

GREATER SASKATOON CATHOLIC BOARD OF EDUCATION

REGULAR MEETING OF THE BOARD

Monday, April 20, 2009 – 7:00 P.M.
Board Room

AGENDA

1. Call to Order - D. Boyko
2. Opening Prayer - Chair Boyko
3. Adoption of the Agenda
4. Approval of the Minutes of the March 23, 2009 Regular Meeting of the Board
5. Delegations and Special Presentations

Saskatoon Heritage Society

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 Accounts Paid February 1 - February 28, 2009 and Financial Statements for Period Ended February 28, 2009
 - 8.2 We Still Have a Dream Video - St. Angela
 - 8.3 World Catholic Education Day
 - 8.4 Program Plan - E.D. Feehan Catholic High School
 - 8.5 Environmental, Cultural and Spiritual Education
 - 8.6 Appointments to Greater Saskatoon Catholic Schools Foundation Board

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 Boechler and Risling
 - 10.9 Saskatchewan School Boards Association
11. Committee of the Whole
12. Closing Prayer - Chair Boyko
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, MARCH 23,
2009**

PRESENT: Chair Boyko, Trustees 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, Martell,
Weninger
Assistant Superintendent Coffin
Communications Consultant Hoffman

ABSENT WITH PERMISSION: Trustee Berscheid

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 Lambert and Risling that the agenda be approved as
circulated.

CARRIED

APPROVAL OF MINUTES

Motion: Moved by Trustees Carriere and Fortosky that the minutes of the Regular
Meeting of the Board of March 9, 2009 be adopted as circulated.

CARRIED

CONSENT ITEMS

Motion: Moved by Trustees Lambert and Risling that the following consent agenda
item be received and recommendations be approved as presented:
Accounts Paid December 1, 2008 - December 31, 2008 and January 1,
2009 - January 31, 2009 and Financial Statements for the Periods Ended
December 31, 2008 and January 31, 2009.

- . Recommendation for Designation of French Immersion Programming
- . Staff Monitoring Report

CARRIED

8. Discussion/Decision

8.4 Environmental/Outdoor Education Monitoring Report 2009

Motion: Moved by Trustees Risling and Carriere that the Board of Education receive the monitoring report as presented.

CARRIED

8.5 St. Mary Community School Program Plan

Motion: Moved by Trustees Risling and Fortosky that the Board of Education approve the St. Mary Community School Program Plan as presented.

CARRIED

8.6 Building Relationships and Partnerships Monitoring Report 2009

Motion: Moved by Trustees Lambert and Stus that the Board of Education receive the Building Relationships and Partnerships Monitoring Report 2009 as information.

CARRIED

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

CARRIED

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

CARRIED

ADJOURNMENT

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

CARRIED

Secretary

Chair



5. Delegations and Special Presentations

Saskatoon Heritage Society

Lenore Swystun, on behalf of the Saskatoon Heritage Society has requested time for a delegation to present their concerns to the Board about the plans for St. Mary School.

SASKATOON CATHOLIC SCHOOLS - BOARD OF EDUCATION

POST MEETING ASSIGNMENTS

March 23, 2009

ITEM	ACTION	KRA
1. Letters of Gratitude	1. Write letters to mentors and mentees of the 2009 Faith Mentorship Pilot Project	1. B. Hanson



8. Discussion/Decision

8.1 Accounts Paid February 1 - February 28, 2009 and Financial Statements for Period Ended February 28, 2009

Operating Account	\$ 6,803,957.17
US Account	49,261.07
Payroll Account	\$ <u>6,258,527.37</u>
	\$ 13,911,745.61

It should be noted that full particulars of account payments are available for review at anytime.

The Statements of Financial Position and Financial Activities and Fund Balances have been prepared in accordance with The Education Act, 1995, using accounting principles prescribed by the Ministry of Education and are considered appropriate for Saskatchewan School Divisions.

Recommendation:

That the Board of Education approve the accounts paid for the period February 1, 2009 to February 28, 2009 and receive the financial statements for the period ended February 28, 2009.

St. Paul's R.C.S.S.D. No. 20
Statement of Financial Activities and Fund Balances

For the Period from September 1, 2008 to February 28, 2009

	Operating Fund	Capital Fund	Other Funds	Current Pd Consolidated	Current Pd Budget	Budget Remaining
Revenue						
Property Taxation	25,698,770			25,698,770	51,397,540	25,698,770
Grants	46,720,053			46,720,053	73,486,777	26,766,723
Tuition and Related Fees	623,310			623,310	1,345,969	722,660
Other	406,109		49,928	456,037	577,319	121,282
School Based	2,440,498			2,440,498	3,347,190	906,693
Complementary Services	1,436,040			1,436,040	2,453,803	1,017,763
External Services	2,686,301			2,686,301	4,457,427	1,771,126
Total Revenues	80,011,081		49,928	80,061,009	137,066,025	57,005,016
Expenditures						
School Based	1,932,196			1,932,196	3,314,777	1,382,581
Governance	286,942			286,942	728,900	441,958
Administration	622,887		107,541	730,429	1,365,806	635,377
Instruction	58,625,712	86,338		58,712,051	97,004,370	38,292,319
Plant	5,988,763	869,529		6,858,292	26,843,807	19,985,515
Transportation	2,234,576			2,234,576	3,374,055	1,139,479
Tuition and Related Fees	5,099			5,099	228,145	223,045
Interest and Bank Charges	2,317	124,203		126,519	509,436	382,917
Complementary Services	694,180			694,180	3,375,839	2,681,659
External Services	2,607,179			2,607,179	4,630,134	2,022,955
Total Expenditures	72,999,852	1,080,070	107,541	74,187,464	141,375,269	67,187,805
Excess (Deficiency) of Revenue over Expenditure	7,011,228	-1,080,070	-57,613	5,873,545	-4,309,244	-10,182,789
Interfund Transfers to (from)						
for Capital Expenditures	-150,663	150,663			5,204,480	5,204,480
for Debt Repayment						
for Reserves						
for Trust Funds	-58,642		58,642		-23,236	-23,236
Excess (Deficiency) after Interfund Transfers	6,801,923	-929,407	1,029	5,873,545	872,000	-5,001,545
Long Term Capital Debt Issued						
Long Term Capital Debt Repaid					-872,000	-872,000
Surplus (Deficit) for the Year	6,801,923	-929,407	1,029	5,873,545	0	-5,873,545
Opening Fund Balances	1,008,752		10,612,197	11,620,950		-11,620,950
Closing Fund Balances	7,810,675	-929,407	10,613,226	17,494,495	0	-17,494,495

St. Paul's R.C.S.S.D. No. 20
Statement of Financial Position

For the Period from September 1, 2008 to February 28, 2009

	Operating Fund	Capital Fund	Other Funds	Current Period Total	Prior Period Total
Financial Assets					
Cash	12,555,579			12,555,579	-1,203,422
Short Term Investments			56,100	56,100	56,100
Taxes Receivable	9,375,625			9,375,625	3,131,924
Provincial Grants Receivable		961,676		961,676	10,137,909
Other Receivables	1,877,920		1,513	1,879,433	1,103,313
Prepaid Items	543,878			543,878	160,352
Inventories					
Long Term Investments					
Other Assets					
Interfund Debt Receivable			10,555,613	10,555,613	8,687,868
Total Financial Assets	24,353,001	961,676	10,613,226	35,927,903	22,074,044
Liabilities					
Bank Indebtedness					
Provincial Grant Overpayment	331,273			331,273	524,875
Other Payables	6,962,364			6,962,364	6,382,562
Short Term Loans					
Debentures					
Capital Loans		8,137,000		8,137,000	8,989,000
Other Long Term Debt					
Other Liabilities	1,015,159			1,015,159	274,617
Interfund Debt Payable	8,233,530	2,322,083		10,555,612	8,687,868
Total Liabilities	16,542,326	10,459,083		27,001,409	24,858,921
Net Financial Assets	7,810,675	-9,497,407	10,613,226	8,926,495	-2,784,877
Physical Assets		148,858,827		148,858,827	144,339,657
Net Assets	7,810,675	139,361,420	10,613,226	157,785,322	141,554,779
Equity in Physical Assets		140,290,826		140,290,826	134,933,417
Fund Balances	7,810,675	-929,406	10,613,226	17,494,495	6,621,363
School Position	7,810,675	139,361,420	10,613,226	157,785,322	141,554,779

8.2 We Still Have a Dream Video

Board Priority:

➤ Improving Student Learning and Achievement

Presented by: Superintendent J. Weninger

Background Information:

In 2008, as a Faith Ignite initiative at St. Angela School, Mr. Curtis Wagner's grade 7 students created videos that promoted Gospel values. This video project incorporated curriculum objectives in various curricular areas such as English Language Arts, Christian Ethics, Fine Arts and Practical and Applied Arts. The final product of the unit of study was the design and production of a movie release poster, DVD jacket and video production. The students shot the video over a one-week period and the grade seven students completed all camera operation, editing and directing. The four videos created by the students were entered in the following competitions.

1. Kaleidoscope Video Challenge: Regional and National Award

Kaleidoscope is an online video contest to get youth across Canada to raise their voices about global issues. It is an opportunity for students to tell their peers, communities, and leaders what they think the most pressing global issues are and what can be done about them. Some global issues include AIDS, extreme poverty, illiteracy, and environment sustainability. "The Egg" and "We Still Have a Dream" were selected for Regional's, which were held in Regina at the Saskatchewan Kaleidoscope Gala in June 2008. "We Still Have a Dream" was selected as a regional winner.

"We Still Have a Dream" was also selected as a national winner from 14 finalists. National winners were recognized at a ceremony in Ottawa in September 2008. Student, Drew Medve along with his father and Mr. Wagner traveled to Ottawa in September 2008.

Their video "We Still Have a Dream" was awarded first place. They were awarded cash prizes of \$150 and \$1000 to spend on future Faith Ignite * initiatives and to promote technological literacy at St. Angela School.

2. Flicks International Film Festival

At Flicks International Film Festival, "We Still Have a Dream" won the SaskFilm Award for Best Live Action Short and "The Teacher's Lounge" received the Peoples' Choice Award.

3. March 2009

City of Saskatoon Cultural Diversity and Race Relations: Living In Harmony Awards

The annual "Living in Harmony" awards recognize local organizations and individuals for their efforts in promoting intercultural harmony in our community. The awards ceremony honors Cultural Diversity and Race Relations Month and the International Day for the Elimination of Racial Discrimination. The awards took place in March where the video was screened in front of students, teachers, the Mayor, and other dignitaries from Saskatoon.

The video "We Still Have a Dream" was awarded the Living in Harmony Award - Art Award

* Faith Ignite is an initiative at St. Angela created to organize a wide range of events to encourage staff, students, and the community to grow in their personal relationship with Jesus and share their faith with others. We are very proud of all students who participated for their boldness in sharing the Gospel and for illustrating the importance of Catholic Education.

Recommendation:

That the Board of Education receive this as information.

A FAITH IGNITE FILM

WE STILL HAVE A DREAM

"Let's Make Racism History!"

2008 Filmmaker Idol Nominee

Filmmaker
Idol

Featuring an all star cast including: Brett Andre, Je Morrow, Drew Medve, Srdan Savic, Josh Grella, and Joseph Stinn

"The most powerful movie that I have seen in years".
-Manafest

A FAITH IGNITE PRODUCTION: WE STILL HAVE A DREAM

STARRING BRETT ANDRE, JE MORROW, DREW MEDVE, SRDAN SAVIC, AND JOSEPH STINN

MUSIC FROM OUR HERO LIVES EDITED BY DREW MEDVE AND JOSH GRELLA PRODUCTION DESIGNER JE MORROW

DIRECTOR OF PHOTOGRAPHY DREW MEDVE AND JOSH GRELLA SCREENPLAY BY MR. WAGNER'S CLASS DIRECTED BY DREW MEDVE

VIDEO PRODUCTION TEACHER CURTIS WAGNER AND FILM SUPERVISOR CURTIS WAGNER



www.WeStillHaveADream.com



Total running time: approximately 11 minutes / Colour / Digitally mastered
This movie is authorized for private home use only. All other rights reserved.
Copying this movie is strictly prohibited by law. A Faith Ignite Film ©2008

The greatest movie I've seen since Titanic - T-pain

Will Racism Ever End?

Racism is when one racial group thinks they're superior to another. The pages of human history are filled with racism. Racism happens because people fear what they don't understand. The students of St. Angela School believe that people fear to be racist, therefore we can learn not to be racist and that if you're not part of the solution, you are part of the problem. They are on a mission to stop racism, through education and awareness, inspired by Jesus' words: "Love you, neighbour as yourself." They believe they can change the world, one student, one school at a time. Will you join them?

Bonus Features: The Filmmaker Idol Trailer, Peddled on The Still Have a Dream, and three other Filmmaker Idol nominees including, The Teachers Lounge, Don't Worry be Happy, & The Egg.

The most inspirational film of the year!! -Ray

A FAITH IGNITE PRODUCTION: WE STILL HAVE A DREAM!

STARRING: BRETT ANDRE, JE MORROW, DREW MEDVE, SRDAN SAVIC,
AND JOSEPH STINN MUSIC FROM: OUR HERO LIVES EDITED BY: DREW MEDVE AND JOSH GRELLA
PRODUCTION DESIGNER: JE MORROW DIRECTOR OF PHOTOGRAPHY: DREW MEDVE AND JOSH GRELLA
SCREENPLAY BY: MR. WAGNER'S CLASS DIRECTED BY: DREW MEDVE
VIDEO PRODUCTION TEACHER: CURTIS WAGNER AND FILM SUPERVISOR: CURTIS WAGNER



www.WeStillHaveADream.ca



A FAITH IGNITE FILM

WE STILL HAVE A DREAM

"Let's make racism history!!"

2008 Filmmaker Idol Nominee



Featuring a stellar star cast including: Jessica Morrow, Joshua Grella, Drew Medve, Srdan Savic, Joseph Stinn, and Brett Andre

Total running time: approximately 32 minutes/ Colour/ Digitally mastered
This movie is authorized for private home use only. All other rights reserved.
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8.3 World Catholic Education Day

Board Priority

➤ Celebrating Catholic Identity

Presented by: Director of Education B. Hanson

Background Information:

Thursday, May 21 is World Catholic Education Day. Students will begin the day by participating in a common liturgy. A relay including students, staff and members of the parishes will take place throughout the morning. Each school community and associated parish will walk carrying the flags 'Rooted, Growing, Reaching, Transforming' to the next school community. The relay will culminate on the riverbank at the Vimy Memorial Band Shell.

The plan is to celebrate by having fellowship and a hot dog lunch for participants; the lunch will be provided by the Greater Saskatoon Catholic Schools Foundation. During the lunch hour a variety of school groups will entertain the crowd. The celebration will conclude with a closing liturgy at the Band Shell with Bishops Bayda and LeGatt leading the liturgy. Each student and staff member will receive a package of seeds to commemorate the day and honour our 'Rooted in Faith' theme for the year.

Recommendation:

That the Board of Education receive the information.



8.4 Program Plan - E.D. Feehan Catholic High School

Board Priority:

- Building Relationships and Partnerships
- Promoting Stewardship
- Improving Student Learning and Achievement

Presented by: Superintendent G. Martell and Principal S. Chad

Background Information:

The Board will recall that the Architectural firm of Edwards, Edwards and McEwen was commissioned to provide a written report outlining the potential redevelopment of E.D. Feehan Catholic High School to meet the current physical conditions, educational program requirements and future needs of the school community. The review included a number of on-site walk through inspections and tours of the facility by the Architects, Structural Engineers and Mechanical and Electrical Consultants as well as a review of preliminary code compliance and existing construction drawings. The review also benefited from meetings held with a broad range of stakeholders.

A report was produced that incorporated documentation of the meetings, summaries of the input received from various groups, and the Concept Plan which was developed in conjunction with the planned Career Academy. A review of this plan with respect to the Facility Guidelines of the Ministry of Education and a projected budget for capital planning purposes were also included.

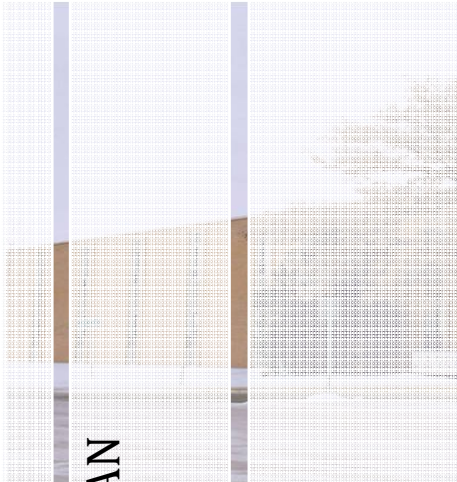
With the Ministry of Education renovation approval, the re-development of E.D. Feehan Catholic High School began in earnest. The broadly defined school program continued to evolve as the downsizing in enrollment continued as anticipated. The need to re-articulate the program plan to account for current conditions and future needs precipitated a program plan intended to act as the programming blueprint and to guide detailed renovation design.

The attached program plan summarizes the school context and outlines the elements of school culture, student supports, learning program and community interface. This program plan ends the exploration stage and signals the program design and actualization stages. Within these broad brush strokes, specific design details will emerge.

Administration believes that the program plan is thorough, forward thinking and aligned with the real needs of students and community. This program plan ensures that E.D. Feehan Catholic High School remains relevant, vibrant and available to the west-sector Catholic learning community.

Recommendation:

That the Board of Education accept the E.D. Feehan Catholic High School Program Plan as presented.



PROGRAM PLAN

2009



**E.D. Feehan Catholic High School
Greater Saskatoon Catholic Schools
April, 2009**

This Program Plan describes the essential elements of E.D. Feehan Catholic High School. The Program Plan provides direction for the building renovation so that E.D. Feehan Catholic High School continues to deliver an educational program relevant to the community in a building that is relevant to the learning program.

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INTRODUCTION

This program plan provides direction for the renovation of E.D. Feehan Catholic High School. The program is influenced by *local community conditions, educational reform* and the development of *new and innovative programming*. While the physical plant renovation is a pivotal event in the history of E.D. Feehan Catholic High School, it is the program development that is the substance of the change. A responsive program and a functional building provide a solid foundation for the future of E.D. Feehan Catholic High School.

SCHOOL PROFILE

E.D. Feehan Catholic High School is in a community with high First Nations, Métis and new Canadian populations. There are also less visible but just as important characteristics prevalent in the community. A characterization of the community as *good and getting better* encapsulates the developmental nature of the community. As a community school, E.D. Feehan is attentive to community conditions and the learning needs of students. Increasingly, students require career development awareness, alignment of high school educational opportunities and career development options and support through transitions to post-high school opportunities.

E.D. Feehan is, in many ways, a community in transition. A move from up to 1,200 to an estimated 400 students in less than four years signals the forced change due to the construction of Bethlehem Catholic High School that is in proximity to the residences of Feehan's former student population. The smaller student population dramatically changed the constitution of the student body as issues pertinent to the local student population became more evident.

As a Catholic high school, Feehan has always been countercultural. In a secularized world, Feehan catered to the spiritual development of Catholic youth. The Catholic dimension remains the most fundamental aspect of E.D. Feehan Catholic High School although this dimension may be manifest differently than in the past. The *social*

justice aspect of the Catholic faith is more applicable than ever in the local community. E.D. Feehan Catholic High School is called to live its mission each day.

The Students

It is essential to have awareness of the student population as this factor must always drive the programming. While the diversity of the student population is much more evident, the diverse student population was always a part of Feehan. Change that caused more awareness and dialogue regarding the student population signals the tailoring of the community and educational programming for the real needs of students. The following table shows the distribution of English as an Additional Language and First Nations and Métis students. It is important, while focusing on diversity, to remember that the students are contemporary youth attending school in a Catholic context to learn and achieve. They aspire to overcome every day obstacles and become productive members of society just like other youth. The youth of E.D. Feehan Catholic High School warrant the same resources and opportunities as have benefited students in the past while accessing services and supports consistent with their needs.

Estimated 2009-2010 Student Demographic Profile

English as an Additional Language Students									
Total	Total # F	# F	Total % F	Total # M	# M	Total % M	Total # EDF	Total EAL	Total%
	150	38	25%	151	25	17%	301	63	21%
First Nations and Métis Students									
GRADE	Total # F	# F	Total % F	Total # M	# M	Total % M	Total #	FN&M	Total%
9	22	2		29	6		51	8	16%
10	48	9		31	8		79	17	22%
11	29	5		39	9		68	14	21%
12	51	8		52	11		103	19	18.5%
Totals	150	24		151	34		301	58	19%

The Community

As the geographic area around E.D. Feehan Catholic High School assumes greater relevance, it is important to understand the nature of the community. There are two essential elements that mark the community as unique. The first is that, for a variety of reasons, there are social conditions that impact families and youth. The second essential characteristic is that there is a momentum that is reversing the trend of burdensome social issues.

The *City of Saskatoon 2008 Neighbourhood Profiles* offers an interesting analysis of the neighbourhoods surrounding E.D. Feehan (Caswell Hill, Hudson Bay Park, Meadow Green, Mount Royal, Pleasant Hill, Riversdale and Westmount). E.D. Feehan Catholic High School is in an older part of the city and is characterized by small rental houses that often typically attract people in transition. Approximately 50% of the houses in the seven neighborhoods surrounding the school are rental properties. Average household ownership in the entire city is approximately 60%. The City of Saskatoon document also measures diversity with the use of a *diversity index*. The average diversity index for the surrounding neighbourhoods is approximately 1.4 compared to the city overall diversity index of 0.9. The average annual income in these seven neighborhoods is approximately \$35,000 per year. The average for the city is approximately \$60,000. Approximately 35% of residents in the seven neighbourhoods have some post-secondary education while approximately 50% of the overall city residents have some post-secondary education.

The community benefits from a momentum fostered by community development that is poised to change the statistics to an ever more encouraging picture. This momentum largely began in the area's community schools. Entities such as *CHEP Good Food Inc.*, *Quint Community Economic Development*, the *Saskatoon Tribal Council* and *Habitat for Humanity* routinely address issues such as food security, improved housing conditions, access to quality child care and links to employment. The community is poised to contribute to the community development milieu and to benefit from the *healing* momentum that is the predominant characteristic of the community.

Saskatchewan's economic outlook and active labour market continue to offer hope for renewal in core communities. It is crucial that the local population be prepared to take advantage of these opportunities. A quality high school education and the capacity building the community school offers are important supports for the community that will allow participation in postsecondary education or the labour market. E.D. Feehan Catholic High School takes its cue from these hopeful signs and shapes programming to be a part of the developmental process.

RATIONALE FOR CHANGE

Many forces have converged to create conditions which mean substantial changes must occur in a variety of areas relevant to the school and its stakeholders. Saskatchewan youth are increasingly challenged by a changing and globalizing labour market. Schools are aware of the need to provide students with an education that contributes to viable academic and employment opportunities. Heightened attention to issues of labour market attachment, science and math achievement, literacy and transitions to post-secondary education and employment are present in many sectors including industry, post-secondary education and First Nations and Métis communities. *Empowering High Schools as Communities of Learning and Support* (Saskatchewan Learning, 2005) states, "A new attitude needs to be promoted in secondary high school education that is risk taking; that does not see mistakes as organizationally fatal; that can learn from mistakes with the recognition that they are essential to a healthy institutional culture and the responsive learning organization." The opportunity of change within an educational context coming to terms with the need to change is an interesting exercise and a significant challenge. There is no doubt that downsizing due to students choosing a new local high school was the significant catalyst for change. The opportunity is that this change is happening at a time when high schools are re-culturing for relevance and effectiveness.

Chronology of Events

The following outlines the significant changes that have occurred over the last three school years. It is essential to recognize the direction and pace of change as this fosters an understanding for the pace and scope of the response:

2006 – 2007

- Career Academy concept developed.
- Construction 20/30 Career strand implemented.

2007 – 2008

- Opening of Bethlehem and accompanying reduction in student population.
- Application to Government regarding physical plant renovations reworked to reflect declining enrollments and program initiatives.
- Introduction of 2 new Career Academy strands (Communications and Bioresource Management).
- Development of Computer Service and Repair 20, Bioresource Management 20L and Interior Finishing 20/30.
- Technology Leader position implemented.
- Discussions begin at School Division level regarding *High School Reculturing*.
- Establishment of *FIT* groups to address emerging needs for students.
- *GET* (Grade Eight Transition Program) 3 strands: Math/Industrial Arts; Science/Home Economics; Animation/Technology introduced.
- Letter sent to homes of all grade 6 to 8 students west of Circle Drive outlining the future of Feehan.
- All traditional *feeder schools* attend open house forum and EDF grade 8 visit to the school.

2008 – 2009

- Development and implementation of Bioresource Management 30L.
- Development of Career and Personal Planning 10, compulsory course for 2009 – 2010.

- All traditional feeder schools attend open house forum and EDF grade 8 visit to the school.

Core Principles

The following core principles were articulated early in the redevelopment of E.D. Feehan Catholic High School. It is important to revisit the principles to continually test their relevance to the context and to ensure that programming aligns with these priorities.

Accountability

The Ministry of Education connects curriculum actualization and accountability to student learning needs. The Saskatchewan conversation around accountability promotes a detailed assessment of student learning needs, knowledge of the goals and objectives of curriculum, and alignment of the two. Curriculum is shaped by local context and community as well as individual needs. Increasingly, accountability and outcomes for First Nations and Métis students and students at risk assume a priority within the Saskatchewan context.

Community Responsiveness

An important element of the community education philosophy is the relationship of the school to community interests. Significant work has been done to obtain input and advice from the many stakeholders, including a *Future Search*, a parent survey, a student needs profile, the *What Did You Do In School Today* survey, a survey of community partners and ongoing dialogue with leadership and community representation. Community input has validated a significant body of research that identifies six principles a community should adhere to when planning a new high school:

- Enhance teaching and learning and accommodate the needs of all learners.
- Serve as a centre for the community.
- Result from a planning/design process involving all stakeholders.
- Provide for health, safety, and security.

- Make effective use of all available resources.
- Allow for flexibility and adaptability to changing needs.

Excellence in First Nations and Métis Education

Saskatchewan's demographic projections illustrate the rapidly growing First Nations and Métis sector of the population. First Nations and Métis students do not fare as well as their non-Aboriginal counterparts in Saskatchewan schools. Solution oriented dialogue with First Nations and Métis community leadership will facilitate E.D. Feehan Catholic High School's ability to contribute to the success of all students.

Partnerships

Ongoing partnership development fosters the collection of unique perspectives of the major stakeholder groups within the community. Community partnerships add value to the school experience and share responsibility in serving the complex needs of contemporary youth.

Youth Leadership

Youth participation and leadership has long been a part of Catholic high schooling and has gained much recognition by occupying a significant place within the School^{PLUS} framework. High school re-culturing is a local, provincial and national phenomenon that signals the re-articulation of high schools as places of shared vision and leadership.

THE PROGRAM

School Culture

It is important for any organization to recognize and affirm its identity within the community. This allows the school to communicate their identity and beliefs to the community and what students attending the school can hope to attain. The mission of E.D. Feehan Catholic High School is, ***I belong to the Feehan Family; who I am***

makes a difference. This powerful statement speaks of inclusion, belonging, purpose and change. At E.D. Feehan, the school-community strives to:

- have *freedom* to believe in God and strengthen our faith
- foster *unity* to grow toward our full potential
- reach out in *charity* to transform the world

The over 30 years of *Special Olympics* programming for special needs students, continued celebration of cultural diversity, the EAL Moms/Ursuline Sisters partnership and programming provided by the Community School Coordinator all actualize the school culture. This culture continues to evolve and grow in relevance to the student population with the introduction of a cultural focus through GF90. This offers 25 hours to allow students to experience various components of the Arts through a cultural lens. In addition, grades 10 to 12 students host a traditional First Nations powwow every second year as well as a Cultural Awareness month highlighting the over thirty nations represented in the school.

Problems become opportunities when characteristics such as diversity are viewed as a community asset. There is potential to have E.D. Feehan Catholic High School become a site for EAL student stabilization and language readiness. Affordable housing and community supports are found in the local area. In addition, the many partnership that the school maintains with community partners offer a suite of services that enhance the school experience and life opportunity for all.

Student Opportunities

Opportunities to engage in athletic and other club activities are a significant part of the school experience for youth. Students continue to access athletic opportunities in badminton, basketball, curling, cross country running, soccer, track and field, volleyball and wrestling. Cooperative opportunities with Bethlehem Catholic High School continue in basketball, football and soccer. Athletic teams focus on participation, accessibility

and development. In addition, students have opportunities to play sports within the intramural program or during open gym time.

In addition to sports opportunities, there are many clubs and activities available to students. Opportunities include the SRC, the Debate Club, Outdoor Education, *Envirothon*, Choir, the Cultural Awareness Club, the School Newspaper, the Social Action Group, Share Lent, Share the Arts, *Youth Connex*, Drama, Yearbook, Intramurals, *Whispering Winds*, Drumming, *Urban Unity*, Youth Action, Just Youth, the Ski Club and the Travel Club. These opportunities ensure that all students have a place to attach and belong.

The focus on Fine Arts continues to develop so that maximum opportunities exist for diverse student interests. Opportunities in Aboriginal theatre and a *Garage Band* offer potential for GF90 development. In addition, there is *open cafeteria* time for students to hold *jam sessions*.

Although not every student wants to be on a team or production, they express a desire for these activities to continue. Extra-curricular registration days in May, 2008 determined what activities would be offered in 2008 – 2009. All activities requested were offered. This is an amazing testament to the caring and responsiveness of the staff. Senior teams co-operate with Bethlehem Catholic High School and will do so as needed.

Technologically Rich Environment

The downsizing and renovation has afforded opportunity to concentrate the technological resources and to re-deploying the resources to ensure that all students have access. This innovation is important to ensure that there is not a *technology gap* in the lives of students with limited resources, that teachers continue to have cutting-edge technology available for them as teaching tools, that students are prepared to work in increasingly technologically rich work environments and that the school offers an environment that is appealing to youth. The technologically rich environment is also

supported by the role of *Technology Leader*. This is a half-time release position that assists staff with integration of technology with curricula in Mathematics and Science.

Student Supports

In June 2002, E.D. Feehan Catholic High School assumed the designation of *community school*. The designation was based upon community diversity, the prevalence of youth risk factors, family economic profiles and other factors. As part of this process, a student questionnaire was administered in the spring of 2002.

This questionnaire identified several issues to consider in the development of E. D. Feehan as a community school:

- Continue high quality education for all to ensure choice in post-secondary and employment opportunities.
- Develop methods in which students can meet their work needs due to financial requirements and continue with their education at the same time.
- Develop labour market attachments in which students will be exposed to different work environments.
- Develop programming to facilitate growth where the job opportunities will occur; especially math, science and technology.

These supports are prevalent and are further described in under the following headings:

Spiritual Development

E.D. Feehan Catholic High School will continue to offer choice based on faith. Students who endeavor to join a Catholic faith community and to participate in a *social justice mission* will find a natural home at Feehan. The presence of the school chaplain, prayer imbued throughout the day, partnership with the Ursulines and the Redemptorists and the participation of the First Nations and Métis spiritual-cultural community offers an environment that serves the development of the whole student in mind, body and spirit.

Student Wellness

The *Health Disparity by Neighbourhood Income* report (Lemstra, Neudorf & Opondo, 2006) illustrated the inequitable access and distribution of health care services and the resulting negative health impacts on residents of the poorest neighborhoods in Saskatoon. Many local schools are beginning to formulate partnerships with health care entities so that the cycle of ill health is interrupted and genuine learning can take place. E.D. Feehan Catholic High School offers many student wellness opportunities such as a breakfast and lunch program, a partnership of the College of Nursing, addictions counseling, the presence of a community health nurse and a supportive environment where emerging health issues can be addressed in collaboration with the caring staff community.

Academic Readiness

When schools demand that students be ready instead of attending to their readiness, some students fail and leave school. This is not to take away the responsibility of the student but to emphasize the responsibility of the school to meet students where they are at and to work with them to realize growth. This is the mainstay of activity for a community school that believes in capacity building and hope. There are many programs at E.D. Feehan Catholic High School that prepare students to engage in the academics of high school such as the *Cyber Extension Program*, Alternative Education, Learning Assistance, ACT program (Academic Contact Time: no student in Grade 9 and 10 will have spares during the day) and the Extension Program.

Integrated Services

The ideals of School^{PLUS} are being realized with service alignment and recognition of the school as a point of service delivery. Further, schools realize that when basic needs are not met, students will not achieve in school. The community School Coordinator is a catalyst to communicate the needs of the school to the broader community and to help to marshal the resources to meet those needs. It is up to the school community, though, to learn how to work cooperatively with many different service providers so that students can achieve success and realize a healthier and

more productive life. Partnerships that enhance services, such as the Social Worker or English as an Additional Language supports, realize services not otherwise present in schools. Further, partnerships with entities such as the College of Nursing, Kinesiology or the College of Dentistry benefit both professionals in training and the students of E.D. Feehan Catholic High School.

The Learning Program

Developing the Basics

At the heart of the learning program is the need to enhance the development of basic learning skills among the students. It is the compounding of small deficits that manifests in eventual frustration and withdrawal from school. While this is the mandate of every school, it is the unique mandate of a school that is familiar with its students, their aspirations and the role of the school and professional educator.

The *Literacy Leader* is an example of a resource that meets this mandate in a new and innovative way. This teacher is given release time to assist all staff with literacy strategies such as *Stepping Out*. Similarly, the *Content Enhancement* Leader is a staff member available to assist staff with the development of concepts. Other supports in this domain include the Learning Assistance teachers, the EAL staff, noon tutorial time for students and Academy of Reading and Mathematics. In addition, Feehan is undertaking the development of modules to address late arrivers to school, transfers from outside of the city or students not in school for extended periods of time.

Math and Science Enhancements

There is high recognition of the need to ensure that students have solid foundations in math and science. These foundations keep doors open for the students and ensure improved access to postsecondary education and the labour market. Beyond the basics of curriculum and professional instruction, there is a role for heightening visibility of the subject areas and strengthening linkages between math and science knowledge and skills and students' lives in the community. There is no blueprint or recipe to achieve math and science capability among students but it is

expected that profiling math and science among the students and building their capacity to succeed opens doors to the future.

Problem Based Learning

Problem Based Learning as a pedagogical approach is prolific among health sciences and other professional colleges. This approach focuses on learning through the real-world application of theory to problems recognizable in the community. Problem Based Learning also heightens student interest with real-world applications. The ability to recognize and solve problems in a collaborative approach also has many transferable skills useful in other pursuits and career interests. Problem Based Learning strategies have been introduced into the Bioresource Management strand and in Grade 9 and 10 Science classes. Bringing this pedagogical approach more fully into E.D. Feehan Catholic High School creates continuity and instructional approaches and creates alignment with some postsecondary training. This approach advantages students to take charge of their learning and to be resilient through transitions.

Career Development

Career development is a priority of all high schools in Saskatchewan and a particular priority in schools that take an active role in students transitioning to post school experiences. E.D. Feehan Catholic High School has hired a *Career Practitioner* to assist in this endeavor. Students are exposed to career fairs throughout the school year and at all grade levels. This attention to career development, along with the *Career Academy* approach, ensures that students have many opportunities to consider their career options and engage in preparation that provides them the requisite skills and knowledge to pursue their career of choice.

The introduction of a career focus in GP90 at the Grade 9 level offers 25 hours of career planning experience. E.D. Feehan is a pilot school for the grade 10 career curriculum that is imbued throughout all Grade 10 classes. Feehan is also undertaking the development of *Career and Personal Planning 10* as a compulsory course for 2009

– 2010. In grades 11 and 12, the Career Academy strands allow close connections to hands-on career experiences.

The Career Academy

The Career Academy concept continues to be the hallmark of unique programming at E.D. Feehan Catholic High School. The Career Academy exists to provide students with a pathway to occupational success through business and professional partnerships with Catholic education. The addition of an intensive career development focus builds on the faith community, academic focus and programming derived from the principles of community education and the development of E.D. Feehan as a community high school.

Career Academies have as essential features a small learning community, partnerships with employers and integrated academic and occupational curriculum centered on a career theme. In this environment we see E.D. Feehan students choosing to have their courses enhanced by a specific occupational strand; choosing integrated learning programs with opportunities for linkage to post-secondary education and industry, allowing them to focus on academic and career opportunities and making successful transitions to employment and post-secondary education opportunities.

The three career strands available to students at E.D. Feehan include Construction Technologies, Bioresource Management and Communication Technology. These strands are supported by extensive community partnerships and the development of cutting-edge courses. Plans exist to draw the career strands across the grade spectrum so that students who choose can be a part of a unique cohort organized around an interest area.

Grade Specific Adaptations

Efforts to tailor the learning program to the needs of the students are ongoing. Following is a brief overview of some of the programming developments either accomplished or under way:

Grade 9

- Team teaching in ELA/ELB90.
- Co-teaching in ELA/ELB.
- Year-long Math (3 sections, 1 of which is co-taught).
- All classes in each subject area taught at same time (all ELA90 in Period 1, all Social Studies90 in Period 2, etc.) to allow for less disruption for students when matching student learning styles to teachers .

Grades 9 to 10

- ACT program (Academic Contact Time) to assist struggling students means there are no spares for Grades 9/10 students.

Grades 10 to 12

- Consideration for a year-long Math program.
- ACE 30 program, potential for ACE20 in 2009 – 2010.
- Cyber extension programs where students take cyber school courses with teacher present to assist.

The students at E.D. Feehan Catholic High School benefit from the fact that staff is aware of the strengths and limitations of the students and are actively engaged in developing programs that build on student strengths and mitigate limitations. Accessibility is further enhanced by the commitment that no student should be prevented from taking an elective because of student fees. The learning program has evolved throughout the transition to an extent that it can be said that E.D. Feehan Catholic High School is truly attentive to its student needs and has actualized reculturing for student benefit.

Community Interface

As a community school, it is vital that the school recognizes the needs and the strengths of the local community. It is also crucial that the community has trust that the school serves their interests effectively and offers them voice in determining school and community programming. A symbiotic relationship with the community ensures that

E.D. Feehan Catholic High School is situated within the community, is seen as a relevant community partner and continues in its education and capacity building role for years to come.

Community Daycare

One of the most significant new developments in the renovated E.D. Feehan Catholic High School will be the presence of a community daycare. This resource will serve the local community, the employees of local business partners and the needs of students and their families. The Saskatchewan government is clear that schools and daycares must be linked to effectively meet the needs of the community. This opportunity will offer a visible sign that E.D. Feehan Catholic High School is attuned to the needs of the community and is a part of the network of support for the community.

Health Careers Campus

One of the greatest areas of employment opportunity in Saskatoon will be in the area of health and wellness related careers. E.D. Feehan Catholic High School is initiating partnership with the Saskatoon Health Region and postsecondary institutions that train for health and wellness related careers such as the Saskatchewan Indian Institute of Technologies and the Dumont Technical Institute. The presence of a *health careers campus* within E.D. Feehan Catholic High School offers a community connection that demonstrates the role of the school in building capacity for local employment. Further, a health careers campus within the school offers students an opportunity to experience post secondary and career options and to align their high school education to take advantage of training and employment opportunities. Additionally, E.D. Feehan Catholic High School has the resources to assist with prerequisite training for otherwise qualified students interested in pursuing health career training. This opportunity also facilitates the presence of wellness partners within the school who will then offer support for the students at Feehan.

Eco-Justice Program

It is proposed that an Eco-Justice program for a grade eight cohort be established within the south-west sector. The purpose of the program is to further unique opportunities for students with a passion for social justice that can be realized through interaction with the natural environment. This program could be situated within one of the feeder schools of Feehan so that through association with the school and its programming, student see opportunity to maintain their Eco-Justice focus by enrolling in high school at Feehan. It is further proposed that Feehan develop an Eco-Justice cohort to facilitate direct transition of students from a grade 8 program. Problem Based Learning, the Bioresource Management Strand, the technological priority and a long history of the pursuit of social justice results in Feehan being a natural home for a program focused on learning in the natural environment with a focus on *creation*, justice, sustainability and understanding the natural world through a scientific and spiritual lens.

ENROLLMENT

Both the number of students and the *constitution* of the student body are factors that are changing for E.D.Feehan Catholic High School. Changes to traditional feeder schools results in smaller student numbers to draw from. Other factors have also limited enrollment such as the phasing out of the Ukrainian and French Immersion programs by 2009 – 2010. In addition, many of the potential students are at risk of leaving school prematurely because of other social factors or school readiness. It is this reality that prompts the changes to program and school culture at Feehan. E.D. Feehan offers a school environment that is conducive to serving the needs of at-risk students by serving as a place of belonging conducive to relationships as opposed to being lost in larger high schools oriented to serving the needs of a more heterogeneous student population.

Enrollment is largely dictated by the availability of students in the geographic areas that the school serves. There is also a culture in Saskatoon that has students gravitate to schools that serve their unique needs or offer a cultural milieu familiar to

students. The uniqueness of the program at Feehan is targeted at both meeting the real needs of students and remaining an attractive alternative for students that are looking for a high school tailored to their interests and needs. Considering that many students from local schools chose not to attend E.D. Feehan in the past, there is potential to increase projected enrollment to a level that offers both sustainability and program choice. This number, although somewhat arbitrary, is targeted at 400 students. This is over 100 students more than the projections but is realistic given the local area population and the attractiveness of programming.

Projections for 2009 - 2013 as of April 9, 2009

YEAR	9	10	11	12	TOTAL
Actual #08	72	72	71	268	483
2009	77	85	87	107	356
2010	82	86	89	109	366
2011	84	87	90	111	372
2012	86	88	91	115	380
2013	88	90	92	117	387

BUILDING ENROLLMENT

Efforts to increase the percentage of enrollment from the feeder schools include programming directed specifically at the grade 8 students from those schools. *Youth Connex* is a program that connects grade 8 students with grade 11 and 12 leaders. Youth Connex offers leadership training opportunities for the senior Feehan students as well as exposing grade 8 students to Feehan, its supportive environment and its attractive programming. Similarly, the *GET Program* (Grade Eight Transitions) offers great eight students from the feeder schools exposure to the strands of the Career Academy. This exposure aligns with the Practical and Applied Arts curriculum and offers students a glimpse of the potential of programming available at Feehan. With the availability of subsidized bus passes, the financial cost is decreased for students. On average, 100 subsidized bus passes have been sold each month, representing 21% of the student population taking advantage of this service provided by the Board. As well, contact with City Transit is ongoing in order to assure quick and efficient bus service is available to all our students regardless of where they live.

THE PHYSICAL PLANT

While much of the physical building renovations are program dependent, it is also important that staff that work in the building each day are provided opportunity for input so that the renovations meet the needs of the staff community that design and deliver the learning program. Staff input was invited within the parameters of *a focus on learning, a focus on student and community needs and a focus on the potential for community use*. Meetings with the architect and the manager of facility services were followed by individual group meetings. Following is a summary of the substantial feedback provided by the staff:

Academic Focus

- Updated Science labs.
- Build Greenhouse (Bioresource Management class, FI work projects).
- Upgrade Home Economics lab (life skills, community access).
- Upgrade Media lab (Technology strand).
- Re-design Functional Integrated classroom and kitchen.
- Upgrade Drama Room (potential partnership with Sask Native Theatre, meeting areas).
- Computer labs better situated on main floor (better access by community groups, front and centre for technology strand).

Spiritual Dimension

- Chapel moved to Main Floor (bring our spirituality to the forefront; First Nations spirituality).
- Elder and Chaplain office space (front and centre; unified approach).

Open and Welcoming Atmosphere

- Cafeteria moved to existing library space (front and centre).
- Nutrition focused cafeteria (community use).
- Open office area for supervision and welcoming (safety).

- Community School area: welcome area, meeting area (provides place for food pick up, meeting areas, etc).
- Daycare (community and students).
- Community Clothing Room (respectful area for families to get supports).
- Centralize support groups (Student Services same side as Administration but separate too; Home Liaison, School Plus, Elder and Chaplain same side).

Areas of Concern/Suggestion

- How many of our students have access to working computers for school work?
- CAT scores and running records from elementary schools will provide student needs information.
- Outreach programs: EAL Mom's group, computer classes in evening.
- New programs: GF90: new program for Semester 2, 2009.
- Career and Personal Planning10: new program for 2009 – 2010.
- Academy Strands: Need to share our story; building on-site better showcases class to our students.
- GET: very positive feedback from students and staff.
- ACT: good program for students.
- Learning Supports need to be viewed as able to assist all students.
- After school classes: 16 to 22 year olds, working, outside regular school day.
- 12 Plus program for Functionally Integrated students (opportunity for students to attend a different high school than they have for the first 4 years of their career).
- Focus on real life experiences: work shadowing, work experience, out of school partnerships for Grades 11/12.
- Career focus for grades 9/10 but less outside work experience and more partners come to them.
- Focus should be on 5 to 10 years rather than 1 to 3: recession, housing are causing difficulties for all.
- Affordable housing will/needs to be available in this area and that will mean an increase in students.

- Career Academy premise is where we need to move as a school and as a division.
- Need to recognize options for women; although non traditional options are available; develop Fine Arts focus.
- Potential “partners” or groups to enhance the community (Health, EAL, etc.).
- Recognition of changing landscape in City; we are experiencing what the rest of the City has yet to experience.
- Equity isn’t the same in all schools; basic expectations in some schools would be a luxury at E.D. Feehan Catholic High School but it doesn’t mean the students shouldn’t have the opportunities.
- Need to review fees associated with Elective classes; students shouldn’t have fees stand in the way of taking the class.

This program plan offers the broad brush strokes that allow specific design work to progress. Those closest to programming will work with architectural support to develop specifics and ensure that the physical plant supports students, programming and the community.

CONCLUSION

E.D. Feehan Catholic High School can count as one of its many successes the establishment of a faith-based learning community and excellence in serving the academic needs of students. The changing reality that has fostered downsizing is beyond the control of any one individual, act or policy. What is in the control of everyone associated with Feehan is retention of the mission of community, relevance and achievement. While things may look different, the feeling that comes with being a part of the *Feehan family*, ***who I am makes a difference***, will not change.



8.5 Environmental, Cultural and Spiritual Education

Board Priority:

- Improving Student Learning and Achievement
- Building Relationships and Partnerships
- Promoting Stewardship

Presented by: Superintendent G. Martell and Teacher D. Kasun

Background Information:

Dustin Kasun and Mel Sysing, teachers at St. Edward School, have developed a concept for an outdoor classroom based on eco-justice. Eco-justice is a branch of social justice that emphasizes stewardship for the earth as the cornerstone to good human relations. The attached proposal offers program detail.

The proposal is to invite participants from the south west sector grade seven classrooms and begin the program in August of 2009. The program home room would be situated at St. Edward School. The program would also have a significant presence at E.D. Feehan Catholic High School.

The primary program cost is the two professional staff FTE's. This staffing compliment will also cover the math support and a portion of the planning time at St. Edward School. In addition, planning is underway to establish a centralized budget to cover equipment, transportation, excursions and supplies. Much of the required equipment exists within the division and will not represent additional costs.

The twenty four program participants would be required to supply basic and readily available equipment. A modest program fee would help to offset transportation costs in a fashion similar to fees associated with a regular classroom.

Recommendation:

That the Board of Education approve the Environmental, Cultural and Spiritual Education program for St. Edward School beginning August, 2009.

ECSE

Environmental, Cultural, and Spiritual Education.
Peace be with God the creator, Peace be with all of Creation.

Our Curriculum

- In 1990, Pope John Paul II issued his World Day of Peace Message, ***Peace with God - Peace with all of Creation***, in which the Holy Father announced, "There is a growing awareness that world peace is threatened not only by the arms race, regional conflicts, and continued injustice among peoples and nations, but also by a lack of due respect for nature.... Moreover, a new ecological awareness is beginning to emerge which, rather than being downplayed, ought to be encouraged to develop into concrete programs and initiatives."
- ECSE is an ecologically participatory program for grade eight students in south west sector schools that provides increased environmental awareness, improved school environment, involvement of the local community, articulation with E.D. Feehan Catholic High School, pupil empowerment, a spiritual connection with the diverse landscape of Saskatchewan's land and culture, and moreover the world. Through many dynamic and testing learning experiences ECSE students will use problem solving skills to deal with curriculum questions through first hand discovery. The students work cooperatively and form a close community as they share exciting experiences and develop a deeper comprehension of man's connection with the world environmentally, socially and spiritually.
- The program is based on St. Francis of Assisi's beliefs of simplicity, poverty and a reliance on God's providence rather than worldly goods. Our program, through real life connections with the community and environment will develop students intellectually, socially, physically and spiritually while also enhancing their self-esteem and citizenship skills. This program's relevant and engaging experiential learning helps students to truly understand and critically evaluate real community issues that affect us all individually, provincially and globally as Canadians and Catholics.
- Instructional field studies range in scope from day trips in and around Saskatoon to major extended expeditions. Time is also spent in the classroom responding to and analyzing the out-of-school experiences and the data collected. All the required academic subjects are integrated into ECSE major themes - *Spirituality, Humanity and Responsibility, A Sense of Place, A Sense of Time and A Sense of Quality* - which provide a meaningful and unifying framework for student learning.
- ECSE is an exceptional opportunity for grade eight students who are looking for a positive opportunity to better our world.

Mission Statement

"In a world where the shadows of poverty, injustice, and secularism are cast over every continent, the need for authentic disciples of Jesus Christ remains as urgent as ever."

- Pope John Paul II , March 23, 2004

- In ECSE, it is our mission to rejuvenate our students to challenge themselves to reach his or her full intellectual, emotional, social, physical, and spiritual potential through an exciting integrated experiential curriculum. We strive to create a diverse learning community that fosters mutual respect through environmental and social responsibility and activism. It is our hope that through the many experiences within the program, that true disciples emerge.

Programming

- **Team Building** - *Blue Mountain Outdoor Adventure Centre - Early September*
Our ten month journey begins at this beautiful site nestled in the Thickwood Hills just 75 minutes north-west of Saskatoon. The three-day excursion focuses on strengthening the group's bond and trust through initiative tasks. Students will begin examining and reflecting on one of ECSE's foundational objectives: Finding Their Sense of Place In the World.
- **Boreal Forest Ecology** - *Prince Albert National Park - Late September*
Students will be experience the boreal forest and its spectacular fall colors as we explore the protected ecosystem of the national park. We will explore trails and back roads to access extraordinary regions of natural habitat that have survived the pressures of agriculture and industry. This four day quest is vital to our student's examination of their Sense of Place in the Saskatchewan community and within our diverse eco-regions.
- **First Nations Studies** - *Wanuskewin Heritage Park & Eagle Creek Environmental Centre - October*
Wanuskewin Heritage Park will provide the backdrop to the beginning of our year-long study and practice of First Nations spirituality, traditions and beliefs. Eagle Creek will also be used where students will take part in a variety of experiences that will enhance cultural knowledge and respect.
- **Sustainable Urban Design and Urban Trekking** - *Saskatoon - December*
Students will experience a multi-day backpacking journey through some of Saskatoon's diverse neighbourhoods. Students will select and focus on one particular neighbourhood generating a detailed research assessment on their neighbourhood's route systems, structural heritage and social diversity. After weeks of field study, research and development and interviews with civic leaders, students will present their research.

- **Winter Ecology & Survival Skills - Christopher Lake - Late January**
Students will experience the peace and stillness of the Northern Boreal Forest during winter. Students will trek to an out camp where they will learn about their surrounding as well as important winter wilderness survival skills such as building shelter, preparing food and sustaining comfortably in a cold environment. During this quest, students will also get the opportunity to retreat at the Franciscan Forest Retreat.
- **Reaching Out To The World - Saskatoon - February**
This 3 week project sees students choose from a host of given world-wide geographical regions. Students will research a variety of topics including a detailed analysis on the region's ecology, geology and its First Nations Peoples. Each location has been researched and offers our students an opportunity to connect via camera feed and Smart Board to students and/or community leaders abroad.
- **Life Systems in the Thickwood Hills - Blue Mountain and Table Mountain - Late March**
This five day trek that sees students returning to Blue Mountain to study the ecological changes to the land while taking advantage of the 40kms of groomed nordic skiing trails. Students will use their winter wilderness survival skills and employ them during an overnight ski trip.
- **Geological History of the Great Sandhills - Great Sandhills - Cypress Hills - Eastend - April**
Some of Saskatchewan's most unique landscape is found in the southwest region of the province. Here students will trek to the great sandhills learning about the region's ecology and its unique geological history. Students will study the Conglomerate Cliffs and the ecosystem surrounding them in this five day excursion.
- **Environment vs. Community - Gardiner Dam - May**
Students will study the dependence of a community (colony/village/town/city) on its surrounding environment. Students will also learn about the First Nations' historical approach to community.
- **My Impact On the World - Saskatoon - June**
The year will culminate with a project entitled "My Impact On the World". The project's objective is to transform the students to live and promote a greener lifestyle.

Objectives

- A God-centered and sacramental view of the Universe.
- A world view affirming the ethical significance of global interdependence, the global common good and an ethic of solidarity.
- An understanding of the need for equitable use of the Earth's resources and an option for the poor.
- A greater knowledge and appreciation of the history of Saskatchewan and its relationship to Canadian and global issues.
- A heightened sense of accomplishment, confidence, and self worth.
- A responsible attitude towards learning and problem solving.

- Growth in positive communication and observational skills.
- Improved research, writing, and presentation skills.
- A dedication to physical fitness and healthy lifestyles.
- Skills that underlie academic excellence and achievement in all subject areas.

Areas of Study

ECSE provides instruction in all required areas of study:

- Language Arts
- Math
- Science
- Social Studies
- Arts Education
- Physical Education
- Practical and Applied Arts
- Religious Studies
- Health
- The foundational objectives of each subject's curriculum are delivered in an integrated instructional format through a variety of instructional strategies that include research projects, experiential field studies, and extended excursions.

Participant Selection

- Participants will be invited to apply from current grade seven classes in south west sector schools (the program is articulated with E.D. Feehan Catholic High School programming).
- Interested students will write an application letter and participate in a basic fitness assessment.
- A maximum of twenty-four students will be accepted.

Program Resources

- Students would be required to provide commonly available personal gear and equipment.
- Families will be responsible for a modest program fee.
- GSCS and ECSE will provide access to specialized equipment and supplies and excursion costs.
- Families will be responsible for transportation to and from St. Edward School.

The Environmental, Cultural and Spiritual Education program offers an educational innovation aligned with the social justice mandate of Catholic education. In addition, it offers an entry point into the science and social justice milieu established at E.D. Feehan Catholic High School. This is an opportunity to accept the challenge of Pope John Paul II and develop a concrete initiative to heightened ecological awareness and pursue *Peace with God; Peace with all of Creation.*

Appendix A: Sample Unit Organizer

The Unit Organizer

④ BIGGER PICTURE NAME _____ DATE _____		
← →		
ESCE 8		
② LAST UNIT/ Experience ---	① CURRENT UNIT <i>Team Building</i>	③ NEXT UNIT/ Experience <i>Boreal Forest Ecology</i>
⑧ Student Activities or Assignments 1) Intro of teams 2) Unit introduction 3) Team Building Activity (TBA) #1 4) TBA #2 5) Journal Entry 6) Assessment of Self: <i>Footprint on the Earth</i> 7) Geo-caching 8) TBA #3 9) TBA #4 10) Mission Statement, Beliefs, Creed	⑤ UNIT MAP Is about.. <div style="text-align: center;"> </div>	
⑦ UNIT SELF-TEST QUESTIONS*	What are the characteristics/ qualities of an effective team? How do you create an effective team? • How do your personal beliefs affect the team? • How do Catholic/Indigenous views relate to a team? • Predict how our team will change by the end of this month/ end of the year.	
	Characteristics Compare/ Contrast Reflect/ Clarify Analyze/ Evaluate Summarize	⑥ UNIT RELATIONSHIPS



8.6 Appointments to Greater Saskatoon Catholic Schools Foundation Board

Board Priority:

➤ Building Relationships and Partnerships

Presented by: Director of Education B. Hanson

Background Information:

Each year the Board appoints two trustees to the Greater Saskatoon Catholic Schools Foundation Board.

Recommendation:

That the Board of Education appoint two trustees to the Greater Saskatoon Catholic Schools Foundation Board.

DIRECTOR OF EDUCATION

1. The Saskatchewan School Boards Association Spring Assembly was held on March 26 and 27. Thanks to Chair Boyko and Trustees Berscheid, Risling, Stus, and Wesolowski for attending.
2. The First Nations and Métis Education Promising Practices Symposium hosted by the Saskatchewan Ministry of Education and the Canadian Council on Learning: Aboriginal Learning Knowledge Centre was held on April 1 and 2. Thanks to Superintendent G. Martell, Principal D. Bazylak and G. Beaudin for presenting at the conference. The symposium was enlightening and fruitful.