

GREATER SASKATOON CATHOLIC BOARD OF EDUCATION

REGULAR MEETING OF THE BOARD

**Monday, November 23, 2009 – 7:00 P.M.
Board Room**

AGENDA

1. Call to Order - D. Boyko
2. Opening Prayer - Trustee Carriere
3. Adoption of the Agenda
4. Approval of the Minutes of the October 26, 2009 Regular Meeting of the Board
5. Delegations and Special Presentations
6. Post Meeting Assignments
7. Consent Items

The Chair will ask for a motion to receive the items, which are starred, and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request a star(s) be removed.

8. Discussion/Decision
 - 8.1 Panel on Student Achievement Component 5 - Effective Practices and Component 6 - Equity for All Students
 - 8.2 Improving Student Learning and Achievement Monitoring Report
 - . High School Reculturing
 - . Transitions: Early Learning and Care Monitoring Report
 - 8.3 Five Year Capital and Building Program
 - 8.4 Pandemic Preparedness/Response Update
 - 8.5 Saskatchewan Catholic School Boards Association Fall Convention 2010: October 22 - 24, 2010

9. Correspondence
 - 9.1 Copies Enclosed
 - . Expressions of Gratitude - posted on Bulletin Board
 - 9.2 Reading File
10. Reports and Good News
 - 10.1 Report of the Director of Education
 - 10.2 Board Activity
 - 10.3 Board Linkage
 - 10.4 Convention Reports
 - 10.5 Joint Operations Committee Report - Trustees Berscheid and Stus
 - 10.6 Catholic Faith Committee Report - Trustee Lambert
 - 10.7 Saskatchewan Catholic School Boards Association - Trustee Fortosky
 - 10.8 Greater Saskatoon Catholic Schools Foundation - Trustees Lambert and Risling
 - 10.9 Saskatchewan School Boards Association
11. Committee of the Whole
12. Closing Prayer -Trustee Carriere
13. Adjournment and Sign of Peace

**MINUTES OF A REGULAR MEETING OF THE BOARD OF EDUCATION OF ST. PAUL'S
R.C.S.S.D. #20 HELD IN THE BOARD ROOM AT 7:00 P.M. ON MONDAY, OCTOBER
26, 2009**

PRESENT: Chair Boyko, Trustees Berscheid, Boechler, Carriere,
Carruthers, Fortosky, Lambert, Risling, Stus, Wesolowski

ALSO: Director of Education Hanson
Superintendent of Administrative Services Dr. Lloyd
Superintendent of Education McAuliffe (Secretary to the
Board)
Superintendents of Education Bitz, Boutin, Chatlain, Weninger
Assistant Superintendent of Education Coffin
Communications Consultant Hoffman

The meeting was called to order by Chair Boyko at 7:00 p.m.

The opening prayer was led by Chair Boyko.

ADOPTION OF AGENDA

Motion: Moved by Trustees Berscheid and Risling that the agenda be approved as presented.

CARRIED

APPROVAL OF MINUTES

Motion: Moved by Trustees Lambert and Carruthers that the minutes of the Regular Meeting of the Board of September 28, 2009 be adopted as amended.

CARRIED

CONSENT ITEMS

Motion: Moved by Trustees Boechler and Risling that the following consent agenda item be received and recommendations be approved as presented:
Staff Monitoring Report.

8. Discussion/Decision

8.2 September 30, 2009 Enrolment Monitoring Report

Motion: Moved by Trustees Berscheid and Fortosky that the Board of Education receive the amended report as information.

CARRIED

8.3 Catholic Faith Committee - Review Terms of Reference

Motion: Moved by Trustees Lambert and Carruthers that the Board of Education approve the Terms of Reference for the Catholic Faith Committee as amended.

CARRIED

8.6 E.D. Feehan Catholic High School Renovation

Motion: Moved by Trustees Risling and Boechler that the Board of Education approve the Preliminary Concept Plan for E.D. Feehan Catholic High School as presented.

CARRIED

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

CARRIED

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

CARRIED

ADJOURNMENT

Motion: Moved by Trustee Carriere that the meeting be adjourned.

CARRIED

Secretary

Chair



5. Delegations and Special Presentations

Jerry Kristian, Chair of Directors, Andras Tahn, Executive Director, and Jim Anderson, Director from St. Therese School of Faith and Mission will be making a presentation to the Board of Education. They may also wish to explore the potential for some partnership or affiliation between Greater Saskatoon Schools and St. Therese.

8.1 Panel on Student Achievement Component 5 - Effective Practices and Component 6 - Equity for All Students

Board Priority:

- Improving Student Learning and Achievement

Presented by: Chair Boyko

Background Information:

Deputy Minister Audrey Roadhouse has invited organizations to participate in a two hour focused conversation regarding improving the learning and achievement of Saskatchewan students. In 2008, the Minister of Education struck a Provincial Panel on Student Achievement. The materials for this discussion were included in the October 19 Planning Meeting package. The two components which will be discussed at this meeting are “Effective Practices and Equity for All Students”.

Reminder: Please remember to bring materials on this item which were provided for the October 19, 2009 Planning Meeting.

Recommendation:

That the Board of Education come prepared for the discussion.

8.2 Improving Student Learning and Achievement

Board Priority:

➤ Improving Student Learning and Achievement

Presented by: Superintendents of Learning Services

Background Information:

One of the Board's main priorities is improving student learning and achievement. Within that priority, there are five areas of focus:

- To focus on learning and academic excellence for all students.
- To improve academic achievement, with an emphasis on literacy and numeracy.
- To have each student complete high school.
- To commit to increasing physical fitness development of students.
- To support transitions for students of all ages, from those entering early learning programs to those preparing for careers after high school.

There are numerous activities under way in the division that support improvement in each of these identified areas. Time does not permit a detailed review of each activity each year; therefore certain activities are highlighted each year as part of the review. This year, monitoring of progress in these areas of focus will be shared through board reports in two parts due to the length and amount of information. Part 1 of the report will highlight information regarding High School Re-culturing (pertains to bullet #3) and Early Learning (pertains to bullet #5). Reports on those areas are attached.

At our next regular meeting of the board, Part 2 of this report will be shared. Reports will be tabled that provide specific information regarding: grades K-5 Mathematics and high school Advanced Placement (pertains to bullets #1 and 2), the new Career Development components in our division (pertains to bullet #5), and progress with physical fitness initiatives in the division (pertains to bullet #4).

Recommendation:

That the Board of Education receive this information.

High School Reculturing

Board Priority:

- Improving Student Learning and Achievement

Presented by: Superintendent J. McAuliffe

High School Reculturing is about:

- examining our current practices in high school,
- reassessing our beliefs, purpose and goals,
- examining data on student engagement and success,
- creating a future vision of what high school education might look like, and
- responding in a deliberate manner.

Culture can be defined as *...how we do things around here.*

Reculturing then, can be defined as...changing how we do things around here!

Background Information:

The reculturing initiative within Greater Saskatoon Catholic Schools grew out of conversations between and among high school principals, teaching staff and division office leadership approximately three years ago.

Over the past three years, our high school programs have had opportunities to:

- examine values and beliefs,
- create school-based belief statements about teaching and learning,
- participate in the national study "What Did You Do in School Today?" under the leadership of the Canadian Education Association, and
- align new initiatives or strategies under the conceptual framework of reculturing.

The practice of teaching and learning must be examined within the context of our division, which is influenced by many factors, including:

- the mission of Catholic Education,
- Ministry of Education priorities,
- Board of Education priorities,
- current research about teaching and learning,
- Continuous Improvement Framework,
- school learning improvement plans,
- teacher professional growth plans, and
- professional learning communities.

A professional learning day has been added to the high school calendar in September for the past three years. The focus of this day has been:

- creating opportunities for hope and success for all students,

- student engagement, and
- effective teaching strategies and practice.

Initiatives we've undertaken in the past three years

- School improvement teams created in each school to provide leadership, resources, and direction for the school.
- Using the "What Did You Do in School Today" study, schools have surveyed students, focusing on student engagement. Student engagement measures how students identify with, and value, school outcomes. The survey examines student engagement with a specific look at:
 - social engagement - meaningful participation in the life of the school;
 - academic engagement - active participation in the requirements for school success;
 - intellectual engagement - serious emotional and cognitive investment in learning.
- Existing Teacher Advisory Programs (TAPs) have been reviewed; TAPs were implemented in schools that did not have them.
- Work at schools and across the division is better aligned: new ideas are examined and implemented through the lens of reculturing.
- Staff work together outside traditional department structures through cross-curricular meetings and initiatives.
- Teachers work together, across subject areas, to examine practices related to assessment and student achievement.
- High School Exit Survey was piloted.
- Renewed focus on student engagement.
- Two schools have a Career Facilitator to work with students on career exploration and transition; program expanded to four schools in 2009.
- Blended courses - two-hour teaching slot to enhance the connectedness of subjects with each other and the real world - enhance students' intellectual engagement.

2009 - 2010 Initiatives

- The September 2009 Professional Learning Day focused on the following principles of effective teaching practice.
 1. Teachers are designers of learning.
 2. Work students are asked to undertake is worth their time and attention.
 3. Assessment practices improve students' learning and guide teaching.
 4. Teachers foster a variety of interdependent relationships.
 5. Teachers improve their practice in the company of their peers.
- Learning Leaders assigned to each mainstream high school help teachers focus on teaching the reading skills needed to succeed in all subjects and disciplines (Stepping Out).
- Support of Local School Improvement Plans created by school teams.
- Local initiatives - i.e. Commitment to Graduate at Bethlehem.

- Division-wide assessment committee is examining practice and developing policy and recommendations for schools.
- Nutrition policy for all schools: finalized, piloted and approved.
- Expansion of Career Facilitation positions.
- High School Exit Survey: completed and implemented.
- Continued work with Content Enhancement.
- Implement revised curricula (i.e. grade 9 mathematics implemented using Math Makes Sense as a key resource).

What Did You Do in School Today?

Information that follows is taken from the First National Report - WDYDIST. (Willms, J.D., Friesen, S. & Milton, P. 2009. What did you do in school today? Transforming classrooms through social, academic, and intellectual engagement. (First National Report) Toronto: Canadian Education Association.)

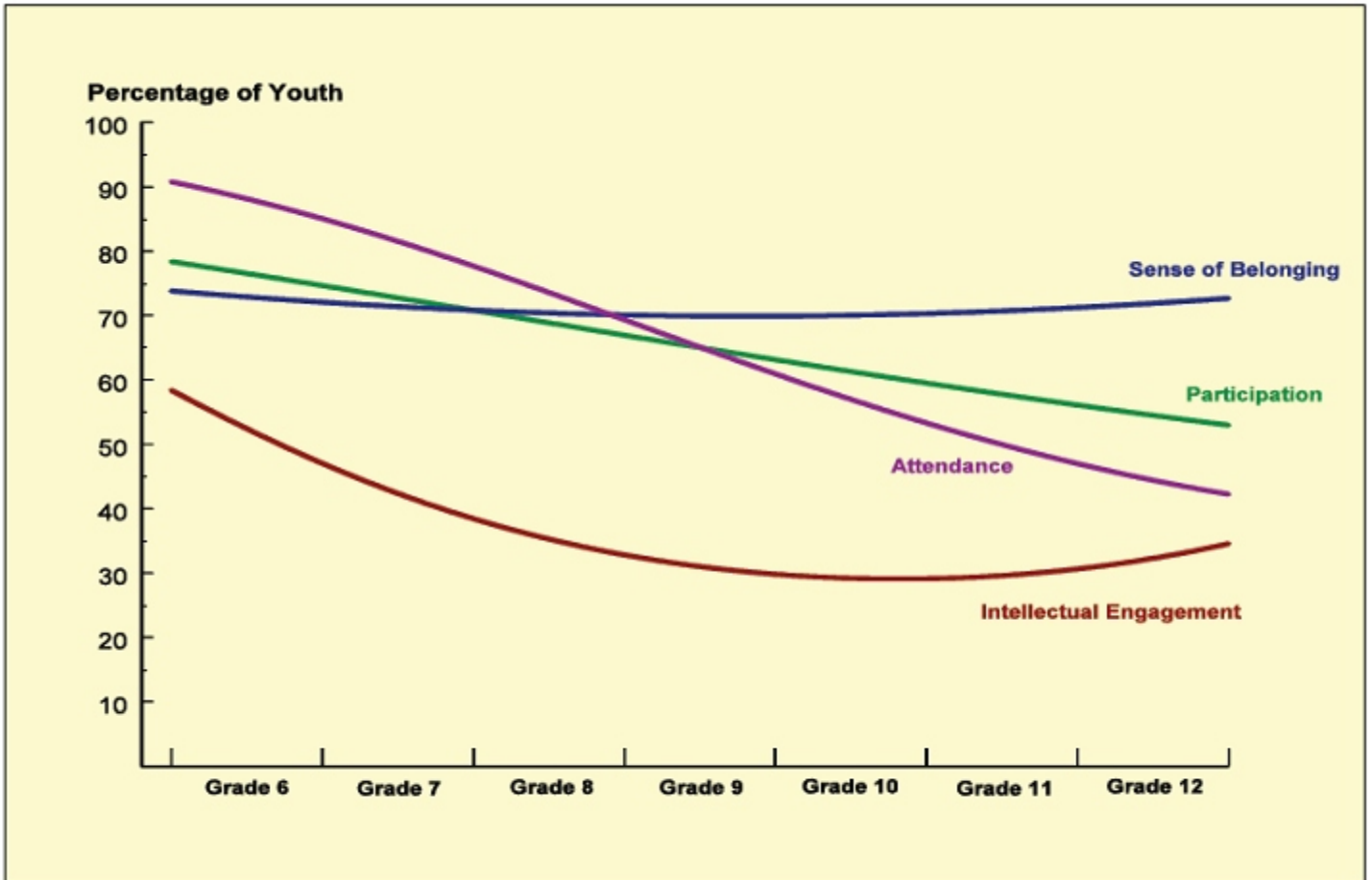
What did you do in school today is a national initiative sponsored by the Canadian Education Association. It is designed to explore the relationships between student engagement, achievement and effective teaching. There are four philosophical convictions the WDYDIST initiative is founded upon.

1. Teaching practices exist that enable all students to achieve at high levels.
2. Certain teaching practices and learning processes engage students in deeper and more sustained learning.
3. The achievement gap could be narrowed, if not eliminated, by consistently using the teaching practices that we know are effective.
4. Students have a better educational experience when teacher and students actively collaborate in the process of improvement.

Types of Engagement

- Social engagement - meaningful participation in the life of the school.
- Academic engagement - active participation in the requirements for school success.
- Intellectual engagement - serious emotional and cognitive investment in learning.

Student engagement tends to fall steadily from Grade 6 through to Grade 12. It is interesting to note that a student's sense of belonging remains at a fairly constant level throughout the middle and secondary school years while participation (social engagement), attendance, and intellectual engagement fall steadily as grade level increases.



What has WDYDIST taught us?

- Findings from the first year of the WDYDIST study reveal that levels of engagement vary among schools, and suggest that the role of the classroom teacher may be as important, or even more important, than a student's family background.
- Within engagement and achievement, there is much more variation within schools than between schools.
- Students are more likely to be socially engaged in schools with a positive classroom and school climate. High expectations for student success appear to be the most important factor.
- Students are more likely to have positive records of attendance when school and classroom learning climates include high expectations for student success and appropriate instructional challenge.

The findings regarding challenge and skills suggest there are two separate but parallel issues facing Canadian schools:

- How do we design instruction for the significant number of middle and secondary school students who have low confidence in their literacy and/or mathematics skills and are prone to social, academic and intellectual disengagement?
- How do we challenge students who are confident in their skills?

Recommendation:

That the Board of Education approve the monitoring report for High School Reculturing.

Transitions: Early Learning and Care Monitoring Report

Board Priority:

➤ Improving Student Learning and Achievement

Presented by: Superintendent J. Weninger

Background Information:

One of the goals listed under this Board Priority is "to support transitions for students of all ages, from those entering early learning programs to those preparing for careers after high school". The response to this goal was the establishment of the GSCS Early Learning and Care (ELCC) team. The initial goal for this team was to determine direction and policy development for Early Learning in Greater Saskatoon Catholic Schools. As a new portfolio, it required both financial and human resources to move it forward.

During the past three years school division staff has studied effective practices in Early Childhood Education, developed community partnerships and began work on a schematic planning map to guide the work that needs to be done in this area.

The purpose of this report is to update the Board in the work that is being done by the ELCC team and provide an opportunity for input before finalizing the Early Learning Belief Statements for GSCS. In October the Board received a copy of the Continuous Improvement Framework -2009-2010 Plan. The specific goals and objectives for Early Learning are in that document for you to refer to for future reference.

Please refer to the attached report that outlines the planning processes and accomplishments that have been achieved to date. Early Learning Consultant Bonnie Mihalicz and Prek/Kindergarten Teacher Lori Hepp will also provide a short presentation to the Board at the November 23, 2009 Board Meeting.

Recommendation:

That the Board of Education approve the monitoring report for Transitions: Early Learning and Care as presented.



Greater Saskatoon Catholic Schools

**Response to
Early Learning and Care**

**Monitoring Report: Transitions- Early
Learning and Care**

November 23, 2009

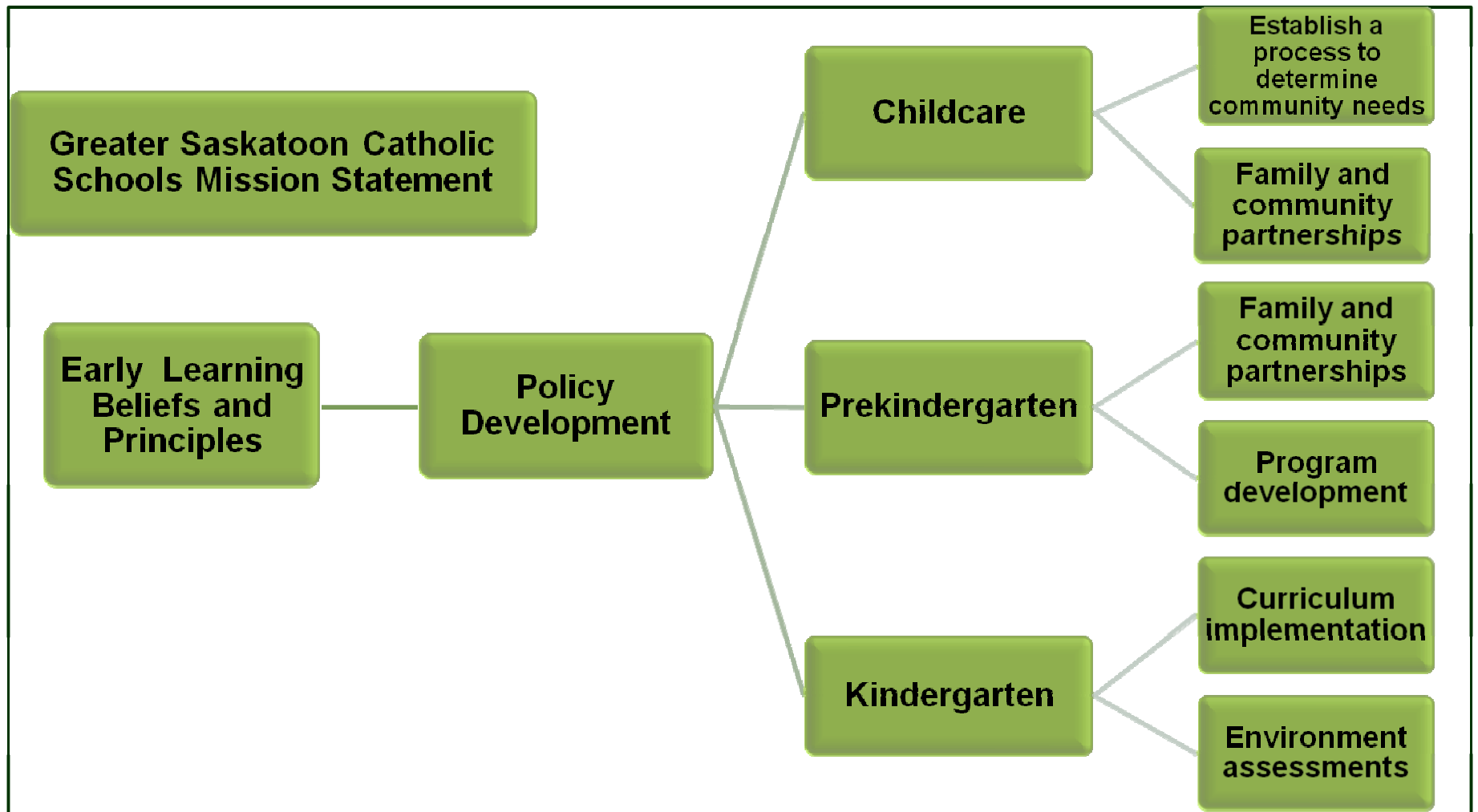


Vision and Direction:

- The development of vision and direction for Early Learning and Care in the school division has been on-going since 2007.
- Prior to policy development in early learning it was determined that there was a need to articulate clear beliefs, principles and vision within the context of effective practice and research for all early childhood programs in the division.

- The Early Learning and Care (ELCC) team has developed a schematic map of priorities and direction in which future programming decisions will be aligned.
- The development of Beliefs, Principles and Policy will be completed in a collaborative process where staff and community are engaged and provide input. This will provide an opportunity to engage and inform others.

Greater Saskatoon Catholic Schools Early Learning and Care Planning Framework 2009





Early Learning Belief Statements

- With the announcement of the new school division Mission Statement the team is now prepared to finalize work on a set of belief statements in early learning for Greater Saskatoon Catholic Schools. These belief statements will begin to provide the framework for future policy development.



An in-depth look at the developed belief statements

- The belief statements were developed over the course of this past year by the early learning team with several consultations with school staff and administrators.
- They were built on identified educational and Gospel values.
- They exist in draft form that invites further reflection and refinement.
- The intention and hope is that our beliefs guide and shape our practices in early learning.



Early Learning Belief Statements

Mission Statement

Greater Saskatoon Catholic Schools:

A welcoming community where we nurture faith,
Encourage excellence in learning and inspire students
To serve others, making the world a better place

“We love because He first loved us.”

1 John 4:19



We believe children as early learners are:

- a gift from God and close to the Creator
- naturally capable and competent in their own right; confident in their own abilities
- naturally curious and want to explore and discover
- intelligent in diverse ways, with multiple intelligences
- spiritual and joyful
- unique beings who have their own way of seeing and being in the world
- learners and teachers
- valued individuals who contribute to communities and society
- an integral part of community



We believe children in early learning environments have a right to:

- a home-like atmosphere with unhurried time and open space
- a balance of freedom and discipline
- opportunities to develop relationships, express themselves, dialogue, collaborate, negotiate, and solve problems
- learning connected to their culture and traditions
- environments that are aesthetically pleasing, welcoming, warm, natural, inviting, engaging, and light-filled
- experiences that nurture success, confidence, wisdom, and creativity
- opportunities to experience many ways of learning
- experiences that connect them to nature
- experiences that connect them to their Creator



We believe the teacher in early learning programs:

- is a facilitator who plans, organizes, models, guides and differentiates the learning process
- is a learner and researcher who observes, listens, interprets, communicates and collaborates to document learning
- is an architect of the learning environment, balancing freedom and discipline
- provides opportunities for children to negotiate and problem solve and trusts that they are capable of doing so
- understands that learning involves discovering rather than uncovering

Cont'd



We believe the teacher in early learning programs (cont'd):

- understands and values that learning takes place through play and exploration
- is aware of the developmental continuum and has the patience, wisdom, and knowledge to work with each child wherever they are at on this continuum
- takes into consideration the uniqueness of each child
- respects the competence and dignity of each child
- learns from the children
- understands that every human being is part of a larger interconnected whole



We believe the early learning process:

- is natural, spontaneous, and varied for each child
- embraces the wonder and awe of active exploration and discovery, valuing the spirit of curiosity and risk taking
- incorporates the knowledge, skills, and culture of the family and community



We believe families are:

- diverse
- honored, valued, and respected
- partners and participants in learning
- contributors of important knowledge that is valued alongside teacher knowledge
- willing and interested in collaborating with the school community

We must ask ourselves what values we want to communicate through learning environments, and how we want children to experience their time in our programs. From the physical to the social and emotional environment, how are we demonstrating that we respect and treasure childhood and the identity of particular children and their families?

Curtis and Carter
Designs for Living and Learning



“The quality and capacity of our future population depends on what we do now to support early development.”

Fraser Mustard, Council for Early Child Development



Response to early childhood education developments by Greater Saskatoon Catholic Schools:

Programming - Planning

Here's What . . . Highlights 2008-2009	So What . . .	Now What . . . 2009-2010
<ul style="list-style-type: none">■ The development of a draft form of Early Learning Belief Statements – consultations held with in-school administration, Prek and K teachers	<ul style="list-style-type: none">■ These belief statements will provide a foundation and direction for future policy development, programming and communication tools for the school division	<ul style="list-style-type: none">■ The belief statements will be incorporated in division wide communication around early learning programs- Catholic Identity and First Nations, Métis and Inuit Context is included
<ul style="list-style-type: none">■ The need for a consultant to work in the area of early learning and literacy was identified by the early learning team in order to provide the supports needed to staff and future programming	<ul style="list-style-type: none">■ Bonnie Mihalicz was hired as the new consultant starting in the fall of 2009	<ul style="list-style-type: none">■ Direct support for teachers is now available to teachers and schools in various ways such as plc groups, individual support, environmental scans. An early learning lending resource library has been established



Curriculum- Pedagogy

Here's What... 2008-2009	So What . . .	Now What... 2009-2010
<ul style="list-style-type: none"> ■ There are many questions about literacy and numeracy programming and instruction in early learning classrooms ■ Ministry direction is a constructivist, inquiry-based approach ■ Numerous early learning resources were published and distributed by the Ministry to school divisions 	<ul style="list-style-type: none"> ■ We will implement the new Kindergarten curriculum and continue to explore effective practices in early learning ■ We will continue to provide professional development and opportunities for dialogue and collaboration 	<ul style="list-style-type: none"> ■ We will work with teachers where they are at ■ We will continue to promote a reflective approach where teachers are involved as action researchers ■ Lindamood Phonemic awareness training is provided by the division
<ul style="list-style-type: none"> ■ Two GSCS Prekindergarten teachers have collaborated with the Ministry to develop examples of pedagogical documentation for use throughout the province 	<ul style="list-style-type: none"> ■ There are many different approaches to child assessment in our Prekindergarten programs ■ There is an increasing focus on the use of pedagogical documentation at the Ministry level 	<ul style="list-style-type: none"> ■ During the 2009-10 school year, work will continue on developing assessment practices in Prekindergarten, especially in the area of documentation ■ All schools now have a camera for Kindergarten and Prek classroom use



Professional Development

Here's What . . . 2008 -2009	So What . . .	Now What . . . 2009-2010
<ul style="list-style-type: none">■ The Ministry provided training to teachers for the use of the Early Childhood Environmental Rating Scale (ECERS)	<ul style="list-style-type: none">■ There are four Prekindergarten teachers currently trained	<ul style="list-style-type: none">■ We will assess the value of the training■ We will identify ways in which to use ECERS to guide continued reflections and development of ELCC environments and programs
<ul style="list-style-type: none">■ An early learning workshop was provided to all school principals in the spring of 2009 to assist them in understanding current provincial direction and approaches to early childhood education	<ul style="list-style-type: none">■ Understanding transitions for children and families and how schools can provide supports is important for all staff to be aware of	<ul style="list-style-type: none">■ New Kindergarten and Prek pamphlets will be developed to reflect current programming components



Data- Research

Here's What . . . 2008-2009	So What . . .	Now What . . . 2009-2010
<ul style="list-style-type: none">■ The Ministry requested school division participation in a national health and population study of Kindergarten—Early Development Instrument (EDI)	<ul style="list-style-type: none">■ GSCS had 100% participation by Kindergarten teachers; a release day was provided at cost of Ministry	<ul style="list-style-type: none">■ Decisions will be made regarding the application and dissemination of data
<ul style="list-style-type: none">■ GSCS agreed to participate in another research project with SPHERU, Communities for Children and the Public board to look at transitions for young children	<ul style="list-style-type: none">■ Addressing the needs of young children and families through transitions is a priority for GSCS Board	<ul style="list-style-type: none">■ A funding request has been submitted to HRSDC.



Environment

Here's What . . . 2008-2009	So What . . .	Now What . . . 2009-2010
<ul style="list-style-type: none">■ Research in early learning environments focuses on both programming and facility design■ 20 Light tables were constructed by ED Feehan students for our Prek and K classrooms	<ul style="list-style-type: none">■ Design of new school facilities and renovations to child care, Prek, and Kindergarten are incorporating principles from effective practices and research (flexibility of space, use of natural light, furniture, access to water, aesthetics)	<ul style="list-style-type: none">■ Will incorporate research into St. Mary, ED Feehan Childcare and Willowgrove school designs■ E.D. Feehan Childcare (innovative partnerships with community and businesses)
<ul style="list-style-type: none">■ Two Kindergarten teachers identified the need for rotating kits that focussed on specific principles such as transparency, discovery and exploration	<ul style="list-style-type: none">■ During the summer eight kits were put together by the teachers■ Four music kits were also put together by a music teacher for Prek and K use	<ul style="list-style-type: none">■ The kits are now rotating between schools in three week blocks of time




Environment

Here's What . . . 2008-2009	So What . . .	Now What . . . 2009-2010
<ul style="list-style-type: none">■ A \$7,000.00 Grant was provided by the Ministry for Prek classrooms for the enhancement of the learning environment	<ul style="list-style-type: none">■ Prek staff were required to report back to the Ministry how the new resources impacted student learning	<ul style="list-style-type: none">■ Work continues with Prek teachers on learning to use their resources to enhance student outcomes
<ul style="list-style-type: none">■ May, 2009: A survey of current furniture and equipment in Kindergarten classrooms was conducted	<ul style="list-style-type: none">■ There is inconsistent quality of basic furniture and equipment in Kindergarten classrooms	<ul style="list-style-type: none">■ Long range budgeting to focus on ensuring standard equipment is supplied in Kindergarten classrooms across the division■ All K classrooms will have appropriate sized chairs and tables■ Several classrooms have been targeted for furniture and equipment replacement



Parent and community engagement

Here's What . . . 2008-2009	So What . . .	Now What ... 2009-2010
<ul style="list-style-type: none">■ Authentic parent engagement is a component of student success■ Family well-being builds community and is an integral component of high quality programming■ Authentic parent engagement is related to both teaching and learning and recognizes parent knowledge alongside teacher knowledge	<ul style="list-style-type: none">■ The importance of authentic parent engagement is identified in our belief statements for early learning■ An early learning classroom is a place for families to feel welcome■ As part of the 2008-2009 LIP at St. Frances, the staff reflected on authentic parent engagement and documented lived examples	<ul style="list-style-type: none">■ We will continue to attend to physical space to accommodate family engagement in existing sites and new construction projects■ We will continue to explore a variety of ways to build authentic parent engagement including, but not limited to, home visits, family days, daily interactions



...a social constructivist perspective, where knowledge is seen as a process of making meaning in continuous encounters with others and the world, and the child and the teacher are understood as co-constructors of knowledge and culture.

~ Carlina Rinaldi



Assessment Evidence: Documentation

- Bonnie Mihalicz- early learning consultant and Lori Hepp – Prek/K teacher at St. Frances will provide a brief presentation on the work that is occurring specifically in Documentation.



Questions and Wonders?



8.3 Five Year Capital Building Plan

Board Priority:

- Building Relationships and Partnerships
- Promoting Stewardship

Presented By: Superintendent D. Lloyd

Background Information:

Each year the Board of Education reviews its proposed five year building program for submission to the Facilities Branch of the Ministry of Learning. Previous to the changes by the Ministry to priority procedures and guidelines the Board has always been project and year specific in terms of its proposals concerning building needs. It now reports an overall or global program for the years 2010-2014.

Recommendation:

That the Board of Education receive and come prepared to discuss and approve the Five Year Capital and School Facility Plan.

FIVE-YEAR CAPITAL BUDGET - 2010 - 2014

Each year the board of education reviews its proposed five-year building program for submission to the Facilities Branch of the Ministry of Education. Previous to the changes to the priority procedures and guidelines of the Ministry, the Board has always been project specific in terms of its proposals concerning building needs. It now reports an overall or global program amounting to \$114,540,000 within a five-year capital budget.

Location	Project	Estimated Cost
Saskatoon French School	Addition/Renovation	\$3,950,000
St. Frances Catholic Elementary School	Addition/Renovation	\$4,980,000
Georges Vanier Catholic Elementary School	Addition/Renovation	\$6,530,000
Bishop Klein Catholic Elementary School	Addition/Renovation	\$6,800,000
St. Michael Catholic Elementary School	Addition/Renovation	\$7,200,000
St. Matthew Catholic Elementary School	Addition/Renovation	\$7,650,000
Arbor Creek Catholic Elementary School	New Construction	\$14,050,000
Hampton Village Catholic Elementary School	New Construction	\$14,050,000
Stonebridge Catholic Elementary School	New Construction	\$14,050,000
Willowgrove Catholic Elementary School	New Construction	\$14,050,000
Holy Cross Catholic High School	Addition/Renovation	\$16,450,000

8.4 Pandemic Preparedness/Response Update

Board Priority:

- Promoting Stewardship
- Building Relationships and Partnerships

Presented by: Superintendent A. Boutin

Background Information:

The World Health Organization declared a state of Pandemic last spring. The second wave of H1N1 has hit this fall. We have implemented our Pandemic Response plan. Specific actions have included the following:

- Installation and provision of Hand Sanitizers at all sites.
- Increased sanitizing focus at each school division site.
- Regular and consistent communication with the Saskatoon Health Region, The Ministry of Education and Saskatoon Public Schools (a Community Response is seen as desirable).
- Promotion of best practices and instruction related to reducing the spread of influenza
- Daily meetings of our Pandemic Steering Committee (Director Hanson, Superintendent Boutin, Principal on Assignment Cote and Communications Consultant Hoffman)
- Daily monitoring of illness related absenteeism
- Coordination of H1N1 vaccination clinics of school-aged students in GSCS. All elementary and select high school students will have had the opportunity for vaccination clinics by November 23, 2009

Increased student and staff absenteeism has been experienced within the school division. Illness-related absenteeism is now returning to more traditional levels. During the 'absenteeism peak' Board initiated Professional Development and Daytime meetings were cancelled to ensure business continuity (having enough replacement staff to meet Division needs). These restrictions have now been relaxed.

Recommendation:

That the Board of Education receive the report/update as information.



8.5 Saskatchewan Catholic School Boards Association Fall Convention 2010:
October 22 - 24, 2010

Board Priority:

➤ Celebrating Catholic Identity

Presented by: Director of Education Hanson

Background Information:

According to the rotation it is Greater Saskatoon Catholic Schools' turn to host the Saskatchewan Catholic School Boards Association Annual Fall Convention and AGM. Typically the convention is held in October.

To date, the Sheraton Cavalier Hotel has been booked for October 22, 23, 24.

It may be useful to form a Saskatchewan Catholic School Boards Association Convention Planning Committee to attend to the details of the convention.

Recommendation:

That the Board of Education appoint three trustees to the Convention Planning Committee.

DIRECTOR OF EDUCATION

1. St. Gerard celebrated its 50th Anniversary on October 17, 2009. Congratulations to the students, staff and parents of St. Gerard School for planning an excellent celebration. Trustee Risling, Superintendent Weninger and I attended the event along with numerous former staff and students.
2. Chair Boyko, Trustee Risling and I attended a Treaty Education Survey Event that took place at Silverspring School on October 20, 2009. Minister of Education K. Krawetz announced that the results of the survey of grade 7 students regarding treaty education were available as a benchmark for school divisions.
3. 'The Spirit of Our Nations' FSIN/SIGA Pow Wow on October 31, November 1, 2009 was once again a sacred and exciting event to attend. Thank you to Chair Boyko, Trustee Risling and Coordinator Pinay for representing Greater Saskatoon Catholic Schools in the Grand Entry.
4. The prestigious 2009 Prime Minister's Award for Teaching Excellence was given to Monique Martin at Georges Vanier School on October 22, 2009. This award honours outstanding and innovative elementary and secondary teachers from across Canada. Monique was the only Saskatchewan teacher to receive the award. Congratulations Monique!
5. I was pleased to participate in the City of Saskatoon's strategic planning session on October 30, 2009.
6. Thanks to the organizing committee for the Memorial Mass held on November 3, 2009. It is important to gather as past and present staff to pray for all of our staff members who have died.