

Board Of Education
Saskatoon School Division No. 13

Meeting
Of The
SASKATOON BOARD OF EDUCATION

TUESDAY, NOVEMBER 2, 2010
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 19, 2010 (Unapproved)
- 6. DELEGATIONS:**
- 7. EXTERNAL REPORTS / PRESENTATIONS:**
 - (a) Celebrating Excellence, Roland Michener School**
Terry Fox Fundraising
- 8. BUSINESS ARISING FROM THE MINUTES:**
- 9. UNFINISHED BUSINESS:**
 - (a) Items Arising From The Committee Of The Whole**
 - (b) Approval Of Tender For W.P. Bate School Modus Portable**

10. **CORRESPONDENCE:**

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

12. **NEW BUSINESS:**

Decision

- (a) **Appointments To Committees Of The Board**
- (b) **Saskatchewan School Boards Association
2010 Annual General Meeting Voting Delegates**

13. **REPORTS FROM ADMINISTRATIVE STAFF:**

Information

- (a) **Literacy For Life Update**
- (b) **Strategic Planning Update: Monitoring Our Progress**
- (c) **Assessment In Saskatoon Public Schools**
- (d) **Response To Trustee Waugh's Request For Information
Regarding Playgrounds On School Board Property**

14. **NOTICES OF MOTION:**

15. **QUESTIONS BY TRUSTEES:**

16. **QUESTIONS FROM THE PUBLIC:**

Next Regular Meeting

**At the call of the Chair or
Tuesday, November 16, 2010**

UNAPPROVED

MINUTES OF A MEETING:

of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, October 19, 2010 at 3:00 p.m.

October 19,
2010

MEMBERS PRESENT:

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

Mr. Utley joined the meeting at 3:05 p.m.

Ms. Kelleher joined the meeting at 4:05 p.m.

Mr. Waugh excused himself from the meeting at 5:15 p.m.

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

CARRIED (9)

The meeting adjourned at 6:10 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 19, 2010, immediately following the Annual Meeting of Electors.	October 19, 2010
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> Ms. Kelleher moved approval of the agenda.	Agenda
	CARRIED (10)	
	<u>Minutes:</u> Ms. Ringstrom moved approval of the Committee of the Whole Meeting and Regular Board Meeting of October 5, 2010.	Minutes
	CARRIED (10)	
	<u>Delegation – International Day Of Pink Anti-Bullying Event:</u> Mr. Rathwell, Director of Education, introduced Mr. Bob Challis, Co-Director, The Avenue Community Centre for Gender and Sexual Diversity. Mr. Challis spoke to the Board regarding “The International Day Of Pink” scheduled for April 13, 2011.	Delegation- International Day Of Pink Anti-Bullying Event.
	<u>Celebrating Excellence – Saskatoon Public Schools Window Displays:</u> Mr. Rathwell, Director of Education, introduced Ms. Joy Adams Bauer, Communications Officer. Ms. Adams Bauer introduced Mr. Al Dyck and Ms. Leah Garven of Elements and gave a brief background of their work with window displays within the City of Saskatoon and, in particular, with Saskatoon Public Schools. Mr. Dyck shared some memories of window displays in the past and upcoming displays at Saskatoon Public Schools.	Celebrating Excellence- Saskatoon Public Schools Window Displays
	<u>Audit Plan From KPMG And The Provincial Auditor’s Role:</u> Mr. Bellamy moved that the Board approve the Audit Planning Report To The Board Of Trustees for the fiscal year ended August 31, 2010.	Audit Plan From KPMG And The Provincial Auditor’s Role
	CARRIED (10)	
	<u>Reports Of Committees And Trustees:</u> <ul style="list-style-type: none">• Trustee Utley reported on his attendance at the Bioresource class presentation at Evan Hardy Collegiate on October 7th. He also participated in reading activities at Brevoort Park School and represented the Board at Evan Hardy Collegiate’s Academic Awards presentation on October 19th.• Trustee MacPherson, along with Board Chair Morrison, visited Marion M. Graham Collegiate and had a chance to view the theatre renovations taking place at the school.• Trustee Waugh attended École Lakeview School Community Council meeting. He reported that enrolment numbers had increased significantly at this school due to the success of the Late Immersion program.• Trustee Linklater reported on his attendance at Montgomery School for Waste Reduction Week activities. He also represented the Board at Bedford Road Collegiate’s Academic Awards.• Trustee Banks represented the Board at Tommy Douglas Collegiate’s Academic Awards. She also reported on her attendance at the Bioresource class presentation at Evan Hardy Collegiate on October 7th.• Trustee Ringstrom reported on her attendance, along with Trustees Bellamy and MacPherson, at the Memorandum of Understanding signing between the University of Saskatchewan and Aden Bowman Collegiate. She also attended cross county track meets for both elementary and secondary students.• Board Chair Morrison reported on his attendance at the Public Consultation meeting for Willowgrove School on October 18th. He also attended the meeting with the Standing Senate Committee on Aboriginal Education on October 4th.	Reports Of Committees And Trustees

Premier's Board Of Education Award For Innovation And Excellence In Education: Mr. Danielson moved that the Board nominate the transformation of educational programming and the educational facility at Mount Royal 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)

Approval Of Tender For W.P. Bate School Modus Portable: Mr. Linklater moved that the Board approve the award of tender for the W.P. Bate School Modus Portable in the amount of \$243,224, plus GST, to Carmont Construction, pending Ministry of Education approval to proceed with the project.

Approval Of Tender For W.P. Bate School Modus Portable

After discussion and debate Ms. MacPherson moved that this motion be tabled to the Regular Board Meeting of November 2, 2010.

CARRIED (10)

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

Reports From Administrative Staff

- Collegiate Renewal Update
- Assessment For Learning 2010
- Ministry Of Education Audit Timelines
- Human Resources Report October 8, 2010
- Enrolment Update
- Financial Results For The Period September 1, 2010 to September 30, 2010

Questions By Trustees:

Questions By Trustees

- Trustee Waugh requested information on playgrounds both on Saskatoon Public Schools' property and City of Saskatoon property. Please include what the Willowgrove playground joint facility will look like and information on playgrounds at our Early Learning Centres.
- Trustee Danielson asked for information on when property set aside for a future school is relinquished, could the school division be included in discussions for alternative uses.

Ms. MacPherson moved that the Board adjourn to the call of the Chair or the Inaugural Board Meeting of Tuesday, November 2, 2010 at 12:00 p.m.

CARRIED (10)

The meeting adjourned at 9:15 p.m.

Secretary of the School Division

Board Chair



MEETING DATE: NOVEMBER 2, 2010

TOPIC: CELEBRATING EXCELLENCE
 ROLAND MICHENER SCHOOL
 TERRY FOX FUNDRAISING

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 members of our 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.

Students, staff and the wider community of Saskatoon Public Schools continue to demonstrate a spirit of caring and generosity. It was 30 years ago that Terry Fox ran his last mile on September 1, 1980. Since that time, the Terry Fox Foundation has raised more than \$500 million for cancer research in Terry’s name through the annual run, *“The Marathon of Hope”*. Our schools have been actively involved in contributing toward this worthy cause. This fall, forty-six (46) Saskatoon Public schools chose to participate in the Terry Fox Run. Through the efforts of staff and students, a total of \$43,989.45 was raised.

Roland Michener School, with a population of just over 200 students, raised a total of \$2,352.52! Jan Butler, Principal, and Debbie Hargreaves, Vice Principal, will introduce two students from their school, Emily Sweeney and Mia Pereira. Emily and Mia will share their story of fundraising for this cause which touches the lives of so many.

PREPARED BY	DATE	ATTACHMENTS
Ms Linda Stanviloff Superintendent of Education	October 27, 2010	



MEETING DATE: NOVEMBER 2, 2010

TOPIC: APPROVAL OF TENDER FOR W.P. BATE SCHOOL MODUS PORTABLE

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 type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: Unfinished Business	

BACKGROUND

At the October 19, 2010 Board meeting, this item was tabled to the November 2, 2010 Board meeting for further discussion.

The Ministry of Education approved 100% base project funding, up to \$330,000, for this project in spring 2010. The cost of purchasing the portable unit is approximately \$165,000. The budget for attaching this unit to W.P. Bate School, with all requisite foundation work, connecting to existing systems, and modifications to suit the intended Pre-Kindergarten function, was estimated to be approximately \$150,000.

CURRENT STATUS

Two tenders were received on Wednesday, October 13, 2010 at 2:00 p.m., with Carmont Construction being the lowest and acceptable bid for the work. Both tenders established prices beyond the budget allocated by the Ministry of Education. Discussions are ongoing with the Ministry regarding this shortfall in funding as this project was conditional upon complete funding by the provincial government.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. Stan Laba Superintendent of Facilities	October 27, 2010	W.P. Bate School Modus Portable Summary

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motion:

That the Board approve the award of the tender for the W.P. Bate School Modus Portable in the amount of \$243,224, plus GST, to Carmont Construction, pending Ministry of Education approval to proceed with the project.



MEETING DATE: NOVEMBER 2, 2010

TOPIC: APPOINTMENTS TO COMMITTEES OF THE BOARD

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 Inaugural Meeting of the Board of Education of the Saskatoon School Division No. 13 will be held Tuesday, November 2, 2010, at 12:00 noon.

Policy 6, Section 1.8, of the *Board Policy Handbook* indicates that at its first Board meeting subsequent to the Inaugural Meeting each year the Board will select representatives to internal committees and external committees. Section 1.8.1 states that at the Inaugural Meeting trustees will review the committees / positions for which representation is needed. Each trustee will indicate, on paper, the committees / positions in which he / she is interested. Trustees may indicate their preference if interested in more than one committee (i.e. 1st _____, 2nd _____). The Chair and Vice Chair will then review this information and will recommend candidates for each position. These decisions will be based on the involvement of as many trustees as possible, keeping in mind which trustees have held these positions and which trustees have not yet held positions. If more trustees are interested in a position than can be accommodated for the year, the Chair and Vice Chair may suggest voting by ballot. For 2010 – 2011, it will be necessary to appoint Board representatives to the following committees:

- (a) Public Section, Saskatchewan School Boards Association
- (b) Saskatchewan Assessment Management Agency
- (c) Okicīyapi Educational Partnership
(Saskatoon Tribal Council, Central Urban Métis Federation Incorporated (CUMFI), Saskatoon Public Schools)
- (d) Saskatoon Public Schools Foundation Inc.

Policy 7, Section 1, of the *Board Policy Handbook* indicates that at its Inaugural Meeting each year the Board shall name such standing committees as it deems necessary for the discharge of Board business. Specifically, the two standing committees named are:

- (a) the Board Pension Trustees Committee
- (b) the Board Discipline Committee.

CURRENT STATUS

Board representatives will need to be appointed to the following committees:

- (a) Board Pension Trustees Committee (three trustees)
- (b) Board Discipline Committee (three trustees)
- (c) Public Section, Saskatchewan School Boards Association (two trustees)
- (d) Saskatchewan Assessment Management Agency (one trustee)
- (e) Okicīyapi Educational Partnership (two trustees)
(Saskatoon Tribal Council, Central Urban Métis Federation Incorporated (CUMFI), Saskatoon Public Schools)
- (f) Saskatoon Public Schools Foundation Inc. (two trustees)

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY

Mr. George Rathwell
Director of Education

DATE

October 27, 2010

ATTACHMENTS

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motions:

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 as follows:

1. Board Pension Trustees Committee: Trustees _____ , _____
and _____.
2. Board Discipline Committee: Trustees _____ , _____
and _____.
3. Public Section, Saskatchewan School Boards Association: Trustees _____
and _____.
4. Saskatchewan Assessment Management Agency: Trustee _____.
5. Okicīyapi Educational Partnership: Trustees _____ and _____.
6. Saskatoon Public Schools Foundation Inc.: Trustees _____ and _____.



MEETING DATE: NOVEMBER 2, 2010

TOPIC: SASKATCHEWAN SCHOOL BOARDS ASSOCIATION
2010 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 2010 Annual General Meeting will be held November 29th and 30th at the Saskatoon Inn.

CURRENT STATUS

In accordance with the Saskatchewan School Boards Association formula, the Saskatoon Board of Education is entitled to 51 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
Mr. George Rathwell Director of Education	October 27, 2010	SSBA Voting Information

RECOMMENDATION OF THE DIRECTOR OF EDUCATION

Proposed Motions:

- That the Saskatoon Board of Education is entitled to 51 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:



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MEMORANDUM

October 15, 2010

TO: Chief Financial Officers for Boards of Education

FROM: Bonnie Ozirny, General Counsel

RE: 2010 Annual General Meeting
Information Requirements for Ballot Voting

For the purposes of voting on bylaw amendments and resolutions at the annual general meeting to be held on November 29, 2010 during the Fall General Assembly, attached, please find a form that we ask you to complete and return to this office by November 19, 2010.

This will enable us to prepare a package of ballots for your board that can be picked up at the Ballot station at the General Assembly Registration Desk by an authorized representative of your board.

A copy of Bylaw No. 11, which provides for allocation of votes, is attached for your information.

If the form is not received by Friday, November 19, 2010, then, you will need to deliver the completed form to the Ballot station during registration for the General Assembly 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 general meeting or must leave before votes on resolutions have been completed, your board chair or other person authorized by your board can have that board member's ballots allocated to another board member. To do this, please see Bonnie Ozirny, General Counsel, or Krista Lenius, during the General Assembly to make a change. It is important to do this prior to the start of the AGM, if possible, so that the AGM is not interrupted after it has begun.

Thanks for your assistance.

For your information:

Ballot Voting

Association Bylaw No. 11 provides:

Bylaw No. 11: Delegates and Voting

1. School board members who register and pay the registration fee are delegates at the general meetings of the Association.
2. Every member shall inform the Association as to which of its delegates it has authorized to be accredited delegates to cast the votes of the member on questions for which a formal ballot is used, and the number of votes each accredited delegate is authorized to cast.
3. Formal ballots shall be used for:
 - (a) election of members to the Executive;
 - (b) adoption of the Association budget;
 - (c) votes on bylaw amendments and resolutions; and
 - (d) approval to the Executive to petition the Legislative Assembly for changes to the Act incorporating the Association.
4. The number of votes to which each board of education is entitled when a formal ballot is used shall be determined in accordance with the following table using the student count of the board of education as of September 30 for the most recent year as provide by the Ministry of Education:

<u>Student Count</u>	<u>Number of Votes</u>
1 to 2000 students	6
2001 to 3000 students	9
3001 to 4000 students	12
4001 to 5000 students	15
5001 to 6000 students	18
6001 to 7000 students	21
7001 to 8000 students	24
8001 to 10,000 students	30
10,001 to 15,000 students	45
15,001 students and over	51

5. Only accredited delegates in attendance at the time a vote is taken shall be entitled to vote.
6. Absentee voting shall not be allowed.
7. On matters where voting is by show of hands, such as motions on procedural matters, each delegate in attendance at the time the vote is taken shall be entitled to vote, and shall have one vote.
8. Delegates who are not accredited delegates may participate in General Assembly and general meeting discussions and debate.



MEETING DATE: NOVEMBER 2, 2010

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 seventh 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 – 8).

Beginning in the fall of 2010, all of these components will move toward the Board’s overall goal while attending to data about our students’ learning, promising practices in assessment and instruction, the renewal of provincial curricula in all subject areas, the integration of First Nations, Inuit and Métis content, perspectives and ways of knowing, the use of technology to enhance instruction, and our English As An Additional Language students.

CURRENT STATUS

Just Read has been a foundational aspect of *Literacy For Life* since the onset of the learning priority. The foundational belief of **Just Read** is that “the more a person reads, the better a person reads”. Just like practice improves performance in any sport, practicing reading improves a person’s reading and writing. **Just Read** is a “district-wide program aimed to increase student independent reading, particularly at-home reading” (Joyce and Wolf, 1996). “The rationale is direct: students need to read widely to consolidate skills and to explore the world that lies within books. **Just Read** involves the entire school and neighbourhood community in an active action research effort to ensure that all students are reading independently.” (Joyce, Weil & Calhoun, 2004. Models of teaching. (7th edition) Pearson, p. 373.)

In Saskatoon Public Schools, we have defined three targets, or outcomes, for **Just Read**:

- Build a Culture of Readers
- Engage our Community Through Literacy
- Increase Volume of Student Reading.

Schools include the outcomes of **Just Read** in their strategic plans and then employ various efforts and data collection methods to determine whether or not they are moving toward the stated outcomes.

Just Read has a very direct connection to our families and the larger community. Through this connection, we are beginning to see a number of School Community Councils focusing on this aspect of *Literacy For Life* as a way of participating in the school's strategic plan and in advising on the learning and wellbeing of students.

Mr. Ralph Kindrachuk, Principal of Lakeridge School, will be present at the Board meeting to share how his community is engaging in **Just Read** and how various forms of data are influencing those activities and monitoring movement toward the overall outcomes of **Just Read**.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mrs. Avon Whittles, Deputy Director of Education Miss Kim Newlove, Superintendent of Education Mrs. Lori Kindrachuk, Facilitator: Literacy For Life	October 27, 2010	

RECOMMENDATION



MEETING DATE: NOVEMBER 2, 2010
TOPIC: STRATEGIC PLANNING UPDATE:
 MONITORING OUR PROGRESS

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 checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

BACKGROUND

Report To The Community 2009 – 2010

As part of the strategic planning process, the Board has released its annual *Report To The Community 2009 - 2010*. This document celebrates the 2009 - 2010 accomplishments of our staff and students and highlights our many strong community partnerships. The report also encourages stakeholders to view information regarding our students' learning results on the school division's public website at www.saskatoonpublicschools.ca.

A copy of the *Report To The Community 2009 - 2010* has been sent to all School Community Councils and will be posted to the school division website. In addition, paper copies of the report will be distributed to various stakeholders in our community.

Continuous Improvement Report Highlights: Monitoring Our Progress

Saskatoon Public Schools is committed to continuous improvement. We constantly celebrate and build upon our successes and, at the same time, we embrace our challenges as opportunities to learn, grow and improve.

We collect information about our students' achievements related to the priorities contained within the Ministry of Education's Continuous Improvement Framework and share these results with our Board and with our stakeholders. The attached report titled *Continuous Improvement Report Highlights: Monitoring Our Progress* provides highlights related to our students' accomplishments in the 2009 – 2010 school year. The report also outlines information specific to the following areas:

- What do we mean by success?
- How does Saskatoon Public Schools help learners achieve success?
- Who are the learners in Saskatoon Public Schools?
- How are Saskatoon Public Schools' students performing academically?

The Board's final Continuous Improvement Report for the 2009 – 2010 school year will be posted to the school division's website at www.saskatoonpublicschools.ca in mid November.

CURRENT STATUS

PREPARED BY	DATE	ATTACHMENTS
Mrs. Avon Whittles Deputy Director of Education	October 27, 2010	Continuous Improvement Report Highlights: Monitoring Our Progress

RECOMMENDATION

Continuous Improvement Report Highlights: Monitoring our Progress

Saskatoon Public Schools is committed to continuous improvement in student learning. We constantly celebrate and build upon our successes; and at the same time, we embrace our challenges as opportunities to learn, grow, and improve. We value the unique gifts, talents, and interests of each student. We also recognize that every person has personal, physical, spiritual, emotional, and intellectual needs and interests and that our educators are challenged to address this great diversity of needs on a daily basis in our schools.

Measuring progress toward continuous improvement in an organization as large and diverse as Saskatoon Public Schools can be very complex. It is impossible to reduce the complexity of improvement in our division to a specific number or a single indicator. Trustees regularly receive reports and updates about students' achievement on a variety of academic assessments. We acknowledge there are many goals of public education including career education, character education, the development of personal and social values, and spiritual growth that cannot be measured by tests or defined by numbers. Nevertheless, we work very hard to support students' learning in these areas and look for different ways to assess our progress.

In order to highlight our achievement and to share information about many new initiatives, our Board released its annual *Report to the Community (2009-10)* on October 19, 2010 at its Annual Meeting of Electors and will release its *2009-10 Continuous Improvement Report* in November. Highlights included in both documents address the following questions:

- What do we mean by success?
- How does Saskatoon Public Schools help learners achieve success?
- Who are the learners in Saskatoon Public Schools?
- How are Saskatoon Public Schools' students performing academically?

What do we mean by success?

- We constantly strive to inspire learning every day in every classroom. We are open to all children and youth so they may discover, develop, and act upon their potential, thereby enriching their lives and our community.
- At Saskatoon Public Schools, we meet the needs of many different learners. We constantly and deliberately examine and improve our practice to ensure that *all* learners – youth and adults – have challenging and engaging learning opportunities.

How does Saskatoon Public Schools help learners achieve success?

- We have two significant learning priorities – *Collegiate Renewal* and *Literacy for Life*. Through these initiatives we are:
 - Identifying and implementing research-based instructional strategies,
 - Collecting and analyzing information about our students' learning, and
 - Using that information to improve instruction.
- We acknowledge and celebrate success by:
 - Supporting individual growth in academics, citizenship, and personal and social values;

- Nurturing the imagination of all learners; and
- Accepting that all of us face challenges in our learning and that these challenges are a natural and necessary part of learning,
- We view our staff as “master learners” who constantly model their commitment to life-long learning; thereby empowering our students to embrace their journeys as life-long learners.
- We offer programs to meet the needs, interests, and aspirations of all of our learners and we constantly strive to ensure that all learners are engaged and inspired in their learning.
- We are working hard to make sure that every student in Saskatoon Public Schools has an opportunity to thrive in our schools.
- Students at Saskatoon Public Schools learn about the importance of community involvement. We are proud of our role in helping to develop citizens and leaders of the future. We shape minds and build character.

Who are the learners in Saskatoon Public Schools?

- 1,503 students graduated from Saskatoon Public Schools during the 2009-10 school year.
- About 900 students came to our collegiates this year from other jurisdictions in the city, province, and country (the total collegiate population is approximately 8,100).
- Among our total student population, there are approximately:
 - 1,372 French Immersion students,
 - 1,000 students whose first language is not English,
 - 3,700 students who have self-declared to be from First Nations, Inuit, and Métis backgrounds, and
 - 1,200 students with recognized intellectual, developmental, and physical disabilities who require “intensive supports”.
- Through their successes, our students enrich not only their lives but also the fabric of our entire community. For example:
 - **Raven Brousseau** is a graduate of Evan Hardy Collegiate. She is currently attending Edward’s School of Business at the University of Saskatchewan. Raven competes in pole vault as a member of the university’s track and field team. She has volunteered with the Lakeview Community Association introducing summer programs and organizing two “Raven’s Summer Dance Camps.”
 - **Gabrielle Fourstar**, from the Wahpetwon Dakota First Nation, is a Grade 10 student at Marion M. Graham Collegiate. Last year, Gabrielle won the SaskTel Aboriginal Youth Award in the community service category. In addition to strong academic performance at school, Gabrielle volunteers at seniors’ homes, the SPCA, and her church. Her future plans include acting as a Canadian Youth Ambassador for World Vision.
 - **Hannah St. Denis-Katz**, from the Beardy’s and Okemasis First Nation, and a recent graduate from Aden Bowman, won the 2010 SaskTel Aboriginal Youth Award in the education category. Hannah was recognized for her academic achievements and her volunteer service as a pediatric recreation associate at Royal University Hospital. She is completing her science degree at McGill University and plans to become a pediatrician.

- **Joel Wong**, a Grade 6 student from Greystone Heights School, tied for first place in the country – along with 14 other students – in the Pythagoras Mathematica contest. There were 20,378 students from across Canada who wrote the exam.

How are Saskatoon Public Schools' students performing academically?

- Here are a few examples of our students' academic performance:
 - On average, all students in Grade 1 are reading at or above grade level.
 - In the past year, students in our elementary and collegiates who have struggled with reading have improved at a rate similar to the improvement of those students who do not struggle with reading.
 - In the most recent provincial *Assessment for Learning (AFL)* program:
 - Saskatoon Public Schools' Grade 4, 7, and 10 students' performance on both the 2007 and 2009 reading assessments was equal to the performance of their provincial peers on nearly all subtests (Grade 10 students were below the provincial average in one subtest in 2007). In 2009, our students' performance improved substantially over the 2007 results *in all areas* of the reading assessment.
 - Saskatoon Public Schools' Grade 5, 8 and Mathematics 20 students performed at or above their provincial peers on the majority of subtests in the four years the assessment has been conducted.
 - Saskatoon Public Schools' Grade 5, 8, and 10 students performed on par with their provincial peers on all subtests in 2008 except one (Grade 10 students were below the provincial result in *Organization*).
- A few of the areas we have identified for improvement include:
 - We expect our students' achievement on the next AFL assessments in mathematics, reading, and writing assessments to improve by 5% on every subtest at all grade levels. More specifically, areas of the AFL test for targeted improvement include:
 - Grade 4, 7, and 10 students' performance in the *Reader Response* subtest of the provincial Assessment for Learning test was lower than expected in both 2007 and 2009 (although there was improvement between 2007 and 2009).
 - Grade 5 students' performance in the *Computation Skills* subtest of the provincial assessment was below provincial results in the 2004, 2006, and 2007 assessments (their performance in the 2009 assessment improved to be equal to the provincial results).
 - Our Grade 4 and 8 students tend to perform below national averages on the mathematics subtests of the Canadian Achievement Test.
 - While our First Nations, Inuit, and Métis students tended to perform on par with their provincial peers on the provincial AFL, their achievement was lower in comparison to Saskatoon Public Schools' total student population.

- Among many other initiatives, we will implement the following to help us achieve our goals to improve student learning:
 - We will continue to work with our data to improve instruction through analyzing and interpreting assessment results (including the Ministry of Education’s *Assessment for Learning* and *Canadian Achievement Test* as well as classroom assessment) and using those results to support the learning of all students
 - We will continue to work within our Board’s two learning priorities to implement research-based instructional strategies.
 - We will continue to create closer alignment of school strategic plans with both the division-level plans and the Ministry of Education’s Continuous Improvement Framework.
 - We will continue to focus on improving professional practice among all staff members (teachers, administrators, and support staff).

Conclusion

Looking to the future, we are committed to continuous improvement. We acknowledge and celebrate success by nurturing the imagination, by supporting individual growth, and by responding to the diverse needs of all of our learners. While we have much to celebrate in terms of our students’ learning, we also recognize that we have areas that require further attention. We will continue to pursue improved learning results, to offer programming choices to best meet our students’ needs, and to constantly seek opportunities to inspire learning in Saskatoon Public Schools.

For more information about Saskatoon Public Schools, please visit our website at <http://www.saskatoonpublicschools.ca>



MEETING DATE: NOVEMBER 2, 2010

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 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 and Dr. Scott Tunison, Coordinator: Research and Measurement	October 27, 2010	Assessment Report

RECOMMENDATION

Assessment in Saskatoon Public Schools

November 2, 2010



Prepared by:
Dr. Scott Tunison - Coordinator: Research and Measurement
and
Mrs. Avon Whittles: Deputy Director of Education

Educational research has consistently shown that data collected from a broad range of assessments, when used appropriately, improves student learning and/or organizational learning. This process, called *triangulation of evidence*, involves collecting many discrete pieces of “hard” and “soft” data over time that, when considered together, paint a comprehensive picture of progress toward intended outcomes.

This report is intended to provide trustees with an overview of the assessment activities in Saskatoon Public Schools. While there are 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

There are three broad purposes for assessments currently in use in Saskatoon Public Schools. These include:

- Assessments for division-wide monitoring and communication purposes,
- Assessments for school-level monitoring and communication purposes, and
- Assessments for classroom-level (as well as for enhancing individual students’ achievement and growth) monitoring and communication purposes.

The distinction among these purposes is very important because the types 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 (e.g., standardized tests) are among the most appropriate means of division-wide monitoring (although she cautions that divisions should use additional sources of information as well); whereas, other types of evidence are more appropriate to assess individual student progress.

There are also times when individual assessments serve more than one purpose. While the assessments are referred to in this report in separate sections, the lines among these assessments are somewhat artificial (see Figure 1 for an illustration of the multiple uses of the various assessments currently used in the division).

Assessments for division-wide monitoring and communication

We assess division-wide progress using a broad range of information. We have a comprehensive student assessment program and we also consult with parents, students, staff, business owners, and community members who do not have children in school.

On a division-wide basis, we monitor student achievement using several assessments – see Figure 2 for an overview of assessments that have taken place or will take place over the period covering 2007-2008 to 2010-2011 school years inclusively. The *Canadian Achievement Test* (CAT) and the Ministry of Education’s *Assessment for Learning* provincial tests (AFL) are key sources of information for division-wide monitoring purposes (note: the Board receives reports regarding large-scale assessment results at various times during each year). In general terms, we use assessments of this type for this purpose because they are specifically designed to:

- Help the system be accountable (i.e., are we making the best use of our resources?), and
- Illustrate or highlight general trends.

While assessments such as the CAT and AFL are helpful for division-wide monitoring purposes, it is important to keep in mind that they also have limitations. For example,

- These assessments collect small bits of information considered important by the assessments' developers about large numbers of students at a particular point in time.
- Results from one of these assessments cannot be compared directly to those from other assessments. These bits of information are simply snapshots of student ability that, when considered along with other information, paint an overall picture of progress.
- Improvement or declines in overall student achievement on one of these assessments does not necessarily translate into improvement or declines in another assessment. This is true because these assessments are intended to measure unique aspects of student achievement in distinctly different ways.

As mentioned earlier, many division-wide assessments also serve important purposes at the school- and/or classroom-level. Results from students' *Fountas & Pinnell Leveled Literacy Intervention System* assessments, for example, are used not only for division-wide reporting purposes but also for classroom-level diagnostic purposes. Classroom-level data collected by teachers such as *Alphabet Recognition Rates* and *Sight Vocabulary Acquisition Rates* are compiled to inform the Board and the public about students' progress overall. These data are also used by teachers in their own classrooms as they plan their lessons. Finally, *Just Read* data provide us with valuable information 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.

Assessments for school-level monitoring and communication

School-level assessments are conducted primarily to monitor progress regarding each school's strategic plan. 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 and surveys) while other assessments are informal (e.g., principal and teacher observations, and discussions among staff, students, parents, community members).

Tell them From Me (TTFM) is an example of an assessment that is primarily used for school-level monitoring. The TTFM survey is an on-line student perception survey. It provides comprehensive information for schools about students' perceptions of their school experiences and, at the same time, is pulled together on a division-wide basis to paint an overall picture regarding student perceptions (Note: TTFM is currently used by 41 schools).

Assessments for classroom-level monitoring and communication

According to current educational research, the use of *Assessment for Learning* (AFL) practices is the most effective approach to classroom-level student assessment. The practice of AFL includes a comprehensive set of classroom activities that allow multiple opportunities for students to display their learning. In short, teachers select classroom assessments that align with instructional objectives identified by provincial curricula and, at the same time, provide students with many different ways to show their mastery of those objectives.

Classroom teachers also use results from standardized tests such as the *Canadian Achievement Test* and the *Fountas & Pinnell Leveled Literacy Intervention System* for diagnostic purposes and, in some cases, 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 student and division assessment “promising practices” 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 the division-, school-, and classroom-levels to determine the extent to which these practices continue to meet our needs. We have also begun to explore alternative assessments that may better serve our current and future requirements.

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 explore new assessment possibilities and review existing ones, we must also consider 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. In short, we are working toward a balance between the time it takes to collect and use centralized division-level assessment data of various kinds and the time these activities can take away from powerful classroom *assessment for learning* models.

Concluding Statement

Overall, a wide variety of assessments are used as we monitor progress on numerous fronts. Data collected through 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 Assessment Activities

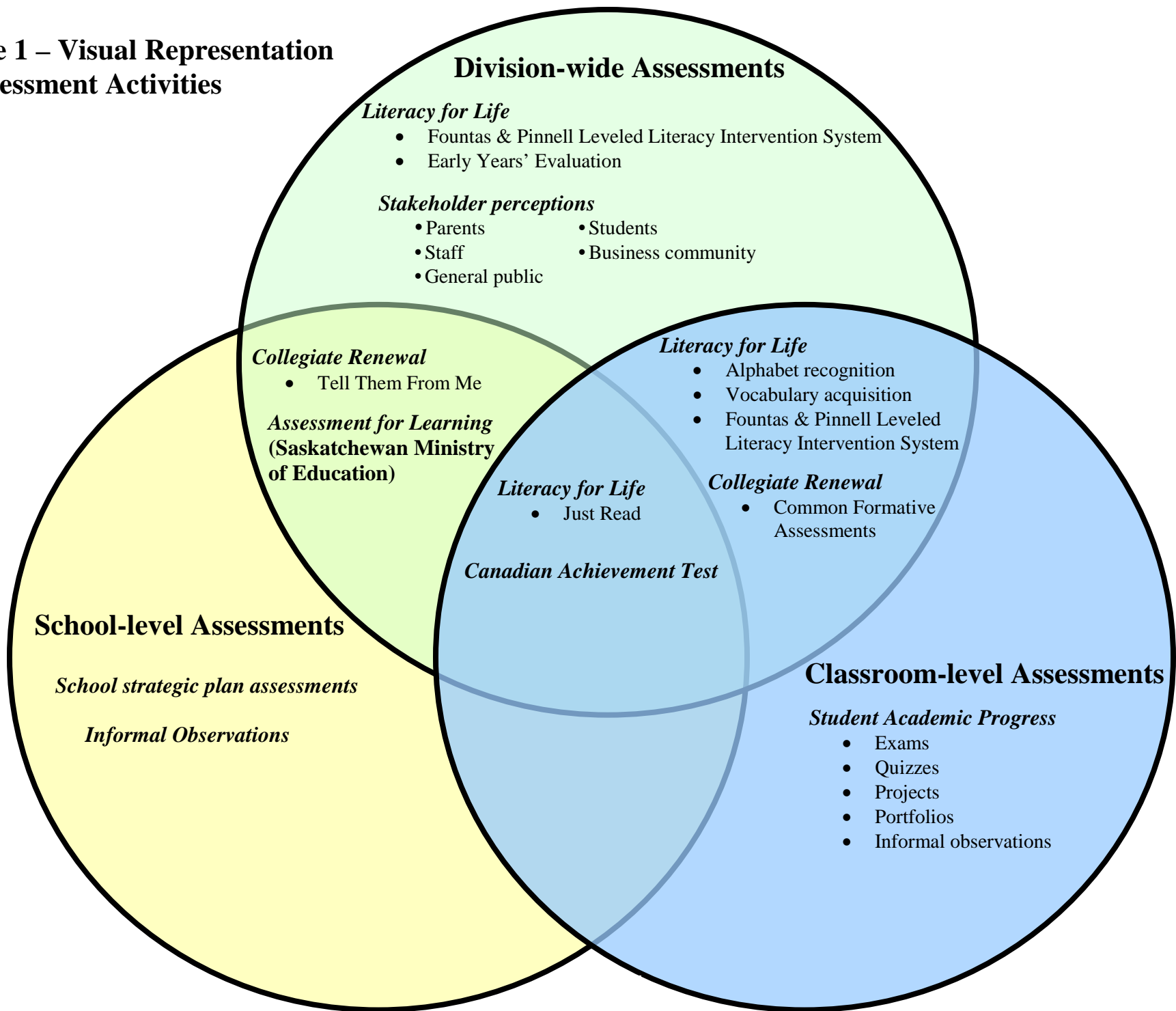


Figure 2: Assessment and Evaluation Methods: 2007-08 to 2010-11

Assessment and Evaluation Methods: 2007-08 to 2010-11				
Grade	2007-2008	2008-2009	2009-2010	2010-2011
K	Vocabulary	Vocabulary	Vocabulary	Vocabulary
	GORT	Alphabet	Alphabet	Alphabet
	Alphabet	EYE (All K classes)	EYE (All K classes)	EYE (All K classes)
	Gunning	Fountas & Pinnell*	Fountas & Pinnell*	Fountas & Pinnell*
	EYE (Full-day K)	EDI (Ministry)	EDI (Ministry)	
1	Vocabulary	Vocabulary	Vocabulary	Vocabulary
	Alphabet	Alphabet	Alphabet	Alphabet
	GORT	Fountas & Pinnell*	Fountas & Pinnell*	Fountas & Pinnell*
2	GORT	Fountas & Pinnell*	Fountas & Pinnell*	Fountas & Pinnell*
		GORT#		
3	GORT	Fountas & Pinnell*	Fountas & Pinnell*	Fountas & Pinnell*
		GORT#		
4	CAT/3	CAT/3	CAT/3	CAT/4
	GORT##	Ministry AFL (Reading)		Ministry AFL (Reading)
		Fountas & Pinnell**	Fountas & Pinnell**	Fountas & Pinnell**
		GORT##		
5	Ministry AFL (Writing)	Ministry AFL (Math)	Ministry AFL (Writing)	Ministry AFL (Math)
	GORT##	Fountas & Pinnell**	Fountas & Pinnell**	Fountas & Pinnell**
		GORT##	TTFM (31 schools)	TTFM (31 schools)
6	GORT##	Fountas & Pinnell**	Fountas & Pinnell**	Fountas & Pinnell**
		GORT##	TTFM (31 schools)	TTFM (31 schools)
7		Ministry AFL (Reading)	Ministry AFL (Science)	Ministry AFL (Reading)
		Fountas & Pinnell**	Fountas & Pinnell**	Fountas & Pinnell**
		GORT##	TTFM (31 schools)	TTFM (31 schools)
8	CAT/3	CAT/3	CAT/3	CAT/4
	Ministry AFL (Writing)	Ministry AFL (Math)	Ministry AFL (Writing)	Ministry AFL (Math)
	GORT##	Fountas & Pinnell**	Fountas & Pinnell**	Fountas & Pinnell**
		GORT##	TTFM (31 schools)	TTFM (31 schools)
			PCAP	
9	WDYDIST	WDYDIST	TTFM	TTFM
	GORT##	Common formative Assessments	Common formative Assessments	Common formative Assessments
	Student Interviews	OTL Assessment	OTL Assessment	OTL Assessment
		Evidence yearbooks	Evidence yearbooks	Evidence yearbooks
		Student Interviews		
		Fountas & Pinnell**	Fountas & Pinnell**	Fountas & Pinnell**
		GORT##	GSRT####	GSRT####
10	WDYDIST	WDYDIST	TTFM	TTFM
		Evidence yearbooks	Evidence yearbooks	Evidence yearbooks
		Ministry AFL (Reading)		Ministry AFL (Reading)
		Fountas & Pinnell**	Fountas & Pinnell**	Fountas & Pinnell**
	GORT##	GORT##	GSRT####	GSRT####
11	WDYDIST	WDYDIST	TTFM	TTFM
		Evidence yearbooks	Evidence yearbooks	Evidence yearbooks
	Ministry AFL (Writing)	Ministry AFL (Math)	Ministry AFL (Writing)	
	GORT##	GORT##	GSRT####	GSRT####
12		WDYDIST	TTFM	TTFM
		Evidence yearbooks	Evidence yearbooks	Evidence yearbooks
	GORT##	GORT##	GSRT####	GSRT####
		Fountas & Pinnell**	Fountas & Pinnell**	Fountas & Pinnell**
Just 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 some Kindergarten to Grade 8 on a voluntary basis in several schools
Fountas & Pinnell**	This instrument is being used in Read to Succeed classrooms in Grades 4 to 8
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
GSRT###	The Gray Silent Reading Program is being used in Read to Succeed classrooms in Grades 9 to 12
	Large Scale Assessments - not specific to priorities
	Literacy for Life Assessments
	Collegiate Renewal Assessments



MEETING DATE: NOVEMBER 2, 2010

TOPIC: RESPONSE TO TRUSTEE WAUGH'S REQUEST FOR INFORMATION REGARDING PLAYGROUNDS ON SCHOOL BOARD PROPERTY

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: Response To Questions By Trustees	

BACKGROUND

At the October 19, 2010 Board meeting, Trustee Waugh requested information regarding playgrounds on School Board property. Specifically, he requested a list of playgrounds on both City of Saskatoon and School Division properties and information on playgrounds at the Early Learning Care Centres.

CURRENT STATUS

Attached is a list of all Saskatoon Public Schools' school facilities indicating where school and daycare playgrounds, rinks and spray pools are located, and remarks regarding such, where applicable. Trustees will note that over time there has been a variety of arrangements made with the City of Saskatoon regarding playground structures with some playgrounds existing solely on Saskatoon Public Schools' property, while other playgrounds exist on City of Saskatoon property.

Yet another type of new playground development is that of the new Early Learning Care Centres. Existing playgrounds for Early Learning Care Centres vary in terms of accessories, fitments and equipment. A basic playground is enclosed with chain link fencing and includes a mixture of soft (i.e. grass) and hard surfaces (i.e. asphalt, gravel or concrete). Exposure to sunlight and/or daylight is important, as are other natural connections (flowers, shrubs, trees, planting boxes, etc.) Clear sightlines for visual monitoring and security are required, as is direct access from the interior of the daycare facility. It is expected that existing and future Early Learning Care Centre playgrounds will evolve into more naturalized environments with specific areas directed to personal and group discovery, based on the principles of the Reggio Emilia philosophy.

PROS AND CONS

FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. Stan Laba Superintendent of Facilities	October 27, 2010	List Of Saskatoon Public Schools Playgrounds

RECOMMENDATION

All rinks are maintained by the Community
 All Daycare playspaces are maintained by the Daycares
 All paddling pool/spray pools are maintained by City of Saskatoon

School	SPS owned Property	Daycare play area	City owned Property	REMARKS
Alvin Buckwold	Playground	✓	rink	School/Community has begun fundraising for a new playground. Daycare has no fenced play space and uses SPS playground. Playground is wood structure; recommend to replace
Brevoort Park			Rink/playground	
Brownell			playground	
Brunskill	Playground/rink			
Buena Vista	playground/rink			
Caroline Robins	playgrounds x3		Rink/paddling pool	City maintains one playground
Caswell	playground/rink			
College Park	playground		playground	
Confederation Park		✓	playground	
Dr. John G. Egnatoff	rink		Playground/spray pool	
Dundonald	rink		Playground/spay pool	
Royal West (Estey)		✓	playground	
Fairhaven	Paddling pool			
Forest Grove	Playground/rink		Spray pool	
Greystone Heights			Playground/rink	
Henry Kelsey	Rink shared 90% school property		Playground/rink shared 10%	School/Community has begun fundraising for a new playground. Daycare has no fenced play space and uses SPS playground. COS maintains All (rink, pool and playground)
Holliston	Playground/rink	✓		
Howard Coad	Paddling pool/ playground/rink			
High Cairns V.C.	rink		playground	
James L. Alexander	rink		playground	
John Dolan	playground			
John Lake	Playground/shared rink 90%	✓	Shared rink 10% city property.	
King George	Playground/rink			
Lakeridge	playground		Spray pool	
Lakeview	playground		Playground	
Lawson Heights			Playground/rink	
Lester B. Pearson	Shared rink 10% school property	✓	Paddling pool/	School/Community has begun fundraising for a new playground. Playground is wood structure; recommend to replace
Mayfair	playground	✓		
Montgomery			Playground/rink	
North Park Wilson	Playground/ rink			
Pleasant Hill		✓	Playground/paddling pool	
Prince Philip	playground			School/Community has begun fundraising for a new playground. Playground is wood structure; recommend to replace
Princess Alexandra	Playground/rink			

Queen Elizabeth	Playground/rink	✓			Playground is wood structure; recommend to replace
River Heights	Playground/rink			Spray pool/playground	
Roland Michener	Playground			Paddling pool/playground	
Silverspring	Playground/rink				
Silverwood Heights	rink			Playground/Spray pool	School/Community has begun fundraising for a new playground; Playground is wood structure; recommend to replace
Sutherland	Playground/rink				Daycare has no fenced playspace and uses SPS playground
Victoria	Playground/rink	✓			
Vincent Massey	Playground/rink			Playground/rink	School/Community has begun fundraising for a new playground; Playground is wood structure; recommend to replace
Westmount	Playground/rink				
Wildwood				Paddling pool/playground	
W. P. Bate				Playground	
Aden Bowman					
Bedford Road					
City Park		✓			
Evan Hardy					
Marion Graham					
Mount Royal		✓			
Nutana					
Walter Murray					
Centennial					
Tommy Douglas				Playground	

* For school initiated playground replacement and/or new construction projects, Saskatoon Public Schools matches the community/school contribution up to a max of \$25,000. The amount is subject to annual review, and is based on the total value of funds available for this type of work in any given year.

Four recently completed playground project cost totals:

- 2006 – College Park – Playground \$44,000
- 2006 – Holliston – Playground \$68,000
- 2006 – King George – Playground \$67,000
- 2010 – Caswell – Playground \$70,000