AGENDA

1. Roll Call

2. Land Acknowledgement

3. Playing of O Canada

   In honour of National Indigenous Peoples Day on June 21st the Cree version of O Canada will be played.

4. Agenda
   4.1. Adoption of Agenda
       Proposed Board Motion: Move approval of the agenda.
   4.2. Declaration of Conflict of Interest

5. Celebrating Excellence: Unified Basketball

6. Consent Items
   The Chair will ask for a motion to receive the items, which are starred (★), and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request a star(s) be removed.
   Proposed Board Motion: That the following consent agenda items be approved as presented.

7. Reports from Administrative Staff
       Proposed Board Motion (if removed from consent items): That the Board receive the Human Resources Report for information.
   7.2. ★ Financial Results for the Period September 1, 2018 to May 31, 2019
       Proposed Board Motion (if removed from consent items): That the Board receive the financial results for the period September 1, 2018 to May 31, 2019 for information.
8. Minutes

8.1. **Approval of Amended Minutes – April 9, 2019**  
*Proposed Board Motion (if removed from consent items):* That the Board approve the amended minutes of the Regular Board meeting held April 9, 2019.

8.2. **Approval of Minutes – June 4, 2019**  
*Proposed Board Motion (if removed from consent items):* That the Board approve the minutes of the Committee of the Whole and Regular Board meetings held June 4, 2019.

9. Delegation

10. Business Arising from the Minutes

11. Unfinished Business

11.1. Items Arising from the Committee of the Whole

12. Correspondence

13. Reports of Committees and Trustees


14. New Business

14.1. **Approval of the 2019-2020 Budget Report – Annual Operating and Capital Budget Estimates**  
*Proposed Board Motion:* That the Board approve its annual operating and capital budget estimates for the fiscal year September 1, 2019 to August 31, 2020 as detailed in the Budget Report September 1, 2019 to August 31, 2020, subject to minor edits.

14.2. **Literacy for Life and Collegiate Renewal: 2018-2019 Reports**  
*Proposed Board Motion:* That the Board approve the Literacy for Life: 2018-19 Report to the Board and the Collegiate Renewal: 2018-19 Report to the Board to be included as part of the evidence of the quality indicators for the Director’s annual evaluation.

14.3. **Audited Statements - Pension Plan for the Non-teaching Employees**  
*Proposed Board Motion:* That the Board approve the audited statements of the Pension Plan for the Non-teaching Employees of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan for the fiscal year ended December 31, 2018.

14.4. **Preauthorization of Contracts Over $150,000 during Summer 2019**  
*Proposed Board Motion:* That the Board authorize Administration to approve tenders and contracts in 2018–2019 and 2019–2020 provided specified budget limits are not exceeded. Where specified budget limits are exceeded, Administration consult with KDL consulting, or others if applicable, to determine good market value and ensure that the total 2018–2019 and 2019–2020 budgets are not exceeded. And
Administration report to the Director and/or Chief Financial Officer of any such tenders or contracts exceeding $150,000 for their approval prior to award, and that Administration report to the Board at its first Board Meeting in August 2019.

14.5. **Board Policies**  
*Proposed Board Motion:* That the Board approve the housekeeping changes to the preamble – Strategic Plan in the Board’s Policy Manual.

15. **Comments/Concerns/Questions from the Public**  
(Maximum 5 minutes per speaker; 20 minutes total; must be related to a specific agenda item)

16. **Notices of Motion**

17. **Questions by Trustees**

18. **Adjournment**  
*Proposed Board Motion:* That the Board Adjourn to the call of the Chair or the Board meeting of Tuesday, August 27, 2019.
MEETING DATE: JUNE 18, 2019

TOPIC: CELEBRATING EXCELLENCE: UNIFIED BASKETBALL

<table>
<thead>
<tr>
<th>FORUM</th>
<th>AGENDA ITEMS</th>
<th>INTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Board Meeting</td>
<td>[ ] Correspondence</td>
<td>☑ Information</td>
</tr>
<tr>
<td>[ ] Committee of the Whole</td>
<td>[ ] New Business</td>
<td>[ ] Decision</td>
</tr>
<tr>
<td></td>
<td>[ ] Reports from Administrative Staff</td>
<td>[ ] Discussion</td>
</tr>
<tr>
<td></td>
<td>[☑☐] Other: Celebrating Excellence</td>
<td></td>
</tr>
</tbody>
</table>

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: “We seek to build with our community shared ownership and responsibility 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

Unified Basketball is designed to bring youth with intellectual disabilities together with their neurotypical peers (referred to as partner players). The principle behind Unified Sports is simple: through sports youth can form meaningful friendships, foster inclusion and understanding.

Mount Royal Collegiate became involved in Unified Basketball for the first time in 2018. Students were very enthusiastic to continue a second season this year.

Deanna Doherty, Alternate Education Work Study (AEWS) teacher, along with two grade 12 AEWS students and one grade 12 partner player, will share their team’s success in the first two seasons and will share the valuable experiences gained through their involvement in this sport.

PREPARED BY DATE ATTACHMENTS

Mr. Shane Skjerven, Deputy Director of Education June 12, 2019 None

Mrs. Donnalee Weinmaster, Superintendent of Education
MEETING DATE: JUNE 18, 2019

TOPIC: HUMAN RESOURCES REPORT – 2018-2019

FORUM            AGENDA ITEMS                  INTENT
[✓] Board Meeting [ ] Correspondence          [✓] Information
[ ] Committee of the Whole [ ] New Business   [✓] Decision
[✓] Reports from Administrative Staff [ ] Other: [ ] Discussion

BACKGROUND

The Board annual work plan indicates Administration will provide a semi-annual report on Human Resources.

The attached report provides information on the operations of the Human Resources Department for the 2018-2019 school year.

CURRENT STATUS

Mr. Jaime Valentine, Superintendent of Human Resources, addressed the following areas in this report:

- New Hires;
- Number of Indigenous Employees;
- Active Full-Time Equivalent Employees by Category;
- Demographic: Age and Gender;
- Terminations: Voluntary;
- Terminations: Involuntary.

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

PREPARED BY DATE ATTACHMENTS
Mr. Jaime Valentine, Superintendent of Human Resources June 10, 2019 Human Resources Report

RECOMMENDATION

Proposed Board Motion (if removed from consent items)
That the Board receive the Human Resources Report for information.
# Human Resources Report

**As of May 1st**

**Human Resources Report**

*For date range July to May 1 each year*

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TEACHERS</th>
<th>CUPE 8443</th>
<th>Saskatoon Community Educators Association (SCEA)</th>
<th>NON TEACHERS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Hires</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Full Time Equivalents</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Brand new to SPS July 1. – May 1)</td>
<td>81.85</td>
<td>100.7</td>
<td>65.37</td>
<td>94.60</td>
<td>0</td>
</tr>
<tr>
<td><strong>Number of Indigenous Employees</strong></td>
<td>159</td>
<td>160</td>
<td>53</td>
<td>58</td>
<td>5</td>
</tr>
<tr>
<td><strong>Active Full-Time Equivalent Employees by Category</strong></td>
<td>1025.06</td>
<td>506.68</td>
<td>516.17</td>
<td>56.25</td>
<td>803.84</td>
</tr>
<tr>
<td><em>Full Time Equivalents-No Leaves Included (as of May 1)</em> (Elementary/Secondary/Central Office)</td>
<td>1586.53</td>
<td>1627.52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demographic: Age and Gender</strong></td>
<td>Female 1298</td>
<td>Male 509</td>
<td>F 1302</td>
<td>M 528</td>
<td>F 681</td>
</tr>
<tr>
<td><strong>Terminations: Voluntary</strong> (Resignation, Retirement, Superannuation, Terminated-less than 30 days notice)</td>
<td>46</td>
<td>39</td>
<td>45</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td><strong>Terminations: Involuntary</strong> (Deceased)</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Report ran as of May 1, 2018/2019
MEETING DATE: JUNE 18, 2019
TOPIC: FINANCIAL RESULTS FOR THE PERIOD SEPTEMBER 1, 2018 TO MAY 31, 2019

FORUM AGENDA ITEMS INTENT
[✓] Board Meeting [ ] Correspondence [✓] Information
[ ] Committee of the Whole [ ] New Business [✓] Decision
[✓] Reports from Administrative Staff [ ] Discussion
[ ] Other:

BACKGROUND
The attached financial information shows the school division’s year-to-date financial position.

CURRENT STATUS
Attached are the following documents:

1. Memorandum regarding Financial Results to May 31, 2019 Pages 1-3
3. Cash Flow Requirements Page 5
4. Capital and PMR Project Status Page 6
5. Internally and Externally Restricted Surplus Page 7

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

PREPARED BY DATE ATTACHMENTS
Mr. Garry Benning, Chief Financial Officer June 10, 2019 Financial Results Memo

RECOMMENDATION

Proposed Board Motion (if removed from consent items):
That the Board receive the financial results for the period September 1, 2018 to May 31, 2019 for information.
MEMORANDUM

DATE: June 11, 2019

TO: Board Trustees

FROM: Garry Benning, Chief Financial Officer
       Krista Wei, General Manager of Financial Services
       Jilleen Kaal, Senior Accountant

RE: FINANCIAL RESULTS TO MAY 31, 2019

See Schedule 1 and 2 for financial information as of May 31, 2019. The following is an explanation for the main revenues and expenditures:

Revenues

a) Property Taxes
   $0.2 million of property tax revenue has been recognized as of May 31, 2019. This relates to treaty land entitlement property tax revenue which was not budgeted. This compares to $39.8 million and 99% in 2017-18. As of January 1, 2018 property tax revenues flow directly to the provincial government and funding will be received solely from the provincial grant in 2018-19.

b) Provincial Grants
   $169.1 million and 73% of the provincial grants have been recognized for the year, compared to $128.1 million and 67% in the prior year. The current year is higher because in 2017-18 grant revenue was lower in the first four months as property tax was being collected until December 31, 2017.

c) Tuition and Related Fees
   Tuition and related fees consist of revenues from the international student program (ISP), as well as federal tuition for First Nations students. $0.6 million and 33% of budget has been realized as of May 31, 2019, compared to $2.2 million and 109% in 2017-18. The current year is lower as revenues relate primarily to tuition revenue which is expected to be lower in the current year as the ISP program is being phased out. Tuition revenue will increase once the entry for the reallocation of Whitecap student tuition is processed.

d) Complementary Services
   Complementary services relate primarily to prekindergarten funding, as well as alternative funding grants. $4.0 million and 91% of budget has been realized so far in the current year. This is higher than 2017-18 of $2.5 million and 77% of budget. The current year is expected to be higher due to the reclassification of certain provincial programs which were previously recorded as provincial grants.
e) **External Services**
External services consist of funding for associate and alliance schools, as well as cafeteria revenues. As of May 31, 2019, $5.6 million and 80% of budget has been recognized. In 2017-18, $6.0 million and 91% of budget had been realized for the comparable period. After the tuition revenue reallocation is processed this revenue will be reduced. The current year will be lower than expected due to a change in the Whitecap funding, effective April 1st, which will no longer flow directly to SPSD but will correspond with lower external services expenses.

f) **School Generated**
School Generated revenue relates to student fees and grants at the school level. Revenues of $3.7 million and 75% of budget has been realized in the current year. This is comparable to 2017-18 levels of $3.7 million and 76% of budget.

g) **Other**
Other mainly includes investment and rental income. Other revenues of $1.4 million and 97% of budget has been realized in the current year. This is higher than the prior year of $0.8 million and 56% of budget as deferred rental revenue is no longer calculated on a monthly basis.

**Expenditures**

a) **Governance**
Expenses related to governance total $0.8 million and 118% of budget as of May 31, 2019, compared to $0.4 million and 70% in the prior year. The current year is higher due to the timing of membership fees and funds placed in trust.

b) **Administration**
Administrative costs are $4.6 million and 77% of budget as of May 31, 2019. This is a lower percentage than 2017-18 levels of $5.1 million and 79% and is expected to be on budget.

c) **Instruction**
Instruction expenses total $170.0 million and 88% of budget as of May 31, 2019. This is comparable to the prior year of $167.5 million and 87% of budget.

d) **Plant**
Plant expenses are currently at $27.3 million and 63% of budget compared to $27.6 million and 73% in 2017-18. The current year is lower on a percentile basis due to the timing of the Preventative Maintenance and Renewal expenditures.

e) **School Generated Expense**
These expenses currently total $2.8 million and 57% of budget. This is comparable to 2017-18 levels of $2.8 million and 57% of budget.

f) **Transportation**
Transportation expenditures amount to $5.1 million and 80% of budget as of May 31, 2019. This compares to $5.0 million and 77% of budget in the prior year which was $0.3 million under-budget.
g) **Tuition and Related Fees**
These expenses relate primarily to disbursements to homebased students. These expenses currently total $0.3 million and 87% of budget as the payments have been distributed as of May 31, 2019. This is lower than the prior year of $0.3 million and 98% of budget for the same period as there were fewer homebased students than expected.

h) **Complementary Services**
Complementary services expenditures relate primarily to prekindergarten and alternative funding grants. Expenses are currently $4.0 million and 93% of budget which is higher than 2017-18 levels of 79% and $2.6 million. The current year is expected to be higher due to the reclassification of certain provincial programs and will correspond with higher complementary services revenues.

i) **External Services**
External services include expenses related to the associate schools, cafeterias, donations, Whitecap and the foundation. These amount to $5.2 million as of May 31, 2019 and 73% of budget. This is lower than 2017-18 levels of $5.4 million and 79%. The current year is expected to be lower than budget due to the change in Whitecap funding.

j) **Interest/Allowances**
Interest expenditures are currently $0.2 million and 85% of budget. These are lower than 2017-18 levels which were $0.3 million and 102% of budget and is expected to be on budget as last year was over-budget due to interest charges on cash flow deficits.

**Capital Expenditures**

The attached schedule (Schedule 3) provides information regarding the unaudited financial status as of May 31, 2019 for capital and Preventative Maintenance and Renewal projects which are considered in progress or have had financial activity during the year. This includes the inception to date costs and budget.

**Internally and Externally Restricted Surplus**

There are no significant changes to the restricted surplus accounts other than budgeted allocations and allocations from funds outside the operating fund. See Schedule 4 for more information.
### Schedule 1

**Saskatoon Public Schools**  
**Consolidated Statement of Financial Activities**  
**For the Nine Months Ended May 31, 2019**

<table>
<thead>
<tr>
<th></th>
<th>2018-19 Consolidated Actual</th>
<th>Percentage of Consolidated Budget</th>
<th>2017-18 Consolidated Actual</th>
<th>Percentage of Consolidated Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property taxes</td>
<td>$200,845</td>
<td>$39,808,099 99%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial grants</td>
<td>169,114,553 73%</td>
<td>128,081,993 67%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition and related fees</td>
<td>564,450 33%</td>
<td>2,194,428 109%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complementary services</td>
<td>3,957,209 91%</td>
<td>2,507,996 77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External services</td>
<td>5,566,088 80%</td>
<td>5,976,479 91%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-generated</td>
<td>3,714,507 75%</td>
<td>3,745,629 76%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1,366,627 97%</td>
<td>800,952 56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>184,484,279 73%</td>
<td>183,115,575 74%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td>806,576 118%</td>
<td>445,727 70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>4,643,133 77%</td>
<td>5,125,823 79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>170,039,702 88%</td>
<td>167,485,216 87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plant</td>
<td>27,324,623 63%</td>
<td>27,613,307 73%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-generated</td>
<td>2,815,863 57%</td>
<td>2,803,194 57%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>5,080,870 80%</td>
<td>4,985,175 77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition and related fees</td>
<td>300,999 87%</td>
<td>307,000 98%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complementary services</td>
<td>4,046,462 93%</td>
<td>2,599,691 79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External services</td>
<td>5,230,592 73%</td>
<td>5,368,431 79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest/allowances</td>
<td>236,168 85%</td>
<td>323,868 102%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>220,524,987 82%</td>
<td>217,057,432 84%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Surplus/(deficit)</strong></td>
<td>(36,040,709)</td>
<td>(33,941,857)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Schedule 2

Saskatoon Public Schools
Cash Flow Requirements
For the Nine Months Ended May 31, 2019

<table>
<thead>
<tr>
<th></th>
<th>Actual 2018-19</th>
<th>Annual Budget 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus/(deficit)</td>
<td>(36,040,709)</td>
<td>(15,694,524)</td>
</tr>
<tr>
<td>CASH REQUIREMENTS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tangible capital assets:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchases</td>
<td>(3,586,273)</td>
<td>(1,061,000)</td>
</tr>
<tr>
<td>Long term debt:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repayments</td>
<td>(719,247)</td>
<td>(958,996)</td>
</tr>
<tr>
<td>Debt issued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-cash items included in surplus/deficit:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amortization expense</td>
<td>11,647,500</td>
<td>15,530,000</td>
</tr>
<tr>
<td>Employee Future Benefits expenses</td>
<td>-</td>
<td>362,500</td>
</tr>
<tr>
<td>Pension Plan Adjustment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>NET EXCESS (REQUESTED) CASH</td>
<td>(28,698,729)</td>
<td>(1,822,020)</td>
</tr>
</tbody>
</table>
Schedule 3

Saskatoon Public Schools
Capital and PMR Project Status
Includes Capital Projects (all) and PMR Projects (budgets > $150,000)
As of May 31, 2019

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Actual</th>
<th>Budget</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PMR Projects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brunskill Roof Replacement #7A,14</td>
<td>155,536 *</td>
<td>167,100</td>
<td>11,564</td>
</tr>
<tr>
<td>Evan Hardy Roof Replacement #3,14</td>
<td>137,782</td>
<td>213,700</td>
<td>75,918</td>
</tr>
<tr>
<td>Greystone Heights Roof Replacement #2</td>
<td>157,459</td>
<td>248,800</td>
<td>91,341</td>
</tr>
<tr>
<td>Pleasant Hill Roof Replacement #8</td>
<td>153,061 *</td>
<td>173,300</td>
<td>20,239</td>
</tr>
<tr>
<td>Walter Murray Roof Replacement #10ACD</td>
<td>405,553 *</td>
<td>471,500</td>
<td>65,947</td>
</tr>
<tr>
<td>Willowgrove Roof Replacement #1,3-6,7,10</td>
<td>68,377 *</td>
<td>62,260 (6,117)</td>
<td></td>
</tr>
<tr>
<td>John G. Egnatoff Roof Replacement #1ABC,8,14</td>
<td>310,629 *</td>
<td>367,300</td>
<td>56,671</td>
</tr>
<tr>
<td>Hugh Calms Window Replacement</td>
<td>16,657</td>
<td>250,000</td>
<td>233,343</td>
</tr>
<tr>
<td>Mount Royal Small Gym Upgrades</td>
<td>11,292</td>
<td>210,000</td>
<td>198,708</td>
</tr>
<tr>
<td>Holliston Roof Replacement #5</td>
<td>7,395</td>
<td>160,500</td>
<td>153,105</td>
</tr>
<tr>
<td>Confederation Park Roof Replacement #1,2</td>
<td>12,086</td>
<td>347,800</td>
<td>335,714</td>
</tr>
<tr>
<td>Alvin Buckwold Roof Replacement #10</td>
<td>53,230</td>
<td>381,100</td>
<td>327,870</td>
</tr>
<tr>
<td>Forest Grove Roof Replacement #3ABCD</td>
<td>11,261</td>
<td>815,500</td>
<td>804,239</td>
</tr>
<tr>
<td>Lester B Pearson Roof Replacement #11</td>
<td>18,914</td>
<td>156,400</td>
<td>137,486</td>
</tr>
<tr>
<td>Prince Philip Roof Replacement #7,8</td>
<td>28,740</td>
<td>199,900</td>
<td>171,160</td>
</tr>
<tr>
<td>Wildwood Roof Replacement #2</td>
<td>17,562</td>
<td>163,800</td>
<td>146,238</td>
</tr>
<tr>
<td>John Dolan Roof Replacement #5,12A</td>
<td>12,981</td>
<td>242,000</td>
<td>229,019</td>
</tr>
<tr>
<td>Infrastructure Emergencies</td>
<td>5,844</td>
<td>408,120</td>
<td>402,276</td>
</tr>
<tr>
<td><strong>Total PMR Projects</strong></td>
<td>1,584,361</td>
<td>5,039,080</td>
<td>3,454,719</td>
</tr>
<tr>
<td><strong>Portables</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lakeridge/Forest Grove</td>
<td>366,379 *</td>
<td>500,000</td>
<td>133,621</td>
</tr>
<tr>
<td>Willowgrove</td>
<td>204,277</td>
<td>720,000</td>
<td>515,723</td>
</tr>
<tr>
<td><strong>Total Portables</strong></td>
<td>570,656</td>
<td>1,220,000</td>
<td>649,344</td>
</tr>
<tr>
<td><strong>Other Departments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3 Furniture and Equipment</td>
<td>8,019,378 *</td>
<td>8,260,000</td>
<td>240,622</td>
</tr>
<tr>
<td>Computer Hardware</td>
<td>2,282,241 *</td>
<td>3,007,690</td>
<td>725,449</td>
</tr>
<tr>
<td>Special Tech Aids</td>
<td>185,725 *</td>
<td>219,605</td>
<td>33,880</td>
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<td><strong>Total Other Departments</strong></td>
<td>10,487,344</td>
<td>11,487,295</td>
<td>999,951</td>
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</tbody>
</table>

* Includes multiple years (actual cost = total project spend to date)
## Schedule 4

**Saskatoon Public Schools**  
**Internally and Externally Restricted Surplus**  
**As of May 31, 2019**

<table>
<thead>
<tr>
<th>Internally Restricted</th>
<th>Opening Balance</th>
<th>Additions/Transfers</th>
<th>As of May 31, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Elections</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>School Generated Funds</td>
<td>2,531,606</td>
<td>898,644</td>
<td>3,430,250</td>
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<td>Facility Rental Reserve</td>
<td>276,953</td>
<td>15,000</td>
<td>291,953</td>
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<td>System Application Reserve</td>
<td>1,125,000</td>
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<td>1,125,000</td>
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<tr>
<td>Governance Reserve</td>
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<tr>
<td>Facility Operating Reserve</td>
<td>252,201</td>
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<td>252,201</td>
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<tr>
<td>Curriculum Renewal Reserve</td>
<td>460,000</td>
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<tr>
<td>Technology Renewal Reserve</td>
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<td>Mount Royal Facility Partnership Reserve</td>
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<tr>
<td>Staff Professional Development Reserve</td>
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<td>Secondary Security Camera</td>
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<td>50,000</td>
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<td>School Carry Forwards</td>
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<td>Alternative Funds</td>
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<td>Whitecap</td>
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<tr>
<td><strong>Total Internally Restricted</strong></td>
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<td><strong>1,069,660</strong></td>
<td><strong>10,540,945</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Externally Restricted</th>
<th>Opening Balance</th>
<th>Additions/Transfers</th>
<th>As of May 31, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations</td>
<td>496,793</td>
<td>41,640</td>
<td>538,434</td>
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<td>Foundation</td>
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<tr>
<td><strong>Total Externally Restricted</strong></td>
<td><strong>1,644,143</strong></td>
<td><strong>41,640</strong></td>
<td><strong>1,685,784</strong></td>
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</table>
MEETING DATE: JUNE 18, 2019

TOPIC: APPROVAL OF AMENDED MINUTES – APRIL 9, 2019

FORUM

[✓] Board Meeting
[ ] Committee of the Whole

AGENDA ITEMS

[ ] Correspondence
[ ] New Business
[ ] Reports from Administrative Staff
[✓] Other: Approval of Minutes

INTENT

[ ] Information
[✓] Decision
[ ] Discussion

BACKGROUND

The minutes of the April 9, 2019 Regular Board meeting were approved by the Board at the May 7, 2019 meeting. It has now been noted that the minutes of agenda item 14b) Pension Committee – Appointment of Independent Trustee contained a typo in the term of appointment. The motion as passed by the Board was: “That the Board renew the appointment of Doug Matheson, Independent Trustee, to serve a four-year term as Pension Trustee; the new term is from November 1, 2019 to October 31, 2023”, not ….October 2020, as reported on the minutes.

Robert’s Rules of Order Newly Revised 11th Edition Section 45, subsection 20 states: “If the existence of an error or material omission in the minutes becomes reasonably established after their approval – even many years later – the minutes can then be corrected by means of a motion to amend something previously adopted, which requires a two-thirds vote, or a majority vote with notice, or the vote of a majority on the entire membership, or unanimous consent.”

CURRENT STATUS

A motion acknowledging the amended minutes is now required.

Attached are the amended minutes of April 9, 2019 for approval.

PREPARED BY DATE ATTACHMENTS

Mr. Garry Benning, Chief Financial Officer June 10, 2019 - April 9, 2019 amended minutes

RECOMMENDATION

Proposed Board Motion (if removed from consent items):
That the Board approve the amended minutes of the Regular Board meeting held April 9, 2019.
Mr. Ray Morrison, Board Chair, called the meeting to order, read the roll call into the minutes, and acknowledged the meeting was being held on Treaty Six territory and traditional homeland of the Métis people.

**Agenda:** Ms. Kelleher moved approval of the agenda. 

CARRIED (10)

**Celebrating Excellence: Brownell School – Learning Success**

Mr. Dave Derksen Superintendent of Education, introduced Mrs. Jennifer Hingley, Principal of Brownell School. Mrs. Hingley provided background information of the importance of valuing each student to support student success. Resource room teachers Heather Garton and Russell Kushniruk spoke of practices in the classroom that support student success. Parents and students shared their stories of success with Board members.

**Consent Items:** Dr. Zwarych moved that the following consent agenda items be approved as presented.

7b) Financial Results for the Period September 1, 2018 to February 28, 2019: That the Board receive the financial results for the period September 1, 2018 to February 28, 2019 for information.

CARRIED (10)

8a) Approval of Minutes: That the Board approve the minutes of the Committee of the Whole and Regular Board meetings held March 12, 2019.

CARRIED (10)

12) Correspondence: That the Board receive the correspondence as listed:

a) Correspondence from Wendy White regarding the Language Learning Preschool.

b) Correspondence from two City Park School students regarding fundraising for a school playground.

c) Correspondence from Sue and Kurt Williams, regarding a teacher and students from City Park.

CARRIED (10)

**Reports from Administrative Staff:**

Core Strategy Update: Student Support Services: Mr. Shane Skjerven, Deputy Director of Education, introduced Mrs. Donnalee Weinmaster, Superintendent of Education, Mrs. Trish Reeve, Coordinator: Student Services, and Mrs. Stacy Hoskins, Consultant for Learning Disabilities. The group updated the Board on the work of the Learning Disability team who support students who have been identified with a learning disability.

Ms. Banks move that the Board receive the Core Strategy Update: Student Support Services for information.

CARRIED (10)
Unfinished Business:

Saskatoon Public Schools Foundation Update and 2017-2018 Annual Report: Ms. Brannen moved that the Board receive the 2017-2018 Annual Report for the Saskatoon Public Schools Foundation Corp.

CARRIED (10)

Pension – Annual Report to Pension Plan Sponsor: Ms. MacPherson moved that the Board receive the annual report to the pension plan sponsor for the Pension Plan for the Non-Teaching Employees of the Saskatoon Board of Education, dated March 2019.

CARRIED (10)

Saskatoon Community Educators Association (SCEA) Agreement: Mr. Tait moved that the Board ratify the agreement with the Saskatoon Community Educators Association.

CARRIED (10)

Tender for Partial Window Replacement at Hugh Cairns V.C. School: Mr. Linklater moved that the Board award the tender for partial window replacement at Hugh Cairns V.C. School in the amount of $129,250 plus applicable taxes, with a maximum limit of $215,000 final contract price plus applicable taxes, to Zak’s Building Group.

CARRIED (10)

Board Subcommittee Minutes: Ms. Kelleher moved that the Board approve the minutes of the Board Audit and Risk Committee meeting of January 15, 2019 and the Board Governance Committee meeting of March 5, 2019.

CARRIED (10)

Revised Work Plan Board Governance Committee: Ms. MacPherson moved that the Board approve the revised Board Governance Committee Work Plan.

CARRIED (10)

Reports of Committees and Trustees:

- Trustee MacPherson reported on her attendance at River Heights School Community Council meeting for a presentation/discussion on Social Justice and Anti-Oppressive Education. She also reported on her upcoming attendance at Saskatchewan School Boards Associations’ Spring Council.

- Trustee Tait reported on his visit to Lawson Heights School where he had the opportunity to read to students.

- Trustee Zwarych reported on her attendance to Roland Michener School where they hosted a fundraising event for a middle year’s playground. She also reported on her attendance at the digital citizenship presentation at Bedford Road Collegiate.
• Trustee Bellamy reported on her continued participation with the Indigenous Ensemble group. She also reported on her attendance at the Saskatoon Prayer Breakfast on April 6.

• Trustee Banks reported on her attendance at Hoopla, meetings with SSBA student transportation advisory group, the digital citizenship presentation at Bedford Road Collegiate, and the budget consultation session at Centennial Collegiate.

• Trustee Scott reported on his attendance at the volunteer appreciation breakfast hosted by Mount Royal Collegiate. He also reported on his attendance at the budget consultation session and the upcoming performance of Aladdin at Ernest Lindner School.

• Board Chair Morrison reported on his attendance at Hoopla, the provincial budget announcement at the Legislature, and the budget consultation meeting at Centennial Collegiate. He also reported on his participation in a video conference with the standing parliamentary committee on Indigenous and Northern Affairs concerning capacity building. Mr. Morrison also highlighted the upcoming CBC broadcast at Chief Whitecap School where he and Chief Darcy Bear will participate.

New Business:

Provincial Budget 2019-2020: Trustee were given the opportunity to comment on the provincial budget which was announced March 20, 2019.

Pension Committee – Appointment of Independent Pension Trustee: Ms. Brannen moved that the Board renew the appointment of Doug Matheson, Independent Trustee, to serve a four-year term as Pension Trustee; the new term is from November 1, 2019 to October 31, 2023.

CARRIED (10)

Tenders for Partial Roofing Replacement at Various Schools: Mr. Tait moved that the Board award the tenders for partial roofing replacement as follows:

1. Forest Grove School: Sections 3A, 3B, 3C and 3D in the amount of $648,412 plus applicable taxes to Flynn Canada Ltd.

2. Confederation Park School: Sections 1 and 2 in the amount of $277,273 plus applicable taxes to Flynn Canada Ltd.

3. John Dolan School: Sections 5 and 12A in the amount of $181,531 plus applicable taxes to Century Roofing and Sheet Metal Ltd.

4. Aden Bowman Collegiate: Section 10, Alvin Buckwold School: Section 13 and Dundonald School: Section 17 and 14 in the amount of $389,545 plus applicable taxes to Haid Roofing Ltd.

CARRIED (10)

Tender for Provision of Two New Relocatable Classrooms to Willowgrove School: Mr. Morrison moved that the board award the following tenders:

1. For the supply of two new relocatable classrooms at Willowgrove School, in the amount of $351,036 plus applicable taxes to 3Twenty Modular.

2. For the installation and related construction of two new relocatable classrooms at Willowgrove School (provided by 3Twenty Modular) in the amount of $161,000 plus applicable taxes to Dunmac General Contractors Ltd.

CARRIED (10)
Tender for Gym Floor Replacement and Lighting Upgrade at Mount Royal Collegiate:  Ms. Bellamy moved that the Board award the tender for the gym floor replacement and lighting upgrade at Mount Royal Collegiate, in the amount of $164,781 plus applicable taxes to Carmont Construction Ltd.

CARRIED (10)

Tender for Boiler System Replacement at Royal West Campus: Mr. Linklater moved that the Board award the tender for boiler replacement at Royal West Campus in the amount of $145,700 plus applicable taxes to M.N.S. Ltd.

CARRIED (10)

Ms. Bellamy moved that the Board adjourn to the call of the Chair or the Board meeting of Tuesday, May 7, 2019.

CARRIED (10)

The meeting adjourned at 8:28 p.m.

________________________________________  _______________________________________
Secretary of the School Division                 Board Chair
MEETING DATE: JUNE 18, 2019

TOPIC: APPROVAL OF MINUTES

FORUM AGENDA ITEMS INTENT

[✓] Board Meeting [ ] Correspondence [ ] Information
[ ] Committee of the Whole [ ] New Business [✓] Decision
[ ] Reports from Administrative Staff [ ] Discussion
[✓] Other: Approval of Minutes

BACKGROUND

CURRENT STATUS

Attached are the minutes from the June 4, 2019 Committee of the Whole and Regular Board meetings.

PREPARED BY DATE ATTACHMENTS

Mr. Garry Benning, Chief Financial Officer June 10, 2019 - Minutes
June 4, 2019

RECOMMENDATION

Proposed Board Motion (if removed from consent items):
That the Board approve the minutes of the Committee of the Whole and Regular Board meetings held June 4, 2019
MINUTES OF A MEETING: of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, June 4, 2019 at 3:00 p.m.

MEMBERS PRESENT: Ms. Donna Banks, Ms. Charmaine Bellamy, Ms. Kathleen Brannen, Ms. Holly Kelleher, Mr. Vernon Linklater, Ms. Colleen MacPherson, Mr. Ray Morrison, Mr. Cameron Scott, Mr. Ross Tait, Dr. Suzanne Zwarych

Mr. Scott joined the meeting at 3:04 p.m.
Ms. Kelleher joined the meeting at 3:06 p.m.

Following discussions in Committee of the Whole, Ms. MacPherson moved that the Board rise and report.

CARRIED (10)

The meeting adjourned at 6:10 p.m.

______________________________________________________________
Secretary of the School Division

______________________________________________________________
Board Chair
MINUTES OF A MEETING:

of the Board of Education of the Saskatchewan School Division No. 13 of Saskatchewan, held on Tuesday, June 4, 2019 at 7:00 p.m.

June 4, 2019

MEMBERS PRESENT:

Mr. Ray Morrison (Board Chair), Ms. Donna Banks, Ms. Charmaine Bellamy, Ms. Kathleen Brannen, Ms. Holly Kelleher, Mr. Vernon Linklater, Ms. Colleen MacPherson, Mr. Cameron Scott, Mr. Ross Tait, Dr. Suzanne Zwarych

Mr. Ray Morrison, Board Chair, called the meeting to order, read the roll call into the minutes, and acknowledged the meeting was being held on Treaty Six territory and traditional homeland of the Métis people.

Agenda: Mr. Tait moved approval of the agenda.

CARRIED (10)

Celebrating Excellence: Pathways Program with Saskatoon Tribal Council:

Mr. Brent Hills, Superintendent of Education, introduced Ms. Valerie Harper, Director of Education, Saskatoon Tribal Council, and provided background information on the Pathways Program. Ms. Harper provided a detailed history of the Pathways Program and how it began in Saskatoon, the intent of the program and the staff working with the program. Ms. Harper introduced Ms. Darlene Lanceley, Program Coordinator of the Pathways Program and Grade 9 Walter Murray students Darian and Kyleigh, who spoke to the Board on the benefits from a student’s perspective.

Consent Items: Ms. Kelleher moved that the following consent agenda items be approved as presented.

Information Services Report: Ms. Kelleher moved that the Board receive the Information Services Report for information.

CARRIED (10)

Student Transportation Report: Ms. Kelleher moved that the Board receive the Student Transportation Report for information.

CARRIED (10)

Facilities for Learning Update: Ms. Kelleher moved that the Board receive the Facilities for Learning update as information.

CARRIED (10)

Financial Results for the Period September 1, 2018 to April 30, 2019: Ms. Kelleher moved that the Board receive the financial results for the period September 1, 2018 to April 30, 2019 for information.

CARRIED (10)

Approval of Minutes: Ms. Kelleher moved that the Board approve the minutes of the Committee of the Whole and Regular Board meetings held May 7, 2019.

CARRIED (10)
Reports from Administrative Staff:

Core Strategy Update: First Nation, Inuit and Métis Education:
Mr. Shane Skjerven, Deputy Director of Education, introduced Mr. Brent Hills, Superintendent of Education, and members of the First Nation, Inuit and Métis Education Unit: Mr. Darryl Isbister, Coordinator, Mrs. Tracy Laverty, Consultant: Collegiate Renewal, Mrs. Kelley Fineday, Educational Consultant, and Mr. Donald Speidel, Cultural Resource Liaison. The group shared initiatives, areas of growth and successes from the 2018-2019 school year.

Ms. Brannen moved that the Board receive the Core Strategy Update: First Nation, Inuit and Métis Education for information.

CARRIED (10)

Unfinished Business:

Director’s Update: March 1, 2019 – June 1, 2019: Ms. Banks moved that the Board approve the Director’s Update for the period March 1, 2019 to June 1, 2019 to be included as part of the evidence of the quality indicators for the Director’s annual evaluation.

CARRIED (10)

Agreement for Multi-Purpose Sports Field at Aden Bowman Collegiate:
Dr. Zwarych moved that the Board approve the Contribution and Construction Agreement for the Multi-purpose Sports Field at Aden Bowman Collegiate dated 4th day of June 2019.

CARRIED (10)

Board Subcommittee Minutes: Mr. Scott moved that the Board approve the minutes of the Board Governance Committee meeting of March 26, 2019.

CARRIED (10)

Reports of Committees and Trustees:

- Trustee Scott reported on his attendance at the intercollegiate Pow Wow at Mount Royal Collegiate, and his participation in Ramadan events.
- Trustee MacPherson reported her attendance at numerous band concerts at Ward 5 schools, Marion M. Graham Collegiate’s color day presentation, the upcoming Math fair at Marion M. Graham Collegiate and meetings of the SSBA Public Section in Regina June 6 and 7.
- Trustee Zwarych reported on her visits to schools in Ward 8, her attendance at the YWCA Women of Distinction Awards dinner, meetings with the NDP MLAs and her participation in a governance workshop hosted by the Saskatoon Chamber.
- Trustee Bellamy reported on her participation in the Spring Pipe and Sweat ceremony, her attendance at the YWCA Women of Distinction Awards dinner, SaskTel’s Indigenous Youth Awards of Excellence dinner, and the intercollegiate Pow Wow at Mount Royal Collegiate.
- Trustee Kelleher reported on her attendance YWCA Women of Distinction Awards dinner, the Spring Sweat ceremony, Mayfair School’s 100th Anniversary celebration and the Intercollegiate Pow Wow at Mount Royal Collegiate.
- Trustee Linklater reported on his attendance at Reconciliation Saskatoon meetings, preparations for Indigenous People’s Day activities on June 21, Princess Alexandra School’s feast and flags event, Mayfair School’s 100th Anniversary celebration, the meeting with NDP MLAs, the intercollegiate Pow Wow at Mount Royal Collegiate, and meeting of the Pension Committee.
- Trustee Banks reported on her visits to schools in Ward 3, her attendance at meetings of SSBA Indigenous Council, SHSAA Women in Sport conference, meetings of SSBA Working Advisory Group on student transportation, meetings of the Board Governance Committee. Ms. Banks also thanked Centennial Collegiate for accommodating Tommy Douglas Collegiate with space for their musical production. Other events Ms. Banks attended include the band concert at Tommy Douglas Collegiate, intercollegiate Pow Wow at Mount Royal Collegiate, Saskatoon Public Schools Foundation’s golf tournament and the meeting with NDP MLAs.
Board Chair Morrison reported on his attendance at a joint meeting with members of the Saskatoon Tribal Council and City of Saskatoon, the ULEAD conference, Mayfair Schools’ 100th Anniversary celebration, Centennial Collegiate’s band concert, consultation sessions with the Ministry regarding Education and Sylvia Fedoruk School’s pancake breakfast.

New Business:

**Saskatoon Public Schools Strategic Plan 2019 – 2024**: Mr. Morrison moved that the Board approve the Saskatoon Public Schools Strategic Plan 2019-2024.

CARRIED (10)

**Secure Destruction of Records**: Ms. Banks moved that the Board approve the secure destruction of six boxes of paper records containing tender materials and 31 boxes of paper records and two binders containing purchasing card expense reports, all eligible for destruction as per SSBA Records Retention and Disposal Guide (Dec. 2012).

CARRIED (10)

**Board Policies**: Ms. MacPherson moved that the Board approve the housekeeping changes to policies 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 14, 15, 19, 20, 21, 22, 24, and 26.

CARRIED (10)

Ms. Bellamy moved that the Board adjourn to the call of the Chair or the Board meeting of Tuesday, June 18, 2019.

CARRIED (10)

The meeting adjourned at 8:47 p.m.

__________________________________________________________________
Secretary of the School Division                      Board Chair
MEETING DATE: JUNE 18, 2019

TOPIC: BOARD CHAIR REFLECTIONS – 2018-2019 SCHOOL YEAR

FORUM | AGENDA ITEMS | INTENT
--- | --- | ---
[✓] Board Meeting | [ ] Correspondence | [✓] Information
[ ] Committee of the Whole | [ ] New Business | [ ] Decision
 | [ ] Reports from Administrative Staff | [✓] Discussion
[✓] Other: Reports of Committees and Trustees

BACKGROUND

CURRENT STATUS
As this is the final Board meeting of the 2018-2019 school year, it is important to reflect on this year, as well as to look forward to the challenges and opportunities facing the Board and the school division in 2018-2019.

1. **Strategic Plan** – At our June 4, 2019 Board meeting, Trustees unanimously approved the new strategic plan, which will guide our division’s work for the next five years. After nearly two years of consultations, gathering feedback, and data analysis, the new strategic plan was created. The plan sets out our vision, the four goals we want every student to achieve, and our commitment as a school division. The plan states unequivocally that students are at the heart of our work. I look forward to starting work on the plan this August and seeing it realized over the coming years.

2. **Strategic Priorities** – This academic year, Literacy for Life and Collegiate Renewal continued to increase the achievement and engagement levels of all our students through the focus on literacy, numeracy and improving graduation rates. These priorities reflect the goals laid out in the provincial Education Sector Strategic Plan, including enhanced engagement for First Nations, Inuit and Métis students. While these two priorities will be replaced by the new strategic plan, our commitment to building the foundations for young students and engaged youth remains strong.

3. **Awards and Achievements** – This is just a sampling of some of the top awards and achievements for our students and staff members:
   - The Board of Education presented the Award of Excellence to Catherine Sun (Centennial Collegiate).
   - At the SaskTel Indigenous Youth Awards of Excellence, four awards went to our students:
     - Education – Dylan Bauman (Centennial)
     - Fine/Performing Arts – Liam Scramstad (Marion Graham)
     - Leadership – N’Tanis Wuttunee (Mount Royal)
     - Spirit – Celystin Moosomin (Centennial)
   - At the Saskatoon Indian and Métis Friendship Centre Graduation, four awards went to Saskatoon Public Schools’ students:
     - Academic Achievement Award – Fraser McLeod (Centennial)
     - John Dewar Spirit & Resiliency Award – Emily McKay-Hikwa (Marion Graham)
     - First Nation Cultural Youth Award – Makayla Musaskapoe (Mount Royal)
     - Métis Cultural Youth Award – Haley Poier (Aden Bowman)
• Teachers Kevin Shmyr (Mount Royal) and Adam Peters (Evan Hardy) received the Loran Teachers Building Award.
• Michael Kurpjuweit, a band and fine arts teacher at Brunskill School, received the Prime Minister’s Award for Teaching Excellence.
• Nat Banting, a mathematics teacher and consultant, received the Margaret Sinclair Memorial Award presented by the Fields Institute for Research in Mathematical Sciences.
• Outdoor School received the award for Outstanding K-12 Class, School or School District from the Canadian Network for Environmental Education and Communication.

4. **Student Enrolment Growth** – Once again, the school division experienced significant growth in enrolment. In September 2018, Saskatoon Public Schools had 25,747 from prekindergarten to grade 12 – an increase of 317 students over the previous year.

5. **Mayfair School** – In May, Mayfair Community School celebrated its 100th anniversary. Current students and staff members were joined by hundreds of alumni, former staff, and community members to celebrate the castle school.

6. **Move to Grow** – In the fall, our school division launched Move to Grow, a campaign to encourage students and families to use active transportation (walking, biking, etc.) for their school commute. The campaign has been well-received in schools and throughout our community.

7. **Saskatoon Public Schools Foundation** – In the fall, the foundation welcomed Zeba Ahmad as its new executive director.

8. **Looking ahead** – While we saw a small increase in operational funding from the provincial government, it is not enough to balance our budget for the coming year. As we have learned in the past few years, it is impossible to reduce services without impacting our student’s experience in our schools. We will continue to lobby for the good of our students and staff members.

Trustees may wish to contribute their own highlights from the past year, as well as indicate their hopes for 2019-2020.

<table>
<thead>
<tr>
<th>PREPARED BY</th>
<th>DATE</th>
<th>ATTACHMENTS</th>
</tr>
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<tbody>
<tr>
<td>Mr. Ray Morrison, Board Chair</td>
<td>June 12, 2019</td>
<td>None</td>
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MEETING DATE: JUNE 18, 2019

TOPIC: APPROVAL OF THE 2019-2020 BUDGET REPORT
ANNUAL OPERATING AND CAPITAL BUDGET ESTIMATES

FORUM | AGENDA ITEMS | INTENT
--- | --- | ---
[✔️] Board Meeting | [ ] Correspondence | [ ] Information
[ ] Committee of the Whole | [✔️] New Business | [✔️] Decision
[ ] Reports from Administrative Staff | [ ] Discussion
[ ] Other:

BACKGROUND

The Ministry of Education has indicated that school boards must pass and submit their 2019-2020 budgets to the Ministry no later than June 30, 2019.

CURRENT STATUS

Administration has prepared and is recommending the annual budget estimates for the period September 1, 2019 to August 31, 2020 for the Board’s consideration.

PREPARED BY | DATE | ATTACHMENTS
--- | --- | ---
Mr. Garry Benning, Chief Financial Officer | June 11, 2019 | Budget Report September 1, 2019 to August 31, 2020
Mrs. Krista Wei, General Manager of Financial Services

RECOMMENDATION

Proposed Board Motion:
That the Board approve its annual operating and capital budget estimates for the fiscal year September 1, 2019 to August 31, 2020 as detailed in the Budget Report September 1, 2019 to August 31, 2020, subject to minor edits.
Saskatoon Public Schools 2019-2020 Budget Report
TABLE OF CONTENTS

PROPOSED RESOLUTION ....................................................................................................................... 1
STRATEGIC PLAN ................................................................................................................................. 2
GOVERNANCE........................................................................................................................................ 4
BUDGETARY IMPACTS ........................................................................................................................... 5
FISCAL ISSUES THAT NEED TO BE AddressED WITH THE MINISTRY .................................................. 6
HIGHLIGHTS OF THE EDUCATION SECTOR STRATEGIC PLAN ......................................................... 7
FINANCIAL ASSUMPTIONS .................................................................................................................... 8
FINANCIAL INFORMATION .................................................................................................................... 9
APPENDIX – ADDITIONAL FINANCIAL INFORMATION ....................................................................... 16
PROPOSED RESOLUTION

That the Board approve its annual operating and capital budget estimates for the fiscal year September 1, 2019 to August 31, 2020 as detailed in the Budget Report September 1, 2019 to August 31, 2020 subject to minor final edits.
Saskatoon Public Schools STRATEGIC PLAN 2019-2024

OUR VISION
Every Student is Known • Valued • Believed In

ACADEMIC EXCELLENCE
Students will achieve success in their learning goals

CHARACTER
Students will demonstrate respect, responsibility, and perseverance

ENGAGEMENT
Students will actively participate in relevant and meaningful learning

WELL-BEING
Students will develop the skills to make healthy choices

OUR COMMITMENT
We will create learning experiences that inspire all students to reach their potential.
Saskatoon Public Schools
STRATEGIC PLAN 2019-2024

FULFILLING OUR COMMITMENT

RELATIONSHIPS
We will
• foster caring and supportive relationships
• honour diversity
• create welcoming and joyful spaces
• develop and grow community partnerships

EQUITY
We will
• be open to all
• maintain high expectations for all
• enact anti-racist/anti-oppressive practices
• pursue a representative workforce

ACCOUNTABILITY
We will
• respond to student needs through evidence-based practices
• focus on Indigenous student success
• pursue continuous improvement
• ensure safe, caring, and accepting environments
GOVERNANCE

- A fiscally responsible budget will be established.
- An annual audited financial statement will be presented to the Board.
- The Annual Report will be submitted by the Board to the Minister of Education in accordance with Section 283(1) of The Education Act.
- The 2019-2020 budget will be submitted to the Minister of Education in accordance with Section 278(1) of The Education Act.
- Saskatoon Public Schools is committed to continuous improvement in processes to ensure we are operating efficiently, effectively and economically.
- Joint partnerships will be sought out when advantageous.
- Relocatables will be used to accommodate enrolment and program growth.
- Initiatives designed to help build a representative workforce will be continued (staff development, cultural competency training, and hiring practices).
- A Balanced Scorecard will be initiated to demonstrate progress towards achieving the Strategic Plan.
- The Board will continue to advocate for a sustainable, properly funded education system to support successful outcomes for students.
BUDGETARY IMPACTS

The March 20, 2019 Provincial Budget increased operating funding by 1.5% or $3.5 million, with an operating grant of $229.8 million compared to $226.3 million in 2018-19. While funding has increased in 2019-20 compared to 2018-19, it is only 0.7% ($1.57 million) more than 2016-17 levels.

Saskatoon Public Schools September 2019 projected enrolment is 26,182, students representing an increase of 448 students or 1.7% compared to September 2018. Enrolment has increased by 752 students or 3% from September 2017 to projected enrolment for September 2019. These enrolment increases and the addition of four new schools have added operating costs that were not adequately covered by funding increases over this same period.

To work towards the outcomes associated with the Board’s priorities and the Education Sector Strategic Plan, the Board will draw approximately $1.5 million dollars from operating reserves to continue with current programming.

Major budget additions and reductions for 2019-2020 are outlined below:

- Class size ratios remain unchanged at elementary and secondary schools.

- To accommodate enrolment growth and student need, there is an increase of:
  - 15.0 FTE teaching positions
  - 17.5 FTE educational assistant positions
  - 21.5 FTE educational assistant positions added in January 2019
  - 1.0 FTE special education consultant added mid-year
  - 4.0 FTE resource room teachers
  - 1.0 FTE staff nurse for John Dolan
  - 2.0 FTE special education program teachers
  - 1.0 FTE rotational library technician

- To balance the budget, the following reductions have been made:
  - 18.8 FTE teacher librarians
  - 15.0 FTE EAL teachers
  - The current Home Economics/Industrial Arts grade 8 program is eliminated with a net decrease of 4.0 FTE positions.

1 Excluding associate schools, debt funding and funding for First Nations, Métis, Education Achievement Fund.
All secretary 1 positions in elementary schools are eliminated, leaving a 1.0 administrative assistant in all elementary schools for a reduction of 8.9 FTE positions.

Central office budget includes a reduction of five positions.

Non-salary budgets across the division have been reduced, including school budgets by 6%.

Facilities operating budget lines have been reduced and offset by an increase in funding provided for Preventative Maintenance and Renewal.

With the financial challenges currently experienced by the Saskatoon Public School Division, the focus of our budget priorities will be to allocate available resources to give the school division the best opportunity to achieve the goals outlined in the new strategic plan.

**FISCAL ISSUES THAT NEED TO BE ADDRESSED WITH THE MINISTRY**

1. Ensure adequate funding of the Board’s Strategic Plan and to meet the outcomes detailed in the Education Sector Strategic Plan. These priorities will continue to require sufficient funding in future budgets.

2. Advocate for adequate funding from the Ministry of Education in areas with known funding shortfalls including:
   a. Supports for Learning for students with special needs
   b. English as an additional language (EAL) supports
   c. Supports for the elimination of the learning disparity for First Nation, Inuit, and Métis students
   d. Existing locally negotiated and provincial collective agreements
   e. Taxation changes including carbon tax and Canada Pension Plan increases

3. The board will advocate that the Ministry of Education finish the work of the provincial funding review committee on funding for intensive needs students.

4. Secure long-term sustainable funding of the capital budget to address the backlog of work identified in the facility audits.

5. Work with our educational partners to identify risks currently being faced in the education sector.

6. Continue to work with our partners in our joint use projects.
HIGHLIGHTS OF THE EDUCATION SECTOR STRATEGIC PLAN

Saskatoon Public Schools participates in the development of the Education Sector Strategic Plan as part of the Provincial Leadership Team (PLT). The PLT is comprised of directors of education from the 27 school divisions, First Nation and Métis educational organization representatives, and Ministry of Education personnel. It guides sector planning, implementation, monitoring and reporting processes.

Key elements of the Education Sector Strategic Plan (ESSP) are described below:

Project Plan Outcomes

- By June 30, 2020, 80% of students will be at grade level or above in reading, writing, and mathematics.
- By June 30, 2020, collaboration between First Nation and Métis and non-First Nation and Métis partners will result in significant improvement in First Nation and Métis student engagement and will increase three-year graduation rate from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.
- By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.
- By June 30, 2020, children aged 0-6 will be supported in their development to ensure that 90% of students exiting kindergarten are ready for learning in the primary grades.
FINANCIAL ASSUMPTIONS

The following are the most significant assumptions:

1. The Ministry will approve the 2019-2020 budget as presented.
2. The 2019-2020 budget includes an increase in enrolment of 448 students when comparing the enrolment for September 2018 to the projected enrolment for September 2019.
3. The Federal Government will return a portion of the proceeds collected through the Carbon Tax to help schools take climate action and help lower energy costs. Carbon Tax is included in utilities costs (estimated increase of $250,000).
## Statement of Operations

<table>
<thead>
<tr>
<th></th>
<th>Budget 2019-20</th>
<th>Budget 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property taxes</td>
<td>$ 200,845</td>
<td>$ -</td>
</tr>
<tr>
<td>Provincial grants</td>
<td>237,152,498</td>
<td>232,513,613</td>
</tr>
<tr>
<td>Tuition and related fees</td>
<td>2,110,235</td>
<td>1,731,325</td>
</tr>
<tr>
<td>Complementary services</td>
<td>4,458,674</td>
<td>4,368,234</td>
</tr>
<tr>
<td>External services</td>
<td>5,314,272</td>
<td>6,998,836</td>
</tr>
<tr>
<td>School generated</td>
<td>4,955,000</td>
<td>4,955,000</td>
</tr>
<tr>
<td>Other</td>
<td>1,570,506</td>
<td>1,412,000</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>$ 255,762,030</td>
<td>$ 251,979,008</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td>$ 722,550</td>
<td>$ 684,181</td>
</tr>
<tr>
<td>Administration</td>
<td>6,195,410</td>
<td>5,991,750</td>
</tr>
<tr>
<td>Instruction</td>
<td>197,375,125</td>
<td>194,063,556</td>
</tr>
<tr>
<td>Plant</td>
<td>44,608,436</td>
<td>43,452,730</td>
</tr>
<tr>
<td>School generated</td>
<td>4,955,000</td>
<td>4,955,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>6,503,739</td>
<td>6,374,545</td>
</tr>
<tr>
<td>Tuition and related fees</td>
<td>391,982</td>
<td>346,000</td>
</tr>
<tr>
<td>Complementary services</td>
<td>4,240,783</td>
<td>4,331,719</td>
</tr>
<tr>
<td>External services</td>
<td>6,265,626</td>
<td>7,195,286</td>
</tr>
<tr>
<td>Interest</td>
<td>385,393</td>
<td>278,765</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>$ 271,644,044</td>
<td>$ 267,673,533</td>
</tr>
<tr>
<td><strong>Surplus/(deficit)</strong></td>
<td>$ (15,882,014)</td>
<td>$ (15,694,525)</td>
</tr>
</tbody>
</table>
Cash Flow Requirements

<table>
<thead>
<tr>
<th></th>
<th>Budget 2019-20</th>
<th>Budget 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total revenues</td>
<td>255,762,030</td>
<td>251,979,008</td>
</tr>
<tr>
<td>Total expenses</td>
<td>271,644,044</td>
<td>267,673,533</td>
</tr>
<tr>
<td>Surplus/(deficit)</td>
<td>(15,882,014)</td>
<td>(15,694,525)</td>
</tr>
</tbody>
</table>

**Tangible capital assets:**

- Purchases: (6,545,750) (1,061,000)

**Long-term debt:**

- Debt issued: 4,300,000
- Debt repayments: (1,537,505) (958,996)

**Non-cash items:**

- Amortization expense: 15,530,000 15,530,000
- Employee future benefits expenses: 366,750 362,500

**Reserves:**

- Use capital reserves (note 1): 2,245,750 250,000
- Use of operating reserves (note 2): 1,522,769 1,572,021

**Surplus/deficit:**

<table>
<thead>
<tr>
<th></th>
<th>$</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,245,750</td>
<td>250,000</td>
</tr>
<tr>
<td>Use of capital</td>
<td>1,522,769</td>
<td>1,572,021</td>
</tr>
<tr>
<td>Surplus/deficit</td>
<td>$</td>
<td>-</td>
</tr>
</tbody>
</table>

Notes:

1. The use of the capital reserves relates to the timing of the projects. Funding for portables will be allocated in 2018-19; however, the work will be completed during 2019-20. Therefore, funding will be drawn from capital reserves.

2. Operating reserves include both internally restricted and unrestricted reserves.
REVENUES

In 2019-2020, revenues are estimated to be $255.8 million, an increase of 1.5% compared to the previous year’s budget.

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Budget 2019-20</th>
<th>Budget 2018-19</th>
<th>$ Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property taxes (note 1)</td>
<td>$ 200,845</td>
<td>$ -</td>
<td>$ 200,845</td>
<td>100.0%</td>
</tr>
<tr>
<td>Provincial grants (note 2)</td>
<td>$ 237,152,498</td>
<td>$ 232,513,613</td>
<td>$ 4,638,885</td>
<td>2.0%</td>
</tr>
<tr>
<td>Tuition and related fees (note 3)</td>
<td>$ 2,110,235</td>
<td>$ 1,731,325</td>
<td>$ 378,910</td>
<td>21.9%</td>
</tr>
<tr>
<td>Complementary services</td>
<td>$ 4,458,674</td>
<td>$ 4,368,234</td>
<td>$ 90,440</td>
<td>2.1%</td>
</tr>
<tr>
<td>External services (note 3)</td>
<td>$ 5,314,272</td>
<td>$ 6,998,836</td>
<td>(1,684,564)</td>
<td>-24.1%</td>
</tr>
<tr>
<td>School generated</td>
<td>$ 4,955,000</td>
<td>$ 4,955,000</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other (note 4)</td>
<td>$ 1,570,506</td>
<td>$ 1,412,000</td>
<td>$ 158,506</td>
<td>11.2%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$ 255,762,030</strong></td>
<td><strong>$ 251,979,008</strong></td>
<td><strong>$ 3,783,022</strong></td>
<td><strong>1.5%</strong></td>
</tr>
</tbody>
</table>

Notes:
1. Property tax revenues are received from the Treaty Land Entitlement agreement over eight years expiring on October 24, 2025.
2. Increases to the provincial grant funding for education and projected enrolment growth in the division and Preventative Maintenance and Renewal funding. Also included is Alternate Format Library Grant Revenue of $265,000 and an increase to P3 operating grants of $124,000.
3. Tuition and related fees increased mainly due to funding changes for the alliance school at Whitecap Dakota First Nation (WDFN). WDFN now receives funding directly from the federal government and reimburses SPSD for teaching expenses. This funding is now received under Tuition and Related fees as opposed to External Services accounts. This is partly offset by a decrease in International Student Program fees as this program is being phased out.
4. Other revenues increased primarily due to a new Joint Use Agreement with the City of Saskatoon for community association rentals.
EXPENSES

In 2019-2020, expenses are estimated to be $271.6 million, an increase of 1.5% compared to the previous year’s budget.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Budget 2019-20</th>
<th>Budget 2018-19</th>
<th>$ Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance (note 1)</td>
<td>$722,550</td>
<td>$684,181</td>
<td>$38,369</td>
<td>5.6%</td>
</tr>
<tr>
<td>Administration (note 2)</td>
<td>$6,195,410</td>
<td>$5,991,750</td>
<td>$203,660</td>
<td>3.4%</td>
</tr>
<tr>
<td>Instruction (note 3)</td>
<td>$197,375,125</td>
<td>$194,063,556</td>
<td>$3,311,569</td>
<td>1.7%</td>
</tr>
<tr>
<td>Plant (note 4)</td>
<td>$44,608,436</td>
<td>$43,452,730</td>
<td>$1,155,706</td>
<td>2.7%</td>
</tr>
<tr>
<td>School generated</td>
<td>$4,955,000</td>
<td>$4,955,000</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Transportation (note 5)</td>
<td>$6,503,739</td>
<td>$6,374,545</td>
<td>$129,194</td>
<td>2.0%</td>
</tr>
<tr>
<td>Tuition and related fees</td>
<td>$391,982</td>
<td>$346,000</td>
<td>$45,982</td>
<td>13.3%</td>
</tr>
<tr>
<td>Complementary services</td>
<td>$4,240,783</td>
<td>$4,331,719</td>
<td>($90,936)</td>
<td>-2.1%</td>
</tr>
<tr>
<td>External services (note 6)</td>
<td>$6,265,626</td>
<td>$7,195,286</td>
<td>($929,661)</td>
<td>-12.9%</td>
</tr>
<tr>
<td>Interest/allowances (note 7)</td>
<td>$385,393</td>
<td>$278,765</td>
<td>$106,628</td>
<td>38.3%</td>
</tr>
</tbody>
</table>

Total expenses           | $271,644,044   | $267,673,533   | $3,970,511 | 1.5%     |

Notes:
1. In 2019-20 increases for governance costs include increased trustee indemnity costs, increased membership fees for Saskatchewan School Boards Association and added funds for First Nations, Inuit and Métis awards.
2. Administration costs increased due to salary cost increases and benefits.
3. Instruction costs increased due to enrolment increases and student needs. Salary increases reflect the collective bargaining agreement increases of 1% for teachers and 2% for CUPE. Benefits costs increased mainly due to Canada Pension Plan rate increases of 6%.
4. Plant costs increased mainly due to increased Preventative Maintenance and Renewal funding and salary and benefits cost increases offset by reduction to facilities operating expenses. Utilities costs increased by $410,000 mainly due to the estimated impact of the carbon tax and contract rate increases.
5. Transportation costs increased mainly due to contract cost inflation.
6. External services have decreased mainly due to funding changes for the alliance school at Whitecap Dakota First Nation (WDFN). WDFN now receives funding directly from the federal government and reimburses SPSD for teaching expenses.
7. Interest expense has increased due to estimated cost for technology capital loans.
SALARIES AND BENEFITS

In 2019-2020, salaries and benefits are expected to cost $210.9 million, an increase of approximately $4.3 million or 2.1% compared to the 2018-2019 budget. The increase is due to additional staff being added to the budget for the projected increase in enrolment of approximately 448 students. Salary cost increases of 1% for teachers, 1% for out-of-scope employees, and 2% for CUPE are included in the 2019-20 budget. Canada Pension Plan remittance costs increased by 6% or $400,000. Staffing reductions were made in certain teaching roles including teacher librarians, EAL teachers, home economics/industrial arts teachers, central office staff and elementary school secretaries.

CAPITAL EXPENDITURES

The 2019-2020 capital projects will be funded as follows:

- Capital Reserves $1,080,000 (allocations made by the Board and Ministry funding during 2018-19)
- Allocation to Capital Projects by Saskatoon Public Schools 1,165,750
- Total Capital Expenditures in 2019-2020 $2,245,750
Capital Plan
Source of Funding and Total Cost of Annual and Multi-Year Projects

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>Funding from the Ministry</th>
<th>2018-19 Capital Reserves</th>
<th>Capital Plan 2019-20</th>
<th>Long-term Debt</th>
<th>Total Capital Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilities department:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portables:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>École Forest Grove School (1) &amp; Willowgrove School (2)</td>
<td>$465,000</td>
<td>$1,080,000</td>
<td>$465,000</td>
<td>$1,080,000</td>
<td></td>
</tr>
<tr>
<td>Ernest Linder School</td>
<td>$465,000</td>
<td>$465,000</td>
<td>$465,000</td>
<td>$465,000</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>$465,000</td>
<td>$1,080,000</td>
<td>$465,000</td>
<td>$1,080,000</td>
<td></td>
</tr>
</tbody>
</table>

| **Other departments:** |                           |                          |                      |                |                     |
| Technology            | $-                        | $923,000                 | $4,300,000          | $5,223,000 |
| Drivers Education     | $-                        | $42,750                  | $42,750             | $42,750 |
| Special education - technical aids | $- | $200,000 | $200,000 | $200,000 |
| Total capital projects - all departments | $465,000 | $1,080,000 | $1,165,750 | $4,300,000 |

| Total Capital Costs   | $465,000 | $1,080,000 | $1,165,750 | $4,300,000 | $7,010,750 |
RESERVE TRANSFERS

<table>
<thead>
<tr>
<th>Reserve transfers to/(from) the Operating Reserves:</th>
<th>Unrestricted Operating Reserves</th>
<th>Internally Restricted Operating Reserves</th>
<th>Capital Reserves</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Technology Replacement Capital Reserve</td>
<td>(600,000)</td>
<td>600,000</td>
<td></td>
</tr>
<tr>
<td>Total transfers</td>
<td>$ (600,000)</td>
<td>$ -</td>
<td>$ 600,000</td>
</tr>
</tbody>
</table>

$600,000 has been allocated towards technology replacement in 2019-20.

ACTUAL RESERVE FUNDS AND LONG TERM DEBT

The Board's operating reserves from Unrestricted Accumulated Surplus and Internally Restricted Surpluses totaled approximately $13.9 million as at August 31, 2018 (compared to $16.5 million at August 31, 2017).

At August 31, 2018, capital loans of the Board totaled $8.0 million (compared to $9.8 million at August 31, 2017):

Willowgrove School – construction $ 5,737,103
City Park Collegiate – repurposing loan 1,794,783
Technology 314,901
Portables 143,063

$ 7,989,850
Total Revenue Sources for the Year Ending August 31, 2020
Total Expenses for the Year Ending August 31, 2020

- Instruction: 72.7%
- Plant: 16.4%
- Tuition and Related fees: 1.8%
- Complementary Services: 1.6%
- Transportation: 2.4%
- School Generated: 0.1%
- External Services: 2.3%
- Governance: 0.3%
- Administration: 2.3%
- Interest/Allowances: 0.1%
Student Enrolment 2010-2019*

* Enrolment numbers are based on the total number of students, pre-kindergarten to grade 12. Funding is based on student FTE’s which is lower than the total enrolment number.
BACKGROUND

Through Saskatoon Public Schools’ priorities of Literacy for Life and Collegiate Renewal, the overall goals are to have all students, K-12, engaged in their learning so they can graduate on time. Students continue to work to achieve at or above grade level in reading, writing, and mathematics. The initiative is comprised of the following components:

- Meeting the needs of students who require additional support
- Professional learning
- Leadership development

CURRENT STATUS

Superintendents Dave Derksen and Paul Janzen will present an overview of the strategic actions implemented in the priority initiatives of Literacy for Life and Collegiate Renewal in the 2018-2019 school year. Details can be found in the attached reports for both priorities.

RECOMMENDATION

Proposed Board Motion:
That the Board approve the Literacy for Life: 2018-19 Report to the Board and the Collegiate Renewal: 2018-19 Report to the Board to be included as part of the evidence of the quality indicators for the Director’s annual evaluation.
All K-8 students will achieve at or above grade level in reading, writing, and mathematics. They will be engaged in their learning and graduate as active participants in lifelong learning and as responsible, caring, culturally responsive citizens in the community, nation, and world. In pursuit of this goal, we will focus intensively on the engagement, achievement and graduation rates of First Nations, Inuit and Métis students.

In *Visible Learning for Literacy* by Fisher, Frey and Hattie the authors state that “every student deserves a great teacher, not by chance, but by design.” It is through application of research with reflection on our teaching practice where we truly impact student learning and achievement in reading, writing and mathematics. Saskatoon Public Schools supports the use of evidence-based instructional practices to increase student learning and achievement.

TABLE OF CONTENTS

Introduction .......................................................................................................................... 1

Literacy .................................................................................................................................... 1
Data from the Previous Year ............................................................................................... 1
Interdepartmental Literacy Leadership Team ........................................................................ 1
Literacy Learning Community .............................................................................................. 1
Early Learning ..................................................................................................................... 2
Kindergarten Community .................................................................................................. 2
Fountas and Pinnell Benchmark Assessment System ........................................................... 2
Additional Supports ............................................................................................................ 2
  Literacy Numeracy Hub ..................................................................................................... 2
  Teacher’s In-School Literacy Learning: *Collaborative Inquiry Teams* ................................. 3
  After School Workshops .................................................................................................. 3
  Data Leadership Teams ..................................................................................................... 3
  Special Education Supports ............................................................................................... 3
  Early Learner Literacy Tutor Program ............................................................................... 3

Mathematics ......................................................................................................................... 4

Next Steps to Enhance Student Learning ................................................................................ 5
Introduction

*Literacy for Life* provides students with necessary supports to have them develop as readers, writers, and mathematicians. Through the initiative, teachers and leaders engage in professional learning focused on developing research-proven methods for maximizing student learning. Through literacy and mathematics communities, teacher leaders work with colleagues toward having all children reach grade-level success.

This report highlights a year of progress and change focused on implementing the most effective strategies to support student learning.

Literacy

Data from the Previous Year (September 2018)

The annual review of reading data was presented in September 2018. Year-end data will be shared with trustees in the fall as we report on our new strategic plan.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>66%</td>
<td>61%</td>
<td>72%</td>
<td>68%</td>
<td>67%</td>
<td>68%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>65%</td>
<td>69%</td>
<td>73%</td>
<td>76%</td>
<td>71%</td>
<td>70%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>69%</td>
<td>70%</td>
<td>77%</td>
<td>76%</td>
<td>78%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Interdepartmental Literacy Leadership Team

As a strategy to pursue further improvement in student literacy, leaders from multiple departments were activated to participate in an in-depth review of literacy supports in the division. The Interdepartmental Literacy Leadership Team, made up of representatives from Staff Development, Special Education, the First Nations Inuit and Métis education unit, Student Services, English as an Additional Language, French Immersion, and Administrative Council, met regularly throughout the year to provide direction to the literacy initiative. The team identified the *Five Pillars of Reading* as a key area of emphasis in professional learning for the division. They also reviewed and renewed the literacy assessment expectations to bring them into alignment with current research. The work of this team created renewed momentum and a shared purpose in pursuit of greater student learning results. The team will continue to provide an advisory role in the future.

Literacy Learning Community

All elementary schools had teacher representatives in the Literacy Learning Communities. These teacher leaders participated in community building professional development facilitated by the staff development team. In this learning process literacy teacher leaders from each school developed capacity in the five pillars approach to reading instruction and how to deliver effective literacy lessons using the SPS Literacy Learning Framework. Through the literacy communities, all elementary teachers and administrators had in-school teacher leaders to support implementation of effective literacy instruction.
Early Learning
In the 2018-19 school year the federally funded Early Learning Inclusion Pilot (ELIS) was expanded to include seventeen prekindergarten programs. Through the pilot, thirty-three ELIS students were placed into regular prekindergarten program with appropriate support. In order to be responsive to our students’ diverse learning needs, prekindergarten teacher and EA teams participated in numerous professional development opportunities. These sessions focused on supporting social-emotional development and addressing the diverse needs of our population. Prekindergarten teachers continued to support their students’ language development by directly implementing phonological awareness opportunities and Hanen language development strategies into their daily instruction and interactions.

Kindergarten Community
The Kindergarten learning community continued to grow in the 2018-19 school year to include fifty English and French Immersion teachers. The goal for the community was to strengthen collective understanding of the early literacy components, mathematics and culturally competent teaching practices. Through explicit teaching, the use of intentional provocations and playful learning opportunities, teachers explored how to embed these concepts throughout their Kindergarten day.

“Because of the inspiration and support of this group and ultimately because of the organizers, my students have benefited from more authentic literacy experiences, math opportunities and have experienced First Nations and Métis content as a result of me being here.”
Kindergarten Learning Community Teacher

Fountas and Pinnell Benchmark Assessment System
Fountas and Pinnell assessments were used in all Saskatoon Public elementary schools to determine students’ independent and instructional reading levels. The assessment results were used to plan differentiated reading instruction in response to students’ needs. Teachers who required assistance with administration of the benchmark assessment were supported by in-school experts such as resource teachers, experienced colleagues, and administrators.

Additional Supports:

Literacy Numeracy Hub
The staff development team created an informative and user-friendly online resource center for SPS teachers. Teachers can access instructional resources created and vetted by colleagues as they grow and deepen their understanding of SPS Expected Practices. The Literacy Numeracy Hub consists of blog posts, videos of PD sessions, grade-specific strategies in reading, writing and mathematics, culturally competent
practices and professional development supports. The Hub has been created to provide “just in time” support for educators to access and use whenever they want to learn more about powerful instructional methods.

**Teachers’ In-School Literacy Learning: Collaborative Inquiry Teams**
All elementary teachers participated in collaborative professional learning focused on literacy practices with their school colleagues. In collaborative inquiry teams, teachers worked together to analyze their classroom literacy data, identify and implement instructional responses based on the data, and measure the impact of their new practices on student learning. Teacher leaders such as learning community members offered essential collegial support in this process. Principals learned from experts such as Simon Breakspear and drew from their colleagues’ expertise as they strengthened their ability to create and sustain effective professional learning systems.

**After School Workshops**
Hundreds of teachers took advantage of the after school professional development sessions offered by the staff development team. These workshops provided support to teachers for implementation of effective literacy and mathematics instruction. Series of sessions such as Literacy Bootcamps, Middle Years Word Cents, Leading From the Classroom, Leading from the Library, as well as single session workshops were all filled to capacity as teachers engaged in valuable learning opportunities in the after school hours. These learning opportunities will continue next year in order to build on the momentum created in 2018-19.

**Data Leadership Teams**
School data leadership teams met four times in 2018-19. These elementary school teams made up of key teacher leaders including resource teachers and learning community members provided valuable assistance to the school administrative team in establishing professional learning systems that support teachers to analyze individual student learning profiles and respond effectively.

**Special Education Supports**
With the leadership of the Special Education department and Student Services, interventions were provided for students requiring additional supports to be successful. Resource Teachers received professional learning opportunities and provided targeted small group and in-class assistance for students experiencing difficulties. They implemented programs like Roadways To Reading, Roadways To Math and Leveled Literacy Intervention while also providing assistance to classroom teachers through coaching and team teaching.

**Early Learner Literacy Tutor Program**
The *Early Learner Literacy Tutor Program* sponsored by the Saskatoon Public Schools Foundation provided intensive one to one support in reading instruction for selected students schools with pronounced needs.
Mathematics

During the 2018-2019 school year professional learning in mathematics was focused on the achievement of curricular outcomes specific to the number strand of the Saskatchewan curriculum. The goal was to improve students’ computational fluency and number sense through culturally competent instructional and assessment practices designed to foster student reasoning, create spaces for multiple ways to demonstrate understanding, and provide opportunities for student voice and discourse.

Mathematics professional learning in Saskatoon Public Schools was provided through four specific approaches: Mathematics Learning Communities; Leading from the Classroom after school workshops; our digital space known as the Mathematics Hub; and the Mathematics Leadership Team. Mathematics Learning Communities consisted of 181 Grade 1 to Grade 9 teachers who focused on professional learning, classroom implementation, and distributed leadership. Over the course of this school year several important themes emerged from the feedback given by the community. First, teachers reported that they felt valued and supported in their professional learning and efficacy. Secondly, teachers’ relationships to students, to mathematics, to assessment, and to each other were strengthened. Thirdly, they were better able to meet the diversity of student needs in their classrooms through holistic learning, differentiated instruction and more robust assessment practices. Lastly, teachers reported that throughout the year they found multiple occasions for celebration of student thinking, success, and learning in mathematics.

Leading from the Classroom after school workshops were led by Math Community members. Over the course of this school year these members lead 18 after school sessions for 272 teachers. The feedback from these teacher lead sessions was overwhelmingly positive and the peer mentorship provided impacted the learning of students across Saskatoon Public Schools.

Lastly, the online Mathematics Hub was enhanced. This space is open to all teachers in Saskatoon Public Schools and contains content specific to number sense, computational fluency and culturally competent teaching practices. Through this site teachers have access to grade specific activities, videos, achieved webinars, summaries of Math Community learning, examples of classroom practices occurring in community members classrooms, and curated digital resources. Over the course of this school year the site’s main page has had 9,142 unique page views and the elementary mathematics assessment pages have had 6,310 unique page views.
In 2018-2019 school year the **Mathematics Leadership Team** continued to provide valuable leadership. This team included classroom teachers and vice-principals who were given additional release time to support mathematics learning in both their schools and the division. They offered support and facilitation for implementation of exemplary mathematics instruction in math learning community sessions, after school workshops, staff meetings, and school-based PD days.

**Next Steps to Enhance Student Learning**

- Continue to strengthen the implementation of *The 5 Pillars of Reading Instruction.*
- Strengthen all teachers’ ability to assess literacy skills accurately and to respond effectively with evidence-based instructional approaches.
- Continue to support the development of administrators and teacher leaders who can provide colleagues in each school with examples of effective instruction.

The *Literacy for Life* initiative has positioned Saskatoon Public Schools as a leader in literacy and mathematics instruction. The tremendous work that has been done by teachers, administrators and the staff development team now forms the foundation for further progress toward academic excellence and the division’s new strategic plan. The legacy of *Literacy for Life* is evident in the expertise of our teachers, the rich learning experiences of our students, and the ongoing commitment in the division to world-class instructional practices in English Language Arts and Mathematics. Based on the many successes realized through the *Literacy for Life* priority, Saskatoon Public Schools will now approach future strategic initiatives with confidence knowing that with focused diligence we can achieve goals for student success.
All collegiate students will be engaged in their learning so that they graduate as competent, active participants in lifelong learning and as responsible, caring, culturally responsive citizens in the community, nation, and world.

In pursuit of this goal, we will focus intensively on the engagement, achievement, and graduation rates of First Nations, Inuit, and Métis students.
In the 12th year of the Collegiate Renewal priority, Saskatoon Public Schools celebrates the priority's recent and historical impact and the foundation it provides for the transition to a new strategic plan. Renewal is defined as the state following a disruption. The Collegiate Renewal Priority has consistently disrupted assumptions about what is possible in a high school and challenged teachers and administrators to make the changes necessary to more fully engage Saskatoon’s young people. The change has been incremental, but over time, substantial. Saskatoon Public School Collegiates are forever impacted by the efforts of many and this year is no different.

**Intent**

The expectations and commitments outlined last year have been the driving force behind this year’s work. The expectations and commitments state:

1. Teachers will accurately identify students who need more support and respond effectively and early.
2. Schools will monitor the effectiveness of their responses and try additional responses as necessary.
3. School administrators will know:
   i. which students require extra support,
   ii. what support students are receiving, and
   iii. ensure that teachers provide instruction that is likely to lead to the student attaining the credit.
4. Central office leaders will communicate clear expectations for instructional leadership and help school administrators achieve those expectations.

These four expectations and commitments have shaped the actions throughout the year.

**Action**

*Outcomes-Based Assessment*

The teaching practices described by Outcomes-Based Assessment (OBA) help to focus students and teachers on learning that matters. When teachers strategically support student learning by carefully planning assessment and instruction, thoughtfully responding to students along the way, and precisely communicating to students and their caregivers about progress, students are more likely to be engaged and successful.

Last year, the focus was on aligning assessment and reporting to curricular outcomes. By the end of the year it became apparent that the focus of the professional learning should shift to planning for assessment and instruction. Learning Coordinators began the professional learning this year at a Common Department Meeting in August by introducing a template for OBA planning. The template was designed to assist teachers in strategically providing learning opportunities that were efficient, effective, and engaging. Throughout the first semester, teachers worked with the planning template and made adaptations to the template that reflected an increased understanding of the process within the context of the students and the curricula they teach.

At the same time, as teachers deepened their understanding of the OBA planning process, school administrators and teacher representatives were consulted about next steps in professional learning that would serve to make the practices of OBA even more effective. Two main recommendations emerged:
1. Increase the expectation for teachers to incorporate the OBA practices into the courses they teach.
2. Focus professional learning about OBA on the practices related to planning and instruction with less emphasis on grading and reporting.

A bold goal was established to have all teachers implement OBA practices into all courses with renewed curricula starting in the fall of the 2019-20 school year. The second semester of this year was a supportive opportunity for teachers to expand their practices in anticipation of the next school year. A teacher survey administered in January 2019 was used to understand what areas of OBA needed additional attention. This survey confirmed the need to focus on planning and instruction. Teacher consultations were held in every Collegiate at the end of the first semester to gather additional feedback on how best to support the intensive professional learning that was about to begin.

Professional learning in the second semester was driven by teachers and administrators in ways that made the most sense for those doing the learning. The learning took many forms:

- Common Department Meetings
- Whole staff professional learning sessions
- School department collaboration
- Learning Council retreats
- Course teams
- Teacher initiated collaboration including cross-collegiate groupings
- Individual support by instructional consultants
- Weekly support made available during teacher preparation periods

The varied delivery of professional learning opportunities allowed teachers to adapt OBA practices to their context. For instance, the Following Their Voices (FTV) teacher leadership teams at Bedford Road Collegiate and Mount Royal Collegiate synthesized the FTV and OBA practices to simplify the learning for which they are responsible.

Consultation with teacher representatives and school administrators continued throughout the second semester. Teachers and administrators recommended that the stronger focus on planning and assessment be reflected in the support documents that describe the practices of OBA. As the school year ends, the updated description of OBA practices is aligned with the Framework for Teaching. This is significant because the Framework for Teaching will be taking a more prominent role in the transition to the Strategic Plan for 2019-2024. Additionally, the practices better describe how teachers will act to know, value, and believe in the students in our Collegiates. The continued refinement of OBA practice over the course of the year has prepared the Collegiates to smoothly transition to realizing the vision of the Strategic Plan.

**Responding to Student Need**

A major focus of professional learning in OBA is preparing teachers to be responsive to student learning needs in their classrooms. Collegiate administrators have also been supported this year to orchestrate school-wide supports for students. The amount and quality of school-based data was improved and provided to administrators more frequently. As a result, administrators shared this data with key support staff who in turn were able to intervene with students experiencing difficulty with their courses. Administrators have agreed to gather classroom assessment data more often to assist them in identifying students in need earlier.

“Outcome based assessment is designed to give teachers the opportunity to be flexible to meet the needs of all students, so they can be successful in any environment.”
- Teacher quote
When students are not successful in their classes, credit recovery can be an option that gives them more time to submit evidence of their learning. This process can be complex and involves a number of supports at the school. A review of the process was conducted and consultations are ongoing to develop more consistent and effective supports. One result of the review is a commitment to develop a more intensive response to student difficulty throughout the last month of the term. The goal is to help students avoid the credit recovery process and be successful within the time frame of the term. Consultations will continue next year as the Administrative Procedure will be reviewed.

**Collegiate Renewal Strategic Committee**

In the fall of 2018, a Collegiate Renewal Strategic committee was struck. The task of the committee was to reflect on the division priority historically, provide insights into its current state and, in light of the development of a new strategic plan for the division, provide guidance on new areas of focus moving forward. The committee provided recommendations in the development of the new Strategic Plan that was based on the strong history of Collegiate Renewal but also identified growing needs within our colleagues. The recommendations included:

- Continue focus on the power of student engagement and build on what has been learned through the priority thus far;
- In the spirit of reconciliation, provide culturally responsive learning environments that support Indigenous student success; and
- Celebrate our progress and successes.

The actions taken by the Collegiate Renewal team a result of these recommendations included:

- Treaty Catalyst training specific to secondary teachers;
- Support for Science and Physical Education teachers with culturally responsive experiences that can enhance learning environments in those contexts;
- Support for Mount Royal and Bedford Road in the Following Their Voices initiative; and
- Continued support of how outcomes-based planning, instruction, and assessment allows for multiple ways students can show what they know, an integral part of student engagement.

Thanks to the members of the Collegiate Renewal Strategic committee for their work in creating a renewed vision within our Collegiates that supports and aligns with the new strategic plan.

**Impact**

The impact of Collegiate Renewal has been closely monitored through ongoing and multiple consultations with students, teachers, and administrators throughout this year. The Collegiate Renewal team has relied heavily on school-based leaders, both formal and informal, to provide an understanding of how the vision of Collegiate Renewal was being lived out in the schools. Students and staff have provided insight into the effectiveness of our actions and how schools can be better supported to have a positive impact on engagement. The distributed leadership model has increased the commitment to making a difference for students through the priority. During the City-wide Trustee Student Forum many students were able use the language of outcomes and recognized the opportunities that the practice provided for them.

- **Clear, Shared Learning Goals:** According to a student, “These teachers don’t think like ‘Your job, my job’ but, instead, ‘Our job.’ In the first, we don’t have a say. In the second, we have an important say.”
- **Reciprocal Feedback:** They give and take feedback: “They tell you what you can improve, and we tell them what they can improve, and they do it.”
Transparent Assessment: “They co-construct rubrics with us, which gives us more control and helps us understand what we’re doing and what’s expected.”

Flexibility: “If a student isn’t comfortable with an assignment, they let students choose a different way to meet an outcome. Otherwise, the mark you get might not reflect what you know, but how you interpreted the assignment instructions.”

Variety: “They change it up with assessment so it’s not just paper and pen exams.”

Beyond school-based observations and conversations, the numerical data has guided the work as well.

**Saskatchewan Ministry of Education**

According to the most recent data provided by the Ministry of Education, 81% of Saskatoon Public Schools’ grade 10 students are on track to graduate on time, 76.1% of grade 11’s, and 72.0% of grade 12’s.

The Ministry of Education collates monthly attendance for school divisions. The most recent attendance data (students who attend 80% of the time or more) is below the provincial average. Saskatoon Public Schools embarked on the Be Here to Succeed Here attendance campaign. While this campaign is targeted to all schools, it continued to be an area of focus within our collegiates. Each school tracks attendance and provides supports and interventions as needed. Collegiates will continue to engage students, parents and caregivers on the importance of regular, consistent attendance and its impact on student achievement.

**OURSchool**

In the OURSchool survey, 64% of students indicated that they knew the learning targets in most or all of their classes. There was an increase of 2% of students who reported knowing the learning target in all their classes from 27% to 29%. The survey also indicates that knowing these targets positively impact student engagement by alleviating student anxiety. Additionally, the intellectual engagement composite increased by over one percent compared to last year.

The OURSchool Teacher survey was administered in early May. The results from the survey indicated growth in the area of leadership, and significant growth in several specific areas that relate to instructional leadership. Teachers identified that administrators helped them establish challenging and visible learning goals for students more often than last year. They also noted an increase in school leaders helping them create new learning opportunities for students and providing guidance for monitoring student progress. Overall there were slight increases in the areas of data informed practice and learning culture over the last few years. These areas use measures that describe many of the attributes of OBA.

Year end data will be shared with the Board in the fall as we report on our new strategic plan.

When teachers successfully support students to achieve the intended outcomes of the curriculum, teachers utilize practices that help all students be known, valued, and believed in. The updated description of outcomes-based practice elucidates how teachers can do this more effectively. Saskatoon Public Schools’ teachers will continue to refine their professional practice to further strengthen their professional judgement.
A retrospective

In the 12 years of Collegiate Renewal, Saskatoon Public Schools have explored multiple avenues for engaging adolescents to support them in becoming active participants in our community, nation and world. Students and their families have worked with teachers, support staff and administrators to build, maintain, and adjust practice to continuously improve the conditions for engagement.

A lot has been learned about engagement. Engagement is now described as having four dimensions: belonging, potency, relevance, and competence. The difference between passive compliance and authentic engagement is clearer. Engagement is a worthy destination in and of itself.

A variety of program and teaching initiatives have changed our school environment:

- Inquiry
- Formative Assessment
- Technology
- Differentiation
- Responsive Instruction
- Outcomes-based Assessment
- Cultural Responsiveness
- Student Advisory
- Student Voice
- Student Transitions and Retention
- Academies and Special Programs

Through all of this, progress has been made. A key measure used as an indicator of student engagement is the comparison of a student’s skills relative to their perception of the challenge provided by their classes. When a student’s challenge is congruent with their skills, they are more likely to achieve a high level of engagement called “flow.” This data was first collected in 2008. Since then, the percentage of students that described their school experience as highly challenging and also possessed the skills to meet that challenge has increased by 19%. In that same time, the graduation rate has increased as well. In 2008, our graduation rate was 69%. Last year, the graduation rate was 74%; an overall increase of 5%.

The ethic of Collegiate Renewal has prepared Collegiates to take on the challenge of the Strategic Plan for 2019-2024. Collegiate Renewal was not a destination; it was a disposition. Our collegiate staff have developed the skills and the enthusiasm to continue challenging our current practices in order to respond to the students of Saskatoon. We are prepared to build additional capacity to enhance Academic Excellence, Character, Well-Being, and without a doubt, Engagement.

Thank you to all those that have contributed to the development, direction, and progress of the Collegiate Renewal Priority. Your leadership has benefitted our students and our community.
MEETING DATE: JUNE 18, 2019

TOPIC: AUDITED STATEMENTS – PENSION PLAN FOR THE NON-TEACHING EMPLOYEES

FORUM | AGENDA ITEMS | INTENT
--- | --- | ---
[✓] Board Meeting | [ ] Correspondence | [ ] Information
[ ] Committee of the Whole | [✓] New Business | [✓] Decision
| [ ] Reports from Administrative Staff | [ ] Discussion
| [ ] Other:

BACKGROUND

The Board’s auditor, Deloitte, has completed the audit of the Pension Plan for the Non-teaching Employees of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan for the pension year of January 1, 2018 to December 31, 2018.

Deloitte met and reviewed the audited statements on the pension plan with the Pension Committee on June 4, 2019. The Audit and Risk Committee also reviewed the information at their June 18, 2019 meeting.

CURRENT STATUS

The draft audited financial statement is presented to the Board for their approval.

PREPARED BY DATE ATTACHMENTS
Mr. Garry Benning, Chief Financial Officer June 11, 2019 None

RECOMMENDATION

**Proposed Board Motion:**
That the Board approve the audited statements of the Pension Plan for the Non-teaching Employees of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan for the fiscal year ended December 31, 2018.
MEETING DATE: JUNE 18, 2019
TOPIC: PREAUTHORIZATION OF CONTRACTS OVER $150,000 DURING SUMMER 2019

FORUM | AGENDA ITEMS | INTENT
---|---|---
[✓] Board Meeting | [ ] Correspondence | [ ] Information
[ ] Committee of the Whole | [✓] New Business | [✓] Decision
[ ] Reports from Administrative Staff | [ ] Discussion
[ ] Other:

BACKGROUND
In order to permit the annual award of contracts approved as part of various departmental operating and capital budgets in 2018–2019 and 2019–2020 while the Board is recessed over the summer months, the Board is requested to consider approving the motion below.

CURRENT STATUS
Currently the following projects are expected to be tendered in excess of $150,000 over the summer months:
- Storage Area Network as part of regularly-scheduled hardware evergreening.
- Wireless Access Points as part of regularly-scheduled hardware evergreening.
- Network Routers and Switches as part of regularly-scheduled hardware evergreening.

PREPARED BY | DATE | ATTACHMENTS
---|---|---
Mr. Garry Benning, Chief Financial Officer | June 5, 2019 | None
Mr. Stan Laba, Superintendent of Facilities
Mr. Jason Dunk, Chief Technology Officer

RECOMMENDATION

Proposed Board Motions:
1) That the Board authorize Administration to approve tenders and contracts in 2018–2019 and 2019–2020 provided specified budget limits are not exceeded. Where specified budget limits are exceeded, Administration consult with KDL consulting, or others if applicable, to determine good market value and ensure that the total 2018–2019 and 2019–2020 budgets are not exceeded.
And
2) Administration report to the Director and/or Chief Financial Officer of any such tenders or contracts exceeding $150,000 for their approval prior to award, and that Administration report to the Board at its first Board meeting in August 2019.
Board Policy 9: Policy Making states that the Board shall review each policy during its term as part of its self-evaluation.

The Board Governance Committee met on May 21, 2019 and reviewed all Board policies. The review resulted in policies being classified into three categories: those requiring housekeeping changes, those requiring significant changes (requiring feedback from stakeholders), and those requiring further review in 2019-2010.

Policy 9 also states that the final draft of policy or amendments shall be presented to the Board for its consideration and approval.

The following policy is being presented for consideration and approval by the Board:

1. Preamble – Strategic Plan

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<th>PREPARED BY</th>
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<th>ATTACHMENTS</th>
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<tbody>
<tr>
<td>Board Governance Committee</td>
<td>June 10, 2019</td>
<td>Board Policy</td>
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Proposed Board Motion:
That the Board approve the housekeeping changes to the preamble – Strategic Plan in the Board’s Policy Manual.
This Strategic Plan is foundational for the Division. As such, it is also to be placed in the Administrative Procedures Manual and in other major directional documents produced by the Director and staff.
FULFILLING OUR COMMITMENT

RELATIONSHIPS  We will
• foster caring and supportive relationships
• honour diversity
• create welcoming and joyful spaces
• develop and grow community partnerships

EQUITY  We will
• be open to all
• maintain high expectations for all
• enact anti-racist/anti-oppressive practices
• pursue a representative workforce

ACCOUNTABILITY  We will
• respond to student needs through evidence-based practices
• focus on Indigenous student success
• pursue continuous improvement
• ensure safe, caring, and accepting environments