

GREATER SASKATOON CATHOLIC BOARD OF EDUCATION

REGULAR MEETING OF THE BOARD

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

AGENDA

1. Call to Order - D. Boyko
2. Opening Prayer - Trustee Stus
3. Adoption of the Agenda
4. Approval of the Minutes of the January 19, 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 Education Leave Priorities
 - 8.2 Five Year Capital Building Plan
 - 8.3 Board Faith Formation and Planning Retreat
 - 8.4 Meeting Time and Date Changes
 - 8.5 Core French Request Sister O'Brien
 - 8.6 Intensive French Request Mother Teresa
 - 8.7 Saskatoon Trades and Skills Centre: Memorandum of Understanding
 - 8.8 Saskatchewan School Boards Association Members' Council Meeting

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
11. Committee of the Whole
12. Closing Prayer -Trustee Stus
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, JANUARY 19,
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, Chatlain, Martell, Weninger
Communications Consultant Hoffman

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

The opening prayer was led by Trustee Risling.

ADOPTION OF AGENDA

Motion: Moved by Trustees Boechler and Carruthers that the agenda be approved
as amended.

CARRIED

APPROVAL OF MINUTES

Motion: Moved by Trustees Risling and Berscheid that the minutes of the Regular
Meeting of the Board of December 15, 2008 be adopted as amended.

CARRIED

CONSENT ITEMS

Motion: Moved by Trustees Boechler and Lambert that the following consent agenda
item be received and recommendations be approved as presented:
. Accounts Paid November 1 - November 30, 2008 and Financial
Statements for Period Ended November 30, 2008

CARRIED

8. Discussion/Decision

8.2 In-School Administrator Selection - Interview Committee

Motion: Moved by Trustees Wesolowski and Lambert that the Board nominate Trustee Risling to the VP/AP interview committee and Trustee Stus to the Principal interview committee.

CARRIED

8.3 CHEP Partnership

Motion: Moved by Trustees Wesolowski and Risling that the Board of Education appoint Trustee Carruthers and Trustee Berscheid to meet with the CHEP Board.

CARRIED

8.4 Academic Year

Motion: Moved by Trustees Lambert and Risling that the Board of Education approve the proposed academic year for 2009 - 2010 pending the Minister's announcement.

CARRIED

8.5 Board Faith Formation Retreat - Date/Location

Motion: Moved by Trustees Berscheid and Lambert that the Board of Education designate March 15 and 16, 2009 as dates for the Board faith retreat and strategic planning. The location is planned for St. Peter's Abbey in Muenster. This location is spiritually rich and relatively inexpensive.

CARRIED

8.6 Trustee Remuneration and Expense Schedule

Motion: Moved by Trustees Boechler and Risling that trustee remuneration be set at \$22,000 for trustees, and \$27,000 for the Chair effective January 1, 2009.

Trustee Fortosky requested a recorded vote.

For:
Trustee Lambert
Trustee Carruthers
Trustee Stus
Trustee Risling
Trustee Boechler
Trustee Wesolowski
Trustee Carriere

Against:
Trustee Fortosky
Trustee Berscheid
Trustee Boyko

CARRIED

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

CARRIED

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

CARRIED

ADJOURNMENT

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

CARRIED

Secretary

Chair

8. Discussion/Decision

★ 8.1 Educational Leave Priorities

Board Priority

- Improving Student Learning and Achievement
- Promoting Stewardship

Presented by: Director of Education B. Hanson

Background Information:

Each year, in accordance with our LINC Agreement, the Director of Education announces Division Priorities for Educational Leave Awards. Applications for Educational Leave are accepted during the month of February. Applicants are to receive written notification of the acceptance or rejection of the application by April 1. A copy of the 2009 - 2010 Educational Leave Priorities is attached.

Recommendation:

That the Board of Education receive this information.



MEMORANDUM

DATE: January 27, 2009

TO: School Principals
STA Reps
Coordinators

FROM: Bev Hanson
Director of Education

RE: **2009 - 2010 PRIORITIES FOR EDUCATIONAL LEAVE AWARDS**

In accordance with the Greater Saskatoon Catholic Schools LINC Agreement, Article 4.7.4, the Director of Education is required to communicate annually the priorities for Educational Leave Awards.

For 2009-2010 the selection committee will utilize an outcomes-based approach to adjudicate award applications. The granting of awards will be based primarily upon the potential to support the realization of Board Goals and Priorities (attached). Applicants will be required to articulate anticipated outcomes as they pertain to Board Goals and Priorities.

Applications for Educational Leave must be received by February 28, 2009. All applicants will receive notice of the acceptance or rejection of the application on or before April 1, 2009.

All applicants are to submit their proposal on the Application for Educational Leave Award form which can be found on our website.

8.2 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 Education. 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 2009 - 2013.

Recommendation:

That the Board of Education discuss and approve the Five Year Capital and School Facility Plan.

FIVE-YEAR CAPITAL BUDGET

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/Renovations	\$6,530,000
Bishop Klein Catholic Elementary School	Addition/Renovations	\$6,800,000
St. Michael Catholic Elementary School	Addition/Renovation	\$7,200,000
St. Matthew Catholic Elementary School	Addition/Renovations	\$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/Renovations	\$21,230,000



8.3 Board Faith Formation and Planning Retreat

Board Priority:

- Celebrating Catholic Identity
- Promoting Stewardship

Presented by: Director of Education B. Hanson

Background Information:

Each year, the Board of Education sets aside time to participate in both a faith formation retreat and a planning session. This year the focus is on developing a Mission Statement for the school division. A proposed agenda and timeline is attached.

Recommendation:

That the Board approve the agenda and timeline.

Board Faith Formation and Planning Retreat 2009

The facilities at St. Peter's Abbey in Muenster have been booked for the Board Faith Formation and Planning Retreat. The agenda is as follows:

Sunday, March 15		Monday, March 16	
Proposed Agenda	Proposed Timeline	Proposed Agenda	Proposed Timeline
Arrival	1:30 p.m.	Morning Prayer	6:00 a.m.
Session I	2:00 p.m.	Mass	7:00 a.m.
Evening Prayer	5:35 p.m.	Breakfast	8:00 a.m.
Supper	6:00 p.m.	Session IV	8:30 a.m.
Session II	6:30 p.m.	Noon Praise	11:55 a.m.
Vigil	7:30 p.m.	Lunch	12:00 Noon
Session III	8:00 p.m.	Session V	1:00 p.m.
Social	9:00 p.m.	Departure	3:00 p.m.

Session I - Fr. George Smith: The Mission of Catholic Education

Session II - Background Information

Session III - Consultation Data

Session IV - Consultation Data
Individual Mission Statements

Session V - Group Mission Statement
Next Steps



8.4 Meeting Date and Time Changes

Board Priority:

➤ Promoting Stewardship

Presented by: Chair D. Boyko

Background Information:

There is a Planning Meeting of the Board scheduled for Monday, May 4, 2009 at noon. St. Marguerite School is having its 25th Anniversary Celebration that same day with a liturgy beginning at 1:30 p.m. This tight timeline may pose some difficulty for those wishing to attend the liturgy.

In addition there is some scheduling difficulty for the Chair with the Regular Meeting of the Board now set for Tuesday, May 26, 2009 at 7:00 p.m.

Recommendation:

That the Board of Education come prepared to discuss possible date and time changes for board meetings in May.

8.5 Core French Request Sister O'Brien

Board Priority:

- Improving Student Learning and Achievement

Presented by: Superintendent J. Weninger

Background Information:

- In the fall of 2008, Principal Marc Colleaux requested information on Core French programming on behalf of his Catholic School Community Council. Policy HBD was shared with Principal Colleaux and his Catholic School Community Council.
- Policy HBD outlines the process and criteria that must be met prior to board approval of the implementation of a new language program.
 - Criteria as per Policy HBD:
 - I. Community support
 - II. Sufficient enrolments to ensure a viable and sustainable program
 - III. Taught by a qualified second language teacher within the staff complement of the school staff
 - IV. Commitment to offer the program to students once they have entered the program
- The request is to have Core French implemented in kindergarten and grade one at Sister O'Brien School in the fall of 2009.
- Coordinator Ron Sirois provided information sessions for the community in the fall of 2008.
- Each family within the community was invited to complete a survey in November, 2008.
- Survey results were sent in to Superintendent Weninger/ Coordinator R. Sirois.
- See attached information.

Recommendation:

That the Board of Education approve implementation of Core French from Kindergarten to grade two beginning in the fall of 2009 in the English stream at Sister O'Brien School.

**CORE FRENCH SURVEY RESULT
NOVEMBER, 2008**

As this school is a dual track school offering both French Immersion and English programs the Catholic School Community Council requested that each family have an opportunity to respond to the survey in order to get a sense of community support and to ensure that families that have students in both programs have input.

ENGLISH PROGRAM

	Pre-S	K	1	2	3	4	5	6	7	8
Yes	5	2	6	4	6	3	4	4	3	5
No	1	1			2		1	2	2	2

FRENCH IMMERSION PROGRAM

	Pre-S	K	1	2	3	4	5	6	7	8
Yes	6	13	13	15	11	5	5	8	4	2
No	1		1		2			1	1	

*** Number of surveys returned 80/193**

Comments:

- I would think starting it for the older grades would be most beneficial as they could then take advantage of high school French.
- Any grades that are interested.
- The higher grades can still be given a chance to experience 2nd language this may direct them in different choices given in high school and further.
- It wouldn't matter to us, we hope both our children will continue in French Immersion.
- My daughter would not benefit, she is already in the Immersion program.
- Grade 1 - (2)
- Grade 3 or 4
- This would not affect my children as they are already in French Immersion but it would be a nice option.
- Both children in French Immersion.
- Grade 8
- This will not apply to our family as my youngest child is Gr. 6. If we are implementing French one year at a time, my child will be in Gr. 7 when it is first introduced. That being said, I still am in favor of a Core French Program at Sr. O'Brien.
- My children will not get the opportunity to partake in this but it would be nice to see other children get the opportunity.

- Grade 4 and 6
- All grades (3)
- K-3
- Grade 6-8
- K-8 if possible
- It would be nice if all students would be able to participate.
- None, I feel this should be an option not a requirement for students

COMMENTS:

- Both of my children will be enrolled in the French Immersion program, so Core French will not affect our family. I do believe it is a good idea though.
- We already have a French Program: why do we need two - seems like a waste.
- Our daughter is our only child and in French Immersion. Therefore, our opinion on Core French doesn't seem relevant.
- We see Core French as bringing further enhancement to the French Immersion program. We feel it is critical that French Immersion not be compromised in any way by the implementation of a Core French program (i.e. loss of minutes dedicated to French with reallocation of teaching staff to cover Core Program).
- I support the Core French program being introduced. I hope it will generate an increase in the use of the French language/culture in our school through newsletters, programming and announcements and so on. My only concern is the shortage of French teachers and possibly taking away from the French Immersion program.
- We may have to move one of our children out of French Immersion and would love to be able to provide Core French.
- Our student is in the French Immersion program and we are happy with this program, so far.
- Does not affect us as our children are in French Immersion.
- I would like to see a program for my son in grade 8 - of course this could not be up to standard, but some sort of introduction to French. I understand this may not be possible though in the beginning stages.
- Grade 2 and up.
- Though I will no longer have children at Sr. O'Brien after this year, I did have three children go to school at Sr. O'Brien and I always had hoped that there would of had a Core French program. It is a great idea!
- Unfortunately our kids are in the higher grades and don't have the opportunity to take it.
- I support in full this subject - by learning another language, kids develop other skills.
- Too late for my children, so really doesn't matter.
- This does not apply to me as my children would not be eligible to take part in Core French.
- I believe that Core French would be an excellent asset to the school.

8.6 Intensive French Request Mother Teresa

Board Priority:

- Improving Student Learning and Achievement

Presented by: Superintendents J. Weninger and J. McAuliffe

Background Information:

- In the spring of 2008, Principal Carl Melnyk requested information on Intensive French programming on behalf of his Catholic School Community Council. Policy HBD was shared with Principal Melnyk. This policy outlines the process and criteria that must be met prior to Board approval of the implementation of a new language program.
 - Criteria as per Policy HBD:
 - I. Community support
 - II. Sufficient enrolments to ensure a viable and sustainable program
 - III. Taught by a qualified second language teacher within the staff complement of the school staff
 - IV. Commitment to offer the program to students once they have entered the program
- The request is to have Intensive French implemented at Mother Teresa in the fall of 2009.
- Coordinator Ron Sirois provided information sessions for the community in June and in September 2008.
- Each family within the community completed a survey on October 6, 2008
- Survey results were sent in to Superintendent Weninger/ Coordinator R. Sirois.
- Principal C. Melnyk met with his Catholic School Community Council in January 2009 and presented the results of the survey and the proposed recommendation for implementation. Mother Teresa CSCC approved the recommendation as proposed below.
- See attached information.

Recommendation:

That the Board of Education approve implementation of Intensive French at Mother Teresa School for the fall 2009.

Intensive French - Mother Teresa

The following are the results of the surveys:

Total of 257 families from Kindergarten to grade eight. (This does not include Pre-School families)

Pre-S		K		1		2		3		4		5		6		7		8	
Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
11	7	27	4	19	10	14	6	22	8	18	14	20	24	16	17	4	6	3	8

Current grade 5 - total 51 students: 6 are "undecided", 1 did not respond

Total number of surveys returned: 145

Principal C. Melnyk personally contacted every family in grade 5 that had not returned the surveys in order to get exact numbers for next year.

Target groups for the program:

Preschool - Grade 5 - yes	64%
Preschool - Grade 5 - no	36%

- Historically, at both St. Augustine and St. George schools, the first couple of years provided an opportunity for the community to learn more about the program and its benefits.
- There has always been an opportunity for students who do not choose to enroll in Intensive French to go in a combined classroom. This occurs more in the first couple of years of implementation in a school than it does later. Parents/students always have the choice.

Parents on their survey forms gave the following comments: October 30, 2008

YES - Comments

- I support the program, but would be hesitant if it started earlier than the Grade 6 level.
- Would it be an option to have a mini-core French (maybe after school) for grade 7 and 8 - getting them ready for high school?
- It is hard for us to say whether or not we would enroll our children as I think we would have to gauge the child's abilities, strengths and competency at the time (Grade 6). But as an option it is very intriguing and interesting French program.
- Definitely - As a family in the Silverspring community, we fully support this educational opportunity.

- This is a great opportunity; I would be very disappointed if this program is rejected.
- I still have questions but would be interested in the program.
- My child is interested, but it would depend on his classes in grades 4/5.
- Would like to see an immersion program that would start at Kindergarten - this would be our preference.
- Without hesitation - can't wait!
- My first choice would be a Core French Program started at approximately the same time (i.e. Grade 5) but may consider intensive.
- We would have to give this opportunity to the kids without having to change schools.
- It's a great idea!
Our family would love to see this program come to Mother Teresa! This is a perfect option for those who want to see their children learn a good amount of French, without going the route of French Immersion. We think it's the perfect balance of both.
- What part of the curriculum will be taken out and not addressed? Unfortunately we can't add more minutes to the day.
- I think it's great!
- Excellent idea. I am fully supportive.
- But it would depend on the child and their ability.
- I would prefer that you start with grade 8 and work down the grades. Since I have a child presently in grade six, she would not be able to take advantage of this opportunity.
- Great idea - for sure I would enroll.
- I was upset when we first came to this school that there was not French offered, but we were not prepared to move schools again.
- I attended the information night and was very impressed with the program.
- We would have enrolled my son in the program had it have been Mother Teresa. Changing schools was not appealing to our family.
- I would have to see how grade 5 went in order to assess if this option is appropriate.

No - Comments

- Not interested - needs to be an option, not mandatory, would not put our children in this program if put in place and mandatory for all students - would explore other options.
- They will be in Grade 8.
- If we wanted our children to learn French we would've enrolled them in French Immersion. More time is needed on our core subjects, English, Math & Sciences to prepare our students/children for Post Education. If the time currently being used for field trips and teachers monthly P.D's were being considered then we might look at it. More focus on improving our children - core program should be our focus not adding an additional class on to what we currently have.
- Not applicable for our family as youngest will be in grade 7 next year.
- Children should start a French program in grade 1 or 2. I think gr. 6 is too late.
- Would depend on class size.
- To learn the language proficiently a child should begin at age 5 - not 12. Buses go to Leger from our area daily.
- My child will not be taking French.

- We would be interested in having the children learn French - but "Intensive Core French" sounds a bit too "intense".
- I strongly oppose the Intensive Core French Program. There are French Immersion Schools for this purpose. We don't want to lose a teacher position for this class to be included in the school.
- That's what the French Immersion schools are meant for. I'd prefer an all English language school.

Undecided - Comments

- Only if they really were interested.
- Not sure yet - I would like to know which programs/classes would be replaced by French.
- Not sure yet. I am interested in having them learn French but I just don't know the difference between Core French and Intensive French. If Core French is what I had from Grade 4-12 - then that is what I want my children to have.
- Possibly.
- I do think it is great for those who want it. I can't say for sure one way or the other at this time. I would need to understand it better, and give my children a chance to have some input.
- Not sure at this time. Would like more information.

2009-2010 school year

Two grade six classes

- Intensive French (max. 27 students):
Offer one class of Intensive French with a cap of 27 students. Currently there are 20 students committed to the program. English regular program (24 students)
- Offer a regular English grade 6 class (24 students)
- ★ There are seven students undecided. There is room for them to enroll in either class.
- ★ Students would be required to commit to the program in May/June.

We know from experiences at St. George and St. Augustine schools that several students from other school areas chose to move to these schools for the program. There are no Core French, French Immersion or Intensive French programs currently offered in the northeast sector of the city. St. Joseph High School currently offers both French Immersion Bilingual programming as well as Enhanced French for students in Intensive French from St. Augustine.

8.7 Saskatoon Trades and Skills Centre: Memorandum of Understanding

Board Priority:

➤ Building Relationships and Partnerships

Presented by: Superintendent Joanne Weninger

Background Information:

In February 2007, the Saskatoon Trades and Skills Centre (STSC) was initiated by the government as part of a plan to revitalize core neighborhoods in Saskatoon and to provide labour market attachment opportunities to the young living in these areas. The centre is located at Mount Royal Collegiate and major renovations are underway.

A steering committee was established for the STSC, which includes business, government ministries, education, and industry. Superintendent Weninger represents GSCS on the steering committee and coordinator Lana Bauer represents the division on the program committee.

Currently, short-term programs such as electronics assembly, masonry, steel stud/drywall, and machining are offered to youth that have finished or have left high school. These programs have been about six weeks in length. High school programming will be discussed and determined once the facility has been renovated.

Funding for both programming and facility renovations have been made available through various funding organizations, which have been primarily through the Ministry of Education and the Ministry of Advanced Education, Employment and Labour. A full time manager will be hired to manage the Centre, which will operate under the direction of the STSC board in which Superintendent Weninger will be representing GSCS interests.

The attached memorandum of agreement outlines the partners that are active on the steering committee and will form the governance structure of the non-profit organization to be known as Saskatoon Trades and Skills Centre. At this time each organization participating is required to sign the memorandum of agreement.

The Ministry of Education, the Ministry of Advanced Education, Employment and Labour, Greater Saskatoon Catholic Schools and Saskatoon Public Schools have also agreed to a separate letter of understanding. This letter ensures that high school students in both Saskatoon Public and Greater Saskatoon Catholic Schools shall receive proportional access to the benefits

of secondary education programming and resources, based on high school student enrolment. This letter will be attached to the MOU.

Recommendation:

That the Board of Education approve and sign the Memorandum Of Understanding as presented.



Saskatoon Trades and Skills Centre
Memorandum of Understanding

BETWEEN THE PARTIES OF (herein after referred to as “the parties”):

Dumont Technical Institute (DTI)
Greater Saskatoon Catholic Schools
Ministry of Advanced Education, Employment and Labour (AEEL)
Ministry of Education
Saskatchewan Apprenticeship and Trade Certification Commission (SATCC)
Saskatchewan Construction Association
Saskatchewan Indian Institute of Technologies (SIIT)
Saskatchewan Institute of Applied Science and Technology (SIAST)
Saskatoon Public Schools

WHEREAS:

The Saskatoon Trades and Skills Centre (STSC) was initiated in February 2007 as part of a larger initiative to revitalize Saskatoon core neighbourhoods and, through a new approach, to better engage vulnerable youth and young adults in the labour market. In addition to retaining this focus, the scope of the initiative has been broadened with the leadership of business and industry organizations to be available to all youth and young adults wishing to prepare for trades and skills careers with Saskatoon and area employers. This business and industry support has been driven by the fact that Saskatoon and area employers have identified skilled labour force shortages as the number one issue that needs to be addressed. There is strong support for the STSC, as an additional element of the Saskatoon and area education and training system, to address a gap in trades and skills for youth and young adults.

Organizations from business and industry, education and training, and government have formed a STSC steering committee to bring their expertise and experience to a common table for the common purpose of addressing Saskatoon and area employers' skilled worker needs and to prepare youth and young adults for trades and skills employment and career opportunities.

AND WHEREAS:

The steering committee has established a vision for the STSC. The STSC will be an organization that will:

- Engage youth and young adults, including vulnerable youth, in training and participation in the labour force.
- Assist in matching a potential labour force with identified skill shortages in Saskatoon and area.
- Help revitalize core communities and neighbourhoods in Saskatoon.
- Provide increased capacity in Saskatoon and area for trades and skills training.
- Facilitate additional opportunities for First Nations and Métis peoples to engage in trades and skills training that lead to employment.
- Provide community residents with career guidance, employment services, learning assistance and opportunities to develop workplace essential skills.
- Provide the opportunity for industry, government, First Nations and Métis organizations, and secondary and post-secondary education systems to use their collective experience and resources in addressing labour market requirements of Saskatoon and area.

THEREFORE “THE PARTIES” AGREE:

MOU Statement of Intentions Only

Notwithstanding any obligator or contractual language to the contrary, none of this MOU is intended to create and shall not create any legal obligations or rights in any of the parties. Rather this MOU is intended to clarify and record the parties’ current intentions to in turn allow them to better organize future plans for the programming and administration of the Saskatoon Trades and Skills Centre.

1. Program Vision

The STSC will strive to be innovative and responsive to the needs of industry and individuals. It will not unnecessarily duplicate or compete with programming that is offered by other post-secondary training providers or secondary education providers.

The STSC will offer programs of short duration that meet immediate industry demands for entry-level skilled workers. The STSC will be flexible, nimble and responsive, adjusting program offerings to meet changing industry needs. Job coaches, essential skills and cultural responsiveness will be components of the skills training programs. The principal focus will be (but not limited to) occupations for the construction, manufacturing and hospitality/tourism industries. All program curricula will be developed to ensure maximum credit towards apprenticeship or advanced standing in subsequent post-secondary skills training.

Post-secondary programs will typically be contracted and credentialed through one or more of the post-secondary educational institutions that are party to this agreement.

The two providers of secondary education may choose to collaborate in the future to develop and deliver new high school credit courses in trades and skills in conjunction with the STSC

initiative or the STSC facilities. Such high school courses will be delivered by the secondary school system(s).

It is expected that industry will engage as a critical stakeholder providing valuable information on human resource needs and committing to hire graduates of the STSC.

In addition to the academic programming described above, the STSC may offer community residents services that help individuals plan a career, upgrade their education or job skills, find a job or fill a job vacancy. A drop-in learning centre to serve a variety of learning needs will also be available. Once fully operational, it is envisioned the STSC will offer services to its student body that include assessment and upgrading in literacy, academic and/or workplace preparedness, life skills coaching, job coaching, child care, learning assistance/tutoring and counselling. Services and programs will be delivered in a culturally responsive environment with particular attention paid to vulnerable First Nations and Métis youth.

2. Facility Vision

The provincial government has provided a total of \$17 million for the STSC facility and equipment costs. This funding currently resides with SIAST as the accountable party for the establishment of the STSC.

The STSC will be situated at the north-end of the building that is the current Mount Royal Collegiate. The academic high school program of Mount Royal Collegiate will be consolidated in the south-end of the building. Shared facilities will include industrial shops/labs and associated classrooms; gymnasiums and fitness facilities; cafeterias; library; parking stalls; multipurpose rooms; and other rooms as appropriate. The goal is to have the centre complete and fully operational by September 2010 but with short-term training in the STSC beginning as early as April 2008.

The planned renovations as a minimum will ensure that STSC facilities are compliant with all applicable building codes; functional shops and labs are created to ensure that short duration trades and skills training can proceed in a variety of construction, manufacturing and hospitality programs; classrooms and labs are created or modernized to house post-secondary programs offered at the STSC. Emphasis will be on multi-purpose facilities incorporating as much flexibility as possible to ensure continued responsiveness to changing and dynamic labour market requirements. An appropriate First Nations and Métis cultural space is a high priority, as is a new structure to house large multi-purpose construction training projects.

An early childhood demonstration centre will be incorporated into the STSC. It will serve both as a teaching facility and an early childhood learning centre that accommodates child care needs of post-secondary students and staff. An additional 62 child care spaces have been approved by the Ministry of Education which will bring to 87 the total number of child care spaces in the building.

The building housing the STSC will continue to be owned and operated by Saskatoon Public Schools. The STSC will occupy space under a lease agreement with Saskatoon Public Schools, the terms of which are to be worked out between the Ministries of Education and AEEL and the Saskatoon Public School Board.

It is duly noted that SIAST will relocate five human services programs to the STSC/Mount Royal Collegiate facility, namely Early Childhood Education, Educational Assistant, Youth Care Worker, Therapeutic Recreation and Rehabilitation Worker programs. These programs will continue to be governed by SIAST and will not be subject to the jurisdiction of the STSC. A separate leasing agreement between SIAST and Saskatoon Public Schools is envisioned.

It is further duly noted that SIAST and DTI will operate a drop-in learning centre in the north end of the Mount Royal facility intended to engage persons from the community and identify learning needs. A separate leasing arrangement is envisioned.

3. STSC Governance Structure

Upon the signing of this Memorandum of Understanding, the parties shall proceed to establish a governance structure for the STSC in the form of a non-profit corporation. Upon the establishment of the STSC non-profit corporation, each party shall choose to nominate either a voting representative or an ex-officio representative to the board of directors of the non-profit corporation.

The board of directors will provide strategic guidance and oversight of the management of the business of the STSC. Specifically, the STSC board will be responsible but not restricted to:

- Determine from its directors (voting) a board chair and vice-chair;
- Determine the terms of service of board members, chair and vice-chair;
- Focus on strategic issues, vision and goals through the development of a strategic plan;
- Approve STSC bylaws and policies;
- Hire and approve compensation for a STSC manager;
- Approve an annual budget and business plan;
- Approve the annual program plan;
- Review the formation, terms of reference and membership of sub-committees on an annual basis;
- Ensure the preparation and submission of an annual audited financial statement;
- Ensure appropriate STSC organizational performance;
- Ensure all reporting requirements are carried out;
- Use the expertise of each board member to enhance the STSC's total capabilities;
- Liaise with appropriate ministers and senior government officials; and
- Liaise with appropriate First Nations and Métis governance structures.

The parties acknowledge that none of the directors of the non-profit corporation shall have the capacity or authority to bind or act on behalf of the Province of Saskatchewan including but not

limited to the Ministry of Advanced Education, Employment and Labour or the Ministry of Education.

4. Principles of Operation

The following principles of operation will be used to build the bylaws and policies of the STSC non-profit corporation:

- The STSC is industry driven and responsive to Saskatoon and area employer needs for skilled workers;
- The STSC vision developed by the Steering Committee will provide direction for the STSC;
- This vision will be reviewed and refreshed, as deemed necessary by the STSC board;
- STSC programs provide pathways to jobs, post-secondary training and career opportunities for Saskatoon area youth and young adults;
- A significant focus will be placed on vulnerable youth involving training and services that are culturally responsive to First Nations and Métis peoples;
- The STSC supports and assists employers' efforts to achieve representative work forces;
- STSC operating and program funds will be used to operate the centre and fund trades and skills training for workplace preparation;
- The STSC will endeavour to leverage other program funds and in-kind contributions;
- Programming will be developed and delivered by a collaborative team that may be comprised of STSC staff, service providers and industry;
- Registrations and credentials for programs will be through the organization delivering the program;
- If new programming and curricula are required to meet an industry need, and are not available through any of the STSC members, they may be developed through a collaborative effort between industry and STSC members to ensure transferability for future applications;
- Information on STSC program plans and spaces will be made available to all STSC members; and,
- STSC programs and services will be aligned and integrated with available industry, community-based and institutional programs and services.

5. Appointment of Facility Agent

The STSC appoints the Saskatoon Public Schools to act as its agent for the purposes of renovation to the Mount Royal Collegiate building and new construction on the Saskatoon Public Schools owned land surrounding Mount Royal Collegiate. Saskatoon Public Schools will ensure construction/renovation to create the STSC facilities is completed according to the express wishes of the STSC board of directors. The accountable party (SIAST) will flow capital funds to the Saskatoon Public Schools to pay for the construction/renovation costs.

6. MOU

This MOU between the parties will be reviewed by the board of directors on the second anniversary of signing and every second year thereafter or sooner as desired by consensus/agreement of the parties.

Parties may terminate their participation and agreement as described under this MOU by providing two months written notice to the chair of the STSC board of directors.

Dated this _____ day of _____, 2008.

Dumont Technical Institute

Greater Saskatoon Catholic Schools

Ministry of Advanced Education, Employment
and Labour

Ministry of Education

Saskatchewan Apprenticeship and Trade
Certification Commission

Saskatchewan Construction Association

Saskatchewan Indian Institute of Technologies

Saskatchewan Institute of Applied Science
and Technology

Saskatoon Public Schools



8.8 Saskatchewan School Boards Association Members' Council Meeting

Board Priority:

- Building Relationships and Partnerships
- Promoting Stewardship

Presented by: Director of Education B. Hanson

Background Information:

A Saskatchewan School Boards Association Members' Council is scheduled for April 30 and May 1 in Regina at the Travelodge. The Board Chair, one other Trustee and Director of Education B. Hanson are invited to attend the meeting.

Recommendation:

That the Board of Education appoint a Trustee to attend Members' Council.

DIRECTOR OF EDUCATION

1. Superintendent D. Lloyd and I attended a meeting sponsored by the Ministry of Education regarding the Educational Technology Consortium and planning for the future. This topic will be discussed in more detail at our next Regular Meeting of the Board.
2. Superintendent G. Chatlain, Coordinator J. Marciniuk and I attended the College of Kinesiology Academic Awards Day on January 26. Dr. Louise Humbert presented the 'Friend of the College' Award to the Greater Saskatoon Catholic School Board and to the Saskatoon Public School Board. I was pleased to accept this award on behalf of the Board.
3. A meeting was held with the Acting Dean of Education and Associate Deans on February 2. The school division continues to work closely with the College of Education in many areas of mutual interest.
4. Superintendent B. Bitz and I attended a breakfast meeting at Humboldt Collegiate Institute and enjoyed listening to President Peter McKinnon from the University of Saskatchewan speak about University programming. President McKinnon spoke to the students at HCI as well.
5. On February 6 Superintendent G. Chatlain, Assistant Superintendent C. Coffin and several coordinators met with Ministry of Education officials in the biannual review of the Continuous Improvement Framework. Congratulations to all who presented on behalf of the division.
6. St. Thomas More College held its Gala evening on February 7. Chair Boyko, Trustees Lambert and Wesolowski and I attended.
7. Chair Boyko, Trustee Wesolowski and I attended the President's Academy sponsored by the SSBA on February 8, 9, and 10. It was an informative session with Mel Gill presenting on 'Governing for Results'. Several copies of his book are available for trustees to read.