

Board Of Education
Saskatoon School Division No. 13

Meeting
Of The
SASKATOON BOARD OF EDUCATION

TUESDAY, NOVEMBER 17, 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:**
November 3, 2009 (Unapproved)
- 6. DELEGATIONS:**
- 7. EXTERNAL REPORTS / PRESENTATIONS:**
 - (a) Celebrating Excellence, Virtual Archaeological Dig Award Of Excellence By The Saskatchewan Interactive Media Association Inc.**
- 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) **Fiscal Leadership Report 2008 - 2009**

13. **REPORTS FROM ADMINISTRATIVE STAFF:**
Information
 - (a) **Collegiate Renewal Update**
 - (b) **Assessment In Saskatoon Public Schools**
 - (c) **School Community Councils Update**
 - (d) **Human Resources Report July To November, 2009**
 - (e) **Financial Results For The Period
September 1, 2009 To October 31, 2009**

14. **NOTICES OF MOTION:**

15. **QUESTIONS BY TRUSTEES:**

16. **QUESTIONS FROM THE PUBLIC:**

Next Regular Meeting

**At the call of the Chair or
Tuesday, December 8, 2009
7:00 p.m.**

UNAPPROVED

MINUTES OF THE INAUGURAL MEETING: of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, November 3, 2009 at 12:00 noon. November 3, 2009

MEMBERS PRESENT: Ms. Donna Banks, Mr. Robin Bellamy, Mr. Dan Danielson, Ms. Holly Kelleher, Mr. Vernon Linklater, Mrs. Colleen MacPherson, Mr. Ray Morrison, Ms. Anna Ringstrom, Mr. Darrell Utley, Mr. Kevin Waugh

Mr. Garry Benning, Chief Financial Officer, read the return from the City Clerk certifying the election of Board members. Declaration Of Office

Mrs. Estelle Allington, Notary Public, administered the Declaration of Office and Endorsement as required by The Education Act.

Election of Board Chair: Mr. Garry Benning, Chief Financial Officer, called for nominations for the office of Board Chair. Election Of Board Chair

Mr. Bellamy nominated Mr. Morrison to serve as Chair of the Board of Education.

Mr. Danielson moved that nominations cease.

CARRIED (10)

Mr. Morrison accepted the nomination and was declared Chair of the Board of Education. Mr. Morrison provided comments as the newly elected Chairperson.

Election of Vice Chairs: Mr. Waugh nominated Mr. Bellamy to serve as Vice Chair of the Board of Education for the first six-month term. Election Of Vice Chair

Mr. Danielson nominated Mr. Linklater to serve as the Vice Chair of the Board of Education for the second six-month term.

Mr. Utley moved that nominations cease.

CARRIED (10)

Mr. Bellamy and Mr. Linklater accepted the nomination.

Mr. Bellamy was declared Vice Chair of the Board of Education for the first six-month term.

Mr. Linklater was declared Vice Chair of the Board of Education for the second six-month term.

Minutes Of The November 18, 2008 Inaugural Board Meeting: Minutes of the November 18, 2008 Inaugural Board Meeting were approved at the December 9, 2008 Public Board meeting. Minutes Of The November 18, 2008 Inaugural Board Meeting

Confirmation Of Professional Services:

• Board Solicitor – Ms. Banks moved that the Board appoint Mr. Reynold Robertson of Robertson Stromberg to serve as its primary, but not exclusive, solicitor for 2010. Confirmation Of Professional Services

CARRIED (10)

• Insurance Broker – Mr. Utley moved that the Board appoint Marsh Canada to serve as its insurance broker for 2010.

CARRIED (10)

UNAPPROVED

- Cost Analyst - Ms. Kelleher moved that the Board appoint Mr. Ken Leier of KDL Consulting as its Cost Analyst for 2010.

CARRIED (10)

- Confirmation Of External Audit Services - KPMG was appointed auditors at the May 15, 2007 Board meeting. Their contract is to the fiscal year end 2012-2013.

Confirmation
Of External
Audit Services

Banking Authority: Ms. Ringstrom moved that the requirements with regard to Banking Authority be approved as follows and that they be effective until the next Inaugural Meeting.

Banking
Authority

- (a) Transfers of funds between bank accounts are primarily handled by electronic transmission. The Accounting Branch has been given the security access to enable transfer of funds. If transfers are effected by way of paper transmittals, that the Chief Financial Officer be authorized on his signature alone to transfer funds, as may be necessary, between any and all bank accounts in the name of the Saskatoon School Division No. 13 of Saskatchewan.
- (b) That the form required by the bank for signing authorities and temporary borrowing power be duly completed; the Chair or Vice Chair, together with the Chief Financial Officer, act as signing authorities for the Board.
- (c) That payroll cheques be issued on the signature of the Chief Financial Officer alone, provided that the Chair signs the cheque and voucher each month for the total paid from General Account into Payroll Account.

CARRIED (10)

Borrowing Authority: Mr. Utley moved that the form required by the bank for borrowing be approved for the 2010 calendar year.

SASKATCHEWAN

SCHOOL DIVISION BORROWING RESOLUTION

Whereas pursuant to Section 319 of The Education Act, 1995 the Board of Education of a school division may by resolution authorize its Chair or Vice Chair and Treasurer to borrow:

The amount of the borrowing resolution must be sufficient to cover the aggregate borrowing for the current year.

- a) any sum of money that may be required for necessary expenditures of the board of education pending receipt of the proceeds of taxes and other revenue; and;
- b) any sum of money that the board of education considers necessary to provide for its current expenditures on the security of operating grants payable to the school division pursuant to Section 310, where borrowing pursuant to clause (a) is insufficient to do so

Now, therefore, be it resolved by the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, (hereinafter referred to as "the Board") as follows:

In order to claim the security of legislative grants, the Board and the Bank must notify the Minister of Finance and Department of Education of the fact, giving particulars of the loan as provided by S.319(2) of The Education Act, 1995

1. That the Board or chair or vice chair and treasurer on behalf of the Board be and they are hereby authorized to borrow from institutions approved under the laws of Canada, up to \$35,000,000.00 to meet the expenditures of the said School Division until the proceeds of taxes and operating grants payable to the said School Division for 2010 are available and to pay or agree to pay interest on the monies borrowed either in advance or at maturity, at such rates as may be agreed upon at the time of borrowing
2. The said sum of \$35,000,000.00 and interest shall be repayable within 2010 and shall be a first charge upon the uniform tax levy for the year in which the loan was made and in addition shall be secured by operating grants which may be payable to the School Division at any time
3. That the said loan may be secured by the promissory note or an operating loan agreement of the said chair or vice chair and treasurer given on behalf of the said Board and the said chair or vice chair and treasurer are hereby authorized and empowered to execute and give such promissory note or an operating loan agreement on behalf of the said Board as may be required by the said Bank
4. That this resolution shall take effect on January 1, 2010

CARRIED (10)

Committees Of The Board: Policy 6, Section 1.8, of the **Board Policy Handbook** indicates that selection of representatives to internal committees and external committees will be determined at the first Board meeting subsequent to the Inaugural Meeting. Therefore, representation to these committees will be found in the minutes of the Regular Board Meeting of November 3, 2009.

Committees
Of The
Board

Mr. Linklater moved that the Board adjourn the Inaugural Meeting.

CARRIED (10)

The Inaugural Meeting adjourned at 12:20 p.m.

UNAPPROVED

MINUTES OF A MEETING: of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, November 3, 2009 at 3:00 p.m. in Committee of the Whole Board. November 3, 2009

MEMBERS PRESENT: Ms. Donna Banks, Mr. Robin Bellamy, Mr. Dan Danielson, Ms. Holly Kelleher, Mr. Vernon Linklater, Mrs. Colleen MacPherson, Mr. Ray Morrison, Ms. Anna Ringstrom, Mr. Darrell Utley, Mr. Kevin Waugh

Following discussions in Committee of the Whole, Mr. Morrison moved that the Board rise and report.

CARRIED (10)

Mr. Morrison moved that the Board adjourn to the call of the Chair or the Regular Board Meeting of Tuesday, November 3, 2009 at 7:00 p.m.

CARRIED (10)

The meeting adjourned at 5:55 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, November 3, 2009 at 7:00 p.m. | November 3, 2009 |
| MEMBERS PRESENT: | Mr. Ray Morrison (Board Chair), Ms. Donna Banks, Mr. Robin Bellamy, Mr. Dan Danielson, Ms. Holly Kelleher, Mr. Vernon Linklater, Ms. Colleen MacPherson, Ms. Anna Ringstrom, Mr. Darrell Utley, Mr. Kevin Waugh | |
| | <u>Agenda:</u> Mr. Bellamy moved approval of the agenda. | Agenda |
| | CARRIED (10) | |
| | <u>Minutes:</u> Mr. Danielson moved approval of the minutes of the Committee of the Whole Meeting and Regular Board Meeting of October 13, 2009. | Minutes |
| | CARRIED (10) | |
| | <u>Celebrating Excellence – 2009 Saskatchewan Book Award:</u> Ms. Avon Whittles, Deputy Director of Education, introduced Mrs. Lori Kindrachuk, Literacy for Life Facilitator, who gave a brief background of Mary Harelkin Bishop, her contributions to Saskatoon Public Schools and accomplishments as an author. Mrs. Kindrachuk also highlighted Ms. Bishop's new book "Seeds of Hope: A Prairie Story", which has been nominated for the 2009 Saskatchewan Book Award in the category of Children's Literature. Ms. Bishop shared with the Board her experiences of being a teacher and an author. | Celebrating Excellence-2009 Saskatchewan Book Award |
| | <u>Recognition Of Trustee Service:</u> Ms. Kelleher moved that, in accordance with Board Policy 6 (10): Board Operations , the Board present letters, certificates of appreciation and small mementos or the redirecting of cash equivalent gift to departing trustees. | Recognition Of Trustee Service |
| | CARRIED (10) | |
| | <u>Correspondence:</u> Mr. Linklater moved the Board receive, in confidence, the correspondence from the closed session of Committee of the Whole. | Correspondence |
| | CARRIED (10) | |
| | <u>Correspondence:</u> Mrs. MacPherson moved that the Board receive the correspondence as listed. | Correspondence |
| | a) Correspondence From Premier Brad Wall Re: Thank You For The 2008-2009 Report To The Community | |
| | b) Correspondence From Cam Broten, MLA, Saskatoon Massey Place, Re: Thank You For The 2008-2009 Report To The Community | |
| | c) Correspondence From Kelly Block, MP, Saskatoon-Rosetown-Biggan, Re: Thank You For The 2008-2009 Report To The Community | |
| | CARRIED (10) | |

Reports Of Committees And Trustees:

Reports Of
Committees
And Trustees

Schools' 50th Anniversary celebration.

- Trustee Bellamy reported on his attendance at Prince Philip

reading camp.

- Trustee Utley reported on his participation at the Brevoort Park School

day and remarked about some of our students working at various polls.

- Board Chair Morrison reported on his participation at Forest Grove

Schools' 25th Anniversary celebration. He also remarked about the number of Saskatoon Public Schools students who were working at election polls during the Civic Election.

Appointments To Committees Of The Board: Mr. Bellamy moved

Appointments
To Committees
Of The Board

that the Board approve the appointments to the committees of the Board as indicated by trustee interest and recommended by the Board Chair and Vice Chair to be as follows:

Linklater and MacPherson.

- Board Pension Committee: Trustees Danielson,

and MacPherson.

- Board Discipline Committee: Trustees Banks, Bellamy

Trustees Kelleher and Morrison.

- Public Section, Saskatchewan School Boards Association:

- Saskatchewan Assessment Management Agency: Trustee Morrison

- Okiciyapi Educational Partnership: Trustees Ringstrom and Utley

- Saskatchewan High Schools Athletic Association: Trustee Utley

and Waugh

- Saskatoon Public Schools Foundation Inc.: Trustees Linklater

CARRIED (10)

Saskatchewan School Boards Association 2009 Annual General Meeting

Saskatchewan
School Boards
Association
2009 Annual
General Meeting
Voting Delegates

Voting Delegates: Mr. Bellamy moved the following motions:

1. That the Saskatoon Board of Education is entitled to 51 votes.

by the Board to pick up the School Division's ballots at the Registration Desk.

3. That the list of voting delegates for the School Division shall be as

follows: Trustees Danielson, Morrison, Ringstrom, MacPherson, Utley and Waugh.

CARRIED (10)

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

Reports From
Administrative
Staff

on the following issues:

- Literacy for Life Update
- Collegiate Renewal Update
- School Community Councils Update
- Financial Results For The Period September 1, 2009 to September 30, 2009

UNAPPROVED

Questions By Trustees: Board Chair Morrison asked for a verbal update on H1N1 in our schools. Deputy Director Whittles provided the Board with an update.

Questions By Trustees

Mr. Utley moved that the Board adjourn to the call of the Chair or the Committee of the Whole Meeting of Tuesday, November 17, 2009 at 3:00 p.m.

CARRIED (10)

The meeting adjourned at 8:05 p.m.

Secretary of the School Division

Board Chair



MEETING DATE: NOVEMBER 17, 2009

TOPIC: CELEBRATING EXCELLENCE
VIRTUAL ARCHAEOLOGICAL DIG
AWARD OF EXCELLENCE BY THE
SASKATCHEWAN INTERACTIVE MEDIA ASSOCIATION INC.

| 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.

Darryl Isbister, Social Science teacher at Tommy Douglas Collegiate, developed a virtual archaeological dig as a project for a Master’s degree program at the University of Saskatchewan. The original product was a PowerPoint based dig that was successfully tested and met the requirements for the final stage of his Master’s program, which was completed in the spring of 2008.

There were several foundational objectives that were the focus of the dig. First, the challenge was to develop students' attitudes and values regarding human dignity, equality and diversity, and to enhance their ability to take action consistent with those attitudes and values. This is accomplished when the learner successfully completes the activity and appreciates the history of First Nations peoples, and understands the contributions these societies made to life in Canada today.

A second objective was to develop students' critical understanding of events of the past and present as they affect the future, and to help them recognize that they have the opportunity to shape their future.

Another objective was that the learner will know that researchers learn about history through oral traditions, written accounts and material artifacts. This will benefit the learner in understanding the complications associated with an oral history that is evident in First Nations.

The final objective is that the students will know that archaeological conclusions are speculative and depend upon inferences that are based on the artifacts associated with a particular location or society. This will help the learner think critically about the information that is presented to them in Social Science classes and information absorbed through the media. Ultimately the students will become “social” archaeologists and approach all new information presented to them with a critical eye.

In February of 2009, Mr. Isbister was informed that the website had been nominated for an Award of Excellence by the Saskatchewan Interactive Media Association Inc. (SIMA). This organization annually recognizes web-based products in a number of different categories. The dig was nominated in the Education / learning / training / visualization category and the award was presented at the SIMA – Summit 2009 on March 19, 2009.

The product is in the process of increasing the First Nations content and will undergo additions this year to meet that objective. Once completed, it is hoped that the website will be used in the Social Studies 9 course across the province.

Mr. Darryl Isbister, teacher from Tommy Douglas Collegiate, and Mr. Bob Bevan, Principal of Tommy Douglas Collegiate, will be in attendance at the meeting to speak to this agenda item.

| PREPARED BY | DATE | ATTACHMENTS |
|---|-------------------|--------------------|
| Mrs. Donnalee Weinmaster Superintendent of Education | November 12, 2009 | |



MEETING DATE: NOVEMBER 17, 2009

TOPIC: FISCAL LEADERSHIP REPORT 2008 - 2009

| 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

Saskatoon Public Schools relies upon public funds to finance the operation of the School Division. The Division is aware of its responsibility to expend public funds carefully. This report outlines recent measures taken by the Division to ensure its fiscal responsibilities, while investing in the Board's priorities.

CURRENT STATUS

The measures outlined in the attached report are organized under the following headings:

- Revenue;
- Managing Expenditures;
- Wise Investments, and
- Conclusion.

PROS AND CONS

FINANCIAL IMPLICATIONS

| PREPARED BY | DATE | ATTACHMENTS |
|--|-------------------|--|
| Mr. Garry Benning Chief Financial Officer | November 12, 2009 | Fiscal Leadership Report Background |

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motion:

That the Board approve the Fiscal Leadership Report 2008 – 2009 be included as part of the evidence of the quality indicators for the Director's annual evaluation.



Saskatoon
Public
Schools

FISCAL LEADERSHIP REPORT 2008-2009

Revenue

1. Securing funding for the new Multi Use Building for Saskatoon Trades & Skills Center at Mount Royal Collegiate. The Multi Use Building was beyond the scope of the \$17 million budget originally approved by the Ministry of Education for the Saskatoon Trades & Skills Center project. Additional funding sources were required to make the Multi Use Building a reality. In August 2009, the Minister of Finance, Western Economic Diversification approved \$3,298,000 for the Multi Use Building at Mount Royal Collegiate. This project is currently under construction, and will be open for its first students in September 2010.
2. The Ministry of Education approved the provincial grant funding over a 12 month period as opposed to the prior method of 10 months. The result was additional provincial grant revenue (one time only) to Saskatoon Public Schools in the amount of \$2.3 million. The Board approved the use of this revenue to the following expenditures: \$1.1 million for computers for elementary schools, \$1 million for facilities capital and \$0.2 million for secondary mathematics resources.
3. The Ministry of Education provided First Nations and Metis Education Initiatives Grants in support of a number of initiatives for the 2008-09 fiscal year. In total \$229,000 was received. A breakdown of the grants is provided below:
 - a. The Okiciyapi Partnership received \$100,000. The Literacy & Assessment Alliance received \$80,000 and the Cree Language & Culture Program was awarded \$20,000.
 - b. Saskatoon Public Schools received \$55,000 for two grants. Culturally Responsive Schools received \$30,000 and our Traditional Knowledge Keepers' Program was awarded \$25,000.
 - c. Tommy Douglas Collegiate received \$24,000 for school based initiatives.
 - d. Whitecap Dakota First Nation Brighter Futures Governance Model received a research grant of \$50,000.
4. Saskatoon Public Schools facilities are heavily used by the public. Schools continue to serve as hubs of activity for the local community. A variety of leases and rentals generate significant revenue for the school division. Leases with food providers in Collegiates, as well as with a number of private and public partners at various other schools, including Allegro Montessori School, Saskatoon Open Door Society, the University of Saskatchewan and Industry Canada has generated \$124,950 in revenue in 2008-2009. Gym rentals have generated \$272,038, while theatre rentals have generated \$29,562. The Federal Election of October 2008 generated just

Managing Expenditures

1. Energy cost savings of approximately \$1.1 million were generated by the implementation of the Energy Smart Program in 2008-09. This program includes renovations & upgrades to all Saskatoon Public School facilities, as well as tracking and monitoring energy use, and engaging all Saskatoon Public Schools stakeholders in the energy conservation process. This program also encourages students to be school-based energy conservation leaders through Destination Conservation, which provides a solid foundation of curriculum and training support.
2. The use of tenders for various goods & services has saved Saskatoon Public Schools approximately \$950,000 in expenditures over the last fiscal year. This figure was determined by taking the successful tender and comparing it to the next lowest tender. 40 formal tenders were completed for the last fiscal year.
3. The use of an external cost analyst/consultant on major & capital construction projects has saved Saskatoon Public Schools between 1 to 5% on major & minor capital construction projects. In 2008-09, it is estimated that the net savings to the School Division is approximately \$700,000.
4. The Textbook Center was able to send 2,050 secondary textbooks to a bindery this past year to be rebound. This practice not only extends the life of these textbooks by three to five years but also saves on costs. The cost to purchase 2,050 textbooks would be around \$307,500, whereas the cost for rebounding is \$20,500, thereby saving our school division \$287,000.
5. The Textbook Center purchased 740 used secondary textbooks in 2008-09, which saved the school division 50% of a new textbook or around \$39,000.
6. The use of purchasing cards has improved internal processing efficiencies. In 2007-08 the number of business transactions using purchasing cards was 19,227. This number has now increased in 2008-09 to 29,091.
7. Using Educational Continuity Planning (ECP) strategic funds a consolidation of hardware into a Virtual format was completed in Spring 2009. In addition to providing a critical level of ECP service redundancy the effort resulted in cost savings related to server expenditures and power consumption all in tandem with better performance for applications and services. Though initial costs were required to transition, the expected savings will be realized in a 2-3 year period when server renewals were required. The expected hardware savings will be approximately \$64,000 over a 3 year period.

Wise Investments

1. Our fifth year of *Literacy for Life* resulted in improved outcomes for student learning. Our data, in the form of products, conversations and observations, indicate our students continue to move toward the overall goal of having all students, K-12, reading at or above grade level. Of particular note, our March 2008 Grades Two and Three students Gray Oral Reading Test (GORT) scores indicate that, on average our students achieved, above grade level. Our approximately 800 *Read to Succeed* students continue to show an average growth in reading comprehension of 1.2 Grade Level Equivalents (GLE) using GORT. All schools reported growth toward the four goals of *Just Read*. We continue to have Saskatoon Tribal Schools involved in our professional development workshops and teachers are expressing increased value in the learning they acquire through *Literacy for Life*.
2. Our second year of the Board's priority *Collegiate Renewal* resulted in an increased understanding of our students' level of engagement. We have also introduced new learning and assessment models to our teachers, assessed our students' engagement in school through use of the "What Did You Do In School Today?" survey, and established innovative programs in response to students' interests and aspirations. Assessment for Learning practices have provided much of the impetus for change in the manner our collegiate students engage in their learning so that they will graduate as active participants in life-long learning and as responsible and caring citizens in the community, nation and world.
3. In 2008-2009, Saskatoon Public Schools implemented Full Day, Literacy Enhanced Kindergarten in 10 of its elementary schools. The 2008-2009 results indicate that children enrolled in full day, literacy enhanced kindergarten programs are realizing slightly higher academic gains than those in half-day programs and that, based upon the Early Years Evaluation assessment, students' cognitive and physical development improved significantly. This is based on monitoring and measuring the impact of this type of program for the last four years.
4. Integrated Community Centre projects with other partners, including the City of Saskatoon, Greater Saskatoon Catholic Schools and the Saskatoon Soccer Centre have resulted in greater learning opportunities and learning environments for Saskatoon Public Schools students than would normally occur in stand-alone facilities. The following facility partnerships provide examples of these opportunities:
 - a) At Centennial Collegiate in the Forest Park Centre, public high school students have access to a large indoor atrium/commons space, indoor soccer fields, an indoor walking track, a large fitness room, additional gym space and a variety of outdoor recreational sports fields.
 - b) At Tommy Douglas Collegiate in the Shaw Centre, public high school students have access to a large indoor atrium/commons space, the Shaw Centre (aquatics facility), an indoor walking/jogging track, a large fitness room, additional gym space and a variety of outdoor recreational sports fields.

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- c) At W.P. Bate Community School, public elementary students have access to a City-funded multi-purpose room, an enlarged nutrition room, outdoor playground structures and recreation features provided by the City, and a much larger outdoor recreational space.

- 5. The Saskatoon Trades and Skills Centre was announced in Mach 2006 as a provincial post secondary education initiative to be 'housed' in the north wing of the existing Mount Royal Collegiate facility. This area of the building contains numerous trades shops and industrial arts spaces that will be shared between the post secondary and existing secondary educational institutions. The post secondary institutions will also require regular classroom space within the area of the building. These classrooms will be placed within the main and second floors of the north wing of the school.

This initiative was approved with a seventeen million dollar budget to be funded solely by the Provincial Government. Improvements include expansion of the welding area, a new 'cultural' addition, a new Early Childhood Learning and Care Training Centre, as well as numerous restored classroom spaces. All of these changes will be complete within the north wing of the facility. The secondary students of Mount Royal Collegiate will benefit from some upgrades within the south wing of the building in addition to many newly restored shared spaces in the north wing of the building.

This project will be a positive contribution to the education of our Mount Royal Collegiate student population and act as a very positive educational transition between secondary and post secondary education. There are many training and apprenticeship opportunities that will be directed toward our secondary school population. Ultimately, Mount Royal Collegiate will evolve into an Integrated Community Centre and a Centre of Excellence for Trades and Skills education within our secondary education system.

- 6. The purchase and installation of the textbook automation software Destiny Textbook Manager at Evan Hardy, Mount Royal and Walter Murray this year has resulted in Saskatoon Public Schools becoming more efficient in terms of labour, material costs and the time it takes to distribute textbooks to students at these schools.
 - a) The manual system of distributing textbooks (pen and paper) was very labour intensive and frequently took a week or two weeks per school to distribute textbooks to students. With the implementation of Destiny, the number of distribution days required has been cut to 50–60%. This allows students to acquire their books sooner and school staff to get back into their regular workflow more quickly. There have also been efficiencies in less labour being required for this process.
- 7. Continued focus on priority work items in Deferred Maintenance Backlog for Saskatoon Public Schools. The Backlog is estimated at approximately \$200 million in 2009. It is extremely important to continue to fund, and undertake, priority work items such as roofing repair and replacement, and

other related infrastructure improvements at all applicable Saskatoon Public School facilities. The FCI (Facility Condition Index) for Saskatoon Public Schools in 2009 is expected to remain about the same as 2008's, at or about .230. This is due to the impact of the physical improvements undertaken as part of Phase 2 of the Energy Smart Program, in addition to work funded by the Facilities Capital and Operating Budgets, including Ministry of Education cost shares, approved for 2008-2009 projects.

8. The creation of new and expanded Early Learning Centres in a number of different schools allows for the integration of learning opportunities for preschool and school-aged children. The creation of new and expanded Early Learning Centres is a priority of both the Ministry of Education and Saskatoon Public Schools.

New 45 and 50 space Early Learning Centres have been created at Fairhaven and Lester B. Pearson Elementary Schools. A new 50 space Early Learning Centre has been approved for Queen Elizabeth Elementary School. A new 62 space Early Learning Centre is currently being constructed at Mount Royal Collegiates, part of the Saskatoon Trades and Skills Centre.

9. A total of 22 schools, 20 elementary and 2 secondary, participated in the new special education delivery model for students identified as meeting criteria for Intensive Support funding. Co-teaching and differentiated instruction were highlights of this model.
10. Teachers attended a Technology Fair to explore current programs and devices with many schools then submitting grant proposals using action research to access Special Education Technology grants.
11. Using the Response to Intervention (RTI) model, procedures were established for School Team meetings to enhance the student referral process.
12. The Educational Continuity Plan (ECP) strategic expenditure provided redundancy to the school division VoIP phone system this past year. This expenditure has provided for secondary services that provide for phone capacity to remain intact when disruptions to the Central Office location take place. Essential services will be retained in the event that Central Office technology sustains a loss of function due to power loss, natural disaster, or service interruption.
13. The acquisition of Professional Development (PD) Place Management software provided for the replacement of the existing in-house product that had been in service for over 7 years. The new software provides management of Professional Development opportunities for all division employees. This web-based management includes the posting, registration, reporting functions for all division PD opportunities. The new software managed over 175 PD events and 3,700 registrations with minimal manual overhead, continuing the past success of the existing software yet allowing future growth through key integration with Human Resources (HR) systems.

Conclusion

This report demonstrates the divisions' commitment to fiscal responsibility, while investing in the Board's priorities.



MEETING DATE: NOVEMBER 17, 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

Saskatoon Public Schools is in its third 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".

Engagement is being framed and assessed through the following four dimensions:

- competency;
- relevancy;
- belonging, and
- potency.

CURRENT STATUS

Grade Nine Math

In the June 2009 Board Report on *Collegiate Renewal* there was a commitment to a more intensive focus on mathematical literacy, particularly in Grade 9, for the current school year. This Grade 9 emphasis is important as we know that mathematical competency is foundational to learner identity and success in collegiates.

This year, *Mathematics Inquiry Groups* have been established for teachers. The intended outcomes of these inquiry groupings are as follows:

1. Students will be more engaged in Mathematics, including gaining increased competence with mathematical literacy as represented by the curriculum.
2. Teachers will be further engaged in their professional learning as they work with colleagues on a shared, chosen interest.

The inquiry groups that have been established are:

- assessment for learning;
- inquiry;
- technology;
- relevance, and
- differentiated instruction.

Evidence of the groups' work and its influence on student engagement will be shared in the 2010 Board Report on Collegiate Renewal.

Mr. Ryan Brimacombe, an instructional consultant who oversees mathematical literacy in the context of *Collegiate Renewal* and curriculum renewal, will be in attendance to provide greater details on our work in Grade 9 Mathematics and to answer any questions trustees may have.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY

DATE

ATTACHMENTS

Mrs. Avon Whittles, Deputy Director of Education
Mr. John Dewar, Superintendent of Education
Mr. Mark Wilderman, Facilitator: Collegiate Renewal

November 12, 2009

RECOMMENDATION OF THE DIRECTOR OF EDUCATION



MEETING DATE: NOVEMBER 17, 2009

TOPIC: 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

Over the last several years, data from a variety of assessments have become increasingly important in decision making throughout the School Division. In general, we collect data for the following three purposes:

- for Division-wide monitoring and communication;
- for school-level monitoring and communication, and
- for classroom-level monitoring and communication.

CURRENT STATUS

The attached report provides an overview of the processes and purposes of the assessment activities conducted in the School Division.

Dr. Scott Tunison and Mr. Grant Dougall will be in attendance at the meeting to respond to any questions that trustees may have regarding this report.

PROS AND CONS

FINANCIAL IMPLICATIONS

| PREPARED BY | DATE | ATTACHMENTS |
|---|-------------------|-------------------|
| Mrs. Avon Whittles, Deputy Director of Education Dr. Scott Tunison Coordinator: Research and Measurement Mr. Grant Dougall, Coordinator: Student Assessment and Evaluation | November 12, 2009 | Assessment Report |

RECOMMENDATION

Assessment in Saskatoon Public Schools

Prepared by:

Scott Tunison

Coordinator: Research and Measurement

and

Grant Dougall

Coordinator: Student Assessment and Evaluation

Educational research has consistently shown that data collected from a broad range of assessments, when used appropriately, leads to improved student learning and/or organizational learning. This process, called *triangulation of evidence*, involves collecting many discrete pieces of evidence – in the form of *observations*, *conversations*, and *products* (Davies, 2000) – over time that, when considered together, paint a comprehensive picture of progress toward intended outcomes.

This report is intended to provide an overview of student assessment in Saskatoon Public Schools. It highlights many of the sources of evidence that inform our work related to the Board's two learning priorities – *Collegiate Renewal* and *Literacy for Life* – as well as local, provincial, national, and international large-scale assessments. Nevertheless, please note that, while there are several specific assessments mentioned in this report, the list of those assessments is not meant to be exhaustive but, rather, to be illustrative.

Purposes of Assessment

In general terms, there are three broad purposes for assessment. These include:

- Assessments that provide evidence of progress for *Division-wide* monitoring and communication purposes,
- Assessments that provide evidence of progress for *School-level* monitoring and communication purposes, and
- Assessments that provide evidence of progress 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. For example, 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 evidence as well); whereas, other types of evidence are more appropriate to assess individual student progress.

There are times, however, when particular assessments provide evidence of progress for more than one purpose. Therefore, while the assessments are described in this report in separate sections, the lines between and among these assessments are somewhat artificial (see Figure 1 for an illustration of the multiple uses for some of the assessments currently used in the Division).

Division-wide Assessments

Assessments for Division-wide purposes provide evidence of progress related to aspects of stated Board priorities, to specific items in the Division's strategic plan, and/or to sections of the Ministry of Education's Continuous Improvement Framework (CIF).

There are three main sources of evidence of division-wide progress. The first source of this evidence is collected via large-scale assessments mandated or, in some cases, suggested by the Ministry of Education (e.g., *Assessment for Learning - AFL*, *Early Development Instrument – EDI*, *Programme for International Student Assessment – PISA*, and *Pan-Canadian Assessment Programme – PCAP*). We have also selected additional assessment instruments to provide additional evidence of progress (e.g., *Canadian Achievement Test – CAT/3*, and *What Did You Do In School Today? – WDYDIST*). Further, we have selected assessments that are designed primarily as classroom-level diagnostic and instructional intervention tools that are also used to provide a picture of division progress (e.g., *Early Years Evaluation – EYE*, *Fountas and Pinnell Leveled Literacy Intervention System – F&P*). Finally, we have created some of our own assessment tools and strategies (e.g., *Vocabulary*, *Alphabet*, *Common Formative Assessments – CFA*, and *Collegiate Evidence Yearbooks*) because they provide evidence of progress that is specific to our own context and priorities. Regardless of the origins of the assessments in use, these assessments are useful because they:

- help the division be accountable (are we making the best use of our resources?), and
- illustrate or highlight general trends.

While large-scale assessments are useful for Division-wide monitoring purposes, they do have limitations. For example, each large-scale assessment is designed to collect small bits of information deemed important by the assessment’s developers about large numbers of students at a particular point in time. Consequently, results from an assessment such as the F&P cannot be compared directly to those from other assessments such as the CAT/3 or the Ministry’s AFL. In addition, improvement or declines in overall student achievement on one assessment does not necessarily translate into improvement or declines in another test. This is true because each of these tests was designed to measure unique aspects of student achievement in distinctly different ways. Rather, evidence from each individual assessment should be viewed as discrete pieces of evidence, or snapshots, that, when triangulated with other evidence sources, paint an overall picture of progress.

We employ a broad-based *triangulation* process to monitor Division-wide progress. Not only do we have a comprehensive large-scale and classroom-based assessment regime but we also collect perceptual data from a wide range of stakeholders (i.e., parents, students, community members, and business owners). Figure 2 provides an overview of some of the assessments that have taken place or will take place over the period covering 2003-2004 to 2010-2011 school years inclusively (note: the Board receives reports regarding assessment results at various times during the year).

For example, triangulation of evidence of progress related to *Literacy for Life* for the 2008-2009 school year includes (but is not limited to) the following:

1. Large-scale assessment evidence

- Fountas and Pinnell results from participating Kindergarten to Grade 8 and most *Read to Succeed* classrooms, and
- Gray Silent Reading Assessment in some collegiate *Read to Succeed* classrooms.

2. Classroom-level assessment evidence

- Alphabet recognition and vocabulary acquisition, and
- *Just Read* data.

3. Informal evidence

- Teacher “exit” slips from Staff Development workshops, and
- Community feedback forums and strategic committees.

As mentioned earlier, while valuable for Division-wide monitoring, many of these assessments also serve important purposes at the school- and/or classroom-level. For example, evidence from F&P is collected by teachers in their classrooms and is used to inform teachers’ instructional practice; however, these results are also aggregated to provide a Division profile of progress. Finally, *Just Read* data provide valuable evidence at the Division level; they contribute to school strategic plan monitoring efforts; they provide teachers with information regarding their students’ reading habits; and, they provide students themselves with the opportunity to reflect on their own reading and learning progress.

School-level Assessments

School-level assessments are conducted primarily to provide evidence of progress regarding schools’ strategic plans. However, results from some of these assessments are also aggregated to provide evidence of Division-level progress.

The set of assessments used at each school varies according to the priorities identified in school strategic plans. In some cases, these assessments are formal in nature (e.g., tests, surveys, and interviews) while other assessments are informal (e.g., principal and teacher observations; as well as conversations among staff, students, parents, and community members).

Much of the evidence of success related to the Board’s second stated learning priority – *Collegiate Renewal* – is derived from school-level assessments. For example:

1. What Did You Do In School Today? (WDYDIST)

- The *WDYDIST* survey provides schools with comprehensive longitudinal information regarding students’ perceptions about their school experiences and, at the same time, the results are aggregated at the Division-level to provide an overall picture regarding student attachment and engagement in school.

2. Student Interviews and Surveys

- Student interviews as well as teacher and student surveys provide evidence related to growth in all aspects of student engagement (i.e., competence, potency, relevance, and belonging).

3. Collegiate Renewal “School Evidence Yearbooks”

- Evidence of progress toward greater student engagement as well as improved achievement within Saskatoon Public Schools’ collegiates is captured in terms of “yearbooks”. Each collegiate produces a yearbook that describes and interprets students’ experiences; provides a rich and accurate record (multiple sources of evidence collected over time); and respects the unique school contexts.
- While schools’ yearbooks are not uniform, they do have significant, common threads, too. Literacy, for example, is one such thread.
- These ten “yearbooks” form the majority of the chapters in *Collegiate Renewal’s* year-end progress report to the Board; while the introduction and conclusion to these stories will identify broad system themes and declare logical next steps.

4. Grade 9 Common Formative Assessments

- Common formative assessment development and implementation is a process that establishes clarity about student learning goals and common standards and will inform us about writer and reader *competence* of all Grade 9 students.
- The cyclical process begins with teachers examining provincial curricula and then building and administering common assessments. Teachers come together around these common pieces of student work to consider the learning opportunities the work provides.
- While these assessments describe student competence, they are only part of the engagement picture.

Classroom-level Assessments

Typically referred to as *Assessment for Learning*, the most effective assessment process includes a comprehensive set of classroom assessment activities triangulated with appropriate standardized tests and other evidence of success. Teachers select and design classroom assessments to suit their curricular and instructional objectives as well as to provide students with many different ways to show their mastery of those objectives. As mentioned earlier, the standardized tests currently in wide use at the classroom level are the *Canadian Achievement Test (CAT/3)*, the *Early Years’ Evaluation (EYE)*, and the *Fountas and Pinnell Leveled Literacy Program (F&P)*. All three assessments provide evidence of student achievement for classroom diagnostic purposes and, in some cases, results are also used by teachers to communicate with parents about their children’s learning strengths and challenges.

The Future of Assessment in our Division

Given the growing importance of data throughout our Division, we have seen a corresponding increase in the number and scope of assessments over the last few years. This increase has provided us with both opportunities and challenges as outlined below.

Opportunities

The field of research into promising practices of student and Division assessment has led to new understandings of the process of designing and selecting assessments, interpreting results, and developing action plans based upon the results. Through these new understandings, we revisit our assessment practices at both the Division- and classroom-levels on a regular basis to determine the extent to which these practices continue to meet our needs. At the same time, we continuously explore potential alternative assessments that may better serve our current and future requirements.

We will develop new assessment instruments and strategies or, in some cases, adopt existing ones that will allow us to inquire into aspects of student learning that have not previously been examined. For example, in light of our evolving understanding about students' acquisition of language through the *Literacy for Life* initiative, we continue to explore strategies to measure improvements in student writing over time. Since the cornerstone outcome of the *Collegiate Renewal* is the "engaged learner", we are also exploring a number of ways to measure the extent to which our students are engaged in their learning.

Challenges

With respect to assessment, a major challenge we face as we look to the future of assessment in our Division is one of capacity. As we consider new assessment possibilities and review existing ones, we must also assess our own capacity both to develop and administer the assessments and to use the data effectively. In addition, research literature cautions that students and teachers experience "assessment fatigue"; particularly when they are required to complete centralized assessments too often. Finally, we will have to find a way to strike a balance between the time it takes to collect and use data of various kinds and the time these activities take away from the use of powerful instructional models.

Ongoing Initiatives and Next Steps

We currently have numerous other assessment initiatives that are either ongoing or in the planning and implementation stages. Some anticipated assessment activities for the current school year include:

- Establishing protocols and building capacity for School Community Councils to engage in conversations with principals related to assessment and other data as they enhance their roles in supporting schools' learning agendas,

- Incorporating the principles of “Assessment for Learning” into all learning activities throughout the Division, and
- Engaging principals and school leadership teams in continuing to build capacity for analyzing and interpreting data and for developing action plans based on classroom-, school-, and Division-level data.

Concluding Statement

Overall, a wide variety of assessments are used as we monitor progress on numerous fronts. Data collected via these assessments are critical ingredients for effective decision making throughout the Division and, at the same time, serve a vital role in monitoring and communicating with our public regarding the Board’s stated priorities and the Division’s other programs and activities.

Figure 1 – Visual Representation of Some Assessment Activities

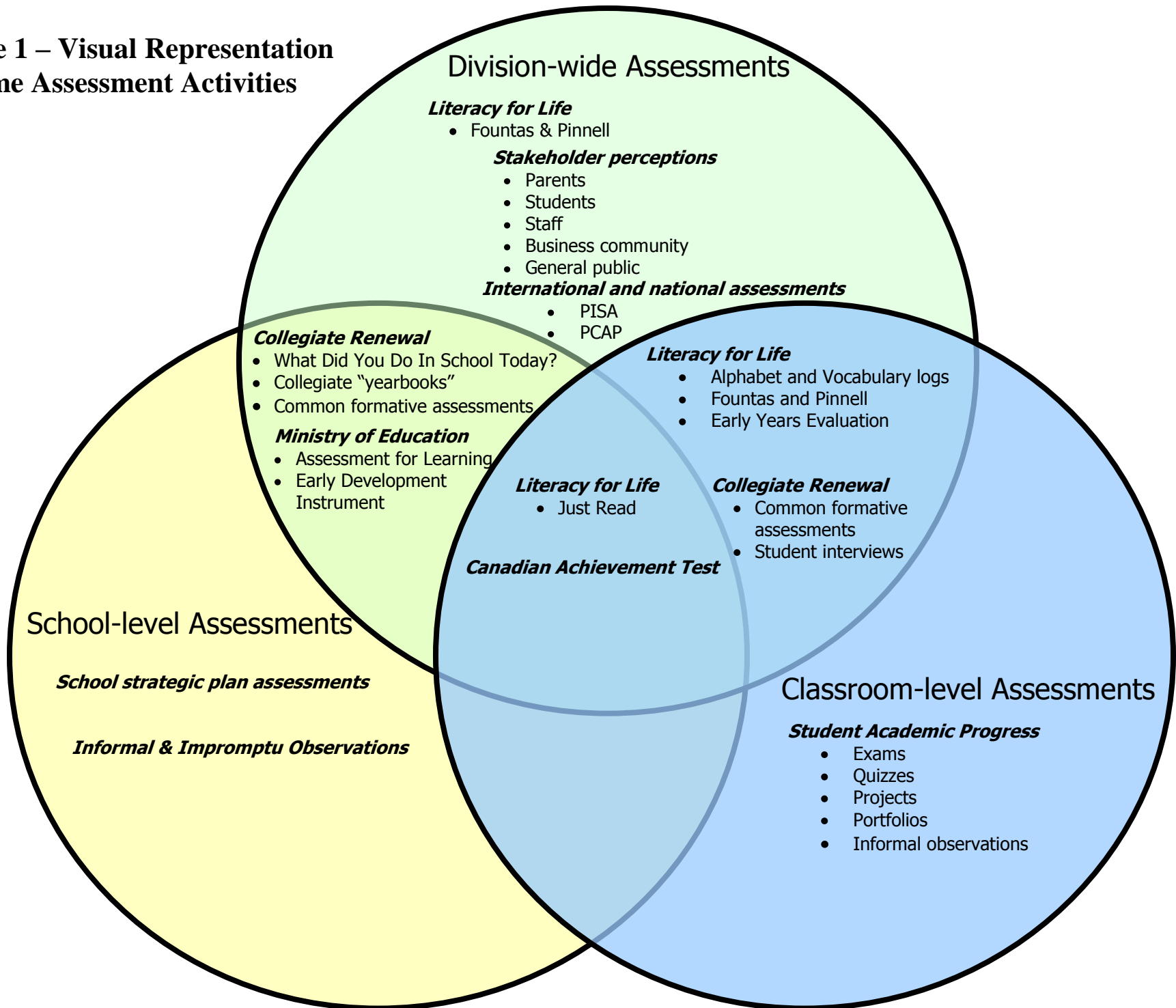


Figure 2 – Assessment Calendar

| Assessment and Evaluation Methods for 8-year period beginning with the 2003-2004 school year | | | | | | | | |
|--|---------------------|----------------------------|----------------------------|----------------------------|-----------------------------|------------------------------|------------------------------|------------------------------|
| Grade | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
| K | | EDI (UEY) | Vocabulary | Vocabulary | Vocabulary | Vocabulary | Vocabulary | Vocabulary |
| | | | Alphabet | Alphabet | GORT | GORT | Alphabet | Alphabet |
| | | | ELS | DIBELS | Alphabet | EYE (All K classes) | EYE (All K classes) | EYE (All K classes) |
| | | | Gunning | Gunning | EYE (Full-day K) | EDI (Ministry) | EDI (Ministry) | EDI (Ministry) Pending |
| 1 | GORT | Vocabulary | Vocabulary | Vocabulary | Vocabulary | Fountas & Pinnell* | Fountas & Pinnell* | Fountas & Pinnell* |
| | | Alphabet | Alphabet | Alphabet | Alphabet | Alphabet | Alphabet | Alphabet |
| | | GORT | GORT | GORT | GORT | Fountas & Pinnell* | Fountas & Pinnell* | Fountas & Pinnell* |
| 2 | | | GORT | GORT | GORT | Fountas & Pinnell* | Fountas & Pinnell* | Fountas & Pinnell* |
| 3 | | | | GORT | GORT | Fountas & Pinnell* | Fountas & Pinnell* | Fountas & Pinnell* |
| 4 | CAT/3 | CAT/3 | CAT/3 | CAT/3 | CAT/3 | CAT/3 | CAT/3 | CAT/3 |
| | | GORT## | GORT## | Ministry AFL (Reading) | GORT## | Ministry AFL (Reading) | Fountas & Pinnell** | Ministry AFL (Reading) |
| | | | | GORT## | | Fountas & Pinnell** | | Fountas & Pinnell** |
| 5 | Ministry AFL (Math) | Ministry AFL (Writing) | Ministry AFL (Math) | Ministry AFL (Math) | Ministry AFL (Writing) | Ministry AFL (Math) | Ministry AFL (Writing) | Ministry AFL (Math) |
| | | GORT## | GORT## | GORT## | GORT## | Fountas & Pinnell** | Fountas & Pinnell** | Fountas & Pinnell** |
| 6 | | GORT## | GORT## | GORT## | GORT## | Fountas & Pinnell** | Fountas & Pinnell** | Fountas & Pinnell** |
| 7 | | Ministry AFL (Reading) | | Ministry AFL (Reading) | | Ministry AFL (Reading) | Ministry AFL (Science) | Ministry AFL (Reading) |
| | | GORT## | | GORT## | | Fountas & Pinnell** | Fountas & Pinnell** | Fountas & Pinnell** |
| 8 | CAT/3 | CAT/3 | CAT/3 | CAT/3 | CAT/3 | CAT/3 | CAT/3 | CAT/3 |
| | Ministry AFL (Math) | GORT## | Ministry AFL (Math) | Ministry AFL (Math) | Ministry AFL (Writing) | Ministry AFL (Math) | Ministry AFL (Writing) | Ministry AFL (Math) |
| | | | GORT## | GORT## | GORT## | Fountas & Pinnell** | Fountas & Pinnell** | Fountas & Pinnell** |
| 9 | | GORT## | PISA | GORT## | WDYDIST | WDYDIST | WDYDIST | WDYDIST |
| | | | GORT## | | GORT## | Common formative Assessments | Common formative Assessments | Common formative Assessments |
| | | | | | Student Interviews | Fountas & Pinnell** | Fountas & Pinnell** | Fountas & Pinnell** |
| | | | | | | GORT## | | |
| | | | | | | OTL Assessment | OTL Assessment | OTL Assessment |
| | | | | | | Student Interviews | | |
| 10 | | Ministry AFL (Reading) | GORT## | Ministry AFL (Reading) | WDYDIST | WDYDIST | WDYDIST | WDYDIST |
| | | GORT## | | GORT## | GORT## | Ministry AFL (Reading) | Ministry AFL (Science) | Ministry AFL (Reading) |
| | | | | | | Fountas & Pinnell** | Fountas & Pinnell** | Fountas & Pinnell** |
| 11 | Ministry AFL (Math) | GORT## | Ministry AFL (Math) | Ministry AFL (Math) | WDYDIST | WDYDIST | WDYDIST | WDYDIST |
| | | | GORT## | GORT## | Ministry AFL (Writing) | Ministry AFL (Math) | Ministry AFL (Writing) | Ministry AFL (Math) |
| | | | | | GORT## | GORT## | | |
| | | | | | | Fountas & Pinnell** | Fountas & Pinnell** | Fountas & Pinnell** |
| 12 | | GORT## | GORT## | GORT## | GORT## | Evidence yearbooks | Evidence yearbooks | Evidence yearbooks |
| | | | | | | GORT## | | |
| | | | | | | WDYDIST | WDYDIST | WDYDIST |
| Just Read | | Count number of books read | Count number of books read | Count number of books read | Rubric completion by school | Rubric completion by school | Rubric completion by school | Rubric completion by school |

Legend:

Fountas & Pinnell* - This instrument is being used as a classroom-level assessment in Kindergarten to Grade 8 as part of a pilot project in several schools.
 Fountas & Pinnell** - This instrument is being used in Read to Succeed classrooms in Grades 4 to 12.
 GORT# - The GORT was used in some classrooms in Grades 2 and 3.
 GORT## - The GORT was used as an assessment in Read to Succeed classrooms in Grades 4 to 12.

Large Scale Assessments - not specific to priorities
 Literacy for Life Assessments
 Collegiate Renewal Assessments



MEETING DATE: NOVEMBER 17, 2009

TOPIC: SCHOOL COMMUNITY COUNCILS 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 **Board Annual Work Plan 2009 – 2020** indicates that Administration will provide a semi-annual report on School Community Councils.

A School Community Council is one mechanism where shared responsibility will enhance the learning success and well-being of all children and youth. In accordance with **Board Policy 17: School Community Councils**, the Board believes in ensuring that parents, families and community members have opportunities for involvement in children’s learning and in school planning.

The 2008 - 2009 school year was the second year of operation for all School Community Councils in Saskatoon Public Schools. During this year, School Community Councils became more familiar with school and School Division strategic planning.

By the end of June 2009, School Community Councils submitted their Annual Report highlighting their initiatives and accomplishments for the year. The Annual Reports indicate the exciting work of School Community Councils in supporting the learning and well-being needs of students, and in facilitating parent and community engagement.

CURRENT STATUS

School Community Councils held their Annual General Meeting this past spring or early this fall to elect their council for the 2009 - 2010 school year. The attached list provides trustees with an update for all schools and indicates the names of the individuals filling the 5 - 9 elected seats, as well as the appointed members on each School Community Council.

The fall School Community Council Assembly Meeting was held Thursday, November 5, 2009, at 7:00 p.m. at Marion M. Graham Collegiate. The purpose of the Assembly meetings are outlined in **Board Policy 17, Section 9**. Last Thursday’s School Community Council Assembly Meeting had excellent representation from trustees, senior Administration and School Community Councils across our School Division. The Assembly meetings are a rich opportunity to support council operations, provide Board updates, and provide opportunities for networking with the Board, senior Administration and other School Community Council members.

| PREPARED BY | DATE | ATTACHMENTS |
|---|-------------------|--------------------------------------|
| Ms Donnalee Weinmaster Superintendent of Education | November 12, 2009 | School Community Councils Membership |

RECOMMENDATION

School Community Council Membership 2009-2010

Alvin Buckwold School

Elected:

Todd Olson, Parent
 Lisa Coley, Parent
 Diana Medve, Parent
 Pam Edmison, Parent
 Heather Anderson, Parent
 Heather Reichert, Parent
 Tracy Besse, Parent
 April Berg, Community Member

Appointed:

Darrin Sinnett, Principal
 Christine Rayner, Vice Principal

Brevoort Park School

Elected:

Joan Martin, Parent
 Karen Hills, Parent
 Michele Thomas, Parent
 Gary Kennedy, Community Member
 Morag Embleton-Kimpton, Parent
 Greg Kimpton, Parent
 Deanne Young, Parent
 Jody Semenoff, Parent

Appointed:

Eileen Deneiko, Principal
 Kendall Pierce, Vice Principal
 Susan Beswick, Teacher
 Bonnie Guillou, Community Member

Brownell School

Elected:

Kris Seto Davis, Parent
 Lori Kleiboer, Parent
 Vicki Froese, Parent
 Brenda Van Dyck, Parent
 Vanessa Tom, Parent
 Deanna Hoffman, Parent
 Carol Borisenko, Parent
 Melanie Bender, Parent
 Mandy Scharfe, Parent

Appointed:

Georgina Neeley, Principal
 Jeff Shepherd, Vice Principal

Brunskill School

Elected:

Michelle Androsoff, Parent
 Lee Braaten, Parent
 Crystal Boschman, Parent
 Megan Clark, Parent
 Barb Giles, Community Member
 Anne Hardy, Parent
 Leslie Walter, Parent

Appointed:

Grier Swerhone, Principal
 Shaun McEachern, Vice Principal

Buena Vista School

Elected:

Kris Stephenson, Parent
 Doris Grant, Parent
 Cora Weenk, Parent
 Laura Fau, Parent
 Olivia Yuel, Parent
 Emma Williams, Parent
 Sarah Woo, Parent

Appointed:

Lyn Carduner, Principal
 Hugh Hamilton, Acting Vice Principal

Caroline Robins Community School

Elected:

Mark Ross, Parent
 Carl Royal, Parent
 Shawna Ross, Parent
 Melissa MacLean, Parent
 Carol Ninine, Parent
 Lynnette Borowsky, Parent
 Tracy Caithcart, Parent
 Jaime McLeod, Parent
 Tanya Kennedy, Parent

Appointed:

Bob Braybrook, Principal
 Miranda Low, Vice Principal
 Melinda Brown, Community Coordinator

Caswell Community School**Elected:**

Dan Sutton, Parent
 Tracy Classen, Parent
 Pat Stoddard, Parent
 Tracy Lyons, Parent
 Sarah Buhler, Parent
 Ted Engel, Parent
 Cathy Engel, Parent
 Louise Berg, Parent
 Amber Volk, Parent

Appointed:

Doug Boyd, Principal
 Joel Nostbakken, Vice Principal
 Donna Blunt, Community Coordinator
 Pat Kingery, Community Member

College Park School**Elected:**

Michelle Rajput, Parent
 Flordeliza Dayrit, Parent
 Laura Jorgenson, Parent
 Laurie Walsh, Parent
 Corinne Barnes, Parent
 Celena Komarnicki, Parent
 Leanne McLeod, Parent
 Tannis Murdock, Parent
 Greg Willie, Parent

Appointed:

Honya Olson, Principal
 Wayne Clements, Vice Principal

Confederation Park Community School**Elected:**

Nicole Boschman, Parent
 Brittany Fafard, Parent
 Cammie Ginter, Parent
 Lisa Anaquod, Community Member
 Nicole Tran, Parent
 Sue McLaughlin, Parent
 Jennifer Klassen, Community Member
 Clyde Hill, Parent
 Edie Wapass, Parent
 Courtney Anaquod, Parent

Appointed:

Jayne Hudson, Principal
 Ellen McEwen, Vice Principal
 Cec Chambul, Community Coordinator

Dundonald School**Elected:**

Andrea Logan, Parent
 Annette Richens, Parent
 Candice Grant, Parent
 Deana Noble, Parent
 Leah Deans, Parent
 Liz Letwiniuk, Parent
 Maya Pratchler, Parent
 Tracy Laprise, Parent

Appointed:

Mitch Kachur, Parent
 Vicki Squires, Vice Principal

Dr. John G. Egnatoff School**Elected:**

Dawn Loessin, Parent
 Nancy Russell, Parent
 Niki Asfeth, Parent
 Andrea Coppens, Parent
 Shanna Bell, Parent

Appointed:

David Wipf, Principal
 Curtis Shepherd, Vice Principal
 Rosemary Vinet, Teacher
 Carol Slater, Teacher

Fairhaven School**Elected:**

Jason Moffat, Community Member
 Melanie Bauman, Parent
 Audra Schneider, Parent
 Tammy Tosczak, Parent
 Myrna Rennie, Parent
 Sylvia Williams, Parent
 Tammy Chief, Parent
 Barb Dyck, Parent
 Donna Banks, Parent

Appointed:

Yves Bousquet, Principal
 Daryl McKen, Vice Principal
 Lisa Leibel, Preston Early Learning Centre
 Lorraine Manz, Teacher
 Mary Lee Simpson, Teacher

Forest Grove School**Elected:**

Stephan Simon, Parent
 Jamie Blundell, Parent
 Roberta Alton, Parent
 Sandra Taylor, Parent
 Kim Staples, Parent
 Amber Upshaw, Parent
 Angela Buckmaster, Parent

Appointed:

Todd Berg, Principal
 Dawn Harkness, Vice Principal

Greystone Heights School**Elected:**

Sherry Bayliss, Parent
 Lieca Lawrence, Parent
 Anand Tripathy, Parent
 Alicia Gramiak, Parent
 Rhonda Burfitt, Parent
 Marla Johnson, Parent
 Lori Weiler-Thiessen, Parent

Appointed:

Janice Walker-Szaroz, Principal
 Grey Wihak, Vice Principal
 Lisa Koshinsky, Room Representative

Henry Kelsey School**Elected:**

Shar-Lee Haichert, Parent
 Amir Ahmad, Parent
 Jacquie Elder, Parent
 Anita Loepky, Parent
 Monica Johnson, Parent
 Celine Hicks, Parent
 Deborah Whittingstall, Parent
 Yvonne Surdu-Miller, Parent

Appointed:

Jean-Luc Gaudet, Principal
 Donna Arsenault, Vice Principal

Holliston School**Elected:**

Julie Gilbertson, Parent
 Paula Kelly, Parent
 Adeline Reihl, Parent
 Linda Seibel, Parent
 Susan Bahrey, Parent
 Chris Kelly, Parent

Appointed:

Lori Florence, Principal
 Shauna Perreault, Vice Principal

Howard Coad School**Elected:**

Michael Greene, Parent
 Gwen Thompson, Parent
 Susan Gerrese, Parent

TBA

TBA

Appointed:

Nilima Douglas, Principal
 Michael Bradford, Vice Principal

Hugh Cairns V.C. School**Elected:**

Pam Belcher, Parent
 Trina Heal, Parent
 Deborah Hockley, Parent
 Joan Nash, Parent
 Melissa Rae, Parent

Appointed:

Verdyne Schmidt, Principal
 Stephanie Elliott, Vice Principal

James L. Alexander School**Elected:**

Jackie Primeau, Parent
 Debbie Anderson, Parent
 Sherrie Charles, Parent
 Jim Aune, Parent
 Lisa Aune, Parent
 Susan Stuart, Parent

Appointed:

Trace Hampson, Principal
 Kathleen Underwood, Vice Principal
 Julane Theriault, Preschool

John Dolan School

Elected:
 Teresa Winter, Community Member
 Donna Galus, Parent
 Holly Johnson, Parent
 Cheryl Bennett, Parent
 Edna Kieluk, Parent
 Wendy Caswell, Parent
 Ruby Jacobs-King, Parent
 Kim Vaughan, Parent
 Marilyn Pollock, Community Member

Appointed:
 Dawn Driedger, Principal
 Tammy Lavigne, Teacher
 Heidi Abbey-Der, EA Representative
 Cheryl Cherry, Parent of Graduate
 Shirley Keith, School Nurse

John Lake School

Elected:
 Debbie Shenouda, Parent
 Mary-Anne Parker-McInnis, Parent
 Laurie McWillie, Parent
 Laura Scott, Parent
 Andrea Balsdon, Parent

Appointed:
 Angela Banda, Principal
 David Crowell, Vice Principal

King George Community School

Elected:
 Diane Haines, Parent
 Jacob Roesler, Parent
 Pat Dubets, Community Member
 Audrey Ben, Parent
 Alice Genaille, Parent

Appointed:
 Bob Shmon, Principal
 Jackie Wigham-Stinson, Vice Principal
 Lori Pulai, Community Coordinator

Lakeridge School

Elected:
 Krista Porter, Parent
 Diane Goebal, Parent
 Rob Stanger, Parent
 Jocelyn Froese, Parent
 Jason Clark, Parent
 Manda Graham, Parent
 Michelle Voykin, Parent

... Continued

Lakeridge School ... Continued

Nicole Lemstra, Parent
 Pam Shoults, Parent

Appointed:
 Ralph Kindrachuk, Principal
 Sherry McConnell, Vice Principal

Lakeview School

Elected:
 Jim Propp, Community Member
 Leah Andrew, Parent
 Sue Gauthier, Parent
 Michael Dallaire, Parent
 Joanne Smith, Parent
 David Smith, Parent
 Jocelyn Tratch, Parent
 Jana Kinar, Parent
 Kim Matheson, Parent

Appointed:
 Joan Gray, Principal
 Corey Apesland Vice Principal

Lawson Heights School

Elected:
 Hugh Pearman, Parent
 Marilyn Westwood, Parent
 Christine Gaskin, Parent
 Liz Moran Murray, Parent
 Shawna Nelson, Parent
 Dawn Erker, Parent
 Kim Nim, Parent
 Sandra Thomson, Parent
 Pankaj Bhowmik, Parent

Appointed:
 Ev Burnett, Principal
 Brent Gordon, Vice Principal
 Jaclyn/Tyler Hodgson, Parent/Room Rep
 Trina Johnson, Parent/Room Rep
 Karla Mierke, Parent/Room Rep
 Suzanne Krysak, Parent/Room Rep
 Sonja Churchwell, Parent/Room Rep
 Connie Kury, Parent/Room Rep
 Mary Jane Pearman, Parent/Room Rep
 Kim Kennedy, Parent/Room Rep
 Jay McRorie/Samantha Wilson, Parent/Room Rep

Lester B. Pearson School**Elected:**

Sandy Paquet, Parent
 Trina Flahr, Parent
 Doug Campbell, Parent
 Sherry Turgeon, Parent
 Fay Olnhoff, Parent
 Monica Henderson, Parent

Appointed:

Kathy Pryor-Hildebrandt, Principal
 Nicola Bishop-Yong, Vice Principal

Mayfair Community School**Elected:**

Myrna Nateweyes, Parent
 Caroline Haggerman, Parent
 Elaine Davies, Parent
 Gina Harvey, Parent
 Lorelei Walmsley, Parent
 Lisa Bird, Parent

Appointed:

Derek Barss, Principal
 Janna Piro, Vice Principal
 Marnie Carlson, Community Coordinator

Montgomery School**Elected:**

Louise Berg, Parent
 Lana Moisan, Parent
 Joanne Stein, Parent
 Laurie Bent, Parent
 Donna Dent, Parent
 Beth Allan, Parent
 Paula Woodhouse, Parent
 Shari Scheible, Parent

Appointed:

Shalene Herron, Principal
 Brian Gurney, Vice Principal
 Glen McDonald, SCCA Representative

North Park Wilson School**Elected:**

Karen Birns, Parent
 Givanna Freyling, Parent
 Corissa Ford-Smith, Parent
 Ian Rowswell, Parent, SCCA Representative
 Denise Chauvin, Parent
 Lynda Grunert, Parent

Appointed:

Ian Wilson, Principal
 Virginia Skaalid, Vice Principal
 Kristin Knibbs, SHINE Program Coordinator

Pleasant Hill Community School**Elected:**

Kyla Henry, Parent
 Lori Snakeskin, Parent
 Diane Bignell, Community Member
 Dorothy Ross, Community Member
 Sylvia Woodward, Community Member
 Shelley Barron, Parent

Appointed:

Kevin Epp, Principal
 Krista Ford, Vice Principal
 Carol Kivell, Community Coordinator
 Brenda Ledding, Health Nurse

Princess Alexandra Community School**Elected:**

Anita Amyotte, Parent
 Katherine Bourget, Parent
 Sheena Yew, Parent
 Teresa Linklater, Parent
 Dorothy Smith, Parent
 Seraphine Sammy, Parent
 Marie Peepeetch, Parent
 Florence Smith, Parent
 Crystal Naistus, Parent

Appointed:

Shane Skjerven, Principal
 Shane Armstrong, Vice Principal
 Lauren Sawatsky, Community Coordinator

Prince Phillip School**Elected:**

Lyle Boulton, Parent
 Cora Janzen, Parent
 Rhonda Graham, Parent
 Sherry Hoffer, Parent
 Dan Servetnyk, Parent
 Shelly Graham, Parent

Appointed:

Nancy Burkell, Principal
 Janice McLean, Acting Vice Principal

Queen Elizabeth School**Elected:**

Ashley Whitenect, Parent
 Britta Cole, Parent
 Lindsey Coquet, Parent
 Kim Frey, Parent
 Jessica Sanderson, Parent
 Natasha Saalash, Parent

Appointed:

Doug Gilmour, Principal

River Heights School**Elected:**

Barb Cross, Parent
 Jane Basinski, Parent
 Renee Sakon, Parent
 Deanna Herman, Parent
 Robin Foster, Parent
 Fritz Schuman, Parent
 Ken Winton-Grey, Parent
 Stephen Langhorne, Parent

Appointed:

Milton Derry, Principal
 Raelyn Larmet, Vice Principal
 Kendra Rodych, Parent
 Michelle Rezanoff, Parent
 Sally Horrel, Parent

Roland Michener School**Elected:**

Michelle Nelson, Parent
 Tara John, Parent
 Wanda Riou, Parent
 Jeff Marshall, Parent
 Rhea Moat, Parent
 Joy Gransdahl, Parent

Appointed:

Jan Butler, Principal
 Debbie Hargreaves, Vice Principal
 Colleen Lyons, Allegro Montessori Representative

Silverspring School**Elected:**

Bonita Wong, Parent
 Steve Lipsit, Parent
 Barb Renaud, Parent
 Sally Cuell, Parent
 Tara Klassen, Parent
 Shannon Berko, Parent

Appointed:

Arlene Lazecki, Principal
 Heather Muirhead/Krista Sego, Vice Principal

Silverwood Heights School**Elected:**

Lori Bateman, Parent
 Pam Prosofsky, Parent
 Heather Thiessen, Parent
 Leslie Holfeld, Parent
 Rana Derksen, Parent
 Marj Petryshyn, Parent
 Wendy Thomas, Parent

Appointed:

Janet Sondresen, Principal
 Susan Pattison, Vice Principal
 Corey Nichol, Parent
 Deena Dekker, Parent

Sutherland School**Elected:**

Tammi Welch, Parent
 Dan Dodge, Parent
 Lisa Dodge, Parent
 Bill Hedin, Parent
 Jackie Eaton, Parent
 Jo-Anne Neher, Parent
 Laura Teed, Parent
 Shelley Arthur, Parent
 Jaelynne Cherwoniak, Parent
 Nancy Arabski, Community Member

Appointed:

Sheila Pocha, Principal
 Don Burgess, Vice Principal

Victoria School**Elected:**

Chris Thomson, Parent
 James Loken, Parent
 Kyla Earle, Parent
 Cecilia Rajanayagam, Parent
 Sharon Acoose, Parent

Appointed:

Harold Robertson, Principal
 Don McBean, Vice Principal

Vincent Massey Community School**Elected:**

Sandra Miner, Parent
 Janice Roper, Parent
 Kristine Helt, Parent
 Debbie Frost, Parent
 Rae Hiibner, Parent
 Karlynn Hooton, Parent

Appointed:

Lisa Fleming, Principal
 Debra Heinrichs, Vice Principal
 Dean Brooman, Community Coordinator

Westmount Community School**Elected:**

Miranda Lovett, Parent
 Karen Hagel, Parent
 Jessica Caron, Parent
 Sonia Sanchez, Parent

Appointed:

Genevieve Wood, Principal
 Shelly Fedrau, Community Coordinator
 Graeme Carey, Acting Vice Principal

Wildwood School**Elected:**

Joanne Hamlin, Parent
 Satwant Saini, Parent
 Megan Gustafson, Parent
 Leeann McTavish, Parent
 Nicole Baba, Parent
 Erin Mitchell, Parent
 Tom Kishchuk, Parent
 Pat Wallin, Parent
 Deanna Gordon, Parent

Appointed:

David Katzman, Principal
 Brian Gurney, Vice Principal

W.P. Bate Community School**Elected:**

Tanya Bergen, Parent
 Tom Duazo, Parent
 Malik Umar Draz, Community Member
 Carol Vandale, Parent
 Maureen Shadden, Parent
 Heather Balas, Parent
 Roxanne Scott, Parent

Appointed:

Trudy Capes, Principal
 Debbie Philipenko, Vice Principal
 Shannon Olfert, Community Coordinator
 Adrienne Antymiuk, Public Health Nurse
 Dana Barrant, Kids Club
 Myriam Ullah, Kids Club

Aden Bowman Collegiate**Elected:**

Sasha Libby, Parent
 Cindy Leier, Parent
 Shelley Phillipow, Parent
 Joanne Khan, Parent
 Charlene Farquhar, Parent

Appointed:

Brian Flaherty, Principal
 Brent Hills, Principal
 Teresa Styles, Teacher
 TBA, Student Representatives

Bedford Road Collegiate**Elected:**

Juanita Kitzul, Parent
 Nancy McGregor, Parent
 Randa Schikowsky, Parent
 Alexa Dakiniewich, Student
 Vivian Summers, Parent
 Pearl Esau, Parent
 Virginia Dakiniewich, Parent

Appointed:

Tom Sargeant, Principal
 Maureen Strawson, Community Coordinator

Centennial Collegiate**Elected:**

Ben Benson, Parent
 Bonny Stevenson, Parent
 Jan Andreae, Parent
 Tobey Jaman, Parent
 Donna Hurren, Parent
 Deb Johnson, Community Member
 Cheryl Klassen, Parent
 Russell Scott, Parent
 Deloise McKnight, Parent

Appointed:

Fay Elke, Principal
 Scott Farmer, Vice Principal
 Candace Elliott-Jensen, Teacher

Evan Hardy Collegiate**Elected:**

Annette Schaitel-Bertoia, Parent
 Eva Marie Lerat, Parent
 Gillian Thompson-Black, Parent
 Susan Hayton, Parent/Guardian
 Eric Asare, Parent
 Brigit Mangatal, Parent
 Yvonne Stevchuk, Parent

Appointed:

Doug Njaa, Principal
 TBA, Teacher
 TBA, Student

Marlon M. Graham Collegiate**Elected:**

Janice Uchaz-Hart, Parent
 Barb Robbins, Parent
 TBA
 TBA
 TBA

Appointed:

Scott Reid, Student
 James Reily, Student
 Cole Kirby, Principal
 Scott Ferguson, Vice Principal
 Verone Charington, Teacher
 Stacy Hanson, Teacher

Mount Royal Collegiate**Elected:**

Corinne Mazier, Community Member
 Karen Simonar, Parent
 Debbie Danikewich, Parent
 Leslie Newman, Community Member
 Steve Simonar, Parent

... Continued

Mount Royal Collegiate ... Continued**Appointed:**

Dean Newton, Principal
 Nina Henry, Community Coordinator
 TBA, Teacher Representative
 TBA, Student Representatives

Nutana Collegiate**Appointed:**

Dana McLeod, Teacher
 Ann MacLellan, Parent
 Pam Kokesch, Administrative Assistant
 Shirley Figley, Principal
 Shane Bradley, Vice Principal
 Renee Duddridge, Teacher
 Karen Hart, Health Nurse
 Kadane Headley, Community Member
 Phyllis Fowler, Community Coordinator
 Mike MacLellan, Student
 David O'Soup, Stay-in-School Coordinator

Tommy Douglas Collegiate**Appointed:**

Kerrie Anderson, Parent
 Dallas Ens, Parent
 Cammy Ginther, Parent
 Colleen Duek, Parent
 Glen Jones, Parent
 Val Mutter, Parent

Appointed:

Bob Bevan, Principal
 Paul Humbert, Assistant Principal
 Geri Stolar, Guidance Counselor
 Sandra Paulson, Guidance Counselor
 Ross Tait, Community Facilitator

Walter Murray Collegiate**Appointed:**

Ajay Dalai, Parent
 Debra Funk, Parent
 Denise Chauvin, Parent
 Lily Forseille, Parent
 Rowena Sylvester, Parent
 Sandeep Sidhu, Parent
 Sandra Northrup, Parent
 Sheila Cameron-Hopkins, Parent
 Tannis Schmidt, Parent
Appointed:
 Bruce Bradshaw, Principal
 Jasmin Thomas, Student
 Peter Bruce, Student
 Lois Keller, Teacher



MEETING DATE: NOVEMBER 17, 2009
TOPIC: HUMAN RESOURCES REPORT
JULY TO NOVEMBER, 2009

| 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 **Board Annual Work Plan 2009 – 2010** indicates that Administration will provide a semi-annual report on Human Resources.

The attached report provides information on the operations of the Human Resources Department during the period July to November, 2009.

CURRENT STATUS

Mr. Valentine addresses the following areas in this report:

- New Hires;
- Number of Aboriginal Employees;
- Active Full-Time Equivalent Employees by Category;
- Demographic: Age and Gender;
- Terminations: Voluntary;
- Terminations: Involuntary;
- Sick Leave;
- Types of Contracts, and
- Turnover Rate.

Trustees with specific questions are asked to contact Mr. Jaime Valentine, Superintendent of Human Resources, prior to the Board meeting.

PROS AND CONS

FINANCIAL IMPLICATIONS

| PREPARED BY | DATE | ATTACHMENTS |
|--|-------------------|---|
| Mr. Jaime Valentine Superintendent of Human Resources | November 12, 2009 | Human Resources Report July To November, 2009 |

RECOMMENDATION

**July 1 - November 2009
HUMAN RESOURCES REPORT**

| Category | TEACHERS | 8443 | SCEA | NT | TOTAL |
|---|---|---|--|--|---|
| New Hires <i>(brand new to our system)</i> FTE | 76.64 | 18.34 | 0 | 0 | 94.98 |
| Number of Aboriginal Employees Bodies | 102 | 36 | 2 | 4 | 144 |
| Active Full-Time Equivalent Employees by Category FTE <i>No leaves included</i> As of November 2, 2009 | Ele. 800.00 Sec. 474.78 Cent. 50.71 1325.49 | 757.94 | 14 | 68.5 | 2165.93 |
| Demographic: Age and Gender Bodies | Female 1039 Male 466 20-29 = 204 30-39 = 432 40-49 = 413 50-59 = 425 60-69 = 29 | Female 646 Male 242 20-29 = 82 30-39 = 194 40-49 = 288 50-59 = 278 60-69 = 46 | Female 12 Male 2 20-29 = 0 30-39 = 1 40-49 = 8 50-59 = 3 60-69 = 2 | Female 47 Male 24 20-29 = 9 30-39 = 18 40-49 = 17 50-59 = 22 60-69 = 5 | Female 1744 Male 734 20-29 = 295 30-39 = 645 40-49 = 726 50-59 = 728 60-69 = 82 |
| Terminations: Voluntary <i>(Resignation, Retirement, Superannuation)</i> Bodies | 4 | 16 | 0 | 0 | 20 |
| Terminations: Involuntary <i>(Terminated, Deceased, Temp Contract Complete)</i> Bodies | 1 | 7 | 0 | 0 | 8 |
| Sick Leave SLWS and SWOS FTE As of November 2, 2009 | SLWS 26.9 SWOS 66.96 | SLWS 6.62 SWOS 7.26 | SLWS 0 SWOS 0 | SLWS 0.5 SWOS 0 | SLWS 34.02 SWOS 74.22 |
| Types of Contracts FTE <i>As of November 2, 2009</i> <i>No Leaves Included</i> | Reg 1173.78 Repl 32.42 Temp 51.83 Term 20.37 RegT 10.20 (5) | Reg 677.83 Repl 0 Temp 42.55 Term 0 RegT 35.13 (18) | Reg 14.00 Repl 0 Temp 0 Term 0 RegT 0 | Reg 57.50 Repl 0 Temp 9.0 Term 0 RegT 0 | Reg 1923.11 Repl 32.42 Temp 103.38 Term 20.37 RegT 45.33 |
| Turnover Rate: # of terminations x 3 total employee population in that category <i>(does not include TCC's)</i> | 0.9% | 7.1% | -- | -- | -- |

FTE – Full Time Equivalent
 SLWS – Sick Leave With Salary
 SWOS – Sick Leave Without Salary
 TCC – Temporary Contract Complete

Reg – Regular Contract
 Repl – Replacement Contract
 Temp – Temporary Contract
 Term – Term Position/Regular Contract

RegT – Regular Contract employee in Temporary/Acting position



MEETING DATE: NOVEMBER 17, 2009

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

| 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 October 31, 2009. | Pages 1 – 4 |
| 2. | Consolidated financial statements to October 31, 2009. | 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 October 31, 2009 | 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 | November 12, 2009 | Financial Results Attachment |

RECOMMENDATION

MEMORANDUM

DATE: November 6, 2009

TO: Trustees
Administrative Council

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

SUBJECT: CONSOLIDATED FINANCIAL RESULTS TO OCTOBER 31, 2009

For the period September 1 to October 31, 2009, the majority of consolidated revenues and expenditures are on budget. The beginning fund balances for 2009-10 are budgeted amounts and the actual amounts will be available after the 2008-09 audit has been completed. The following is an explanation for several of the revenues and expenditures:

1. Revenues

a) Total Revenue

Total consolidated revenue to date is \$34,732,199 which is 16.9% of budget. This is 0.3% more than the two months ending October 31, 2008 (prior year) actual results. The total operating revenues to October 31, 2009 of \$33.1 million or 17.3% is 0.6% more than the prior year.

b) Property Taxes

\$15.1 million or 17.9% of property tax has been recognized (which is 1.8% more than the prior year). The property taxes for 2009 are based on the most current preliminary property tax information received from the City of Saskatoon.

c) Provincial Grants

\$16.8 million or 15.2% (1.7% less than the prior year) of consolidated grants have been reported. For the two months ending October 31, 2009, \$15.2 million or 15.8% (prior year–19.1%) of the Operating Fund provincial grant revenue has been recognized. In 2009-10, the provincial grants are recognized over a twelve month period and in 2008-09, the September and October grants were recognized over a ten month period. At the direction of the Ministry of Education and in accordance with the guidelines of the Public Sector Accounting Board, this change started in April 2009.

d) Tuition and Related Fees

\$202,994 or 19.4% (4.8% more than the prior year) of tuition and related fee revenue is estimated at October 31, 2009. This is an estimate based on the budgeted revenues for the tuition fees from other school divisions and the Federal government. The actual tuition revenue to date for the International Student Program is higher in 2009-10 than 2008-09.

- e) Complementary Services
Complementary services revenues recognized at October 31, 2009 totaled \$15,960. In 2008-09, complementary services revenue includes Pre-Kindergarten funding. The revenue for the Pre-Kindergarten program was recognized as the expenses for the program are recognized. In 2009-10, the Ministry of Education did not provide conditional funding for the Pre-Kindergarten programs. The funding is included with the provincial grants. The revenue recognized to date in 2009-10 is for a Youth in Custody grant that was not expected when the budget was developed.

- f) External Services
\$637,034 or 23.0% (3.8% more 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. In 2009-10, there is more revenue reported for the secretarial course at Walter Murray Collegiate. There are three more students enrolled in the program in 2009-10 and the 2009-10 budget for the program is also lower than 2008-09.

- g) School-Based
\$1.7 million or 31.7% (12.1% more than the prior year) of school-based revenue has been recorded. School-based revenue includes student fees and grants at the school level. This reflects that for the 2009-10 fiscal year all schools were reported on system software in a more timely basis compared to 2008-09. Overall, the total amount of student fees collected has been reduced. As required by the Ministry of Education, 2008-09 was the first year that school-based revenues and expenses were reported in the financial statements. By the end of 2008-09, all schools had their school-based information reported using the centralized accounting software.

- h) Other
\$232,649 or 18.2% (0.1% 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.

2. Expenditures

- a) Total Expenditures
Total expenditures to date are \$34,962,959 which is 16.9% of the budget (0.4% more than the prior year). The total Operating Fund expenditures are 17.7% of the Operating Fund budget at October 31, 2009 (15.4% at October 31, 2008).

- b) Governance
Governance expenses for the two months ending October 31, 2009 total \$201,871 or 22.5% of budget and are 12.3% more than the prior year. The 2009-10 Budget includes \$150,000 for the civic elections. The elections took place in October so the

estimated cost of the elections has been accrued in the financial statements for 2009-10. There were no election costs in 2008-09.

- c) Administration
Administration expenses for the two months ending October 31, 2009 total \$528,084 or 15.3% of budget and are 0.2% less than the prior year. The timing of a few expenditures in this category varied compared to the prior year.
- d) Instruction
Instruction expenses total \$26.3 million or 18.1% of the budget for the two months ending October 31, 2009 which is 0.1% less than prior year. In the Operating Fund, the instruction expenses are 18.5% spent at October 31, 2009 (the same as the prior year).
- e) Plant
Plant expenses totaling \$4.7 million or 11.5% of the consolidated budget has been incurred (compared to \$4.0 million or 10.3% in the prior year). For the two months ending October 31, 2009, \$2.4 million or 10.8% (3.4% less than the prior year) of the plant expenses in the operating budget had been spent.

For the same period of time, there were \$2.2 million (12.4%) in capital expenditures to report. At October 31, 2008, \$1.0 million (5.7%) of the plant expenses in the capital budget had been spent.

- f) School-based
School-based expenses totaled \$869,530 or 15.8% of the budget for the two months ending October 31, 2009 (7.3% in the prior year). As required by the Ministry of Education, 2008-09 was 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 \$824,929 or 20.0% at October 31, 2009 (and 20.0% in 2008).

h) Tuition and Related Fees

Tuition and related fees totaling \$241,258 or 85.9% of the consolidated budget have been incurred (compared to 80.0% in the prior year). Tuition and related fees include home-based education costs and tuition fees paid to other school divisions. In past years, the home-based students had been steadily increasing; therefore, the 2008-09 Budget included an increase in the home-based education payments. This caused the 2008-09 actual home-based costs to be less than budgeted. In 2009-10, the Budget is more accurate.

i) Complementary Services

\$554,591 or 25.1% (the same percentage as the prior year) of the budget for complementary services has been spent at the end of October 2009.

j) External Services

In 2009-10, \$552,414 or 21.0% (0.1% less than the prior year) of the budget for external services has been spent. External services include expenses related to the associate school and cafeterias.

k) Interest/Allowances

In 2009-10, \$240,130 or 16.4% of the budget for interest/allowances has been spent. This is 0.4% less 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 2009-10) will be reported as the money is spent in the Operating Fund.

SASKATOON PUBLIC SCHOOLS
Consolidated Statement of Financial Activities
For the Two Month Period Ended October 31, 2009

| | 2009-10 | | 2008-09 | |
|--|----------------------|-----------------------------------|----------------------|-----------------------------------|
| | Consolidated Actual | Percentage of Consolidated Budget | Consolidated Actual | Percentage of Consolidated Budget |
| <u>Revenues</u> | | | | |
| Property taxes | \$ 15,059,753 | 17.9% | \$ 16,691,941 | 16.1% |
| Provincial grants | 16,838,364 | 15.2% | 12,303,336 | 16.9% |
| Tuition and related fees | 202,994 | 19.4% | 136,940 | 14.6% |
| Complementary services | 15,960 | | 235,844 | 21.7% |
| External services | 637,034 | 23.0% | 407,624 | 19.2% |
| School-based | 1,745,445 | 31.7% | 1,076,753 | 19.6% |
| Other | 232,649 | 18.2% | 249,031 | 18.3% |
| Total Revenues | 34,732,199 | 16.9% | 31,101,469 | 16.6% |
| <u>Expenditures</u> | | | | |
| Governance | 201,871 | 22.5% | 76,034 | 10.2% |
| Administration | 528,084 | 15.3% | 507,854 | 15.5% |
| Instruction | 26,271,840 | 18.1% | 24,252,199 | 18.2% |
| Plant | 4,678,312 | 11.5% | 3,970,084 | 10.3% |
| School-based | 869,530 | 15.8% | 401,825 | 7.3% |
| Transportation | 824,929 | 20.0% | 854,050 | 20.0% |
| Tuition and related fees | 241,258 | 85.9% | 235,873 | 80.0% |
| Complementary services | 554,591 | 25.1% | 507,543 | 25.1% |
| External services | 552,414 | 21.0% | 437,253 | 21.1% |
| Interest/allowances | 240,130 | 16.4% | 278,476 | 16.8% |
| Total Expenditures | 34,962,959 | 16.9% | 31,521,192 | 16.5% |
| Excess (deficiency) of revenues over expenditures before interfund transfers | (230,760) | | (419,723) | |
| Interfund transfers from (to): | | | | |
| For capital expenditures | | | | |
| For debt repayment | | | | |
| For reserves | | | | |
| Total interfund transfers | | | | |
| Excess (deficiency) of revenues over expenditures after interfund transfers | (230,760) | | (419,723) | |
| Long-term debt issued | - | | - | 0.0% |
| Long-term debt repaid | (634,986) | | (609,064) | 13.1% |
| Surplus/(deficit) for the year | (865,747) | | (1,028,787) | |
| Fund balance, beginning of year | 14,520,399 | | 20,969,390 | |
| Fund balance, end of year | \$ 13,654,652 | | \$ 19,940,603 | |

SASKATOON PUBLIC SCHOOLS
Consolidated Statement of Financial Activities and Fund Balances
For the Two Month Period Ended October 31, 2009

| | Operating Fund Actual | Capital Fund Actual | 2009-10 Reserve Fund Actual | Consolidated Actual | Consolidated Budget |
|--|--------------------------|------------------------|-----------------------------------|------------------------|------------------------|
| Revenues | | | | | |
| Property taxes | \$ 15,059,753 | | | \$ 15,059,753 | \$ 84,145,000 |
| Provincial grants | 15,191,322 | 1,647,042 | | 16,838,364 | 110,955,510 |
| Tuition and related fees | 202,994 | | | 202,994 | 1,045,000 |
| Complementary services | 15,960 | | | 15,960 | - |
| External services | 637,034 | | | 637,034 | 2,775,000 |
| School-based | 1,745,445 | | | 1,745,445 | 5,500,000 |
| Other | 207,649 | | 25,000 | 232,649 | 1,277,200 |
| Total Revenues | 33,060,157 | 1,647,042 | 25,000 | 34,732,199 | 205,697,710 |
| Expenditures | | | | | |
| Governance | 201,871 | | | 201,871 | 898,947 |
| Administration | 528,084 | | | 528,084 | 3,458,940 |
| Instruction | 26,041,017 | 230,823 | | 26,271,840 | 145,027,451 |
| Plant | 2,437,366 | 2,240,946 | | 4,678,312 | 40,711,402 |
| School-based | 869,530 | | | 869,530 | 5,500,000 |
| Transportation | 824,929 | | | 824,929 | 4,124,645 |
| Tuition and related fees | 241,258 | | | 241,258 | 281,000 |
| Complementary services | 554,591 | | | 554,591 | 2,210,493 |
| External services | 552,414 | | | 552,414 | 2,636,817 |
| Interest/allowances | - | 240,130 | | 240,130 | 1,464,015 |
| Total Expenditures | 32,251,060 | 2,711,899 | - | 34,962,959 | 206,313,710 |
| Excess (deficiency) of revenues over expenditures before interfund transfers | 809,097 | (1,064,857) | 25,000 | (230,760) | (616,000) |
| Interfund transfers from (to): | | | | | |
| For capital expenditures | (3,675,606) | 3,675,606 | | - | - |
| For debt repayment | (6,774,000) | 6,774,000 | | - | - |
| For reserves | (124,000) | - | 124,000 | - | - |
| Total interfund transfers | (10,573,606) | 10,449,606 | 124,000 | - | - |
| Excess (deficiency) of revenues over expenditures after interfund transfers | (9,764,509) | 9,384,749 | 149,000 | (230,760) | (616,000) |
| Long-term debt issued | - | | - | - | 4,193,000 |
| Long-term debt repaid | - | (634,986) | | (634,986) | (5,043,000) |
| Surplus/(deficit) for the year | (9,764,509) | 8,749,762 | 149,000 | (865,747) | (1,466,000) |
| Fund balance, beginning of year | 6,297,399 | - | 8,223,000 | 14,520,399 | 13,997,399 |
| Fund balance, end of year | \$ (3,467,110) | \$ 8,749,762 | \$ 8,372,000 | \$ 13,654,652 | \$ 12,531,399 |

**Saskatoon Public Schools
 Reserves
 As at October 31, 2009**

Note: The August 31, 2009 balances are estimates. The year end audit for 2008-09 was not complete at the date this report were prepared.

Revenue Fund Reserves

Civic Elections

| | | |
|--|-----------|--------|
| Balance, August 31, 2009 | 168,861 | |
| Add: 2009-10 budget allocation | - | |
| Deduct: Trsf from reserves into operations | (120,000) | |
| Balance, October 31, 2009 | 48,861 | 48,861 |

Equipment Replacement Sch Services

| | | |
|--------------------------------|--------|--------|
| Balance, August 31, 2009 | 13,148 | |
| Add: 2009-10 budget allocation | 15,000 | |
| Deduct: | | |
| 2009-10 expenses | - | |
| Balance, October 31, 2009 | 28,148 | 28,148 |

Replacement of Driver Education Simulators

| | | |
|---|---|---|
| Balance, August 31, 2009 | - | |
| Add: 2009-10 budget allocation | - | |
| Deduct: 2009-10 purchases from reserve acct | - | |
| Balance, October 31, 2009 | - | - |

Tax Appeals

| | | |
|---|---------|---------|
| Balance, August 31, 2009 | 560,000 | |
| Add: no activity included in budget 2009-10 | - | |
| Balance, October 31, 2009 | 560,000 | 560,000 |

General

| | | |
|---|---------|---------|
| Balance, August 31, 2009 | 104,253 | |
| Add: 2009-10 budget allocation | 9,000 | |
| Trustee edn allowances | - | |
| Deduct: trustee edn allowances expenditures | - | |
| Balance, October 31, 2009 | 113,253 | 113,253 |

Facility Rental Reserve

| | | |
|---|---------|---------|
| Balance, August 31, 2009 | 141,953 | |
| Add: 2009-10 budget allocation | 125,000 | |
| Deduct: Trsf to operations - budget 2009-10 | - | |
| Balance, October 31, 2009 | 266,953 | 266,953 |

Textbook Reserve

| | | |
|--------------------------------|---|---|
| Balance, August 31, 2009 | - | |
| Add: 2009-10 budget allocation | - | |
| Deduct: expenditures | - | |
| Balance, October 31, 2009 | - | - |

System Application Reserve

| | | |
|--------------------------------|---------|---------|
| Balance, August 31, 2009 | 90,000 | |
| Add: 2009-10 budget allocation | 75,000 | |
| Deduct: expenditures | - | |
| Balance, October 31, 2009 | 165,000 | 165,000 |

Memo to Trustees & Administrative Council
 November 6, 2009
 Consolidated Financial Results to October 31, 2009

**Saskatoon Public Schools
 Reserves
 As at October 31, 2009**

| | | |
|--|------------------|------------------|
| <i>Trustee Education Allowance</i> | | |
| Balance, August 31, 2009 | 52,000 | |
| Add: 2009-10 budget allocation | - | |
| Deduct: expenditures | - | |
| Balance, October 31, 2009 | <u>52,000</u> | 52,000 |
| <i>Reserve for August Salary Accrual</i> | | |
| Balance, August 31, 2009 | - | |
| Add: 2009-10 budget allocation | - | |
| Deduct: expenditures | - | |
| Balance, October 31, 2009 | <u>-</u> | - |
| <i>School Community Council Carryforwards</i> | | |
| Balance, August 31, 2009 | 101,408 | |
| Add: 2009-10 budget allocation | - | |
| Deduct: expenditures | - | |
| Balance, October 31, 2009 | <u>101,408</u> | 101,408 |
| <i>Secondary Security Camera</i> | | |
| Balance, August 31, 2009 | - | |
| Add: 2009-10 budget allocation | 20,000 | |
| Deduct: expenditures | - | |
| Balance, October 31, 2009 | <u>20,000</u> | 20,000 |
| <i>School-Based Funds</i> | | |
| Balance, August 31, 2009 | 2,205,419 | |
| Add: 2009-10 budget allocation | - | |
| Deduct: expenditures | - | |
| Balance, October 31, 2009 | <u>2,205,419</u> | 2,205,419 |
| <i>School Carry Forwards</i> | | |
| Balance, August 31, 2009 | 641,961 | |
| Add: 2008-09 operating surpluses(deficits) | - | |
| Deduct: purchases throughout the year | - | |
| Balance, October 31, 2009 | <u>641,961</u> | 641,961 |
| Balance, October 31, 2009 | | <u>4,203,003</u> |
| <u>Contingency Fund Reserve</u> | | |
| Balance, August 31, 2009 | 4,131,734 | |
| Add: | | |
| Interest Allocation - budget | 25,000 | |
| Deduct: | | |
| | - | |
| Balance, October 31, 2009 | <u>4,156,734</u> | 4,156,734 |
| <u>Capital Fund Reserve</u> | | |
| Externally Restricted: | | |
| Balance, August 31, 2009 | 12,263 | |
| Add: Interest income | - | |
| Balance, October 31, 2009 | <u>12,263</u> | 12,263 |
| Reserve Fund - Grand Total October 31, 2009 | | <u>8,372,000</u> |

**Saskatoon Public Schools
 Capital Expenditures
 As at October 31, 2009**

| Facility | Project Description | Total Available in 2009-10 | Expenditures to October 31, 2009 | Percent Expended to October 31, 2009 |
|---|------------------------------------|-------------------------------|--|---|
| PROJECTS FROM PRIOR YEARS | | | | |
| | Day Cares | 205,243 | 76,214 | 37.1% |
| | Energy Smart Program | 1,289,566 | 43,137 | 3.3% |
| | Program Priorities | 602,043 | - | - |
| Tommy Douglas Collegiate | New Collegiate | 368,140 | 13,728 | 3.7% |
| Mount Royal Collegiate | Saskatoon Trades and Skills Centre | 10,516,293 | 1,240,654 | 11.8% |
| Various | Other Projects | 581,704 | 68,052 | 11.7% |
| NEW PROJECTS IN 2009-10 BUDGET | | | | |
| Centennial Collegiate & WP Bate School | Portables | 418,168 | 31,536 | 7.5% |
| Nutana Collegiate | Renovations | 4,061,149 | 679,241 | 16.7% |
| Mount Royal | Additional Renovations | 799,000 | - | - |
| Various | Other Projects | 465,635 | 93,772 | 20.1% |
| TOTALS - FACILITIES DEPARTMENT | | 19,306,941 | 2,246,334 | 11.6% |
| TOTALS - OTHER DEPARTMENTS | | 4,669,383 | 225,435 | 4.8% |
| | | 23,976,324 | 2,471,769 | 10.3% |