

Board Of Education
Saskatoon School Division No. 13

Meeting
Of The
SASKATOON BOARD OF EDUCATION

TUESDAY, FEBRUARY 10, 2009
Board Room
310 21st Street East

7:00 p.m.

Please Note: All public Board meetings are audio taped

A g e n d a

- 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:**
January 13, 2009 (Unapproved)
- 6. DELEGATIONS:**
- 7. EXTERNAL REPORTS / PRESENTATIONS:**
 - (a) Celebrating Excellence, 2008 Canadian Technology Champion Award**
 - (b) Celebrating Excellence, Awards Of Recognition**
- 8. BUSINESS ARISING FROM THE MINUTES:**
- 9. UNFINISHED BUSINESS:**
 - (a) Items Arising From The Committee Of The Whole**

10. **CORRESPONDENCE:**

11. **REPORTS OF COMMITTEES AND TRUSTEES:**

12. **NEW BUSINESS:**

Decision

- (a) **Five-Year Capital Construction Plan 2009 - 2013**
- (b) **Approval Of Directors For The Saskatoon Public Schools Foundation Corp.**
- (c) **Public Accounts Of The School Division
September 1, 2007 To August 31, 2008**

13. **REPORTS FROM ADMINISTRATIVE STAFF:**

Information

- (a) **Literacy For Life Update**
- (b) **Collegiate Renewal Update**
- (c) **Large Scale Assessment In Saskatoon Public Schools**
- (d) **Saskatchewan Mill Rates By School Division**
- (e) **Financial Results For The Period
September 1, 2008 To December 31, 2008**

14. **NOTICES OF MOTION:**

15. **QUESTIONS BY TRUSTEES:**

16. **QUESTIONS FROM THE PUBLIC:**

Next Regular Meeting

**At the call of the Chair or
Tuesday, March 10, 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, January 13, 2009 at 3:00 p.m.

January 13,
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

Ms. Kozak joined the meeting at 5:30 p.m.

Mr. Morrison moved that the Board adjourn to the call of the Chair or the Regular Board Meeting of Tuesday, January 13, 2009.

CARRIED (10)

The meeting adjourned at 5:40 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, January 13, 2009 at 7:00 p.m.	January 13, 2009
MEMBERS PRESENT:	Mr. Ray Morrison (Board Chair), Mr. Robin Bellamy, Mr. Tad Cherkewich, Ms. Doreen Day-Wapass, Mr. Dan Danielson, Ms Kelly Kozak, Ms. Gerri Siemens, Mrs. Shannon Underwood, Mr. Darrell Utley, Mr. Kevin Waugh	
	<u>Agenda:</u> Mr. Bellamy moved approval of the agenda.	Agenda
	CARRIED (9)	
	<u>Minutes:</u> Mrs. Underwood moved approval of the minutes of the Committee of the Whole Meeting and Regular Board meeting of December 9, 2008.	Minutes
	CARRIED (9)	
	Mr. Waugh joined the meeting at 7:10 p.m.	
	<u>Celebrating Excellence – C.A.S.T Program:</u> Mr. John Dewar, Superintendent of Education, introduced Mrs. Shammi Rathwell, Principal at Centennial Collegiate, who provided background information on the C.A.S.T program. Mrs. Rathwell introduced teachers Mr. D. McLeod and Ms. J. Gregoire who spoke to their involvement in the program. C.A.S.T. students Palak Suryavanshi, Safal Suryavanshi, Mayam Waseem and Colin Minielly spoke of their project and their involvement with the science community, including access to the synchrotron.	Celebrating Excellence- C.A.S.T. Program
	<u>Celebrating Excellence – Award Of Excellence:</u> Mrs. Avon Whittles, Deputy Director of Education, highlighted the achievements of the Award of Excellence winner for the 2007-2008 school year, Ms. Erin Placatka.	Celebrating Excellence - Award Of Excellence
	<u>Correspondence:</u> Mr. Utley moved the Board receive, in confidence, the correspondence from the closed session of Committee of the Whole.	Correspondence
	CARRIED (10)	
	<u>Reports Of Committees And Trustees:</u> <ul style="list-style-type: none">• Trustee Utley reported on his attendance at the Evan Hardy Collegiate Media School film festival on January 7th.• Trustee Morrison reported on his attendance at the BRIT basketball tournament. He also attended the Mayor's State of the City Address with Trustee Waugh and Director Rathwell.	Reports Of Committees And Trustees
	<u>Construction Management Services For Nutana Collegiate Renovations Project:</u> Ms. Kozak moved that the Board approve the award of Construction Management Services for the Nutana Collegiate Renovations Project to KIM Constructors Ltd. as per its submission dated December 16, 2008, in a total estimated amount of \$1,387,455.00.	Construction Management Services For Nutana Collegiate Renovations Project
	CARRIED (10)	

on the following issues:

Reports From Administrative Staff: Reports were received, for information,

Reports From
Administrative
Staff

- Literacy For Life Update: Ms. Avon Whittles, Deputy Director of Education; Ms. Kim Newlove, Superintendent of Education, Mrs. Lori Kindrachuk, Facilitator: Literacy for Life and Ms. Yvonne Denomy, Literacy Teacher highlighted the online professional development tools – Elementary Professional Inquiry Cycle (EPIC) and the Middles Years Professional Inquiry Cycle (MYPIC). These tools were designed to connect teachers to research and best practice, and to enhance teaching and student learning.

- Collegiate Renewal Update: Ms. Avon Whittles, Deputy Director of Education; and Mr. John Dewar, Superintendent of Education, highlighted some of the unique programs currently being offered in our collegiates.

- Appointment of Senior Strategist, Marketing and Development
- Financial Results For The Period September 1, 2008 to November 30, 2008

Mr. Bellamy moved that the Board adjourn to the call of the Chair or the Committee of the Whole Board Meeting of Tuesday, February 10, 2009 at 3:00 p.m.

CARRIED (10)

The meeting adjourned at 8:40 p.m.

Secretary of the School Division

Board Chair



MEETING DATE: FEBRUARY 10, 2009
TOPIC: CELEBRATING EXCELLENCE
 2008 CANADIAN TECHNOLOGY CHAMPION AWARD

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> 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.

Mr. Hilton Jay, a teacher at College Park School, was recently presented with the 2008 Canadian Technology Champion Award at the Grade 8 level. The award, given by the Canadian Council of Technicians and Technologists in Ottawa, honors individuals who are champions in the innovative use of technology in schools.

During his time at College Park School, Mr. Jay has helped students and staff members increase their technological literacy. In addition to being a member of a staff team that schedules and maintains the computer lab at the school and assists colleagues in the use of Smart Boards, Mr. Jay works with students to create “Hilton’s Highlights”. The “Highlights”, which incorporate photos and I-Movies of staff and students doing various activities and special events throughout the year, provide students with an opportunity to learn about technology and, more importantly, realize how technology can enhance learning in multiple subject areas.

Mr. Jay will be in attendance at the Board meeting to talk about the exciting ways in which technology is assisting student learning at College Park School.

PREPARED BY	DATE	ATTACHMENTS
Mr. John Dewar Superintendent of Education	February 4, 2009	



MEETING DATE: FEBRUARY 10, 2009
TOPIC: CELEBRATING EXCELLENCE
 AWARDS OF RECOGNITION

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> 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.

Over the past several weeks, Saskatoon Public Schools has received the following awards:

- “A Network of First Nations Employment Development Agencies”, STC Urban First Nation Services Recognizes Saskatoon Public Schools & Saskatoon Tribal Council, For dedication to the growth and development of the First Nation workforce 2008.
- Friend of the College Award, Presented to Saskatoon Public Schools by The University Of Saskatchewan 2009 College of Kinesiology.
- Saskatchewan Masonry Design Award for Tommy Douglas Collegiate, recognizing owners, architects, engineers, designers and builders for their choice of masonry for their projects.

Chairman Ray Morrison and Mr. George Rathwell, Director of Education, will share these awards with the Board and will highlight the background of the awards.

PREPARED BY	DATE	ATTACHMENTS
Mr. George Rathwell Director of Education	February 4, 2009	



MEETING DATE: FEBRUARY 10, 2009
TOPIC: FIVE-YEAR CAPITAL CONSTRUCTION PLAN
 2009 - 2013

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

BACKGROUND

Board Policy 1: Role Of The Board, Section 8.2, charges the Board with the responsibility for the annual approval of a Five-Year Capital Plan.

CURRENT STATUS

Based on previous discussions and last year's Five-Year Capital Plan, Proposed Priorities for the new Five-Year Capital Plan, 2009 – 2013, are attached. The new Plan, once approved by the Board, will be submitted to the Ministry of Education. Major changes from last year's Five-Year Capital Plan are as follows:

1. The Mount Royal S.T.S.C. Project has been added to Projects in Progress.
2. Nutana Collegiate Renovation Project's cost estimate has been revised to \$13.5 million based on three construction phases from 2009 – 2011.
3. James L. Alexander Elementary School Land Purchase has been added to Immediate Requests. Refer to Note 14 for details.
4. Pleasant Hill Community School Renovation Project has been changed from Intensive Study to Phased Renovations category. Refer to Note 15 for details.
5. New schools for Rosewood and Evergreen neighborhoods have been added to Horizon Projects.
6. Rankings have been updated to reflect the Ministry of Education's 2008 Major Capital Request List.
7. Cost Estimates have been updated to reflect increased scopes of work, where applicable, as well as 2009 dollars.
8. Timelines for requested approvals have been updated as required.

Submission of this Plan to the Ministry of Education is expected by the end of February each year.

PREPARED BY	DATE	ATTACHMENTS
Mr. Stan Laba Superintendent of Facilities	February 4, 2009	Five-Year Capital Plan 2009 – 2013 And Notes

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motion:

That the Board approve the Five-Year Capital Construction Plan, 2009 – 2013, and that Administration submit the Plan to the Ministry of Education by the end of February, 2009.

**Saskatoon Public Schools
Five Year Capital Construction Plan
To be Submitted to Saskatchewan Learning for Consideration
2009 - 2013 (000\$)**

Previously Approved Projects

Project Listing	Note	Category	Year	Year Submitted	Ranking 2003	Estimate Total Cost (2009\$)	Ministry Education Share	SPS Share
Projects in Progress								
Mount Royal STSC Project		Renovations	Apr. 2008	2007	n/a	17,000	17,000	0
Nutana Collegiate	2,3,6,7,8	Renovations	Apr. 2003	1998	Pr 2 # 7	13,500	8,141	5,359
Completed Projects								
Centennial Collegiate	11	New Construction	Apr. 2003	1996	Pr 2 # 11	21,279	10,377	10,902
Tommy Douglas Collegiate	11	New Construction	Apr. 2003	1996	Pr 2 # 9	24,300	12,000	12,300
WP Bate School	11	Repl. Construction	Apr. 2003	1998	Pr 2 # 5	4,796	2,280	2,516
North Park Wilson School	3,11	Renovs/New Constr.	Apr. 2006	1996	n/a	1,674	800	874

Total Cost Approved Projects	\$ 82,549	\$ 50,598	\$ 31,951
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Projects Awaiting Approval

Project Listing	Note	Category	Year	Year Submitted	Ranking 2008	Estimate Cost (2009\$)	Ministry Education Share	SPS Share
							60.3%	39.7%
Immediate Requests								
Willowgrove School	1,2,4,9	New Construction	2009-2011	2002	Pr 2 # 1	15,000	9,045	5,955
Arbor Creek	1,2,4,10	New Construction	2010-2011	1996	Pr 4 # 1	7,500	4,523	2,977
James Alexander School	14	Land Purchase	2009	2009	n/a	1,500	905	595
Mount Royal Collegiate	2,3,6,12	Partial Renovations	2009-2011	1996	Pr 3 # 28	2,000	1,206	794
Hampton Village School	1,2,4,13	New Construction	2011-2013	2002	Pr 4 # 6	15,000	9,045	5,955
Stonebridge School	1,2,4,13	New Construction	2013-2015	2006	Pr 4 # 10	15,000	9,045	5,955
Phased Renovations -								
Pleasant Hill School	2,3,5,15	Renovations	2009-2011	1996	Pr 3 # 24	6,604	3,619	2,985
Intensive Study -								
King George School	2,3,5,8	Renovations/Report	2009-2011	2000	Pr 3 # 3	6,981	3,826	3,155
Caswell School	2,3,5,8	Renovations/Report	2009-2011	1996	Pr 3 # 4	8,866	4,858	4,008
Mayfair School	2,3,5,8	Renovations/Report	2009-2011	1996	Pr 3 # 12	7,033	3,855	3,178
City Park Collegiate	2,3,5,8	Renovations/Report	2011-2013	1996	Pr 3 # 14	7,176	3,932	3,244
Westmount School	2,3,5,8	Renovations/Report	2011-2013	1996	Pr 3 # 31	5,278	2,892	2,386
Victoria School	2,3,5,8	Renovations/Report	2011-2013	2004	Pr 3 # 5	7,202	3,947	3,255
Horizon Projects								
Evan Hardy Collegiate	2,6,8	Partial Renovations	2009-2011	2005	Pr 4 # 9	2,000	1,206	794
Montgomery School	1,2	New Constr - Phase 2	2010-2011	2003	Pr 4 # 8	3,000	1,809	1,191
Rosewood School	1,2,4,13	New Construction	2015-2017	2009	n/a	15,000	9,045	5,955
Evergreen School	1,2,4,13	New Construction	2017-2019	2009	n/a	15,000	9,045	5,955

Total Cost Awaiting Approval	\$ 140,140	\$ 81,803	\$ 58,337
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Total Cost - for Approved and Awaiting Approval	\$ 222,689	\$132,401	\$ 90,288
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Saskatoon Public Schools: Five-Year Capital Construction Plan 2009 – 2013: cont'd

Notes:

1. Cost estimates do not include soft costs, i.e. land, furnishings, educational materials, consulting fees, disbursements, taxes.
2. Scope of work for these projects is yet to be approved. Total cost may vary.
3. Detailed building condition assessments/feasibility reports have been completed for these projects.
4. City of Saskatoon has planned neighbourhood/school site layouts based on Principles of Integrated Community Centres (ie. adjoining Separate/Public School/City Recreation sites).
5. Estimates for Pre-1930's Schools are based on detailed building condition assessments/feasibility reports, as well as RECAPP and Cost Consultant's data provided in 2004/2005, and updated annually since that time. A factor for functional upgrading is included. Soft costs are included.
6. Recommended by 2000/2001 Collegiate Review.
7. Expect to undertake this Project in 3 Phases, from 2009 to 2011. Nutana's Centennial occurs in 2010. Phase 1 Pre-Design Report has been approved by the Ministry of Education. Note - this Project was approved by the Ministry of Education as a \$5 million Renovation Project in 2003.
8. Subject to Future of Our Schools Process, which is ongoing in 2009/2010.
9. Based on a K – 8 program model, with opening enrollment of 450 and core enrollment of 600. Expect to be functionally and physically integrated with the City of Saskatoon's civic recreation facility. A Pre-Design Report has been approved by the Ministry of Education for a variety of North-East School Options, including this one. The Board has confirmed this Project as the No. 1 Priority - Immediate Request Category in 2008.
10. Based on a K – 5 program model, with small core and large Portable expansion potential (ie. W.P. Bate New School model). Re-use 4 – 8 existing Portables. If a 400 sm. Gym is contemplated at Arbor Creek, then add \$304,000 to cost estimate (2009\$). A Pre-Design Report has been approved for a variety of North-East School Options. See Note 9.
11. Cost estimate is based on construction tender and includes all soft costs.
12. Additional renovations including program consolidation and infrastructure upgrades are required, as a result of the Saskatoon Trades and Skills Centre Project at Mount Royal Collegiate. These renovations are expected to be beyond the scope and budget of the STSC Project, and are required to ensure a consistent level of completion throughout.
13. Based on a K – 8 program model, with opening enrollment of 450 and core enrolment of 600, and similar to Willowgrove model. Expect to be functionally and physically integrated with the City of Saskatoon's civic recreation facility. A Pre-Design Report has not yet been commissioned for this Project.
14. Land is currently leased from the City of Saskatoon. Negotiations for a 3 acre land sale to SPS are currently underway. It is expected that the Ministry of Education will cost share as per current formula.
15. Pleasant Hill Community School is the Board's next clear priority for major renovations including functional upgrading. A separate letter will be forwarded to the Ministry, outlining the rationale for this project and a phased renovations plan for this School over the next 3 years.



MEETING DATE: FEBRUARY 10, 2009

TOPIC: APPROVAL OF DIRECTORS FOR THE
SASKATOON PUBLIC SCHOOLS FOUNDATION CORP.

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

BACKGROUND

At its April 8, 2008 meeting, the Board approved the establishment of the Saskatoon Public Schools Foundation Corp. The role of the Foundation is to positively impact the personal growth of Saskatoon Public Schools' students by significantly enhancing their educational experience.

CURRENT STATUS

The Foundation is currently comprised of six directors, supported by a half-time development professional. As the Foundation continues to evolve and progress, the Board plans to further increase the number of directors by identifying those individuals who are committed to public education and who are willing to devote their time and energy to the Foundation's success.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY

Mr. Garry Benning, Chief Financial officer
and
Mr. Bruce Cory, Senior Development Officer

DATE

February 4, 2009

ATTACHMENTS

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motion:

That the Board approve the appointment of Mr. Randy Katzman and Mr. Gordon Wyant as Directors to the Saskatoon Public Schools Foundation Corp.



MEETING DATE: FEBRUARY 10, 2008
TOPIC: PUBLIC ACCOUNTS OF THE SCHOOL DIVISION
SEPTEMBER 1, 2007 TO AUGUST 31, 2008

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

BACKGROUND

As per section 283(1) of The Education Act, the *Public Accounts of the Saskatoon School Division No. 13 Of Saskatchewan* for the period September 1, 2007 to August 31, 2008 have been prepared and are attached. Trustees with specific questions are asked to contact Mr. Garry Benning prior to the Board meeting.

CURRENT STATUS

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. Garry Benning Chief Financial Officer	February 4, 2009	Public Accounts Document

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motion:

That the Board receive, for information, the report on the *Public Accounts of the Saskatoon School Division No. 13 Of Saskatchewan* for the period September 1, 2007 to August 31, 2008.



**SASKATOON SCHOOL DIVISION NO. 13
OF SASKATCHEWAN**

(SASKATOON PUBLIC SCHOOLS)

PUBLIC ACCOUNTS

for the Period

September 1, 2007

to

August 31, 2008

1. School Division Overview

Saskatoon Public Schools is the legal corporate body charged with the responsibility to provide educational services to children within the corporate limits of the City of Saskatoon. The School Division is governed by a ten-member board elected triennially.

Under *The Education Act*, the Board is required to provide educational programs to meet the needs of the pupils in the School Division. The Director of Education, who is the Board's Chief Executive Officer, is responsible for the administration of the affairs of the School Division.

In the 2007-2008 school year, Saskatoon Public Schools employed about 2,090 persons on a full-time equivalent basis to provide services to some 20,259 pupils. The Board operated 54 schools in 2007-2008 and 1 associate school.

The 2007-2008 consolidated budget for the school division was \$172,504,888. Refer to page 6 and 7 for a detailed summary of financial operations.

2. Introduction to the Public Accounts

The public accounts for Saskatoon Public Schools have been prepared in accordance with Section 283(1) of *The Education Act* and the applicable regulations. They are intended to present the operating details of the School Division in complementary fashion to the audited financial statements.

To avoid unnecessary duplication, some of the details in the audited statements have been summarized in the public accounts.

These accounts are based on the audited financial statements and should be used in conjunction with them. However, the public accounts have not been audited because there is no requirement for such audit.

3. Public Accounts Legislation

These public accounts have been prepared according to Section 283(1) of *The Education Act* and the corresponding regulations.

The intent of the public accounts is to make the operation of the School Division more meaningful and understandable to parents, staff and the public at large and to provide greater accountability to the ratepayers whose taxes provide a significant portion of the Division's revenue.

In general, the public accounts of Saskatoon Public Schools present complementary information about the Division not contained in the audited financial statements or in other documents prepared by the Division such as the annual budget.

The following is a reprint /paraphrase of the relevant clauses of *The Education Act*.

- Section 283 (1) *“On or before February 28, 2009 for the fiscal year September 1, 2007 – August 31, 2008, a board of education shall cause to be prepared and presented to the board of education a statement of public accounts of the school division for the preceding year.”*
- (3) *“The public accounts prepared pursuant to subsection (1) shall:*
- a) be open for inspection by any person during regular business hours;*
 - b) be printed in sufficient quantity and distributed in a manner to satisfy any requests for copies.”*
- (4) *“Subject to any limitations or requirements that may be prescribed in the regulations, the public accounts prepared pursuant to subsection (1) shall:*
- a) in the case of a board of education, incorporate the audited financial statement of the school division prepared pursuant to clause 85(1)(s);*
 - c) show clearly and fully the revenues, expenditures, assets and liabilities of the school division as at August 31 of the preceding fiscal year;*
 - d) show clearly and fully the state of the operating and capital funds, and of any other funds provided for in this Act, of the school division as at August 31 of the preceding fiscal year ;*
 - e) set forth all matters that are required to explain the financial transactions and position of the school division during and at the close of the preceding school year; and*
 - f) show clearly and fully:*
 - i) the remuneration paid to each employee of the board of education*

- ii) *expenditures pursuant to any contract; and*
 - iii) *expenditures, grants and contributions of goods and services made pursuant to section 87 in the case of a board of education.*
 - (5) *The board of education shall review and discuss the public accounts prepared ...*
 - b) *before May 31 for every fiscal year...”*

4. Financial Statement Information

Statement of Financial Position as at August 31, 2008

	Operating Fund	Capital Fund	Reserve Funds	Consolidated 2,008
Financial assets				
Cash and equivalents	8,119,909	-	-	8,119,909
Short term investments	22,824,530	-	-	22,824,530
Taxes receivable	6,002,273			6,002,273
Provincial grants receivable	(732,433)	813,543		81,110
Other receivables	1,115,705	-	-	1,115,705
Prepaid items	1,043,125	-		1,043,125
Other Assets	650,825	-	-	650,825
	39,023,934	813,543	-	39,837,477
Financial liabilities				
Payables	6,004,216		-	6,004,216
Capital debt		33,398,711		33,398,711
Other liabilities	13,476,929	1,165,901	-	14,642,830
Interfund debt	11,245,390	(5,184,579)	(6,060,811)	-
Total Liabilities	30,726,535	29,380,033	(6,060,811)	54,045,757
Net financial assets	8,297,399	(28,566,490)	6,060,811	(14,208,280)
Physical assets		230,325,824		230,325,824
Net assets	8,297,399	201,759,334	6,060,811	216,117,544
Equity in physical assets		196,927,112		196,927,112
Fund balances	8,297,399	4,832,222	6,060,811	19,190,432
School position	8,297,399	201,759,334	6,060,811	216,117,544

Financial position data is based on historical cost. The estimated fair market value of the physical assets of the school division is detailed below:

Buildings

10 collegiates, 1 satellite campus, 43 elementary schools,
portable classrooms, 1 administration building, and
1 maintenance building

\$722,000,000

Contents

\$94,000,000

Total Buildings and Contents

\$ 816,000,000

The Board of Education of the Saskatoon School Division No. 13
Statement of Financial Activities and Fund Balances
For the year ended August 31, 2008

	Operating Fund	Capital Fund	Reserve Fund	Consolidated 2008	Consolidated Budget
REVENUES					
Property taxation	98,198,762	-	-	98,198,762	98,200,000
Grants	62,615,057	2,883,388	-	65,498,445	62,338,601
Tuition and related fees	1,077,730	-	-	1,077,730	1,210,000
Complementary services	912,773	-	-	912,773	862,978
External services	1,981,608	-	-	1,981,608	1,966,500
Other	1,479,169	-	157,249	1,636,418	1,016,200
	166,265,099	2,883,388	157,249	169,305,736	165,594,279
EXPENDITURES					
Governance	649,975	-	-	649,975	651,836
Administration	3,024,136	67,797	-	3,091,933	3,145,444
Instruction	126,098,602	380,571	-	126,479,173	126,493,813
Plant	19,718,109	14,368,130	-	34,086,239	32,950,109
Transportation	3,668,981	-	-	3,668,981	3,659,932
Tuition and related fees	277,358	-	-	277,358	250,600
Complementary services	1,706,537	-	-	1,706,537	1,652,060
External services	1,952,811	-	-	1,952,811	2,002,114
Interest and bank charges	-	1,656,731	-	1,656,731	1,698,980
	157,096,509	16,473,229	-	173,569,738	172,504,888
Excess(deficiency) of revenue over expenditure	9,168,590	(13,589,841)	157,249	(4,264,002)	(6,910,609)
Interfund transfers to (from)					
for capital expenditures	(3,342,338)	3,470,631	(128,293)		
for debt repayment	(4,840,000)	4,840,000	-		
for reserves	497,246	-	(497,246)		
Excess (deficiency) after interfund transfers	1,483,498	(5,279,210)	(468,290)	(4,264,002)	(6,910,609)
Long term capital debt issued		21,491,939		21,491,939	8,130,886
Long term capital debt repaid		(17,006,895)		(17,006,895)	(9,725,000)
Surplus(deficit) for the year	1,483,498	(794,166)	(468,290)	221,042	(8,504,723)
Fund balances, beginning of year	6,813,901	5,626,388	6,529,101	18,969,390	23,654,374
Fund balances, end of year	8,297,399	4,832,222	6,060,811	19,190,432	15,149,651

*Saskatoon School Division No. 13 of Saskatchewan
Public Accounts for the period September 1, 2007 to August 31, 2008*

Expenses Classified by Object Category
for the year ended August 31, 2008

Object Category	Amount
Personal Services (wages, salaries & benefits)	\$ 130,701,500
Professional and Contractual Services	\$ 5,978,451
Utilities (Heat, Light, Water, Power & Telephone)	\$ 5,439,759
Materials & Supplies	\$ 10,240,608
Goods & Services	\$ 4,736,192
Capital Expenditures	\$ 14,816,497
Long-Term Debt Interest	\$ 1,656,731
	\$ 173,569,738
Long-Term Debt Principal Repayment	\$ 17,006,895
	\$ 190,576,633

5. Remuneration of Board Members

Current Board Members

Name	Trustee Indemnities (excludes monthly travel)	Travel Allowance	Trustee Education Expenses	Trustee Office Expenses	Board Delegate	Total
R. Bellamy	\$ 21,772	\$2,315	\$ 373	\$ 462	\$ -	\$24,922
T. Cherkewich	\$ 21,898	\$2,315	\$ 501	\$ 1,030	\$ -	\$25,745
D. Danielson	\$ 21,536	\$2,315	\$ 413	\$ 212	\$ -	\$24,475
D. Day-Wapass	\$ 21,735	\$2,315	\$ 3,194	\$ -	\$ -	\$27,244
K. Kozak	\$ 21,536	\$2,315	\$ 136	\$ -	\$ -	\$23,987
R. Morrison	\$ 24,910	\$2,315	\$ 1,983	\$ 32	\$ 7,755	\$36,994
G. Siemens	\$ 21,935	\$2,315	\$ 100	\$ -	\$ -	\$24,349
S. Underwood	\$ 21,536	\$2,315	\$ 3,149	\$ 953	\$ -	\$27,953
D. Utley	\$ 21,536	\$2,315	\$ 2,074	\$ 674	\$ -	\$26,599
K. Waugh	\$ 21,536	\$2,315	\$ 2,981	\$ 661	\$ 258	\$27,750
	\$ 219,929	\$23,147	\$ 14,904	\$ 4,025	\$ 8,013	\$270,017

Trustee Indemnities

Trustees' remuneration is reviewed and adjusted annually each September. Remuneration rates in effect for the 2007-2008 fiscal year are scheduled below.

Chair	\$1,982.55/month
Vice Chair	\$1,809.69/month
Trustees	\$1,714.66/month

In addition, trustees receive a monthly allowance for in-town travel of \$192.89/month.

Trustee Professional Development and Community Events

Board members have a base allocation available of \$2,549 to pursue Professional Development and Community Events. Trustees can accumulate the allotment, which is capped up to a two-year period, but must be expended within the Board's mandate.

Trustee Office Expense Allowance

Board members have an allocation available each year of \$1,079.04 to cover reimbursement of office expenses. The Board Chair is allocated an additional \$500 for such expenses.

Board Delegate

Trustees appointed by the Board to perform duties that extend beyond their regular scope of activities may also claim for related expenses.

Board Meeting Attendance

For the period September 1, 2007 to August 31, 2008 the Board held 31 meetings, including 14 Regular Board Meetings, 13 Committee of the Whole meetings, 1 Annual Meeting of Electors and 3 Special Meetings. Attendance was as follows:

Mr. Bellamy	27/31
Mr. Cherkewich	29/31
Mr. Danielson	29/31
Ms. Day-Wapass	22/31
Ms. Kozak	25/31
Mr. Morrison	31/31
Mrs. Siemens	28/31
Mrs. Underwood	31/31
Mr. Utley	26/31
Mr. Waugh	29/31

6. Remuneration of Employees

A. For the period September 1, 2007 to August 31, 2008.

	SALARY	# OF EMPLOYEES
Under	\$ 180,000	1
Under	\$ 170,000	0
Under	\$ 160,000	0
Under	\$ 150,000	1
Under	\$ 140,000	1
Under	\$ 130,000	9
Under	\$ 120,000	11
Under	\$ 110,000	8
Under	\$ 100,000	43
Under	\$ 90,000	65
Under	\$ 80,000	326
Under	\$ 70,000	428
Under	\$ 60,000	250
Under	\$ 50,000	210
Under	\$ 40,000	397
Under	\$ 30,000	557
Under	\$ 20,000	287
Under	\$ 10,000	<u>895</u>
		3489

Notes

These numbers include part-time staff as well as employees who were in the employ of the Board for less than one year. The number of full-time equivalent positions during the 2007-2008 fiscal year was approximately 2,090.

- A. The listing includes total salaries paid to all employees of the School Division. Contracted services are not included in this section.
- B. Upon written request to the Director of Education of the School Division, the names of individuals within a particular salary range will be made available.

Travel expenses, reimbursements for automobile expenses, conference fees and registrations paid directly to an individual or on his/her behalf are listed below when the cumulative total exceeds \$2,000.

EMPLOYEE	AMOUNT
BENNING, GARRY HAROLD	\$ 2,677.01
BOEHME, DARYL ROBERT	\$ 2,206.99
BRADFORD, MICHAEL JOHN	\$ 3,687.79
BRIMACOMBE, RYAN JOHN	\$ 2,190.96
BROWN, MELINDA IRENE	\$ 2,155.19
DAVIS, GARRY HERBERT	\$ 4,217.50
DERKSEN, DAVID WALTER	\$ 2,708.93
DEWAR, JOHN MICHAEL	\$ 4,614.46
DOBNI, CAMILLE TEKLA	\$ 3,485.85
DOGNIEZ, CORT MURRAY	\$ 6,529.17
DONST, KERRY L.	\$ 2,405.33
DOUGALL, GRANT BLAIR	\$ 2,393.17
GILLAN, COURTNEY	\$ 5,920.00
HANSON, SIGRID ANNELIESE	\$ 4,103.78
HINGLEY, JENNIFER THERESA	\$ 2,386.56
HOLFELD, RANDY DWAYNE	\$ 2,741.67
JAMISON, PATRICIA MAUREEN	\$ 2,725.32
JUTRAS, JAMES ARMAND	\$ 3,331.89
KLEIN, MARCIA GERALDINE	\$ 3,124.68
KOROLUK, DARYL GERARD	\$ 2,754.84
KURZ, HUGH EARL	\$ 7,580.19
LABA, STANISLAUS ALBERT	\$ 9,719.88
LAPLANTE, RENE	\$ 2,060.04
LINGARD, JOHN	\$ 35,801.88
MACDOUGALL, BARRY DONALD	\$ 4,805.13
MAPES, KEVEN J	\$ 2,103.61
MCDONALD, DOUGLAS NOEL	\$ 2,881.02
MELDRUM, GREGORY THOMAS	\$ 2,407.43
NEWLOVE, KIM ELAINE	\$ 2,288.53
PHILIPENKO, DEBORAH ANNE	\$ 2,180.09
PRATT, CARLEE GAIL	\$ 2,015.49
PROWSE, O. PATRICIA MARGARET	\$ 3,083.85
RATHWELL, GEORGE GARFIELD	\$ 13,215.11
SPEIDEL, DONALD	\$ 5,839.96
STANVILOFF, LINDA ELAINE	\$ 4,016.21
TUNISON, SCOTT DOUGLAS	\$ 2,597.21
VALENTINE, JAIME	\$ 5,296.96
WEINMASTER, DONNALEE ANN	\$ 6,682.05
WHITTLES, AVON JOAN	\$ 4,730.31
WILDERMAN, MARK EARL	\$ 4,787.00

**7. Expenditures in Excess of \$10,000
Vendors
for the year ended August 31, 2008**

<u>SUPPLIER NAME</u>	<u>SERVICE PROVIDED</u>	<u>EXPENDITURE</u>
78 AUTO CLINIC	AUTOMOTIVE SUPPLIES	\$14,517.82
ACARA GLASS & ALUMINUM LTD	MAINTENANCE REPAIRS	\$11,434.50
ACKLANDS-GRAINGER INC	AUTOMOTIVE SUPPLIES	\$86,037.24
ADMAX	DECALS	\$15,999.34
ADVANCED TOOLWARE, LLC	EDUCATIONAL RESOURCES	\$18,817.58
ADVANTAGE SPORT	FLOORING	\$144,825.27
AL ANDERSON'S	ATHLETIC SUPPLIES	\$104,700.52
ALL SEASONS LAWN & YARD CARE	MAINTENANCE EQUIPMENT	\$55,358.94
ALLAN'S LANDSCAPING LTD	LANDSCAPING RENOVATIONS	\$36,320.22
ALLMAR INTERNATIONAL	HARDWARE	\$14,130.62
ALLTECH	INDUSTRIAL SUPPLIES	\$28,326.77
ALPINE INTERIOR SYSTEMS LTD	CONSTRUCTION/RENOVATIONS	\$209,939.39
AMAZON.CA	BOOKS	\$63,569.01
AODBT ARCHITECTS LTD	ARCHITECT FEES	\$11,171.92
AON CONSULTING	PENSION CONSULTING & ADMIN	\$164,932.23
ARIAL ELECTRIC LTD	ELECTRICAL	\$166,871.50
AROGA MARKETING GROUP INC	COMPUTER EQUIPMENT & SOFTWARE	\$12,227.94
ARTISAN PAINTING LTD	INTERIOR PAINTING	\$197,899.70
AUDIO CINE FILMS INC	COPYRIGHT LICENSE AGREEMENT	\$10,777.26
B & E INDUSTRIAL ELECTRONICS	ELECTRONICS	\$10,156.91
B.G.E. SERVICE & SUPPLY LTD	FILTERS,BOLTS	\$37,227.52
BAZAAR & NOVELTY	SUPPLIES	\$11,014.94
BELL CANADA	COMPUTER MAINT	\$49,488.90
BERNIE'S MOBILE POWERWASH	POWERWASH	\$86,129.51
BERSCH & ASSOCIATES LTD	ASSESSMENT OF ASBESTOS	\$24,943.10
BIG KAHUNA SPORT COMPANY	PHYS ED SUPPLIES	\$10,548.30
BLACKBOARD INC.	ADVERTISING	\$10,981.48
BLAIR	ADVERTISING	\$15,522.73
BLAQ MAP	CONSULTING	\$131,551.81
BLINDS UNLIMITED	DRAPERY	\$21,193.66
BOREAL LABORATORIES LTD	SCIENCE EQUIP AND SUPPLIES	\$126,120.24
BRENNAN OFFICE PLUS	PAPER & ART SUPPLIES	\$30,179.63
BRIDGE BRAND SERVICE INC	CAFETERIA SUPPLIES	\$47,003.84
BRIDGES	COMPUTER SUPPLIES	\$12,164.31
BRIGADIER SECURITY	SECURITY/GUARD CALLS	\$11,546.70
BRO-DART	BOOK BINDING SUPPLIES	\$14,291.37
BRUNNER'S CONSTRUCTION LTD	REPAIR BROKEN WATER MAINS	\$21,792.75
BUILDING CONNECTIONS	PUBLICATIONS	\$30,177.00
C & F INSTALLATIONS CO (1984)	REPAIR SPRINKLER SYSTEMS	\$136,401.49
CALHOUN, EMILY	LITERACY FOR LIFE PROGRAM	\$50,080.56
CAMP KADESH	CAMP	\$11,535.00
CAN CORPS OF COMMISSIONAIRES	COMMISSIONAIRE SERVICES	\$31,072.10
CANADIAN EDUCATION ASSOC.	SUBSCRIPTION SERVICES	\$11,054.66
CANADIAN TEST CENTRE INC	SCORING SERVICES	\$31,653.68
CANADIAN TIRE ASSOCIATE STORES	SUPPLIES	\$15,665.55
CARMONT CONSTRUCTION LTD	CONSTRUCTION/RENOVATIONS	\$80,255.65

<u>SUPPLIER NAME</u>	<u>SERVICE PROVIDED</u>	<u>EXPENDITURE</u>
CCASFS	LEASE RENTAL OMEGA	\$10,945.41
CEC NETWORK	REGISTRATION	\$16,036.90
CENTAUR PRODUCTS INC	PHYS ED SUPPLIES	\$110,552.69
CENTURY ROOFING & SHEET METAL	ROOF REPAIRS	\$37,884.21
CENTURY TEXTILE & SEWING SUPPL	HOME EC SUPPLIES & HARDWARE	\$24,592.27
CHARTER TELECOM INC	EDUCATIONAL SUPPLIES	\$25,017.90
CITICORP VENDOR FINANCE LTD	VOIP LEASE	\$240,694.71
CITY OF SASKATOON	UTILITIES,TRANSPORTATION	\$3,352,913.91
CLARK ROOFING (1964) LTD	MAINTENANCE REPAIRS	\$753,234.33
CLASSROOM CONNECTIONS	SEMINARS	\$82,240.20
COAST WHOLESALE APPLIANCES LP.	APPLIANCES	\$19,049.86
COCA-COLA BOTTLING CO	CAFETERIA SUPPLIES	\$24,031.50
COIL CONNECTION	BINDING SERVICES	\$19,007.62
COLESON INVESTMENTS LTD AND	FACILITY RENTAL, MAIN ST PR	\$12,253.50
COLLIERS MCCLOCKLIN REAL ESTAT	FACILITY RENTAL, MAIN ST PR	\$12,299.60
COMXEL	COMPUTER SOFTWARE	\$16,012.50
CONNECTIONS PUBLISHING	EDUCATIONAL RESOURCES	\$40,691.40
CONSTRUCTION FASTENERS & TOOLS	INDUSTRIAL SUPPLIES	\$45,648.55
CO-OP FOODS/VISA	GROCERIES	\$24,520.68
CP DISTRIBUTORS LTD	CONSTRUCTION PRODUCTS	\$63,714.19
CRANE SUPPLY	PLUMBING SUPPLIES	\$11,453.56
CYPRESS SALES PARTNERSHIP	MAINTENANCE REPAIRS	\$26,951.18
D2 CONSTRUCTION LTD	CONSTRUCTION SUPPLIES	\$268,880.12
DANIELS WINGERAK ENG LTD	ENGINEERING SERVICES	\$17,971.68
DANRICH ENVIRONMENTAL	MAINTENANCE REPAIRS	\$19,680.22
DEL-AIR SYSTEMS LTD	HEATING SYSTEMS	\$10,820.00
DELL CANADA INC	COMPUTER EQUIPMENT & PARTS	\$438,660.53
DISTRIBUTION DE LIVRES	BOOKS	\$12,489.37
DODGE CITY AUTO (1984) LTD	VEHICLE LEASE	\$17,941.03
DOMCO CONSTRUCTION INC	CONSTRUCTION	\$16,540.44
DON'S PHOTO	PHOTO SUPPLIES & EQUIPMENT	\$63,411.17
DUNMAC GENERAL CONTRACTORS LTD	CONSTRUCTION/RENOVATIONS	\$40,421.93
DYNAMEX CANADA INC	COURIER SERVICE	\$24,487.43
DYNAMIC GLASS & DOOR LTD	GLASS REPAIR	\$72,961.66
EBSCO	SUBSCRIPTION SERVICES	\$18,449.71
ECKL FLOORING LTD	FLOORING	\$324,907.10
EDWARDS EDWARDS MCEWEN	ARCHITECTS	\$24,561.07
EECOL ELECTRIC (SASK) LTD	ELECTRICAL SUPPLIES	\$179,758.08
EMPIRE MUSIC CO LIMITED	MUSIC & EQUIPMENT	\$10,979.50
ENBRIDGE GAS SERVICES INC	GAS SUPPLIES	\$1,631,281.81
ENERCON WATER TREATMENT LTD	BOILER CHEMICAL	\$13,764.05
ENVIROTEC SERVICES INC	HAZARDOUS WASTE REMOVAL	\$59,913.13
EXPERT LOCKSMITHS LTD	LOCKS	\$21,134.70
EXTRA FOODS/VISA	GROCERIES	\$20,154.07
FARM & GARDEN CENTRE OF S'TOON	CARETAKING EQUIP & SUPPLIES	\$10,307.72
FEDERATED CO-OPERATIVES LTD	FUEL SUPPLIES	\$96,383.92
FIRST GENERAL SERVICES	INSURANCE RESTORATION	\$20,099.77
FIRSTBUS CANADA	TRANSPORTATION	\$2,703,236.45

<u>SUPPLIER NAME</u>	<u>SERVICE PROVIDED</u>	<u>EXPENDITURE</u>
FLAMAN FITNESS	PHY ED EQUIPMENT	\$11,069.91
FLAME TECH SERVICES 2000	INDUSTRIAL SERVICES	\$13,879.13
FLYNN CANADA LTD	ROOF REPAIR	\$82,084.21
FOLLETT SOFTWARE COMPANY	COMPUTER SOFTWARE	\$209,668.98
FORD CREDIT CANADA LIMITED	VEHICLE LEASE	\$12,461.45
FRIGGSTAD DOWNING HENRY	ARCHITECT SERVICES	\$167,350.26
FUTURE SHOP #39	SOFTWARE	\$12,821.79
GABRIEL CONSTRUCTION	CONSTRUCTION	\$67,528.19
GALILEO EDUCATIONAL NETWORK	PROFESSIONAL SERVICES	\$13,902.00
GEANEL RESTAURANT SUPPLIES LTD	CAFETERIA	\$45,385.68
GENERAL BODY & EQUIPMENT LTD	AUTOMOTIVE	\$10,203.12
GENNEX MICROSYSTEMS CORP	COMPUTER SOFTWARE	\$11,550.00
GLOBE PRINTERS LTD	LETTERHEAD, ENVELOPES, BUS CA	\$55,240.21
GNYP COMMUNICATIONS	BOOKS	\$14,899.80
GRAHAM CONSTRUCTION AND ENG	CONSTRUCTION/RENOVATIONS	\$142,925.58
GRAND & TOY	OFFICE PRODUCTS	\$647,774.38
GREAT WESTERN SAW LTD	MAINTENANCE & EQUIPMENT SUPPLIES	\$13,307.29
HALYK ENTERPRISES	ADVERTISING SIGNAGE	\$19,455.47
HARDWOODS SPECIALTY PRODUCTS L	LUMBER SUPPLIES	\$15,387.32
HERFF JONES, INC	MAPS	\$22,646.16
HERTZ NORTHERN BUS	TRANSPORTATION	\$54,287.93
HOLIDAY INN	ACCOMMODATION/RENTAL	\$10,732.61
HOME DEPOT	SUPPLIES	\$18,548.55
HORIZON COMPUTER SOLUTIONS &	COMPUTER EQUIP	\$47,768.81
HOUSE OF TOOLS SASKATOON LTD	TOOLS & ACCESSORIES	\$47,696.75
HUMBOLDT ELECTRIC LTD	LIGHTING & ELECTRICAL	\$71,702.01
ICBM SERVICES LTD	AIR COND SERVICES	\$31,951.58
IMPACT MARKETING SERVICES LTD	WATCHES, PINS, CHARMS	\$32,593.77
IMPERIAL PARKING CANADA CORP	PARKING	\$218,774.17
INDIGO BOOKS	LIBRARY BOOKS	\$31,740.33
INLAND AUDIO VISUAL (WPG.)	AUDIO VISUAL EQUIPMENT	\$108,805.95
INSIGHTRIX RESEARCH	SURVEYS	\$16,609.00
JESJON HOLDINGS LTD	FACILITY LEASE, BRIDGES PRG	\$33,698.24
JOHNSON CONTROLS	ENERGY MGMT CAP PGM/SERVICE CONF	\$6,277,638.98
JOSTENS CANADA LTD	PHOTOS/YEARBOOKS	\$17,807.98
JUNIOR ACHIEVEMENT	MANUALS	\$11,607.00
K P PRO VIDEO	COMPUTER SOFTWARE	\$20,409.79
KDL CONSULTING LTD	FACILITIES CONSULTANT	\$32,043.50
KEMSOL PRODUCTS LTD	CARETAKING SUPPLIES	\$51,624.95
KIM CONSTRUCTORS LTD	CONSTRUCTION/RENOVATIONS	\$3,051,964.24
KINDRACHUK AGREY ARCHITECTS LT	ARCHITECT SERVICES	\$40,056.41
KONE INC.	SERVICE CONTRACTS/REPAIRS	\$10,101.13
KONICA MINOLTA BUSINESS SOLUTI	COPIERS, SUPPLIES	\$577,888.12
KPMG LLP	AUDIT SERVICES	\$23,065.00
KRAZY KILEY'S	A/V EQUIPMENT	\$25,300.05
LANCASHIRE DISTRIBUTION	SUPPLIES FOR INDUSTRIAL ART	\$51,611.25
LAROCHE MCDONALD AGENCIES LTD	INSURANCE	\$16,935.00
LEADS	EMPLOYEE REMIT/REGISTRATION	\$34,002.40

<u>SUPPLIER NAME</u>	<u>SERVICE PROVIDED</u>	<u>EXPENDITURE</u>
LEARNING & SKILLS TELEVISION	EDUCATIONAL VIDEOS	\$14,070.27
LEARNING BAR	EDUCATIONAL MATERIALS	\$44,440.52
LISTOWEL TROPHIES (SASK) LTD	TROPHIES, ENGRAVING	\$11,340.28
LONG & MCQUADE	MUSIC & EQUIPMENT	\$58,000.85
LOUISE KNOWLES CONSULTING	CONSULTING	\$20,000.00
LYDALE CONST (1983) CO LTD	CONSTRUCTION	\$19,341.09
M.N.S LTD	INDUSTRIAL	\$98,416.30
M3 & W INC	CONSULTING (NATURAL GAS)	\$16,995.75
MAINTENANCE CONNECTION CANADA	COMPUTER SOFTWARE	\$18,018.00
MAPLEWOOD COMPUTING	COMPUTER SOFTWARE	\$88,101.65
MARCH SCHAFFEL ARCHITECTS LTD	ARCHITECT FEES	\$183,266.84
MARIA MONTESSORI PRESCHOOL	EDUCATIONAL SERVICES	\$16,840.00
MARSH CANADA LIMITED	INSURANCE	\$498,646.22
MAXIE'S BUS LINES	TRANSPORTATION	\$20,273.50
MAXIES EXCAVATING LTD	EXCAVATING	\$29,834.70
MAXIM CHEMICAL INTERNATIONAL L	BOILER CHEMICALS	\$26,385.27
MCNALLY ROBINSON BOOKSELLERS	BOOKS	\$134,780.86
MEEWASIN VALLEY AUTH.	PROGRAM FEES	\$16,126.50
MERLIN MOTORS INC	DRIVER ED CAR RENTALS & SER	\$60,812.70
METAFORE LP	COMPUTER SUPPLIES	\$21,903.80
MICROCOMPUTER SCIENCE CENTRE	COMPUTER SUPPLIES	\$10,745.09
MINISTER OF FINANCE	E & H TAX	\$108,509.28
MINISTER OF FINANCE	MTCE VEHICLE RENTAL	\$53,178.41
MISC HOTEL/VISA	ACCOMMODATION	\$47,485.81
MISC RESTAURANT/VISA	MEALS	\$17,895.11
MISC/VISA	SUPPLIES	\$65,402.73
MISTER PRINT PRODUCTIONS LTD	PRINTING	\$10,541.55
MUSIC DIRECT	MUSIC SUPPLIES	\$10,216.66
MUSICRAFT INSTRUMENT REPAIR	MUSIC SUPPLIES & REPAIRS	\$30,889.35
NAGEL'S AUDIO-VISUAL SALES LTD	AUDIO VISUAL EQUIP & SUPPLI	\$16,762.77
NATIONAL BOOK SERVICE	BOOKS	\$23,340.35
NELSON EDUCATION LTD	EDUCATIONAL SUPPLIES	\$430,032.04
NIGHTINGALE GROUP NURSING	NURSING SERVICE	\$50,724.41
NORDIC INDUSTRIES (1979) LTD	CONSTRUCTION	\$10,332.56
OFFICE DEPOT	OFFICE SUPPLIES	\$10,352.34
OLYMPIAN SPORTS	UNIFORM & GYM CLOTHING	\$110,077.09
ONX ENTERPRISE SOLUTIONS LTD.	COMPUTER EQUIPMENT	\$18,605.99
P3 ARCHITECTURE	ARCHITECTS	\$163,785.50
PAGE ONE DIGITAL	PRINTING	\$14,453.47
PAINTLINE PRODUCTS INC	SUPPLIES	\$12,682.42
PEAK MECHANICAL LTD	MECHANICAL SYSTEMS SERVICIN	\$159,716.75
PEARSON CANADA ASSESSMENT INC	BOOKS,RECORD FORMS,ETC	\$13,526.95
PEARSON CANADA INC T46254	BOOKS	\$84,274.81
PEARSON EDUCATION CANADA	PUBLISHER	\$10,418.23
PENNCO PORTABLES	SIGN RENTAL	\$11,408.75
PEPSI COLA CANADA BEVERAGES	CAFETERIA SUPPLIES	\$22,874.26
PERFECTION PLUMBING AND	PLUMBING	\$34,397.70
PERSONNEL PERFORMANCE CONSULT	EMPLOYEE & FAMILY ASSISTANC	\$75,257.55

<u>SUPPLIER NAME</u>	<u>SERVICE PROVIDED</u>	<u>EXPENDITURE</u>
SAUNDERS EVANS ARCHITECTS INC	ARCHITECTS	\$35,303.06
SCHOLASTIC CANADA LTD	BOOKS,KITS,ETC	\$78,319.98
SCHOOL SPECIALTY CANADA	TEACHING AIDS	\$16,770.03
SCHOOLHOUSE PRODUCTS INC.	TRASH RECEPTACLES,ETC	\$12,306.31
SCHWINGHAMMER'S TREE SERVICE	ARBORIST	\$10,189.95
SEARS CANADA INC	EQUIP,SUPPLIES & REPAIRS	\$10,122.30
SECREST RESOURCES LTD	READING INTERVENTION PRGM	\$17,305.50
SECURTEK MONITORING SOLUTIONS	ALARM MONITORING	\$18,685.16
SENTRY TECHNOLOGY CORPORATION	SECURITY SYSTEMS	\$30,325.79
SERVICEMASTER	MTCE: CLEANING SERVICES	\$32,859.78
SHANAHANS BUILDING SPECIALTIES	BUILDING SUPPLIES	\$26,330.99
SHARP RESURFACING LTD	MAINTENANCE	\$86,079.48
SHEKINAH RETREAT	CAMP RENTAL	\$11,898.60
SHERATON CAVALIER	ACCOMMODATION (CALHOUN)	\$13,465.80
SIM-DRIVE CANADA	SIMULATOR	\$16,247.50
SOBEYS/VISA	GROCERIES	\$10,412.99
SOFTCHOICE CORPORATION LTD.	COMPUTER SOFTWARE	\$136,936.10
SOLID SOUND	SOUND SYSTEMS	\$11,772.10
SOLUTIONS IT CANADA LIMITED	LICENSING FEES	\$42,000.00
SOMMERFELD ELECTRIC	ELECTRICAL	\$153,778.75
SPEAKERS SPOTLIGHT	PRESENTOR	\$11,810.13
SPECTRUM EDUCATIONAL SUPP LTD	EDUCATIONAL MATERIALS	\$33,282.03
SPECTRUM ELECTRIC INC	ELECTRICAL	\$56,568.73
SPORT OLYMPIA	SPORTS EQUIPMENT	\$13,218.20
SPRAY JONES INC	CONSTRUCTION	\$80,644.04
ST JOHN'S MUSIC	MUSIC SUPPLIES	\$176,473.82
STAPLES	SUPPLIES	\$27,467.43
STAR-PHOENIX	ADVERTISING	\$51,473.60
STEEVES AND ASSOCIATES	TECHNOLOGY CONSULTANTS	\$24,493.84
STRAIGHT-LINE CONSTRUCTION LTD	CONSTRUCTION	\$53,806.72
SUNSPUN FOOD SERVICE	CAFETERIA SUPPLIES	\$66,353.78
SUPREME OFFICE PRODUCTS LTD	OFFICE SUPPLIES	\$71,641.10
SYNREVOICE TECHNOLOGIES INC	COMPUTER SOFTWARE	\$18,523.15
TCU PLACE	CONFERENCE, BANQUET FEES	\$76,517.94
TEACHER'S TRUNK (SASKATOON)	TEACHING AIDS	\$14,824.20
TEAM SKYLINE SPORTS LTD	SPORTS EQUIPMENT	\$84,593.32
TELEX COMMUNICATIONS INC	COACH SYSTEM HEADSETS	\$10,146.40
TEX KLASSEN WHOLESALE LTD	MTCE: METAL WORKS	\$10,005.64
THERAPLAY PEDIATRIC OCCUPATION	OCC THERAPY	\$43,140.00
TLC PAINTING & PAPERING	PAINTING & PAPERING	\$67,393.20
TRADE WEST EQUIPMENT LTD	DESKS, TABLES, CHAIRS	\$255,139.10
TREE	ART SUPPLIES	\$14,139.45
TROY SPRINKLER LTD	MTCE: FIRE ALARMS	\$22,916.43
TSC SOFTWARE SERVICES INC	COMPUTER SOFTWARE & SUPPORT	\$124,271.54
UNISOURCE CANADA INC	PAPER & CARETAKING SUPPLIES	\$150,400.29
UNITED GROUP	TAXI SERVICES	\$686,542.57
UNITED LIBRARY SERVICES INC	BOOKS	\$153,993.60

Saskatoon School Division No. 13 of Saskatchewan
 Public Accounts for the period September 1, 2007 to August 31, 2008

<u>SUPPLIER NAME</u>	<u>SERVICE PROVIDED</u>	<u>EXPENDITURE</u>
UNIVERSITY OF SASKATCHEWAN	ATHLETIC EVENTS	\$11,860.60
VCM CONTRACTORS & ENGINEERS	CONSTRUCTION SERVICES	\$305,771.45
VISUAL EDUCATION CENTRE	VIDEOS	\$10,914.69
WAL-MART	SUPPLIES	\$50,628.30
WASTE MANAGEMENT OF	WASTE MANAGEMENT	\$77,259.28
WEIGHTMAN DON	MILK DELIVERY	\$14,274.14
WENGER CORPORATION	EQUIP,SUPPLIES & REPAIRS	\$25,123.70
WESTERN BUSINESS MACHINES	EQUIP,SUPPLIES & REPAIRS	\$161,845.99
WESTERN CAMPUS RESOURCES	BOOKS	\$41,117.79
WESTERN DEVELOPMENT MUSEUM	MUSEUM	\$13,377.33
WESTERN/WESTLUND	PLUMBING SUPPLIES	\$67,554.14
WHITECAP DAKOTA FIRST NATION	CONSELLOR, CURR SUPPORT	\$44,159.21
WIG'S PUMPS AND WATERWORKS LTD	TUBING,VALVES	\$11,804.47
WIRELESS AGE	ELECTRONICS	\$10,564.15
WORLD BOOK ED PRODUCTS	BOOKS	\$12,111.03
XEROX CANADA INC	EQUIP,SUPPLIES & REPAIRS	\$132,382.68
YOUTH LAUNCH	PROGRAM DELIVERY	\$44,472.07



MEETING DATE: FEBRUARY 10, 2009

TOPIC: LITERACY FOR LIFE UPDATE

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> 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

An enduring aspect of working within a learning priority is to monitor progress toward an overall goal. In the case of *Literacy For Life*, this includes attending to the growth of our Kindergarten students as they progress toward the goal of reading at or above grade level. The attached Kindergarten Mid-Year Progress Update provides trustees with an overview of the products, conversations and observations that are guiding our work with Kindergarten students, teachers and administrators during the 2008 – 2009 school year.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mrs. Avon Whittles, Deputy Director of Education Miss Kim Newlove, Superintendent of Education Mrs. Lori Kindrachuk, Facilitator: Literacy For Life Dr. Scott Tunison, Coordinator: Research And Measurement	February 4, 2009	Kindergarten Mid-Year Progress Update

RECOMMENDATION

LITERACY FOR LIFE:
KINDERGARTEN MID-YEAR
PROGRESS UPDATE

Administrative Report
February 10, 2009



Saskatoon
Public
Schools

Introduction

This document is a mid-year assessment update on the fourth year of the Kindergarten component of **Literacy for Life**. In large part, this report is intended to provide information about the assessment strategies and progress related to Kindergarten in general. However, since the Board also provides Literacy Enhanced, Full-Day Kindergarten (FDK) in ten schools*, the assessment activities that lend themselves to provide FDK-specific information will be identified as well.

Please note that, for most of our assessments, data collection is ongoing and, therefore, it is too early in the year to make many specific student outcome observations. More comprehensive assessment results will be shared in the **Literacy for Life** year-end report.

A Note About Program Assessment

In general, program assessment is usually directed by a single research question or avenue of inquiry. In broad terms, the inquiry question related to Kindergarten is the same one that guides our entire **Literacy for Life** initiative. That is:

To what extent does the implementation of specific instructional models (e.g., PWIM and the spectrum of the Alouds) ensure that all students, K-12, read at or above grade level?

In the case of FDK, we have refined our research question as follows:

*To what extent does FDK, in conjunction with the powerful teaching and learning strategies that are a part of **Literacy for Life**, impact on student learning – particularly with respect to early literacy skills?*

The assessment strategies and monitoring tools highlighted in this update are employed in Kindergarten to address the major research question(s) identified above. As is the case with most Division-level assessment activities, we collect evidence in the form of *products, observations, and conversations* over time in order to *triangulate* our results. A brief description of those strategies and tools follows below and specific data are provided where appropriate.

* We currently provide the literacy enhanced FDK option to approximately 300 students in ten schools including:

- | | | |
|------------------|------------------|----------------------|
| - Alvin Buckwold | - King George | - Pleasant Hill |
| - Forest Grove | - Lawson Heights | - Princess Alexandra |
| - Holliston | - Mayfair | - Vincent Massey |
| - Howard Coad | | |

Products

We employ many assessments that provide evidence of progress in the form of products.

Vocabulary Acquisition and Rate

Classroom teachers regularly assess individual students to determine the number of vocabulary words, from the Picture Word Inductive Model (PWIM) chart, that students have acquired as a part of their sight vocabulary. A sight word is a word that is recognized and read aloud in less than 3 seconds. Over time, calculations are also made to determine the rate at which students are learning new words.

Figure 1, below, represents the sight word vocabulary gains made by Kindergarten students across our Division in October 2008. Gains are measured by assessing the number of vocabulary words students have acquired at the beginning, middle and end of their first PWIM cycle. The October data indicates that, on average, students recognized 14% of their vocabulary words at the time of the first assessment. By the second and third assessments, this had increased to 43%, with an overall gain of 29%. This indicator of student vocabulary acquisition is very similar to gains we have noted in the past two years.

Figure 1: Vocabulary Acquisition Data Kindergarten (October 2008)

<u>First Assessment</u>	<u>Second Assessment</u>	<u>Third Assessment</u>	<u>Overall Gain</u>
14%	24%	43%	29%

As Kindergarten students gain more skills in “learning how to learn words”, we can anticipate a larger, overall gain by the end of the school year.

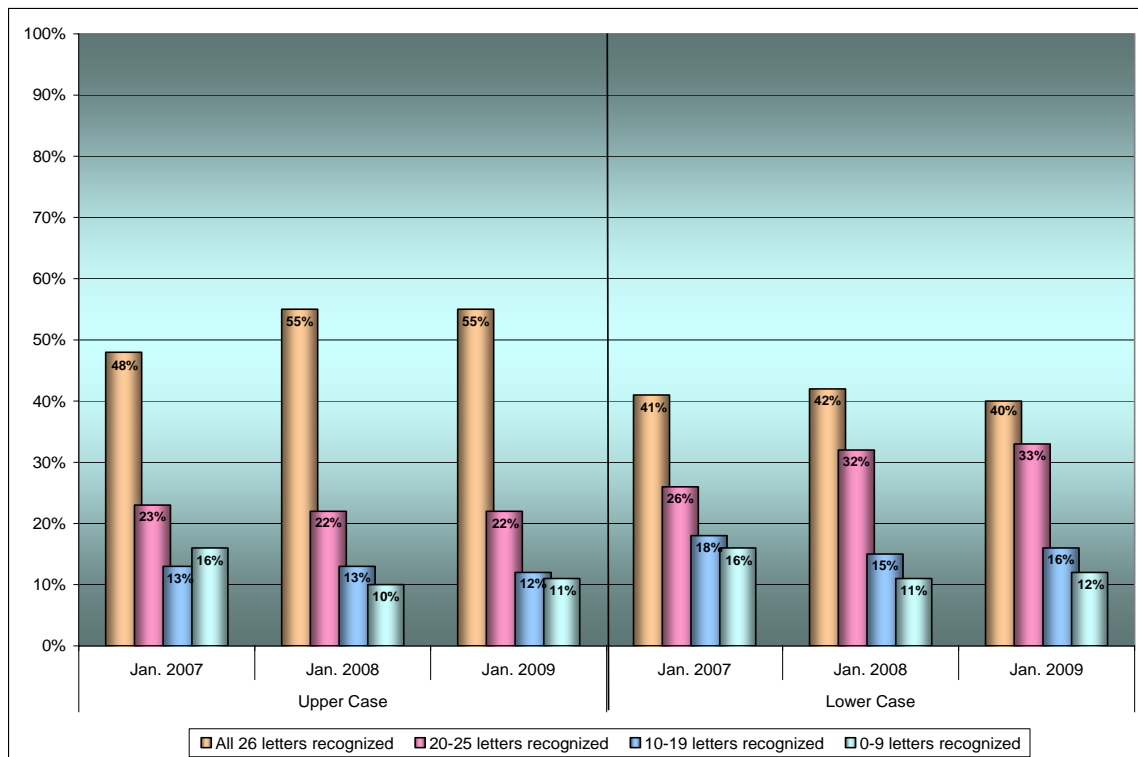
Alphabet Recognition

Classroom teachers regularly assess individual students to determine which lower and upper case letters of the alphabet each student can recognize and name. Teachers use these data to tailor their instruction to the needs of the particular students in their classrooms. Alphabet assessments are done early and frequently in the school year until all students have mastered this foundational skill.

Alphabet recognition has been an important avenue of inquiry in *Literacy for Life* for the last several years. There is considerable research evidence supporting the importance of learning to recognize the letters of the alphabet as children develop their early literacy skills.

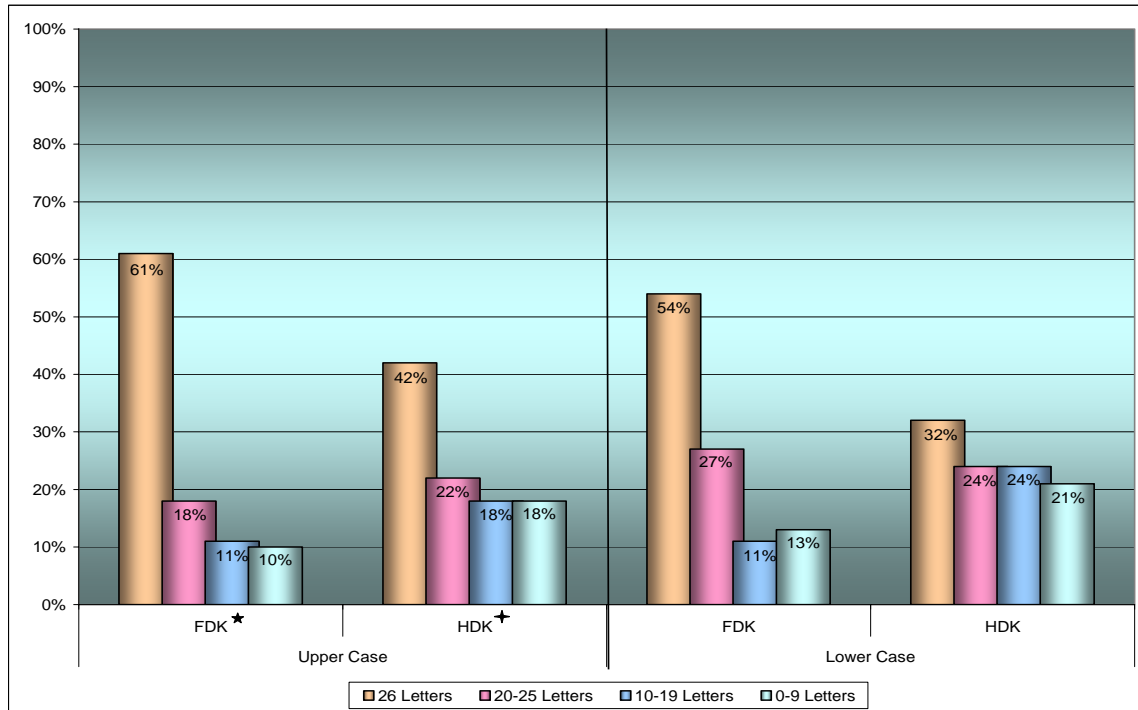
We have consistently found that, while nearly all children enter Kindergarten knowing very few letters, by mid-January just over half of the students (about 55%) have learned all 26 upper case letters and about 40% have learned all 26 lower case letters (see Figure 2). We have also found that the proportion of students who have learned 20-25, 10-19, and 0-9 letters has also been very consistent over the last several years. With this in mind, we may be pursuing new avenues of inquiry in the future as we continue to expand our understanding of early literacy skills development – nevertheless, our teachers will continue to focus on ensuring that all students develop this important skill.

Figure 2 – Alphabet Recognition Year by Year Comparison for all Kindergarten Children (January data collection)



Another way to analyze the alphabet recognition data is to look at them in terms of the extent to which differences exist between the rate that students in FDK settings learn their alphabet letters as compared to the rate that students in more traditional half-day Kindergarten programs learn their alphabet letters. Our data suggest that our FDK students learn their alphabet letters considerably more quickly than do students in half-day settings (see Figure 3). We found that, as of the January data collection window, 61% of students in the FDK settings knew all 26 upper case letters and 54% in these settings knew all 26 lower case letters. On the other hand, 42% of students in the half-day settings knew all 26 upper case letters and 32% knew all 26 lower case letters.

Figure 3 – Alphabet Recognition Full-Day Kindergarten vs Half-Day Kindergarten (January 2009 data collection)



★ The FDK cohort is 251 students. † The HDK comparison cohort is 238 students

Fountas and Pinnell

During the November 18, 2009 Board meeting, a presentation was made about the Division’s uses of the *Fountas and Pinnell Leveled Literacy Intervention System*. This measurement tool is being used during the 2008-2009 year in approximately 20 schools and will help to provide a picture of Kindergarten student progress in these schools. Indicators of student growth through the use of this tool will be reported to the Board in June.

Growth in Writing

Kindergarten teachers regularly collect samples of student writing as a means of identifying areas of growth and areas for further development. Through this continuous cycle of assessment, teachers are able to directly focus daily instruction on the needs of their students and build a strong foundation for learning to write.

As we implement Assessment for Learning practices, student self-assessment is also becoming an integral part of the assessment for learning process. Research has consistently shown that when students are involved in the classroom

assessment process they become more engaged in learning. Therefore, many classroom teachers are developing writing continuums with their students in order to involve them in self-assessment and in setting their own goals for growth in writing. (See Appendix 1 for a sample of a Kindergarten writing continuum and rubric).

Observations

Teachers regularly make both formal and informal observations regarding students' progress in their classrooms. For the purposes of program assessment, we aggregate only the following formal observation assessments.

Early Years Evaluation (EYE):

The EYE is a web-based perceptual assessment tool administered by Kindergarten classroom teachers. During 2008-2009, we will use this tool as a pre- and post-test both to measure all Kindergarten students' growth and to provide a FDK-specific assessment of growth in the following domains:

- Awareness of self and the environment;
- Social skills, behaviour, and approaches to learning;
- Cognitive skills;
- Language and communication; and,
- Physical development.

As a pre-test, the results are used as a screen to identify children's strengths and to identify areas where students are experiencing difficulty and are in need of monitoring and/or more direct intervention. The EYE includes objective assessment items that provide teachers with instantaneous results specific to each individual child and can be used as a support to prepare lessons and deliver instruction.

Early Development Instrument (EDI):

As part of a provincial initiative, we will again be implementing the EDI in all of our Kindergarten classes. In the past, Saskatoon Public Schools participated in the first three iterations of the national Understanding the Early Years initiative (in 2001, 2003, and 2005), which used the EDI measurement tool. The Ministry of Education recently decided to implement the EDI across our province. This year, all but three school divisions in Saskatchewan will use this instrument.

The EDI is a measure that assesses various aspects of children's communities that impact on their readiness for school – it is not an assessment of school initiatives, instructional practices, or of teachers and students themselves. Nevertheless, the EDI data have been very helpful to us in many ways – especially as part of the impetus for the ***Literacy for Life*** initiative and FDK. We anticipate the data will be very useful again this year – particularly because we

already have three data points from the previous EDI implementations. We hope these longitudinal data will help us identify trends in our students' communities as we continue to respond to our students' learning needs. Results from this year's EDI assessment will not be available until the fall of 2009.

Conversations

When gathered over time, conversations with teachers become an important source of evidence of teacher learning and student achievement. The following comments from Kindergarten teachers signify positive changes in teachers' instructional and assessment practices and, perhaps more importantly, highlight positive trends in students' learning.

I have become much more focused on teaching alphabet recognition this year. My students know more letters than ever before. I'm continually assessing and planning my See-Say-Spell lessons based on what letters my students need to learn next.

The writing continuum in my classroom has really helped to improve my student writing this year. I used Anne Davies' idea of building criteria with my students and this has made a huge difference. My students know exactly what level they are at and what they need to do next to continue to improve their writing. It's awesome to see them holding their writing samples up at the continuum and talking about what they will work on next.

At the beginning of the year most of my students were not able to read even the easiest Fountas and Pinnell books. I was still able to use the kit to assess their 'book smarts'. For example: Did they use the picture clues? Could they match and track the words? Did they know some beginning sounds? Did they know to read from left to right? All of this information helped me plan more meaningful lessons for my beginning readers.

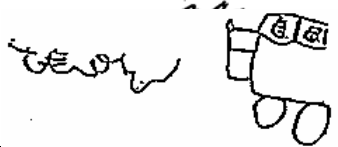
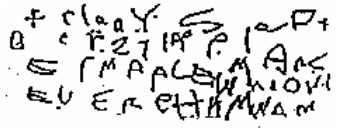
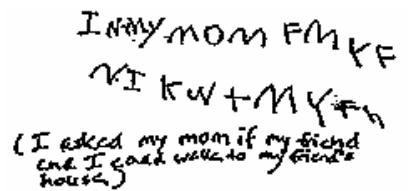
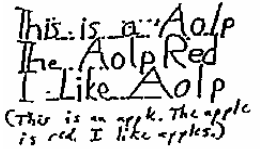
Closing Comments

Since the introduction of **Literacy for Life** as a learning priority in Saskatoon Public Schools, we have closely monitored the progress of students attending our half-day and literacy enhanced full-day Kindergarten programs. Our Kindergarten teachers have focused their professional learning on powerful instructional and assessment models to enhance our students' learning. We continue to work toward the goal of improving learning outcomes for having *all* students reading at or above grade level. Further, as we interpret data, attend to research being conducted in the field of early years education, and strengthen our use of powerful instructional models, we are confident we will achieve that overall goal.

Appendix 1:
SAMPLE KINDERGARTEN WRITING CONTINUUM

Student Name:

Date:

	<p style="text-align: center;">Level 1: EMERGING</p> <ul style="list-style-type: none"> ○ Scribbling – beginning level ○
	<p style="text-align: center;">Level 2: PICTORIAL</p> <ul style="list-style-type: none"> ○ Imitates writing ○ Draws a somewhat recognizable picture ○ Tells about drawing
	<p style="text-align: center;">Level 3: PRECOMMUNICATIVE</p> <ul style="list-style-type: none"> ○ Writes letter-like forms, letters, and/or random letter strings to convey a message; may be randomly placed on page ○ Attempts to read message ○ Writes own name or occasional known word
	<p style="text-align: center;">Level 4: SEMI-PHONETIC</p> <ul style="list-style-type: none"> ○ Writes one or more letters to represent every word ○ Writes from left to right and top to bottom (May reverse some letters) ○ Correctly uses some letters to match sounds ○ Spells some high frequency words correctly ○ Writes at least one sentence
	<p style="text-align: center;">Level 5: PHONETIC</p> <ul style="list-style-type: none"> ○ Uses both upper and lower case letters ○ Writes from left to right and top to bottom (May reverse some letters) ○ Uses logical phonetic spelling; most sounds in words represented ○ Includes some vowels (often not correct ones) ○ Spells some high frequency words correctly ○ Separates words with dots, dashes, or spaces ○ Writes two or more sentences on a related topic or theme

Sample Kindergarten Writing Rubric

	Writing	Message	Instructional Strategies
Stage 1	<ul style="list-style-type: none"> -makes random or scribble marks on paper 	<ul style="list-style-type: none"> -has meaning only to the child and cannot be interpreted by others or may have not have meaning even to the child (cannot retell their message) 	Use modeled and shared writing to show: <ul style="list-style-type: none"> -writing has meaning or purpose -writing can be read by others -written messages stay constant
Stage 2	<ul style="list-style-type: none"> -pictures with random letters (not making a word) -can form some letters -illustrations resemble something -left to right 	<ul style="list-style-type: none"> -can be interpreted by others -child can retell the message 	<ul style="list-style-type: none"> -initial sounds (hear, letters represent, reproduce initial sounds) -transfer knowledge of sounds/letters to writing -picture matches text
Stage 3	<ul style="list-style-type: none"> -picture with corresponding label -some letter and sound correspondence -initial consonants represented -illustrations and text relate 	<ul style="list-style-type: none"> -can be interpreted by others -child can retell the message 	<ul style="list-style-type: none"> -establish letter-sound connection through word play -rhyme -guided sentence -words combine to make sentences -sentences are the foundation of writing - purpose of punctuation

Sample Kindergarten Writing Rubric

Stage 4	<ul style="list-style-type: none"> -initial and final sounds represented -beginning use of punctuation at end of each line -picture with beginning attempt at a sentence 	<ul style="list-style-type: none"> -detailed/more complete thoughts communicated in their print 	<ul style="list-style-type: none"> -sight words -letter and sound connections -talk about the structure of words and sentences -provide time for students to write daily and share
Stage 5	<ul style="list-style-type: none"> -left to right, top to bottom -represents all substantial sounds in a word -chooses letters on the basis of sound, ignoring conventional spelling -uses a mix of conventional (high frequency and environmental print) and phonetic spelling 	<ul style="list-style-type: none"> -writes simple sentences and understand that the sentences give meaning 	<ul style="list-style-type: none"> -punctuation -sight word and high frequency words -sentence patterns
Stage 6	<ul style="list-style-type: none"> -spacing, capitals, punctuation -incorporates a more extensive sight word vocabulary and more high frequency words 		<ul style="list-style-type: none"> -connect writing and personal experiences -exposed to lots of text focusing on message -high frequency words
Stage 7	<ul style="list-style-type: none"> -more than one sentence on a topic -high frequency words are used and spelled correctly -story with a sequence of events 	<ul style="list-style-type: none"> -message is organized, focused on a topic and includes detail 	



MEETING DATE: FEBRUARY 10, 2009

TOPIC: COLLEGIATE RENEWAL UPDATE

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

BACKGROUND

The School Division is in the second year of implementing the Board’s priority *Collegiate Renewal*. The goal of *Collegiate Renewal* is to have collegiate students “engaged in their learning so they will graduate as active participants in life-long learning and as responsible and caring citizens in the community, nation and world”.

Based on research, reflection and discussion during the inaugural year of the priority, engagement is being framed and assessed through the following four dimensions: competence, relevance, belonging, and potency.

CURRENT STATUS

Grade 9 E.L.A. Common Formative Assessment

The common formative assessment initiative in ELA 9 will provide an indicator of our students’ writing skills, plus lead to enhanced understandings of how teachers can best assess and instruct writing. In keeping with good assessment for learning practice, this initiative incorporates:

- clear objectives;
- co-constructed criteria;
- the sharing of samples of student work;
- descriptive feedback, and
- opportunities for student self-assessment and application of learning in the future.

In the first semester of this school year, twenty-two teacher-volunteers, with representation from every collegiate, came together to make decisions on how best this initiative would work for all ELA 9 students and teachers in the second semester. Using the new outcomes and indicators from the revised curriculum as a guide, the team members consulted with each other and with their students to determine how best to proceed. There was broad interest shown in persuasive writing, so persuasive writing prompts and rubrics were created which aligned with curricular outcomes and indicators. The writing prompts were field-tested, and the team came together to commonly assess their students’ work.

During these meetings, there was much discussion about the reading-writing connection and the need to have multiple examples of the work of others in order to learn what is needed in persuasive writing. With the importance of examples in mind, the team decided that a selection of the field-tested prompts should be made available to all teachers and their students at the beginning of the second semester. With the chance to read and consider multiple examples in a collaborative environment, our students should have greater opportunities to develop as writers.

At the beginning of the second semester, all ELA 9 teachers came together for a half-day session to learn more about the initiative. The first writing capture window for the second semester will be later this month and early March, while the second writing capture window will occur later in late April and early May.

Between the first and second capture windows, ELA 9 teachers will be brought together to do some common scoring and to consider how the findings might direct their practice. After the second capture has been completed, ELA 10 teachers will be brought together to do the common scoring and consider how the findings might direct their practice going forward into the next school year.

PREPARED BY	DATE	ATTACHMENTS
Mrs. Avon Whittles Deputy Director of Education and Mr. John Dewar Superintendent of Education	February 4, 2009	

RECOMMENDATION



MEETING DATE: FEBRUARY 10, 2009
TOPIC: LARGE SCALE ASSESSMENT IN SASKATOON PUBLIC SCHOOLS

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

BACKGROUND

Saskatoon Public Schools participates in two large scale tests for which we receive division-level data:

- The Canadian Achievement Test (CAT/3) is a standardized test given annually to all Grades 4 and 8 students. This test measures basic literacy and numeracy skills against Canadian norms.
- Assessment for Learning (AFL) is a provincial initiative that assesses student performance relative to provincial curricular objectives. The 2008 assessment focused on Writing (Grades 5, 8 and 11).

In addition, our students also participate in large scale assessments such as PISA (Programme For International Student Assessment) for which we do not receive division results.

CURRENT STATUS

Dr. Scott Tunison and Mr. Grant Dougall will be in attendance at the Board meeting to answer any questions trustees may have regarding the attached report.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mrs. Avon Whittles, Deputy Director of Education Dr. Scott Tunison, Coordinator: Research and Measurement and Mr. Grant Dougall, Coordinator: Student Evaluation and Reporting	February 4, 2009	Large Scale Assessment In Saskatoon Public Schools Report

RECOMMENDATION



Saskatoon
Public
Schools

Large Scale Assessment
Report

Introduction

Student assessment is one of the most thoroughly researched aspects of education. It is a complex endeavour and no one assessment instrument or, for that matter, one type of assessment, can be used to tell us the extent to which students are learning what we wish them to learn. In other words,

Getting from where you are to where you want to go requires continuous assessment for learning [from multiple sources over time]. It provides the processes leaders need to identify the signposts of trouble ahead, and plan next steps to successfully transform the barriers. (Davies et al., 2008, p. xi)

A report presented to the Board earlier this year regarding the assessment activities in Saskatoon Public Schools outlined three broad types of assessment. The report also identified the purposes for each type of assessment. These purposes are:

- Assessments for Division-wide monitoring and communication purposes,
- Assessments for School-level monitoring and communication purposes, and
- Assessments for Classroom-level (as well as for enhancing individual students' achievement and growth) monitoring and communication purposes.

The distinction among these purposes is very important because the type of assessment evidence collected in any given context must be appropriate to the stated purposes of that assessment. Douglas Reeves, a prominent scholar in the area of student assessment and school district accountability, points out that the best system for monitoring student learning includes "a balance of [provincial], [division], and school-based assessments" (2004, p. 206). He advocates an approach he calls "*triangulation*" that involves collecting many discrete pieces of "hard" and "soft" data over time that, when considered together, paint a comprehensive picture of progress toward intended outcomes. Further, according to Reeves, "test scores are a way, but by no means the only way, to assess student achievement."

This report provides a particular type of evidence of student learning – *Large-scale Assessment Results (LSA)*. Therefore, we must view these data through the lens of the purpose of LSAs. Anne Davies (2000) points out that large-scale assessments (i.e., standardized tests) are among the most appropriate means of Division-wide monitoring (although she cautions that Divisions should use additional sources of information as well); whereas, other types of evidence are more appropriate to assess individual school or student progress. According to Davies (2008),

The purpose of large-scale assessments is two-fold: to help the system be accountable (Are we making the best use of our resources?) and to identify trends (Are students learning? What and how well?)

To do this, large-scale assessments collect a small amount of information from a large number of students.

Large-scale assessments are designed to give the system feedback so the system can learn; [whereas] classroom assessment is designed to give individuals feedback so the individual can learn.

Large-scale assessments are designed to assess what students know and can do in relation to what is to be learned, but they do not collect enough information to give a valid picture of what individual students know and can do in a given subject area. (Davies, A., <http://annedavies.com/>)

Reeves also points out that the pieces of information collected via the many different measures we use in education can, at times, seem contradictory. He uses the following analogy to describe this phenomenon:

[In a court case] the jury [in this case the Board] confronts conflicting information, including information with errors, uncertainties, and differing interpretations. From this mix, we ask twelve people of good will and common sense to examine the preponderance of the evidence [collected through the various assessments] and draw appropriate conclusions. (p. 207)

In other words, it should not be considered unusual or alarming when data gathered from one assessment appear not to be consistent with data collected from another instrument. This is particularly true since the purposes of the assessments and the assessment instruments themselves are different and are designed to measure different aspects of student learning in different ways.

Context

Saskatoon Public Schools participates in two annual, large-scale assessments: The Canadian Achievement Test (CAT) and the Ministry of Education's Assessment for Learning programme (AFL). These large-scale assessments have two main purposes:

- They are used by principals and teachers as an aid for school-level strategic and instructional planning; and,
- They are used at the Division level to direct staff development topics and planning and to inform our strategic plan.

It is important to note at the outset of this report that the purpose of most LSAs is to provide general information about students' performance and progress referenced against specific criteria (the criteria are described in later sections of this report). Consequently, the results of these assessments cannot be used to:

- Draw comparisons between individual students,
- Draw comparisons between schools, or
- Assess teacher or school effectiveness.

In addition, each assessment (whether large-scale or school-based) focusses on collecting specific pieces of information in particular ways. Consequently, the results from these tests cannot be compared directly to each other or to other types of assessments (e.g., the Gray Oral Reading Test, the Gunning Procedure, and others) currently in use in the Division. Finally, the results from these LSAs should not be seen

as direct measures of specific system initiatives. A basic tenet of any assessment regime is that all assessments should be selected and used for specific, and often very narrow, purposes. Using these assessments for purposes other than their original purpose after the fact makes their effectiveness as measures of those other purposes problematic. Rather, the results provided in this report should be viewed simply as “snapshots” that inform us about very specific student learning outcomes.

Canadian Achievement Test

General Background

The Canadian Achievement Test (CAT) is a “norm-referenced” test. This means that it is comprised of a series of subtests designed to compare student performance to “norms”. The CAT’s norms are based on basic skills typically taught in specific grade levels in Canadian schools. In other words, the CAT does not assess students’ performance against specific objectives identified in Ministry of Education curricula. Rather, the subtests compare students’ knowledge and performance of various aspects of English Language Arts and Mathematics that are generally considered to be important for children at each grade level against the performance of a large group of students from across Canada.

At the Division level, Canadian Achievement Test results are used to monitor general trends in students’ basic skill development as we set our division and school-based priorities. At the school level, CAT results provide teachers with a general sense of their students’ abilities in relation to national norms. Teachers use these results to:

- Monitor individual students’ current skills,
- Monitor students’ growth in basic skills over time,
- Identify discrepancies between academic aptitude and classroom achievement, and/or
- Individualise instructional strategies and programs both to assist students in improving their weaknesses and to help them in building on their strengths.

In Saskatoon Public Schools, the CAT is administered in the fall of each school year to students in Grades 4 and 8; therefore, they are really measures of the skills and knowledge students developed while they were in Grades 3 and 7. In addition, the Board may note that this year’s (2008) Grade 4 students are members of the *Literacy for Life* second cohort (they were a part of the Kindergarten cohort during the 2004-05 school year – the first year that *Literacy for Life* was expanded to include Kindergarten). However, given attrition rates and other factors, this year’s Grade 4 cohort is comprised of approximately 35% of students who have not attended school in our Division for all four of these years.

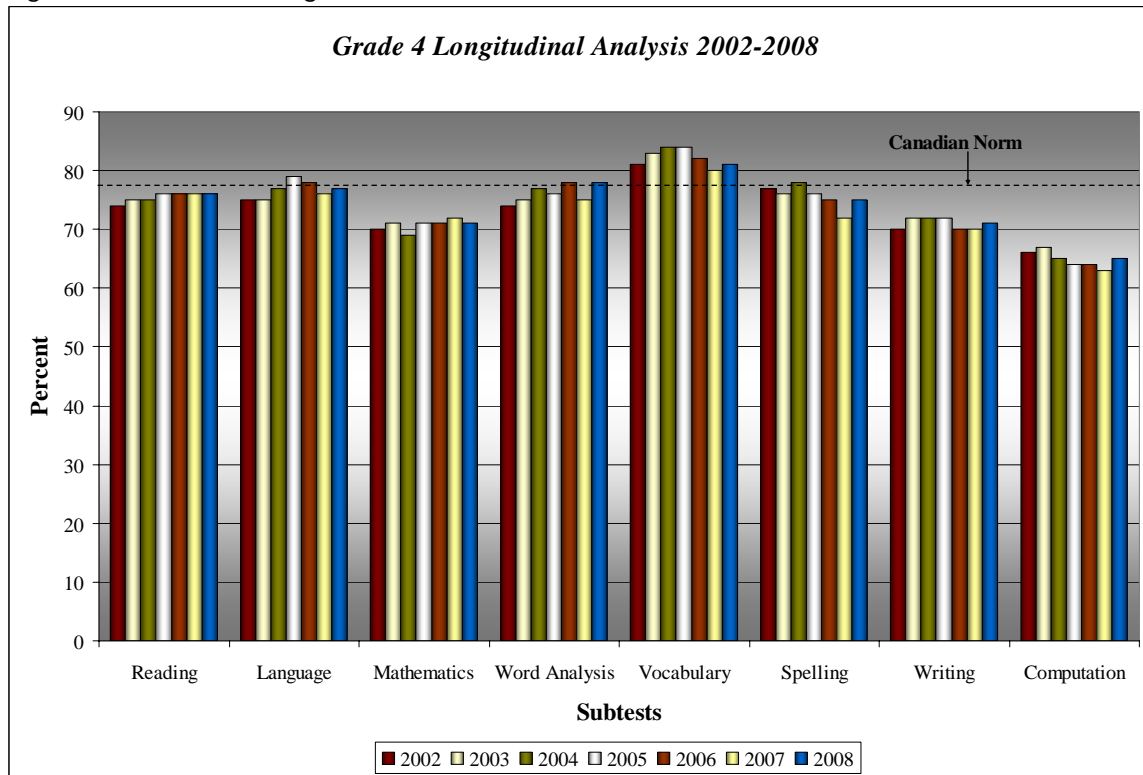
Canadian Achievement Test Results – 2002-2007

We use Canadian Achievement Test results as measures not only of current students' skills but also of trends in students' performance over time. Overall, Grade 4 and 8 students' achievement has tended to remain relatively constant on most subtests over the five-year period from 2002-2008 and the margin of error in the tests ($\pm 2\%$) accounts for much of the variance in student scores from one year to the next. Please note that we report CAT scores in terms of the percentage of students who achieved at Stanine 4 and above. *

Grade 4 results

Grade 4 students' scores (Figure 1) indicate a slight upward trend in *Reading*, *Language*, *Mathematics*, and *Word Analysis*. Grade 4 students' achievement scores related to the remaining subtests have remained fairly constant over time.

Figure 1 – Grade 4 Longitudinal Results

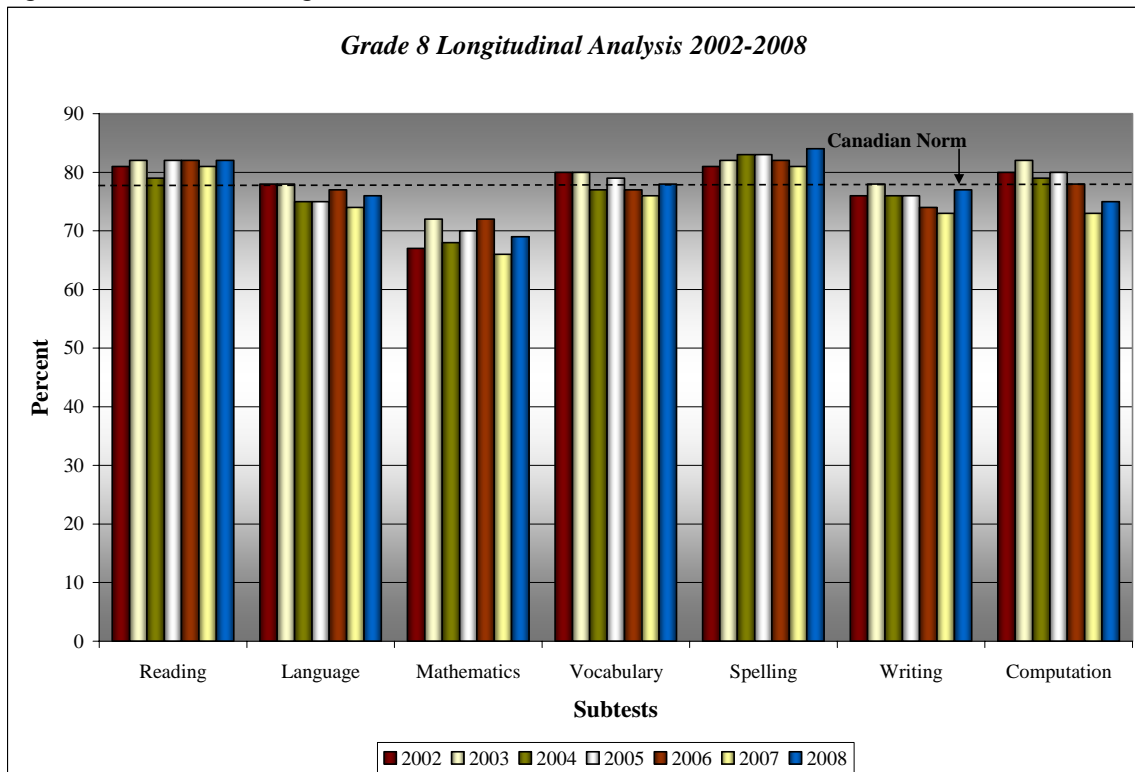


* In general terms, stanines are calculated by dividing all possible scores (from 0 to 100) into 9 equal sections. Then, those stanines can be grouped into three sections: Stanines 1-3 would be considered “below expectations”, Stanines 4-6 would be considered “at expectations”, and Stanines 7-9 would be considered “above expectations”. In other words, when a particular percentage of students (e.g., 80%) is said to have performed at or above Stanine 4, it would be accurate to say that 80 percent of students performed at or above expected levels (as defined by national norms).

Grade 8 Results

Grade 8 students' achievement scores (Figure 2) in all subtests have remained relatively constant over the past five years. While it would be preferable to see upward trends in all sub-tests, Saskatoon Public Schools' Grade 8 students have consistently performed at or above Canadian norms in *Reading, Language, Vocabulary, Spelling, Writing, and Computation*.

Figure 2 – Grade 8 Longitudinal Results



Grade 4 Cohort Detailed Analysis

When interpreting LSA data, "the use of aggregate [summary] data [is] helpful to follow [general] trends but requires an in-depth understanding of the [qualities of the data source and/or the population represented in the data] to assure accurate data interpretation." (Kleinpell, 2001, p. 82) As pointed out earlier, about 65% of the students in any given Grade 4 cohort have been continuously enrolled in Saskatoon Public Schools. Therefore, one avenue of inquiry into the CAT/3 data is to examine student achievement in light of the length of time the student has been enrolled in the Division.

In general, we found that students who have been enrolled continuously from Grade 1 or Kindergarten until Grade 4 in Saskatoon Public Schools appear to have performed considerably better on the Grade 4 CAT/3 *Reading* sub-test than did those students who entered the Division in later grades. In fact, 81% of the students in the 2007 and 2008 Grade 4 cohorts who had been continuously enrolled in Saskatoon Public Schools since

they entered Kindergarten met or exceeded Stanine 4 (as compared to 76% of the total cohort who achieved at this level and the Canadian norm of 78%).

Reflections on Canadian Achievement Test Results

As a group, the basic skills displayed by Grade 4 students in Saskatoon Public Schools compare, in large part, favourably with national norms (e.g., Figure 1). Similarly, Grade 8 students' performance of basic skills also tends to mirror national norms (e.g., Figure 2). Nevertheless, students' performance on the sub-tests related to mathematics continues to be a concern.

Assessment for Learning

General Background

In 2003, the Ministry of Learning began an annual assessment of student skills called *Assessment for Learning* (AFL). According to Ministry documents, the purpose of the AFL programme is "To use assessment data to plan for improvement in student reading, writing, and mathematics skills." In the spring of 2008, students in Grades 5, 8, and 11 completed a writing assessment – the first large-scale assessment of writing in the province's history.

Students completed one writing task in which they were given a topic or situation, posed in either a narrative context (*tell a story*) or an expository context (*provide explanation or instruction*). They showed their generation of ideas, planning, and initial draft, revisions to the draft, and a final copy of their writing. From this work, the following five broad student performance outcome areas were measured:

- *Writing Process*: student work was reported on a 3-level scale (rubric) to describe the extent to which prewriting, planning, completion of a draft, and revisions occurred.
- *Writing Product*: the overall quality of the writing piece was reported on a 6-level scale by considering the following three measures:
 - *Messaging*: consideration of how main ideas are developed and supported, focus is maintained, and the narrative or expository context is adhered to;
 - *Organization*: consideration of the quality of the introduction and the conclusion, and how ideas and information are presented; and
 - *Language Use*: consideration of word choice, tone, style, effectiveness of syntax, and correctness of the mechanics in the writing.

Source: Summary reports, Saskatchewan Ministry of Education

A team of teachers and other experts in English Language Arts developed appropriate writing prompts for each of the three grades. Finally, this team also established three performance standards or "cut scores" for each grade called: *Below Adequate*, *Adequate*, and *Proficient*. Student assessment results are reported here according to these performance standards.

Writing Assessment Results

Grade 5 Writing Assessment Results

On the whole, our Grade 5 students' performance on most writing performance measures compares favourably to provincial results (See Figure 3). Specifically, the percentage of our students who achieved at an "adequate" standard or higher was "not meaningfully different" from the provincial results for four of the five outcome measures (i.e., any differences can be accounted for in the $\pm 3\%$ margin of error)*. However, our Grade 5 students' achievement was "meaningfully lower" than provincial results in *Organization*.

When the Grade 5 results are examined in terms of the percentage of students who achieved at the "proficient" standard, our students' achievement was "not meaningfully different" from provincial results for three outcome measures – *Writing Product*, *Messaging*, and *Language Use*. The percentage of our Grade 5 students who achieved at the proficient standard in *Writing Process* and *Organization* was "meaningfully lower" than provincial results.

Grade 8 Writing Assessment Results

Overall, our Grade 8 students' achievement mirrored the provincial results in all performance outcome areas (see Figure 4). When examined in terms of the percentage of students who performed at either "adequate" or "proficient" standards, our Grade 8 students' achievement was also very good.

Grade 11 Writing Assessment Results

In general, our Grade 11 students' achievement also compared favourably to the provincial results with one exception. The percentage of Grade 11 students who achieved at the "adequate" standard or higher in *Organization* was "meaningfully lower" as compared to the provincial results (see Figure 5). However, the proportion of our students who achieved at the "proficient" standard compares favourably with provincial results for all measures.

* Standards (i.e., "adequate" and "proficient") were set during a 3-day session by a panel of teachers and academics based on: the nature and difficulty of aspects of the writing tasks and the learning environment and assessment context. Cut scores – or levels of significance (i.e., "meaningfully higher", "meaningfully lower", and "not meaningfully different") were arbitrarily set based on a formula that takes into account several statistical calculations.

Figure 3 – Grade 5 Writing Assessment Results

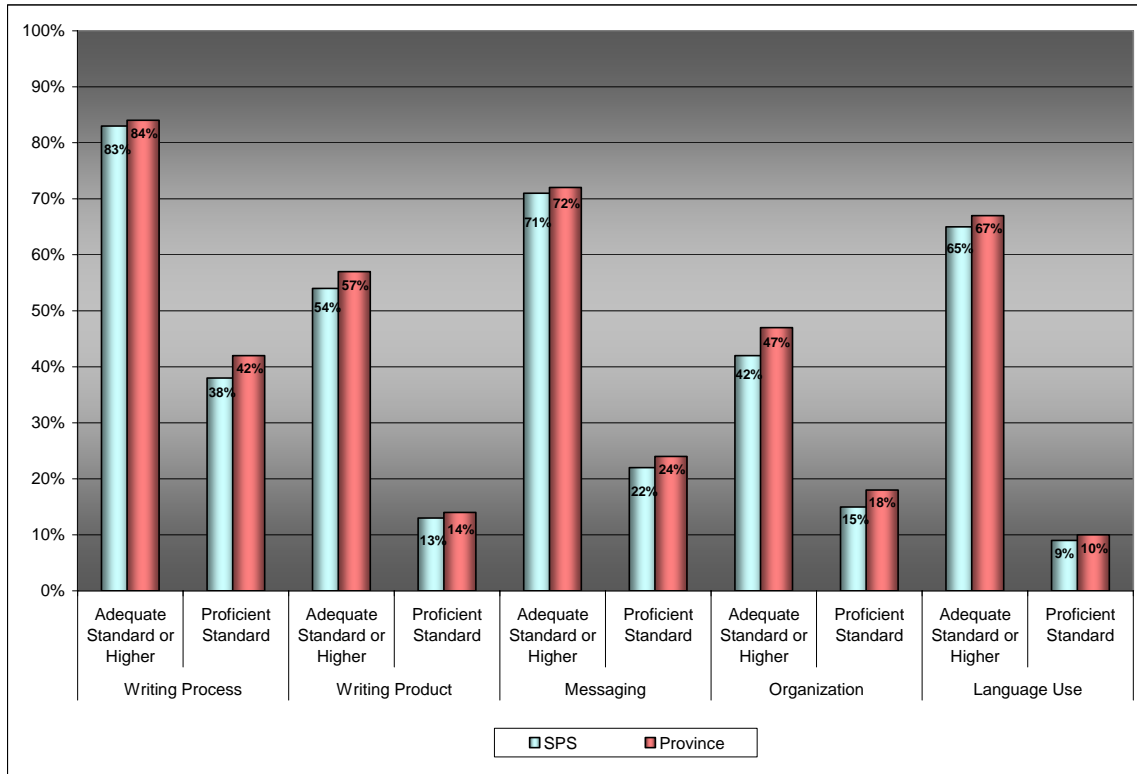


Figure 4 – Grade 8 Writing Assessment Results

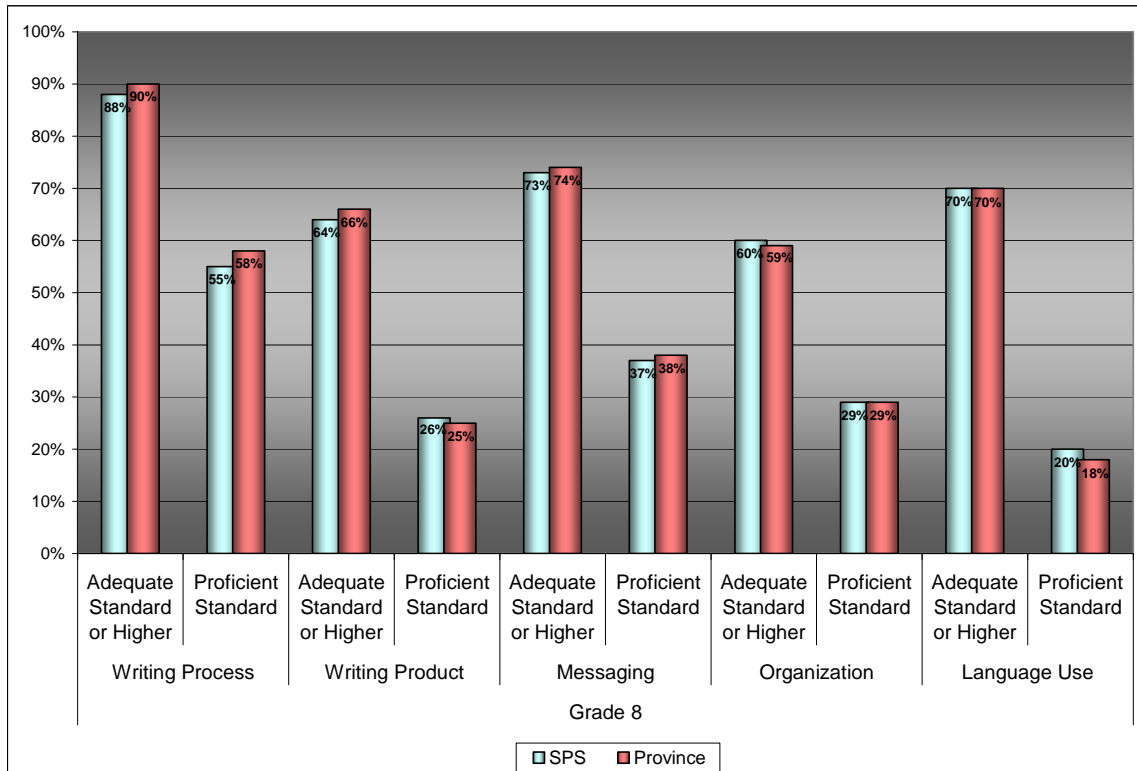
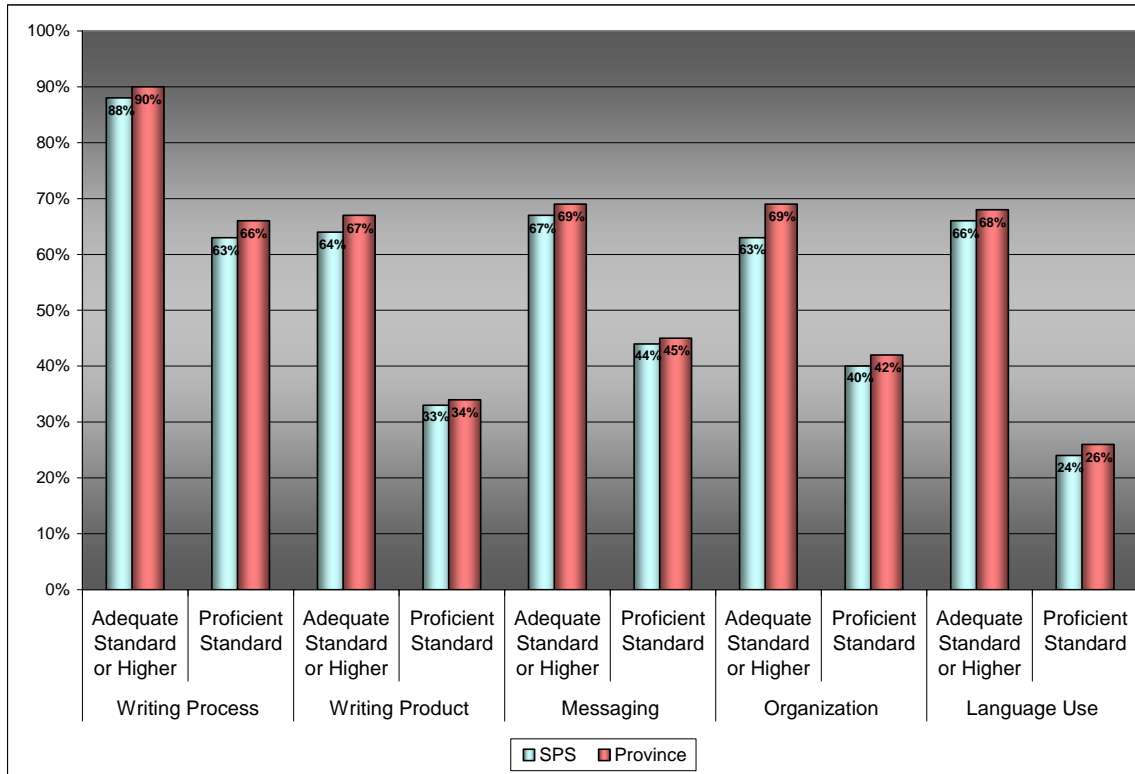


Figure 5 – Grade 11 Writing Assessment Results



Reflections on Assessment For Learning 2008 Results

The Assessment for Learning programme's intention is to provide a snapshot look at students' competencies relative to curricular objectives. This is the first time that writing has been assessed with a provincial AFL assessment; therefore, these results should be seen as baseline data that can be used to monitor our progress over time. However, it is important to note that the assessments use different test items from one assessment cycle to another. We are continuing to work with Ministry officials in terms of defining the tests' roles in the Ministry's Continuous Improvement Framework and in the schedule and structure of the assessments. Finally, while Saskatoon Public Schools' student achievement on most items is at or near provincial achievement levels, there is still room for growth in all strands at each grade.

Opportunity to Learn Results

Opportunity to Learn is a fairly new concept in the world of student assessment. Traditionally, assessment has focused exclusively on the extent to which student performance outcomes match expectations or standards. While it is true that student performance is the ultimate "measuring stick" of learning and instruction, *Opportunity to Learn* (OTL) is the Ministry's attempt to account for some of the factors that influence that performance. Students respond to a series of questions that are designed to assess the extent to which they:

- Are prepared, persistent, and committed to learning,
- Have sufficient knowledge of and are able to use strategies necessary to perform well on the assessment,
- Have access to sufficient supports for learning at their homes,
- Have sufficient access to learning resources, and
- Receive adequate instruction in an appropriate learning environment.

Writing Opportunity to Learn Assessment Results

Responses from our Grade 5, 8, and 11 students suggest that their OTL for writing is similar, in most areas, to those of their counterparts across the province. For example, the percentage of students in Saskatoon Public Schools who are well-prepared and committed to learn in the context of writing; have sufficient home supports for writing; and, have sufficient knowledge and are able to use various writing strategies is similar to provincial results.

In addition, Grade 5, 8, and 11 students' descriptions of their classroom instruction and learning environments are similar to provincial results. However, teachers' perceptions of the availability and use of resources at the classroom level was "meaningfully lower" as compared to the province at all three grade levels.

Directions

The Canadian Achievement Test and Assessment for Learning results suggest that while our students are, in large part, on par with provincial and/or national results, student achievement in the areas of mathematics and literacy continue to require attention in Saskatoon Public Schools.

Saskatoon Public Schools' Board of Trustees has responded to these challenges by selecting and providing significant resources to two learning priorities: *Literacy for Life* and *Collegiate Renewal*. *Literacy for Life* is the Board's primary response in helping our youngest students and struggling readers develop strong literacy skills while also encouraging all students to read outside of the school environment. The Board's newest priority, *Collegiate Renewal*, is focused on facilitating better student achievement by fostering greater student engagement and ownership of their own learning. Through both initiatives, the Board has made significant investment in staff development as well so that all members of our learning community – adults and children – are focussed on continuous improvement.

Educational researchers such as Michael Fullan, Larry Cuban, and Margaret Wheatley, point out that fundamental change in education requires a sustained effort over many years. The results we have seen through the two learning priorities are a promising beginning. They represent a significant effort on behalf of teachers, students, and their families. We anticipate that, though our continued and relentless work over the next few years, our students will become more effective and successful learners.

In addition to our Board's learning priorities, there are many other initiatives aimed at addressing student learning needs that are ongoing or planned in the Division.

1. Assessment for Learning has been a strong element of much of our staff development over the last several years. Some significant current and future assessment-related initiatives for staff include:
 - Providing assessment in-services for administrators in order to:
 - help them support teachers' instructional and assessment strategies,
 - assist them to align strategic planning processes with data pertinent to their students' learning needs, and
 - equip them to lead assessment and action planning conversations with staff, school community councils, and other groups;
 - Focusing staff development for teachers and administrators around protocols related to the recommended school- and classroom-level pre-assessment support activities related to the Ministry's AFL assessment initiative in general and this year's Mathematics and Reading assessments in particular*, and
 - Broadening the palette of classroom-level assessments currently in use to include the AFL results.

2. Following up on the 2008-2009 strategic plan, a comprehensive review of our large-scale assessment practices is currently underway. We expect that the information gathered through this review will help us to ensure that the LSAs currently in use in the Division continue to provide us with the data we require to answer our current inquiry questions related to improving student learning.

3. Professional development sessions in both Board learning priorities – *Literacy for Life* and *Collegiate Renewal* – are currently exploring reading/writing connections and the implications those connections have for instruction and assessment. In addition, new assessment strategies and initiatives are currently being explored and/or developed including:
 - The *Fountas and Pinnell Levelled Literacy Intervention System* is currently being piloted in 20 elementary schools and several Read to Succeed classrooms;
 - Grade 9 English Language Arts Common formative Assessments are currently under development; and,
 - Explorations of "quality evidence of progress" (Davies) are currently underway and school staffs are examining their own practices in light of this evidence.

4. In the 2008-2009 strategic plan, the Board also committed resources for the study of promising practices in the area of mathematics instruction. This study is also ongoing and it is anticipated that this review will provide direction in terms of potential enhancements in mathematics instruction and assessment.

* This year's AFL schedule is as follows:

- Reading – Grades 4, 7, and 10 (April, 2009)
- Mathematics – Grades 5, 8, and Math 20 (late May to early June, 2009)

5. Many of our elementary schools have identified mathematics as an area of focus in their strategic plans. This focus arose out of schools' examinations of their provincial AFL results in combination with observations of their own students' levels of understanding of mathematics.
6. Over the past four years, a new professional development tool (PRIME) has been used in 26 elementary schools and two Collegiates. This tool is aimed at helping teachers develop further their instructional and assessment skills in mathematics as they respond to students' learning needs. Preliminary data collected in some of our schools indicate that this resource may lead to promising increases in our students' understanding of mathematics.
7. The Ministry of Education is currently renewing mathematics curricula for all grades, K-12. This process is anticipated to be complete by 2010. It is understood this renewal will result in fewer student learning objectives at each grade level and an increased emphasis on student understanding of mathematical concepts.
8. Although mathematics learning is not a current Board priority, our students' outcomes on these large-scale assessments suggest that strong steps be taken in the 2008-09 strategic plan toward the development of a separate mathematics focus or of initiating a division-wide effort to improve mathematics outcomes within *Collegiate Renewal* and *Literacy for Life*.
9. We remain committed to continuous improvement in all areas. We will use results from these and other assessment sources to inform our decisions and strategic planning.



MEETING DATE: FEBRUARY 10, 2009

TOPIC: SASKATCHEWAN MILL RATES BY SCHOOL DIVISION

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

BACKGROUND

CURRENT STATUS

Attached is a spreadsheet from the Ministry of Education which compares 2008 to 2007 mill rates and the percentage change. Please note that some school divisions had a range of mill rates in 2007. This was the last year, as part of the amalgamation process, that school divisions were allowed to have differential mill rates. Starting in 2008, an amalgamated school division should have one mill rate for its jurisdiction. Therefore, the range of average percentage increase from 2007 to 2008 mill rates is 3.24% to 5.36%. Saskatoon Public Schools' mill rate increase from 2007 to 2008 was 3.93%. The average provincial mill rate in 2008 was 20.58 compared to Saskatoon Public Schools' mill rate of 18.78.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY

Mr. Garry Benning
Chief Financial Officer

DATE

February 4, 2009

ATTACHMENTS

Saskatchewan Mill
Rates 2007 And 2008

RECOMMENDATION

Mill Rates in 2008 & 2007

School Division	2008 Mill Rate	2007 Mill Rate	Percentage Change
Chinook School Division 211	23.70	22.80	3.95%
Christ the Teacher RCSSD 212	21.90	19.00/19.25	15.26/13.77%
Creighton School Division 111	20.50	20.50	0.00%
Conseil des Ecole Fransaskoise 310	N/A	N/A	N/A
Englefeld Protestant Separate School Div 132	17.20	17.20	0.00%
Good Spirit School Division 204	21.95	21.95	0.00%
Holy Family RCSSD 140	21.85	16.75-21.00	30.45-4.05%
Holy Trinity RCSSD 22	24.60	22.80	7.89%
Horizon School Division 205	23.50	21.50	9.30%
Ile-a-la Crosse School Division 112	17.00	17.00	0.00%
Light of Christ RCSSD 16	24.25	22.75	6.59%
Living Sky School Division 202	24.25	22.75	6.59%
Lloydminster RCSSD 89	12.81	12.81	0.00%
Lloydminster School Division 99	12.81	12.81	0.00%
North East School Division 200	21.00	21.00	0.00%
Northern Lights School Division 113	17.70	17.70	0.00%
Northwest School Division 203	20.00	19.30	3.63%
Prairie South School Division 210	24.80	23.00	7.83%
Prairie Spirit School Division 206	22.86	20.20-23.00	13.17-(0.61)%
Prairie Valley School Division 208	22.75	21.75	4.60%
Prince Albert RCSSD 6	19.60	18.38	6.64%
Regina RCSSD 81	19.74	19.02	3.79%
Regina School Division 4	19.74	19.02	3.79%
Saskatchewan Rivers School Division 119	18.90	18.20-19.70	3.85-(4.06)%
Saskatoon Greater Catholic School Division 20	18.78	18.07-19.50	3.93-(3.69)%
Saskatoon Public School Division 13	18.78	18.07	3.93%
South East Cornerstone School Division 209	23.00	22.30	3.14%
Sun West School Division 207	21.69	20.38	6.43%
Averages	20.58	19.52-19.90	5.36-3.24%

Source: Ministry of Education



MEETING DATE: FEBRUARY 10, 2009
TOPIC: FINANCIAL RESULTS FOR THE PERIOD
 SEPTEMBER 1, 2008 TO DECEMBER 31, 2008

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> 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 December 31, 2008. | Pages 1 – 4 |
| 2. | Consolidated financial statements to December 31, 2008. | Page 5 |
| 3. | A breakdown of the consolidated statement into the three fund accounts of: Operating, Capital and Reserves. | Page 6 |
| 4. | Reserves showing balances, allocations and expenditures by classification. | Pages 7 - 8 |
| 5. | Capital expenditures to December 31, 2008. | Page 9 |

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	February 4, 2009	Financial Results Attachment

RECOMMENDATION



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

MEMORANDUM

DATE: January 14, 2009

TO: Trustees
Administrative Council

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

RE: CONSOLIDATED FINANCIAL RESULTS TO DECEMBER 31, 2008

For the period September 1 to December 31, 2008, 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 \$63,426,093 which is 33.8% of budget. This is 1.1% less than the four months ending December 31, 2007 (prior year) actual results. The total operating revenues in 2008-09 of \$62,001,192 is 34.9% of budget. This is 0.3% less than the prior year actual results when compared to the budget.
 - b) Property Taxes

\$33.3 million or 32.1% of property tax has been recognized (which is 0.1% 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 estimate provided by the City as at the end of August 2008. This is also used in the 2007-08 audited financial statements.
 - c) Provincial Grants

\$25.5 million or 35.1% (3.6% less than the prior year) of consolidated grants have been reported. For the four months ending December 31, 2008, \$24.2 million or 38.2% (prior year was 39.5%) of the Operating Fund provincial grant revenue has been recognized. The Education Property Tax Credit in the 2008-09 Budget was estimated to be 10% in 2008 and 12% in 2009. This causes the percentage of budget to be lower in 2008-09 (when compared to 2007-08).

For the four months ending December 31, 2008, there was \$1.4 million (14.3%) reported in the Capital Fund for provincial grant revenue recognized. At December 31, 2007, \$473,265 (19.0%) 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 \$1.1 million has been recognized as both a revenue and expenditure for the project.

- d) Tuition and Related Fees
\$254,982 or 27.3% (1.1% less than the prior year) of tuition and related fee revenue is estimated at December 31, 2008. 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 slightly under budget in 2008-09. The budget for ISP in 2007-08 was \$500,000 and \$600,000 in 2008-09.
- e) Complementary Services
\$469,795 or 43.2% (7.5% more than the prior year) of the complementary service revenue has been recognized at December 31, 2008. Complementary services revenue reports the Pre-Kindergarten 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.
- f) External Services
\$837,848 or 39.4% (2.5% 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
\$2.5 million or 45.9% 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
\$503,900 or 37.0% (19.4% 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 \$65,997,914 which is 34.5% of the budget (0.8% more than the prior year). The total Operating Fund expenditures are 36.4% of the Operating Fund budget at December 31, 2008 (34.3% at December 31, 2007).

b) Governance

Governance expenses for the four months ending December 31, 2008 total \$168,580 or 22.7% of budget and are 2.5% 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 four months ending December 31, 2008 total \$1.0 million or 31.5% of budget and are 1.3% more than the prior year. In the Operating Fund, the administrative expenses are 31.5% spent at December 31, 2008 (1.0% 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 \$49.4 million or 37.1% of the budget for the time period ending December 31, 2008 which is 2.1% more than the prior year. In the Operating Fund, the instruction expenses are 37.7% spent at December 31, 2008 (2.7% more than the prior year).

One of the primary reasons for the increase in expenses in 2008 relates to the most recent LINC agreement. In the past, teachers were allowed to choose whether they were paid over a ten or twelve month period. As of September 1, 2008, all of the teachers are paid over a ten month period. In the past, the split between ten and twelve month payments to teachers was close to fifty per cent. If the teachers had been paid over ten months in 2007-08, the instruction expenses to December 31, 2007 would have been 37.7% spent (the same percentage as December 31, 2008).

At December 31, 2008, there had been \$377,926 (12.7% of budget) in capital expenditures. The prior year had \$221,611 spent (54.1% of budget). The 2008-09 Budget includes computer purchases totaling more than \$1 million (nothing has been spent to date) and the 2007-08 Budget did not have these additional planned expenditures.

e) Plant

Plant expenses totaling \$10.0 million or 25.1% of the consolidated budget has been incurred (compared to \$9.1 million or 27.7% in the prior year). For the four months ending December 31, 2008, \$6.1 million or 29.2% (0.8% more than the prior year) of the plant expenses in the operating budget had been spent.

For the same period of time, there were \$3.6 million (20.2%) in capital expenditures to report. At December 31, 2007, \$3.3 million (26.4%) of the plant expenses in the capital budget had been spent.

f) School-based

School-based expenses totaled \$1.5 million or 27.9% of the budget for the four months ending December 31, 2008. 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 \$1.7 million or 40.0% (0.1% less than the prior year) have been estimated to be incurred for the four months ending December 31, 2008.

h) Tuition and Related Fees

Tuition and related fees totaling \$241,072 or 81.7% of the consolidated budget have been incurred (compared to 101.3% in the prior year). Tuition and related fees include home-based education costs and tuition fees paid to other school divisions. 2008-09 includes an estimate for the payments made to the home-based educators which are paid in January of every year. Based on preliminary enrolment figures, the number of home based educators is remaining constant when compared to the prior year. The 2008-09 Budget included an increase.

i) Complementary Services

\$847,649 or 41.9% (0.8% more than the prior year) of the budget for complementary services has been spent at the end of December 2008. 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.

j) External Services

In 2008-2009, \$882,616 or 42.7% (7.7% 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, \$549,275 or 33.1% of the budget for interest/allowances has been spent. This is 1.6% 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 Four Months Ending December 31, 2008

	2008-09		2007-08	
	Consolidated Actual	Percentage of Consolidated Budget	Consolidated Actual	Percentage of Consolidated Budget
<u>Revenues</u>				
Property taxes	\$ 33,297,264	32.1%	\$ 31,667,754	32.2%
Provincial grants	25,537,471	35.1%	24,127,433	38.7%
Tuition and related fees	254,982	27.3%	344,190	28.4%
Complementary services	469,795	43.2%	308,172	35.7%
External services	837,848	39.4%	824,944	41.9%
School-based	2,524,833	45.9%	-	0%
Other	503,900	37.0%	573,621	56.4%
Total Revenues	63,426,093	33.8%	57,846,114	34.9%
<u>Expenditures</u>				
Governance	168,580	22.7%	164,195	25.2%
Administration	1,027,770	31.5%	948,532	30.2%
Instruction	49,373,050	37.1%	44,301,203	35.0%
Plant	9,663,524	25.1%	9,111,775	27.7%
School-based	1,536,278	27.9%	-	0.0%
Transportation	1,708,100	40.0%	1,467,591	40.1%
Tuition and related fees	241,072	81.7%	253,960	101.3%
Complementary services	847,649	41.9%	670,097	41.1%
External services	882,616	42.7%	697,912	35.0%
Interest/allowances	549,275	33.1%	535,954	31.5%
Total Expenditures	65,997,914	34.5%	58,151,219	33.7%
Excess (deficiency) of revenues over expenditures before interfund transfers	(2,571,821)		(305,105)	
Interfund transfers from (to):				
For capital expenditures				
For debt repayment				
For reserves				
Total interfund transfers				
Excess (deficiency) of revenues over expenditures after interfund transfers	(2,571,821)		(305,105)	
Long-term debt issued	-	0.0%	16,380,264	201.5%
Long-term debt repaid	(1,218,470)	26.3%	(3,434,146)	35.3%
Surplus/(deficit) for the year	(3,790,290)		12,641,013	
Fund balance, beginning of year	20,708,075		18,969,390	
Fund balance, end of year	\$ 16,917,785		\$ 31,610,403	

SASKATOON PUBLIC SCHOOLS

Consolidated Statement of Financial Activities and Fund Balances

For the Four Months Ending December 31, 2008

	2008-09				
	Operating Fund Actual	Capital Fund Actual	Reserve Fund Actual	Consolidated Actual	Consolidated Budget
Revenues					
Property taxes	\$ 33,297,264			\$ 33,297,264	\$ 103,824,000
Provincial grants	24,162,570	1,374,901		25,537,471	72,777,989
Tuition and related fees	254,982			254,982	935,000
Complementary services	469,795			469,795	1,086,733
External services	837,848			837,848	2,124,500
School-based	2,524,833			2,524,833	5,500,000
Other	453,900		50,000	503,900	1,361,200
Total Revenues	62,001,192	1,374,901	50,000	63,426,093	187,609,422
Expenditures					
Governance	168,580			168,580	743,463
Administration	1,027,770			1,027,770	3,267,127
Instruction	48,995,124	377,926		49,373,050	133,028,340
Plant	6,045,402	3,618,122		9,663,524	38,496,182
School-based	1,536,278			1,536,278	5,500,000
Transportation	1,708,100			1,708,100	4,270,251
Tuition and related fees	241,072			241,072	295,000
Complementary services	847,649			847,649	2,024,971
External services	882,616			882,616	2,068,424
Interest/allowances	-	549,275		549,275	1,659,219
Total Expenditures	61,452,591	4,545,323	-	65,997,914	191,352,977
Excess (deficiency) of revenues over expenditures before interfund transfers	548,601	(3,170,422)	50,000	(2,571,821)	(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	(258,023)	557,023	(299,000)	-	-
Total interfund transfers	(10,972,875)	11,271,875	(299,000)	-	-
Excess (deficiency) of revenues over expenditures after interfund transfers	(10,424,274)	8,101,453	(249,000)	(2,571,821)	(3,743,555)
Long-term debt issued	-		-	-	1,453,491
Long-term debt repaid	-	(1,218,470)		(1,218,470)	(4,638,700)
Surplus/(deficit) for the year	(10,424,274)	6,882,984	(249,000)	(3,790,290)	(6,928,764)
Fund balance, beginning of year	8,297,399	4,832,222	7,578,454	20,708,075	18,456,048
Fund balance, end of year	\$ (2,126,875)	\$ 11,715,206	\$ 7,329,454	\$ 16,917,785	\$ 11,527,284

Memo to Trustees & Administrative Council
 Consolidated Financial Results To December 31, 2008
 January 14, 2009

SASKATOON PUBLIC SCHOOLS

Reserves

As at December 31, 2008

Revenue Fund Reserves

Civic Elections

Balance, August 31, 2008	93,861	
Add: 2008-09 budget allocation	75,000	
Deduct: Trsf from reserves into operations	<u>0</u>	
Balance, December 31, 2008		168,861

Equipment Replacement Sch Services

Balance, August 31, 2008	8,148	
Add: 2008-09 budget allocation	15,000	
Deduct:		
2008-09 expenses	<u>-</u>	
Balance, December 31, 2008		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	<u>-</u>	
Balance, December 31, 2008		23,716

Tax Appeals

Balance, August 31, 2008	560,000	
Add: no activity included in budget 2008-09	<u>-</u>	
Balance, December 31, 2008		560,000

General

Balance, August 31, 2008	95,253	
Add: 2008-09 budget allocation	9,000	
Trustee edn allowances	-	
Deduct: trustee edn allowances expenditures	<u>-</u>	
Balance, December 31, 2008		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	<u>-</u>	
Balance, December 31, 2008		251,953

Textbook Reserve

Balance, August 31, 2008	-	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	<u>-</u>	
Balance, December 31, 2008		0

System Application Reserve

Balance, August 31, 2008	90,000	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	<u>-</u>	
Balance, December 31, 2008		90,000

Memo to Trustees & Administrative Council
 Consolidated Financial Results To December 31, 2008
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SASKATOON PUBLIC SCHOOLS

Reserves

As at December 31, 2008

<i>Trustee Education Allowance</i>		
Balance, August 31, 2008	52,000	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, December 31, 2008	52,000	52,000

<i>Reserve for August Salary Accrual</i>		
Balance, August 31, 2008	-	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, December 31, 2008	-	-

<i>School Community Council Carryforwards</i>		
Balance, August 31, 2008	101,408	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, December 31, 2008	101,408	101,408

<i>Facility Operating Reserve</i>		
Balance, August 31, 2008	273,514	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, December 31, 2008	273,514	273,514

<i>School Based Funds</i>		
Balance, August 31, 2008	1,517,643	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, December 31, 2008	1,517,643	1,517,643

<i>School Carry Forwards</i>		
Balance, August 31, 2008	641,961	
Add: 2008-09 operating surpluses(deficits)	-	
Deduct: purchases throughout the year	-	
Balance, December 31, 2008	641,961	641,961

Balance, December 31, 2008	3,808,457	
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Contingency Fund Reserve

Balance, August 31, 2008	3,981,734	
Add:		
Interest Allocation - budget	50,000	
Deduct:		
Willowgrove land	-523,000	
	-	

Balance, December 31, 2008	3,508,734	
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Capital Fund Reserve

<i>Externally Restricted:</i>		
Balance, August 31, 2008	12,263	
Add: Interest income	-	
Balance, December 31, 2008	12,263	12,263

Reserve Fund - Grand Total December 31, 2008	7,329,454	
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Memo to Trustees & Administrative Council
 Consolidated Financial Results To December 31, 2008
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School	Description	Estimated Total Project Cost (\$000)	Probable Sask Learning Share (\$000)	Probable SPS 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 December 31, 2008	Percent Expended to December 31, 2008
PROJECTS JOINTLY FUNDED WITH 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	
	Carry Over Emergency Bloc	\$ 2,524	\$ 1,261	\$ 1,263	\$ 342	\$ -	\$ 465	\$ -	\$ 20	0.0%
	New Emergency Bloc	\$ 12,755	\$ 7,691	\$ 5,064		\$ 500	\$ 1,138	\$ 411	\$ 343	83.5%
	Total Jointly Funded Projects	\$ 49,651	\$ 29,034	\$ 20,617	\$ 603	\$ 600	\$ 2,226	\$ 550	\$ 364	16.4%
PROJECTS FUNDED ONLY BY SASKATOON PUBLIC SCHOOLS										
	New Major Capital	\$ 7,000		\$ 7,000	\$ 306	\$ 600	\$ 600	\$ 15	\$ 331	2206.7%
	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	\$ 24	9.8%
	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	\$ 656	65.4%
	Carry Over Accessibility Projects	\$ 100		\$ 100	\$ 3		\$ -	\$ -	\$ -	0.0%
	New Accessibility Projects	\$ 4,000		\$ 4,000	247		\$ 172	\$ 183	\$ 144	78.7%
	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	\$ 1,158	57.4%
SUMMARY OF 2008-09 CAPITAL PLAN & OTHER CAPITAL PROJECTS										
	Jointly Funded Projects	\$ 49,651	\$ 29,034	\$ 20,617	\$ 603	\$ 600	\$ 2,226	\$ 550	\$ 364	66.2%
	School Division Funded Projects	\$ 25,353		\$ 25,353	\$ 3,365	\$ 2,000	\$ 3,129	\$ 2,017	\$ 1,158	57.4%
	Carry Forward Projects						\$ 100	\$ 353	\$ -	0.0%
Other Projects:										
	Centennial Collegiate							\$ 199	\$ 17	8.5%
	Tommy Douglas Collegiate							\$ 677	\$ 135	19.9%
	Skill & Trade Centre						\$ 8,500	\$ 8,500	\$ 1,148	13.5%
	Energy Efficiency Project					\$ 254	\$ 3,816	\$ 4,155	\$ 834	20.1%
	Vehicle Purchases					\$ 70	\$ 70	\$ 70		
	Driver Simulators					\$ 31	\$ 31	\$ 31		
	Delivery Van					\$ 60	\$ 60	\$ 60		
	Core Curriculum					\$ 440	\$ 440	\$ 440	\$ 27	6.1%
	Information Technology					\$ 830	\$ 831	\$ 831	\$ 268	32.3%
	Information Technology - Lease						\$ 1,452	\$ 1,452		
	Secondary Textbooks					\$ 153	\$ 153	\$ 153	\$ 45	29.4%
	Transfers from Capital to Operating Funds					\$ (207)	\$ (207)			
	Total	\$ 75,004	\$ 29,034	\$ 45,970	\$ 3,968	\$ 4,231	\$ 20,601	\$ 19,488	\$ 3,996	20.5%