Board Of Education
Saskatoon School Division No. 13

Meeting Of The SASKATOON BOARD OF EDUCATION

TUESDAY, APRIL 28, 2009
Board Room
310 21st Street East

7:00 p.m.

Please Note: All public Board meetings are audio taped

Agenda

1. **ROLL CALL:**

2. **PLAYING OF O'CANADA:**

3. **ADOPTION OF AGENDA:**

4. **COMMENTS/CONCERNS/QUESTIONS FROM THE PUBLIC:**
   (maximum 5 minutes per speaker; 20 minutes total; comments must be related to specific agenda items)

5. **APPROVAL OF MINUTES OF LAST MEETING:**
   April 7, 2009 (Unapproved)

6. **DELEGATIONS:**
   (a) We Are Many Action Summit Delegation

7. **EXTERNAL REPORTS / PRESENTATIONS:**
   (a) Celebrating Excellence, Junior Achievement Awards

8. **BUSINESS ARISING FROM THE MINUTES:**

9. **UNFINISHED BUSINESS:**
   (a) Items Arising From The Committee Of The Whole

10. CORRESPONDENCE:
(a-d) Individual Items

11. REPORTS OF COMMITTEES AND TRUSTEES:

12. NEW BUSINESS:
Decision
(a) Nêhiyâwiwin Cree Language And Culture Program Progress Report
(b) Board Meeting Dates: 2009 – 2010 School Year

13. REPORTS FROM ADMINISTRATIVE STAFF:
Information
(a) Literacy For Life Update
(b) Financial Results For The Period
September 1, 2008 To March 31, 2009

14. NOTICES OF MOTION:

15. QUESTIONS BY TRUSTEES:

16. QUESTIONS FROM THE PUBLIC:

Next Regular Meeting

At the call of the Chair or
Tuesday, May 12, 2009
7:00 p.m.

UNAPPROVED

MINUTES OF A MEETING:	of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, April 7, 2009 at 3:00 p.m.	April 7, 2009
MEMBERS PRESENT:	Mr. Robin Bellamy, Mr. Tad Cherkewich, Mr. Dan Danielson, Ms. Doreen Day-Wapass, Ms. Kelly Kozak, Mr. Ray Morrison, Ms. Gerri Siemens, Mrs. Shannon Underwood, Mr. Darrell Utley, Mr. Kevin Waugh	

Mrs. Underwood joined the meeting at 3:05 p.m.

Ms. Day-Wapass joined the meeting at 3:35 p.m.

Mr. Waugh excused himself from the meeting at 4:25 p.m.

Mr. Morrison moved that the Board adjourn to the call of the Chair or the Regular Board Meeting of Tuesday, April 7, 2009

CARRIED (9)

The meeting adjourned at 5:25 p.m.

Secretary of the School Division

Board Chair

UNAPPROVED

MINUTES OF A MEETING: of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, April 7, 2009 at 7:00 p.m. — April 7, 2009

MEMBERS PRESENT: Mr. Ray Morrison (Board Chair), Mr. Robin Bellamy, Mr. Tad Cherkewich, Mr. Dan Danielson, Ms. Doreen Day-Wapass, Ms. Kelly Kozak, Ms. Gerri Siemens, Mrs. Shannon Underwood, Mr. Darrell Utley, Mr. Kevin Waugh

Agenda: Mr. Bellamy moved approval of the agenda. — Agenda

CARRIED (10)

Minutes: Mr. Danielson moved approval of the minutes of the Committee of the Whole Meeting and Regular Board Meeting of March 10, 2009 and the Special Board Meeting of March 23, 2009. — Minutes

CARRIED (10)

Celebrating Excellence –SHINE Program At North Park Wilson School: Ms. Kim Newlove, Superintendent of Education, introduced Ms. Kristin Knibbs, Program Coordinator, College of Nursing, University of Saskatchewan. North Park Wilson Grade 3 and 4 students Cole Kraft, MacKenzie Duerr, Juliette Bricker, Luke Wilson, Robyn Freyling, Camille Cousyn, Ashlea Muyres , Alexa O'Hanley and Olivia Olson shared some of the learnings that have resulted from the partnership and provided a brief presentation on nutrition. Ms. Grier Swerhone, Principal of North Park Wilson, Ms Heather Rowson, Teacher at North Park Wilson and Ms. Geovanna Freyling, Parent at North Park Wilson also spoke of the value of this partnership. — Celebrating Excellence-SHINE Program At North Park Wilson School

Board Of Review: Mrs. Underwood moved that the Board approve the recommendation of the Board of Review with respect to the request from employee #11812. — Board Of Review

CARRIED (10)

Correspondence: Mr. Waugh moved the Board receive, in confidence, the correspondence from the closed session of Committee of the Whole. — Correspondence

CARRIED (10)

Correspondence: Mr. Danielson moved that the Board receive the correspondence as listed. — Correspondence

a) Correspondence From Barr Godkin, Fund Development Researcher, Saskatchewan Sports Hall Of Fame And Museum, Re: Support For Souvenir Program
b) Correspondence From Cathy Forester, Saskatoon Teachers' Association, Re: Superannuation Banquet
c) Correspondence From Irwin Blank, Chief Executive Officer, Saskatchewan Assessment Management Agency, Re: Notice of SAMA Annual Meeting
d) Correspondence From Doug McDonald Re: Saskatoon Public Schools Foundation Board Of Directors
e) Correspondence From Don W. Ewart, Re: Saskatoon Public Schools Foundation Board of Directors
f) Correspondence From Trent Wotherspoon, MLA, Regina Rosemont, Re: Adequate Funding 2009/10
g) Correspondence from Audrey Roadhouse, Ministry Of Education, Re: 2009-2010 School Year

CARRIED (10)

Reports Of Committees And Trustees:

Reports Of Committees And Trustees

- Trustee Utley reported on his attendance at the production of "Grease" at Tommy Douglas Collegiate and the "Happily Never After" dessert theatre and silent auction at Fairhaven School. Mr. Utley also stated his intention to seek re-election in the upcoming civic election.
- Trustee Bellamy reported on his attendance at the Board's meeting with SRC leaders. Mr. Bellamy also stated his intention to seek re-election in the upcoming civic election.
- Trustee Cherkewich reported on his attendance at the Board's meeting with SRC leaders and the Parent Council meeting at North Park Wilson School. Mr. Cherkewich also stated his intention to seek re-election in the upcoming civic election.
- Trustee Day-Wapass reported on her attendance at the "Bridging Aboriginal Education" conference in Saskatoon. Ms. Day-Wapass also stated her intention to seek re-election in the upcoming civic election.
- Trustee Danielson indicated he is completing his 9th year as a trustee and that he intends to seek re-election in the upcoming civic election.
- Trustee Kozak mentioned through her travels for work, she has encountered several International Baccalaureate programs and is pleased Saskatoon Public Schools is moving in this direction. Trustee Kozak also stated her intention to seek re-election in the upcoming civic election.
- Trustee Waugh reported on his attendance at the Board's meeting with SRC leaders. He also stated his intention to seek re-election in the upcoming civic election.
- Trustee Morrison reported on his attendance at the Board's meeting with SRC leaders and a news conference held April 3rd regarding Lions Arena renovations where Walter Murray Collegiate students in the subtrade and construction programs will have an opportunity to work on this program. Mr. Morrison also reported on several meetings with the Ministry of Education regarding the provincial budget. He also stated his intention to seek re-election in the upcoming civic election.

Ward Boundaries

Ward Boundaries: Ms. Siemens moved that the Board agrees to the new ward boundaries as indicated in the final report of the Municipal Wards Commission dated November 24, 2008 and that the Board requests that the Minister of Education establish their subdivision boundaries be coterminous with the City of Saskatoon's ward boundaries.

CARRIED (10)

Approval Of Directors For The Saskatoon Public Schools Foundation Corp.

Approval Of Directors For The Saskatoon Public Schools Foundation Corp.: Mr. Cherkewich moved that the Board approve the appointment of Dr. Carol Boyle, Mr. Don Ewart, Ms. Val Harper and Mr. Doug McDonald as Directors to the Saskatoon Public Schools Foundation Corp.

CARRIED (10)

Review Of Board Policies

Review Of Board Policies: Ms. Kozak moved that the Board approve the First and only required reading of minor revisions to Board Policy 11: Director/CEO Roles and Responsibilities, Board Policy 22: Recognition Of Employee Service and Board Policy 23: Fundraising And Fees.

CARRIED (10)

Cancellation Of May 5, 2009 Board Meeting

Cancellation Of May 5, 2009 Board Meeting: Ms. Kozak moved that the Board cancel the regularly scheduled Board meeting of Tuesday, May 5, 2009.

CARRIED (10)

Human Resources Report 2008-2009

Human Resources Report: Mrs. Underwood moved that the Board receive the Human Resources Report 2008-2009 to be included as part of the evidence of the quality indicators for the Director's annual evaluation.

CARRIED (10)

Reports From Administrative Staff

Reports From Administrative Staff: Reports were received, for information, on the following issues:

- Collegiate Renewal Update: Ms. Avon Whittles, Deputy Director of Education; introduced Mr. John Dewar, Superintendent of Education and Ms. Wendy James, Collegiate Renewal Consultant with Technology, who provided an overview of the Collegiate Renewal web pages that have been created to broaden and deepen staff and community understanding of the Board's Collegiate Renewal goal and to provide evidence of our School Division's journey towards the goal.

- Provincial Budget 2009-2010: Trustees were given an opportunity to express their opinions on the 2009-2010 Provincial Budget.

- Financial Results For The Period September 1, 2008 to February 28, 2009

Ms. Siemens moved that the Board adjourn to the call of the Chair or the Committee of the Whole Board Meeting of Tuesday, April 28, 2009 at 3:00 p.m.

CARRIED (10)

The meeting adjourned at 8:45 p.m.

Secretary of the School Division

Board Chair

SASKATOON BOARD OF EDUCATION

6a

MEETING DATE: **APRIL 28, 2009**

TOPIC: **WE ARE MANY ACTION SUMMIT DELEGATION**

FORUM	AGENDA ITEMS	INTENT
[✓] Board Meeting	[ ] Correspondence	[✓] Information
[ ] Committee of the Whole	[ ] New Business	[ ] Decision
	[ ] Reports From Administrative Staff	[ ] Discussion
	[✓] Other: Delegations	

BACKGROUND

Ellen Quigley, on behalf of the WAM Team, has requested and has been granted permission to address the Board regarding the WAM (We Are Many) Action Summit scheduled for May 19, 2009.

CURRENT STATUS

The attachment provides background information on this event that is being hosted by WAM in partnership with RoadMap 2020 and other environmental organizations.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. George Rathwell Director of Education	April 22, 2009	WAM Action Summit Background

RECOMMENDATION

WE ARE MANY (WAM)

We Are Many is a non-profit youth environmental organization that hosted its launch in August of 2009 with over 10,000 attendees. This event was the first of its size in the province's history -- indeed, perhaps the country's history -- the be youth-run and bottled water-free. Approximately 80% of the small amount of waste produced was diverted from the landfill to compost and recycling facilities.

WAM is now working on several exciting initiatives, including a fruit tree project that involves planting fruit trees and shrubs in public parks throughout Saskatoon, the launch of an annual bus pass called the EcoPass, and the WAM Action Summit to be held on May 19th. The Action Summit will bring together high school students, university students, teachers, professors, politicians at all levels of government, community-based organizations, and other members of the public. The group will shape two action plans (on sustainable transportation and bottled water, respectively) that will be adopted by all present and implemented over the weeks and months following the Summit.

WAM has very much appreciated the help of the School Board thus far and hopes that members of the Board will be willing to attend the Summit and take part in a special meeting with Saskatoon Transit Services and the Board of the separate school system to discuss the possible implementation of a universal high school bus pass for the city. This meeting would occur during the second half of the Action Summit on May 19th, after the discussion of the sustainable transportation action plan. The Summit begins at 1 p.m. (reception at 12:30 p.m. to accommodate attendees' disparate bus arrival times) and the smaller meetings for the school boards and Transit Services would convene at 2:30 p.m.

WAM is looking forward to discussing all of the above with the School Board next week and is grateful to have been given the chance to do so.

Ellen Quigley
On Behalf Of WAM

SASKATOON BOARD OF EDUCATION

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MEETING DATE: **APRIL 28, 2009**

TOPIC: **CELEBRATING EXCELLENCE**
JUNIOR ACHIEVEMENT AWARDS

FORUM	AGENDA ITEMS	INTENT
[✓] Board Meeting	[ ] Correspondence	[✓] Information
[ ] Committee of the Whole	[ ] New Business	[ ] Decision
	[ ] Reports From Administrative Staff	[ ] Discussion
	[✓] Other: External Reports / Presentations	

BACKGROUND

Strengthening Our Learning Community – Strategic Direction: Our Students' Learning goal states: ***"Our students will engage in relevant and challenging learning opportunities to enhance their academic, personal, and social/cultural growth".*** **Our People** goal states: ***"Our people will be committed to a constructive educational culture that values people, excellence, and life-long learning."*** **Our Community** goal states: ***"Our community will share ownership and responsibility with us for the well-being and education of our children and youth."*** **Our Organization** goal states: ***"Our organization will be principled, innovative, collaborative, accountable, and effective."***

CURRENT STATUS

There are many examples of excellent work being done by our students, staff and communities. The Saskatoon Board of Education has much to be proud of and, as such, we celebrate the achievement of our students, staff and communities continually.

Saskatoon Public Schools' involvement in the Junior Achievement Company Program, which teaches young people the fundamentals of running a business, is cause for celebration. At the recent Junior Achievement Business Hall of Fame banquet, two major awards were received:

- Spencer Hey, a Grade 12 student at Aden Bowman Collegiate, won the Achiever of the Year Award. This award is presented to an outstanding Achiever who has displayed dedication and overwhelming commitment to the Company Program throughout the year, and who has shown exceptional leadership and perseverance, as well as a willingness to help fellow achievers develop business skills. Spencer will represent the Saskatoon Junior Achievement Charter at the Canjac conference that will be held in Hamilton, Ontario.

- Mrs. Dorothy Van't Hof, a teacher at Marion Graham Collegiate, was also honoured with the Educator of the Year Award for showing leadership in promoting and encouraging Junior Achievement programs in her school. SaskEnergy and Junior Achievement will present a scholarship/bursary in the school's name.

Karen Wooller, Program Leader in the Career Work Education Office and a member of the Junior Achievement Board, will introduce Spencer Hey and Dorothy Van't Hof who will describe their involvement in Junior Achievement.

PREPARED BY	DATE	ATTACHMENTS
Mr. Barry MacDougall Superintendent of Education	April 22, 2009	

SASKATOON BOARD OF EDUCATION

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MEETING DATE: **APRIL 28, 2009**

TOPIC: **CORRESPONDENCE**

FORUM	AGENDA ITEMS	INTENT
[✓] Board Meeting	[✓] Correspondence	[✓] Information
[ ] Committee of the Whole	[ ] New Business	[✓] Decision
	[ ] Reports From Administrative Staff	[ ] Discussion
	[ ] Other:	

BACKGROUND

The following correspondence is included in this file for the information of the Board:

(a) Correspondence From Walter Murray's Environmental Club Re High School bus Pass Initiative
(b) Correspondence From Valerie Harper Re Saskatoon Public Schools Foundation Board Of Directors
(c) Correspondence From Carol Boyle Re Saskatoon Public Schools Foundation Board Of Directors
(d) Correspondence From Rosanne Glass, Executive Director, Policy, Evaluation And Legislative Services, Ministry Of Education, Re Evaluation Of School Community Councils

PREPARED BY	DATE	ATTACHMENTS
Mr. George Rathwell Director of Education	April 22, 2009	Correspondence Document

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motion:

That the Board receive the correspondence as listed.

Dear Saskatoon Public School Board,

This letter is in regards to the recent high school bus pass initiative proposed by Saskatoon Transit, Roadmap 2020, and We Are Many. Many schools within the public school division, including Walter Murray, offer unique programs that are not offered elsewhere within the school system. Because of this, many students are forced to travel by bus in order to accommodate these circumstances. In particular, grade nine and ten students use their bus as their main form of transportation to and from school.

However, we are also seeing an increasing demand for parking spots as older student's gain the ability to drive. Every year the number of students that drive to school is increasing as noticed by the overflow parking that is occurring amongst the residential areas around Walter Murray. Saskatoon's carbon footprint is getting larger and will continue to increase if all of these students continue to drive to school alone. These students are also a major contributor to the traffic jams prevalent between 3:00-4:00pm. If students are not given a mandatory sustainable option for transportation, sustainable transport practises, and practises to reduce the number of cars during these peek hours will become difficult to enforce.

Many students own a bus pass from Walter Murray Collegiate, and many more are likely to use transit if a mandatory bus pass was implemented within high school fees. Currently, students voice that a subsidized bus pass within school fees is definitely an incentive to use transit more often. Having a subsidized mandatory bus pass is an initiative we believe is an excellent undertaking for the Saskatoon Public School Board, and we hope you do too!

Sincerely,

Walter Murray's Environmental Club

SASKATOON TRIBAL COUNCIL
ASIMAKANISEEKAN ASKIY RESERVE #102A

Suite #200 – 335 Packham Avenue
Saskatoon, Saskatchewan S7N 4S1

Telephone (306) 956-6100 Fax (306) 244-7273

RECEIVED
Apr/1/09

April 2, 2009

Saskatoon Public Schools
310 – 21st Street East
Saskatoon, SK
S7K 1M7

Attention: Superintendent Garry Benning

Re: Saskatoon Public Schools Foundation Corporation

Thank you for the invitation to sit on the Board of Directors for the Saskatoon Public Schools Foundation. I would be honored to be part of a team whom I have always admired for their dedication and advancement of public education for children and youth.

As the Director of Education for the Saskatoon Tribal Council and a significant partner of the Okiciyapi Partnership I believe we can further advance the success of all students particularly, those whom statistics reference we are failing.

Once again, thank you for this honor and I look forward to meeting with you and working together .

Respectfully,

Valerie Harper
Director of Education
Saskatoon Tribal Council Inc.

cc. D. Porter, General Manager Saskatoon tribal Council Inc.

Dr. Carol A. J. Boyle MD FRCP (C)* Adult Neurology

*denotes Medical Professional Corporation

621 750 Spadina Crescent East, Saskatoon, Saskatchewan S7K 3H3

Telephone (306) 651 2830 ext 1 Fax (306) 651 2833

April 15, 2009

Ray Morrison, Chair
Saskatoon Board of Education
Saskatoon Public Schools
310-21st Street East
Saskatoon, SK
S7K 1M7 Fax: 657-3900

Dear: Mr. Morrison:

Thank you for your letter of March 19, 2009 regarding the Board of Directors of the Saskatoon Public School Foundation Corporation.

I would indicate that I would be willing to serve on the Board of Directors. I think it is important that the Saskatoon Public Schools have a positive image in our community. I will look forward to the opportunity to provide service on behalf of the School Board Foundation.

Yours sincerely,

C. Boyle MD, FRCP(C)
Adult Neurology
CB/kh

CC: George Rathwell, Director of Education
Mr. Garry Benning, Director, Saskatoon Public Schools Foundation

Saskatchewan

Ministry of
Education

2220 College Avenue
Regina, Canada
S4P 4V9

April 15, 2009

Mr. Ray Morrison
Saskatoon School Division
310-21st Street East
SASKATOON SK S7K 1M7

Dear Mr. Morrison:

On behalf of the Ministry of Education, I would like to advise you about the upcoming evaluation of School Community Councils.

As you may be aware, the ministry committed to undertake an evaluation of School Community Councils in 2009-10. School Community Councils (SCCs) are an important part of Saskatchewan's education system and, therefore, an evaluation of the Councils will provide useful and relevant information on the effectiveness and challenges experienced by the SCCs for parents and communities, SCC members, schools, school divisions and the ministry. This evidence will inform development of recommendations and an action plan to finalize implementation, provide ongoing support for SCCs and make any changes that may improve their effectiveness.

In particular the evaluation will focus on the following areas:

a. **Feedback on Legislation and Regulations for School Community Councils** – Legislation and Regulations were put in place in 2006 to formalize the intent of the policy directions for SCCs. School divisions have had Councils in place for one year and in some cases for two years. Feedback can now be collected from school divisions regarding the clarity of the Legislation and Regulations for SCCs, whether they are effective in assisting school divisions in their responsibility to support SCCs to achieve their purpose, and whether they pose any barriers.
b. **Implementation Model** – The ministry implemented SCCs by setting policy directions and legislating responsibility for their establishment and on-going support to boards of education. To assist in the implementation phase, the ministry contracted the Saskatchewan School Boards Association to provide orientation and training to school divisions to support them in effective establishment and implementation of SCCs in every school.
c. **General Effectiveness** – With SCCs firmly in place in every school division, the ministry needs to examine if they are doing what they were established to do from a wide range of perspectives – principals, teachers, parents, students, communities, boards of education and Councils themselves.

. . . 2

d. **Ongoing Support and Communication** – With the establishment and implementation phase complete, it is important to determine what support and communication systems have been put in place for SCCs and whether they are meeting the needs of the Councils, parents, schools, communities, school divisions and the ministry.

An Advisory Committee will assist the ministry by providing advice and input to the evaluation framework, drafting recommendations based on evaluation findings and development of an action plan. Draft Terms of Reference for this Advisory Committee are enclosed. As you will note, this Committee will include representatives from our partners in PreK-12 education.

Board members, divisional staff responsible for SCCs and members of SCCs may be involved as key informants, survey respondents and/or focus group participants. School divisions and or schools may also be involved in facilitating data collection by providing contact information, communications via email and logistical supports for focus groups.

We look forward to your participation in this important work. If you have any questions, please feel free to contact Heather Balfour, Director, Planning and Evaluation Unit, Policy, Evaluation and Legislative Services Branch, **heather.balfour@gov.sk.ca** or 306-798-1888.

Sincerely,

Rosanne Glass
Executive Director
Policy, Evaluation and Legislative Services

Enclosure

cc: Heather Balfour, Director, Planning and Evaluation Unit, Ministry of Education
George Rathwell, Director of Education, Saskatoon School Division
Hugh Kurz, School Community Council, Saskatoon School Division

Draft
Terms of Reference
School Community Council Evaluation Advisory Committee

Background
School Community Councils (SCCs) are an important part of Saskatchewan's education system. The provincially mandated councils were established in legislation and regulations in 2006 following recommendations from The Local Accountability and Partnerships Panel (LAPP). The Panel recommended a provincial framework for local involvement and accountability in its September 2005 report. Government's response, later that year, provided provincial policy directions to guide the establishment of SCCs as an integral, purposeful component of school division governance.

Boards of education were assigned the legislative responsibility for the establishment and support of SCCs in every school. Establishment, orientation and implementation of SCCs was scheduled to take place in stages throughout the 2006-07 to 2007-08 school years.

The Ministry of Education proposed to conduct an evaluation post-implementation as part of accountability requirements to government. The evaluation will examine:

- the effectiveness of the SCC implementation;
- how ministry and school division policies and practices have supported the effective establishment and implementation of school community councils; and,
- the general effectiveness of the SCCs in fulfilling their duties.

Role
The SCC Evaluation Advisory Committee will provide input, advice, and recommendations to the SCC Evaluation Working Group to ensure a comprehensive evaluation reflecting diverse perspectives and an achievable action plan based on the findings from the evaluation.

Membership
Representatives from:

- Saskatchewan School Boards Association
- Saskatchewan Teachers' Federation
- League of Educational Administrators, Directors and Superintendents of Saskatchewan
- Saskatchewan Association of School Business Officials
- Ministry of Education:
  - Policy, Evaluation and Legislative Services Branch
  - Assessment, Accountability and Records Branch
  - Education Finance and Facilities Branch
  - Regional and Integrated Services Branch
  - First Nations and Métis Education Branch

Term
The term for the Committee will be linked to the initiation and completion of the evaluation and subsequent development of recommendations and an action plan resulting from the findings of the evaluation. It is expected that evaluation planning will begin in the spring of 2009 with completion of an action plan by September of 2010. However, unforeseen circumstances may alter the term of the Committee.

Responsibilities
- Review and provide advice on the evaluation framework.
- Review and provide feedback on the draft evaluation report to ensure the information presented is clear and well understood.
- Participate in the development of recommendations and action plan based on the findings from the evaluation.

Authority
The Ministry of Education values the input of the Advisory Committee, however retains the responsibility for final decisions associated with the design and implementation of the evaluation. The Advisory Committee will play a lead role in the development of recommendations and an action plan based on the evaluation findings. Decision-making on the recommendations and action plan will be by consensus.

Meetings
Members of the Advisory Committee will be required to participate in an initial face-to-face meeting to review and provide input to the evaluation framework. As well there will be a face-to face meeting at the recommendations development phase. Other meetings may be required. Meeting venues will be balanced between Regina and Saskatoon.

When possible, electronic communications and documents will be used to minimize the need for face-to-face meetings.

Resources
The Policy, Evaluation and Legislative Services Branch will cover travel, accommodation and meal costs related to approved Advisory Committee participation, in accordance with provincial government policy. Any other costs will need to be negotiated on a case-by-case basis.

SASKATOON BOARD OF EDUCATION

12a

MEETING DATE: **APRIL 28, 2009**

TOPIC: **NÊHIYÂWIWIN CREE LANGUAGE AND CULTURE PROGRAM PROGRESS REPORT**

FORUM	AGENDA ITEMS	INTENT
[✓] Board Meeting	[ ] Correspondence	[ ] Information
[ ] Committee of the Whole	[✓] New Business	[✓] Decision
	[ ] Reports From Administrative Staff	[ ] Discussion
	[ ] Other:	

BACKGROUND

The Nêhiyâwiwin Cree Language and Culture Program is an Okicīyapi Partnership project involving the Saskatoon Tribal Council (STC), Central Urban Métis Federation Incorporated (CUMFI) and Saskatoon Public Schools (SPS). It is an early learning strategy that focuses on creating a language and culture-rich classroom environment in order for students to learn conversational Cree in the "Y" dialect.

The idea for the program developed from a discussion at an Okicīyapi Partnership Education Council meeting. The Council discussed opportunities to work together to support second language acquisition for First Nations and Métis students. Research was conducted on Aboriginal language programs in Canada and a proposal was submitted to the Saskatoon Board of Education for its consideration in February 2005. The Board voted to establish the Nêhiyâwiwin Cree Language and Culture Program Pilot for the fall 2005 as a three-year "pilot" program for Saskatoon Public Schools.

CURRENT STATUS

The purpose of this document is to provide an evaluation/progress report on the Nêhiyâwiwin Cree Language and Culture Program pilot. The Saskatoon Board of Education requested a review of the program following the final expansion to Grade 3.

This document provides feedback from parents, teachers and administrators involved in the program. Feedback was gathered through parent surveys, community meetings and staff interviews.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Ms Patricia Prowse, Superintendent of Education Mr. Cort Dogniez, Coordinator: First Nations, Inuit and Métis Education	April 22, 2009	Nêhiyâwiwin Cree Language And Culture Program Progress Report

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motions:

1. That the Board receive the Nêhiyâwiwin Cree Language and Culture Progress Report.
2. That the Board remove the pilot designation for the program effective August 2009.

Nêhiyâwiwin Cree Language and Culture Program

Saskatoon Board of Education
April, 2009

Prepared by

Cort Dogniez, Coordinator: First Nations, Inuit and Métis Education

Patricia Prowse, Superintendent of Education

"I am glad to see them come home eager to speak the Cree language with pride and joy that they learn from the program…very awesome to see!"
Parent quote – May, 2008

Purpose of Report

The purpose of this document is to provide a progress report of the Nêhiyâwiwin Cree Language and Culture Program pilot. Saskatoon Public Schools' trustees requested a review of the program following the final expansion to Grade Three. This document provides feedback from parents, teachers and administrators involved in the program. Feedback was gathered through parent surveys, community meetings and staff interviews. Areas for consideration were enrolment, resources, community involvement, transportation, challenges and opportunities, and innovation and leadership.

Background

The Nêhiyâwiwin Cree Language and Culture Program is an Okicīyapi Partnership project involving the Saskatoon Tribal Council (STC), Central Urban Métis Federation Incorporated (CUMFI) and Saskatoon Public Schools (SPS). It is an early learning strategy that focuses on creating a language and culture rich classroom environment in order for students to learn conversational Cree in the "Y" dialect. The idea for the program rose from a discussion at an Okicīyapi Partnership Education Council meeting. The council discussed opportunities to work together to support second language acquisition for First Nations and Métis students. Research was conducted on Aboriginal language programs in Canada and a proposal was submitted to Saskatoon Public Schools' trustees for their consideration in January, 2005. The Board voted to establish the Nêhiyâwiwin Cree Language and Culture Program Pilot for the fall, 2005.

Program Overview

The Nêhiyâwiwin Cree Language and Culture Program is a bilingual program. The goal of the program is to ensure proficiency in both Cree and English. In order to do this the amount of Cree spoken in the classroom diminishes as the demands for English-specific terminology increases within the curriculum from one grade to the next. Currently, approximately 70% of the instruction in the Kindergarten program is provided in Cree, approximately 60% in Grade One and approximately 50% in the Grade 2/3 classroom. The ratio of Cree to English also fluctuates with the language strength of the students. The program is staffed with two full time classroom

teachers, one half time Kindergarten teacher and two educational assistants. The educational assistant's role is to support learning and to model language use in the classroom.

Nêhiyâwiwin Cree Language and Culture Program Enrolment

	2005-2006 (Sept. 30/05)	**2006-2007** (Sept. 30/06)	**2007-2008** (Sept. 30/07)	**2008-2009** (Sept. 30/08)
Kindergarten	12	11	19	17
Grade One	N/A	12	14	19
Grade Two	N/A	N/A	5	10
Grade Three	N/A	N/A	N/A	10

In the fall of 2009 Saskatoon Public Schools placed a Cree Pre-Kindergarten program at Confederation Park Community School. This program compliments the Nêhiyâwiwin Cree Language and Culture Program providing students with a five year opportunity to develop a strong language foundation as recommended by research. In September 30, 2008 eleven students were enrolled in the Pre-Kindergarten program.

One of the goals of the Nêhiyâwiwin Cree Language and Culture Program was to create a language rich environment where students would develop their oral fluency in the Cree language. Classroom teachers report that language targets are clearly stated in planning documents and shared with parents and students. Targets are posted regularly for students to read in the Grade 2/3 classroom and evidence of attainment included levels of participation and interest and use by students outside the classroom setting. Parent surveys indicated the program met or exceeded their expectations. Positive comments referred to the amount of Cree being shared by the students at home and with family members such as grandparents. Many parents also commented that their child knew more Cree than they did.

Resources

The Nêhiyâwiwin Cree Language and Culture Program follows Saskatchewan's curricula for Kindergarten to Grade Three. Recommendations for language revitalization published by the Ministry of Education and *The Western Canadian Protocol for Collaboration in Basic Education* have also been incorporated into the program. The resources used are those recommended by the Gift of Language Partnership. These resources include materials developed by Onion Lake and Lac La Ronge First Nations. Professional development opportunities have been provided to teachers in Dr. Greymorning's Second Language Acquisition and the Total Physical Response

(TPR) approach to second language instruction. All of these resources have been modified by our teachers to ensure they are appropriate for the Saskatoon urban setting. Resource development time has also been provided to support our teachers in the creation of learning materials. Staff and administration report that there are now adequate resources in place to sustain the program from Kindergarten to Grade Three.

Funding for the Nêhiyâwiwin Cree Language and Culture Program has come from four sources:

- Saskatoon Public Schools provides staff, facilities, supplies and equipment.
- Saskatoon Tribal Council provides funds for honoraria, resources, and professional development opportunities.
- Okicīyapi Partnership provides funds for additional resources, promotion and marketing.
- The Ministry of Education provides funding for the transportation aspect of the program.

Feedback from parent surveys has stated that cultural activities are an integral part of the program. Recommended activities include participating in traditional First Nation activities, learning appropriate protocols with Elders, and traveling to events to listen to stories or to learn traditional games. To support these activities the program has received assistance from the Okicīyapi Cultural Resource Liaison Worker and is currently being supported by Saskatoon Public Schools' Waokiye and Traditional Knowledge Keepers. Field trips to such places as Wanuskewin Heritage Park and participating in events such as National Aboriginal Day celebrations also provide students an opportunity to use their language skills in meaningful ways.

Community Involvement

Parental and extended family involvement in program activities has been encouraged but participation has been limited. The majority of the parents with students in the program do not speak Cree. Teachers have worked with the school community coordinator to ensure parents and extended family feel welcomed at school events such as Multicultural Celebrations Night, Stories Under the Stars, the upcoming Cree Festival, assemblies, three way conferences and community meals. The unofficial motto of the school that has been adopted by the Nêhiyâwiwin Cree Language and Culture Program is, "Invite! Invite! Invite!"

Elder and /or Traditional Knowledge Keeper involvement has been identified as an asset to providing a language and culture rich environment. The program involves community

members whenever possible to ensure what is taught is respectful and meaningful. An Advisory Committee provides visioning, direction and support for the program, and all decisions concerning location, content, staffing and resources were made in consultation with this group. The Advisory Committee has provided assistance in the development, implementation and evaluation of the program to ensure that specific language and cultural needs of Saskatoon children are being met. This committee is comprised of Elders and members from the Okicīyapi Partnership, the Cree Language Retention Committee, Gift of Language Partnership, Saskatchewan Indian Cultural Centre, and the community. The last Advisory Committee meeting was held on February 27, 2008 to provide an update on the Nêhiyâwiwin program. A community meeting was held March 3, 2009 to inform the public about the Nêhiyâwiwin Cree Language and Culture Program and to seek input concerning the future directions of the program.

Mr. Cort Dogniez, Coordinator of First Nations, Inuit and Métis Education is a member of the Advisory Committee and is Saskatoon Public Schools' representative on the Gift of Language Partnership Committee and on the Cree Language Retention Committee. Mr. Dogniez acts as a liaison to the Okicīyapi Partnership so that its members are informed of current initiatives for First Nations language programming in the province.

Transportation

Parent surveys conducted in June 2006 indicated overwhelming support for the program but the major concern identified by parents and caregivers in the survey was the lack of student transportation. Saskatoon Public Schools advocated and secured permanent funding from the Ministry of Education for Cree language transportation in provincial schools. Since that time enrolment in the Nêhiyâwiwin program has grown and remained consistent throughout the school year. Parent surveys continue to identify transportation as their primary concern when considering attendance for their child in the program.

Home Schools for Students attending the Nêhiyâwiwin Program:

Confederation Park	28
Dundonald	3
Fairhaven	7
Howard Coad	2
James L. Alexander	2
King George	2
Lester B. Pearson	11
Mayfair	3
Princess Alexandra	5
Sutherland	1
Vincent Massey	5
Westmount	1
W.P. Bate	2
TOTAL	72

Challenges and Opportunities

The Okicīyapi Partnership motto is "working together for a cause." As the Partnership has remained focused on the goal of Cree language revitalization the members have worked together to find solutions to the challenges outlined below.

- The availability of Cree resources suitable for an urban setting is limited. The Nêhiyâwiwin Cree Language and Culture Program is unique in that it is being delivered in an urban setting so teachers have had to be both program developers and instructors. During the first year of the program afternoons were provided for program development. Since then additional planning days have been provided to the teachers for resource development.
- Recruitment and retention of qualified teachers and education assistants who are fluent Cree speakers has also been a challenge. Members of the Partnership are working closely with Saskatoon Public Schools' Human Resources Department to recruit teachers and educational assistants who are fluent Cree speakers.
- The contributions of an Elder or Traditional Knowledge Keeper has been critical in providing support and spiritual and cultural direction. Currently, a Traditional Knowledge Keeper provides support to the program two days a week through short term funding from the Ministry of Education.
- The development of a cultural space within the school was necessary. An approved space has been developed.

Along with the challenges the Nêhiyâwiwin Cree Language and Culture Program has enjoyed many successes. Some of these successful outcomes are outlined below.

- The incorporation of the Picture Word Inductive Model (PWIM) has supported student learning. The classroom teachers have attended PWIM training and have used the instructional model to successfully support Cree language acquisition.

- Networking opportunities have resulted in expanded support from the community for the program. In 2006-2007, the Kindergarten classroom benefited from an intern from the Indian Teacher Education Program and an intern from the Education Assistant Program at the Saskatchewan Indian Institute of Technology. Further networking with SPS Core Cree teachers has provided increased learning opportunities.
- Confederation Park Community School has welcomed the program and together the learning community has created many opportunities to develop cultural understandings. For example staff and students have learned Cree vocabulary and how to sing *O Canada* and *Friends* in Cree.
- Additional funding through the Okicīyapi Partnership has strengthened the program by increasing resources and by providing additional professional development opportunities. Staff members have received training in Dr. Greymorning's Second Language Acquisition model of instruction and in the Total Physical Response approach. Teachers also attended the Saskatchewan Indian Cultural Centre's First Nations Language Keepers Conferences from 2006 to 2008.
- The Okicīyapi Partnership Project Leader is providing support to teachers in the implementation of assessment for learning practices and the establishment of benchmark assessment data.
- Parental feedback has been collected each year through Talking Circles or personal interviews. Parental feedback continues to be very positive.
- A promotional DVD on the Nêhiyâwiwin Cree Language and Culture program was developed and has been distributed to all public schools to help advertise the program.
- The Nêhiyâwiwin Cree Language and Culture program has received positive press coverage from the media with three published articles on the program over the last year. The Ministry of Education showcased the program during their Education Week campaign.
- In 2006, the Canadian Council on Learning presented the Okicīyapi Partnership with the "Sharing the Flame" recognition for excellence in the area of First Nations, Inuit and Métis education. The Nêhiyâwiwin Cree Language and Culture Program is part of that recognition.
- In 2007, the Premier's Board of Education Award for Innovation and Excellence in Education was awarded to Saskatoon Public Schools based on the collaborative work done with the Okicīyapi Partnership. The Nêhiyâwiwin Cree Language and Culture Program was part of that recognition.
- In 2008 Saskatoon Public Schools established a Cree Pre-Kindergarten program at Confederation Park Community School. Research has stated that second language acquisition is best supported in the early years with five years of consecutive instruction. The addition of the Cree Pre-Kindergarten program fulfills this level of language support for students.

Innovation and Leadership

For a number of years Elders, parents, and community members have voiced their concerns about the loss of Aboriginal languages. The Ministry of Education's *Aboriginal Education Provincial Advisory Committee (AEPAC) Action Plan 2000-2006* states,

> "In order for learning to take place, students must feel that the school reflects their cultural community. We know from experience and research that many Aboriginal students in the province do not find schools to be culturally affirming places. Our recommendations in this area are aimed at insuring that schools promote the well-being of each individual and community by affirming the cultures, traditions, languages, spirituality and world views of all the students." (p.6)

The Nêhiyâwiwin Cree Language and Culture Program is providing students with the opportunity to acquire language and cultural understandings in a culturally affirming setting. Parent feedback has been positive and has guided the program in becoming more responsive to identified needs. (See Appendix A)

Innovative practices within the Nêhiyâwiwin Cree Language and Culture Program have drawn the attention of several local and provincial organizations looking for leadership in the development of similar programs. The program has hosted several site visits from staff from provincial and First Nation schools. In particular it was a destination site when the Ministry of Education and LEADS held a joint workshop on *Building and Sustaining Effective First Nations and Métis Partnerships* on April 11, 2008 and again at the recent Regina Public School Learning Alliance Day on February 11, 2009. Interest in the Nêhiyâwiwin Cree Language and Culture Program has also resulted in presentations at the Saskatchewan Indian Cultural Centre's *Language Keepers Conferences* held in 2006 and 2008. Finally, in 2009 the Canadian Council on Learning and the Aboriginal Learning Knowledge Centre's Diverse Education Systems and Learning Animation Theme Bundle Synthesis Report (in press) identifies the Okicīyapi Partnership as their K-Grade 12 promising practice. In this report the Partnership is recognized for the development of the Nêhiyâwiwin Cree Language and Culture Program.

Conclusion

The goals and outcomes of the Nêhiyâwiwin Cree Language and Culture Program align with the provincial *Continuous Improvement Framework* under the priority area of Equitable Opportunities For All Students where the goal is to improve participation and outcomes for First Nations and Métis students. The Ministry of Education recently released the First Nations and Métis Education Policy Framework, *Inspiring Success: Building Towards Student Achievement*. One of the Framework principles is a valuing of First Nations and Métis language and cultures and a commitment to supporting programs that integrate the teaching of language and culture (p.12). Saskatoon Public Schools support of the Nêhiyâwiwin program is an indicator of our commitment to equitable outcomes for First Nations and Métis students.

Further to the preparation of this summary report a compilation of ideas for future consideration was created and will be shared with our Okicīyapi partners.

Appendix A

Parent Survey Summary
January, 2009

(27 out of 72 surveys returned)

1. What do you like about the program?

All parents expressed satisfaction with the program. Common themes were: satisfaction with learning the language, gaining cultural and historical perspectives, positive classroom management and discipline plans, and revitalization of the Cree language.

2. Are there things that you would like to see changed/improved about the program?

Few parents requested changes while others made suggestions for enhancements. Common suggestions were: enhanced program communication, more cultural content and Elder inclusion, request to consider expanding the program beyond Grade Three and family language resources.

3. Is free student transportation to and from the program important to you? Why?

Free transportation to and from the program continues to be identified as important to parents. Parents commonly noted that the provision of transportation to the program helped address barriers. These barriers included access, distance traveled to the program, and the opportunity to align school transportation times with employment or school.

4. Are there any traditional teachings you would like your child to learn?

Parents identified cultural teachings as very important to the program. Common teachings stated included: values, ceremony, history, and protocols.

5. Is the program meeting your expectations?

Most parents felt the program was meeting or exceeding their expectations. Common themes from their statements reported happy students, satisfaction with content, and pride in learning the Cree language. Two parents stated they weren't sure what to expect from the program.

* These themes have remained constant throughout parent/caregiver survey results in 2006, 2007 and 2008.

SASKATOON BOARD OF EDUCATION

12b

MEETING DATE: **APRIL 28, 2009**

TOPIC: **BOARD MEETING DATES: 2009 – 2010 SCHOOL YEAR**

FORUM	AGENDA ITEMS	INTENT
[✓] Board Meeting	[ ] Correspondence	[ ] Information
[ ] Committee of the Whole	[✓] New Business	[✓] Decision
	[ ] Reports From Administrative Staff	[ ] Discussion
	[ ] Other: Unfinished Business	

BACKGROUND

The following are the proposed Board meeting dates for the 2009 – 2010 school year.

September	8	Regular Meeting	February	9	Regular Meeting
	22	Regular Meeting			
October	13	Annual Meeting Of Electors/ Regular Meeting	March	9	Regular Meeting
				30	Regular Meeting
November	3	Inaugural Meeting (12:00 noon)/ Regular Meeting	April	27	Regular Meeting
	17	Regular Meeting			
December	8	Regular Meeting	May	4	*Regular Meeting (if required)
				18	Regular Meeting
January	19	Regular Meeting	June	8	Regular Meeting
				22	Regular Meeting

CURRENT STATUS

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. George Rathwell Director of Education	April 22, 2009	Board Meeting Dates 2008 – 2009 School Year School Year Calendar 2009 - 2010

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motion:

That the Board approve the Board meeting dates for the 2009 – 2010 school year.

SASKATOON BOARD OF EDUCATION

MEETING DATE: **APRIL 29, 2008**

TOPIC: **BOARD MEETING DATES: 2008 – 2009 SCHOOL YEAR**

FORUM	AGENDA ITEMS	INTENT
[✓] Board Meeting	[ ] Correspondence	[ ] Information
[ ] Committee of the Whole	[✓] New Business	[✓] Decision
	[ ] Reports From Administrative Staff	[ ] Discussion
	[ ] Other: Unfinished Business	

BACKGROUND

The following are the proposed Board meeting dates for the 2008 – 2009 school year.

September	9	Regular Meeting	February	10	Regular Meeting
	23	Regular Meeting			
October	14	Annual Meeting Of Electors/ Regular Meeting	March	10	Regular Meeting
November	18	Inaugural Meeting (12:00 noon)/ Regular Meeting	April	7	Regular Meeting
				28	Regular Meeting
December	9	Regular Meeting	May	5	*Regular Meeting (if required)
				12	Regular Meeting
January	13	Regular Meeting	June	9	Regular Meeting
				23	Regular Meeting

CURRENT STATUS

A copy of the Board meeting dates for the 2007 – 2008 school year and the 2008 – 2009 school year calendar are attached for trustee information.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Dr. Jim Jutras Director of Education	April 23, 2008	Board Meeting Dates 2007 – 2008 School Year 2008 – 2009 School Year Calendar

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motion:

That the Board approve the Board meeting dates for the 2008 – 2009 school year.

2009-2010

SASKATOON PUBLIC SCHOOLS
SCHOOL YEAR CALENDAR
2009 - 2010

TM

LEGEND

- School Year Opening
- Elementary Registration a.m.
- Secondary Registration/Classes Begin
- Elementary Classes Begin
- Holidays
- Elementary School Planning/ Professional Development
- Elementary and Secondary School Planning/Professional Development
- Convention and Institute
- Last Day for Secondary Students
- Last Day for Elementary Students

AUGUST(2009)

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
30	31					

4 Days

SEPTEMBER

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

21 Days

OCTOBER

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21 Days

NOVEMBER

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

20 Days

DECEMBER

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 Days

JANUARY(2010)

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 Days

FEBRUARY

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

17 Days

MARCH

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23 Days

APRIL

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

16 Days

MAY

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20 Days

JUNE

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

21 Days

Total = 197 Days

SASKATOON BOARD OF EDUCATION

13a

MEETING DATE: **APRIL 28, 2009**

TOPIC: **LITERACY FOR LIFE UPDATE**

FORUM	AGENDA ITEMS	INTENT
[✓] Board Meeting	[ ] Correspondence	[✓] Information
[ ] Committee of the Whole	[ ] New Business	[ ] Decision
	[✓] Reports From Administrative Staff	[ ] Discussion
	[ ] Other:	

BACKGROUND

The School Division is in its fifth year of implementing the Board's priority, ***Literacy For Life***. The overall goal of ***Literacy For Life*** is to have all students, K – 12, reading at or above grade level. The initiative is comprised of the following components:

- Literacy Enhanced, Full Day Kindergarten;
- Literacy in the Early Years (Kindergarten to Grade 2);
- Literacy Instruction with a focus on Inquiry (Grade 3);
- Literacy Instruction with a focus on explicit strategies to create independent readers (Grades 4 - 8);
- *Just Read* (PreKindergarten to Grade 12);
- *Read To Succeed* (Grades 3 - 12).

CURRENT STATUS

Having a learning priority, such as ***Literacy For Life***, requires all of us to align our thinking and our work toward the overall goal of the initiative. It means our days look different, our efforts take on targeted goals, and the priority becomes woven into the culture of the organization. Evidence of this alignment and effort is also found within our Okicīyapi partnership.

We are in our third year of joining together as a learning community during ***Literacy For Life*** staff development sessions with our Kindergarten to Grade 2 colleagues from several of the Saskatoon Tribal Council schools. During this time, we have benefited from learning together with teachers from:

- WaPaHaSka School, Whitecap Dakota/Sioux First Nation;
- Almightyvoice Education Centre, One Arrow First Nation;
- Chief Mistawasis School, Mistawasis First Nation;
- Nawigizigweyas Education Centre, Yellow Quill First Nation, and
- Muskoday School, Muskoday First Nation.

Over time, the products, conversations and observations made by the teachers of these schools indicate the instructional models and assessment tools utilized within ***Literacy For Life*** are benefiting both them, as educators, and the students with whom they work. Since joining our learning community, educators from the Saskatoon Tribal Council have determined the name of their initiative to be the Kākikē ayamīcikē (Always Read) Literacy Initiative.

Informal evidence also suggests that when students move between Saskatoon Public Schools and a Tribal Council school, these students feel a sense of familiarity and comfort when they recognize a large photograph with "words shaken out", when they experience a teacher using a Think Aloud strategy, or when they see the phrase "*Just Read*".

By way of further describing the benefits our learning priority and partnership have had for both students and educators, the following people will briefly share their insights and learnings:

- Mrs. Valerie Harper, Director of Education, Saskatoon Tribal Council;
- Ms Sharon LaFlamme, Principal, Muskoday First Nation School;
- Leanne Torgerson, Teacher, Nawigizigweyas Education Centre, Yellow Quill First Nation, and
- Kim Hodgson, Teacher, Nawigizigweyas Education Centre, Yellow Quill First Nation.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mrs. Avon Whittles, Deputy Director of Education Miss Kim Newlove, Superintendent of Education	April 22, 2009	

RECOMMENDATION

SASKATOON BOARD OF EDUCATION

13b

MEETING DATE: **APRIL 28, 2009**

TOPIC: **FINANCIAL RESULTS FOR THE PERIOD SEPTEMBER 1, 2008 TO MARCH 31, 2009**

FORUM	AGENDA ITEMS	INTENT
[✓] Board Meeting	[ ] Correspondence	[✓] Information
[ ] Committee of the Whole	[ ] New Business	[ ] Decision
	[✓] Reports From Administrative Staff	[ ] Discussion
	[ ] Other:	

BACKGROUND

The attached financial information shows the School Division's year-to-date consolidated financial position, as well as the operating, capital and reserve funds separately.

The goal is to provide the Board with comprehensive financial information, by way of viewing each section separately, and then as a total picture.

CURRENT STATUS

Attached are the following documents:

1.	Memorandum regarding consolidated financial results to March 31, 2009.	Pages 1 – 5
2.	Consolidated financial statements to March 31, 2009.	Page 6
3.	A breakdown of the consolidated statement into the three fund accounts of: Operating, Capital and Reserves.	Page 7
4.	Reserves showing balances, allocations and expenditures by classification.	Pages 8 - 9
5.	Capital expenditures to March 31, 2009.	Page10

Trustees with specific questions are asked to contact Mr. Garry Benning prior to the Board meeting.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. Garry Benning Chief Financial Officer	April 22, 2009	Financial Results Attachment

RECOMMENDATION

Saskatoon Public Schools
Inspiring Learning

310 – 21st Street East, Saskatoon, Saskatchewan S7K 1M7
Tel: (306) 683-8200 • Fax (306) 657-3971
www.spsd.sk.ca
Mr. G. Rathwell, Director of Education

M E M O R A N D U M

DATE: April 6, 2009

TO: Trustees
Administrative Council

FROM: Garry Benning, Chief Financial Officer
Wanda McLeod, Budget and Audit Manager

RE: **CONSOLIDATED FINANCIAL RESULTS TO MARCH 31, 2009**

For the period September 1, 2008 to March 31, 2009, the majority of consolidated revenues and expenditures are on budget. The following is an explanation for several of the revenues and expenditures:

1. Revenues

a) Total Revenue
Total consolidated revenue to date is $106,379,021 which is 56.7% of budget. This is 6.1% less than the seven months ending March 31, 2008 (prior year) actual results. The total operating revenues in 2008-09 of $102.7 million is 57.7% of budget. This is 5.4% less than the prior year actual results when compared to the operating budget.

b) Property Taxes
$54.9 million or 52.8% of property tax has been recognized (which is 4.9% less than the prior year). The property taxes are based on the most current information received from the City of Saskatoon. Therefore, the 2008 property tax revenue is based on the actual information as provided by the City as at the end of December 2008. The property tax for January to March 2009 is based on the estimate as provided by the Ministry of Education.

The 2009-10 Provincial Budget (announced on March 18, 2009) included a new funding model for Pre-kindergarten to Grade 12 education. The province will be providing a higher percentage of the funding. **Based on funding information from the province, the property taxes and provincial grant revenues will be on budget at year end when combined.**

c) Provincial Grants

$43.2 million or 59.4% (10.5% less than the prior year) of consolidated grants have been reported. For the seven months ending March 31, 2009, $39.7 million or 62.8% (prior year was 71.3%) of the Operating Fund provincial grant revenue has been recognized.

Saskatoon Public Schools was provided with a greater percentage of funding from the province and a decreased amount from local property tax revenues in the 2009-10 Provincial Budget. The additional provincial funding will start on April 1, 2009. The decrease in funding from local property tax revenues started on January 1, 2009. As mentioned in the property tax section, the property taxes and provincial grants revenues combined are expected to be on budget in the Operating Fund in 2008-09.

For the seven months ending March 31, 2009, there was $3.6 million (37.4%) reported in the Capital Fund for provincial grant revenue recognized. At March 31, 2008, $941,600 (37.8%) of the Capital Fund provincial grant revenue has been recognized. The provincial grants for capital projects are recognized as the projects progress. For example, a project that is 60% completed would have 60% of the related provincial funding recognized in the financial statements.

The 2008-09 provincial grants budget for the Capital Fund included $8.5 million for the Saskatoon Skills and Trades Centre. To date, approximately $2.4 million has been recognized as both a revenue and expenditure for the project. The 2008-09 Budget included capital expenditures of $8.5 million for the Saskatoon Skills and Trades Centre project. At this time, it is estimated that approximately $5 million in capital expenditures will be accrued at August 31, 2009.

d) Tuition and Related Fees

$550,185 or 58.8% (2.7% less than the prior year) of tuition and related fee revenue is estimated at March 31, 2009. The tuition fees for the International Student Program (ISP) were about $150,000 over budget in 2007-08. At this time, it is expected the program will be under budget in 2008-09. The budget for ISP in 2007-08 was $500,000 and $600,000 in 2008-09.

e) Complementary Services

$934,407 or 86.0% (22.5% more than the prior year) of the complementary service revenue has been recognized at March 31, 2009. Complementary services revenue reports the Pre-Kindergarten and non-learning support activities funding. The revenue for the Pre-Kindergarten program is recognized as the expenses for the program are recognized.

In 2008-09, there were a higher percentage of expenses recognized (when compared to the prior year). After the 2008-09 Budget was set, an additional Pre-Kindergarten was added by the Ministry. This program is funded by the Ministry of Education. In addition, a Youth in Custody grant was received in 2008-09 that was not expected when the 2008-09 was developed.

f) External Services
$1.5 million or 70.1% (1.4% less than the prior year) of external services revenue has been recorded. External services revenue includes adult education, cafeteria revenues and provincial funding for the associate school.

g) School Based
$4.4 million or 79.6% of school based revenue has been recorded. School-based revenue includes student fees collected at the school level. As required by the Ministry of Education, this is the first year that the revenue and the related expenses are reported in the financial statements.

h) Other
$925,009 or 68.0% (31.0% less than the prior year) of other revenue has been recognized. The timing of the payments in this category varies from year to year. Other includes investment and rental income. The 2007-08 investment income was about $400,000 over budget. This will probably not be the case in 2008-09 because the investment income budget was adjusted.

2. Expenditures

a) Total Expenditures
Total expenditures to date are $119,327,783 which is 62.4% of the budget (1.2% less than the prior year). The total Operating Fund expenditures are 63.2% of the Operating Fund budget at March 31, 2009 (65.3% at March 31, 2008).

b) Governance
Governance expenses for the seven months ending March 31, 2009 total $291,881 or 39.3% of budget and are 8.0% less than the prior year. In 2007-08, there was a greater percentage of the communications budget spent. In 2008-09, at the request of the Board, this budget was increased.

c) Administration
Administration expenses for the seven months ending March 31, 2009 total $1.9 million or 58.3% of budget and are 0.7% more than the prior year. In the Operating Fund, the administrative expenses are 58.3% spent at March 31, 2009 (0.2% more than the prior year). The timing of a few expenditures in this category varied compared to the prior year.

d) Instruction
Instruction expenses total $88.3 million or 66.4% of the budget for the time period ending March 31, 2009 which is 1.1% less than the prior year. In the Operating Fund, the instruction expenses are 67.2% spent at March 31, 2009 (0.4% less than the prior year).

At March 31, 2009, there had been $906,553 (30.5% of budget) in capital expenditures. The prior year had $274,752 spent (67.0% of budget). The 2008-09 Budget includes computer purchases through leases totaling more than $1 million

and the 2007-08 Budget did not have these additional planned expenditures. During the 2008-09 year, it was decided that the computers would be purchased and not leased. This will result in the instructional expenditures being under budget and no long-term debt being issued for the computers.

e) Plant

Plant expenses totaling $18.6 million or 48.2% of the consolidated budget has been incurred (compared to $16.0 million or 48.6% in the prior year). For the seven months ending March 31, 2009, $11.2 million or 53.8% (1.5% more than the prior year) of the plant expenses in the operating budget had been spent.

For the same period of time, there were $7.3 million (41.6%) in capital expenditures to report. At March 31, 2008, $5.3 million (42.5%) of the plant expenses in the capital budget had been spent.

The 2008-09 capital expenditures for the Capital Fund included $8.5 million for the Saskatoon Skills and Trades Centre. To date, approximately $2.4 million has been recognized as both a revenue and expenditure for the project. The 2008-09 Budget included capital expenditures of $8.5 million for the Saskatoon Skills and Trades Centre project. At this time, it is estimated that approximately $5 million in capital expenditures will be accrued at August 31, 2009.

f) School-based

School-based expenses totaled $3.3 million or 59.8% of the budget for the seven months ending March 31, 2009. As required by the Ministry of Education, this is the first year that school-based revenues and expenses have been reported in the financial statements. There are more school-based revenues than expenses because a greater percentage of the student fees are collected in the first part of the school year and then disbursements are made throughout the year.

g) Transportation

Transportation expenses of $2.7 million or 64.3% (5.9% less than the prior year) have been estimated to be incurred for the seven months ending March 31, 2009. At August 31, 2009, transportation expenses are estimated to be approximately $350,000 under budget. This is mainly due to the lower fuel costs in 2008-09 compared to what was expected at budget time.

h) Tuition and Related Fees

Tuition and related fees totaling $256,352 or 86.9% of the consolidated budget have been incurred (compared to 103.3% in the prior year). Tuition and related fees include home-based education costs and tuition fees paid to other school divisions. After a few years of increasing home-based education costs, the number of home based educators has remained constant when compared to the prior year. The 2008-09 Budget included an increase.

i) Complementary Services
$1.5 million or 72.6% (5.7% more than the prior year) of the budget for complementary services has been spent at the end of March 2009. In 2008-09, there was an additional Pre-Kindergarten program added by the Ministry of Education after the provincial and school division budgets were completed. In addition, as mentioned in the revenue section, the Ministry provided unexpected funding for Youth in Custody. There are also expenses related to this program reported in this area.

j) External Services
In 2008-2009, $1.5 million or 74.9% (12.2% more than the prior year) of the budget for external services has been spent. External services include expenses related to the associate school and cafeterias. The payments to the Saskatoon Christian School in 2007-08 were less than budget. This is not expected in 2008-09.

k) Interest/Allowances
In 2008-09, $949,448 or 57.2% of the budget for interest/allowances has been spent. This is 0.3% more than in the prior year.

3. Interfund Transfers

The interfund transfers to the Reserve Fund have been reported at 100% of budget. Any amounts from the Reserve Fund to the Operating Fund (as included in Budget 2008-09) will be reported as the money is spent in the Operating Fund.

SASKATOON PUBLIC SCHOOLS

Consolidated Statement of Financial Activities

For the Seven Months Ending March 31, 2009

	2008-09		2007-08	
	Consolidated Actual	Percentage of Consolidated Budget	Consolidated Actual	Percentage of Consolidated Budget
Revenues				
Property taxes	$ 54,857,122	52.8%	$ 56,640,702	57.7%
Provincial grants	43,244,101	59.4%	43,592,927	69.9%
Tuition and related fees	550,185	58.8%	743,828	61.5%
Complementary services	934,407	86.0%	548,401	63.5%
External services	1,488,947	70.1%	1,406,561	71.5%
School-based	4,379,250	79.6%	-	0.0%
Other	925,009	68.0%	1,006,038	99.0%
Total Revenues	106,379,021	56.7%	103,938,457	62.8%
Expenditures				
Governance	291,881	39.3%	308,419	47.3%
Administration	1,903,515	58.3%	1,808,290	57.6%
Instruction	88,315,124	66.4%	85,385,802	67.5%
Plant	18,560,687	48.2%	16,011,795	48.6%
School-based	3,286,691	59.8%	-	0.0%
Transportation	2,744,176	64.3%	2,568,287	70.2%
Tuition and related fees	256,352	86.9%	258,976	103.3%
Complementary services	1,471,097	72.6%	1,091,555	66.9%
External services	1,548,812	74.9%	1,250,058	62.7%
Interest/allowances	949,448	57.2%	969,122	56.9%
Total Expenditures	119,327,783	62.4%	109,652,304	63.6%
Excess (deficiency) of revenues over expenditures before interfund transfers	(12,948,762)		(5,713,847)	
Interfund transfers from (to):				
For capital expenditures				
For debt repayment				
For reserves				
Total interfund transfers				
Excess (deficiency) of revenues over expenditures after interfund transfers	(12,948,762)		(5,713,847)	
Long-term debt issued	-	0.0%	16,380,264	201.5%
Long-term debt repaid	(1,831,624)	39.5%	(4,215,141)	43.3%
Surplus/(deficit) for the year	(14,780,386)		6,451,276	
Fund balance, beginning of year	21,485,607		18,969,390	
Fund balance, end of year	$ 6,705,221		$ 25,420,666	

SASKATOON PUBLIC SCHOOLS

Consolidated Statement of Financial Activities and Fund Balances

For the Seven Months Ending March 31, 2009

	2008-09				
	Operating Fund Actual	Capital Fund Actual	Reserve Fund Actual	Consolidated Actual	Consolidated Budget
Revenues					
Property taxes	$ 54,857,122			$ 54,857,122	$ 103,824,000
Provincial grants	39,654,148	3,589,953		43,244,101	72,777,989
Tuition and related fees	550,185			550,185	935,000
Complementary services	934,407			934,407	1,086,733
External services	1,488,947			1,488,947	2,124,500
School-based	4,379,250			4,379,250	5,500,000
Other	837,509		87,500	925,009	1,361,200
Total Revenues	102,701,568	3,589,953	87,500	106,379,021	187,609,422
Expenditures					
Governance	291,881			291,881	743,463
Administration	1,903,515			1,903,515	3,267,127
Instruction	87,408,571	906,553		88,315,124	133,028,340
Plant	11,227,007	7,333,680		18,560,687	38,496,182
School-based	3,286,691			3,286,691	5,500,000
Transportation	2,744,176			2,744,176	4,270,251
Tuition and related fees	256,352			256,352	295,000
Complementary services	1,471,097			1,471,097	2,024,971
External services	1,548,812			1,548,812	2,068,424
Interest/allowances	-	949,448		949,448	1,659,219
Total Expenditures	110,138,102	9,189,681	-	119,327,783	191,352,977
Excess (deficiency) of revenues over expenditures before interfund transfers	(7,436,534)	(5,599,728)	87,500	(12,948,762)	(3,743,555)
Interfund transfers from (to):					
For capital expenditures	(4,221,852)	4,221,852		-	
For debt repayment	(6,493,000)	6,493,000		-	-
For reserves	(148,023)	557,023	(409,000)	-	-
Total interfund transfers	(10,862,875)	11,271,875	(409,000)	-	-
Excess (deficiency) of revenues over expenditures after interfund transfers	(18,299,409)	5,672,147	(321,500)	(12,948,762)	(3,743,555)
Long-term debt issued	-		-	-	1,453,491
Long-term debt repaid	-	(1,831,624)		(1,831,624)	(4,638,700)
Surplus/(deficit) for the year	(18,299,409)	3,840,523	(321,500)	(14,780,386)	(6,928,764)
Fund balance, beginning of year	8,297,399	4,832,222	8,355,986	21,485,607	18,456,048
Fund balance, end of year	$ (10,002,010)	$ 8,672,745	$ 8,034,486	$ 6,705,221	$ 11,527,284

Saskatoon Public Schools
Reserves
As at March 31, 2009

Revenue Fund Reserves		
Civic Elections		
Balance, August 31, 2008	$ 93,861	
Add: 2008-09 budget allocation	75,000	
Deduct: Trsf from reserves into operations	0	
Balance, March 31, 2009		$ 168,861
Equipment Replacement Sch Services		
Balance, August 31, 2008	8,148	
Add: 2008-09 budget allocation	15,000	
Deduct:		
2008-09 expenses	-	
Balance, March 31, 2009		23,148
Replacement of Driver Education Simulators		
Balance, August 31, 2008	23,716	
Add: 2008-09 budget allocation	-	
Deduct: 2008-09 purchases from reserve acct	-	
Balance, March 31, 2009		23,716
Tax Appeals		
Balance, August 31, 2008	560,000	
Add: no activity included in budget 2008-09	-	
Balance, March 31, 2009		560,000
General		
Balance, August 31, 2008	95,253	
Add: 2008-09 budget allocation	9,000	
Trustee edn allowances	-	
Deduct: trustee edn allowances expenditures	-	
Balance, March 31, 2009		104,253
Facility Rental Reserve		
Balance, August 31, 2008	126,953	
Add: 2008-09 budget allocation	125,000	
Deduct: Trsf to operations - budget 2008-09	-110,000	
Balance, March 31, 2009		141,953
Textbook Reserve		
Balance, August 31, 2008	-	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, March 31, 2009		0
System Application Reserve		
Balance, August 31, 2008	90,000	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, March 31, 2009		90,000

Saskatoon Public Schools
Reserves
As at March 31, 2009

Trustee Education Allowance		
Balance, August 31, 2008	52,000	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, March 31, 2009		52,000
Reserve for August Salary Accrual		
Balance, August 31, 2008	-	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, March 31, 2009		-
School Community Council Carryforwards		
Balance, August 31, 2008	101,408	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, March 31, 2009		101,408
Facility Operating Reserve		
Balance, August 31, 2008	273,514	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, March 31, 2009		273,514
School Based Funds		
Balance, August 31, 2008	2,295,175	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, March 31, 2009		2,295,175
School Carry Forwards		
Balance, August 31, 2008	641,961	
Add: 2008-09 operating surpluses(deficits)	-	
Deduct: purchases throughout the year	-	
Balance, March 31, 2009		641,961
Balance, March 31, 2009		$ 4,475,989
Contingency Fund Reserve		
Balance, August 31, 2008	$ 3,981,734	
Add:		
Interest Allocation - budget	87,500	
Deduct:		
Willowgrove land	-523,000	
Balance, March 31, 2009		$ 3,546,234
Capital Fund Reserve		
Externally Restricted:		
Balance, August 31, 2008	$ 12,263	
Add: Interest income	-	
Balance, March 31, 2009		12,263
Reserve Fund - Grand Total March 31, 2009		$ 8,034,486

Saskatoon Public Schools - Capital at March 31, 2009

School	Description	Estimated Total Project Cost ($000)	Probable Sask Learning Share ($000)	Probable SPSD Share ($000)	2008-2009 Approved in Prior Budgets From Capital Reserve ($000)	12 Month Capital Plan Sept 1, 2008 to Aug 31, 2009 ($000)	Expected to be Expended per Budget at August 31, 2009	Expected to be Expended per Actual Capital Carry Forwards August 31, 2009	Expenditures to March 31, 2009	Percent Expended to March 31, 2009
	PROJECTS JOINTLY FUNDED WITH THE MINISTRY OF EDUCATION									
	Carry Over Major Projects	$ 4,847	$ 2,280	$ 2,567	$ 261	$ -	$ -	$ -	$ -	
	New Major Projects	$ 29,525	$ 17,802	$ 11,723		$ 100	$ 623	$ 139	$ 1,317	
	Carry Over Emergency Bloc	$ 2,524	$ 1,261	$ 1,263	$ 342	$ -	$ 465	$ -	$ -	
	New Emergency Bloc	$ 12,755	$ 7,691	$ 5,064		$ 500	$ 1,138	$ 411	$ 402	97.8%
	Total Jointly Funded Projects	**$ 49,651**	**$ 29,034**	**$ 20,617**	**$ 603**	**$ 600**	**$ 2,226**	**$ 550**	**$ 1,719**	**312.5%**
	PROJECTED FUNDED BY SASKATOON PUBLIC SCHOOLS ONLY									
	New Major Capital	$ 7,000		$ 7,000	$ 306	$ 600	$ 600	$ 15	$ 389	2593.3%
	Carry Over HVAC Projects	$ 1,000		$ 1,000	405		$ 75	$ 251	$ 3	1.2%
	New HVAC Projects									
	New Electrical Projects	$ 4,000		$ 4,000	$ 496		$ 178	$ 244	$ 59	24.2%
	Carry Over Health and Safety Projects	$ 1,100		$ 1,100	$ 352		$ 180	$ 321	$ -	
	New Health and Safety Projects	$ 600		$ 600	$ 123					
	Facility Restoration Projects	$ 6,430		$ 6,430	$ 1,072	$ 1,400	$ 1,924	$ 1,003	$ 846	84.3%
	Carry Over Accessibility Projects	$ 100		$ 100	$ 3		$ -	$ -	$ -	0.0%
	New Accessibility Projects	$ 4,000		$ 4,000	247		$ 172	$ 183	$ 233	127.3%
	New Site Restoration Projects	$ 1,123		$ 1,123	$ 361					
	Total School Division Funded Projects	**$ 25,353**		**$ 25,353**	**$ 3,365**	**$ 2,000**	**$ 3,129**	**$ 2,017**	**$ 1,530**	**75.9%**
	SUMMARY									
	Jointly Funded Projects	$ 49,651	$ 29,034	$ 20,617	$ 603	$ 600	$ 2,226	$ 550	$ 1,719	312.5%
	School Division Funded Projects	$ 25,353		$ 25,353	$ 3,365	$ 2,000	$ 3,129	$ 2,017	$ 1,530	75.9%
	Carry Forward Projects						$ 100	$ 353	$ 121	34.3%
Other Projects:										
	Centennial Collegiate							$ 199	$ 19	9.5%
	Renovate Daycares							$ -	$ 201	0.0%
	Tommy Douglas Collegiate							$ 677	$ 146	21.6%
	Skill & Trade Centre						$ 8,500	$ 8,500	$ 2,423	28.5%
	Energy Efficiency Project					$ 254	$ 3,816	$ 4,155	$ 1,222	29.4%
	Vehicle Purchases					$ 70	$ 70	$ 70	$ 47	67.1%
	Driver Simulators					$ 31	$ 31	$ 31		
	Delivery Van					$ 60	$ 60	$ 60	$ 48	
	Core Curriculum					$ 440	$ 440	$ 440	$ 28	6.4%
	Information Technology					$ 830	$ 831	$ 831	$ 660	79.4%
	Information Technology - Lease						$ 1,452	$ 1,452		
	Secondary Textbooks					$ 153	$ 153	$ 153	$ 76	49.7%
	Transfers from Capital to Operating Funds					$ (207)	$ (207)			
	Total	$ 75,004	$ 29,034	$ 45,970	$ 3,968	$ 4,231	$ 20,601	$ 19,488	$ 8,240	42.3%