

**Board Of Education**  
**Saskatoon School Division No. 13**

**Meeting**  
**Of The**  
**SASKATOON BOARD OF EDUCATION**

**TUESDAY, OCTOBER 5, 2010**

**Board Room**  
**310 21<sup>st</sup> Street East**

**7:00 p.m.**

**Please Note: All public Board meetings are audio taped**

**Agenda**

- 1. ROLL CALL:**
- 2. PLAYING OF O'CANADA:**
- 3. ADOPTION OF AGENDA:**
- 4. COMMENTS/CONCERNS/QUESTIONS FROM THE PUBLIC:**  
(maximum 5 minutes per speaker; 20 minutes total; comments must be related to specific agenda items)
- 5. APPROVAL OF MINUTES OF LAST MEETING:**  
September 21, 2010 (Unapproved)
- 6. DELEGATIONS:**
- 7. EXTERNAL REPORTS / PRESENTATIONS:**  
(a) Celebrating Excellence, Mount Royal Collegiate  
Celebrates 50 Years Of Learning
- 8. BUSINESS ARISING FROM THE MINUTES:**
- 9. UNFINISHED BUSINESS:**  
(a) Items Arising From The Committee Of The Whole

10. **CORRESPONDENCE:**
  
11. **REPORTS OF COMMITTEES AND TRUSTEES:**
  
12. **NEW BUSINESS:**  
**Decision**
  - (a) Muskeg Lake Cree Nation Treaty Land Entitlement
  
13. **REPORTS FROM ADMINISTRATIVE STAFF:**  
**Information**
  - (a) Literacy For Life Update
  - (b) Ministry Of Education Audit Timelines
  - (c) Treaty Essential Learnings Survey Results
  - (d) Assessment Practices
  - (e) Death Of Former Trustee Bill Altman
  
14. **NOTICES OF MOTION:**
  
15. **QUESTIONS BY TRUSTEES:**
  
16. **QUESTIONS FROM THE PUBLIC:**

**Annual Meeting Of Electors**

Tuesday, October 19, 2010

7:00 p.m.

**Next Regular Meeting**

At the call of the Chair or

Tuesday, October 19, 2010

Immediately following the Annual Meeting of Electors

# UNAPPROVED

MINUTES OF A MEETING:

of the Board of Education of the Saskatoon School Division No. 13 of  
Saskatchewan, held on Tuesday, September 21, 2010 at 3:00 p.m.

September 21,  
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

Ms. Ringstrom joined the meeting at 3:05 p.m.

Mr. Waugh excused himself from the meeting at 5:10 p.m.

Ms. Banks excused herself from the meeting at 5:55 p.m.

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

CARRIED (8)

The meeting adjourned at 6:15 p.m.

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Secretary of the School Division

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Board Chair

# UNAPPROVED

MINUTES OF A MEETING: of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, September 21, 2010 at 7:00 p.m. September 21, 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

Agenda: Mr. Bellamy moved approval of the agenda.

Agenda

CARRIED (9)

Minutes: Mr. Utley moved approval of the Committee of the Whole Meeting and Regular Board Meeting of September 7, 2010.

Minutes

CARRIED (9)

Mr. Waugh joined the meeting at 7:05 p.m.

Celebrating Excellence – Westmount Community School Mosaic Extreme Makeover Award Winner: Ms. Patricia Prowse, Superintendent of Education, highlighted the accomplishment of Westmount Community School in receiving the provincial grand prize of the Mosaic Extreme Makeover Award. This award is an annual award presented on behalf of Mosaic and the Saskatchewan Nutrition Advisory Council for kids. Ms. Genevieve Wood, Principal; Mr. Lucus April, Student; and Ms. Leeanne Brown, Nutrition Coordinator, shared with the Board the achievements of their school by focusing on good nutrition and physical activity and described what a typical day would be for each of them.

Celebrating Excellence- Westmount Community School Mosaic Extreme Makeover Award Winner

Director's Contract: Mr. Danielson moved that the Board approve the Director's compensation for the period of August 1, 2010 to July 31, 2011 and an extension to the Director's current contract to July 31, 2012.

Director's Contract

CARRIED (10)

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

Correspondence

CARRIED (8)

Reports Of Committees And Trustees:

- Trustee Bellamy reported on his attendance at John Dolan School and Walter Murray Collegiate's hockey academy.
- Trustee Utley reported on his attendance at Meet the Teacher night at Roland Michener School and Caswell's 100<sup>th</sup> Anniversary celebration on September 10<sup>th</sup> with Trustees Linklater and Board Chair Morrison.
- Trustee Banks reported on her attendance at Greet the Teacher night, School Community Council meetings at Fairhaven and James L. Alexander Schools and school visits at all schools in Ward 3.
- Board Chair Morrison reported on his attendance at Silverspring School's Meet the Teacher night and celebrations at Westmount and Caswell schools.

Reports Of Committees And Trustees

Board Annual Work Plan 2010-2011: Ms. Banks moved that the Board approve the Board Annual Work Plan 2010-2011.

Board Annual Work Plan 2010-2011

CARRIED (10)

# UNAPPROVED

Transfer Of Funds From The Unrestricted Surplus: Ms. MacPherson moved that the Board approve the transfer of \$1.4 million from the Unrestricted Surplus to the Internally Restricted Surplus Designated For Tangible Capital Asset Expenditures for the following projects:

- Centennial Collegiate and W.P. Bate School portable moves;
- the boiler replacement at Pleasant Hill School;
- Phase Two of the tarmac/landscaping at North Park Wilson, and
- FAME software purchase.

CARRIED (10)

Transfer Of  
Funds From  
The  
Unrestricted  
Surplus

on the following issues:

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

- Literacy For Life Update
- Collegiate Renewal Update
- Willowgrove New School Concept Plan Update
- Award of Contracts Over The Summer Months
- Facilities Work Plan Update 2009-2010 By School
- Trustees Professional Development And Community Events Account Reports

Reports From  
Administrative  
Staff

Ms. MacPherson moved that the Board adjourn to the call of the Chair or the Committee of the Whole Board Meeting of Tuesday, October 5, 2010 at 3:00 p.m.

CARRIED (10)

The meeting adjourned at 8:10 p.m.

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Secretary of the School Division

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Board Chair



**MEETING DATE:           OCTOBER 5, 2010**

**TOPIC:                    CELEBRATING EXCELLENCE**  
**MOUNT ROYAL COLLEGIATE**  
**CELEBRATES 50 YEARS OF LEARNING**

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.

Our School Division is delighted to join with our community in celebrating Mount Royal Collegiate’s 50<sup>th</sup> Anniversary. Mount Royal Collegiate can proudly celebrate a distinguished history as a centre for learning in Saskatoon. With the addition of the Royal West Campus, completion of extensive renovations, and the addition of numerous exciting partnerships, there really is a world of opportunity at this site for our young people.

***Our Diversity Is Our Strength*** is a key message at Mount Royal Collegiate. Talented students come to learn at Mount Royal from a myriad of Saskatchewan locations, across Canada and around the world. Individuals who will be present to share their experiences and their thoughts regarding the 50<sup>th</sup> Anniversary include:

- Mr. Dean Newton, Principal, Mount Royal Collegiate.
- Mr. David Bear, Grade 12 student from Whitecap Dakota First Nation.
- Mr. Bwe Doh Soe, Grade 12 student enrolled in English As An Additional Language classes.
- Mrs. Barb Biddle, Co-Chair of the Mount Royal 50<sup>th</sup> Anniversary Celebration Committee.

David Bear and Bwe Doh Soe acted in the capacity of Master of Ceremony for the formal program hosted at Mount Royal Collegiate as part of the 50<sup>th</sup> Anniversary celebration on Saturday, September 25, 2010.

PREPARED BY	DATE	ATTACHMENTS
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Ms Patricia Prowse  
 Superintendent of Education

September 29, 2010



**MEETING DATE:**           **OCTOBER 5, 2010**

**TOPIC:**                   **MUSKEG LAKE CREE NATION  
TREATY LAND ENTITLEMENT**

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 federal and provincial governments and certain First Nations entered into the Saskatchewan Treaty Land Entitlement Framework Agreement in the fall of 1993 to facilitate the settlement of outstanding treaty land entitlement claims. Within the terms of the framework, a First Nation wishing to purchase property must enter into a tax compensation agreement with the affected municipality and school division before the property can receive reserve status.

The purpose of the tax compensation agreement is to provide for compensation to a school division for the loss of taxes, levies or grants in lieu as a result of property being converted to reserve status.

## CURRENT STATUS

Negotiations have now been completed with the Muskeg Lake Cree Nation culminating in a tax compensation agreement for properties located at 2511 22<sup>nd</sup> Street West. This agreement provides for a reasonable compensation structure that best serves the needs of all parties.

## PROS AND CONS

## FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. Garry Benning Chief Financial Officer	September 29, 2010	

## RECOMMENDATION OF THE DIRECTOR OF EDUCATION

### Proposed Motion:

That the Board approve the tax compensation agreement with the Muskeg Lake Cree Nation.



**MEETING DATE:            OCTOBER 5, 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

This update provides a report on two professional learning aspects of *Literacy For Life*: School-based Collaborative Inquiry Teams (CIT’s) and the leadership work of external consultant Dr. Lyn Sharratt.

### Collaborative Inquiry Teams

Professional learning in *Literacy For Life* will occur within two structures during 2010 – 2011:

- Centralized and grade-alike professional learning sessions, and
- School-based Collaborative Inquiry Teams.

The attached document provides an overview of these teams and the roles found within them.

**Dr. Lyn Sharratt**

Dr. Lyn Sharratt is the senior advisor of system and school improvement in the York Region District School Board in Ontario and is the co-author of *13 Parameters: A Literacy Leadership Tool Kit and Realization* with Dr. Michael Fullan. From September 27 to 29, 2010, Dr. Sharratt worked with staff in our elementary community schools, our elementary principals group, and our Community Education Action Plan Strategic Committee to provide guidance and fresh insights as we continue to work toward our *Literacy For Life* goal of all students reading at or above grade level.

A verbal overview of Collaborative Inquiry Teams and our work with Dr. Sharratt will be shared at the Board meeting.

**PROS AND CONS**

**FINANCIAL IMPLICATIONS**

**PREPARED BY**

**DATE**

**ATTACHMENTS**

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

September 29, 2010

Collaborative Inquiry  
Teams

**RECOMMENDATION**

# Collaborative Inquiry Teams (CIT's)

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## *The What?*

In Saskatoon Public Schools, one of our learning priorities is **Literacy for Life**. In 2010-2011, educators will work in school-based Collaborative Inquiry Teams (CIT's) to support our instructional and assessment understandings within **Literacy for Life**. In Collaborative Inquiry Teams, educators learn together for the purpose of improving student learning. CIT inquiry questions arise from evidence of student learning and are a powerful way to help deepen understandings about promising assessment and instructional practices.

## *The Why?*

The CIT model reflects the principles of effective professional learning. Collaborative inquiry provides opportunity for choice and flexibility in professional learning responding to student and teacher need. On our collaborative inquiry teams, multiple perspectives help make sense of the complex nature of teaching and learning within our **Literacy for Life** learning priority.

## *The How?*

In collaborative inquiry, team members study their own practice in light of current research. Based on that study, team members share results and articulate insights to deepen their collective understanding of effective practices (those that help students to reach their full learning potentials). Collaborative inquiry follows a professional inquiry cycle.

## *The Who?*

All educators in K-8 will be involved in a school-based Collaborative Inquiry Team.

Collaborative inquiry teams will be coordinated/led/facilitated by their school-based administrators, and supported by a team of facilitators including Instructional Consultants, Literacy Teachers, Project Leaders and Coordinators.

## *The When?*

Collaborative inquiry is most effective when team members meet regularly. A minimum of once a month is suggested. To support this team work, teachers will be provided with 2 x .5 release days **each semester** in 2010-11, to be arranged at the discretion of the CIT members and their administrators. Other collaboration times available include:

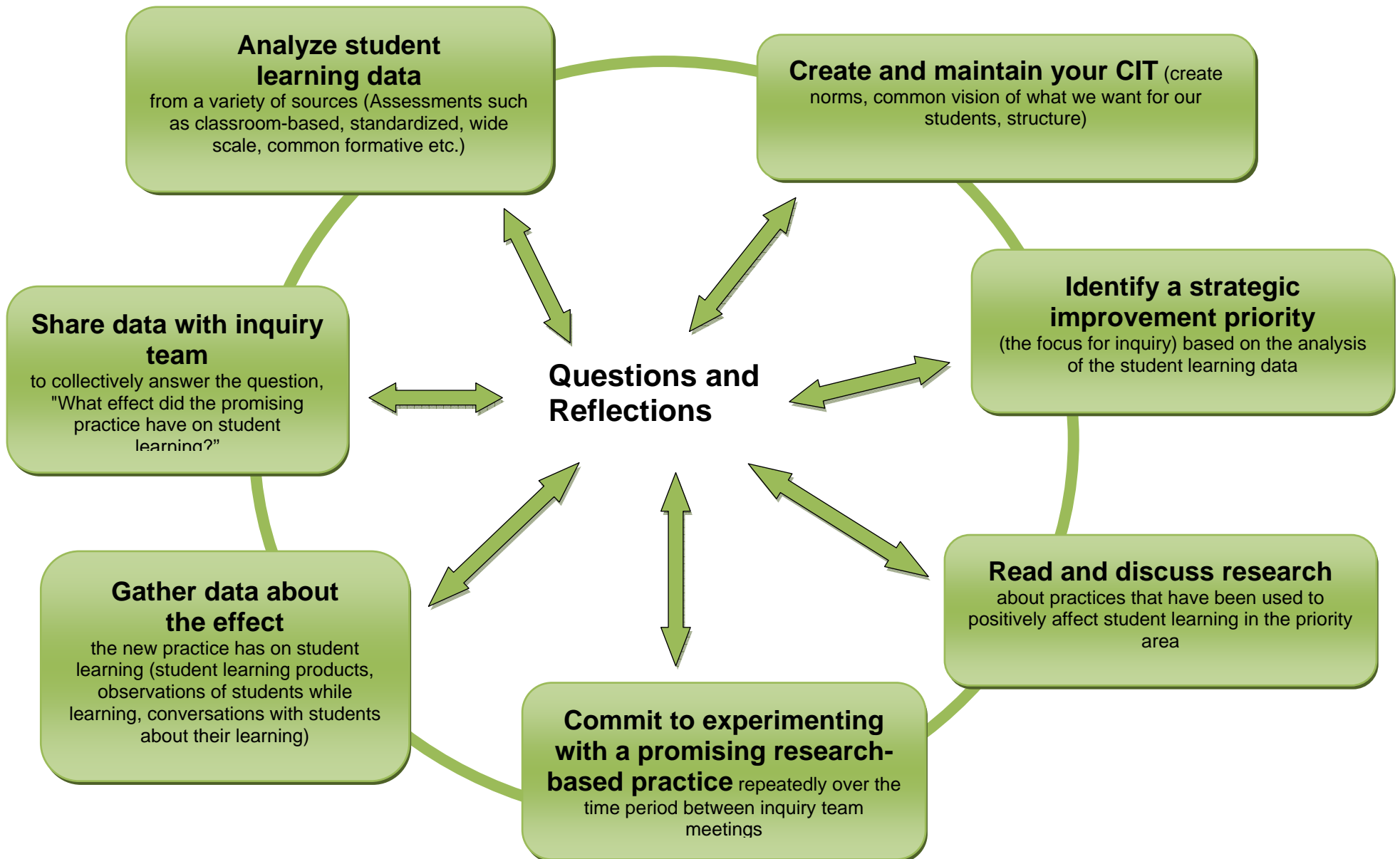
- Preparation when it is used for collaboration with colleagues.
- Staff meeting time when it is designated for professional learning, as determined by school administrators.



## *Collaborative Inquiry Teams: Members' Role Descriptions*

- School-based Administrators:
  - communicate the CIT vision clearly and often;
  - require all teachers to participate in the CIT process;
  - ensure alignment of CIT focus to school's strategic plan and Division Literacy priority;
  - provide time for CITs to meet;
  - encourage CITs to engage in data informed and research-based inquiry process;
  - emphasize and model the use of student learning data;
  - celebrate successes by supporting CITs to share their success stories and document how collaborative inquiry has improved student learning and instructional practice
  
- CIT Members:
  - take collective responsibility to improve student learning;
  - engage in data informed and research-based inquiry process;
  - use student learning data to identify a focus for collaborative learning;
  - commit to norms of collaboration;
  - consult research to investigate promising instructional;
  - use data to improve instruction and student learning;
  - create a safe environment for the sharing of reflections and evidence from classroom practice;
  - commit to open sharing about their instructional practices and their students' learning;
  - connect CIT learning to their Professional Learning Plan (PLP)
  
- CIT Contact Person:
  - Communicate progress to their School-based Administrators;
  - Make requests for assistance to their CIT Support Team;
  - Communicate with CIT members regarding scheduled meetings, commitments, etc.
  
- CIT Support Team
  - Meet with school-based administrators to clarify the CIT vision and process
  - Support school-based administrators in fulfilling their CIT responsibilities
  - Provide CITs with guidance in the inquiry process;
  - Help the CITs access resources (e.g. research, curriculum materials)
  - Support individual CIT members as they use new instructional practices, gather student learning data, etc
  - emphasize and model the formative use of student learning data

# A Professional Approach to Collaborative Inquiry





**MEETING DATE:**           **OCTOBER 5, 2010**

**TOPIC:**                   **MINISTRY OF EDUCATION**  
**AUDIT TIMELINES**

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**

At its April 27, 2010 meeting, the Board approved meeting dates for the 2010 – 2011 school year. At its September 21, 2010 meeting, the Board approved the **Board Annual Work Plan 2010 – 2011**. Included in the **Board Annual Work Plan** was the presentation of the Audited Financial Statements on December 7, 2010 and Public Accounts on February 8, 2011.

**CURRENT STATUS**

Saskatoon Public Schools received an e-mail from the Ministry of Education on September 17<sup>th</sup> advising Chief Financial Officers of the Master Audit Planning Schedule 2009 - 2010 (please see attachment). The Ministry of Education will provide written final format approval of the financial statements of school boards on December 9, 2010. The school boards will then approve their Audited Financial Statements after December 9 and before December 31, 2010. The Board’s only public meeting in December is scheduled for the 7<sup>th</sup>.

The Ministry of Education has provided an Alternate Audit Planning Schedule for school divisions to complete, if necessary; however, the deadline for submitting this is October 4<sup>th</sup> and the Board does not meet until October 5<sup>th</sup>. Administration is currently waiting for the Ministry of Education to provide a reconciliation schedule of grants and taxes in order for Administration to finalize the financial statements prior to the audit occurring.

The Ministry of Education has also changed the deadline for Public Accounts to be completed to December 31, 2010. The information necessary to complete Public Accounts includes the Audited Financial Statements. This means the Board will need to approve both the Audited Financial Statements and the Public Accounts in the same public meeting.

Administration is concerned about the existing timelines for submission of materials to the Ministry of Education.

**PROS AND CONS**

**FINANCIAL IMPLICATIONS**

PREPARED BY	DATE	ATTACHMENTS
Mr. Garry Benning Chief Financial Officer	September 29, 2010	Master Audit Planning Schedule

**RECOMMENDATION**

## MASTER AUDIT PLANNING SCHEDULE – 2009-10

	Financial Statement Approval	Planned Completion Date	Allotted Time In Working Days – (excluding weekends & statutory holidays)
1	Appointed Auditor provides audit planning to Provincial Auditor for review		
2	Provincial Auditor provides comments / written agreement on audit planning		
3	The Appointed Auditor / Provincial Auditor meets with Board of Education (Board) / Audit Committee	Upon request	
4	Board submits unaudited financial statements to Education (for initial format review), Appointed Auditor, and to the Provincial Auditor (Due to Education by <b>November 1, 2010</b> )	<b>Nov 1, 2010</b>	Note: Board approval of the F/S is not required at this stage
5	Education provides initial comments on the format of the unaudited financial statements	<b>Nov 10, 2010</b>	Education - review and comments on the initial F/S <b>7 days</b>
6	Appointed Auditor provides final draft audited financial statements and access to audit working papers to Provincial Auditor	<b>Nov 19, 2010</b>	School Division and Appointed Auditor - finalize F/S following Education's feedback <b>6 days</b>
7	Provincial Auditor provides comments / written agreement on final draft audited financial statements	<b>Nov 30, 2010</b>	Provincial Auditor - review the F/S and working papers, and provide comments / agreement <b>7 days</b>
8	Board submits final draft audited financial statements including the draft auditor's report to Education for format approval (this includes changes from the initial review)	<b>Dec 3, 2010</b>	School Division and Appointed Auditor - address feedback from the Provincial Auditor, if required <b>3 days</b>
9	Education provides written final format approval	<b>Dec 9, 2010</b>	Education - final review of F/S & auditor's report, and provide format approval <b>4 days</b>
10	Board approves final statements <sup>1</sup>	<b>Before Dec 31, 2010</b>	Board approval before Dec. 31, 2010
11	Appointed Auditor signs off on the financial statements and issues his opinions to the Board	<b>Before Dec 31, 2010</b>	Due by Dec. 31, 2010
12	Board submits copies of audited financial statements and auditor's report to Education, Provincial Comptroller and Provincial Auditor	<b>Dec 31, 2010</b>	Due by Dec. 31, 2010
13	Board submits August 31, 2010 Finance's Summary Financial Statement consolidation schedules to Provincial Comptroller and to the Provincial Auditor	<b>Dec 31, 2010</b>	Due by Dec. 31, 2010
	<b>Approval of other Audit Reports<sup>2</sup></b>		
14	Appointed Auditor submits draft audit reports and draft management letter (i.e. constructive services) to the Provincial Auditor		
15	Provincial Auditor provides written agreement to Appointed Auditor on draft audit reports		
16	Appointed Auditor issues the audit reports to the Provincial Auditor		
17	Appointed Auditor issues signed management letter to the Board and Education		
18	Provincial Auditor submits chapter, if any, to Education and any school division named in the chapter.		
	<b>March 31, 2011 Summary Financial Statement Consolidation Schedules</b>		
19	Board submits March 31 Summary Financial Statement consolidation schedules to Provincial Comptroller and to the Provincial Auditor	<b>Apr 8, 2011</b>	

The dates included are Education's and Provincial Comptroller's deadlines. All other dates are determined between the Board, the appointed auditor and the Office of the Provincial Auditor.

<sup>1</sup>Board approval should be received prior to the appointed auditor signing the auditor's report.

<sup>2</sup> Internal control opinion (ICO), legislative compliance opinion (LCO) and certain specific matters to be reported to the Provincial Auditor.



**MEETING DATE:           OCTOBER 5, 2010**

**TOPIC:                       TREATY ESSENTIAL LEARNINGS SURVEY RESULTS: 2010**

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

Following the December 2007 Saskatchewan Ministry of Education commitment to mandatory treaty education, the Treaty Essential Learnings Survey (TELS) was instituted. The purpose of the TELS is to determine:

1. Student understanding of the six Treaty Essential Learnings, and
2. The level of teacher implementation and satisfaction with the Office Of The Treaty Commissioner.

This survey is in its second year. The first survey was conducted in 2009. The survey is conducted with Grade 7 students, Grades 4 and 7 teachers, and elementary school administrators.

## CURRENT STATUS

Results indicate that student understanding of the Treaty Essential Learnings exceeded provincial results in all areas except one (in this case, the result was equal to the provincial results).

- In comparison to 2009 results, Saskatoon Public Schools' student results improved in most areas in 2010.
- 71% of administrators indicated that TELS were explicitly incorporated into their school strategic plans (up from 52% in 2009; provincial result for 2010 was 57%).
- In comparison to 2009 results, higher percentages of Grades 4 and 7 teachers reported teaching treaties in their classrooms in 2010.

## PROS AND CONS

## FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mrs. Avon Whittles, Deputy Director of Education and Dr. Scott Tunison, Coordinator: Research and Measurement	September 29, 2010	Treaty Essential Learnings Survey Results: 2010

## RECOMMENDATION

# Treaty Essential Learnings Survey Results: 2010

October 5, 2010



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

Following the December 2007 Saskatchewan Ministry of Education commitment to ensure mandatory K-12 treaty education, the Treaty Essential Learnings Survey program (TELS) was instituted. The TELS has been developed to determine: i) student understanding of the six Treaty Essential Learnings, and ii) the level of teacher implementation and satisfaction with Office of the Treaty Commissioner’s treaty learning resources. While all students throughout Saskatchewan’s K-12 system are studying treaties, the target audience for the TELS was: Grade 7 students, Grade 4 and 7 teachers, and elementary school administrators. The TELS has been conducted twice – in 2009 and 2010.

**Participation Rates**

The 2010 TELS survey took place over a 1-month period in May 2010. Each division was assigned a 1-week window during which data would be collected. Overall, we are pleased with our students’ and educators’ response rates both in comparison to provincial response rates and in absolute terms (see Table 1). The response rates for the three staff groups compare very well against the provincial (e.g., 95% of SPS administrators responded to the TELS survey whereas 69% of the province’s administrators responded). The response rate for our Grade 7 students was equal to that of the provincial Grade 7 population.

**Table 1 – TELS survey response rates**

	Provincial response rate	SPS response rate
Administrators	69%	95%
Grade 4 teachers	69%	93%
Grade 7 teachers	68%	95%
Grade 7 students	77%	77%

**Student TELS results**

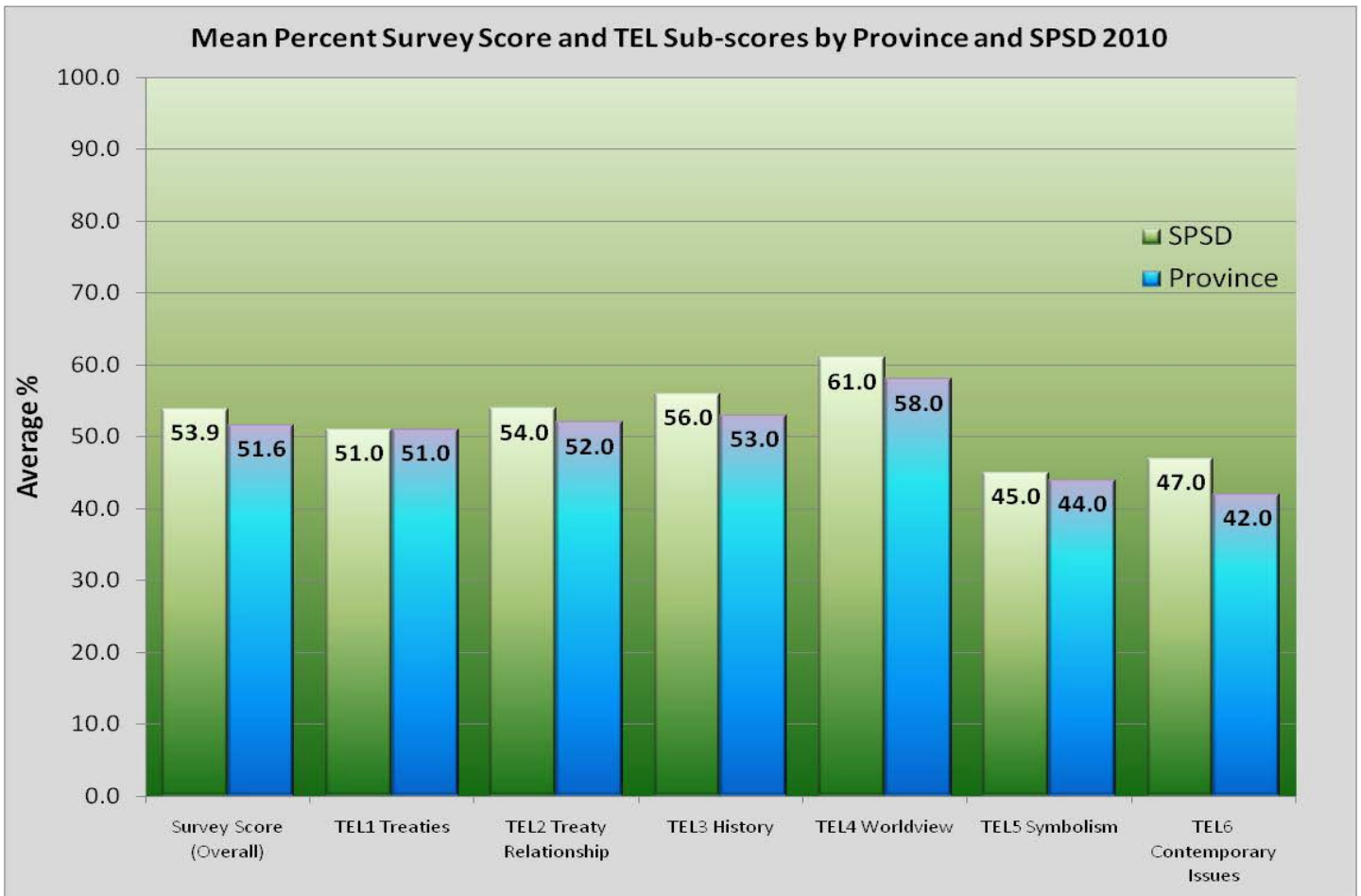
The first component of the TELS assessment program was aimed at Grade 7 students’ knowledge and understanding of the Treaty Essential Learnings identified in the Office of the Treaty Commissioner’s publication *Treaty Essential Learnings: We are all Treaty People*. The six Treaty Essential Learnings are:

- *Treaties* – the who, what, where, when, and why of treaties;
- *Treaty Relationship* – responsibilities and partners involved in the treaty relationship;
- *History* – the historical events in the treaty making process;
- *Worldviews* – understanding the differing worldviews of the treaty partners;
- *Symbolism* – the meaning behind the symbols and actions used in the treaty making process; and,
- *Contemporary Issues* – new and current issues related to the treaties.

There are two lenses through which we may view TELS results: i) comparisons to provincial results, and ii) Saskatoon Public Schools’ students’ achievement over time.

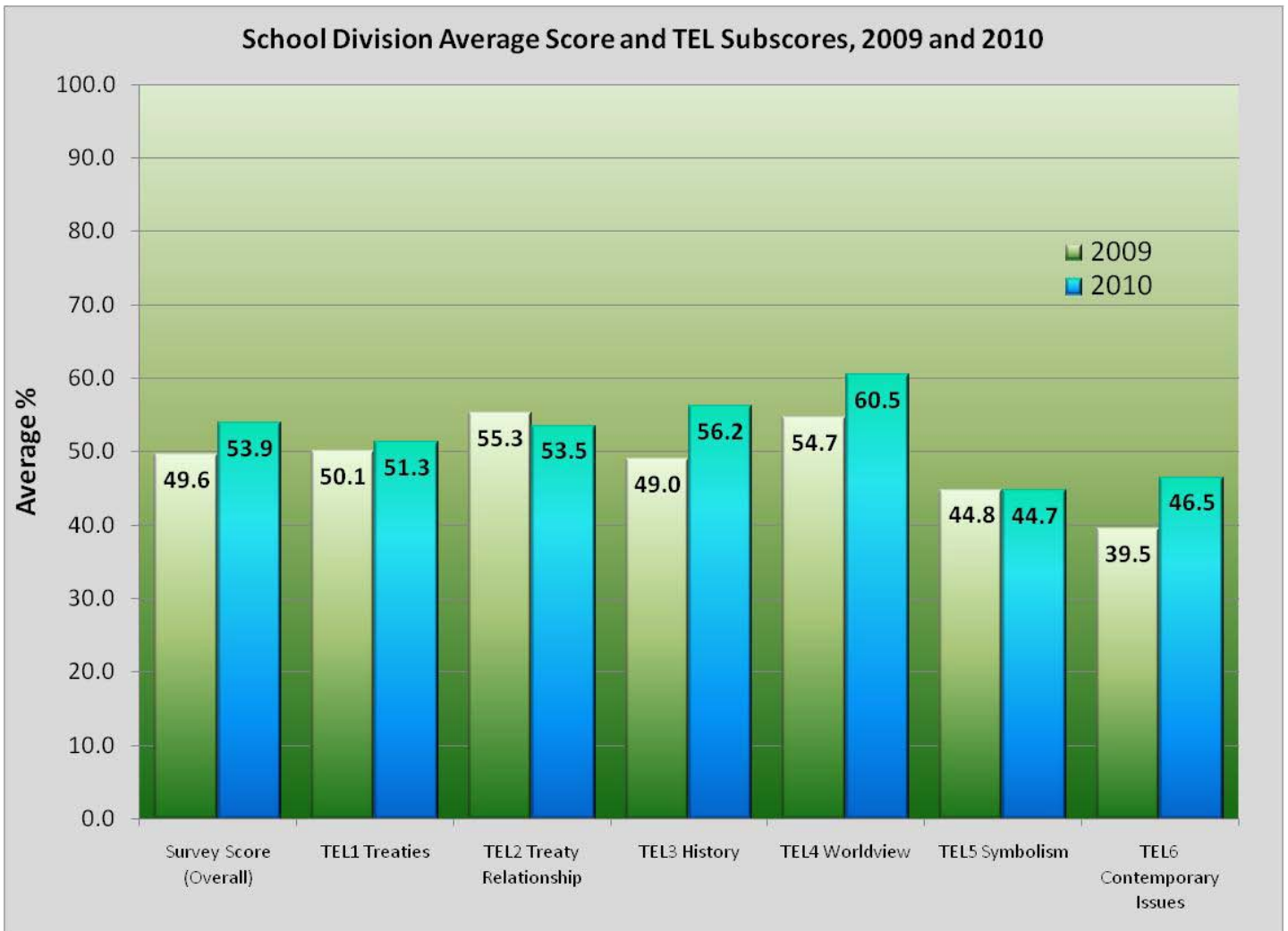
In comparison to provincial results, our Grade 7 students' achievement was either equal to or higher than that of their provincial counterparts both in terms of their overall mean score and in terms of the scores on the sections of the TELS that assess students' knowledge and understanding of the *Treaty Essential Learnings*. The mean score for the whole TELS assessment for the provincial Grade 7 population was 51.6%; whereas, Saskatoon Public Schools' Grade 7 students' overall mean score was 53.9%. Scores for the individual components of the assessment are shown in Figure 1.

**Figure 1 – Overall mean percent survey score and TELS subtest scores by province and division (2010)**



In absolute terms, Saskatoon Public Schools' students' overall mean score improved from 49.6% in 2009 to 53.9% in 2010 (see Figure 2). Students' achievement also improved on four of the six TELS subtests (their achievement declined on the questions related to TELS subtest 2 and remained about the same on TELS subtest 5).

**Figure 2 – Saskatoon Public Schools’ Grade 7 students’ average score and TEL subtest scores 2009 and 2010**



### **Administrator and teacher results**

Elementary school administrators as well as Grade 4 and 7 teachers were asked to complete surveys related to implementation of treaty education. They were also asked to comment on the availability and use of the instructional resources produced by the Office of the Treaty Commissioner.

### **Administrator results**

Results from administrators’ responses are as follows:

- In 2009, 52% of Saskatoon Public Schools’ (SPS) administrators indicated that mandatory treaty education was part of their schools’ strategic plan (the provincial average was 44%); in 2010, 71% responded that their schools’ strategic plan included mandatory treaty education (the provincial average was 57%).

- When administrators were asked to indicate the percentage of teachers in their schools who show evidence of teaching treaties, 71% of SPS's administrators indicated that three-quarters or more of their teachers were doing so (the provincial result was 49%).
- Administrators are increasingly positive about the frequency of teachers' use of OTC materials to teach treaties (they were asked to indicate whether teachers used OTC resources monthly, 2 or 3 times per year, or never). In 2009, 13% of administrators said that teachers used OTC resources monthly (in 2010, the result improved to 31%); in both 2009 and 2010, the remainder of administrators said that teachers used the OTC resources 2-3 times per year – in other words, all administrators said that teachers use the OTC resources at some point in the year (provincially, 14% of administrators said that teachers never used OTC resources in 2009 and 3% indicated this in 2010).
- Most administrators indicated that teachers were incorporating additional resources to teach treaties (78% in 2009 and 87% in 2010).
- While nearly all administrators believed that the teaching of treaties was well-supported by the OTC resources (in 2010, 96% agreed or strongly agreed); about two-thirds indicated a need for more resources and support (in 2010, 70% agreed or strongly agreed).
- About two-thirds of administrators (69%) indicated that they had received treaty education training in 2010 (in 2009, 57% said that this was so).
- Nearly two-thirds of administrators (59%) expressed the desire for additional training for supporting treaty education.

### Teacher results

Results from teachers' responses are as follows:

- There was an improvement in teachers' perceptions of the availability of the OTC teaching resources between 2009 and 2010:
  - In 2009, 61% of Grade 7 teachers indicated that the resources were always available, 70% responded positively to this survey item in 2010; whereas
  - In 2009, 49% of Grade 4 teachers indicated that the resources were always available, 79% responded positively to this survey item in 2010.
- Teachers in both Grade 4 and 7 reported an increase in their use of OTC resources to teach treaties, for example:
  - 12% of Grade 7 teachers reported using OTC resources regularly in 2009; whereas, 43% reported doing so in 2010 (provincially, in 2009, 11% of Grade 7 teachers reported using OTC resources regularly and, in 2010, 19% did so) ;
  - 26% of Grade 4 teachers reported using the OTC resources regularly in 2009; whereas, 39% did so in 2010 (provincially, in 2009, 14% of Grade 4 teachers reported using OTC resources regularly and, in 2010, 22% did so);
  - Just over 10% of both Grade 4 and 7 teachers reported that they never use OTC resources in 2010 – those teachers said that they were subject specialists and did not teach treaty-related subjects (provincially, 22% of Grade 4 teachers and 35% of Grade 7 teachers reported never using OTC resources).

- Most teachers believed that the teaching of treaties was well-supported by the OTC resources (in 2010, 86% of Grade 4 teachers and 83% of Grade 7 teachers agreed or strongly agreed); many indicated a need for more resources and support (in 2010, 55% of Grade 4 teachers and 63% of Grade 7 teachers agreed or strongly agreed).
- About two-thirds of both Grade 4 (61%) teachers and Grade 7 (62%) teachers indicated that they had received treaty education training in 2010 (in 2009, about one-third of both teacher groups received treaty education training).
- A majority of both Grade 4 and Grade 7 teachers expressed the desire for further treaty education training (42% of Grade 4 teachers and 62% of Grade 7 teachers).

## *Reflections*

When reflecting on the Treaty Essential Learnings Survey results, there is much to celebrate.

- Nearly all teachers, and administrators participated in the 2010 survey (a substantial improvement over the 2009 survey participation rates) and over three-quarters of students completed the 2010 survey (about the same response rate as in 2009);
- A higher percentage of students reported learning about treaties in 2010 as opposed to the 2009 results;
- Three-quarters of administrators indicated that their schools' strategic plans included treaty education and that teachers in their schools were teaching treaties;
- Two-thirds of both teachers and administrators received treaty education training in 2010 (this represents considerable improvement – especially for teachers); and,
- A considerably higher percentage of Grade 4 and 7 teachers reported teaching treaties in their classrooms regularly.

There are also several opportunities for improvement. Looking ahead to the 2010-2011 school year, we intend to continue our work toward improving the implementation of Treaty Essential Learning instruction. In particular, we have appointed a project leader whose role is, in large part, to provide further in-service support for both teachers and administrators with the long-term view of improving student learning of treaties. In addition, our First Nations, Inuit, and Métis (FNIM) unit continues to support teachers and students toward enhancing our capacity for mutual understanding in the context of a culturally responsive environment.



**MEETING DATE:**           **OCTOBER 5, 2010**

**TOPIC:**                   **ASSESSMENT PRACTICES**

<b>FORUM</b>	<b>AGENDA ITEMS</b>	<b>INTENT</b>
<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**

Recent media coverage has led to the development of information pertaining to the new “pilot” secondary report card and assessment practices. The attached information is posted on the Saskatoon Public Schools’ website.

## **CURRENT STATUS**

Trustees may wish to review and discuss the information provided.

## **PROS AND CONS**

## **FINANCIAL IMPLICATIONS**

<b>PREPARED BY</b>	<b>DATE</b>	<b>ATTACHMENTS</b>
Mr. George Rathwell Director of Education	September 29, 2010	Assessment And Evaluation Of Students

## **RECOMMENDATION**

**September 29, 2010**

**A new high school report card is being piloted at Saskatoon Public Schools.** In the 2009/2010 school year forums were held with parent, student and teacher representatives from our high schools to discuss the report card that had been in place for years. The mandate of these forums was to develop a new report card that would fit with the Ministry of Education's new curricula and guidelines for assessment. The new report card continues to offer information about the student's marks and attendance. In addition, based on the feedback provided, these new report cards have additional space for teacher comments about student performance as it relates to the provincial learning outcomes.

Some commonly asked questions about the new report cards and about the way students are evaluated include:

### **Questions and Answers**

#### **1. Why do we assess students?**

*Assessment is meant to support learning so that students are constantly improving. The teacher uses professional discretion about instructional strategies, resources and consequences to ensure that students meet learning outcomes. Critical to this process is the strong communication between the school, students, and families. The report card is one way that information about students' progress is shared. Continuous improvement is our focus in Saskatoon Public Schools.*

#### **2. Are students held accountable for their attendance?**

*Yes. Expectations for a student to attend school are clearly outlined in The Education Act. A student's attendance at school will greatly influence whether or not the student will meet the learning outcomes or expectations for him or her in the classroom. The number of days absent and the number of lates for each student continues to be recorded on the report card.*

#### **3. Will students be given the opportunity to re-write a paper if a teacher finds evidence of plagiarism?**

*When plagiarism occurs, a student will be given a zero unless there are extenuating circumstances. The consequence for a student who has plagiarized an assignment is left to the teacher's discretion.*

**4. Will students be docked marks for a late paper? Will students be given an extension for handing in their assignments?**

*Losing marks for a late assignment or extending the deadline to have assignments turned in is left to the professional discretion of the classroom teacher. There will be times when a student is asked to re-do an assignment and there will also be times when a student is given a zero as a grade.*



**MEETING DATE:**            **OCTOBER 5, 2010**

**TOPIC:**                      **DEATH OF FORMER TRUSTEE BILL ALTMAN**

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

We were saddened to learn of the death of Bill Altman on September 2, 2010. Mr. Altman served as a trustee during the years 1997 – 2006.

## CURRENT STATUS

**Policy 6: Board Operations, Section 10**, of the **Board Policy Handbook** states:

*“Recognition Of Trustee Service*

*The Board will recognize former trustees on the occasion of their death as follows:*

- *Board contribution to an educational scholarship made in consultation with the trustee’s family (\$100 per term or portion thereof).”*

In accordance with Board policy, Administration will, in consultation with Mr. Altman’s family, make a contribution to an educational scholarship or the Saskatoon Public School Division’s Student Awards program in memory of Mr. Altman.

Mr. Altman was honored in 2006 to have his name bestowed to the newly-restored resource centre at North Park Wilson School. Mr. Altman was provided this honor as a result of his strong advocacy for the restoration of this school.

## PROS AND CONS

## FINANCIAL IMPLICATIONS

### PREPARED BY

Mr. George Rathwell  
Director of Education

### DATE

September 29, 2010

### ATTACHMENTS

## RECOMMENDATION