

Board Of Education
Saskatoon School Division No. 13

M e e t i n g
O f T h e
SASKATOON BOARD OF EDUCATION

TUESDAY, NOVEMBER 18, 2008

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:**
October 21, 2008 (Unapproved)
- 6. DELEGATIONS:**
- 7. EXTERNAL REPORTS / PRESENTATIONS:**
 - (a) Celebrating Excellence**
 - Destination Conservation**
- 8. BUSINESS ARISING FROM THE MINUTES:**
- 9. UNFINISHED BUSINESS:**
 - (a) Items Arising From The Committee Of The Whole**

10. **CORRESPONDENCE:**
 - (a) **Individual Item**

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

12. **NEW BUSINESS:**
Decision
 - (a) **B-1's For Roofing Replacement Projects**
 - (b) **Fiscal Leadership Report 2007 - 2008**
 - (c) **Saskatchewan School Boards Association
2008 Annual General Meeting Voting Delegates**
 - (d) **New Prototype Elementary School Design**

13. **REPORTS FROM ADMINISTRATIVE STAFF:**
Information
 - (a) **Assessment In Saskatoon Public Schools**
 - (b) **Literacy For Life Update**
 - (c) **Collegiate Renewal Update**
 - (d) **Strategic Planning Update**
 - (e) **Human Resources Report**
 - (f) **Financial Results For The Period
September 1, 2008 To October 31, 2008**

14. **NOTICES OF MOTION:**

15. **QUESTIONS BY TRUSTEES:**

16. **QUESTIONS FROM THE PUBLIC:**

Next Regular Meeting

**At the call of the Chair or
Tuesday, December 9, 2008
7:00 p.m.**

UNAPPROVED

MINUTES OF A MEETING: of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, October 21, 2008 at 3:00 p.m.

October 21, 2008

MEMBERS PRESENT: Mr. Robin Bellamy, Mr. Tad Cherkewich, Mr. Dan Danielson, Ms. Kelly Kozak, Mr. Ray Morrison, Ms. Gerri Siemens, Mr. Darrell Utley, Mrs. Shannon Underwood, Mr. Kevin Waugh

Ms. Kozak joined the meeting at 3:25 p.m.

Ms. Kozak moved that the Board adjourn to the call of the Chair or the Regular Board Meeting of Tuesday, October 21, 2008, immediately following the Annual Meeting of Electors.

CARRIED (9)

The meeting adjourned at 6:05 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, October 21, 2008 at 7:15 p.m., immediately following the Annual General Meeting of Electors. October 21, 2008

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

Agenda: Mr. Danielson moved the agenda with the following amendments: Agenda

- Move agenda item #13a) Reports from Administrative Staff – Literacy for Life Update to follow agenda item #7a) External Reports/Presentations – Celebrating Excellence
- Add agenda item #13g) Reports from Administrative Staff – Enrolment Monitoring Report

The agenda, as amended was:

CARRIED (9)

Minutes: Mr. Bellamy moved approval of the minutes of the Committee of the Whole Meeting and Regular Board meeting of September 23, 2008. Minutes

CARRIED (9)

Celebrating Excellence – Settlement Support Workers In Schools
ESL/English As An Additional Language: Mr. George Rathwell, Director of Education, introduced Mr. Barry MacDougall, Superintendent of Education, who gave background information on the Settlement Support Workers (SSWIS) program and partnership between the Saskatoon Open Door Society, Citizenship and Immigration, and Saskatoon Public and Separate school divisions. Maryam Karimi, Settlement Support Worker at Mount Royal Collegiate; Shauna Tilbury, ESL/EAL teacher from Mount Royal Collegiate; and Zahra Reza, ESL/ELAL student from Mount Royal Collegiate shared their work and experiences. Celebrating Excellence-Settlement Support Workers In Schools ESL/English As An Additional Language

Mr. Utley joined the meeting at 7:45 p.m.

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

- Literacy For Life Update – Mrs. Avon Whittles, Deputy Director of Education, introduced Dr. Emily Calhoun, External Consultant and members of the Literacy For Life Strategy Team Ms. Kim Newlove, Superintendent of Education and Mrs. Lori Kindrachuk Literacy for Life Facilitator. Members of this team updated the Board on the Literacy for Life Strategic Initiative

C.U.P.E. Local 8443 Tentative Agreement: Mrs. Underwood moved that the Board ratify the negotiated agreement with C.U.P.E. Local 8443. C.U.P.E. Local 8443 Tentative Agreement

CARRIED (10)

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

CARRIED (10)

correspondence as listed.

Correspondence: Mr. Cherkewich moved that the Board receive the

Correspondence

- a) Correspondence To And From The Honourable Don Morgan, Minister Of Justice And Attorney General
Re: Solvency Deficiency Of The Pension Plan For The Non-Teaching Employees Of The Saskatoon Board Of Education
- b) Correspondence From Sharon Jordens, President, Saskatchewan Association Of Speech Language Pathologists And Audiologists,
Re: Review Of Code
- c) Correspondence From And To Marion Ghiglione, President, Greater Saskatoon Chamber Of Commerce
Re: Invitation To Meet

CARRIED (10)

Reports of Committees And Trustees:

- Trustee Waugh reported on his attendance at the Walter Murray Collegiate academic awards on October 21st.
- Trustee Danielson reported on his attendance at a curriculum development meeting with stakeholders which highlighted upcoming changes to the provincial curricula.
- Trustee Utley reported on his attendance at the Evan Hardy Collegiate academic awards on October 21st and his visit to the International Student Program at Evan Hardy Collegiate.
- Board Chair Morrison reported on his attendance at the Public Learning Alliance meeting with Director Rathwell and members of Regina Public Schools. He also reported on his attendance at the FSIN educational conference announcement, the meeting with the Chief and Council of Whitecap Dakota First Nations and Sutherland School assembly with the Haitian dance troop performing.

Reports Of
Committees
And
Trustees

Resolution For The 2008 Saskatchewan School Boards Association Annual General Meeting: Mr. Waugh moved the following resolution "That the term of President of the Saskatchewan School Boards Association be extended to a two-year term" and submit it, along with the rationale, to the Resolutions and Policy Development Committee for consideration at the Saskatchewan School Boards Association 2008 Annual General Meeting to be held November 30th, December 1st and December 2nd.

Resolution
For The
2008
Saskatchewan
School
Boards
Association

CARRIED (10)

Premier's Board Of Education Award For Innovation And Excellence In Education: Mr. Morrison moved that the Board nominate the Science and Technology Academy at Centennial Collegiate for the Premier's Board of Education Award for Innovation and Excellence in Education.

Premier's
Board Of
Education
Award For
Innovation
And Excellence
In Education

CARRIED (10)

Conditional Award Of Tenders For Daycare Projects at Lester B. Pearson, Fairhaven And Howard Coad Schools: Mrs. Underwood moved the following motions:

- 1) That the Board approve the Fairhaven School Daycare Project conditional upon meeting the proposed budget.
- 2) That the Board approve the Lester B. Pearson Daycare Project conditional upon the ability of the capital funding partners to raise the shortfall in funding and upon meeting the proposed budget.

Conditional Award Of Tenders For Daycare Projects At Lester B. Pearson, Fairhaven And Howard Coad Schools

CARRIED (10)

on the following issues:

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

- Collegiate Renewal Update
- Facilities Update
- School Community Councils Update
- Financial Results For The Period September 1, 2008 To September 30, 2008
- Response To Trustee Danielson's Question Regarding Mount Royal Collegiate Renovations
- Enrolment Monitoring Report

Reports From Administrative Staff

Mr. Bellamy moved that the Board adjourn to the call of the Chair or the Committee of the Whole Board Meeting of Tuesday, November 18, 2008 at 3:00 p.m.

CARRIED (10)

The meeting adjourned at 8:35 p.m.

Secretary of the School Division

Board Chair



MEETING DATE: NOVEMBER 18, 2008
TOPIC: CELEBRATING EXCELLENCE
 DESTINATION CONSERVATION

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.

Destination Conservation Saskatchewan (DCS) is a student-driven activity and inquiry-based environmental program. The program is designed to teach students how to evaluate energy and water use, and to implement ways to decrease consumption and waste production at school. Students audit and display data on their school’s present energy, water consumption and production of wastes. The student leadership team then works to change the consumption habits by setting school-specific goals related to these areas.

The program supports provincial curriculum goals and is rich in resources. DCS facilitators work with teachers and students two or three times a year through half-day sessions. At these workshops, students are trained to track the effectiveness of their energy conservation measures. Additional resources include teacher manuals, Internet resources, displays and access to a lending library. Building operators and parents are invited to be a part of the school conservation team.

Destination Conservation is one component of the Energy Smart Program initiated last year. While Destination Conservation seeks to change behaviours of staff and students toward conserving energy, water and waste, Johnson Controls has been contracted to retrofit our schools to reduce energy and water use. The combination of the change in the facilities and the change in behaviour will greatly benefit our students, our schools, and our environment.

Pat Jamison, Coordinator: Curriculum and Instruction, and Ryan Brimacombe, Consultant: Instruction, will provide a brief overview of the Destination Conservation Saskatchewan program. Angie Bugg, Energy Conservation Projects Coordinator, will also be introduced. Lois Wakeman, Lead Teacher for the Destination Conservation Saskatchewan program at Victoria School, and her DSC students will discuss the positive impact the program has had on their school.

PREPARED BY	DATE	ATTACHMENTS
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Ms Patricia Prowse
 Superintendent of Education

November 12, 2008



MEETING DATE: NOVEMBER 18, 2008

TOPIC: CORRESPONDENCE

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input checked="" type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input 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

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

- (a) Correspondence From Simone Gareau, Executive Director, French Education Branch, Ministry Of Education, Re French Second Language Education Week

PREPARED BY	DATE	ATTACHMENTS
Mr. George Rathwell Director of Education	November 12, 2008	Correspondence Document

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motion:

That the Board receive the correspondence as listed.

Saskatchewan Memorandum



Ministry of
Education

From: Simone Gareau
Executive Director
French Education Branch

Date: October 30, 2008

Phone: 787-5632

Fax: 787-3164

To: Directors of Education – Central Region
French Immersion, Core French & Intensive French
School Administrators – Central Region

RE: FRENCH SECOND LANGUAGE EDUCATION WEEK

The week of February 2 – 6, 2009 has been declared *French Second Language Education Week*. In order to recognize the contributions of school divisions and their schools, teachers and school administrators, parents and partners in French education in Saskatchewan, the French Education Branch (FEB) is sponsoring a student poster contest.

The theme for the week is:

Let's Connect in French!
Branchons-nous... en français!

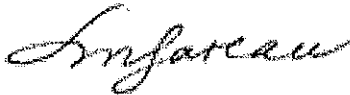
The French Education Branch invites all schools in the Central Region who have a French Immersion, Core French or Intensive French program to participate in this poster design contest. **Each participating classroom is asked to submit one winning poster**. The Ministry of Education's selection committee will choose a poster as the one officially recognizing *French Second Language Education Week*.

The following guidelines should be used in the poster design:

- Size : 11 x 17 inches
- Color : full color
- **Design:** The design should depict the student's interpretation of the theme. The poster should not include the printed components such as the date, theme, partners, name of student and school. These details will be superimposed by the printers. Please note that the Ministry of Education reserves the right to alter the student's drawing for printing purposes.
- Please provide student's name and grade, and the name of the teacher and the school on a separate paper.

- **Prize:** The prize for the winning poster will be a framed poster and \$100 for the student, and a framed poster for the school.
- **Timelines:** Deadline for submission of posters to the Ministry of Education is **December 5, 2008**. Please send your submission to the French Education Branch, 1st floor, 2220 College Avenue REGINA SK S4P 4V9.
- If you have any questions or require further details, please contact Nicole Rioux at 787-9258.

We look forward to receiving your posters in recognition of *French Second Language Education Week*.



Simone Gareau
Executive Director
French Education Branch

cc: Education Stakeholders / Partners



MEETING DATE: NOVEMBER 18, 2008

TOPIC: FISCAL LEADERSHIP REPORT 2007 - 2008

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

BACKGROUND

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, 2008	Fiscal Leadership Report Background

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motion:

That the Board approve the Fiscal Leadership Report 2007 - 2008 be included as part of the evidence of the quality indicators for the Director's annual evaluation.



FISCAL LEADERSHIP REPORT 2007-2008

Revenue

1. The Okicīyapi Partnership agreement has been extended by the Ministry of Education. This extension has resulted in \$229,000 in joint revenue for the Saskatoon Tribal Council, Central Urban Métis Federation Inc., and Saskatoon Public Schools. \$155,000 is committed to Nēhiyāwiwin Cree Language and Culture Program, initiatives that support the development of culturally responsive classrooms and schools and the development of a Literacy Assessment Alliance. An additional \$74,000 is targeted for the following projects: Brighter Futures: Shared Governance Project Whitecap Dakota First Nation (\$50,000) and Tommy Douglas Collegiate First Nations and Métis Initiatives (\$24,000).
2. The Online Learning Centre is currently offering 23 different online courses this year. We currently have 622 student registrations for these classes and should be over 800 student registrations by the time we begin semester II. (This compares to 700 student registrations last year.) Of the 622 student registrations we currently have, 426 are Saskatoon Public students who have their learning needs met with this type of instructional delivery. The remaining 196 of these are revenue generation registrations either through tuitions or provincial student grant recognition we would not have normally received. This generates approximately \$160,000 in revenues so far this year. The recent announcement on the closure of the provincial Correspondence School means that we may expect this type of growth in student interest and revenue generation over the next few years.

Managing Expenditures

1. The Textbook Centre was able to send 1,400 secondary textbooks to a bindery this past year to be rebound (1 rebound book costs \$10 for a total cost of \$14,000). Not only does this extend the life of these books by three-five years but is also a saving to Saskatoon Public Schools because to buy these books brand new would cost up to 15 times more (i.e. to purchase new is \$210,000).
2. The studio cameras in Audio Visual (A/V) Services used for Telemedia, Driver Education distance education and many A/V productions throughout the school year were approximately 25 years old. These cameras frequently broke down and needed to be replaced. A/V Services staff did research on A/V equipment vendors throughout North America and found a supplier in New York that specializes in selling good quality used studio equipment that has been acquired from studios such as NBC, CBS and ABC. A/V Services purchased three quality used studio cameras that are four years old for a fraction of what new cameras would cost. These cameras were purchased within the existing A/V Services budget (No budget

increase was necessary). Three new studio cameras were quoted to cost \$120,000, A/V Services was able to purchase used cameras for \$18,000.

3. By tendering for capital projects outside of peak building season to take advantage of lower costs and by using, flexible contract language regarding the start and end dates for construction, the Board has realized savings of about \$300,000 to \$400,000 for the School Division. This is based on pre-tender estimates by the Board's cost consultant. The School Division has regularly managed to attract multiple bids from small and medium-sized contractors during this period, when many other organizations have received single or no bids.
4. The use of tenders has saved Saskatoon Public Schools approximately \$425,000 in expenditures over the course of the last fiscal year. This figure was determined by taking the successful tender and comparing it to the next lowest tender.
5. The use of purchasing cards has improved internal processing efficiencies. In 2006-07 the number of business transactions using purchasing cards was 11,725. The number has grown in 2007-08 to 19,227.

Wise Investments

1. Our fourth 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 Grade Three student Gray Oral Reading Test (GORT) scores indicate that, on average our students achieved 4.8 Grade Level Equivalency (the norm is 3.7). Our approximately 800 *Read to Succeed* students continue to show an average growth in reading comprehension of 1.1 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 first year of the Board's priority *Collegiate Renewal* resulted in an increased understanding of our students' level of engagement (competency, belonging, relevancy and potency). 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 way 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 2007-2008, Saskatoon Public Schools implemented Full Day, Literacy Enhanced Kindergarten in 9 of its elementary schools. The 2007-2008 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' social skills and physical development improved significantly. This is based on monitoring and measuring the impact of this type of program for the last three years.
4. We implemented new special education delivery models in 11 schools, 10 elementary and one secondary, for students identified as meeting criteria for Intensive Support funding.
5. The new "Intermediate Autism Program" at Prince Philip School was developed to support students 10-14 years diagnosed as having autism and needing intensive intervention.
6. Procedures were established for supporting students with special learning needs with technological aids, including purchase criteria, assignment of equipment and ongoing support and training for use of specialized equipment.
7. The replacement value of buildings in November 2008 is estimated to be \$925,220,000. The deferred maintenance backlog is estimated to be \$184,080,000. This results in a facility condition index (FCI) of 0.223, which is an improvement of the FCI rating of 0.230 achieved in 2007. There was a significant amount of renovation and repair work undertaken in 2007-2008.
8. The Partnership Agreement with the City of Saskatoon, Ministry of Education, Greater Saskatoon Catholic Schools and Saskatoon Public Schools is becoming operationalized for the Blairmore Park Complex. By participating as a full partner in another Integrated Community Centre, the Board's facility expenditure will provide greatly enhanced learning opportunities for present and future students of Tommy Douglas Collegiate and the entire community. Our public continues to view Integrated Community Centres as a wise investment of public funds.
9. The Saskatoon Trades and Skills Centre was announced in March 2006 as a provincial post secondary education initiative to be 'housed' in the north wing of the existing Mount Royal Collegiate facility. Due to a number of factors including the construction of Tommy Douglas Collegiate, there will be increased instructional space available within this north wing of the school over the next few years. 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 this 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 completed 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.

These improvements are at the tendering/construction stage, and all work is expected to be complete by May 31, 2010.

10. A new Student Information System (SIS) Maplewood was procured and implemented to replace a 20 year old system. The new system will increase access to key student information by teachers, Superintendents, Special Education professionals and Transportation staff. The new system will improve student data transfers with the Ministry of Education on required student data exchange. The new system will require less overhead on hardware and software to maintain and support. This system is up and running and within budget.
11. A new Library Management System was procured to replace a 20 year old existing system. This system will manage a library inventory of over \$25 million in value. The new system will allow increased ability to manage the workflow associated with the procurement and tracking of existing and new resources, including Central Office resources and audio visual equipment. The new software will aid in the key Strategy of Literacy for Life by enhancing awareness of materials for this initiative. This software will also require less overhead on hardware and software to support and maintain, thereby resulting in a 30% redeployment of a programmer in Information Services to application support in other areas.
12. The web based application to support teacher applications for employment in the school division was completed in March 2008. This enhanced application enables the staffing panel work for the selection process as well as serving as a ready source of information related to ongoing recruitment needs. The teacher application information is managed with minimal overhead of Central Office staff and no paper is required for this process. In addition the Human Resources staff overhead is

minimized from the previous process of keying in hundreds of applicant information sets and then producing paper sets for the panel. The online application data has allowed for a more refined and targeted selection process.

Conclusion

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



MEETING DATE: NOVEMBER 18, 2008

TOPIC: SASKATCHEWAN SCHOOL BOARDS ASSOCIATION
2008 ANNUAL GENERAL MEETING VOTING DELEGATES

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

The Saskatchewan School Boards Association 2008 Annual General Meeting will be held November 30th, December 1st and 2nd at the Radisson Hotel.

CURRENT STATUS

In accordance with the Saskatchewan School Boards Association formula, the Saskatoon Board of Education is entitled to 84 votes.

Trustees will need to determine the Board representative authorized to pick up this School Division's ballots and provide a list of voting delegates as approved by Board motion.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
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Mr. George Rathwell Director of Education	November 12, 2008	SSBA Voting Information
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RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motions:

- That the Saskatoon Board of Education is entitled to 84 votes.
- That Trustee _____ be the Board representative authorized by the Board to pick up the School Division's ballots at the Registration Desk.
- That the list of voting delegates for the School Division shall be as follows:
Trustees:



400 - 2222 Thirteenth Avenue, Regina, Saskatchewan S4P 3M7
Tel: 306-569-0750 • Fax 306-569-2317
admin@saskschoolboards.ca • <http://www.saskschoolboards.ca/>

MEMORANDUM

October 31, 2008

TO: Secretary-Treasurer for Boards of Education

FROM: Bonnie Ozirny, General Counsel

RE: 2008 Annual General Meeting - Information Requirements for Ballot Voting

Attached, please find a form that we ask you to complete and return to this office by November 24, 2008.

This form specifies the number of votes to which your board is entitled pursuant to clause (d) of Bylaw No. 11.1 which provides for the current method of allocating votes. A copy of Bylaw No. 11.1 is attached for your information. Please note clauses (d) and (e) in particular.

This information will enable us to prepare a package of ballots that can be picked up at the Ballot station at the General Assembly Registration Desk by an authorized representative of your board. Please contact me if you have any questions regarding the number of votes to which your board is entitled.

If the form is not received by November 24, then, during registration for the General Assembly you will need to provide the attached form, completed for your board of education, at the Ballot station in order to pick up ballots for your board.

NOTE: If a board member who is listed as a "voting" delegate for your board does not attend the AGM or must leave the AGM before all matters to be voted on have been completed, your board chair or other person authorized by your board can have that board member's votes allocated to any other board member. The procedure to do this is to amend, in writing, this form that was submitted. Please see Bonnie Ozirny, General Counsel, during the AGM to make this amendment. It is important to do this prior to the start of the Bylaw amendment and resolutions process, if possible, so that the AGM is not interrupted after it has begun.

Thanks for your assistance. We look forward to seeing you at the General Assembly November 30, 2008.

For your information:

Ballot Voting

Association Bylaw No. 11.1 provides:

Bylaw No. 11.1 2005 Convention - Voting on Governance Bylaw Amendments and Resulting Election of Members to a Newly Structured Executive

Notwithstanding the provisions of any other bylaw to the contrary with respect to eligibility to vote, voting on bylaw amendments at the 2005 Association Convention with respect to the adoption of a new Executive structure and consequential matters related thereto, and voting in elections for members of the Executive, if a new Executive structure is adopted, shall be governed as follows:

- (a) All boards of education which are the governing boards of education on January 1, 2006, are deemed to be members of the Association for the purposes of giving effect to this bylaw and any bylaw amendments that may be passed as a result of the authority conferred by this bylaw.
- (b) Only those boards of education referred to in clause (a) are entitled to vote on bylaw amendments relating to the adoption of a new Executive structure, and related matters, and to vote in the election of members of the Executive if a new Executive structure is adopted.
- (c) If a new Executive structure is adopted at the 2005 Association Convention, only members of boards of education, which are the governing boards of education on January 1, 2006, who self-declare to be of aboriginal descent, are entitled to vote in the election of the aboriginal representative on the Executive.
- (d) **Voting on bylaw amendments by boards of education referred to in clause (a) with respect to governance changes and election of members of the Executive, if bylaw amendments related to new Executive structure are passed, shall be by weighted ballot as follows:**
 - (i) **each board of education is entitled to one vote for every 250 students enrolled in its school division, but in no case shall the number of votes to which a board of education is entitled be less than two; and**
 - (ii) **student enrolment, for the purpose of weighted ballots, is the number set out for each of those boards of education in "Appendix #2" of the "Association Governance Changes Report" dated October 3, 2005.**
- (e) **The weighted ballot provided for in clause (d) shall be used for any other vote taken within the Association by 2006 boards of education for which a weighted ballot is to be used until the membership adopts another method for the weighting of ballots.**
- (f) The provisions of other bylaws with respect to voting apply with necessary modification and so far as they are not inconsistent with this bylaw or any bylaw amendments that may be passed as a result of the authority conferred by this bylaw."



MEETING DATE: NOVEMBER 18, 2008

TOPIC: NEW PROTOTYPE ELEMENTARY SCHOOL DESIGN

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

Administration has met periodically with the City and Ministry of Education staff to review various design and construction options for the Willowgrove new school project. Trustees have been kept apprised of these meetings, with periodic updates from Administration.

CURRENT STATUS

The City has requested that the School Division commit to a combined Phase 1 Project to be designed in 2008 and tendered and constructed in 2009. City and Ministry of Education staff met with Administration on October 10, 2008 to review this option, together with a number of other potentially viable design and construction options. These options were discussed with trustees on October 21, 2008.

The Ministry of Education has confirmed that any expended costs for the prototype design would be cost shared with the School Division, as per applicable formula, once the new school project is formally approved by the Ministry. This would apply retroactively to expended costs, as well as any future costs (i.e. tendering, construction administration and other completion costs associated with the project).

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. Stan Laba Superintendent of Facilities	November 12, 2008	

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motion:

That the Board authorize Administration to commission Kindrachuk Agrey Architecture to develop a new prototype elementary school design for Saskatoon Public Schools to ready-for-tender stage and that Administration not commit to proceeding with tender documentation until an appropriate design concept, further-developed schematic design and total project budget are approved by the Board.



MEETING DATE: NOVEMBER 18, 2008

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.

Mrs. Lori Kindrachuk, Facilitator: Literacy For Life, and Mr. Mark Wilderman, Facilitator: Collegiate Renewal, will be in attendance to provide overviews of two recent additions to our Assessment Practices: Fontas and Pinnel and collegiate yearbooks.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Dr. Scott Tunison Coordinator: Research and Measurement Mr. Grant Dougall Mrs. Avon Whittles Deputy Director of Education	November 12, 2008	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* – over time that, when considered together, paint a comprehensive picture of progress toward intended outcomes.

This report is intended to provide an overview of the assessment activities 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 province (e.g., Assessment for Learning, Early Development Instrument – EDI, Programme for International Student Assessment – PISA, and Pan-Canadian Assessment Programme – PCAP). We have also selected additional large-scale assessment instruments (e.g., Early Years Evaluation – EYE, Canadian Achievement Test – CAT/3, Gray Oral Reading Test – GORT, and What Did You Do In School Today? – WDYDIST) to provide further evidence of progress. Finally, we have created some of our own assessment tools (e.g., Vocabulary, Alphabet, Common Formative Assessments – CFA, Fountas and Pinnell – F&P, and 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 system 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 GORT 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

- GORT results from some Grade 2, 3 and some *Read to Succeed* classrooms, and
- Fountas and Pinnell results from participating Kindergarten to Grade 8 and *Read to Succeed* classrooms.

2. Classroom-level assessment evidence

- Alphabet recognition and vocabulary acquisition data from teachers' *Student Learning Logs*, and
- *Just Read* data.

3. Informal evidence

- Teacher "exit" slips from Staff Development workshops,
- Teachers' *Student Learning Logs*, and
- 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. Evidence from *Read to Succeed* students' GORT assessments, for example, is used not only for Division-wide reporting purposes but also for classroom-level diagnostic purposes. Data from teachers' *Learning Logs* are used by teachers to tailor instruction for individual children, are reviewed to design staff development workshops, and are aggregated to inform the Board and the Public about students' progress overall. The results from Fountas and Pinnell are collected by teachers in their classrooms and are used to inform student progress in reading, 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 many 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 and teacher and student surveys will continue to help explain student competence and more broadly, aid us in identifying the other dimensions of engagement (potency, relevance, and belonging) that may be present or absent for students.

3. Collegiate Renewal "School Evidence Yearbooks"

- Evidence of progress toward greater student engagement as well as improved experience and achievement within Saskatoon Public Schools' collegiates will be captured in terms of a "yearbook" rather than a "snapshot". Yearbooks describe and interpret lived experience; provide a richer, more accurate record (multiple sources of evidence collected over time); respect the unique contexts; and communicate parts while providing a sense of the whole.
- While one is likely to sense difference among schools' yearbooks, expect to see significant, common threads, too. Literacy, for example, will be one such thread.
- These ten "yearbooks" will be very brief chapters in *Collegiate Renewal's* year-end progress report to the Board. While these chapters will communicate context, "voice", actions and indicators, 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 curriculum 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.
- We have begun with 24 teacher-volunteers who are helping to shape this process for our division. All ELA 9 classrooms will be involved in the process in the second semester.

- 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 primary standardized test currently in wide use at the classroom level is the Canadian Achievement Test (CAT/3). As mentioned earlier, the CAT/3 provides 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 tremendous 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 have also begun to revisit our current assessment practices at both the Division- and classroom-levels to determine the extent to which these practices continue to meet our needs. At the same time, we have also begun to explore potential alternative assessments that may better serve our current and future requirements.

With our two learning priorities, we will have the opportunity over the next few years to develop appropriate assessment instruments and strategies or, perhaps, adopt existing ones that will allow us to inquire systematically into aspects of student learning that have not previously been priorities. For example, in light of our new understandings about students' acquisition of language through the *Literacy for Life* initiative, we are currently exploring possibilities related to measuring improvements in student writing in a systematic way 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 will have to 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

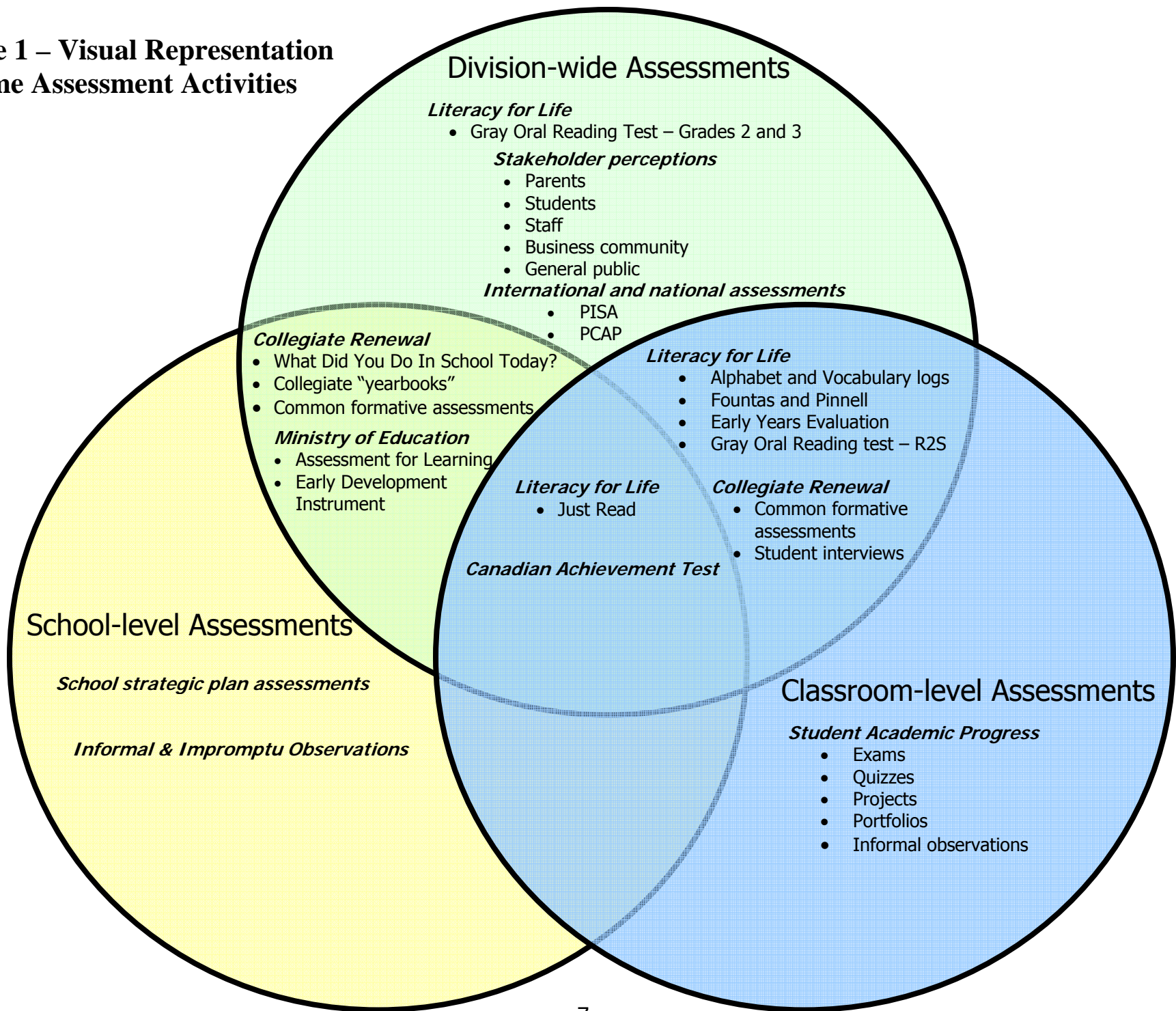
We currently have numerous other assessment initiatives that are either ongoing or in the planning and implementation stages. As identified in our 2008-2009 Strategic Plan, we anticipate that a significant assessment initiative this year will be a comprehensive external review of our assessment practices. Some other 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



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	Alphabet	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) Pending	EDI (Ministry) Pending
1	GORT	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
		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*
						GORT#		
3				GORT	GORT	Fountas & Pinnell*	Fountas & Pinnell*	Fountas & Pinnell*
						GORT#		
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**	GORT##	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**
						GORT##	GORT##	GORT##
6		GORT##	GORT##	GORT##	GORT##	Fountas & Pinnell**	Fountas & Pinnell**	Fountas & Pinnell**
						GORT##	GORT##	GORT##
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**
				PCAP		GORT##	GORT##	GORT##
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##	GORT##	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**
						GORT##	GORT##	GORT##
						Evidence yearbooks	Evidence yearbooks	Evidence yearbooks
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##	GORT##	GORT##
						Fountas & Pinnell**	Fountas & Pinnell**	Fountas & Pinnell**
12		GORT##	GORT##	GORT##	GORT##	GORT##	GORT##	GORT##
						WDYDIST	WDYDIST	WDYDIST
						Fountas & Pinnell**	Fountas & Pinnell**	Fountas & Pinnell**
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
						Evidence yearbooks	Evidence yearbooks	Evidence yearbooks

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 as part of a pilot project in several schools.
GORT# - The GORT is being used in some classrooms in Grades 2 and 3.
GORT## - The GORT is/has been 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 18, 2008

TOPIC: LITERACY FOR LIFE UPDATE

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

BACKGROUND

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

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

CURRENT STATUS

A critical component of the *Literacy For Life* learning priority is to monitor our progress toward the overall goal of having all students, K – 12, reading at or above grade level. This update focuses on the various assessment tools being used to monitor our progress. Information related to our various assessments is being highlighted under the November 18, 2008 agenda item 13 (a) entitled, “Assessment In Saskatoon Public Schools” .

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY

Mrs. Avon Whittles, Deputy Director of Education
Ms Kim Newlove, Superintendent of Education
Mrs. Lori Kindrachuk, Facilitator: Literacy For Life

DATE

November 12, 2008

ATTACHMENTS

RECOMMENDATION



MEETING DATE: NOVEMBER 18, 2008

TOPIC: COLLEGIATE RENEWAL UPDATE

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

BACKGROUND

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

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

CURRENT STATUS

A critical component of *Collegiate Renewal* is assessing our progress toward achieving the identified goal of the priority. This update focuses on the various assessment tools and processes being used to monitor our progress. Information related to our various assessments is being highlighted under the November 18, 2008 agenda item 13 (a) entitled, "Assessment In Saskatoon Public Schools".

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY

Mrs. Avon Whittles
Deputy Director of Education
Mr. John Dewar
Superintendent of Education

DATE

November 12, 2008

ATTACHMENTS

RECOMMENDATION



MEETING DATE: NOVEMBER 18, 2008

TOPIC: STRATEGIC PLANNING 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

Trustees have recently been provided with an updated version of the School Division’s Strategic Plan. Revisions to the Strategic Plan include:

- Information related to the Ministry of Education’s Continuous Improvement Framework:
 - our strategies aligned to provincial priorities (page 13);
 - a section on financial planning and facility / capital planning (page 14);
 - inclusion of the province’s learner outcomes and targets (page 15).
- A revised Division Plan (Appendix I):
 - inclusion of the two priorities: *Literacy For Life* and *Collegiate Renewal*;
 - new ways to measure achievement of our goals related to the priorities and to the core strategy areas;
 - the addition of one new core strategy under the goal *Our Students Learning*
 - English As An Additional Language - to support ESL / EAL students and families with their orientation to and success in our learning community;
 - the addition of one new core strategy under the goal *Our Organization*
 - Strategic Planning – to ensure all strategic planning processes align with the Board’s Strategic Direction and the Continuous Improvement Framework.
- Updated Action Plans (Appendix II) related to each of our core strategies.
- Inclusion of a Strategic Planning Timeline (Appendix IV).

CURRENT STATUS

This updated plan is located on our public website under “Strategic Direction.” Trustees are also reminded of the “Our Results” section of our public website and the October 2008 Annual Report which shared student results related to the Continuous Improvement Framework, the Board’s priorities and core strategy areas.

PREPARED BY	DATE	ATTACHMENTS
Mrs. Avon Whittles Deputy Director of Education	November 12, 2008	

RECOMMENDATION



MEETING DATE: NOVEMBER 18, 2008

TOPIC: HUMAN RESOURCES REPORT

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 2008 – 2009** indicates that Administration will provide a semi-annual report on Human Resources.

CURRENT STATUS

Attached is a Human Resources Report that covers data collected for the period July 1, 2008 to September 30, 2008.

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

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. Jaime Valentine Superintendent of Human Resources	November 12, 2008	Human Resources Report

RECOMMENDATION

**As of September 30, 2008
HUMAN RESOURCES REPORT**

Category	TEACHERS	CUPE 8443	SCEA*	NT**	TOTAL
New Hires <i>(brand new to our system)</i> FTE	46.48	19.34	0	1.0	66.82
Number of Aboriginal Employees Bodies	83	35	2	3	123
Active Full-Time Equivalent Employees by Category FTE	Elem. 762.60 Sec. 460.28 Cent. 47.77 1270.65	748.67	14	64.80	2098.62
Demographic: Age and Gender Bodies	Female 1002 Male 463 20-29 = 184 30-39 = 416 40-49 = 399 50-59 = 437 60-69 = 28	Female 643 Male 236 20-29 = 85 30-39 = 192 40-49 = 302 50-59 = 266 60-69 = 33	Female 12 Male 2 20-29 = 0 30-39 = 1 40-49 = 9 50-59 = 3 60-69 = 1	Female 43 Male 25 20-29 = 9 30-39 = 20 40-49 = 18 50-59 = 15 60-69 = 6	Female 1700 Male 726 20-29 = 278 30-39 = 629 40-49 = 728 50-59 = 721 60-69 = 68
Terminations: Voluntary <i>(Resignation, Retirement, Superannuation)</i> Bodies	0	4 (Res) 1 (Ret)	0	0	5
Terminations: Involuntary <i>(Terminated, Deceased, Temp Contract Complete)</i> Bodies	0	2 (Tcc) 1 (Ter)	0	0	3
Types of Contracts FTE	Reg 1098.78 Repl 42.00 Temp 37.51 Term 28.56 RegT 11.20	Reg 693.66 Repl 0.00 Temp 34.67 Term 0.00 RegT 17.41	Reg 12.00 Repl 1.00 Temp 0.00 Term 0.00 RegT 0.00	Reg 53.30 Repl 0.44 Temp 9.06 Term 0.00 RegT 0.00	Reg 1857.74 Repl 43.44 Temp 81.24 Term 28.56 RegT 28.61
Turnover Rate: # of terminations x 12 total employee population in that category <i>(does not include TCC's)</i>	-	9.6%	-	-	--

Data collected for period July 1, 2008 to September 30, 2008

*Saskatoon Community Educators Association
**Non-Teaching



MEETING DATE: NOVEMBER 18, 2008

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

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

BACKGROUND

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

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

CURRENT STATUS

Attached are the following documents:

- | | | |
|----|---|-------------|
| 1. | Memorandum regarding consolidated financial results to October 31, 2008. | Pages 1 – 4 |
| 2. | Consolidated financial statements to October 31, 2008. | Page 5 |
| 3. | A breakdown of the consolidated statement into the three fund accounts of: Operating, Capital and Reserves. | Page 6 |
| 4. | Reserves showing balances, allocations and expenditures by classification. | Pages 7 - 8 |
| 5. | Capital expenditures to October 31, 2008. | Page 9 |

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

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. Garry Benning Chief Financial Officer	November 12, 2008	Financial Results Attachment

RECOMMENDATION



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

MEMORANDUM

DATE: November 7, 2008

TO: Trustees
Administrative Council

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

RE: CONSOLIDATED FINANCIAL RESULTS TO OCTOBER 31, 2008

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

1. Revenues

a) Total Revenue

Total consolidated revenue to date is \$31,084,469 which is 16.6% of budget. This is 0.8% less than the two months ending October 31, 2007 (prior year) actual results.

b) Property Taxes

\$16.7 million or 16.1% of property tax has been recognized (which is the same as the prior year). The property taxes are based on the most current information received from the City of Saskatoon. Therefore, the 2008 property tax revenue is based on the estimate provided by the City as at the end of August 2008. This is also used in the 2007-08 audited financial statements.

c) Provincial Grants

\$12.3 million or 16.9% (2.2% less than the prior year) of consolidated grants have been reported. For the two month ending October 31, 2008, \$12.1 million or 19.1% (prior year–19.9%) of the Operating Fund provincial grant revenue has been recognized. The Education Property Tax Credit in the 2008-09 is estimated to be 10% in 2008 and 12% in 2009. This causes the percentage of budget to be lower in 2008-09 (when compared to 2007-08).

For the two months ending October 31, 2008, there was \$234,218 (2.4%) reported in the Capital Fund for provincial grant revenue recognized. At October 31, 2007, \$40,000 (1.6%) of the Capital Fund provincial grant revenue has been recognized. The provincial grants for capital projects are recognized at the projects progress. For example, a project that is 60% completed would have 60% of the related provincial funding recognized in the financial statements.

- d) Tuition and Related Fees
\$119,940 or 12.8% (2.8% less than the prior year) of tuition and related fee revenue is estimated at October 31, 2008.
- e) Complementary Services
\$235,844 or 21.7% (5.9% less than the prior year) of the complementary service revenue has been recognized at October 31, 2008. Complementary services revenue includes Pre-Kindergarten funding. The revenue for the Pre-Kindergarten program is recognized as the expenses for the program are recognized. In 2008-09, there were a lower percentage of expenses recognized (when compared to the prior year). This program is funded by Ministry of Education.
- f) External Services
\$407,624 or 19.2% (2.0% 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.
- g) School Based
\$1.1 million or 19.6% of school based revenue has been recorded. School-based revenue includes student fees collected at the school level. As required by the Ministry of Education, this is the first year that the revenue and the related expenses are reported in the financial statements.
- h) Other
\$249,031 or 18.3% (11.7% less than the prior year) of other revenue has been recognized. The timing of the payments in this category varies from year to year. Other includes investment and rental income. The 2007-08 investment income was about \$400,000 over budget. This will probably not be the case in 2008-09 because the investment income budget was adjusted.

2. Expenditures

- a) Total Expenditures
Total expenditures to date are \$31,439,148 which is 16.4% of the budget (0.5% more than the prior year). The total Operating Fund expenditures are 17.7% of the Operating Fund budget at October 31, 2008 (16.6% at October 31, 2007).

Memo to Trustees and Administrative Council
Re: Consolidated Financial Results To October 31, 2008

- b) Governance
Governance expenses for the two months ending October 31, 2008 total \$76,034 or 10.2% of budget and are 3.8% less than the prior year. In 2007-08, there was a greater percentage of the communications budget spent. In 2008-09, at the request of the Board, this budget has been increased.
- c) Administration
Administration expenses for the two months ending October 31, 2008 total \$507,854 or 15.5% of budget and are 1.8% more than the prior year. In the Operating Fund, the administrative expenses are 15.5% spent at October 31, 2008 (1.2% more than the prior year). The timing of a few expenditures in this category varied compared to the prior year.
- d) Instruction
Instruction expenses total \$24.3 million or 18.2% of the budget which is 1.2% more than the percentage at October 31, 2007. In the Operating Fund, the instruction expenses are 18.5% spent at October 31, 2008 (1.5% more than the prior year). One of the primary reasons for the increase in expenses in 2008 relates to the most recent LINC agreement. In the past, teachers were allowed to choose whether they were paid over a ten or twelve month period. As of September 1, 2008, all of the teachers are paid over a ten month period. In the past, the split between ten and twelve month payments to teachers was close to fifty per cent.
- At October 31, 2008, there had been \$212,244 (7.2% of budget) in capital expenditures. The prior year had \$124,517 spent (30.4% of budget). The 2008-09 Budget includes computer purchases totaling more than \$1 million (nothing has been spent to date) and the 2007-08 Budget did not have these planned expenditures.
- e) Plant
Plant expenses totaling \$4.0 million or 10.3% of the consolidated budget has been incurred (compared to \$3.6 million or 11.0% in the prior year). For the two months ending October 31, 2008, \$3.0 million or 14.2% (0.5% more than the prior year) of the plant expenses in the operating budget had been spent.
- For the same period of time, there were \$1.0 million (5.7%) in capital expenditures to report. At October 31, 2007, \$0.8 million (6.4%) of the plant expenses in the capital budget had been spent.
- f) School-based
School-based expenses totaled \$401,825 or 7.3% of the budget for the two months ending October 31, 2008. As required by the Ministry of Education, this is the first year that school-based revenues and expenses have been reported in the financial statements. There are more school-based revenues than expenses because a greater percentage of the student fees are collected in the first part of the school year and then disbursements are made throughout the year.

- g) Transportation
Transportation expenses of \$854,050 or 20.0% (0.7% more than the prior year) have been incurred for the two months ending October 31, 2008.
- h) Tuition and Related Fees
Tuition and related fees totaling \$235,873 or 80.0% of the consolidated budget have been incurred (compared to 100.0% in the prior year). Tuition and related fees include home-based education costs and tuition fees paid to other school divisions. 2008-09 includes an estimate for the payments made to the home-based educators which are paid in January of every year. Based on preliminary enrolment figures, the number of home based educators is remaining constant when compared to the prior year. The 2008-09 Budget included an increase.
- i) Complementary Services
\$507,543 or 25.1% (9.2% more than the prior year) of the budget for complementary services has been spent at the end of October 2008. At October 31, 2008, the elementary community school funding for the nutrition programs has been allocated to the schools. However, this was not done in 2007-08 until a later month.
- j) External Services
In 2008-2009, \$356,777 or 17.2% (2.5% more than the prior year) of the budget for external services has been spent. External services include expenses related to the associate school and cafeterias.
- k) Interest/Allowances
In 2008-09, \$276,909 or 16.7% of the budget for interest/allowances has been spent. This is 2.7% more than in the prior year.

3. Interfund Transfers

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

SASKATOON PUBLIC SCHOOLS
Consolidated Statement of Financial Activities
For the Two Month Period Ended October 31, 2008

	2008-09		2007-08	
	Consolidated Actual	Percentage of Consolidated Budget	Consolidated Actual	Percentage of Consolidated Budget
Revenues				
Property taxes	\$ 16,691,941	16.1%	\$ 15,833,877	16.1%
Provincial grants	12,303,336	16.9%	11,933,442	19.1%
Tuition and related fees	119,940	12.8%	188,399	15.6%
Complementary services	235,844	21.7%	238,236	27.6%
External services	407,624	19.2%	337,593	17.2%
School-based	1,076,753	19.6%	-	0%
Other	249,031	18.3%	304,406	30.0%
Total Revenues	31,084,469	16.6%	28,835,953	17.4%
Expenditures				
Governance	76,034	10.2%	91,137	14.0%
Administration	507,854	15.5%	430,408	13.7%
Instruction	24,252,199	18.2%	21,465,675	17.0%
Plant	3,970,084	10.3%	3,608,896	11.0%
School-based	401,825	7.3%	-	0.0%
Transportation	854,050	20.0%	707,985	19.3%
Tuition and related fees	235,873	80.0%	250,616	100.0%
Complementary services	507,543	25.1%	258,890	15.9%
External services	356,777	17.2%	292,394	14.7%
Interest/allowances	276,909	16.7%	237,724	14.0%
Total Expenditures	31,439,148	16.4%	27,343,724	15.9%
Excess (deficiency) of revenues over expenditures before interfund transfers	(354,679)		1,492,228	
Interfund transfers from (to):				
For capital expenditures				
For debt repayment				
For reserves				
Total interfund transfers				
Excess (deficiency) of revenues over expenditures after interfund transfers	(354,679)		1,492,228	
Long-term debt issued	-	0.0%	-	0.0%
Long-term debt repaid	(520,756)	11.2%	(283,942)	2.9%
Surplus/(deficit) for the year	(875,435)		1,208,286	
Fund balance, beginning of year	18,456,048		18,969,390	
Fund balance, end of year	\$ 17,580,613		\$ 20,177,676	

SASKATOON PUBLIC SCHOOLS
Consolidated Statement of Financial Activities and Fund Balances
For the Two Month Period Ended October 31, 2008

	Operating Fund Actual	Capital Fund Actual	2008-09 Reserve Fund Actual	Consolidated Actual	Consolidated Budget
Revenues					
Property taxes	\$ 16,691,941			\$ 16,691,941	\$ 103,824,000
Provincial grants	12,069,118	234,218		12,303,336	72,777,989
Tuition and related fees	119,940			119,940	935,000
Complementary services	235,844			235,844	1,086,733
External services	407,624			407,624	2,124,500
School-based	1,076,753			1,076,753	5,500,000
Other	224,031		25,000	249,031	1,361,200
Total Revenues	30,825,251	234,218	25,000	31,084,469	187,609,422
Expenditures					
Governance	76,034			76,034	743,463
Administration	507,854			507,854	3,267,127
Instruction	24,039,955	212,244		24,252,199	133,028,340
Plant	2,965,673	1,004,411		3,970,084	38,496,182
School-based	401,825			401,825	5,500,000
Transportation	854,050			854,050	4,270,251
Tuition and related fees	235,873			235,873	295,000
Complementary services	507,543			507,543	2,024,971
External services	356,777			356,777	2,068,424
Interest/allowances	-	276,909		276,909	1,659,219
Total Expenditures	29,945,585	1,493,564	-	31,439,148	191,352,977
Excess (deficiency) of revenues over expenditures before interfund transfers	879,666	(1,259,346)	25,000	(354,679)	(3,743,555)
Interfund transfers from (to):					
For capital expenditures	(4,223,249)	4,223,249		-	
For debt repayment	(6,493,000)	6,493,000		-	-
For reserves	(258,023)	557,023	(299,000)	-	-
Total interfund transfers	(10,974,272)	11,273,272	(299,000)	-	-
Excess (deficiency) of revenues over expenditures after interfund transfers	(10,094,606)	10,013,926	(274,000)	(354,679)	(3,743,555)
Long-term debt issued	-		-	-	1,453,491
Long-term debt repaid	-	(520,756)		(520,756)	(4,638,700)
Surplus/(deficit) for the year	(10,094,606)	9,493,170	(274,000)	(875,435)	(6,928,764)
Fund balance, beginning of year	5,700,000	4,556,048	8,200,000	18,456,048	18,456,048
Fund balance, end of year	\$ (4,394,606)	\$ 14,049,218	\$ 7,926,000	\$ 17,580,613	\$ 11,527,284

Memo to Trustees and Administrative Council
 Re: Consolidated Financial Results To October 31, 2008

**Saskatoon Public Schools
 Reserves
 As at October 31, 2008**

Revenue Fund Reserves

Civic Elections

Balance, August 31, 2008	93,861	
Add: 2008-09 budget allocation	75,000	
Deduct: Trsf from reserves into operations	-	
Balance, October 31, 2008		168,861

Equipment Replacement Sch Services

Balance, August 31, 2008	20,346	
Add: 2008-09 budget allocation	15,000	
Deduct:		
2008-09 expenses	-	
Balance, October 31, 2008		35,346

Replacement of Driver Education Simulators

Balance, August 31, 2008	23,716	
Add: 2008-09 budget allocation	-	
Deduct: 2008-09 purchases from reserve acct	-	
Balance, October 31, 2008		23,716

Tax Appeals

Balance, August 31, 2008	560,000	
Add: no activity included in budget 2008-09	-	
Balance, October 31, 2008		560,000

General

Balance, August 31, 2008	95,251	
Add: 2008-09 budget allocation	9,000	
Deduct: expenditures	-	
Balance, October 31, 2008		104,251

Facility Rental Reserve

Balance, August 31, 2008	126,953	
Add: 2008-09 budget allocation	125,000	
Deduct: Trsf to operations - budget 2008-09	-	
Balance, October 31, 2008		251,953

Textbook Reserve

Balance, August 31, 2008	-	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, October 31, 2008		-

System Application Reserve

Balance, August 31, 2008	90,000	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, October 31, 2008		90,000

Memo to Trustees and Administrative Council
 Re: Consolidated Financial Results To October 31, 2008

**Saskatoon Public Schools
 Reserves
 As at October 31, 2008**

<i>Trustee Education Allowance</i>		
Balance, August 31, 2008	15,515	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, October 31, 2008		15,515

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

<i>School Community Council Carryforwards</i>		
Balance, August 31, 2008	43,854	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, October 31, 2008		43,854

<i>School Based Funds</i>		
Balance, August 31, 2008	2,400,000	
Add: 2008-09 budget allocation	-	
Deduct: expenditures	-	
Balance, October 31, 2008		2,400,000

<i>School Carry Forwards</i>		
Balance, August 31, 2008	727,954	
Add: 2008-09 operating surpluses(deficits)	-	
Deduct: purchases throughout the year	-	
Balance, October 31, 2008		727,954

Balance, October 31, 2008		4,421,450
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Contingency Fund Reserve

Balance, August 31, 2008	3,994,618	
Add:		
Interest Allocation - budget	25,000	
Deduct:		
Willowgrove land	-523,000	
Balance, October 31, 2008		3,496,618

Capital Fund Reserve

<i>Externally Restricted:</i>		
Balance, August 31, 2008	7,932	
Add: Interest income	-	
Balance, October 31, 2008		7,932

Reserve Fund - Grand Total October 31, 2008		7,926,000
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Memo to Trustees and Administrative Council
 Re: Consolidated Financial Results To October 31, 2008

Saskatoon Public Schools
 Capital Expenditures
 To October 31, 2008

School	Description	Estimated Total Project Cost (\$000)	Probable Sask Learning Share (\$000)	Probable SPSP Share (\$000)	2008-2009				
					Approved in Prior Budgets From Capital Reserve (\$000)	12 Month Capital Plan Sept 1, 2008 to Aug 31, 2009 (\$000)	Expected to be Expended at August 31, 2009	Expenditures to October 31, 2008	Percent Expended to October 31, 2008
PROJECTS JOINTLY FUNDED WITH MINISTRY OF EDUCATION									
	Carry Over Major Projects	\$ 4,847	\$ 2,280	\$ 2,567	\$ 261	\$ -	\$ -	\$ -	
	New Major Projects	\$ 29,525	\$ 17,802	\$ 11,723	\$ 100	\$ 623	\$ -		
	Carry Over Emergency Bloc	\$ 2,524	\$ 1,261	\$ 1,263	\$ 342	\$ -	\$ 465	\$ -	
	New Emergency Bloc	\$ 12,755	\$ 7,691	\$ 5,064		\$ 500	\$ 1,138	\$ 215	18.9%
	Total Jointly Funded Projects	\$ 49,651	\$ 29,034	\$ 20,617	\$ 603	\$ 600	\$ 2,226	\$ 215	9.7%
SUMMARY OF PROJECTS FUNDED ONLY BY SPS									
	New Major Capital	\$ 7,000		\$ 7,000	\$ 306	\$ 600	\$ 600	\$ 219	36.5%
	Carry Over HVAC Projects	\$ 1,000		\$ 1,000	405		\$ 75	\$ -	
	New HVAC Projects								
	New Electrical Projects	\$ 4,000		\$ 4,000	\$ 496		\$ 178	\$ -	
	Carry Over Health and Safety Projects	\$ 1,100		\$ 1,100	\$ 352		\$ 180	\$ -	
	New Health and Safety Projects	\$ 600		\$ 600	\$ 123				
	Facility Restoration Projects	\$ 6,430		\$ 6,430	\$ 1,072	\$ 1,140	\$ 1,924	\$ 2	0.1%
	Carry Over Accessibility Projects	\$ 100		\$ 100	\$ 3		\$ 172	\$ 39	22.7%
	New Accessibility Projects	\$ 4,000		\$ 4,000	247				
	New Site Restoration Projects	\$ 1,123		\$ 1,123	\$ 361				
	Total School Division Funded Projects	\$ 25,353		\$ 25,353	\$ 3,365	\$ 1,740	\$ 3,129	\$ 260	9.1%
SUMMARY OF PROJECTS									
	Jointly Funded Projects	\$ 49,651	\$ 29,034	\$ 20,617	\$ 603	\$ 600	\$ 2,226	\$ 215	9.7%
	School Division Funded Projects	\$ 25,353		\$ 25,353	\$ 3,365	\$ 1,740	\$ 3,129	\$ 260	9.1%
	Carry Forward Projects						\$ 100	\$ 48	48.0%
Other Projects:									
	Skills & Trades Centre						\$ 8,500	\$ 98	1.2%
	Other Instructional						\$ 3,037	\$ 191	
	Energy Efficiency Project				\$ 254	\$ 3,816	\$ 405		10.6%
	Transfers from Cap to Op Funds (PSAB)					\$ (207)	\$ (207)		
	Total	\$ 75,004	\$ 29,034	\$ 45,970	\$ 3,968	\$ 4,231	\$ 20,601	\$ 1,217	5.9%