:22 PM

To: Shawn Davidson <SDavidson@saskschoolboards.ca>

Subject: PTHV Initiative Final Report

WARNING - This email originated from outside RCSD. Do not reply, click links or open attachments unless you trust the sender and are expecting the email.

(This email is being sent to Board Members, Directors of Education and STF, LEADS, SASBO, Public Section, Catholic Section.)

Good day,

The SSBA has now received the Parent Teacher Home Visits Initiative final report from Dr. James McNinch. We thank him for his work. The report is available on our website here:

<https://saskschoolboards.ca/wp-content/uploads/SSBA-PTHV-Initiative-Final-Report.pdf>

In June 2021, the SSBA received funding from the Ministry of Education to launch a pilot project to implement a Parent Teacher Home Visits Initiative. Five school divisions participated: Holy Trinity, Ile-a-la-Crosse, Northern Lights, Regina Public, and Sun West.

The report documents the activities of the project and the perspectives of the various participants from August 2021 to May 2022.

Saskatchewan has a long, rich history in community education philosophy and practice, dating at least back to 1980. Home visits are a high-impact strategy for family engagement. Home visits also interrupt bias and judgment, and have demonstrated benefits for teachers, parents/families, as well as students.

The Provincial Education Plan places a focus on fostering connections and relationships between educators, students, and their families, and creating inclusive, safe, and welcoming school environments.

Boards of education are encouraged to read the final report and reflect on the themes and lessons learned through this project, as they contemplate their strategic direction and actions in support of the Provincial Education Plan.

Thank you,

Dr. Shawn Davidson
President

400-2222 13th Ave., Regina, Sask. S4P 3M7

Phone: 306-569-0750 | Fax: 306-352-9633

Email: SDavidson@saskschoolboards.ca | Website: www.saskschoolboards.ca



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BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
Joint Use Agreement: City of Regina, RCSD & RPSD		

BACKGROUND:
The Joint Use Agreement between the City of Regina and both school division has been renewed.
See attached Executive Summary <input type="checkbox"/> See attachment <input checked="" type="checkbox"/>

RECOMMENDATION(S) (if applicable):
NA

Prepared by:	Attachments (list below):	Date:
Doug Sears, Controller of Plant and Accommodation Services	Joint Use Agreement- 2022	August 24, 2022

Joint Use Agreement: City of Regina + RCSD + RPSD

WHAT:

The City of Regina has agreed to make certain recreational facilities available to school user groups within school hours without charge and in exchange, RCSD/RPSD has agreed to make certain areas of schools available to the City of Regina and the City's Program A partners to use neighbourhood schools outside of school hours.

WHY:

- **Shared Access** – to serve all parties in the agreement and the needs of the community at large
- **Maximize Infrastructure Utilization** – consider the needs of the other when designing new facilities.
- **Community Benefit** – the cost of operation of all our facilities are largely paid by the taxpayer and therefore should serve the taxpayer
- **Cost to Parties** – there is a savings to all parties on rental charges while the maintenance becomes a shared cost.

Joint Use Agreement: City of Regina + RCSD + RPSD

HISTORICAL BACKGROUND:

- The existing agreement is over 30 years old
- The new agreement is the result of a 2 year consultation process (COVID dampened the process)
- RCSD has been in violation at times of the existing user agreement.
- The new agreement is an opportunity to review what our obligations are and our benefits.

KEY UNDERSTANDINGS:

- School Year – September 1 to June 30
- Designated school hours – weekdays 6:00 am to 6:00 pm EXCLUDING holidays
- Designated outside of school hours – weekdays 6:00 pm to 10:00 pm and weekends 8:00 am to 10:00 pm.

KEY UNDERSTANDINGS

ELEMENTARY SCHOOLS

- City use of elementary schools is 80% outside of school hours; division use is 20% outside of school hours
- Schools can block times for after 6 pm for key events but need to stay within availability percentages

HIGH SCHOOLS

- High Schools have full control of the use of their indoor facilities but RCSD should provide approximately 1760 hours/year of gym access to be consistent with previous years. Outdoor spaces are booked through the city. They are public after 6 pm.
- User Groups must go through Principal/Office Manager for these HS gym bookings prior to user groups going to Central Scheduling for the permits.

KEY UNDERSTANDINGS

- Equipment – means items such as mats, basketball nets, volleyball/badminton nets or other large equipment items that are unreasonable for eligible uses to provide themselves.
- “Joint Use Facility” includes those buildings and grounds designated and listed by each party. These lists are available from RCSD Facilities (Contact Morgan or Doug).
- Facilities has sent information out directly to OMs. HS administrators should refer to OneNote for 2022-2023 RCSD Facility Guidelines.
- City of Regina (Central Scheduling) is responsible for bookings and cancellations.
- Classrooms fall outside of the agreement and are at the discretion of the school division.
- Meeting and conference rooms do fall under the agreement.

What is in it for Regina Catholic Schools?

- Considerable cost savings on rental fees for city facilities and greater availability of facilities to accommodate school programming and extracurricular (athletics) prior to 6 pm. In short, we would not be able to enjoy the access to these facilities without this agreement.
 - Indoor and outdoor pools
 - Ice rinks (elementary skating and high school physed and RHSAA hockey programs)
 - Athletic Fields (tracks, soccer fields and football fields, including Leibel Field and Mosaic)
 - Ball diamonds
 - Swimming pools
 - Indoor sport fields
- There will still be charges for incremental costs
 - Lifeguards, ice cleaning, caretaker

DIGGING INTO THE FINE PRINT

ELIGIBLE USERS of City Joint Use Facilities – must meet all of the following requirements:

- An activity operated by a school, school division or RHSAA
- Booked by a teacher, principal, school board official or RHSAA
- Includes any activity, competition, class outing, special event arranged and operated by an Eligible User

ELIGIBLE USERS of School Joint Use Facilities – must be one of the following:

- The City of Regina
- City of Regina Group A Program Partners
- Non-profit Organizations
- Groups, private Individuals, For-profit organizations
- Includes special events that support recreation, culture, and community development; business meetings with a primary mandate of recreation, culture, or community development.
- INSURANCE – User A groups have City of Regina insurance; NOTE: other user groups not affiliated with the City or school divisions must have general liability insurance of \$2 m.

DIGGING INTO THE FINE PRINT

CANCELLATION POLICY SCHOOL JOINT USE FACILITIES

1. Cancellation of a booking by a School:

- The School is required to contact in writing (email) the impacted user group a minimum of 7 calendar days prior to cancellation.
- **A School shall not be permitted to cancel any public meeting hosted by the City of Regina** if the meeting has already been advertised by the City.
- The School and the impacted group will both contact Central Scheduling by email to confirm the cancellation (dates, permit numbers, reason, confirmation of notification).

2. Cancellation of a booking by a User Group:

- The user group is required to contact Central Scheduling 7 calendar days prior to cancellation.
- Central Scheduling will update permit and notify the School and the division.

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
Regina Food Bank Nutrition Partnership 2022-2023		

BACKGROUND:
Continuation of the Regina Food Bank Nutrition Partnership Project into the 2022-2023 school year.
See attached Executive Summary <input checked="" type="checkbox"/> See attachment <input type="checkbox"/>

RECOMMENDATION(S) (if applicable):
N/A

Prepared by:	Attachments (list below):	Date:
Stacey Gherasim, Superintendent of Education Services	Executive Summary	August 31, 2022

BOARD MEETING – EXECUTIVE SUMMARY / ATTACHMENT

BOARD MEETING DATE
August 31, 2022
TOPIC
Regina Food Bank Nutrition Partnership 2022-2023

As was shared with you in May, we entered a Pilot Project with the Regina Food Bank (RFB) to support two of our schools, Sacred Heart Community School and St. Michael Community School. RFB worked with each individual school to fill the food security gaps. This may have included a school food pantry, weekend snack kits, lunch programs, or hampers for families.

In a very short period of time, RFB directly invested \$12,494 in food for St. Michael and Sacred Heart. This summer, 44 of our students received summer hampers, ensuring their families had fresh and nutritious food, as well as critical household items. RFB has detailed metrics per school, but below are some interesting numbers.

Average costs per-student and per-service

Summer Hamper Avg. Cost	\$46.13
School Pantry Avg. Cost	\$21.21
Snack Pack Avg. Cost	\$4.50
Lunch Program Avg. Cost	\$2.97

	Lunch Program	Weekend Snack Kit	School Pantry	Summer Hamper Program
Albert Community School		200	40	50
Kitchener Community School		195	90	28
Mother Theresa Middle School		57	x	X
Sacred Heart	180	50	50	19
Scott Collegiate	100	x	100	X
Seven Stones Community School	70	160	x	tbd
St. Michael Community School	x	40	40	27
Total by week:	350	702	220	124
Total (actual):	1162	1354	330	568

BOARD MEETING – EXECUTIVE SUMMARY / ATTACHMENT

As you are aware, we mutually agreed to trial the program to assess its efficiency and alignment. RFB feels that the program has been successful and has received great feedback from our educators and students. I also requested information from our school teams who reiterated the importance of this service but also suggested a few minor changes for efficiencies. RFB invited us to continue this journey with them for the 2022-2023 school year. As partners, we will contribute \$7500, which is the same per-capita cost Regina Public is currently paying.

With the ever-growing food security concerns for our families, we see the value of this investment which is leveraged by our food bank and private partners. To be able to provide services beyond the capacity of our Nutrition Programs will drastically improve the health and wellness of our students and families in these communities. School personnel will continue to work with RFB representatives to design a program that fits their school's needs.

We are excited for this opportunity and look forward to continuing this partnership with the Regina Food Bank.

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Strategic Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
Information Services Corporation (ISC) Lien – St. Pius/ Argyle Schools		

BACKGROUND:
<p>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 is part of the older lien that was filed incorrectly involving the BOW Group of Companies.</p> <p>Quorex is taking action to mitigate this lien.</p>
See attached Executive Summary <input type="checkbox"/> See attachment <input checked="" type="checkbox"/>

RECOMMENDATION(S) (if applicable):
n/a

Prepared by:	Attachments (list below):	Date:
Josh Kramer, CFO	<ul style="list-style-type: none"> 2022-08-22 ISC Discharge Confirmation 	September 1, 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

August 22, 2022

BOARD OF EDUCATION OF THE REGINA ROMAN
CATHOLIC SEPARATE SCHOOL DIVISION NO. 81 OF
SASKATCHEWAN
BOARD OF EDUCATION OF THE REGINA ROMAN CATHOLIC
SEPARATE SCHOOL DIVISION NO. 81 OF SASKATCHEWAN
2160 CAMERON STREET
REGINA SK S4T2V6
Canada

Packet Number: 185073149

Client Number: 100420759

Interest Reference #:

Re: Interest Registration Notice

This notice is to advise you that there has been a registration of the interest(s) listed below:

Interest Register Number: 125252490

Interest Type: Builders' Lien

Holder(s): 1771892 Alberta Ltd.

Registration Date: August 22, 2022 9:30:54 AM

Value: \$7,320.40

Attachment Document Number: 102324073 Transactional Document

This interest has been registered on the following:

Interest Number: 194748553

Attached to Title Number: 154220071

Title Type: Surface Regular

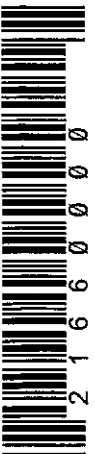
Land Description: Blk/Par F Plan No. FX3425 Extension 0 As described on Certificate of Title
81R21250R.

Municipality: CITY OF REGINA

Owned or Held By: BOARD OF EDUCATION OF THE REGINA ROMAN CATHOLIC SEPARATE
SCHOOL DIVISION NO. 81 OF SASKATCHEWAN

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

Registrar



JUNE 2022					
02-Jun (Thur)	St. Matthew School 60th Anniversary Liturgy		9:10 to 9:50 am - Liturgy and Short Presentation	St. Matthew School	TOR - Darren Wilcox; Director Bring Greetings (Kowalchuk, Bushi)
02-Jun (Thur)	CCSTA - Keynote Speaker - Spencer West		9:00 to 10:30 am	Virtual	Trustees
02-Jun (Thur)	CCSTA - Keynote Speaker - His Eminence Gerald Cyprien Cardinal Lacroix		11:00 am to 12:30 pm	Virtual	Trustee
03-Jun (Fri)	CCSTA Annual General Meeting	*	9:00 to 10:30 am	Virtual	Trustee
4-5 Jun (Sat/Sun)	First Nations University of Canada Spring Celebration PowWow		Doors Open at 10:00 am; Grand Entrance Daily 12:00 & 7:00 pm	Brandt Centre	Bonnell
05-Jun (Sun)	Bishop Bryan's Farewell Supper in Regina		5:00 to 8:00 pm	St. Basil Ukrainian Catholic Church - 1757 Toronto St.	Bonnell, Weninger
06-Jun (Mon)	Board Policy Review Committee Meeting (<i>new time</i>)	*	3:45 to 4:30 pm	Board Room / MS Teams	Weninger (Committee Chair), Wilcox, Bushi, Bonnell
06-Jun (Mon)	Board Pre-Meeting (<i>Rescheduled</i>)		4:30 to 5:30 pm	Board Room / MS Teams	
06-Jun (Mon)	Public /Closed Board Meeting		5:30 pm	Board Room / MS Teams	<ul style="list-style-type: none"> • Director & Board Evaluations Approved and Filed • 2022-23 Preliminary Budget Review (Closed Session); DIP Presentation Reading / Writing / Math - Ehman / Chase
07-Jun (Tues)	Round Dance Demonstration		1:00 to 3:20 pm	Michael A Riffel Catholic High School	Presence / Participation - Trustees / Executive Council - (TOR - Shauna Weninger)
08-Jun (Wed)	Targeting Inclusion Celebration (St. Maria Faustina)		1:00 to 2:00 pm	MS Teams	(TOR - Bob Kowalchuk) Board Presence Only - Recognitions of student with Intensive Needs from the ELM EFAP classrooms and St. Maria Faustina School.
09-Jun (Thurs)	School of the Week - Michael A. Riffel Catholic High School		8:45 - 10:15 am	5757 Rochdale Blvd	TOR - Juliet Bushi

09-Jun (Thurs)	That's Possible Theatre - "Moana"		7:00 to 9:00 pm	Michael A. Riffel Catholic HS Theatre	Board Presence - (TOR - R. Bresciani) & Bonnell
13-Jun (Mon)	School of the Week - Sacred Heart Community School		10:30 am to 12:00 pm	1325 Argyle St	TOR - Rob Bresciani
14-Jun (Tues)	St. Luke Alternative School Graduation		11:00 am	St. Cecilia Parish - 5020 - 7th Avenue	TOR - Bob Kowalchuk
14-Jun (Tues)	2021-22 Board hosted Superannuate & Retiree Reception and Dinner		6:00 pm	Hotel Sask.	Trustees, Superannuates, Retirees & Guests, Archbishop Don or Alternate; Employee Groups Presidents, Sr. Exec Asst., Video Prod. Coord.
15-Jun (Wed)	Circle of Voices	*	4:00 to 6:00 pm	Gratton Room / MS Teams (TBD)	
16-Jun (Thur)	St. Maria Faustina School Graduation 2022		1:00 to 3:00 pm	425 15th Ave	TOR - Ryan Bast (Alt. Rob Bresciani)
16-Jun (Thur)	RCSTA Superannuation Reception 2022		7:00 - 8:30 pm	DoubleTree Hilton, 1975 Broad St.	Board Presence
20-Jun (Mon)	School of the Week - St. Peter School		9:00 to 10:30 am	150 Argyle St.	TOR - Vicky Bonnell
20-Jun (Mon)	Board Planning Meeting		5:30 pm	Board Room / MS Teams	PSAB PS220 Related Party Disclosure by June 30 / Final Budget Review
22-Jun (Wed)	Special Public Board Meeting		3:00 - 4:30 pm	Board Room / MS Teams	Approval of 2022-23 Budget
23-24 Jun (Th/Fr)	Saskatchewan High Schools Athletic Association (SHSAA) AGM - Regina High Schools Athletic Association (RHSAA) Trustee Representative		TBD (1:00 pm June 23)	Saskatoon	Darren Wilcox to Represent Board - voting Trustee
27-Jun (Mon)	RCSD & RPSD Joint School Boards/Minister and Deputy Minister of Education/City of Regina Mayor & Administration Meeting	*	9:00 to 10:00 am	Board Room (CEC) or MS Teams	Board of Trustees, Director, CFO
27-Jun (Mon)	Michael A. Riffel Catholic HS Graduation - Mass & Exercises		7:00 - 8:30 pm	Conexus Art Centre / Livestreamed	TOR - Vicky Bonnell
27-Jun (Tues)	Miller Comprehensive Catholic HS Graduation - Mass		7:00 to 8:30 pm	Resurrection Parish	TOR - Darren Wilcox
28-Jun (Tues)	Miller Comprehensive Catholic HS Graduation - Exercises		7:00 to 8:30 pm	Conexus Art Centre	TOR - Darren Wilcox
28-Jun (Tues)	Dr. Martin LeBoldus Catholic HS Graduation - Mass		7:00 to 8:30 pm	Resurrection Parish	TOR - Juliet Bushi
28-Jun (Tues)	Archbishop M.C.O'Neill Catholic HS Graduation - Mass		7:00 to 8:30 pm	Holy Family Parish - 1021 McCarthy Blvd.	TOR - Shauna Weninger

29-Jun (Wed)	Dr. Martin LeBoldus Catholic HS Graduation - Exercises		9:00 - 10:30 am	Conexus Art Centre	TOR - Juliet Bushi
29-Jun (Wed)	Archbishop M.C.O'Neill Catholic HS Graduation - Exercises		1:00 to 3:00 pm	Conexus Art Centre	TOR - Shauna Weninger
29-June - Last Day for Students					

Board Presence	TBD
Greetings	MSTeams/Zoom
Participant Only/Trustee on Rotation(TOR)	Meeting Conflict
Presentation/Award	Professional Development
School of the Week	



Regina Catholic Schools

Special Public Board Meeting Minutes

Jun 22nd, 2022 3:00 pm - 4:30 pm

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

STAFF PRESENT: Sean Chase (Director), Josh Kramer (CFO), Stacey Gherasim, Heidi Hildebrand, Joanna Landry, Doug Sears, Twylla West, Carla Redler (Recorder)

MEDIA PRESENT: CTV Regina, Global Regina, Leader Post

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 Metis peoples, on these traditional lands.

2. Opening Prayer

S. Weninger opened the meeting with a prayer.

3. 13824. Adoption of Agenda

D. WILCOX: That the agenda be adopted.

 CARRIED

4. 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.

5. 13825. Adoption of Minutes

B. KOWALCHUK: That the minutes of the June 6, 2022 Public Board Meeting be adopted.


 CARRIED

6. Decision Items

a. 13826. Sacred Heart Community School Walking Boundary Change

R. BAST: That Effective September 1, 2022, students from Sacred Heart Community School will be eligible for transportation if their home address or


daycare is 750 meters or more driving distance to school and located on or south of Dewdney Avenue.

 CARRIED

b. 13827. 2022-23 Budget


Review of 2022-23 RCSD Budget Summary.

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

 CARRIED

7. 13828. Adjournment

R. BAST: That the meeting be adjourned.

 CARRIED

8. Closing Prayer

S. Weninger closed the meeting with a prayer.

V. Bonnell, Board Chair

J. Kramer, CFO

Policy 2 - Role of the Board

Initial Approval:	September 4, 2018		
References:	The Education Act, 1995, Sections 53, 61,85, 87, 282, 283, 286; The School Division Administration Regulations, 2017; The Education Regulations, 2019		
Date Revised:		Motion:	

The Board is responsible for setting the vision and direction for the school division 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

1. Faith Leadership

- 1.1. A Catholic community that supports both the existence and the necessity of Catholic education.
- 1.2. Alignment with the teachings of the Catholic Church.
- 1.3. The link between the Archdiocese of Regina, Parishes, Clergy, Catholic organizations, Parents, Operational Associations.

2. Accountability to Provincial Government/Electorate

- 2.1. Act in accordance with all statutory requirements to implement provincial educational standards and policies.
- 2.2. Perform Board functions required by governing legislation and existing Board policy.
- 2.3. Practice effective Board governance.

3. Communication with Communities

- 3.1. Make decisions based on what is in the best interests of all students.
- 3.2. As part of the Annual Board Work Plan, develop and approve an annual communication and advocacy plan that includes ongoing communication strategies to provide opportunities for input and reporting, including collaboration and membership with Canadian Catholic School Trustees Association (CCSTA), Saskatchewan Catholic School Boards Association (SCSBA) and Saskatchewan School Boards Association (SSBA) on advocacy efforts.
- 3.3. Communicate Division outcomes at least annually.
- 3.4. Develop procedures for and hear appeals as required by statute and/or Board.

- 3.5. Model a culture that reflects the Board's Code of Conduct and guiding principles.
- 3.6. Connect with Clergy, Religious, Staff Associations, Catholic School Community Councils (CSCC), Catholic partners and electors to ensure the Division reflects Catholic community values.
- 3.7. Provide for student input at Public Board meetings through the involvement of student Trustees.

4. Strategic Planning

- 4.1. Identify Board priorities and key outcomes at the outset of the annual Board Strategic Planning review.
- 4.2. Approval of the Board Annual Work Plan
- 4.3. Provide feedback annually relative to any changes/updates to the Division strategic plan as prepared by the Director to address strategic priorities and achieve the key outcomes identified by the Board, and annually approve the Board Strategic Plan.
- 4.4. Provide overall direction for the Division by establishing and annually reviewing foundational commitments in Policy 1, strategic priorities and key outcomes.
- 4.5. Regularly review progress toward the achievement of student and other desired outcomes.
- 4.6. Approve the Annual Report for distribution.
- 4.7. Review the Division strategic plan's relevance every four (4) years and if required engage in a comprehensive stakeholder engagement process to ensure its alignment with division and provincial priorities.
- 4.8. Provide governance oversight of the Division Enterprise Risk Management process.

5. Board Development and Capacity Building

- 5.1. Develop an annual plan for Trustee development including;
 - 5.1.1. Role
 - 5.1.2. Process
 - 5.1.3. Issues
 - 5.1.4. Cultural Awareness
- 5.2. Annually evaluate Board effectiveness. (Policy 8 – Appendix A)
- 5.3. Prepare a New Board member orientation package.
- 5.4. Access Saskatchewan Catholic School Boards Association (SCSBA) and Canadian Catholic School Trustees Association (CCSTA) resources.

6. Policy

- 6.1. Identify how the Board shall function.

- 6.2. Annually review Board policies to determine if the policy is producing the desired outcomes.
- 6.3. Delegate authority to the Director of Education and define corresponding responsibilities.

7. Enterprise Risk Management

- 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.

8. Policy

- 8.1. Identify how the Board shall function.
- 8.2. Annually review Board policies to determine if the policy is producing the desired outcomes.
- 8.3. Delegate authority to the Director of Education and define corresponding responsibilities.

9. Director/ Board Relations

- 9.1. Select Director.
- 9.2. Provide the Director with clear Board direction.
- 9.3. Respect the authority of the Director to carry out executive action and support the Director's actions which are exercised within the delegated discretionary powers of the position.
- 9.4. Interact with the Director in an open, honest, proactive and professional manner.
- 9.5. Annually evaluate the Director in regard to the Director's job description and additional Board direction (e.g., hold Director accountable for achievements of the Strategic Plan).
- 9.6. Review the Director's compensation annually.
- 9.7. Ensure the Division has sufficient organizational capacity, including familiarity with Director's issues and processes to enable an internal interim successor to continue competent operation of the school division in the event of sudden loss or the absence of Director services.
- 9.8. Ensure effective oversight of general policies for the management of the organizations employees including:
 - 9.8.1. Review and monitor effective succession plans, management development plans, and compensation plans for senior management.
 - 9.8.2. Review and monitor CEO's decisions regarding hiring and termination of senior management.
 - 9.8.3. Provide oversight of the human resource policies and procedures for equal opportunity employment.

- 9.8.4. Provide oversight of the Employee Code of Conduct and Employee Harassment and Prevention.
- 9.8.5. Monitor and support staff training programs for effectiveness.
- 9.8.6. Review and approve any collective bargaining mandate, as applicable.

10. Fiscal Accountability

- 10.1. Approve budget assumptions at the outset of the budget process.
- 10.2. Annually approve budget and consider changes to the mill rate.
- 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.
- 10.4. Ensure resources allocated are achieving the goals, priorities and the Board's desired outcomes.
- 10.5. Annually approve the Division's budget for submission to the Ministry of Education by the due date.
- 10.6. Approve unanticipated expenditures of over two hundred thousand (\$200,000) dollars, which cannot be covered by contingency funds.
- 10.7. Annually approve capital plans.
- 10.8. Advise of emergency expenditures in excess of two hundred thousand (\$200,000).
- 10.9. Approve major construction or renovation projects in excess of the budget.
- 10.10. Approve the submission of emergent funding requests to the Ministry of Education.
- 10.11. Appoint an auditor and approve the terms of engagement.
- 10.12. Meet with the auditor without administration present at the conclusion of the audit.
- 10.13. Receive the Audit Report and Management Letter and ensure quality indicators in the Director's evaluation are met.
- 10.14. Monitor revenue and expenditures on a quarterly basis.
- 10.15. Set the mandate for employee group negotiations and ratify Memoranda of Agreement with bargaining units.
- 10.16. Annually set the mandate for out-of-scope staff salaries and working conditions.

11. Facilities

- 11.1. Acquisition and disposal of land and buildings including expropriation proceedings.
- 11.2. Naming/renaming of schools, sub-sections of schools and other school division-owned Facilities.
- 11.3. Approval of facility Joint Use Agreements.
- 11.4. Approval of criteria for visual display.

Selected Responsibilities

1. Approval of Division school-year calendars and hours of instruction.
2. Approval of international curricular field trips for students.
3. Hear harassment complaints when the Director is unable to act.
4. Encouragement of qualified and interested candidates to run for the office of Catholic school board Trustee. All interested candidates for election to the RCSD School Board must provide a Criminal Record Check Vulnerable Sector (CRC-VS) with their nomination form.
5. Recognition of staff and alumni through the Distinguished Employee Awards, Distinguished Alumni Gala, long service awards, and the Superannuate/Retirement reception and dinner.
6. Approval of location and grade levels for French Immersion Programs.
7. Approval of alternative or special programs or schools.
8. Approval of locally developed or new courses of instruction at the secondary level.
9. Approval of prekindergarten programs.
10. Approval of student school uniforms.
11. Approval of teacher secondment extensions beyond two (2) years

Appendix A Board Annual Work Plan

Month	Regular Board Meeting Agenda Items	Planning/Committee	Budget Considerations	Community Linkage
August		<ul style="list-style-type: none"> • Board Strategic Planning Meeting <ul style="list-style-type: none"> ○ Review Strategic Plan ○ Set Board Goals ○ Review Annual Work Plan ○ Review Policy 8 – Appendix B - Schedule of Remunerations and Expense Allowances • Board/Executive Council Strategic Planning Meeting 		<ul style="list-style-type: none"> • CLASS – Mass & Commissioning Ceremony • Opening Mass & Faith Formation
September	<ul style="list-style-type: none"> • Director Reporting on Policy 1 • Quarterly Board Governance Budget Summary & Trustee Remuneration and Expense Allowances Report (Mar-May) • Quarterly Financial Report (Mar-May) • Develop and approve Board Development Plan • RCSD Nominations for SCSBA Executive and Awards • Transportation Report (Mar-Jun) 	<ul style="list-style-type: none"> • Planning Meeting <ul style="list-style-type: none"> ○ Review SCSBA and SSBA Bylaws and Resolutions and submit if any Board / Archdiocesan Liaison Committee 		<ul style="list-style-type: none"> • Home Based Educators Meeting (if required) • School Board/City Council Liaison Committee • Clergy Luncheon • SSBA Board Chairs' Council • SCSBA Board of Directors Meeting
October	<ul style="list-style-type: none"> • Director Reporting – Policy 14 • Approve SCSBA and SSBA Bylaws and Resolutions (if any) for AGM's • Quarterly Board Governance Budget Summary & Trustee Remuneration and Expense Allowances Report (Jun-Aug) 	<ul style="list-style-type: none"> • Planning Meeting <ul style="list-style-type: none"> ○ Review Draft Audited Financial Statements • Schedule Meeting with Minister of Education • Schedule Meeting with Government and Opposition MLAs 		<ul style="list-style-type: none"> • SSBA Board Chairs' Council
November	<ul style="list-style-type: none"> • Organizational Meeting • Director Reporting – Policy 2 (Section 7 – Enterprise Risk Management & Section 10 – Fiscal Accountability) • Special Public Meeting <ul style="list-style-type: none"> ○ Approve Annual Report ○ Approve Audited Financial Statements • School Board Elections (if applicable) 	<ul style="list-style-type: none"> • Planning Meeting <ul style="list-style-type: none"> ○ Review Draft Annual Report ○ Review Draft Audited Financial Statements 	<ul style="list-style-type: none"> • Budget Review 	<ul style="list-style-type: none"> • Minister of Education Meeting (Nov or Dec) • SCSBA AGM • SSBA Fall Assembly & AGM • SSBA Board Chairs' Council • Catholic School Community Council Meeting (CSCC) • Employee Groups Executive (CUPE; RCSTA; RCSESPA)
December	•	<ul style="list-style-type: none"> • Planning Meeting 		<ul style="list-style-type: none"> • Director's Meeting • SSBA Board Chairs' Council

Appendix A Board Annual Work Plan

Month	Regular Board Meeting Agenda Items	Planning/Committee	Budget Considerations	Community Linkage
January	<ul style="list-style-type: none"> • Director Reporting – Policy 11 (Section 1 – Administrative Applications & Section 2 – Payment of Account for Expenditure) • Approval of School Year Calendar for next school year and submission to Ministry • Policy 12 - Role of the Director (Mid-Year Discussion) • Approval of Annual Meeting of Electors Agenda • Quarterly Financial Report (Sept – Nov) • Quarterly Board Governance Budget Summary & Trustee Remuneration and Expense Allowances Report (Sept-Nov) • Transportation Report (Sep-Nov) 	<ul style="list-style-type: none"> • Planning Meeting <ul style="list-style-type: none"> ○ Policy 12 – Role of the Director – Performance Assessment Begins • Board Policy Review Committee 	<ul style="list-style-type: none"> • Budget Review 	<ul style="list-style-type: none"> • Consecrated Life Luncheon • MLA’s Government • MLA’s Opposition • School Board/City Council Liaison Committee • RCSD/RPSD School Boards Meeting
February	<ul style="list-style-type: none"> • Director Reporting - Policy 13 • Division Theme Approval (if required) 	<ul style="list-style-type: none"> • Planning Meeting <ul style="list-style-type: none"> ○ Human Resource Services Accountability Reporting 	<ul style="list-style-type: none"> • Budget Review 	<ul style="list-style-type: none"> • Annual Meeting of Electors • Circle of Voices • Board/ Post-Secondary Institute Linkage (Biennially – every two years) • Ukrainian Program Presentation • SSBA Board Chairs’ Council
March	<ul style="list-style-type: none"> • Review the Board Development Plan Progress 	<ul style="list-style-type: none"> • Planning Meeting <ul style="list-style-type: none"> ○ Provincial Budget Review ○ Director’s Performance Assessment Completed ○ Financial Accountability Reporting 	<ul style="list-style-type: none"> • Provincial Budget (Mar/Apr) 	<ul style="list-style-type: none"> • Regina Catholic Connections Meeting • Mother Teresa Middle School (MTMS) Presentation • Catholic School Community Council (CSCC) • SSBA Board Chairs’ Council
April	<ul style="list-style-type: none"> • Quarterly Board Governance Budget Summary & Trustee Remuneration and Expense Allowances Report (Dec-Feb) • Quarterly Financial Report (Dec-Feb) • Set the Annual Mill Rate and inform Ministry by May 1st (Policy 2) • Transportation Report (Dec-Feb) 	<ul style="list-style-type: none"> • Planning Meeting <ul style="list-style-type: none"> ○ Board Self-Evaluation Begins 	<ul style="list-style-type: none"> • Budget Review 	<ul style="list-style-type: none"> • SCSBA Board of Directors Meeting • SSBA Spring Assembly • SSBA Board Chairs’ Council
May	<ul style="list-style-type: none"> • Capital Project Priority approval 	<ul style="list-style-type: none"> • Planning Meeting <ul style="list-style-type: none"> ○ Board Self-Evaluation Completed 	<ul style="list-style-type: none"> • Budget Review 	<ul style="list-style-type: none"> • SSBA Board Chairs’ Council • School Board/City Council Liaison Committee

Appendix A Board Annual Work Plan

Month	Regular Board Meeting Agenda Items	Planning/Committee	Budget Considerations	Community Linkage
June	<ul style="list-style-type: none"> • Director and Board Evaluations Approved and Filed • Appoint Auditor • Budget Review and Preliminary Approval • Special Public Board Meeting <ul style="list-style-type: none"> ◦ Budget Approval • Budget Submitted to Ministry 	<ul style="list-style-type: none"> • Planning Meeting • Board Policy Review Committee • PSAB PS2200 Related Party Disclosure by June 30 	<ul style="list-style-type: none"> • Budget Review and Approval 	<ul style="list-style-type: none"> • CCSTA Conference • Board Hosted Superannuate and Retiree Reception & Dinner • Circle of Voices • RCSTA Superannuation Reception

Appendix B **Policy Review and Reporting Schedule and Standing Committee and Community Linkage Meeting Guide**

Public Meetings	Director/Executive Council to provide Reports to the Board
August	Policy 1 – Division Foundational Commitments and Board Strategic Plan Policy 8 – Board Operations – Appendix B – Schedule of Remuneration and Expense Allowances
September	Policy 1 – Division Foundational Commitments and Board Strategic Plan (Section 1, 2, 3)
October	Policy 14 - School Reviews
November	Policy 2 – Role of the Board (Section 7 - Enterprise Risk Management and Section 10 - Fiscal Accountability)
January	Policy 11 – Board Delegation of Authority (Section 1 – Administrative Applications and Section 2 – Payment of Accounts for Expenditures) Policy 12 – Role of the Director (mid-year review)
February	Policy 13 – (Sections - Student Matters Aside from Suspension and Expulsion; Suspension and Expulsion and/or Violence Threat Risk Assessment (VTRA) of a Student)

Appendix B

Policy Review and Reporting Schedule and Standing Committee and Community Linkage Meeting Guide

Standing Committee and Community Linkage Meeting Guide		
Standing Committees	Meetings / Year	Preferred month
Board / Archdiocesan Liaison	1	September
Board Policy Review	2	January & June
Community Linkage	Meetings / Year	Preferred month
Canadian Catholic School Trustees Association (CCSTA) Conference & AGM	1	June
Catholic School Community Council (CSCC) Linkage	2	November & March
Circle of Voices	2	February & June
Clergy Luncheon	1	September
Consecrated Life Luncheon	1	January
Director's Meeting	1	December
Distinguished Alumni Gala Committee	TBD	As required
Employee Groups Executive (RCSTA, CUPE, RCAA, RCSESPA)	1	November
Home Based Educators	1 (if required)	September
Ministry of Education	1	November/December
MLA's Government	1	January
MLA's Opposition	1	January
Post-Secondary Education Institutions	Biennially (Every two years)	January
RCSD and RPSD School Boards	as required	January
Regina Catholic Connections	1	March
Saskatchewan Catholic School Boards Association (SCSBA)	As required	As requested
Saskatchewan School Boards Association (SSBA) - 4 Urban School Divisions as determined	As required	As requested
Saskatchewan School Boards Association (SSBA) – Board Chairs' Council	As required	As requested
School Board/City Council Liaison Committee	3	September, January, May

Policy 15 – Board Involvement in Personnel Matters

Initial Approval:	September 4, 2018		
References:	The Education Act, 1995, Section 85, 87, 210-213, 216-230; 235, 237-239; The School Division Administration Regulations, 2017, Part 8		
Date Revised:		Motion:	

The Board believes that the Director is the one employee who is directly accountable to the Board. All other staff report directly or indirectly to the Director. Therefore, the Board seeks to limit its involvement in personnel matters and to hold the Director accountable for all personnel matters save and except those precluded by legislation, collective agreements or Board policy.

Board involvement in personnel matters is restricted to those matters which by legislation or collective agreements cannot be delegated, and to the following:

Specifically,

1. The Board has the sole authority to recruit and select an individual for the position of Director. The Director is responsible for all other staff recruitment and selection.
2. According to *The Education Act*, Board approval by motion is required upon termination of a teacher's contract.
3. The Board, in the case of the Director; or the Director, in all other instances, will assume the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure that all current Division employees are made aware of staff vacancies.
4. All vacant principal, vice-principal and all out-of-scope positions must be advertised and filled through an open competition unless Board approval is granted to the contrary. In the event of an unexpected or short-term vacancy, the Director may appoint a person in a temporary "acting" role without going through a formal selection process.
5. The Board reserves the authority to approve and/or review the financial implications of retirement/resignation requests and termination of employment. Such approvals will only be considered for the Director, CFO or Executive Council positions.
6. The Director, at his/her discretion, may bring forward any concerns prior to approval of any candidate for a position of added responsibility.
7. The Board shall review, prior to approval, all contracts for Executive Council.
8. All offers of employment shall be conditional on the successful applicant providing a priest or pastoral reference, criminal record check and vulnerable sector check that are acceptable to the Director. Additionally, the Director may require documentation certifying that the candidate is medically fit for the position.

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
2022-23 Board of Trustees Goals		

BACKGROUND:
The Board Trustees reviewed the draft 2022-23 Board of Trustees Goals at the August 11, 2023 Board Strategic Planning Meeting.
See attached Executive Summary <input type="checkbox"/> See attachment <input checked="" type="checkbox"/>

RECOMMENDATION(S) (if applicable):
That the Board approve the 2022-23 Board of Trustees Goals as presented.

Prepared by:	Attachments (list below):	Date:
S. Chase, Director of Education	<ul style="list-style-type: none"> 2022-23 Board of Trustees Goals 	August 15, 2022



2022-2023 Board of Trustees Goals

- 1. Continue to prepare for the future of the school division through succession plan.**
 - Ensure that leadership development is constantly occurring.
 - Be prepared for succession planning for Executive Council & school-based administrators.
 - Work towards ensuring there is representative diversity.
- 2. Continue to support and advocate for Catholic Education and liaise with our Church.**
 - Continue our faith journey with clergy to establish partnerships that enhance interactions with staff and students.
 - Find ways to showcase Catholic Education.
 - Showcase our Catholicity through events.
- 3. Create a long-range plan for sustainability.**
 - CEC decision.
 - Division culture.
 - Reserves Funds
 - School Boundary Review
 - Technology Planning for the Future (Education based).
 - Ten-year plan/vision. – Awaiting the unveiling of the Provincial Education Plan – January 2023.
 - Work to understand how we can influence/support the Strategic Plan and as board members be held accountable with measurables.
- 4. Establish the role of the board as it relates to the division.**
 - Grow in risk management/oversight techniques by practicing/utilizing questioning techniques to understand impacts on any division-wide decisions.
 - Practice/Learn (Education) good governance practices (recognize gaps/know risks and have a plan).
- 5. Ensure Board/Division culture is maintained**
 - Ensure strong communication, effective leadership, and establishment of norms.
 - Continue to focus on RCS staff morale.
 - School of the Week – Trustee visits
 - Adopt RCSD DEI Committee definition of diversity, equity and inclusion and engage in support of their work via review of committee recommendations.
- 6. Monitor and Support the division through the pandemic – COVID-19**
 - This pandemic is a new reality that will be with us for years.
 - Continue to learn from the experience and ensure we are making decisions with safety as our priority. Keep record of procedures for future reference.



2022-23
Board Annual Work Plan

Month	Regular Board Meeting Agenda Items	Planning/Committee	Budget Considerations	Community Linkage
August		<ul style="list-style-type: none"> ○ Board Strategic Planning Meeting (Aug 11) <ul style="list-style-type: none"> - Review Strategic Plan - Set Board Goals - Review Annual Work Plan - Review Policy 8 – Appendix B - Schedule of Remunerations and Expense Allowances ○ Board /Executive Council Strategic Planning Meeting (Aug 12) 		<ul style="list-style-type: none"> ○ CLASS – Mass and Commissioning Ceremony (Aug 25) ○ Opening Mass/Faith Formation (Aug 30)
September	<ul style="list-style-type: none"> ○ Public Meeting (Sept 6 - Tues) <ul style="list-style-type: none"> - Director Reporting on Policy 1 - Quarterly Board Governance Budget & Trustee Remuneration and Expense Allowances Report (Mar-May) - Quarterly Financial Report (Mar-May) - RCSD Nominations for SCSBA Executive and Awards - Transportation Report (Mar-Jun) 	<ul style="list-style-type: none"> ○ Board / Archdiocesan Liaison Committee (Sept 14) ○ Planning Meeting (Sept 19) <ul style="list-style-type: none"> - Review SCSBA and SSBA Bylaws and Resolutions and submit if any. 		<ul style="list-style-type: none"> ○ Clergy Luncheon (Sept 14) ○ SCSBA Board of Directors Meeting (Sept 16-17) ○ School Board/City Council Liaison Committee - <i>Board Chair & Deputy Chair only</i> (1 of 3) (Sept 20) ○ New Teacher Mix & Mingle (Sept 20) ○ SSBA Board Chairs' Council (Sept 22) ○ Home Based Educators Meeting (<i>Board Chair</i>) ○ RCSD / RPSD Joint Boards' Meeting (Sept/Oct) (TBD)
October	<ul style="list-style-type: none"> ○ Public Meeting (Oct 3) <ul style="list-style-type: none"> - Approve SCSBA and SSBA Bylaws and Resolutions (if any) for AGM's - Director Reporting – Policy 14 - Quarterly Board Governance Budget Summary & Trustee Remuneration and Expense Allowances Report (Jun-Aug) 	<ul style="list-style-type: none"> ○ Schedule Meeting with Minister of Education (beginning of October) ○ Schedule Meetings with the Regina Government MLAs and Regina Opposition MLAs (beginning of October) ○ Planning Meeting (Oct 17) <ul style="list-style-type: none"> - Review Draft Audited Financial Statements - Transportation Report (2022-23 School Start-up) 		<ul style="list-style-type: none"> ○ SSBA Board Chairs' Council (Oct 24)
November	<ul style="list-style-type: none"> ○ Organizational Meeting (Nov 7) <ul style="list-style-type: none"> - Director Reporting –Policy 2 (Section 7 – Enterprise Risk Management & Section 10 – Fiscal Accountability) ○ Special Public Mtg. (Nov TBD) <ul style="list-style-type: none"> - Approve Annual Report - Approve Audited Financial Statements and Representation Letter 	<ul style="list-style-type: none"> ○ Meeting with the Auditor (Nov 21 or TBD) ○ Planning Meeting (Nov 21) <ul style="list-style-type: none"> - Review Draft Annual Report - Review Draft Audited Financial Statements with auditor(s) 	<ul style="list-style-type: none"> ○ Budget Review 	<ul style="list-style-type: none"> ○ 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) (TBD)

2022-23
Board Annual Work Plan

December	<ul style="list-style-type: none"> Public Meeting (Dec 5) 	<ul style="list-style-type: none"> Planning Meeting (Dec 19) 		<ul style="list-style-type: none"> SSBA Board Chairs' Council (Dec 5) Director's Meeting (Dec 8) Ministry of Education Meeting (TBD)
January	<ul style="list-style-type: none"> Public Meeting (Jan 9) <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Board Policy Review Committee (Jan 23) Planning Meeting (Jan 23) <ul style="list-style-type: none"> Policy 12 – Role of the Director – Performance Assessment Begins Board Self-Evaluation Begins 	<ul style="list-style-type: none"> Budget Review 	<ul style="list-style-type: none"> MLA's Government (TBD) MLA's Opposition (TBD) School Board/City Council Liaison Committee - <i>Board Chair & Deputy Chair only</i> (2 of 3) (TBD)
February	<ul style="list-style-type: none"> Annual Meeting of Electors (TBD) Public Meeting (Feb 6) <ul style="list-style-type: none"> Director Reporting - Policy 13 Division Theme Approval (if required) Detailed Implementation Plan (DIP) – English as an Additional Language (EAL) 	<ul style="list-style-type: none"> Planning Meeting (Feb 13) <ul style="list-style-type: none"> Human Resource Services Accountability Reporting 	<ul style="list-style-type: none"> Budget Review 	<ul style="list-style-type: none"> Circle of Voices (TBD) Board/Post-Secondary Institute Linkage (Biennially – every two years) (TBD) SSBA Board Chairs' Council (TBD) ☞ Consecrated Life Luncheon (TBD) (Feb 2 is World Day of Consecrated Life)
March	<ul style="list-style-type: none"> Public Meeting (Mar 6) <ul style="list-style-type: none"> Review the Board Development Plan Progress Detailed Implementation Plan (DIP) – Mental Health & Wellbeing Detailed Implementation Plan (DIP) – Graduation Rates 	<ul style="list-style-type: none"> Planning Meeting (Mar 20) <ul style="list-style-type: none"> Director's Performance Assessment Completed Board Self-Evaluation Completed (TBD) Financial Accountability Reporting 	<ul style="list-style-type: none"> Provincial Budget 	<ul style="list-style-type: none"> Mother Teresa Middle School (MTMS) Presentation at Board meeting (Mar 6) SSBA Board Chairs' Council (TBD) Board / Catholic School Community Council Spring (CSCC) (TBD)
April	<ul style="list-style-type: none"> Public Meeting (Apr 3) <ul style="list-style-type: none"> Quarterly Financial Report (Dec-Feb) 	<ul style="list-style-type: none"> Planning Meeting (Apr 17) <ul style="list-style-type: none"> Review Provincial Budget (Prov. Budget Released - Mar 23/22 TBD) 	<ul style="list-style-type: none"> Budget Review 	<ul style="list-style-type: none"> SSBA Spring Assembly (Apr 5-6) SSBA Board Chairs' Council (TBD) SCSBA Board of Directors Mtg. (TBD) Regina Catholic Connections Meeting (TBD)

2022-23
Board Annual Work Plan

	<ul style="list-style-type: none"> - 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) 			
May	<ul style="list-style-type: none"> o Public Meeting (May 1) <ul style="list-style-type: none"> - Capital Project Priority approval - Detailed Implementation Plans (DIP) – Early Years 	<ul style="list-style-type: none"> o Planning Meeting (May 15) <ul style="list-style-type: none"> - Preliminary Budget review 	<ul style="list-style-type: none"> o Budget Review 	<ul style="list-style-type: none"> o Indigenous Education Symposium (May 16-17) o RCSD/RPSD School Boards Joint Meeting (TBD) o School Board/City Council Liaison Committee (TBD) - <i>Board Chair & Deputy Chair only (3 of 3)</i> o SSBA Board Chairs' Council (TBD)
June	<ul style="list-style-type: none"> o Public Meeting (Jun 5) <ul style="list-style-type: none"> - 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 o Special Board Public Meeting (Jun 21) <ul style="list-style-type: none"> - Approval of 2023-24 Budget o Budget Submitted to Ministry 	<ul style="list-style-type: none"> o Board Policy Review Committee (Jun 5) o Planning Meeting (Jun 19) o PSAB PS2200 Related Party Disclosure by June 30 	<ul style="list-style-type: none"> o Budget Review and Approval 	<ul style="list-style-type: none"> o CCSTA Convention & AGM (Jun 1-3) o 2022-23 Board Hosted Superannuate and Retiree Reception & Dinner (Jun 13) o 2021-22 RCSTA Superannuation Reception (TBD) o Circle of Voices (TBD)

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
2022-23 Revised Budget – Including Inflationary Funding		

BACKGROUND:

On July 21, 2022, the Government of Saskatchewan announced an additional \$20 million in funding for rising fuel and insurance costs for the 27 school divisions in the province. Regina Catholic School Division received \$842,100 of this funding.

The Ministry of Education requires the budget to be re-approved with the new inflationary funding by September 20th, 2022.

Appendix A: Communication Bullets

Appendix B: Revised Budget 2022-23 Budget

Appendix C: Letter from Minister Duncan to Board Chairs

See attached Executive Summary ☐ see attachment ☒

RECOMMENDATION(S) (if applicable):

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 the Ministry of Education makes.

Prepared by:	Attachment	Date:
Josh Kramer, CFO	2022-23 Revised Budget – Including Inflationary Funding	August 29, 2022

2022-23 Revised Budget – Including Inflationary Funding

BOARD MEETING DATE
September 6, 2022
TOPIC
2022-23 Revised Budget – Communication Bullets

- Regina Catholic Schools received \$842K in a one-time investment from Government of Saskatchewan to offset inflationary costs.
- Regina Catholic Schools is thankful the government has recognized the inflationary challenges the Division faced while developing the budget which took resources away from the classroom.
- The additional inflationary funding of \$842,100 came post passing the budget on June 22nd, a revised budget was required by the Ministry of Education that included the new funding.
- Since the Division has already properly accounted for inflation in the original budget, the Division will direct these funds towards the classroom for items such as:
 - Student Support Specialist;
 - Mental Health and Wellness Specialist;
 - Instructional Aides;
 - Teacher Associates (EAL) and Learning Response;
 - TRiP Liaison;
 - Teacher Assistants;
 - Physical Education Contracted Services;
 - Arts Education Contracted Services;
 - Additional Elder Honorariums;
 - Additional Educational Psychological Assessments; and
 - Continuation of School Food Program provided by Regina Food Bank.

VISION

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



**Regina
Catholic Schools**

www.rcsd.ca

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.



2022-23 Budget

Faith
based

Student-
centered

Results-
oriented

Updated September 6, 2022

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BOARD OF TRUSTEES

Regina Catholic School Division (RCSD) is governed by a seven-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to govern the school division.

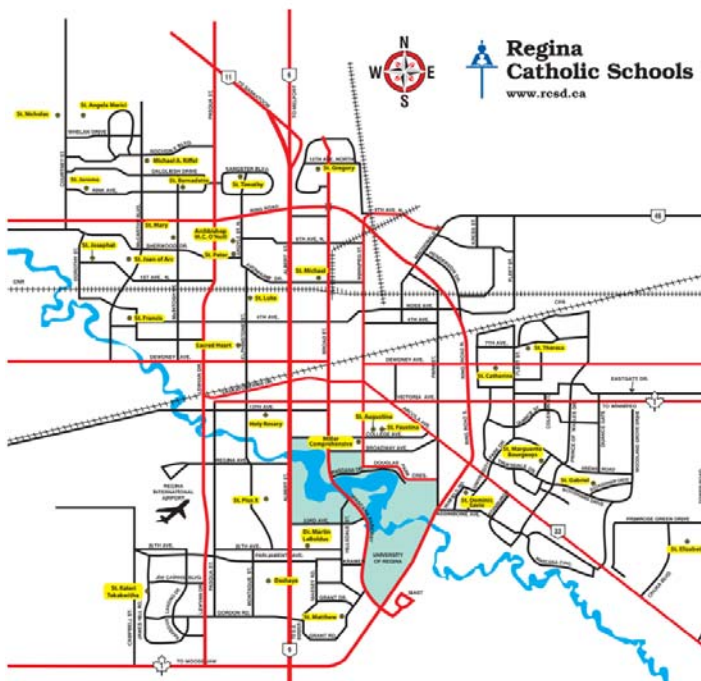
The current Board of Education was elected on November 13, 2020 and will serve a four-year term.

Board of Education members are:

						
Vicky Bonnell, Board Chair	Shauna Weninger, Deputy Chair	Ryan Bast, Trustee	Rob Bresciani, Trustee	Juliet Bushi, Trustee	Bob Kowalchuk, Trustee	Darren Wilcox, Trustee

The Division currently serves over 12,000 Prekindergarten to Grade 12 students, making us the fourth largest school division in the province. Our student population is steadily growing and diversifying, a reality that presents many opportunities.

We serve our students in 33 schools. We have 26 elementary schools, which include five French Immersion schools and one Special Education school for medically fragile students. We have four high schools, which include three French Immersion high schools, and one trades-focused school. We also have one Kindergarten to Grade 12 alternative school, the only one of its kind in Regina. Additionally, we offer a unique educational experience through Learning Online, which offers over 40 grade 9 to 12 courses and an elementary program. Over 1,200 dedicated people work together as the staff of Regina Catholic, including teachers, education support professionals, and CUPE employees who manage our facilities. We are governed by a seven-member Board of Trustees that works with the Division administration to develop and implement policies based on ever-evolving student and school needs.



The Division's Theme is *Know, Love, Serve*. Our students, staff, and parents work together to make a difference. Every month, we publish our Director's Communique on the Division website. These publications are always filled with countless examples of students and staff members reaching out to others in our local, national, and international communities in an effort to put our Division's Theme into action.

SCHOOLS

Deshaye Catholic School	St. Dominic Savio School	St. Michael Community School
École St. Angela Merici *	St. Francis Community School	St. Nicholas School
École St. Elizabeth *	St. Gabriel School	St. Peter School
École St. Mary *	St. Gregory School	St. Theresa School
École St. Pius X *	St. Jerome School	St. Timothy School
Holy Rosary Community School	St. Joan of Arc School	Archbishop M.C. O'Neill Catholic High School **
Sacred Heart Community School	St. Josaphat School	Dr. Martin LeBoldus Catholic High School **
St. Augustine Community School	St. Kateri Tekakwitha School **	Michael A. Riffel Catholic High School
St. Bernadette School	St. Maria Faustina School	Miller Comprehensive Catholic High School**
St. Catherine Community School	St. Marguerite Bourgeoys School	St. Luke School
	St. Matthew School	Mother Teresa Middle School ***

* French Immersion

** English and French Immersion

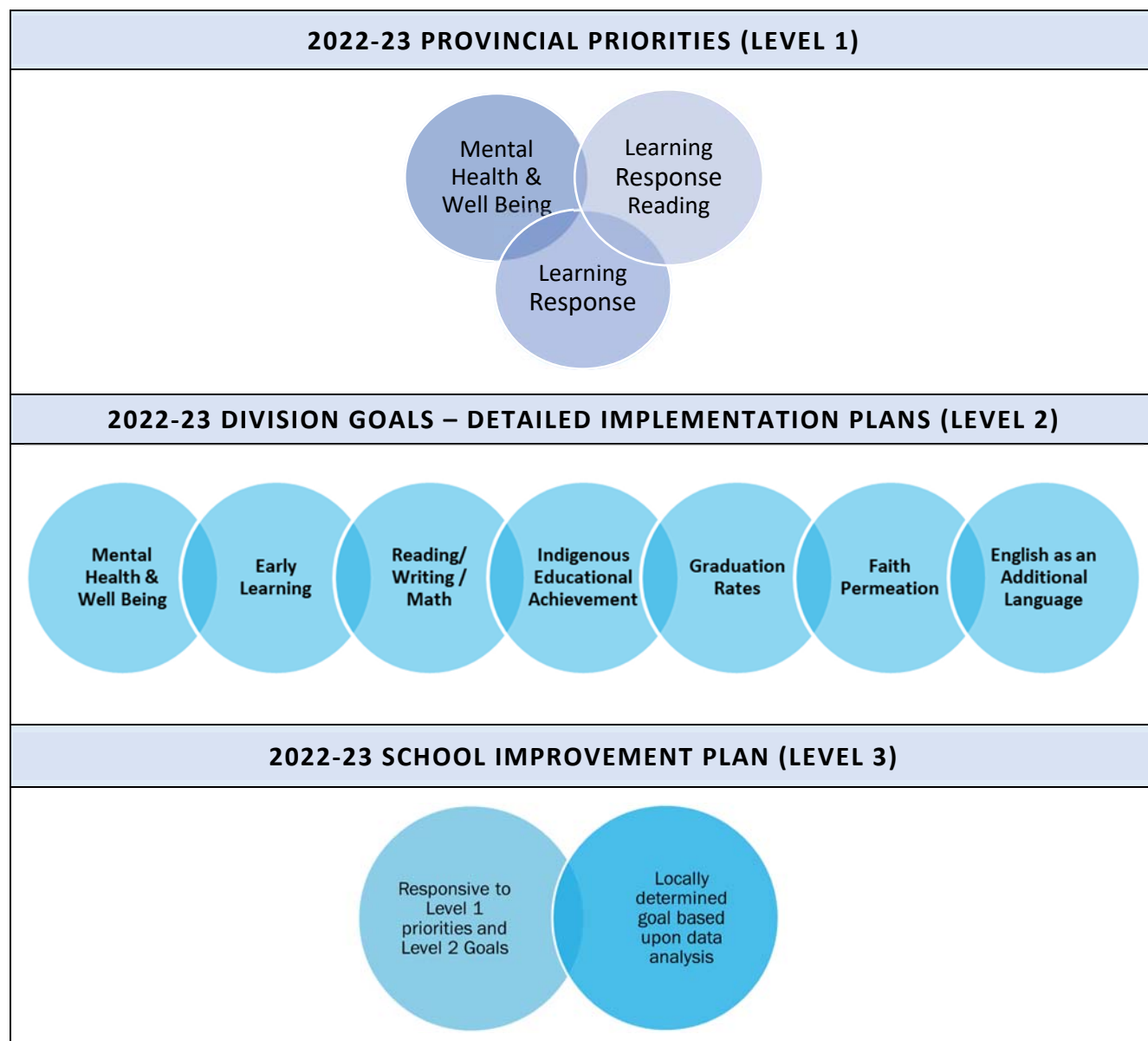
*** Associate School



2022-23 STRATEGIC PLAN

The extension of the one-year concept to the 2022-23 school year is based upon several factors:

- The Ministry of Education has delayed the release of the Provincial Education Plan (PEP) for an additional year due to the ongoing pandemic, and through consultation with school divisions.
- Engagements with provincial division stakeholders in the Fall 2021 indicated the extended focus would be the most logical step given the sustained levels of general uncertainty due to the pandemic.
- RCSD stakeholder engagement in early 2023 will provide crucial feedback to the Board in determining its future plans, as will the official release of the multi-year Provincial Education Plan.
- Data from the 2020-21 and 2021-22 school years indicates the continued narrowed focus is necessary to address the learning needs of our students.
- The transition back to physical school for at-home learners, and the Division's commitment to supporting medically fragile students/families through flexible learning options.



BUDGETARY IMPACTS

On March 23, 2022 the Government of Saskatchewan (GOS) released its 2022-23 Estimates, which are the government's spending plans for the coming year.

Overall, the Ministry of Education's 2022-23 expense is \$1.99 Billion for Saskatchewan's 27 school divisions, an increase of 1.5%. RCSD's overall operating funding increased by 1.0% resulted from the projected decrease in the September 2022 student enrolment.

The projected Prekindergarten to Grade 12 enrolment for September 2022 is 11,317 full-time equivalent (FTE) students compared to September 2021 which was 11,385.

On July 21, 2022, the Government of Saskatchewan announced an additional \$20 million in funding for rising fuel and insurance costs for the 27 school divisions in the province. RCSD received \$842,100 of this funding.

KEY BUDGET ELEMENTS FOR RCSD

OPERATING GRANTS

- Increase of \$1.104 million or 1.0% over 2021-22
- Provincial increase to education budget is 1.5%
- Total operating grant for RCSD of \$116,554,503

FUNDING MODEL

- Based on 2022-23 projected enrolment of 11,317 student FTEs (PreK-12) or 11,166 FTEs (K-12).
- Funding will be adjusted up or down once student enrolment actuals are known as of September 30, 2022.
- Projected enrolment for 2022-23 is a decrease of 68 FTE PreK-12 students.
- Decreased enrolment is the main reason RCSD budget increase is 1.0% instead of provincial increase of 1.5%

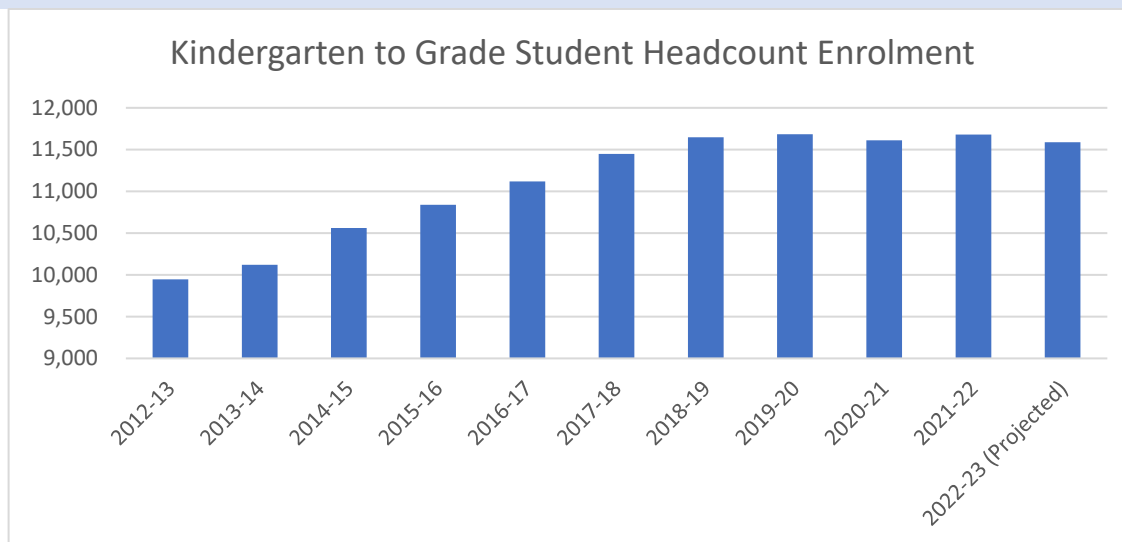
EDUCATION PROPERTY TAX (EPT) MILL RATE

- At the April 4, 2022 meeting, the Board approved exercising its constitutional right to set the education property tax mill rate for 2022. The mill rates will follow the rates set by the provincial government at its March 23, 2022, budget address.

TARGETED CLASSROOM SUPPORTS

- \$479,042 for additional educational assistants for additional, specialized and intensive supports.
- Remaining funds allocated proportionately based on the school division's specific supports for learning needs.

ENROLMENT



INFLATIONARY FUNDING

- The additional inflationary funding of \$842,100 came post passing the budget on June 22nd, a revised budget was required by the Ministry of Education that included the new funding.
- Since the Division had already properly accounted for inflation in the original budget, the Division will direct the inflationary funding towards the classroom for items such as:
 - Student Support Specialist;
 - Mental Health and Wellness Specialist;
 - Instructional Aides;
 - Teacher Associates (EAL) and Learning Response;
 - TRiP Liaison;
 - Teacher Assistants;
 - Physical Education Contracted Services;
 - Arts Education Contracted Services;
 - Additional Elder Honorariums;
 - Additional Educational Psychological Assessments; and
 - Continuation of School Food Program provided by Regina Food Bank.

NEW INITIATIVES

- More than 60 students at Sacred Heart Community School will now be eligible for transportation by shrinking the walking distance from 1.2 km to 750 metres and located on or south of Dewdney Avenue.
- Continuation of Indigenous Cultural Liaison after losing resourcing for the position previously funding by the Pandemic Contingency Fund.
- Hiring of an Instructional Aid Program Mentor through the Targeted Classroom Supports Fund.
- Hiring an additional Educational Psychologist.
- Upgrade the security, coverage, reliability, and speed of Wi-Fi in our classrooms.
- New elite basketball program at six host schools for Grade 5 to 8 students. This program runs at no cost to the school division, and at reasonable cost to families when compared with other youth athletics programs.
- Purchase of laptops for students in Grades 5 to 12 who require Assistive Technology to support their learning and overall success. This is part of RCSD's commitment to a needs-based model that ensures equitable opportunities and transitions to support all learners.

REDUCTIONS

- Transitioning most of the elementary Learning Online staff back to physical classrooms, reducing 7.0 teachers.
- Reducing 2.5 teacher-librarian time and replacing them with an Education Support Professional.
- Reducing 3.5 teachers, in line with the projected enrolment decline.
- Reducing the Mental Health and Wellness Learning Consultant.
- Moving the Newcomer Welcome Center into Holy Rosary Community School, saving lease expenses.
- Catholic School Community Council grant will be reduced for 28 schools by \$982 to \$1,000. Eight schools in the most vulnerable communities will receive additional funding, at \$2,000.
- Reducing minor renovations and instead will use the preventative maintenance and renewal (PMR) program reserve more frequently.

PRESSURES

- RCSD faced a \$3.2 million pressure when developing the budget, some of these pressures included:
 - \$1.405 million or 2.0% in teachers' salaries (funded by the 2022-23 provincial budget);
 - \$574,000 or 2.0% in non-teacher salaries;
 - \$274,000 or 7.4% in fuel and contract costs in transportation;
 - \$255,000 or 13% in utilities; and,
 - \$75,000 or 17.4% increase in insurance.

NEW LUNCHROOM SUPERVISION FEE

- New lunchroom supervision fees will be introduced for the 2022-23 school year, \$70 for Grade 1-8 students and \$35 for kindergarten students. Families will not pay more than \$140.
- Charging lunchroom fees will recover the cost of providing supervision by staff.
- Seven schools operating on an adjusted school day with a 30-minute lunchbreak (Holy Rosary, Sacred Heart, St. Augustine, St. Francis, St. Michael, St. Maria Faustina, and St. Luke) are exempt.
- We recognize some families are not able to pay and we understand. We will not ask schools to follow up for unpaid fees.

RESERVES

- After adjusting for the Education Property Tax timing difference, \$16.042 million is the ongoing amount in restricted and unrestricted reserves.
 - Of the \$16.042 million, only \$2.482 million is designated as unrestricted and is for emergencies.
 - The remaining \$13.560 million is in restricted reserves and is for non-school buildings (e.g. warehouse, workshop, and head-office), Information Technology (IT) renewal, portables, and vehicles.
- To balance the budget, RCSD will use \$800,000 to fund a one-time expense to upgrade the security, coverage, reliability, and speed of Wi-Fi in our classrooms.

CAPITAL

- RCSD will continue with the rebuild of St. Pius / Argyle schools.
- Design phase moving to construction on the replacement of St. Peter / St. Michael / McDermid / Imperial schools.
- Joint-use facility in Harbour Landing is pending due to land acquisition issues.
- New RCSD high school is on provincial top ten list.

FINANCIALS

REVENUES

	(\$000s)			
Revenues	2021-22 Budget	2022-23 Budget	\$ Variance	% Variance
Property Taxation	45,321	46,037	716	1.6% 1
Operating Grants	67,735	69,747	2,012	3.0% 2
Capital Grants	15,233	14,688	(545)	-3.6% 3
Other Grants	4,155	5,077	922	22.2% 4
Tuition and Related Fees	153	128	(25)	-16.3% 5
School Generated Funds	1,954	1,523	(431)	-22.1% 6
Complementary Services (PreK)	1,482	1,507	25	1.7%
External Services	613	632	19	3.1%
Other Revenue	2,925	1,870	(1,055)	-36.1% 7
Total Revenues	139,570	141,209	1,639	1.2%

Notes

1. Provincial taxation based on projected cash collections.
2. Operating grant increase of 1.0%, a targeted classroom supports conditional grant, and inflationary finding, all adjusted by property tax.
3. Decrease due to the nearing of completion of St. Pius / Argyle school.
4. Projected increase in other Ministry of Education and Provincial grants, including preventative maintenance and renewal.
5. Less tuition students.
6. Based on historical activity.
7. Lunchroom supervision fees increase offset by reduction in dissolving the joint-use transportation agreement with Regina Public Schools, accounting for the GST rebate differently, and decrease in rent revenue.

EXPENSES

Expenses	(\$000s)			
	2021-22 Budget	2022-23 Budget	\$ Variance	% Variance
Governance	627	646	19	3.1% 1
Administration	4,355	4,437	82	1.9% 2
Instruction	96,898	98,544	1,646	1.7% 3
Plant	18,703	19,372	669	3.6% 4
Transportation	5,880	5,731	(149)	-2.5% 5
Tuition and Related Fees	98	65	(33)	-33.5%
School Generated Funds	1,995	1,564	(431)	-21.6% 6
Complementary Services (PreK)	1,291	1,173	(118)	-9.1% 7
External Services	687	696	9	1.3% 8
Other Expense	11	10	(1)	-4.8%
Total Expenses	130,544	132,238	1,694	1%

Notes

1. Remuneration increase based on Board Policy.
2. Insurance and salary negotiated increases.
3. Primarily due to salary negotiated increases, Wi-Fi upgrade, additional laptops, Indigenous Cultural Liaison, IA Mentor, Instructional Aides, TRiP Liaison, Student Support Specialists, Mental Health & Wellness Specialist, Teacher Assistants, Teacher Associates (EAL) and Learning Response, insurance increase, offset by 7.0 teachers in Learning Online, 2.5 teacher-librarians, and
4. Salary negotiated increases and utility increases partially offset by a decrease in minor renovations.
5. Reduction from dissolving a joint-use transportation agreement with Regina Public Schools, partially offset by contract and fuel increases.
6. Based on historical activity.
7. Based on historical activity.
8. Based on historical activity.

SURPLUS / (DEFICIT)

	(\$000s)		
	2021-22 Budget	2022-23 Budget	\$ Variance
Total Revenues	139,570	141,209	1,639
Total Expenses	130,544	132,238	1,694
Surplus (Deficit)	9,025	8,971	(54)
Tangible Capital Assets	(16,373)	(14,904)	1,469
Non-cash Expense	4,992	5,312	320
Other Cash Requirements	(195)	(178)	17
Adjusted Surplus (Deficit)	(2,551)	(799)	1,752 ¹

Note

1. Using \$800,000 out of restricted reserves to balance the budget in 2022-23.





Government
— of —
Saskatchewan

Minister of Education

Legislative Building
Regina, Canada S4S 0B3

July 21, 2022

Board Chairs:

The Government of Saskatchewan is providing Saskatchewan's 27 school divisions with a one-time investment of \$20 million for the 2022-23 school year to assist with rising fuel and insurance costs.

As a result of these additional funds, school divisions will be able to prevent inflationary costs from diverting resources away from classrooms.

Attached you will find a listing of approved amounts by school division. The funding was allocated by using the transportation and plant operations and maintenance components of the operating grant funding model. It is our expectation that you include any associate schools in consideration of how you allocate these dollars within your school division as they were included in the calculation of your grant amount.

Pursuant with *The Education Act, 1995*, I am directing school divisions to revise their 2022-23 school year budgets to incorporate this new funding and am issuing a budget approval extension to September 20, 2022, to allow time for revisions and board approval.

It is expected this new funding will be allocated to increasing instruction or ensuring adequate budget allocation for transportation is in place. The funding is not intended to replace the planned use of reserves.

... 2

The Ministry of Education will continue to work through reviewing existing submitted budgets to identify any errors or other issues that need to be addressed. Further communication from the ministry will be forthcoming in mid-August with final budget templates and to confirm funding for the new Targeted Classroom Support Program. At that time a new tab will be included in your budget template to describe in more detail how the new funding will be allocated. Eligibility of the additional funds is contingent on receiving a revised board approved budget and approval by the ministry, with expense increases in the eligible areas as described above.

Thank you for your continued efforts to help ensure Saskatchewan students and teachers have the supports needed to achieve success in the classroom.

If you require any clarification, please contact Erin Kiefer, Acting Executive Director of Education Funding, at 306-787-6042 or erin.kiefer3@gov.sk.ca.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dustin Duncan', with a long horizontal stroke extending to the right.

Dustin Duncan
Minister of Education

Attachment

cc: Shawn Davidson, President, Saskatchewan School Boards Association
Directors of Education
Donna Johnson, Deputy Minister, Education
Rory Jensen, Assistant Deputy Minister, Education
Erin Kiefer, A/Executive Director, Education Funding, Education
Paul Lewis, Director, Education Financial Policy, Education Funding, Education
Kayla Edgerton, Director, Financial Analysis & Reporting, Education Funding, Education

Additional School Division Funding for 2022-23 School Year

School Division	\$15M Transportation (\$s)	\$5M Insurance (\$s)	Total (\$s)
Chinook SD 211	1,002,400	208,600	1,211,000
Christ the Teacher RCSSD 212	42,900	46,000	88,900
Conseil des écoles fransaskoises 310	511,500	81,800	593,300
Creighton SD 111	52,000	18,500	70,500
Good Spirit SD 204	865,100	193,300	1,058,400
Holy Family RCSSD 140	58,900	24,300	83,200
Holy Trinity RCSSD 22	126,400	50,200	176,600
Horizon SD 205	903,300	219,600	1,122,900
Ile a la Crosse SD 112	32,500	32,400	64,900
Light of Christ RCSSD 16	57,000	47,400	104,400
Living Sky SD 202	942,300	182,500	1,124,800
Lloydminster RCSSD 89	62,300	23,500	85,800
Lloydminster SD 99	61,800	38,600	100,400
North East SD 200	511,800	160,600	672,400
Northern Lights SD 113	296,400	207,800	504,200
Northwest SD 203	660,100	141,300	801,400
Prairie South SD 210	822,500	228,300	1,050,800
Prairie Spirit SD 206	839,000	277,700	1,116,700
Prairie Valley SD 208	1,030,700	230,400	1,261,100
Prince Albert RCSSD 6	186,600	75,900	262,500
Regina RCSSD 81	584,400	257,700	842,100
Regina SD 4	957,500	565,600	1,523,100
Saskatchewan Rivers SD 119	711,300	244,900	956,200
Saskatoon SD 13	944,800	634,600	1,579,400
South East Cornerstone SD 209	1,087,400	254,000	1,341,400
St. Paul's RCSSD 20	892,200	411,300	1,303,500
Sun West SD 207	756,900	143,200	900,100
Provincial Total	\$15,000,000	\$5,000,000	\$20,000,000

Note: Sakewew portion of \$6,000 has been included with Living Sky School Division's total.

Adopted Position 3.3: Education Equity	Date Approved: November 2017
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Education equity for students is a fundamental principle of public education. Equity is about outcomes, results, and opportunities.

1. Boards of education are proactive in defining, assessing and taking steps to achieve equity of opportunity and of outcomes for their students regardless of students' individual or family circumstances.
2. Education Equity for Saskatchewan boards of education requires the fair distribution of necessary resources to ensure all students have access to school programs, facilities and services for students to achieve to their full potential regardless of where they live in the province and their personal circumstances.
3. Education equity recognizes that some students need additional or specialized programming to achieve to their full potential.
4. Education equity recognizes that boards of education operate with very different circumstances and situations.

Boards of education are responsible to their constituents for transparency of education in Saskatchewan. Funding should be monitored for adequacy and equity and should be publicly reported on a regular basis by the Province and by boards of education.

Adopted Position 4.1: Collective Bargaining	Date Approved: November 2017
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- A. Elected boards of education are responsible and accountable for the delivery of educational services. Boards as employers hire professional and support staff to carry out this responsibility and ensure that education is provided for all their students. As part of their governance responsibilities, boards enter into collective bargaining agreements with their employees.

As well, representing boards of education, the Saskatchewan School Boards Association has a statutory role in collective bargaining with respect to the Provincial Collective Bargaining Agreement for teachers.

- B. Principles according to which collective bargaining by the Association should be undertaken, and that are also recommended to boards as they approach their collective bargaining:
1. The education interests and **well-being** of students must guide the collective bargaining process.
 2. The collective bargaining process must respect the integrity of the board of education in its role as employer.
 3. The local and provincial collective bargaining processes must provide for adequate representation of the interests of the board(s) of education.
 4. There should be an effective and efficient bargaining process, characterized by the highest standard of labour relations professional practice.
 5. Productive and harmonious working relationships between board of education and their employees are critical to the success of the educational endeavour, and the collective bargaining process should reflect the importance of those relationships and be directed to support and sustain them.
 6. Collective bargaining must be conducted with a clear understanding of the impacts of finances on boards of education. Collective bargaining agreements must be sustainable in relation to education funding and consistent with the fundamental principles described in the Adopted Position Statement 3.1: Education Finance.
 7. Collective bargaining must be done prudently, in compliance with legislated requirements, and in conformity to currently accepted labour relations practices, and professional and ethical standards.
- C. In working according to these principles, the Association undertakes in particular that:

1. The Association will endeavour to have representatives on the provincial bargaining team who have experience in labour relations negotiations.
2. Representatives of boards of education on the provincial bargaining committee will utilize an effective strategy for **engaging** and gathering input from boards of education in approaching the collective bargaining process, and communication with boards of education during collective bargaining, in order to provide adequate representation of board interests.
3. The Association's staff is available to support boards of education in their collective bargaining processes.
4. The Association will advocate for boards of education to be fully consulted by the Province and that the Province be transparent regarding local agreements.
5. The Association will advocate to ensure that the **representatives of** boards of education on the provincial bargaining committee are an effective voice on that committee.

Adopted Position 5.2: Partnership Agreements	Date Approved: November 2017
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Individual boards of education and the Association can work effectively with partners from the education sector and from the community to create opportunities for furthering board of education capacity to enhance student achievement.

1. Partners will include those agencies and organizations whose goals and objectives are compatible with the goals of the boards of education or the Association.
2. Partnership agreements will be consistent with the strategic plans of the board of education or the Association.
3. Allocation of resources to partnerships will not compromise the standards of services and administration of the boards of education or the Association.
4. Partnership agreements will be transparent and clearly defined and committed to in writing.

**Proposed Position 2.5:
Inclusive Education**

Date Approved: NEW

Proposed SSBA Position Statement on Inclusive Education

Diversity enriches school culture and increases knowledge and understanding of similarities and differences. Within an education sector **and system**, diversity applies to a range of contexts such as cultures, socio-economic situations, languages, learning needs, sexual orientation and gender identity. Education in Saskatchewan is founded on a principle of respect for the diversity of all students and families. It is through conversations with students and families that educators, administration, staff, and boards of education develop a growing awareness and understanding of the diverse cultures and communities in their schools.

In Saskatchewan “**inclusive education**” is used to describe education for students with diverse **backgrounds**. The ministry defines inclusive education as “providing equitable treatment and appropriate, high-quality education to all students. It encompasses a blend of philosophical beliefs, practices and processes to create flexible support systems and learning environments based on students’ strengths, abilities, interests and needs.”

Ultimately, the goal of inclusive education is **to presume the competence and strength of the learner**, reduce exclusion by eliminating barriers to one’s school success, and enhancing participation and sense of belonging in one’s community. **Including anti-racist, anti-oppressive and equity practices.**

Inclusionary Philosophy and Beliefs:

1. All students and families are welcomed and respected.
2. All students have opportunities to experience positive interpersonal interactions that support the development of authentic relationships.
3. All students have access to activities that promote positive self-esteem, engagement and a sense of belonging.
4. Individual interests, backgrounds, life experiences and identities are valued.
5. Schools engage parents/guardians in meaningful ways (e.g., parents/guardians are provided ways to support their child’s learning and development).
6. Curricula are used as the starting point for developing and implementing adaptations to support student learning. This may include referring to previous grade-level curricula to support individualized learning needs.
7. Differentiated instruction is used, including multi-level instructional approaches, so all learners in a classroom can participate and are engaged.

8. Ensure resources, practices are reflective of students - where students can see themselves in the resources and assessment/instructional practices.
9. Learning opportunities are provided that are: challenging; engaging; culturally and linguistically affirming and responsive; developmentally fitting; and, age appropriate.
10. **Accessibility** - barriers to learning are reduced or eliminated by: providing access to appropriate learning opportunities and resources identifying and implementing supports (including technology) to optimize student learning; and, supporting the development and attainment of competencies and independence.
11. School, classroom, common learning areas and other learning spaces: provide emotionally safe environments; acknowledge the cultures, languages and backgrounds of students and families; and incorporate physical adaptations as necessary.

*ANIMATING THE INSPIRING SUCCESS POLICY FRAMEWORK:
AN EDUCATION SECTOR INDIGENOUS EDUCATION
RESPONSIBILITY FRAMEWORK*



ACKNOWLEDGEMENTS

This document was developed by the Indigenous Education Responsibility Framework Advisory Committee. Members of the Committee included:

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The Committee also wishes to acknowledge the work of the writers, Dr. Scott Tunison and Alisa Favel, who drew heavily upon the expertise of committee members. This document was created under their direction and guidance.

Appreciation and thanks to the following school divisions for their willingness to volunteer as field test sites: Good Spirit, Greater Saskatoon Catholic, Northern Lights, Prairie Spirit, Regina Public and Saskatchewan Rivers.

FOREWORD

In this document you will see an attempt to introduce and bridge the pathways between contemporary western education and *Indigenous Knowledge*. The challenge with this bridge is the examination of our own experiences and how that experience affects our worldviews and paradigms about knowledge acquisition.

In order to move forward successfully on implementation of the framework, we must be prepared to test our assumptions and examine our personal biases and prejudices. The contemporary education system must make room for other “ways of knowing and doing”, including individuals’ openness to make room within their own paradigms the worldviews and perspectives of others.

The foundation of this initiative is to broaden opportunities for all students by ensuring all students are celebrated for the knowledge they bring and the ways in which they seek to extend that knowledge. For Indigenous peoples there is no separation between education and life per se, in the words of Elder Danny Musqua, “We were put on this earth to learn – learning is what makes us human”. In other words, life is about *seeking knowledge* – about understanding the world around us and the fostering the interconnections that are required to sustain it.

The goal of this project is to allow all stakeholders within the education sector to reflect organizationally and personally on the key areas to give insight into making positive changes in the system. It should encourage individuals to evaluate and shift behaviours and practice based on the feedback and benchmarks provided in the framework. This work is, by no means, exhaustive nor does it establish a final destination; however, it allows for consistent growth and progress and fosters development of the conditions needed for ongoing dialogue through an ethical space of engagement.

PURPOSE OF THE PROJECT

The Ministry of Education's renewed policy framework – *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework (Inspiring Success)* along with the previous Education Sector Strategic Plan (ESSP) require Saskatchewan school divisions to develop and enact explicit priorities and goals for First Nations and Métis Education. In addition, as part of the education sector's commitment to improving outcomes for First Nations and Métis children and youth, school divisions are required to report – publicly – their progress toward achieving these Métis and First Nations Education goals. More recently, the education sector has re-committed to transforming First Nations and Métis Education and improving outcomes for Métis and First Nations children and youth over the next decade through the new Provincial Education Plan (PEP) framework.

The research explicated herein has several purposes. First, we investigated, collaboratively, with an advisory committee made up of education leaders nominated by the SSBA and member divisions, relevant professional organisations (e.g., LEADS), and government, the connections among the policy frameworks, PEP, school division priorities and goals, and other related documents (e.g., Truth and Reconciliation Commission (TRC) *Calls to Action*) to:

- Examine, critically, metrics for First Nations and Métis Education progress presently used across the Sector,
- Identify and address opportunities and challenges associated with measuring/evaluating school divisions' efficacy in Métis and First Nations Education,
- Co-construct a set of sector-wide measurable accountabilities for First Nations and Métis Education that will:
 - Inform policy development (e.g., PEP, school board strategic plans, etc.),
 - Address opportunities for and challenges to improvement, and
 - Account for TRC *Calls to Action* and *Inspiring Success*.
- Develop and validate an *Indigenous Education Responsibility Framework* (i.e., a school division self-evaluation tool) for divisions to monitor and report performance related to sector-wide Métis and First Nations Education priorities.

BACKGROUND TO THE PROJECT

In 2015, the Truth and Reconciliation Commission of Canada released its report with 94 *Calls to Action* – many of which refer specifically to Education. In 2018, Saskatchewan's Ministry of Education renewed and released the *Inspiring Success* policy framework – reaffirming the centrality of Indigenous knowledge systems, cultures, and languages to the sector's structures, policies, and curricula – ultimately, to ensure an equitable and inclusive system that benefits all Saskatchewan learners. In 2019, the SSBA *Indigenous Constituency* met with the Minister of Education to discuss the creation of a responsibility framework for Indigenous Education. In May 2019, the SSBA Executive approved the creation of a *Working Advisory Group* to address this task.

ARTICULATING OUR UNDERSTANDINGS

Since all agreements are grounded in laws of various kinds, it would be possible merely to adopt an existing accountability framework from elsewhere for use in Saskatchewan's education sector. Several provincial programs and policies (e.g., Invitational Shared Services Initiatives, Following Their Voices, etc.) incorporate the spirit and intent of the *Inspiring Success Policy Framework* and draw on its goals to guide policy development and decision making. However, few school division-level administrative procedures and policies are grounded directly in the principles articulated in *Inspiring Success*. In other words, a practice may be legal – but it might not be appropriate in a First Nations and Métis education context. We identified *Inspiring Success* as the foundation of this work because:

Inspiring Success is the umbrella for all actions related to First Nations and Métis education. It offers a comprehensive approach to improving student engagement and achievement through policy, programs, curriculum, building partnerships, shared decision-making and accountability, and helps ensure alignment of ministry and sector actions with the goals of [education plan]. *Inspiring Success* supports the infusion of Indigenous content, perspectives and ways of knowing into renewed curricula to benefit all learners; teaching Indigenous cultures, languages and histories in the classroom; building positive relationships; reconciliation; and mandatory treaty education (*Inspiring Success*, 2018, p. 2).

As was stated earlier, the committee set out to develop what we believed would be an *accountability framework*. However, as we expressed our hopes and aspirations for this work, our focus shifted away from the external or extrinsic motivation implied by the notion of “accountability” to the internal or intrinsic world of “responsibility”. Evoking the notion that each of us bears responsibility to foster the growth and development of all children, we present – in this document – a *Responsibility Framework*.

The intention of the creation of this *Responsibility Framework* is to articulate the understandings that will establish the *ethical space* within which dialogue can take place and progress may be made. “Shifting our perspectives to recognize that the Indigenous-West encounter is about thought worlds may ... remind us that frameworks or paradigms are required to reconcile these two solitudes” (Ermine, 2007, p. 201).

Developing a common understanding of ways in which we can animate *Inspiring Success* to guide policy and practice will support school divisions, First Nations Education Authorities, and other education stakeholders in creating a culturally

Ethical Space

Ethical space, produced by contrasting perspectives of the world, entertains the notion of a meeting place ... or neutral zone between entities or cultures ... [that] offers itself as the theatre for cross-cultural conversation in pursuit of ethically engaging diversity. (Ermine, 2007, p. 202)

sustaining environment for (i) assessment; (ii) reporting, tracking, and interpreting results; and (iii) engaging the community in shaping and monitoring success. “Despite good intentions, multiple programs, curriculum renewals, provincial strategies, and other initiatives, outcomes for students in general and for Indigenous students in particular have remained perniciously stagnant” (Tunison, 2018, p. 2). Ermine argued that common understanding is an essential early step to disrupt the *status quo*. “The ethical space, at the field of convergence for disparate systems, can become a refuge of possibility in cross-cultural relations and the legal order of society, for the effect of shifting the status quo of an asymmetrical social order to a partnership model between world communities” (Ermine, 2007, p. 203).

This document and the assessment frameworks defined herein are the product of careful consideration about a vision for the future founded on *Inspiring Success* and are designed to spark reflection and discussion regarding where we are and where we aspire to go.

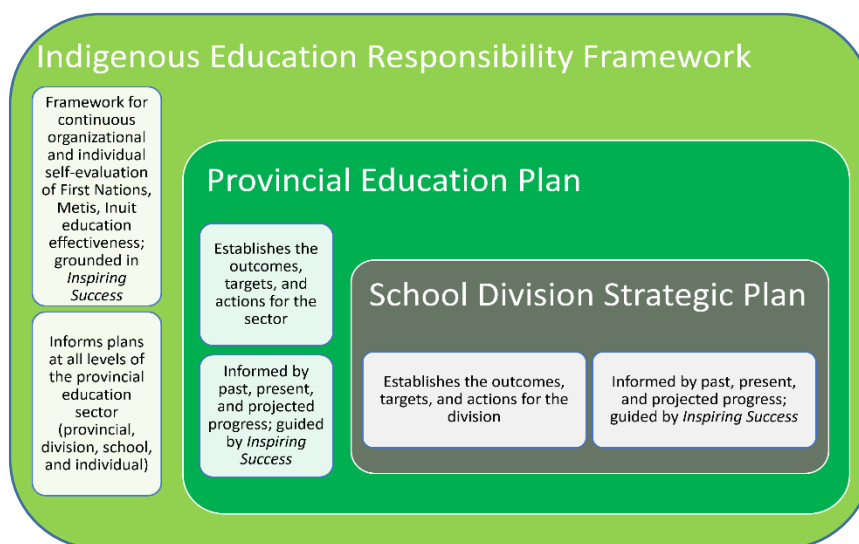
Achieving the goals of *Inspiring Success* will take Saskatchewan’s PreK-12 education sector down the path of reconciliation. *Inspiring Success* will transform how all parties work together in governance, partnerships, policy improvement, and in the design and implementation of education programming to achieve improved student learning outcomes (*Inspiring Success*, 2018, p. 6).

ALIGNMENT AND FOCUS

Directly aligned with *Inspiring Success*, the *Indigenous Education Responsibility Framework* is intended to support strategic improvement planning at all levels across the education sector (see diagram below). In particular, it will guide the development of the Provincial Education Plan by operationalizing the five critical policy goals established in *Inspiring Success*. It will also support school divisions in their continuous efforts to establish effective First Nations and Métis education plans and to assess the effectiveness of those plans through the lens of the goals outlined in *Inspiring Success*.

In so doing, school divisions will be better equipped to assess their progress on the First Nations and Métis education priorities identified in their strategic plans. This information will also be helpful to

feed into the Ministry of Education’s reporting cycle related to the First Nations and Métis education outcomes in the Provincial Education Plan.



ASSESSMENT CONSTRUCTION

Inspiring Success adopted the white birch tree as a conceptual framework for its critical policy goals. Pictured on page 8, the graphic depicts lifelong learning as being rooted in *Languages and Cultures* and nourished by *Relationships*. The support structure – or trunk – is the *Provincial Education Sector* and nourishment flows through *First Nations and Métis peoples’ Historical, Contemporary, and Future contributions to the Sector* to the rest of the organism. Encompassed by *First Nations and Métis Content, Perspectives, and Ways of Knowing*, the whole child’s development is fostered through the four dimensions of the medicine wheel – *Spiritual, Mental/Intellectual, Emotional, and Physical* aspects of a “good life”. The five critical policy goals identified in *Inspiring Success* correspond to these dimensions and conditions. These goals include:

- All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.
- Equitable opportunities and outcomes for First Nations and Métis learners.
- Shared management of provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.
- Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
- First Nations and Métis languages and cultures are valued and supported.

The *Indigenous Education Responsibility Framework* assessment tool consists of a series of five rubrics – one for each of the critical policy goals identified in *Inspiring Success*. Recognizing that learning is a lifelong journey, each rubric includes *Stepping Stones* intended to guide both the Sector as a whole and individual Provincial School Divisions on the journey to animate *Inspiring Success* by infusing the policy goals into their own policies and procedures.

Recognizing that all journeys start somewhere and require strategizing along the way as the traveler moves from one territory to another and encounters obstacles along the way, the *Indigenous Education Responsibility Framework* rubrics are based on a three-point continuum from *observing* through *supporting* to *disrupting*. At each point on the continuum, we seek to describe what the individuals who inhabit organizations – especially those with formal leadership roles – would be doing.

Observing is the entry-level point to each *Stepping Stone’s* strategizing continuum. At this stage, most of the action rests in observing what is taking place but, for the most part, resists actions that might challenge the

IERF Strategizing Continuum

Observing is watching what is taking place but mostly resisting actions that challenge the *status quo*.

Supporting is supporting and encouraging changes – but ones that tend to nibble at the edges of the *status quo* leading to improvements but surface-level ones.

Disrupting is developing and implementing policies and practices that *disrupt* the *status quo* to the point that outcomes for First Nations and Métis children and youth are on par with their peers.

status quo. At the *Supporting* stage (the middle point), the division (including senior leaders and trustees) are usually engaged in some significant actions that support and, occasionally, inspire change – but those changes, while important and welcome, tend to nibble at the edges of the *status quo* leading to improvements but surface-level ones. *Disrupting*, the third continuum stage, is grounded in anti-racist/anti-oppression scholarship and embodies the vision of *Inspiring Success* and, by extension, the *Indigenous Education Responsibility Framework* because it describes what it would take to disrupt the context in which formal schooling takes place to the point that the outcomes for all First Nations and Métis children and youth are on par with their peers.

USING THE INDIGENOUS EDUCATION RESPONSIBILITY FRAMEWORK

School divisions will employ their own processes and protocols for reporting, and the *Indigenous Education Responsibility Framework* will support those processes. This framework creates the opportunity for division- and individual-level reflection on First Nations and Métis education within the school/school division. A multi-layered approach (e.g., board, senior division officials, school/SCC level) may be considered to bring self-assessment from various reference points across the school division in order to capture and report appropriately the scope of First Nations and Métis education implementation occurring within the school division.

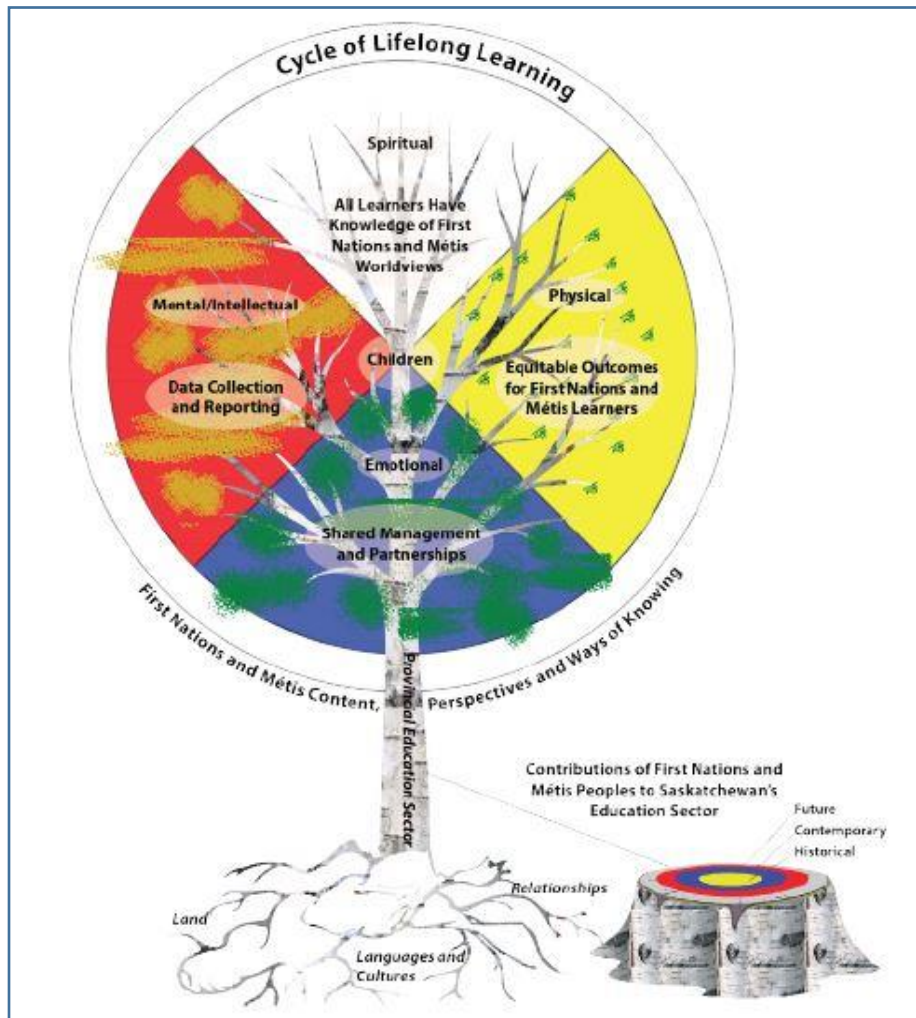
SUMMARY

In the short term, the *Indigenous Education Responsibility Framework* is intended as a tool for reflection and assessment of actions taken in service of Indigenous education. However, it should also be seen as a rich resource that describes concrete actions that, if implemented, could truly change the PreK-12 educational landscape for the better. Finally, given that the *Indigenous Education Responsibility Framework* is founded on the critical policy goals identified and reaffirmed in *Inspiring Success*, school divisions and the sector overall ought to review their policy handbooks and administrative procedure manuals over the long term to ensure that they create the conditions and allow room for actions that *Inspire Success*.

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RESPONSIBILITY FRAMEWORK FOUNDATION AND ELEMENTS

THE WHITE BIRCH TREE



CRITICAL POLICY GOALS

All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation

Equitable opportunities and outcomes for First Nations and Métis learners

Shared management of the provincial education system by ensuring respectful and equitable partnerships with First Nations and Métis peoples at the provincial and local level

Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes

First Nations and Métis languages and cultures are valued and supported

IERF Strategizing Continuum

Observing is watching what is taking place but mostly resisting actions that challenge the *status quo*.

Supporting is supporting and encouraging changes – but ones that tend to nibble at the edges of the *status quo* leading to improvements but surface-level ones.

Disrupting is developing and implementing policies and practices that *disrupt* the *status quo* to the point that outcomes for First Nations and Métis children and youth are on par with their peers.

All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation

Stepping Stone	Strategizing		
	Observing	Supporting	Disrupting
Intentional and developmental exposure, experience, and engagement in learning for all staff	Sponsors occasional cultural events and/or projects. Informs teaching and administrative staff about events.	Sponsors and/or creates regular developmental exposure opportunities for all staff to learn about Indigenous worldviews and cultures. Leaders frequently participate and all staff are encouraged to participate in at least some of these opportunities.	Creates multiple developmental exposure opportunities for all staff to learn about Indigenous worldviews and cultures. Clearly communicates expectations that all staff engage in these opportunities and provides time for them to do it. Increases staff engagement in community-based events to extend their learning.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			
Investigate, acknowledge, and respond to truth, history, and land	Mentions historical truths about this land and Indigenous peoples that impact the present day during public events. Permits individuals to pursue opportunities to extend knowledge. Occasionally asks Indigenous peoples for advice but messages are filtered through non-Indigenous leaders' perspectives.	Acknowledges the historical truths about this land and Indigenous peoples that impact the present day. Policy, practice, and public events sometimes address truth – usually indirectly. Incorporates Indigenous peoples' perspectives and sometimes gives them the floor to speak their own truths about “safe” topics. Encourages individuals to pursue opportunities to extend knowledge.	Intentionally addresses truth in policy, practice, and public events – usually explicitly. Actively seeks opportunities to extend knowledge and promotes the learnings and teachings of others to move this work forward. Provides resources for individuals to pursue opportunities to extend their knowledge as well.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			

Relationships with Indigenous peoples in the local territory	Rarely takes the opportunity to communicate and engage with Indigenous peoples. Rarely engages Indigenous peoples of the territory in relationship-based projects; when it does happen, it is usually near the end of development and/or implementation.	Accepts opportunities to meet Indigenous peoples. Seeks to engage Indigenous peoples of the territory in relationship-based projects aimed at improving the educational experiences of children and youth. Interacts with Indigenous peoples as they would with non-Indigenous, as in a partnership, friendship, or professional transaction.	Actively seeks opportunities to meet and collaborate with Indigenous peoples. Consistently engages Indigenous peoples throughout all relationship-based projects through co-governance of initiatives that pertain particularly to Indigenous children and youth but affect all students. Policy, administrative procedures, and strategic plans are infused with Indigenous worldviews and Indigenous peoples are consistently present to contribute their perspectives and experiences.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			

Equitable opportunities and outcomes for First Nations and Métis learners

Stepping Stone	Strategizing		
	Observing	Supporting	Disrupting
Aware of and challenge bias and stereotypes	Within the context of the <i>Education Act</i> and other relevant regulations; the division reviews structures, policies, administrative procedures, and strategic plans occasionally when questions arise by discussing with groups of teachers, families, and community members.	Within the context of the <i>Education Act</i> and other relevant regulations; structures, policies, administrative procedures, and strategic plans are systematically reviewed with groups of teachers, families, and community members using a critical lens informed by anti-racist/anti-oppressive theoretical frameworks.	Within the context of the <i>Education Act</i> and other relevant regulations, regular systematic reviews of structures, policies, administrative procedures, and strategic plans with groups of teachers, families, and community members result in changes that reflect anti-racist/anti-oppressive theoretical frameworks – making them more equitable and inclusive.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			
Learning is the “constant” but context matters	Policy and practice decisions are informed through community discussions but often absent of First Nations and Métis voice. There is a common research-informed language and practice related to educational practice and policy matters.	Policy and practice decisions are informed through discussions with local First Nations and Métis representatives. There is a common research-informed language and practice related to educational practice and policy matters, but schools retain flexibility to respond to local communities’ needs.	Policy and practice decisions are made by committees that include local First Nations and Métis representatives. The community’s needs are actively met because the relationships built through developing and using research- and community-informed common language and practice ensures that community’s voice is present at all times.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			

Everyone can and will succeed	Academic success is important but not essential – other things (e.g., having a safe place to go, providing a meal, etc.) are just as important. Teacher practice reflects their belief that “all students are the same.”	Academic success is important and there are multiple paths to success. Success in other areas is promoted as well. Teacher practice reflects their belief that all students can and will succeed.	Academic success is essential and is achieved and recognized through a holistic perspective. Teacher practice fosters development of the “whole” learner as an essential component of academic success.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			

Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level

Stepping Stone	Strategizing		
	Observing	Supporting	Disrupting
Trust and authentic engagement	Division develops policy, administrative procedures, and strategic plans; then it seeks input from local First Nations and Métis community.	Division engages with local First Nations and Métis community as policy, administrative procedure, strategic planning, and practice decisions are made.	Division and local First Nations and Métis communities have shared commitment, equitable representation, and active voice as they work collaboratively on policy, administrative procedure, strategic planning and practice decisions.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			
Data/information management	Data are collected and stored following the Registrar's Handbook for School Administrators guidelines and other relevant policies. There is little or no communication with families/caregivers regarding (i) the data that are collected, (ii) the intended uses of those data, and (iii) the ways in which findings from data analysis will be communicated. Data are stored indefinitely for division's use.	Within the context of the Registrar's Handbook for School Administrators and informed by other relevant policies, the division is open and clear about the data that are collected, the purpose of collecting them, the way in which they will be used (and not used), how results will be communicated (and to whom), and how they will be disposed of when no longer needed.	Within the context of the Registrar's Handbook for School Administrators and informed by other relevant policies, data handling protocols are developed collaboratively with local First Nations and Métis communities, to guide data collection, use, communication, and disposal. First Nations and Métis families/caregivers are invited into dialogue regarding data collection and handling processes.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			

<p>“Ethical space of engagement”</p>	<p>Division provides an annual one-day seminar for employees and trustees led by an outside expert. Employees and trustees are encouraged to reflect on their implementation of that training through their personal learning plans.</p>	<p>Division hires a consultant to develop and implement a training program for creating and sustaining equitable environments and relationships. All employees and trustees participate in annual seminars based on this program. Employees are expected to reflect on their implementation of that training through their personal learning plans.</p>	<p>Through partnerships between the division and local First Nations and Métis communities and individuals, all staff and trustees participate in ongoing training for creating and sustaining equitable environments and relationships. All employees are engaged in regular reflection regarding their implementation of that training through their conversations with their supervisors regarding their personal learning plans.</p>
<p>Evidence of progress (What was the net effect of the implemented actions?):</p>			
<p>Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):</p>			

Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes

Stepping Stone	Strategizing		
	Observing	Supporting	Disrupting
Multiple pathways/definitions of success	Assessments tend to rely primarily on “mandated” tools and processes that are set division wide. Reporting takes place via division-sponsored progress reports and parent-teacher interview days; teachers phone home when “there is a problem.”	Purpose and process of assessment incorporates a blend of division-wide and classroom-based tools and is clearly communicated. Reporting takes place primarily via division-sponsored progress reports and parent-teacher interview days; but occasional telephone calls or emails are used as well.	Purpose and process of assessment is clear because, while division-wide tools are used as required, a majority of assessments are co-constructed among teacher and students. Teachers, families, and students clearly understand progress because there is an open line of communication that blends division-sponsored progress reports and parent-teacher interview days with regular communication with families and ongoing dialogue with students.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			
Instruction and assessment reflect both Saskatchewan curriculum and local knowledge and experience	Students are sometimes aware of the outcomes being assessed. Educators accept local ways of knowing concepts underlying outcomes being taught as evidence of “enrichment” but not part of the core assessment plan.	Students know the outcomes being assessed. Educators discuss with local Elders and Traditional Knowledge Keepers about community’s way of understanding concepts underlying the outcomes and local knowledge is sometimes accepted as a means of demonstrating achievement.	Students know the outcomes being assessed and teachers facilitate and accept multiple ways to demonstrate mastery of outcomes. Educators actively seek advice from local Elders and Traditional Knowledge Keepers about the community’s way of understanding concepts underlying the outcomes and local knowledge is valued and welcomed as a means of demonstrating achievement.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			

All persons with a stake in student outcomes (i.e., families/caregivers, students, teachers) are intentionally included in assessment of school and division progress	All persons with a stake in student outcomes (i.e., families/caregivers, students, teachers) are told about the staff's vision for the organization and direction of the school and the division.	All persons with a stake in student outcomes (i.e., families/caregivers, students, teachers) are asked about their vision for the organization and direction of the school and the division.	Representatives from groups of persons with a stake in student outcomes (i.e., families/caregivers, students, teachers) are engaged in committees discussing their vision for the organization and direction of the school and the division.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			

First Nations and Métis languages and cultures are valued and supported

Stepping Stone	Strategizing		
	Observing	Supporting	Disrupting
Territorial languages knowledge, support, and integration	The division develops culturally sustaining programming and expected practices policies.	In discussion with local First Nations and Métis communities and individuals, the division develops culturally sustaining programming and expected practices.	Through partnerships between the division and local First Nations and Métis communities and individuals, culturally sustaining programming and expected practices are defined, developed, and implemented.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			
Representative workforce reflects the community	The division has stated publicly that it has a commitment to developing a representative workforce.	The division's commitment to a representative workforce is evidenced in policy and procedure documents and hiring decisions are sometimes influenced by these policy and procedure statements. First Nations and Métis employees are invited to join a mentorship program.	The division's workforce composition reflects local demographics. First Nations and Métis employees are provided with an appropriate mentor and relevant supports.
Evidence of progress (What was the net effect of the implemented actions?):			
Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):			

August 8, 2022

TO: Chairs, Boards of Education, Conseil scolaire fransaskois,
Directors of Education and Chief Financial Officers
cc. Resolutions and Policy Development Committee, Darren McKee, Executive
Tom Fortosky, Catholic Section
Norm Dray, Public Section

FROM: Resolutions and Policy Development Committee

RE: Submission of Bylaw Amendments and Resolutions for the 2022 AGM

The 2022 Fall General Assembly will be held in Regina at the DoubleTree by Hilton on November 13-15, 2022. Bylaw Amendments and Resolutions are a key part of the Association's Annual General Meeting, which is part of the Fall General Assembly. The AGM is tentatively set for November 14, 2022. The purpose of this memorandum is to remind boards of the bylaw amendments and resolutions process and to communicate deadlines for submission to the Committee for presentation by the Committee at the Annual General Meeting.

The Executive, a board of education, the Conseil scolaire fransaskois or a group established in accordance with Bylaw No. 8 are entitled to sponsor bylaw amendments and resolutions.

Bylaw Amendments:

1. Bylaw No. 13, Paragraph 4, states that bylaw amendments are to be submitted to the Resolutions and Policy Development Committee "at least 45 days prior to the day on which the annual general meeting commences".

This year the **deadline for submission of bylaw amendments** is 4:30 p.m., **September 28, 2022.**

Every bylaw amendment is to **be submitted in writing** by email (see below) and **accompanied by a rationale explaining the background and reasons for** the amendment containing sufficient detail so that members may form a reasonable judgment about it. An amendment to one provision of a bylaw may necessitate consequential changes to other parts of the bylaws, and those consequential amendments must also be included. If you have questions regarding Bylaw Amendments, please contact Krista Lenius at (306)569-0750 ext. 120 or klenius@saskschoolboards.ca.

2. The Committee will examine and edit proposed bylaw amendments.
3. The package of proposed bylaw amendments will be forwarded to boards and posted on the Association's website no later than October 27, 2022.

Resolutions:

1. Bylaw No. 12, Paragraph 4, states that resolutions are to be submitted to the Resolutions and Policy Development Committee “at least 30 days prior” to the commencement of the general meeting at which they will be voted on. This year the **deadline for submission of resolutions** is 4:30 p.m., **October 13, 2022**. Resolutions received by the deadline will be presented by the Committee at the AGM.

(Paragraph 5 of Bylaw No. 12 provides for submission of resolutions that “directly relate to a matter that has arisen after the deadline for submission” at least 5 days prior to the commencement of the general meeting.)

2. Every resolution is to **be in writing** and **accompanied by a rationale explaining the background and reasons for the resolution**.

Pursuant to Resolution 5-E passed at the 2010 AGM, the Committee asks sponsors to provide, where applicable, a simple estimate of the anticipated cost and staff resources that would be required to act on the resolution.

5-E BE IT RESOLVED that from time to time when proposals for projects or services to be carried out by the Saskatchewan School Boards Association are put to member Boards for approval and those projects or services may have a cost and time component that will impact Association finances and staff time, it be required that all such proposals put to member Boards for consideration include the cost and time requirements to conduct the project or provide the service.

The Resolutions and Policy Development Committee have developed an SSBA Resolutions Costing Rubric to assist Boards of Education to more effectively identify costs associated with proposed resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the resolution they are proposing. A copy of the SSBA Resolutions Costing Rubric is attached to this letter.

Boards of Education will need to identify the position statement that the proposed resolution relates to and how the resolution relates to the SSBA Strategic Plan or Provincial Education Plan.

3. The Committee will examine, edit, and, where considered necessary, combine similar resolutions.
4. The package of resolutions to be presented by the Committee at the AGM will be e-mailed to boards, posted on the Association website no later than October 27, 2022, and included in the Fall General Assembly registration package.
5. Resolutions provide directives for action to the Association by its members and direction for development of Association position statements. To increase the effectiveness of resolutions, the wording of a resolution should, whenever possible, describe what boards

of education or the Association will do, rather than directing others, over whom the Association has no control, to act.

6. Resolutions received by the deadline will be presented at the AGM by the Committee. Any board that wishes to present a resolution after the deadline for submission will have to obtain the consent of the delegates at the annual general meeting after all reported resolutions have been disposed of. (Bylaw No. 12, paragraph 6).

Bylaw amendments and resolutions must be submitted by email to Krista Lenius, Administrative Paralegal: klenius@saskschoolboards.ca. You will receive an email confirmation that your submission has been received.

SSBA Resolutions Costing Rubric

Purpose: To assist Boards of Education to more effectively identify costs associated with proposed resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the resolution they are proposing.

	Low Cost <\$1,000	Medium Cost \$1,000-\$10,000	High Cost >\$10,000
Advocacy	<ul style="list-style-type: none"> Minimal advocacy, potentially a letter to a government official or Ministry. 1-2 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). 	<ul style="list-style-type: none"> Moderate advocacy which may include letters to government officials or Ministries, and follow up. 2-4 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). 	<ul style="list-style-type: none"> Ongoing advocacy throughout the year. > 5 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s). A working advisory group may be formed as a result of the resolution.
Services	<ul style="list-style-type: none"> The proposed resolution action will require minimal utilization of existing SSBA services/resources. 	<ul style="list-style-type: none"> The proposed resolution action will significantly draw upon SSBA services/resources. 	<ul style="list-style-type: none"> The proposed resolution action includes elements that require existing SSBA services/resources, and/or requires services and/or resources beyond those provided by the SSBA.
Unanticipated Costs	<ul style="list-style-type: none"> There is minimal likelihood of the resolution action resulting in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are generally known. 	<ul style="list-style-type: none"> There is a moderate likelihood that the resolution action may result in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are relatively anticipated or assumed. 	<ul style="list-style-type: none"> There is a high likelihood that the resolution action may result in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are primarily unknown.

BOARD MEETING AGENDA ITEM

BOARD MEETING DATE	FORUM	INTENT
September 6, 2022	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Planning <input type="checkbox"/> Closed <input type="checkbox"/> Committee	<input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Presentation
TOPIC		
Policy 1 – Division Foundational Commitments and Board Strategic Plan Report		

BACKGROUND:

The Board of Trustees has committed to creating its renewed Strategic Plan in alignment with the Government of Saskatchewan's Provincial Education Plan (PEP), set for release in early 2023. Further, the Board and Executive Council agreed that the results of the updated Enterprise Risk Management exercise should inform the work.

At the August 11, 2022 Board Strategic Planning Meeting, the Board approved the continuation of a four-year strategic plan moving forward, after the 2023-25 noting a slight adjustment due to COVID-19.

Timeline:

- S. Chase, Director will work with Thoughtexchange to develop a detailed engagement plan for early 2023, after the official release of the 2022-23 Provincial Education Plan (PEP).
- January - March 2023 – Executive Council will provide a variety of engagement opportunities (town halls for staff and stakeholders, CSCC Chairs and high school student leadership groups).
- March/April 2023 - Board Planning Meeting dedicated for data review and revisions.
- May/June - Approval and official release of the 2023-2025 RCSD Board of Trustees Strategic Plan.

See attached Executive Summary ☐ See attachment ☒

RECOMMENDATION(S) (if applicable):

N/A

Prepared by:	Attachments (list below):	Date:
Sean Chase, Director of Education	<ul style="list-style-type: none"> • Policy 1 – Division Foundational Commitments and Board Strategic Plan 	August 15, 2022

Policy 1 – Division Foundational Commitments and Board Strategic Plan

Initial Approval:	September 4, 2018		
References:	Sections 85, 87 The Education Act, 1995		
Date Revised:	February 7, 2022	Motion:	13782

Preamble

The Regina Catholic School Division Board of Education has established this strategic plan in consultation with its stakeholders and within the framework of our vision, mission and core commitments. It is intended that this plan provide guidance to the Trustees in their mandate as an elected Catholic Board of Education.

The extension of the one-year concept to the 2022-23 school year is based upon several factors:

- The Ministry of Education has delayed the release of the Provincial Education Plan (PEP) for an additional year due to the ongoing pandemic, and through consultation with school divisions.
- Engagements with provincial division stakeholders in the Fall 2021 indicated the extended focus would be the most logical step given the sustained levels of general uncertainty due to the pandemic.
- RCSD stakeholder engagement in early 2023 will provide crucial feedback to the Board in determining its future plans, as will the official release of the multi-year Provincial Education Plan.
- Data from the 2020-21 and 2021-22 school years indicates the continued narrowed focus is necessary to address the learning needs of our students.
- The transition back to physical school for at-home learners, and the Division's commitment to supporting medically fragile students/families through flexible learning options.

Foundational Commitments

Vision Statement

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

Mission Statement

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



Core Commitments to Students and Families

Catholic Communities of Faith

The school community understands, nurtures and supports the value of Catholic education.

Literacy / Numeracy

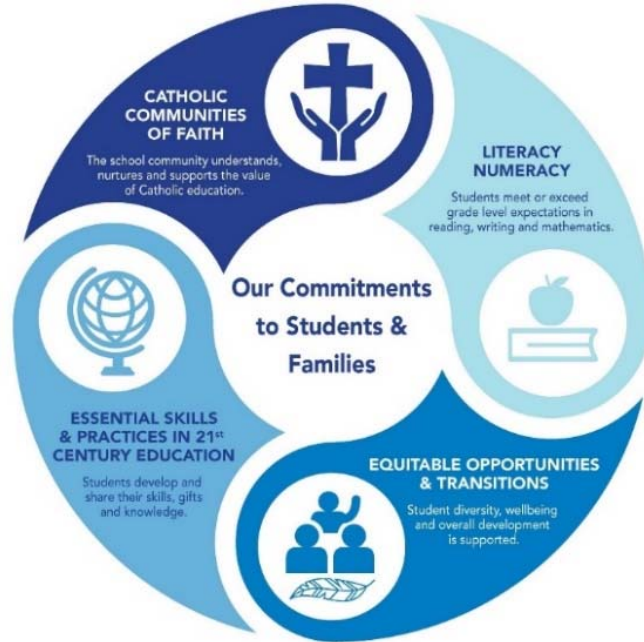
Students meet or exceed grade level expectations in reading, writing and mathematics.

Equitable Opportunities & Transitions

Student diversity, wellbeing and overall development is supported.

Essential Skills & Practices in 21st Century Education

Students develop and share their skills, gifts and knowledge.



Goals

Regina Roman Catholic Separate School Division #81 exists so that:

Our students will be informed, responsible citizens, living the teachings of Jesus through the Catholic faith and building the Kingdom of God. This is accomplished through staff who are committed to the teachings of the Catholic faith; and with a responsible stewardship of resources.

1. Trustees, staff and students demonstrate commitment to the Catholic faith.

- 1.1. Trustees, staff and students can articulate the Catholic faith through their words and actions.
- 1.2. Trustees, staff and students are servant-leaders, and proclaimers of our Catholic faith.
- 1.3. Trustees, staff and students demonstrate commitment to the teachings of Jesus Christ modeling Diversity, Equity, Inclusion and walking together in Truth and Reconciliation.
- 1.4. Trustees, staff and students demonstrate stewardship of talent, treasure and time.

2. Students have foundations for success.

- 2.1. Students demonstrate achievement consistent with curriculum requirements.
 - 2.1.1. Students demonstrate continuous academic growth.
 - 2.1.2. Students demonstrate proficiency in the use of technology.
- 2.2. Students demonstrate social skills for success.
- 2.3. Students demonstrate healthy life-style choices.
- 2.4. Students are engaged in learning.
- 2.5. Graduates are able to meet the entrance requirements for the post-secondary education of their choice, and/or have skills for meaningful employment.
- 2.6. Students have an environment conducive to learning.

3. The community understands and supports the value of Catholic education.



2022-23 Provincial Priorities (Level 1)

- Mental Health & Well Being
- Learning Response
- Learning Response – Reading

Division Goals – Detailed Implementation Plans (Level 2)

- Mental Health & Well Being
- Early Learning
- Reading/Writing/Math
- Indigenous Educational Achievement
- Graduation Rates
- Faith Permeation
- English as an Additional Language

School Improvement Plans (Level 3)

- Responsive to Level 1 priorities and Level 2 Goals
- Locally determined goal based upon data analysis



Memorandum

To: Board of Trustees
From: Sean Chase, Director of Education
Date: September 6, 2022
Subject: Director's Report – September 2022

This Report Includes the Following Director Updates:

1. **Safe School Planning**
 2. **RCSD Opening Mass and Faith Formation**
 3. **Catholic Leaders' Annual System Seminar (CLASS) 2022**
 4. **2022-2023 Strategic Planning**
 5. **Student Enrolment Update**
-
1. **Return to School Planning:** Student and staff safety remains at the forefront of our planning. Though there is no Public Health Order mandating any specific measures in schools, nor any directives from the Ministry of Education, our staff has conducted a thorough environmental scan to inform our Regina Catholic School Division Safe School Plan, found on the Division website. Masks will be provided at all our locations, and N95 masks are available for any staff who request. Administration met with Sask Health Authority partners prior to the return of students to ensure communication patterns are in place.
 2. **RCSD Opening Mass and Faith Formation:** This year's RCSD Opening Mass marked a monumental return to an in-person format, with all staff gathered for the first time since the onset of the pandemic. Archbishop Don Bolen once again presided over the mass and delivered as always, a powerfully inspiring homily and message to all our staff. ValLimar Jansen provided the inspirational keynote address and Mrs. Vicky Bonnell, Board Chair and I delivered welcome messages. This faith filled gathering is a crucial foundation of our organizational culture and has once again set a positive tone for the school year.
 3. **Catholic Leaders' Annual System Seminar (CLASS) 2022:** The Catholic Leaders' Annual System Seminar (CLASS) 2022 was held August 24th and 25th at Aspen Links. Executive Council, school-based administration, and coordinators met to prepare for the school year. Focal points included a review of Level 1 Provincial Priorities (PEPIT), Level Division Priorities (Detailed Implementation Plans or DIPs) and Level 3 School Improvement Plans (SIPs). Extensive individual school data packages were analyzed and used to formulate the 2022-23 plans. There was a tangible sense of optimism and positivity as those present worked in school-based teams, with their DIP ownership groups, and as a collective. RCSD is blessed to have such a talented, dedicated and hard-working leadership team.

4. **2022-2023 Strategic Planning:** August 11-12 were designated for strategic planning for both the Board and Executive Council. Alignment of priorities, enterprise risk management, communication and Detailed Implementation Plans were focal points. The Board approved its strategic planning refresh project timelines which will include multiple feedback opportunities for stakeholders once the Provincial Education Plan 2023-30 is released in January.
5. **Student Enrolment vs. Projection:** Provided at the meeting – our most up-to-date enrolments as compared to the 2022-23 projections. These statistics are a very strong vindication of the efforts of the entire Division team who took to heart the enrolment projection analysis provided last year. Our branding efforts were successful, as were the countless hours spent by our English as an Additional Language team who worked over 50 days this summer welcoming, registering and supporting new Canadians. School-based staff also warrant recognition for their investment in registering new students, adjusting classroom placements and class schedules, and ensuring support personnel and resources are allocated appropriately to welcome new students.



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

June 8, 2022

Sacred Heart Community School Families,

The Board will approve the 2022-23 Budget at its upcoming Public Board meeting on June 22, 2022. Within the 2022-23 Budget, we are pleased to inform you that there will be a change to the walking boundary at Sacred Heart Community School which will increase the number of students eligible to be transported by yellow school bus in the Sacred Heart Community School boundary.

Effective September 1, 2022, students from Sacred Heart Community School will be eligible for transportation if their home address or daycare is:

- 750 meters or more driving distance to school
- Located on or south of Dewdney Avenue

Although the walking boundary change will not be officially in effect until after it is approved by the Board, we ask that you start to apply for transportation before June 30, 2022 if you meet the distance eligibility to ensure you have transportation in place for the start of the 2022-23 school year.

Application Link – <https://rcsd.firststudentinc.com/workflow/>

- If eligible, apply for transportation using September 1, 2022 as the effective start date.

Parent Portal Link - <https://rcsd.firststudentinc.com/Login?ReturnUrl=%2FSubscriptions%2FLogin>

- The Parent Portal will open in mid-August 2022, and you will be able to review your student's bussing schedule and stop location at that time.

As a Board, we hope that this change gives you assurance that *Primary considerations are the safety of students while being transported, quality of service, and accessibility while at the same time responding to annual budgetary considerations* as per [Board Policy 16 – Transportation](#).

If you have any questions regarding the application process, please contact the RCSD Transportation Officer at transportation@rcsd.ca.

“Children are a gift from the Lord; they are a reward from him.” Psalm 127:3

Sincerely,

Vicky Bonnell
Board Chair

c: Board of Trustees
Sean Chase, Director
Josh Kramer, CFO
Education Services Superintendents
RCSD Transportation Officer
Justin Johanson, Location Manager, First Student

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



Regina Catholic Schools

Memorandum

To: CSCC Chairs and Principals & Vice-Principals
Cc: Executive Council
From: Board of Trustees
Date: Thursday, June 9, 2022
Subject: **Elementary Lunchroom Supervision Fees**

The Regina Catholic School Division's Board of Trustees approved a plan to charge elementary school lunchroom supervision fees beginning in the 2022-2023 school year. The cost for a full-time student (grades 1-8) is \$70/year, and \$35/year for Kindergarten. Families with more than two students will not pay more than \$140.

You can use the receipt for this fee for childcare expenses when filing your income tax.

Charging lunchtime fees will recover the cost of providing supervision by staff. Regina Public Schools charges a similar fee, and other urban school divisions in Saskatchewan will implement lunchroom supervision fees in September 2022.

Families of all students staying at school over the noon hour will be asked to pay this fee in September using SchoolCash. There is an option to split payments if needed. The fee is transferable within the Regina Catholic School Division.

Seven schools operating on an adjusted school day with a 30-minute lunchbreak (Holy Rosary, Sacred Heart, St. Augustine, St. Francis, St. Michael, St. Maria Faustina and St. Luke) are exempt.

We recognize some families are not able to pay. We understand. We will not ask schools to follow up for unpaid fees.

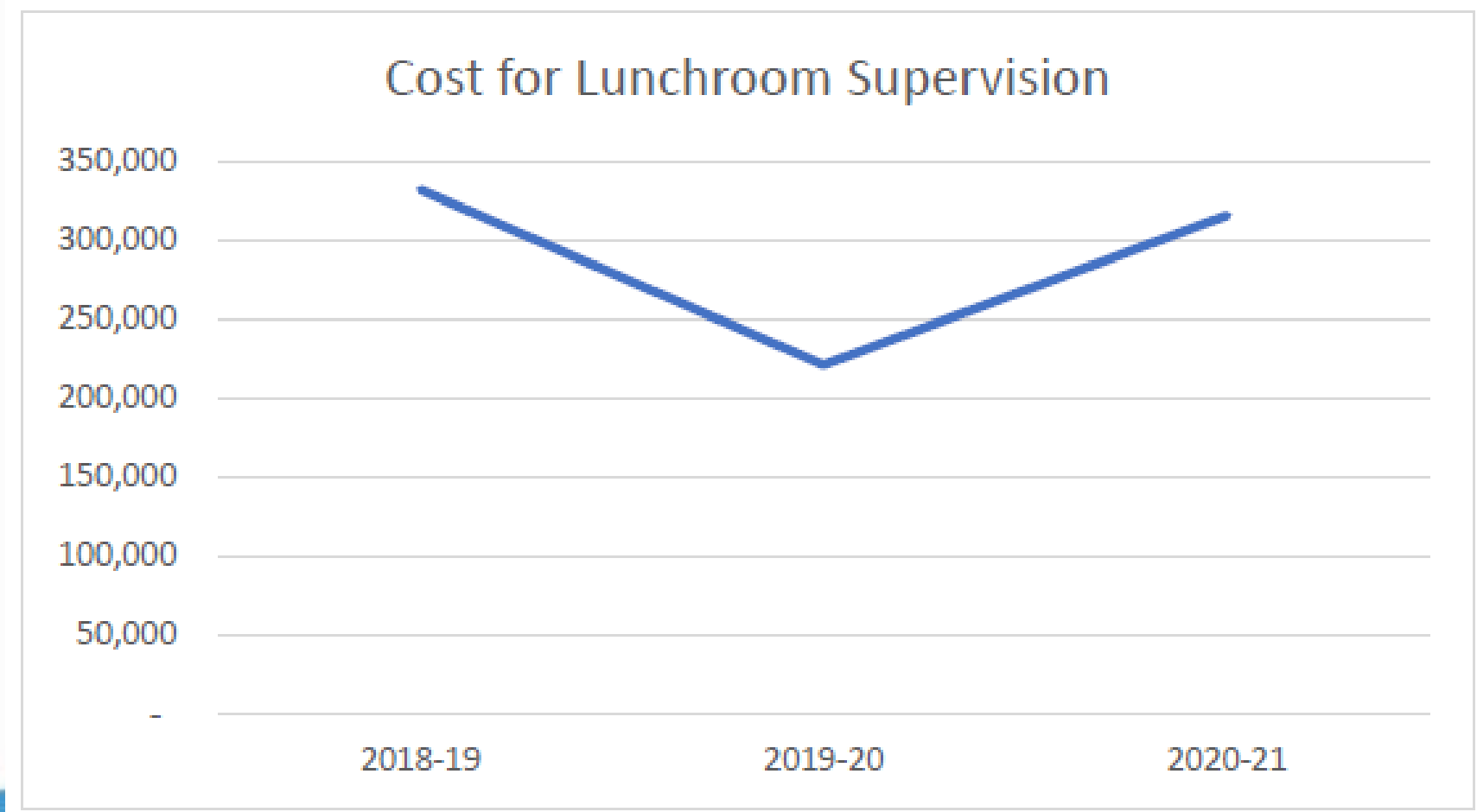
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Elementary Students

Lunch Supervision Fee

On May 26, the Board and Senior Administration conducted a consultation meeting with our elementary school CSCC Chairs. Their feedback was clear; rather than the original plan to charge a higher fee to only those students who are not transported, revise the plan with a *lower fee* to be charged to *all* families of students who stay for lunch. The resulting plan is described on these slides.

Elementary Students: *Lunch Supervision Fee*



Elementary Students

Lunch Supervision Fee

The division transports approximately 3,700 elementary students and 4,600 elementary students walk to school.

We forecast this initiative to generate approximately \$300k in yearly revenue and is designed as ***cost-recovery*** for the supervision costs.

Elementary Students

Lunch Supervision Fee

Effective the 2016-17 school year, Regina Public Schools (RPS) charges \$100 a year per student for a full-time student, \$50 for a part-time student or \$200 for a family for non-transported students.

Other urban divisions are implementing a similar fee in September 2022.

Elementary Students

Lunch Supervision Fee

The PLAN:

Charge fees for elementary students at \$70 per student for Grade 1 - 8 students. Kindergarten students charged \$35 per year. Families will be charged at a maximum of \$140.

Under current tax law, families will be able to claim lunch supervision fees as childcare expenses for personal income taxes for personal income taxes. Receipts will be issued through *SchoolCash*.

Elementary Students

Lunch Supervision Fee

The PLAN:

Seven schools operating on an adjusted school day (30-minute lunch break) will be exempted: Holy Rosary, Sacred Heart, St. Augustine, St. Francis, St. Michael, St. Luke and St. Maria Faustina.

Elementary Students

Lunch Supervision Fee

Parents of all Kindergarten to Grade 8 students staying at noon will be required to pay this fee at the beginning of the school year through *SchoolCash*.

Fees will be paid, and a receipt will be provided through *SchoolCash* which can be used for tax purposes.



Elementary Students

Lunch Supervision Fee

Parents will be encouraged to pay in full at the beginning of the school year but to support families, the division has the option of splitting the payments, half in September and half in February.

If a family moves from one school to another within the division, the fee is transferrable.

Students who register mid-school year will be required to pay the full fee. Students who leave the division in the middle of the school year will not be issued a refund

Elementary Students

Lunch Supervision Fee

We recognize that much like school fees, some families will not be able to pay. Our operational method will be similar: we will ask all families at the beginning of the year but not require school administration to conduct any extensive follow-up for unpaid fees.





Regina Catholic Schools

Memorandum

To: All Elementary School Families
Cc: Executive Council
From: Board of Trustees
Date: Thursday, June 9, 2022
Subject: **Elementary Lunchroom Supervision Fees**

The Regina Catholic School Division's Board of Trustees approved a plan to charge elementary school lunchroom supervision fees beginning in the 2022-2023 school year. The cost for a full-time student (grades 1-8) is \$70/year, and \$35/year for Kindergarten. Families with more than two students will not pay more than \$140.

You can use the receipt for this fee for childcare expenses when filing your income tax.

Charging lunchtime fees will recover the cost of providing supervision by staff. Regina Public Schools charges a similar fee, and other urban school divisions in Saskatchewan will implement lunchroom supervision fees in September 2022.

Families of all students staying at school over the noon hour will be asked to pay this fee in September using SchoolCash. There is an option to split payments if needed. The fee is transferable within the Regina Catholic School Division.

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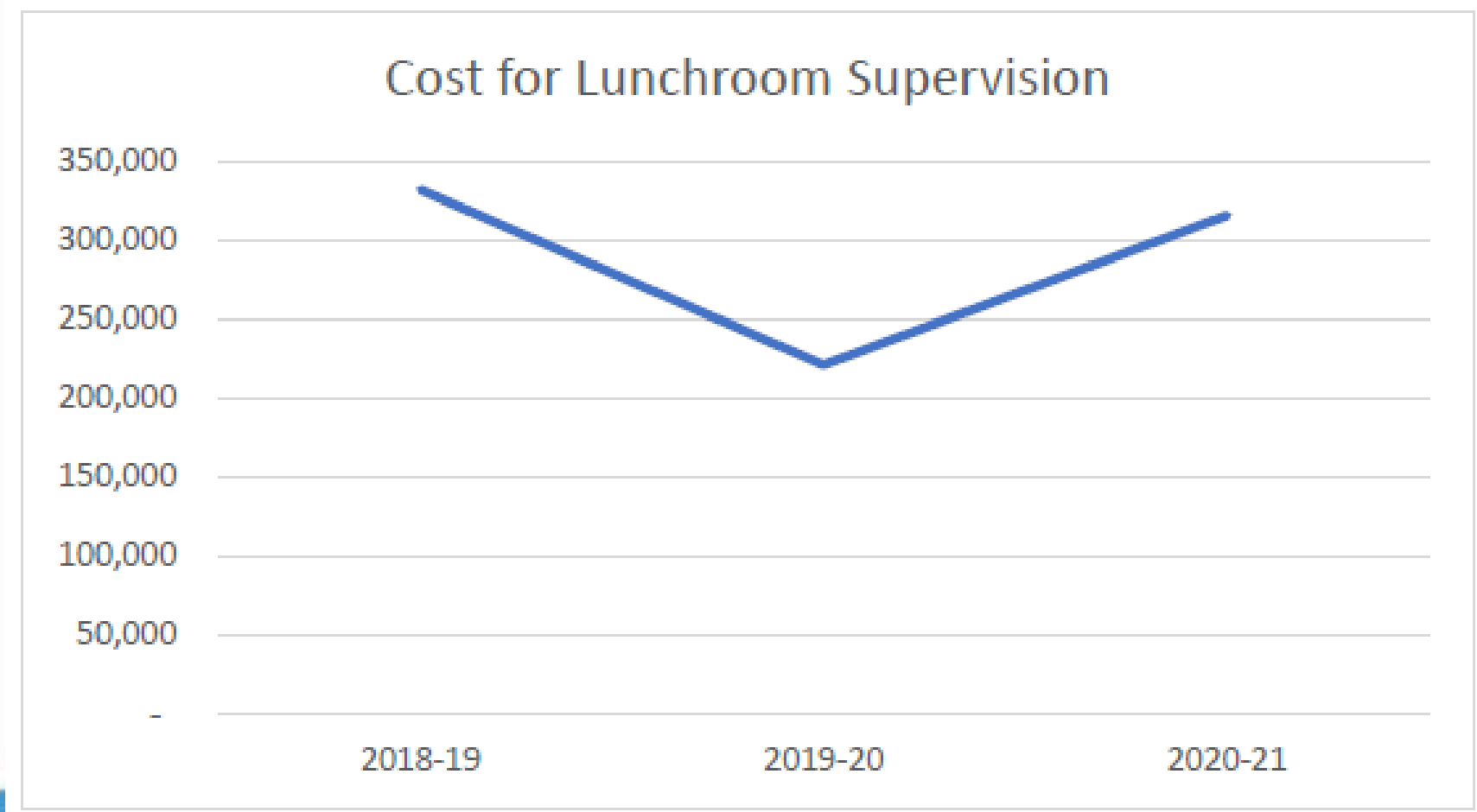
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Elementary Students

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Elementary Students

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Elementary Students

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Elementary Students

Lunch Supervision Fee

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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

June 22, 2022

Most Reverend Archbishop Don Bolen
Archbishop of Regina
Archdiocesan Centre
PO Box 1546 Stn. Main.
Regina, SK S4P 3C4

Your Grace:

The Regina Catholic School Division Board of Trustees requests the honour of your presence at the 2022-23 Board hosted Superannuate and Retiree Reception and Dinner on Tuesday, June 13, 2023 to recognize employees superannuating or retiring in the 2022-23 school year. Being respectful of your many obligations, we wanted to provide you the date of this celebration in advance.

If you are able to attend, we would be very appreciative and honored if you would say grace and provide a blessing for our superannuating teachers and retiring support staff before dinner.

*Tuesday, June 13, 2023
Hotel Saskatchewan - Blue Lounge
Reception – 6:00 pm
Dinner – 7:00 pm*

At your earliest convenience, please RSVP Carla Redler, Sr. Executive Asst. to the Director of Education/Board of Trustees at 306-791-7207 or c.redler@rcsd.ca and thank you, in advance, for your consideration of our invitation.

*Therefore encourage one another and build one another up, just as you are doing.
1 Thessalonians 5:11*

Sincerely,

Vicky Bonnell
Board Chair

/cr

c: Board of Trustees
Director of Education