



**Board of Education
Saskatoon School Division No. 13
Meeting of the
Saskatoon Board of Education**

TUESDAY, APRIL 16, 2024

310 – 21st Street East - 6:30 p.m.

Please note that all public board meetings are audio recorded.

AGENDA

1. Roll Call

2. Acknowledgement

3. Agenda

3.1. Adoption of Agenda

Proposed Board Motion: Move approval of the agenda.

3.2. Declaration of Conflict of Interest

4. Celebrating Excellence: Collective Voice

5. Consent Items

The chair will ask for a motion to receive the items, and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request that a consent item be removed.

Proposed Board Motion: That the board approve the consent items as presented.

5.1. Approval of Minutes – March 5, 2024

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 March 5, 2024.

6. Reports from Administrative Staff

6.1. Strategic Plan Accountability Report: Early Learning

Proposed Board Motion: That the board approve the Strategic Plan Accountability Report: Early Learning to be included as part of the director of education's 2023-2024 evaluation.

6.2. Strategic Plan Accountability Report: Well-Being and Relationships

Proposed Board Motion: That the board approve the Strategic Plan Accountability Report: Well-Being and Relationships to be included as part of the director of education's 2023-2024 evaluation.

6.3. Financial Results - Quarter 2 (December 1, 2023 to February 29, 2024)

Proposed Board Motion: That the board receive the financial results for the period December 1, 2023 to February 29, 2024 for information.

7. Delegation

8. Business Arising from the Minutes

9. Unfinished Business

9.1. Items Arising from the Committee of the Whole

10. Reports of Committees and Trustees

11. New Business

11.1. Board Governance - Board Policies

Proposed Board Motion: That the board approve the housekeeping changes to the following policies:

- Policy 6: Board Operations
 - Policy 26: Purchasing
-

11.2. Changes to Administrative Procedures – August 1, 2023 – February 29, 2024

Proposed Board Motion: That the board receive the annual changes to Administrative Procedures as information.

12. Comments/Concerns/Questions from the Public

(Maximum 5 minutes per speaker; 20 minutes total; must be related to a specific agenda item)

13. Notices of Motion

14. Questions by Trustees

15. Adjournment

Proposed Board Motion: That the board adjourn to the call of the chair or the meeting of Tuesday, May 14, 2024.



MEETING DATE: APRIL 16, 2024

TOPIC: CELEBRATING EXCELLENCE: COLLECTIVE VOICE

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

BACKGROUND

Academic excellence, character, engagement, and well-being of students are at the heart of Saskatoon Public Schools’ five-year strategic plan. The plan highlights our vision of each student being known, valued, and believed in. It emphasizes Saskatoon Public Schools' commitment to creating learning experiences that inspire all students to reach their potential and the importance of relationships, equity and accountability.

CURRENT STATUS

One of the distinctive programs offered in Saskatoon Public Schools is Collective Voice at Aden Bowman Collegiate. This program caters to Grade 9 students and spans a half-day for the full academic year, prioritizing learning through collaboration, group work and community building. Each year, students bring a diverse array of skills and experiences to the program; however, the foremost requirement is their ability to be cooperative and open to learning as part of a group. It is within this context that engaging and relevant learning experiences are fostered for both students and staff in the program.

Naila Chaudhry, the teacher in the Collective Voice program, along with a few students from the program, will be in attendance to share their experiences.

PREPARED BY	DATE	ATTACHMENTS
Brent Hills, Deputy Director of Education Paul Janzen, Superintendent of Education	April 15, 2024	None



MEETING DATE: APRIL 16, 2024

TOPIC: APPROVAL OF MINUTES

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

BACKGROUND

CURRENT STATUS

Attached are the minutes from committee of the whole and regular board meetings held March 5, 2024.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	April 3, 2024	Minutes

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 March 5, 2024.

UNAPPROVED

MINUTES OF A MEETING:

of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, March 5, 2023 at 2:30 p.m.

March 5, 2023

MEMBERS PRESENT:

Trustees Angela Arneson, Donna Banks, Charmaine Bellamy, Vernon Linklater, Michael Pidwerbeski, Kim Stranden, Ross Tait, Suzanne Zwarych

Trustee Bellamy joined the meeting at 2:30 p.m.

Trustee Linklater joined the meeting at 2:55 p.m.

Following discussions in Committee of the Whole, Trustee Banks moved that the Board rise and report.

CARRIED (8)

The meeting adjourned at 5:41 p.m.

Secretary of the School Division

Board Chair

UNAPPROVED

MINUTES OF A MEETING: of the Board of Education of the Saskatchewan School Division No. 13 of Saskatchewan, held on Tuesday, March 5, 2024 at 6:30 p.m. March 5, 2024

MEMBERS PRESENT: Trustees Kim Stranden (Chair), Angela Arneson, Donna Banks, Charmaine Bellamy, Vernon Linklater, Michael Pidwerbeski, Ross Tait, Suzanne Zwarych

Chair Stranden, called the meeting to order, read the roll call into the minutes, acknowledged that the meeting was being held on Treaty Six territory and traditional territory of the Cree, Dene, Nakoda, Lakota, Dakota and Saulteaux nations, and the homeland of the Métis and Michif people.

Agenda: Trustee Tait moved approval of the agenda. Agenda

CARRIED (7)

There were no conflicts of interest declared by any board members.

Trustee Arneson joined the meeting at 6:31 p.m.

Celebrating Excellence – Collective Voice Shane Skjerven, director of education, indicated that due to Saskatchewan Teachers' Federation job action, staff and students were unable to join the meeting, The group will be invited to a future meeting to celebrate and highlight their program. Celebrating Excellence-Collective Voice

Consent Items: Trustee Arneson moved that the following consent agenda items be approved as presented. Consent Items

CARRIED (8)

Approval of Minutes: Trustee Arneson moved that the board approve the minutes of the committee of the whole and regular board meetings held February 13, 2024. Approval of Minutes

CARRIED (8)

Reports from Administrative Staff:

Strategic Plan Accountability Report – Character and Engagement: Trustee Banks moved that the board approve the Strategic Plan Accountability Report: Character and Engagement, to be included as part of the director of education's 2023-24 evaluation. Strategic Plan Accountability Report: Character and Engagement

CARRIED (8)

Delegation:

No delegations.

Business Arising from the Minutes:

No business arising from the minutes.

Unfinished Business:

Request for Proposal for Construction Management Services for New Relocatable Classrooms at Various Schools: Trustee Tait moved that the board approve the construction management services contract for the construction and installation of 12 new relocatable classrooms at various schools to VCM Construction Ltd., in the amounts of \$30,000 for pre-construction services, construction management fee of 4% for the work, and a markup of 4% for reimbursable expenses based on a construction budget of \$5.6 million, inclusive of construction management costs.

Request for Proposal for Construction Management Services for New Relocatable Classrooms at Various Schools

CARRIED (8)

Tender for Prince Philip Exterior Façade Upgrades Phase 1: Trustee Zwarych moved that the board award the tender for the Prince Philip School Exterior Façade Upgrade Phase 1 project in the total amount of \$370,637 plus applicable taxes for the base price, separate price 1, 2 and 3 to VCM Construction Ltd.

Tender for Prince Philip Exterior Façade Upgrades Phase 1

CARRIED (8)

Tender for Gymnasium Infrastructure Inspections and Repairs: Trustee Tait moved that the board award the tender for gymnasium infrastructure inspections and repairs to Centaur Products Incorporated for a three-year period, starting March 6, 2023 and ending March 6, 2026 with a cost of services up to \$100,000 annually.

Tender for Gymnasium Infrastructure Inspections and Repairs

CARRIED (8)

Board Subcommittee Minutes: Trustee Banks moved that the board approve the minutes of the Board Audit and Risk Committee held November 21, 2023.

Board Subcommittee Minutes

CARRIED (8)

Correspondence: Trustee Pidwerbeski moved that the board receive the correspondence from the committee of the whole.

Correspondence

CARRIED (8)

Reports of Committees and Trustees:

- Trustee Banks reported on her attendance at several activities and a school community council meeting at Tommy Douglas Collegiate. She also reported on her attendance at several meetings of the Saskatchewan School Boards Association as well as city wide wrestling events at Aden Bowman Collegiate.
- Trustee Linklater reported on his attendance at Bedford Road Collegiate's feast, round dance and pipe ceremony.
- Trustee Arneson reported on several meetings with MLAs and representatives of the Saskatchewan School Boards Association advocating for sustainable education funding.

New Business

No New Business.

Notice of Motion:

No Notices of Motion were brought forward.

UNAPPROVED

Questions by Trustees:

No questions by trustees were brought forward.

Delegation:

No delegations.

Comments and Questions from the Public:

No comments or questions were submitted from the public.

Adjournment:

Trustee Arneson moved that the board adjourn to the call of the chair or the board meeting of April 16, 2024.

CARRIED (8)

The meeting adjourned at 7:00 p.m.

Secretary of the School Division

Board Chair



MEETING DATE: APRIL 16, 2024

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT: EARLY LEARNING

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

BACKGROUND

Academic excellence, character, engagement and well-being of students are at the heart of Saskatoon Public Schools’ five-year strategic plan. The plan highlights our vision of each student being known, valued and believed in. It emphasizes Saskatoon Public Schools' commitment to creating learning experiences that inspire all students to reach their potential and the importance of relationships, equity and accountability.

CURRENT STATUS

The attached accountability report includes a brief commentary on key measures, primary targets, information regarding current and future initiatives, as well as risk factors in early learning.

Superintendent of Education Trish Reeve will be in attendance to present the report.

PREPARED BY	DATE	ATTACHMENTS
Charlene Scrimshaw, Deputy Director of Education Trish Reeve, Superintendent of Education	April 10, 2024	Accountability Report

RECOMMENDATION

Proposed Board Motion:

That the board approve the Strategic Plan Accountability Report: Early Learning, to be included as part of the director of education’s 2023-2024 evaluation.

At Saskatoon Public Schools every student is **Known • Valued • Believed In**

We are committed to creating learning experiences that inspire all students to reach their potential.



Accountability Topic: Early Learning

Date of Board Meeting: April 16, 2024

Strategic Priorities:

<input checked="" type="checkbox"/> Academic Excellence	<input type="checkbox"/> Well-being
<input type="checkbox"/> Character	<input type="checkbox"/> Financial Stewardship
<input type="checkbox"/> Engagement	<input type="checkbox"/> Internal Business Processes

Commitments:

- Relationships (honouring diversity, welcoming and joyful spaces, and community partnerships)
- Equity (anti-racist/anti-oppressive practice, representative workforce, high expectations)
- Accountability (evidence-based practice, focus on Indigenous student success, ensure safe, caring, and accepting learning environments)

Key Measures:

These measures are used in prekindergarten and kindergarten programs, including the Saskatoon Public School Foundation: Early Learning Equal Start (ELES) full-day kindergarten programs.

Prekindergarten:

- Early Years Evaluation-Direct Assessment (EYE-DA) – direct assessment of four-year-olds in the following domains: awareness of self and environment; cognitive skills; language and communication; and physical development.
- Social-Emotional Rubric (SER)– teacher observational assessment of four-year-olds in the following domains: self-awareness, self-worth, sense of belonging, separating from family, identifying and regulating emotions, interacting with others, perspective taking and empathy, and resolving conflicts.
- Student attendance data.

Kindergarten:

- Early Years Evaluation-Teacher Assessment (EYE-TA) - teacher observational assessment of five- and six-year-olds in the following domains: awareness of self and environment; social skills and approaches to learning; cognitive skills; language and communication; and physical development.
- Social-Emotional Rubric (SER) - teacher observational assessment of five- and six-year-olds in the following domains: sense of self; self-care; interpersonal skills; value, respect, and care of others; resolving conflicts; and contributing to a democratic environment.
- Alphabet knowledge - teacher direct assessment of uppercase and lowercase letter recognition and letter-sound knowledge.
- Student attendance data.

Additional measures at the school level to assess kindergarten student's readiness to learn:

- Phonological Awareness Quick Screener (PAQS)
- Math screener
- Teacher-developed assessment tools

Targets:

- A 2% increase in students exiting kindergarten "ready to learn" in Grade 1. The Early Years Evaluation (EYE-TA) measures this target.
- Baseline data for prekindergarten has been collected this year to determine targets for the 2024-2025 school year.

Key Initiatives Employed:

Comprehensive Literacy Plan

During the 2022-23 school year, Saskatoon Public Schools continued to implement the Comprehensive Literacy Plan. This multi-year plan focuses on improving literacy outcomes by strengthening oral language, reading and writing instructional practices. The plan emphasizes four essential elements: strengthening collaborative instructional leadership, developing professional educators, enacting effective evidence-based instruction and intervention, and using assessment to guide decision-making.

In 2022-23, the division employed the following initiatives to support academic excellence:

- Evidence-based literacy block frameworks and resources were developed for prekindergarten to Grade 8, following the Saskatchewan curriculum and research on structured literacy. They prioritize explicit, systematic, cumulative and diagnostic instruction.
- School-based data teams continued through centrally supported professional learning. Data teams comprised school-based administrators, resource room teachers and literacy lead teachers. The staff development team led four half-days of professional learning for school-based data teams focused on administering and analyzing the oral reading fluency assessment, enacting rigorous literacy blocks, text choice, resourcing literacy instruction, and equity.
- Professional learning was offered to prekindergarten and kindergarten teachers in various ways. The early learning team also offered after-school sessions, book clubs and optional learning opportunities for teachers.

Early Learning Professional Development

The early learning team provided several professional development sessions for prekindergarten teachers, kindergarten teachers and school-based administrators. Topics included:

- Evidence-based literacy instruction in the early years
- Literacy blocks and daily schedules
- Oral language development
- Math Walks (nature-based learning in math)
- Responsive instruction
- Responding to early learning assessments
- Anti-bias education for young children
- Clear communication and quality evidence of learning
- Family partnerships and engagement
- Full-day programming.

Saskatoon Public Schools Foundation (SPSF)

Saskatoon Public Schools worked with the Saskatoon Public Schools Foundation (SPSF) to support the target of 80% of students “ready for learning” in Grade 1. A key campaign initiative was implementing full-day programming for children aged four to six. This initiative helped support full-day prekindergarten in thirteen schools and full-day kindergarten in fourteen schools. The SPSF commitment included:

- increasing the allotment of the teaching staff
- ensuring one educational assistant was hired per program
- funding three speech-language pathologists
- contracting occupational therapists
- allocating professional development and assessment dollars
- funding an early learning consultant.

Special Programs for Prekindergarten Students Requiring Intensive Supports

In Saskatoon Public Schools, 3 and 4-year-old children who require intensive support may be eligible to attend one of the specialized prekindergarten programs funded in partnership with the Ministry of Education: Early Years Branch. The primary goal of specialized prekindergarten programs is to prepare children for a successful transition to an inclusive kindergarten placement at the child’s neighbourhood school. Children who participate in special education programs require targeted support and have specific goals, as documented through Inclusion & Intervention Plans (IIPs).

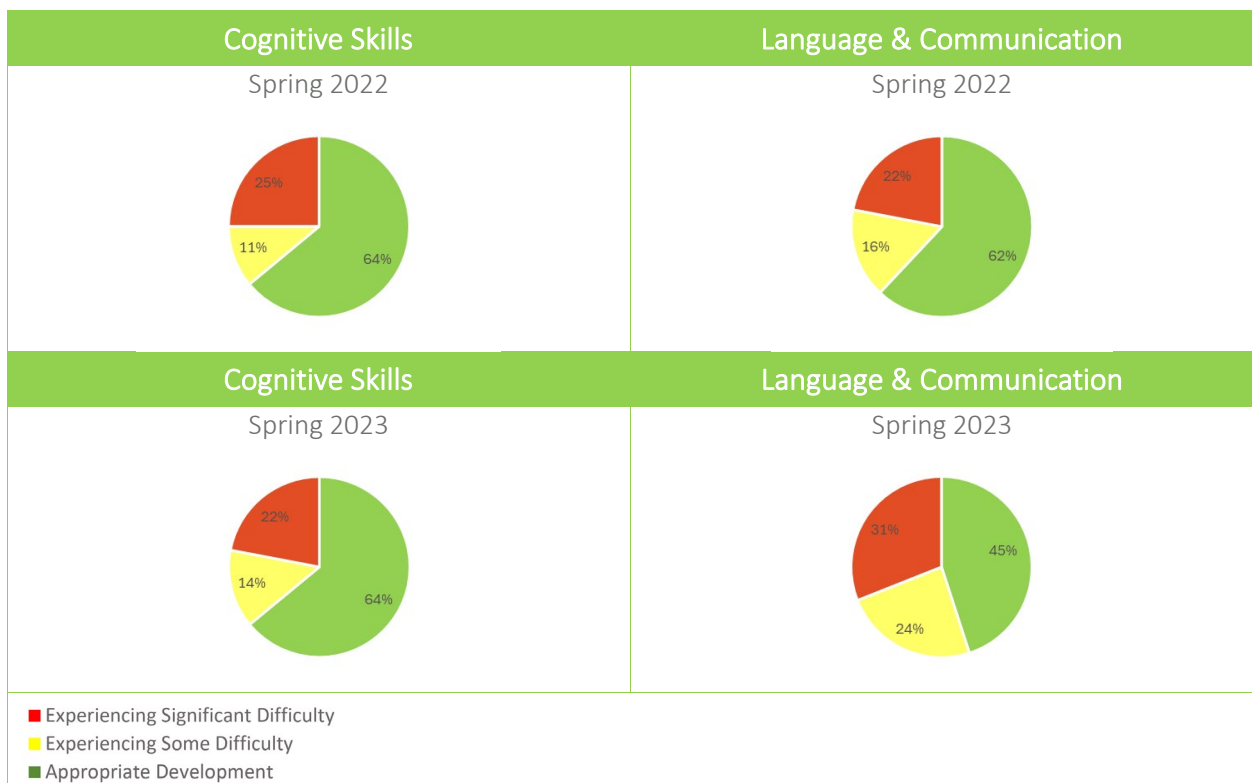
- **Language Learning Preschool (LLP)** at Lawson Heights School supports children who are deaf or hard of hearing with developing auditory and language skills. The focus of communication services is auditory-verbal. Nine students attended the LLP preschool during the 2022-2023 school year.
- **Step Ahead Preschool** at Silverwood Heights School supports children with a diagnosis of autism spectrum disorder and significant behaviour. Applied Behaviour Analysis (ABA) principles inform

teaching and learning opportunities to prepare students for the transition to kindergarten. Ten students attended the Step Ahead preschool during the 2022-2023 school year.

- **Early Learning Intensive Support (ELIS)**, offered in multiple prekindergarten programs, is for children with significant developmental delays who require intensive support to meet their potential. ELIS assisted children who needed access to individual (1:1) or shared (2:1) EA support to participate in a prekindergarten classroom. During the 2022-2023 school year, forty students were placed in the fifty-four spots.

Data:

Early Years Evaluation Prekindergarten Direct Assessment (EYE-DA) Exit Data 2022-2023

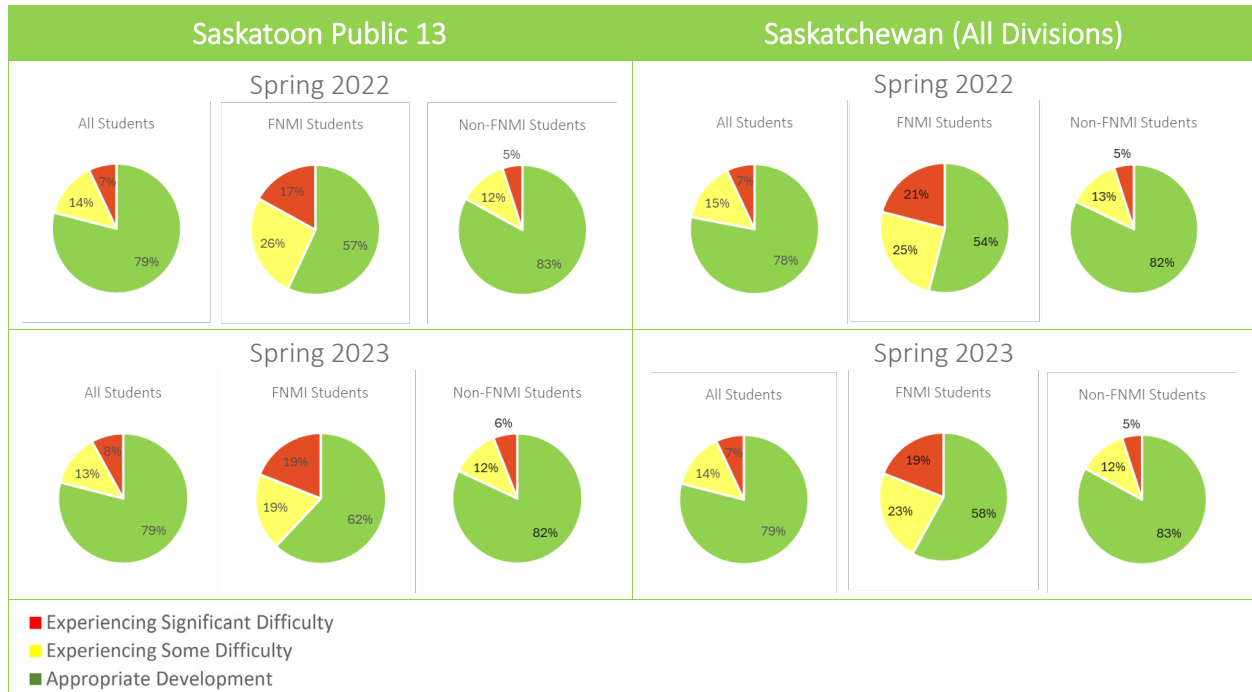


The Early Years Evaluation-Direct Assessment (EYE-DA) is a readiness screening tool that provides information about each four-year-old’s development and learning, focusing on reading readiness skills. The EYE-DA measures five domains: awareness of self and environment, cognitive skills, language and communication, fine motor, and gross motor. The two domains most heavily weighted from the assessment and included above are cognitive skills and language and communication.

This data represents two different cohorts of students, and we will continue to investigate why the language and communication data changed significantly from spring 2022 to spring 2023.

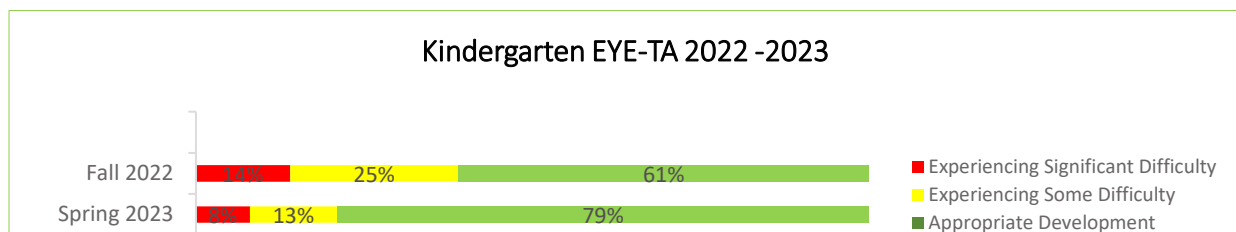
There were no specific prekindergarten readiness targets as baseline data was collected to determine targets for the 2023-2024 school year.

Early Years Evaluation Kindergarten Teacher Assessment (EYE-TA) Exit Data 2022-2023



The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness screening tool that provides information about each child’s development and learning, focusing on reading readiness skills. The kindergarten EYE is a statistically significant leading indicator of a student’s likelihood of reading at grade level by Grade 3. Unfortunately, we did not achieve our target of a 2% increase for all students as we maintained the same result of 79%. However, we did see an increase of 5% for our Indigenous students.

The EYE-TA is a subjective non-standardized assessment tool that requires a common understanding of the evaluated criteria. Caution should be applied when interpreting EYE results from year to year as this data represents two different cohorts of students.



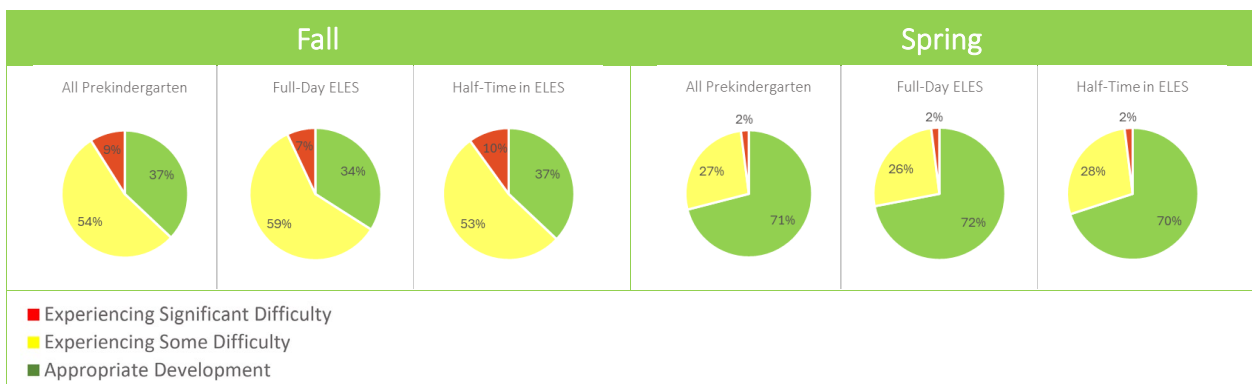
Though we did not achieve our target of a 2% increase for all students between the spring of 2022 and the spring of 2023, the above graph shows the growth of kindergarten students in the EYE-TA from the fall of 2022 to the spring of 2023. This shows an increase of 18% and measured students within the same cohort.

Social Emotional Rubric (SER):

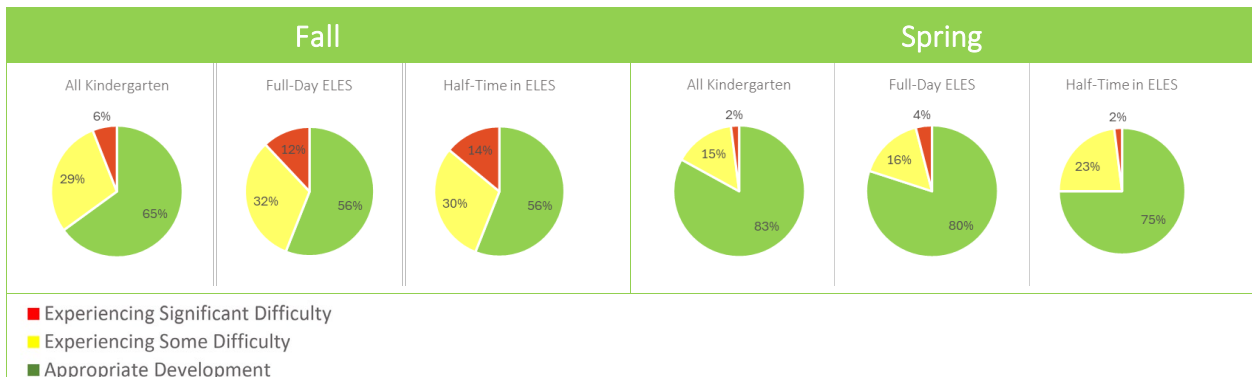
The data below highlights the impact of full-day, every day prekindergarten and kindergarten on Saskatoon Public Schools' students. In the charts below:

- the graph on the left represents all students (prekindergarten or kindergarten) in Saskatoon Public Schools,
- the graph on the right represents students who attended half-time in schools that also had full-day, every day Early Learning Equal Start (ELES) programs and
- the graph in the middle represents students who attended full-day, every day Early Learning Equal Start (ELES) programs.

Prekindergarten Social Emotional Rubric 2022-2023

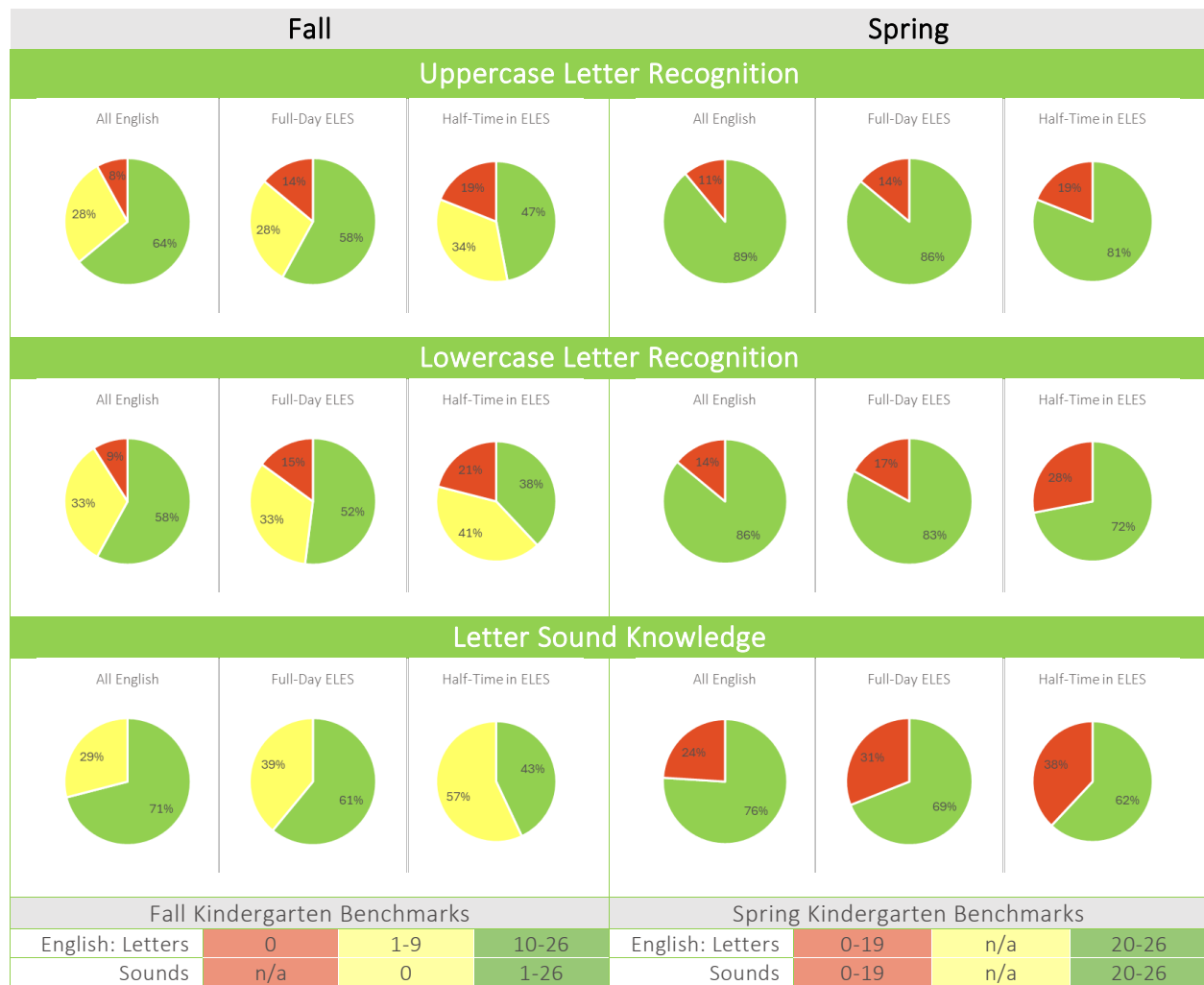


Kindergarten Social Emotional Rubric 2022-2023



The Social-Emotional Rubric was locally developed at the beginning of the 2022 school year. The rubric aligns with the social-emotional domain in the Essential Learning Experiences for prekindergarten students and the kindergarten curriculum. It provides a baseline of a child's social-emotional competency, allowing early learning educators opportunities to scaffold developmental activities in areas such as a sense of belonging, self-regulation and interaction with others. All students demonstrated growth from the beginning to the end of the 2022-2023 school year. However, kindergarten students in the full-day, every day programs significantly increased their social-emotional readiness skills compared to peers in half-time programs in the same school.

Kindergarten Alphabet Knowledge 2022-2023



The above data represents student knowledge of English letter names and sounds over the 2022-2023 school year. A significant emphasis is placed on letter names and sounds in kindergarten, as this learning highly correlates with future reading proficiency. All kindergarten students improved in alphabet acquisition. The increase in the full-day programs may be attributed to the impact of additional instructional time on student learning. Students are not expected to know letter sounds upon kindergarten entry but are expected to learn between 20 and 26 letters and sounds when exiting kindergarten.

2022-2023 Attendance Rates:

- All prekindergarten – 76%
- Full-day ELES prekindergarten – 77%
- Half-time in ELES – prekindergarten 74%
- Full-day ELES kindergarten – 81%
- Half-time in ELES kindergarten – 73%

Future Initiatives:

- Continue to focus on strengthening literacy instructional and assessment practice in oral language, reading, and writing through targeted professional learning for teachers and leaders on effective literacy blocks.
- Continue to support assessment practices in alphabet letter and sound benchmarks and their use in informing instruction.
- Ensure early learning teachers and leaders understand that authentic family partnerships in learning are essential to student success.
- Utilize the digital Data Dashboard to collect alphabet and social-emotional assessment data for class, school and division instructional planning.
- Enhance the use of Edsby to provide clear communication and quality evidence of learning, including consistent use of school and class streams, learning stories, and grade books.
- Offer in-person and online professional development (including division-wide staff meetings) to early learning educators and leaders to support consistent practices and provide collaborative opportunities.
- Continue to embed speech-language support and occupational therapy into the ELES programs and provide support from the early learning consultant.
- Support the increase of full-day kindergarten programs in providing equitable opportunities to meet the needs of more students (from fourteen to twenty-nine programs).

Risk Assessment:

Attendance Rates and Future Development:

- Low attendance rates in prekindergarten and kindergarten programs pose a risk to academic and social development. Regular attendance is crucial for building foundational skills and fostering positive interactions with peers and educators.

Full-Day vs. Half-Time Kindergarten Programming:

- The inability to access full-day programming can create an unanticipated risk, especially for children who require additional educational assistant support. Unfortunately, due to limited funding, those students can only attend half-time.
- The limited number of full-day programs does not allow all families who may prefer or benefit from this option to attend.

Assessment Practices and Reliability:

- Non-standardized assessment tools, such as the Early Years Evaluation (EYE) and the Social Emotional Rubric (SER), are subjective and require a common understanding regarding the evaluated criteria. Ensuring consistency through training and support is crucial to maintaining reliability and validity in the assessment process; however, budget constraints limit professional development opportunities for additional training.

Technology and Communication:

- Platforms like Edsby facilitate communication about student learning, but disparities in technology access can hinder effective engagement.
- Parents and caregivers may struggle to receive essential school communications without reliable technology.

Indigenous Student Success:

- Indigenous student success based on the kindergarten EYE-TA has improved from 2022 to 2023, surpassing the provincial data. However, persistent disparities between our Indigenous and non-Indigenous students highlight the need for continued efforts to address educational inequities.

Summary Comments:

Equitable and inclusive access to high-quality early learning programming for children three to six years of age continues to be a priority of Saskatoon Public Schools. Focusing on early literacy skills is crucial for long-term academic success. By emphasizing rigour and high expectations, evidence-based instruction, assessment, and intervention while maintaining a play-based environment supports students' development from the earliest stages. By integrating these elements into early learning programming, schools can help ensure that all students have the necessary skills to succeed throughout their academic journey.



MEETING DATE: APRIL 16, 2024

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT:
WELL-BEING AND RELATIONSHIPS

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

BACKGROUND

Academic excellence, character, engagement, and well-being of students are at the heart of Saskatoon Public Schools' five-year strategic plan. The plan highlights our vision of each student being known, valued, and believed in. It emphasizes Saskatoon Public Schools' commitment to creating learning experiences that inspire all students to reach their potential and the importance of relationships, equity and accountability.

CURRENT STATUS

Attached is the accountability report for well-being which will be presented by Colleen Norris, superintendent of education.

PREPARED BY	DATE	ATTACHMENTS
Brent Hills, Deputy Director of Education Colleen Norris, Superintendent of Education	April 9, 2024	Accountability Report

RECOMMENDATION

Proposed Board Motion:

That the Board approve the Strategic Plan Accountability Report: Well-Being and Relationships, to be included as part of the director of education's 2023-2024 evaluation.

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Accountability Topic: Well-Being and Relationships

Date of Board Meeting: April 16, 2024

Strategic Priorities:

<input type="checkbox"/> Academic Excellence	<input checked="" type="checkbox"/> Well-being
<input type="checkbox"/> Character	<input type="checkbox"/> Financial Stewardship
<input type="checkbox"/> Engagement	<input type="checkbox"/> Internal Business Processes

Commitments:

- Relationships (honouring diversity, welcoming and joyful spaces, and community partnerships)
- Equity (anti-racist/anti-oppressive practice, representative workforce, high expectations)
- Accountability (evidence-based practice, focus on Indigenous student success, ensure safe, caring, and accepting learning environments)

Key Measures:

Number of staff trained in initiatives related to well-being.

OurSCHOOL Student Measures for Well-Being:

- Student Anxiety
- Student Depression
- Well-being (Hedonic and Eudaimonic)
 - Hedonic well-being includes items pertaining to values and behaviours, and the pursuit of activities that are pleasurable (e.g., 'I prefer to spend my time doing activities that are fun; I like doing things that are exciting').
 - Eudaimonic well-being includes items about engagement in personally expressive goals (e.g., 'I spend time developing skills that will further my goals') and terms about whether students have a sense of purpose in life (e.g., 'I feel I know who I really am; I can help make the world a better place')

OurSCHOOL Student Measures for Relationships:

- Advocacy at School
- Positive Student-Teacher Relations

Targets:

Students will experience safe, caring and accepting learning environments and develop the skills to maintain well-being and reach their full potential.

- Decrease anxiety by 2% and depression by 2%
- Increase hedonic well-being by 2% and eudaimonic well-being by 2%
- Increase the number of staff members trained in initiatives by 3%
- Increase advocacy at school by 0.1
- Increase positive student/teacher relations by 0.1

Key Initiatives Employed:

Professional Learning

All members of Safe, Caring and Accepting Schools (SCAS) contribute to building capacity within our schools and communities.

- Several key ongoing initiatives include Violence Threat Risk Assessment (VTRA) Levels 1 and 2, Traumatic Event Systems (TES), safeTALK (suicide-alert training), and Applied Suicide Intervention Skills Training (ASIST). Saskatoon Public Schools (SPS) staff who are VTRA trainers worked collaboratively with training partners from Greater Saskatoon Catholic Schools (GSCS), Prairie Spirit School Division, Saskatoon Police Services, Ministry of Social Services, and Saskatchewan Health Authority to deliver VTRA to staff from various Community Threat Assessment Protocol (CTASP) partners and to other school division staff this year. As valued partners, other community partners such as Egadz and the City of Saskatoon will be included in training delivered by SCAS team members, such as safeTALK and ASIST. A new, related opportunity in 2023-2024 is LivingWorks Start, an online suicide awareness training opportunity made available through the Ministry of Education. Nearly 300 Saskatoon Public Schools employees were able to benefit from this training.
- SCAS team members worked in partnership with the Saskatoon Industry Education Council (SIEC) Mind Over Matters team to bring Social and Emotional Learning (SEL) resources to schools. Members of the Mind Over Matters team were brought in to provide professional learning on the use of resources with resource teachers and elementary school counsellors to facilitate the use of SEL resources. Resource teachers and counsellors have taken this information back to their schools to help facilitate use in the classroom. The Mind Over Matters team has also engaged with specific schools to provide support and professional learning to school staff. These SEL resources include Elementary Mental Health Literacy, grades 6-8 SEL resources created through a collaboration with SIEC, GSCS and SPS.

- School counsellors provide support to individual students, families and staff members through a variety of trauma-informed practices in schools. They also build capacity through professional learning. In addition to annual presentations to all staff related to VTRA and understanding child abuse/neglect reporting, counsellors developed a variety of responsive professional development to build staff and student capacity on varied topics such as building executive functions, staff/student well-being, coping with stress and anxiety, and other trauma-sensitive approaches.
- SCAS central office team members have offered professional learning to a wide variety of audiences such as new teachers, leaders, school teams and community partners on a wide variety of topics. For example, presentations about trauma-informed practices were shared widely, such as at the Saskatchewan Teachers' Association convention and several collegiates and elementary schools. Examples of other presentations to staff include titles such as *Safe and Sound*, *Calm and Engaged Classrooms*, and *Predictable Classrooms*.
- SCAS team members provide support and resources to all SPS staff through the Staff Well-Being website, focused particularly on emotional and physical well-being. SCAS also worked with schools this school year to identify Well-Being Ambassadors for each school. This committee has been established and SCAS team members will work with them to continue to enhance student and staff well-being through sharing of resources and ideas.

Individualized Planning

Based on a Multi-Tiered Systems of Support (MTSS) framework, universal or tier 1 supports are provided to all students and these meet the needs of most students. A focus on strong relationships, calm classrooms, and achieving curricular outcomes related to well-being are supportive for all students. For students who need more individualized supports (i.e., tier 2/3 in addition to universal supports), increasingly intensive and individualized intervention is necessary.

- Student incident reports were introduced in 2022-2023 and presented as a requirement to documenting student incidents with administrators in 2023-2024. In completing these documents, administrators can document incidents and the corresponding intervention(s) that was employed to ensure student safety and learning.
- Positive behaviour intervention and support (PBIS) plans capture the team's collaborative plan for any student who requires a more intensive level of behavioural support. Individualized planning supports the student's well-being and decreases concerning behaviour. Consultation from the SCAS Behaviour Consultant also increases the capacity of staff to handle challenges, lowers anxiety and promotes well-being across the system.
- Safety plans are created for students when there is a significant risk of harm to self or others. These plans outline steps to be taken in emergent situations to reduce the risk of harm. In some cases, students require a suicide risk assessment and safety planning. Counsellors supporting students in this way support students and families through crises, and subsequent planning and support can reduce depressive symptoms and increase safety.
- Case planning refers to the ongoing work of counsellors, working with students, staff, families and community partners to provide individualized support for educational, social and emotional needs that support student well-being. This work is essential to identifying

and providing the support and intervention in a way that is individualized to the needs of the student.

Safety

SPS collaborates with families as well as partners in policing, social services, health and other community partners to ensure the safety and well-being of students and staff.

- *I'm the Boss of Me* (ITBOM) is a program for Grade 4 students that is the result of an ongoing partnership with the Saskatoon Sexual Assault and Information Centre (SSAIC). In previous years, this partnership led to all or nearly all Grade 4 classrooms receiving this presentation related to personal safety. As no third-party presenters were permitted to present in schools during this school year, the SSAIC created opportunities within the community for families and their children to attend. SPS ensured families were supported in accessing this opportunity by sending information to schools to share with families of students in the relevant grades. ITBOM was presented seven times between January 31, 2024 and March 26, 2024, reaching 391 students and 336 caregivers.
- *No is a Full Sentence* (NIAFS) is a program that was built on the successful partnership that guides the *I'm the Boss of Me* program. SCAS collaborated with the SSAIC on the creation and piloting of the Grade 7/8 initiative in four schools during 2021-2022. The program, which focuses on safe and healthy relationships, was expanded to include 10 schools (15 classrooms) in 2022-2023. As no third-party presenters were permitted to present in schools during this school year, the SSAIC created opportunities within the community for families and their children to attend. SPS ensured families were supported in accessing this opportunity by sending information to schools to share with families of students in the relevant grades. NIAFS was presented eight times between November 6, 2023 and March 6, 2023, reaching 330 youth and 254 caregivers. Students from 22 SPS schools participated.
- *Finding the Warrior Within* features in school sessions for groups of Grade 3/4 students and groups of Grade 5/6 experiencing anxiety that interferes with engagement and learning. The first year included 10 schools (10 groups of students). In 2022-2023, the program reached students in 10 schools. 2023-2024 maintained and added to this initiative with the related *Igniting the Warrior Within*, a partnership with both Navera and Big Brothers, Big Sisters Saskatoon that provides mentorship to some of the students in the program.
- Violence Threat Risk Assessment (VTRA) Level 1 and Level 2 intervention plans are multi-agency support plans that reduce risk and enhance safety. SPS administrative and counsellor teams work closely with policing, social services, health, other partners, and the SCAS team to complete, enact, and review VTRA intervention plans.
- Suicide Risk Assessment Safety Plans are specific plans led by counsellors with Applied Suicide Intervention Skills Training (ASIST) and include an assessment of risk and related plans for mediating that risk.

Traumatic Event Response

When a traumatic event occurs, members of SCAS support school leaders, staff, students and families in the response.

- SCAS consultant is primary support, offering consultation but also in-person consultation by attending the school directly when necessary.
- SCAS coordinator coordinates centrally, ensuring extra counsellors are provided on-site with minimum disruptions to other schools.
- SCAS superintendent plays an important role from the start of an event, including working with police partners and working with school leaders on initial actions and responses.
- The SCAS superintendent, coordinator, and consultant work together, and closely with leaders, throughout a response, assessing and responding to communication and supporting needs at the school and throughout the division. This support lowers anxiety in the division, allowing staff to maintain or return as quickly as possible to regular routines that are healthy for students.
- Just as other needs grow in the school division as the city grows and enrolment increases, unfortunately so do emergent or tragic circumstances that require support. The average number of responses during the three school years from 2016 to 2019 (i.e., before the COVID-19 pandemic) was nine per school year. While these types of events did decline during the pandemic which was typical worldwide, they have increased significantly post-pandemic, with 21 responses in 2022-2023 and 14 responses by March of the 2023-2024 school year.

Data:

Key Measures from OurSCHOOL

Measuring the well-being of students can be difficult. SPS staff use curricula and individualized planning to teach skills to students that help keep them safe and develop skills to cultivate and maintain well-being. To determine if SCAS initiatives are making a difference in student well-being, four consistent measures were selected that all inform levels of student well-being.

Unfortunately, the OurSCHOOL survey was not available for schools to conduct during the regular window in 2023-2024. As a result, there is no OurSCHOOL data to report for the 2023-2024 school year at this time. For the purposes of this report, we have included some data from 2022-2023 related to relationships so that the board has a clear picture of how we are positioned in these measures and our plan to improve in these measures. This data was not reported on in 2022-2023.

Training: The target was to increase the number of staff trained in initiatives by 3%. This target was met with the total number of employees trained across initiatives resulting in a 3.6% increase overall. Numbers trained are lower in areas where only maintenance was needed to have all SPS staff trained, as well as some unavoidable circumstances (e.g., Saskatchewan Teachers' Federation members scheduled to complete TES training were not able to due to job action).

We also maintain and strengthen partnerships through many training opportunities, as is seen in looking further at some of the data. This year, the total number trained in VTRA 1 was 79, VTRA 2 was 60 and in TES was 39. More training in safeTALK this spring will include external partners as well as a planned opportunity for SPS staff. In May, ASIST training is planned for a group of external partners and Trauma Informed Care for Educators, which is training offered in collaboration with Saskatoon Industry Education Council's Mind Over Matters Team.

Saskatoon Public Schools Staff Trained in Mental Health Initiatives			
	Previously Trained	SPS Staff Trained 2023-2024	Increase
VTRA 1	377	19	5.0%
VTRA 2	309	14	4.5%
TES	211	1	0.5%
safeTALK	257	20	7.8%
ASIST	116	0*	0%*
LivingWorks Start (<i>new training</i>)	-	300	N/A
Trauma Informed Care (SIEC) (<i>new training</i>)	-	60	N/A
* ASIST trainees to be partners in 2023-2024, non-SPS staff.			

Relationships: In 2022-2023, administration did not report to the board on relationships. This year, the strategic measurement plan emphasized measures and targets in the area of relationships. Because this was not reported on in 2022-2023, data provided from 2022-2023 is provided here for a baseline for the board to compare to future years.

Advocacy at School is a measurement of the number of students who feel that they have an advocate at school who is a consistent provider of support and advice. For this measure, students are asked questions about whether their teacher shows an interest in how they are doing, encourages them and if they are asked if they are having difficulties at school. Students respond on a likert scale, and the data are scored and reported on a ten-point scale.

Advocacy at School (Grades 4 – 12)			
	2021-2022	2022-2023	Change
Grade 4	6	6.3	0.3
Grade 5	6.3	6.2	-0.1
Grade 6	6.1	6.2	0.1
Grade 7	4.1	3.9	-0.2
Grade 8	3.8	3.9	0.1
Grade 9	3.1	3.2	0.1
Grade 10	3.1	3	-0.1
Grade 11	3	3.2	0.2
Grade 12	3	3.1	0.1
Elementary Survey Results	6.1	6.2	0.1
Secondary/Middle Years Survey Results	3.4	3.4	0

Positive Student-Teacher Relations is a measurement of the number of students who feel teachers are responsive to their needs and encourage independence with a democratic approach. Students are asked questions about whether their teachers treat them fairly, provide extra help and support and whether their teachers show interest and care. The data are scaled on a ten-point scale and the results are reported as the **the average score for positive teacher-student relations.**

Positive Student-Teacher Relations (Grade 4 - 12)			
	2021-2022	2022-2023	Change
Grade 4	8.3	8.4	0.1
Grade 5	8.2	8.2	0
Grade 6	8	7.9	-0.1
Grade 7	7.2	7	-0.2
Grade 8	7	6.9	-0.1
Grade 9	6.5	6.5	0
Grade 10	6.5	6.2	-0.3
Grade 11	6.6	6.4	-0.2
Grade 12	6.6	6.6	0
Elementary Survey Results	8.2	8.1	-0.1
Secondary/Middle Years Survey Results	6.7	6.6	-0.1

Rationale and Analysis

Anxiety and depression are significant public health concerns around the world. As the data available over the past five years indicates, anxiety and depression were on the rise for students in SPS. Some increases continue to be related to the effects of the pandemic, but mental health and well-being are significant factors that always impact student learning. Based on data from the previous OurSCHOOL survey, initiatives improved results with decreased depression and anxiety and increased eudemonic well-being. As Saskatoon Public Schools continues to support students, we look forward to reviewing future OurSCHOOL data related to well-being.

Some key points to highlight and interpret related to relationships data available and discussed are as follows:

- Advocacy at school increased between 2021-2022 and 2022-2023 for most grades (grades 4, 6, 8, 9, 11, 12), with slight decreases for grades 5, 7, and 10. Notably, middle-years and secondary students responded quite positively to this question, rating well above the Canadian norm.
- Positive student-teacher relations must always be emphasized. Data comparing 2021-2022 and 2022-2023 student-teacher relations indicate a slight decline. Averages are close to, but just below, Canadian norms.
- Continued emphasis on supporting students, as well as supporting staff with professional learning, will help to maintain and increase positive student-teacher relations. Changes that may impact teacher ability to advocate and spend time on individual relationships, such as an increase in the divisor for the 2022-2023 school year, may help to explain slight declines where they are seen. These and other factors which divide teacher attention and time available impact relationships, advocacy and well-being.

Overall, data would suggest that a continued focus on relationships within schools is essential to student success and well-being. While not all data sources needed to analyze well-being are

included due to OurSCHOOL data for 2023-2024 being unavailable, all steps to connect with and support students are likely to increase relationships, advocacy and overall well-being.

Future Initiatives:

To further support student well-being, some examples of key future initiatives are highlighted below:

- *Comprehensive School Community Health.* Comprehensive School Community Health (CSCH) is a whole-school approach internationally recognized for supporting student success while addressing school community health in a planned, integrated and holistic way. CSCH uses the principle that health and education are interdependent, addressed through four integrated components: the social and physical environment, teaching and learning, partnerships and services, and policy. SCAS continues to incorporate elements of CSCH within materials (e.g., edited information booklet on SCAS with descriptions and resources) and other initiatives (e.g., application for Mental Health Capacity Building grant, awaiting decision). This approach will continue to inform future professional learning and supports that positively impact relationships and well-being.
- *Specialized Support Classroom Pilot.* SCAS supported the design and implementation of the Specialized Support Classroom (SSC) at King George School. After submitting a proposal and receiving approval, this Ministry of Education initiative was able to begin on February 26, 2024. Some highlights from early in the development include hiring two highly qualified teachers and an educational assistant, engaging in initial data gathering with staff, communicating about the project to the community and serving students and staff with direct intervention and capacity-building. The 2024-2025 school year will see continued evolution and refinement of processes and interventions to meet pilot goals of creating improved school experiences for students who need additional behavioural support, improving classroom learning environments and reducing stress on classroom teachers to focus on learning.
- *Nutrition and Student Well-being.* SPS continues to work with partners in the community and the SPS Foundation to provide nutritional supports for students and families. Good nutrition for children and youth supports their readiness for learning and is foundational to student success. This work is done through the lens of Comprehensive School Community Health and Ministry of Education policy documents. At the end of 2023-2024, SPS is embarking on a four-year grant that will bring universal lunch programs to four elementary schools with the promise of expansion in the future.
- *Saskatoon Industry Education Council (SIEC) Partnership.* SPS continues to work in partnership with SIEC to develop and implement supports for our students. Social and Emotional Learning (SEL) resources along with brief professional learning and textbook resources, have been made available and brought to targeted groups to increase usage. Targeted large-scale presentations to raise awareness about mental health and support student well-being are also supports that come from the partnership with SIEC, including new work with *Trauma Informed Care for Educators* and *Stronger Brains* professional learning to support students.

- *Gender and Sexual Diversity Administrative Procedure (AP)*. Administration is developing an AP related to Student Gender and Sexual Diversity. This AP will meet the requirements of the Ministry of Education regarding including a process for gender and pronoun changes within an administrative procedure and will address various areas related to accommodations and safety for students.
- *Safety Plan Updates*. SCAS is working to update the Suicide Risk Assessments used by school counsellors in their work with students. Through collaboration with the Saskatchewan Health Authority, the intent is to have the plans which support students more closely aligned so that the student experience of safety planning with different professionals can be similar and use similar language, ultimately increasing safety.
- *Well-Being Ambassadors*. In the initial stages of this initiative, most schools have identified two well-being ambassadors to support staff and student well-being. SCAS has communicated with those members and will continue to do so to share ideas and resources that can be used to support well-being in a flexible way given each school's unique context over time.

Risk Assessment:

Mental health and well-being should be considered an international priority given that around 25% of people are likely to experience a mental health condition in their lifetime (United Nations). Approximately 1.2 million Canadian children and youth are affected by mental illness or disorder, and around 20% of young people will develop a mental illness before they turn 25; less than 20% of them receive the right treatment (Youth Mental Health Canada). The Provincial Education Plan and Saskatoon Public Schools' strategic plan are right to continue to prioritize student well-being. Investment of resources and energy in creating strong relationships and proactive approaches to well-being are necessary to help students thrive.

Summary Comments:

To support our students from a holistic perspective, SPS must continue to emphasize student well-being as a high priority. The current and future initiatives outlined above ensure that Saskatoon Public Schools is poised to meet the challenge of decreasing anxiety and depression while increasing the well-being of our students through improved advocacy for students at school and student-teacher relations.



MEETING DATE: APRIL 16, 2024
TOPIC: FINANCIAL RESULTS – QUARTER 2 (DECEMBER 1, 2023 TO FEBRUARY 29, 2024)

Table with 3 columns: FORUM, AGENDA ITEMS, INTENT. Includes checkboxes for Board Meeting, Committee of the Whole, Correspondence, New Business, Reports from Administrative Staff, Other, Consent, Decision, Discussion, and Information.

BACKGROUND

Administration will prepare on a quarterly basis an unaudited financial statement and variance analysis. The quarterly report will include:

- Memorandum of financial results
• Year to date consolidated statement of financial activities and statement of cash flow requirements, with prior year and budget comparatives
• Year to date actual capital expenditures (compared to the board approved capital plan)
• Year to date reserve balance report.

CURRENT STATUS

Administration has prepared a quarterly unaudited financial statement and variance analysis for quarter 2 (period of December 1, 2023 to February 29, 2024).

Chief Financial Officer Daniel Burke and General Manager of Financial Services Krista Wei will present the report and answer any questions trustees may have.

Table with 3 columns: PREPARED BY, DATE, ATTACHMENTS. Includes names Daniel Burke and Krista Wei, date April 8, 2024, and attachment Financial Results Memo.

RECOMMENDATION

Proposed Board Motion:

That the board receive the financial results for the period December 1, 2023 to February 29, 2024 for information.



MEMORANDUM

DATE: April 4, 2024

TO: Board Trustees

FROM: Daniel Burke, Chief Financial Officer
Krista Wei, General Manager of Financial Services
Tricia Boutin, Manager of Accounting Services
Darryl James, Asst. Manager of Accounting Services

RE: **FINANCIAL RESULTS TO FEBRUARY 29, 2024**

See Schedule 1 and 2 for financial information as of February 29, 2024. The following is an explanation for the main revenues and expenditures:

Revenues

a) Grants

\$140.33 million and 49% of Grants have been realized as revenue for the year, compared to \$134.25 million and 49% in the prior year. This relates primarily to operating grant revenue, received monthly from the Ministry of Education, including additional targeted classroom support and complexity funding of \$1.2 million (\$0.6 million received in prior year). Also included in Grants is Jordan's Principle federal grants of \$8.8 million compared to budget of \$6.4 million. In the prior year, Jordan's Principle federal grants of \$4.9 million was realized as of February 28, 2023.

b) Tuition and Related Fees

Tuition and Related Fees consist of revenues from Whitecap Dakota Nation and the Saskatoon International Education program (SIE). \$1.6 million and 64% of budget has been realized as of February 29, 2024, compared to \$1.4 million and 76% of budget in the prior year. The current year is in line with budget for this time of year, however the percentage is lower due to increased budget for SIE in 2023-24 compared to the prior year budget. SIE revenue is slightly below budget for the current year and remaining SIE tuition payments received in 2023-24 are expected to relate to tuition fees for future school years. Revenues from Whitecap are expected to be close to budget by year end.



Saskatoon Public Schools
Inspiring Learning

Shane Skjerven, Director of Education

- c) School Generated
School Generated revenue relates to student fees and grants at the school level. Revenues of \$2.9 million and 69% of budget have been realized in the current year compared to \$2.8 million and 68% in 2022-23.
- d) Complementary Services
Complementary Services relate primarily to prekindergarten funding, as well as alternative funding grants. \$3.8 million and 70% of budget has been realized so far in the current year compared to \$3.6 million and 76% of budget in 2022-23. Budget increases in 2023-24 were allotted in Alternate Format Library materials of \$0.3 million and \$0.5 million in French language with grant funding not yet received.
- e) External Services
External Services consist of funding for an associate school, cafeteria revenues, driver education, Following Their Voices (FTV) funding, qualified donee and Saskatoon Public Schools Foundation (SPSF) donations. As of February 29, 2024, \$1.9 million and 17% of budget has been realized as revenue. In 2022-23, \$1.5 million and 19% of budget had been realized for the comparable period. FTV funding is expected to be received and recorded in the 3rd quarter and SPSF donations are recorded in the 4th quarter.
- f) Other
Other includes lunch supervision fees, investment, and rental income. Other revenues of \$2.3 million and 60% of budget have been realized as revenue in the current year compared to \$1.7 million and 81% in the previous year. Though the current actual amount is higher the percentage is lower due to an increase in budget for interest earned and lunch supervision fees. Lunch fees are approximately 70% of budget year to date and may be below the increased budget expectation by year end. Interest earned is expected to exceed budget for the year.

Expenditures

- a) Governance
Expenses related to governance total \$0.45 million and 65% of budget as of February 29, 2024, compared to \$0.44 million and 66% in the prior year. The current year is comparable to the prior year for dollar and percentage spent.
- b) Administration
Administrative costs are \$3.5 million and 50% of budget as of February 29, 2024, and \$3.3 million and 50% of budget as of February 28, 2023. The current year amount is comparable to the prior year.
- c) Instruction
Instruction expenses total \$126.9 million and 54% of budget as of February 29, 2024, and \$122.3 million and 56% of budget as of February 28, 2023. Instructional staffing costs are below budget for this time of the year due to lower than expected average teacher salary totaling \$0.8 million and three days of Saskatchewan Teachers' Federation strike savings of \$2.2M. It is anticipated that the future spending of strike savings will be restricted or reallocated into future funding by the Ministry of Education and will not be available for other needs of the school division.

- d) Plant
Plant expenses are \$23.4 million and 46% of budget compared to \$20.3 million and 43% of budget. The increase over prior year is mainly due to increases in plant salaries, higher purchase and repairs of furniture, higher amortization and maintenance materials and contracted maintenance services. Other areas of elevated expense include the LED lighting project funded from financial reserves of \$1.1 million spent to date and insurance claims of \$1.2 million that are still to be collected.
- e) School Generated Expense
These expenses currently total \$2.1 million and 50% of budget. This is higher than 2022-23 amounts of \$1.8 million and 41% of budget.
- f) Transportation
Transportation expenditures amount to \$4.1 million and 51% of budget as of February 29, 2024. This is higher than 2022-23 amount of \$3.5 million and 50% of budget. The percentages are in line with the prior year however the budget increased by \$0.77 million due to increased costs and enrolment growth.
- g) Tuition and Related Fees
These expenses of \$0.07 million and 9% of budget is related to disbursements to homebased students and tuition payments to partners. These expenses largely occur in the third quarter. Historically homebased education payments were made in January of each year however beginning in 2023-24 the payments will be made in May of each year.
- h) Complementary Services
Complementary Services expenditures relate primarily to prekindergarten, students in hospital, and alternative funding grants. Expenses are currently \$3.2 million and 59% of budget and were \$2.8 million and 60% of budget in 2022-23.
- i) External Services
External Services include expenses related to the associate and alliance schools, cafeterias, driver education, Following Their Voices, qualified donee, and the Saskatoon Public Schools Foundation. These amount to \$3.4 million as of February 29, 2024 and 30% of budget. In 2022-23, \$2.8 million and 32% of budget was realized as an expense. The expenses are in line with the prior year however the budget increased by \$2.9 million from the prior year mainly due to driver education reclassification of \$1.1 million and provincial financial coordination of Following Their Voices included in budget at \$2.2 million.
- j) Interest/Allowances
Interest expenditures relate to bank charges and interest on long term debt. Expenditures are currently \$0.13 million and 64% of budget. This is comparable to 2022-23 levels which were \$0.12 million and 51% of budget. Interest expense on photocopier lease has a year-to-date cost of \$0.02 million with no budget allocated for 2023-24.

Cash Flow Requirements

Schedule 2 provides information regarding the cash flow requirements as of February 29, 2024. There is currently a cash deficit year to date. The cash deficit is due to tangible capital asset purchases, principal loan payments, and cash expenditures greater than revenue to run the operations of the school division. It is typical for the division to have a deficit for the first ten months of the year because the operating grant is received from the Ministry of Education evenly over twelve months, but operating expenses are much lower in the summer for the final two months.

Capital and PMR Project Status

The attached schedule (Schedule 3) provides information regarding the unaudited financial status as of February 29, 2024, for capital and PMR projects which are in progress or have had financial activity during the year. This includes the inception to date costs and budget.

Internally and Externally Restricted Surplus

Schedule 4 shows changes to the internally and externally restricted accounts through February 29, 2024.

Accumulated Surplus

Schedule 4A shows the impact of changes to designated reserves on the overall surplus of the division.

Schedule 1
Saskatoon Public Schools
Consolidated Statement of Financial Activities
For the Month Ended February 29, 2024

	2023-24		2022-23	
	Consolidated Actual	Percentage of Consolidated Budget	Consolidated Actual	Percentage of Consolidated Budget
<u>Revenues</u>				
Grants	140,325,930	49%	134,251,332	49%
Tuition and Related fees	1,602,441	64%	1,387,906	76%
School Generated	2,885,484	69%	2,837,197	68%
Complementary Services	3,782,775	70%	3,582,325	76%
External Services	1,910,656	17%	1,525,043	19%
Other	2,342,220	60%	1,726,407	81%
Total Revenues	152,849,506	49%	145,310,210	50%
<u>Expenses</u>				
Governance	446,871	65%	441,088	66%
Administration	3,515,084	50%	3,328,975	50%
Instruction	126,944,561	54%	122,307,166	56%
Plant	23,369,220	46%	20,334,773	43%
School Generated Expense	2,147,027	50%	1,769,900	41%
Transportation	4,071,132	51%	3,548,999	50%
Tuition and Related Fees	68,934	9%	391,178	60%
Complementary Services	3,225,613	59%	2,795,849	60%
External Services	3,449,965	30%	2,759,449	32%
Interest/Allowances	129,419	64%	123,695	51%
Total Expenses	167,367,826	52%	157,801,072	53%
(Deficit)	(14,518,319)		(12,490,862)	

Schedule 2
Saskatoon Public Schools
Cash Flow Requirements
For the Month Ended February 29, 2024

	Actual 2023-24	Annual Budget 2023-24
(Deficit)	(14,518,319)	(10,988,742)
CASH REQUIREMENTS:		
Tangible capital assets:		
Purchases	(4,560,031)	(12,737,500)
Long term debt:		
Repayments	(953,299)	(1,846,587)
Non-cash items included in surplus/deficit:		
Amortization expense	8,990,000	17,980,000
Employee Future Benefits expenses	-	642,100
Employee Future Benefits payments	-	(334,100)
NET INCREASE (DECREASE) CASH	(11,041,650)	(7,284,829)

Schedule 3

Saskatoon Public Schools

Capital and PMR Project Status

Includes Capital Projects (all) and PMR Projects (Procurement Value ≥ \$250,000)

As of February 29, 2024

Project Name	Actual	Budget	% Budget	Variance
PMR Projects (Procurement Value > \$250,000)				
Aden Bowman - roof replacement	325,586 *	390,000	83%	64,414
Aden Bowman Phase 2 - various upgrades	1,535,644 *	1,750,000	88%	214,356
Bedford Road - various improvements	593,747 *	635,000	94%	41,253
Brunskill - roof replacement, section 3 & 5	325,927 *	327,000	100%	1,073
Central Office - elevator upgrade	346,157 *	360,000	96%	13,843
Dr. John G. Egnatoff - roof replacement	373,237 *	422,000	88%	48,763
Dundonald - roof replacement, section 15	525,179 *	520,000	101%	(5,179)
Evan Hardy - roof replacement	882,711 *	986,000	90%	103,289
Evan Hardy - various upgrades	1,415,427 *	1,325,000	107%	(90,427)
Greystone Heights - various upgrades	667,993 *	800,000	83%	132,007
Greystone Heights - window replacement, phase 3	720,325 *	1,000,000	72%	279,675
Holliston - boiler replacement	415,315 *	425,000	98%	9,685
Hugh Cairns roof 3 & 4	535,703 *	600,000	89%	64,297
Lawson Heights - boiler replacement	304,293 *	315,000	97%	10,707
Marion Graham - gym bleacher replacement	-	255,000	0%	255,000
Montgomery - roof replacement, section 3, 4, & 5	583,394 *	610,000	96%	26,606
Mount Royal- roof replacement	732,442 *	837,000	88%	104,558
North Park Wilson - roof replacement	230,362 *	255,000	90%	24,638
River Heights - roof replacement	265,993 *	300,000	89%	34,007
Various LED Lighting Upgrade	2,515,941 *	2,710,000	93%	194,059
Various Schools - N2 controllers	230,021 *	281,000	82%	50,979
Various Schools - unified security platform	608,564 *	707,240	86%	98,676
PMR Projects (Procurement Value > \$250,000, Budget Excess > 10% but less than \$250,000)				
Alvin Buckwold Phase 2 - window replacement	464,460 *	415,000	112%	(49,460)
Total PMR Projects	14,650,013	17,355,240		2,754,687
Relocatables (Procurement Value > \$250,000)				
Relocatable moves - various schools	728,792 *	715,000	102%	(13,792)
Centennial Relocatables - two classrooms	1,299,834 *	2,380,000	55%	1,080,166
Willowgrove School - three classrooms	1,778,908 *	2,180,000	82%	401,092
Total Relocatables	3,807,534	5,275,000		401,092
Other (Procurement Value > \$250,000)				
City Centre Project	927,651 *	1,300,000	71%	372,349

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

Schedule 4
Saskatoon Public Schools
Detail of Designated Assets
as of February 29, 2024

	August 31 2023	Additions during the year	Reductions during the year	August 31 2024
External Sources				
Contractual Agreements				
Alternate funds	758,861	-	410,883	347,978
Total Contractual Agreements	758,861	-	410,883	347,978
Jointly Administered Funds				
School generated funds	3,155,794	1,001,087	-	4,156,881
Saskatoon Public Schools Foundation Corp.	1,575,518	-	-	1,575,518
Mount Royal facility partnership	169,486	-	-	169,486
Pension Asset	-	-	-	-
Qualified Donee	438,847	48,015	-	486,862
Whitecap Pre-K	33,988	-	-	33,988
Whitecap Literacy	74,676	-	-	74,676
Whitecap K-4 school	(8,942)	-	-	(8,942)
Total Jointly Administered Funds	5,439,367	1,049,103	-	6,488,470
Ministry of Education				
Designated for tangible capital asset expenditures	4,229,216	-	2,019,926	2,209,290
PMR maintenance project allocations	4,774,545	-	1,588,916	3,185,629
Following Their Voices	2,384,587	-	-	2,384,587
Total Ministry of Education	11,388,348	-	3,608,842	7,779,506
Total	17,586,576	1,049,103	4,019,725	14,615,954
Internal Sources				
Board governance				
Governance	43,000	-	-	43,000
Total Board governance	43,000	-	-	43,000
Curriculum and student learning				
Curriculum renewal	100,000	-	-	100,000
Learning supports	-	-	-	-
School budget carryovers	1,310,419	-	-	1,310,419
Total curriculum and student learning	1,410,419	-	-	1,410,419
Facilities				
Facility repairs related to rentals	102,124	-	-	102,124
Facility operating	4,045,004	-	-	4,045,004
Pleasant Hill relocation	636,000	-	-	636,000
Total facilities	4,783,128	-	-	4,783,128
Furniture and equipment				
Designated for tangible capital asset expenditures	2,050,676	4,870,500	2,505,592	4,415,584
Total furniture and equipment	2,050,676	4,870,500	2,505,592	4,415,584
Information technology				
Technology replacement	10,225,608	-	5,384,822	4,840,786
Security camera	50,000	-	-	50,000
Total information technology	10,275,608	-	5,384,822	4,890,786
Total	18,562,831	4,870,500	7,890,414	15,542,917
Total Designated Assets	36,149,407	5,919,603	11,910,139	30,158,871

Schedule 4A Accumulated Surplus

	August 31, 2023	Additions during the year	Reductions during the year	February 29, 2024
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 261,590,217	\$ -	\$ -	\$ 261,590,217
Less: Liability for Asset Retirement Obligation	(15,792,118)	-	-	(15,792,118)
Less: Debt owing on Tangible Capital Assets	(6,194,419)	(952,810)	(953,299)	(6,193,930)
	239,603,680	(952,810)	(953,299)	239,604,169
Designated Assets (Schedule F)	36,149,407	5,919,603	11,910,139	30,158,871
Unrestricted Surplus	4,867,104	-	-	4,867,104
Total Accumulated Surplus from Operations	280,620,191	4,966,792	10,956,839	274,630,144
Accumulated Remeasurement Loss	(152,067)	-	-	(152,067)
Total Accumulated Surplus	\$ 280,468,124	\$ 4,966,792	\$ 10,956,839	\$ 274,478,077



MEETING DATE: APRIL 16, 2024

TOPIC: BOARD GOVERNANCE - BOARD POLICIES

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

BACKGROUND

Board Policy 9 – Policy Making states the board is responsible for the development of policies in keeping with the requirements of government legislation and the values of the electorate. It also states the final draft of the policy or amendments shall be presented to the board for its consideration and approval.

CURRENT STATUS

The Board Governance Committee met on March 12, 2024 and is recommending approval of housekeeping changes to the following board policies pending minor final edits:

- Policy 6: Board Operations
- Policy 26: Purchasing

The committee also reviewed Policy 25: Board Election Campaign Disclosure and Spending and is recommending this policy be sent to members of school community councils for stakeholder feedback.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education Daniel Burke, Chief Financial Officer	April 2, 2024	Policies (3)

RECOMMENDATION

Proposed Board Motion:

- 1) That the board approve the housekeeping changes to the following policies:
 - Policy 6: Board Operations
 - Policy 26: Purchasing

POLICY 6 - BOARD OPERATIONS

In order to discharge its responsibilities to the electorate of the division, the board will hold meetings as often as is necessary. The board has adopted policies regulating its proceedings so that the business of the board can be conducted in an orderly and efficient manner.

The purpose of board meetings is to ascertain group opinion and through motions and resolutions to focus board action on specific issues. Respectful behaviour preserves the inherent dignity of everyone; therefore, it is important that board meetings be conducted in an environment that is productive, orderly, and respectful of trustees, staff, and members of the public. The organization of the board meeting will effectively enable trustees and others in attendance to participate in an atmosphere of mutual respect. Meetings of the full board will be conducted in person to the extent possible. At the discretion of the chair, the board can ~~conduct meetings~~conduct meetings electronically. Electronic meetings will be held in compliance with *The Electronic Meeting Procedures Regulations, Chapter E-0.2 Reg 6.* where possible.

1. Inaugural Meeting of the Board

- 1.1 The inaugural meeting of the ~~board~~board is held in an election year, following the civic election where a new board of education is determined. The meeting will be held in each calendar year ~~will be held~~ in the W.B. Doyle Board Room, not later than November 30 in accordance with Part 4 of *The School Division Administration Regulations*, Province of Saskatchewan.
- 1.2 The chief financial officer will call the meeting to order.
- 1.3 ~~In an election year, the~~ chief financial officer will read the return from the city clerk certifying as to the election of new members, if any, and will call for and receive the certificate of their declaration of office, in accordance with Section 71 of *the Education Act*, Province of Saskatchewan.
- 1.4 The chief financial officer will proceed to conduct the election of the board chair. Nominations will be made by the board members for the office of chair and need not be seconded. A vote upon the nominees shall be taken by ballot. The nominee who receives the most votes of the members present will be declared elected and will take office immediately. In the event of a tie vote the board will move into committee of the whole. Following discussions in committee of the whole the board will conduct a maximum of another two votes by secret ballot. If a tie remains the board will direct the returning officer to follow the tie vote procedure specified in Section 141(1) of *the Local Government Election Act*.
- 1.5 Immediately following the election of the chair, the board will elect a vice-chair to take office immediately following the election and serve for six months. One other trustee will be elected to serve for the subsequent six months or until the ~~next inaugural meeting~~organizational meeting.
- 1.6 The board shall then proceed with the agenda as prepared by the director of education.
- 1.7 ~~At its inaugural meeting each year, the~~ board will appoint such professional service providers as are deemed necessary to safeguard the long-term interests of the board. Service providers considered in this context may include insurance brokers, auditors, ~~architects~~, solicitor, etc.

- 1.8 ~~At its inaugural meeting each year, the~~The board will name representatives to internal committees and external committees. The process for selecting candidates will be determined by the board.
- 1.8.1 Decisions will be based on involving as many trustees as possible, keeping in mind which trustees have held these positions and which trustees have not yet held positions.
- 1.8.2 The chair and vice chair may suggest voting by ballot if more trustees are interested in a position than can be accommodated for the year.
- 1.9 Trustees shall report on meetings or events where trustees have been assigned by the board or chair of the board to attend as a representative of the Boardboard.
- 1.9.1 Includes membership on external committees, and/or special community meetings.
- 1.9.2 Representatives for special committees are determined at the annual inaugural meeting of the board (ex. Board Audit and Risk Committee, Board Governance Committee, Board Human Resources Committee, representatives to the Board of Pension Trustees, Saskatchewan School Boards Association Public Section representatives, Saskatchewan High Schools Athletic Association representative, Saskatoon Public Schools Foundation representatives).
- 1.9.3 Any appointment not determined at the inaugural meeting will be identified by board motion.

2. Organizational Meeting of the Board

- 2.1 ~~Organizational meetings of the board in each calendar year will be held in each calendar year that is not an election year in the W.B. Doyle Board Room, not later than November 30 in accordance with Part 4 of *The School Division Administration Regulations, Province of Saskatchewan*.~~
- 2.2 ~~The chief financial officer will call the meeting to order.~~
- 2.3 ~~The chief financial officer will proceed to conduct the election of the board chair. Nominations will be made by the board members for the office of chair and need not be seconded. A vote upon the nominees shall be taken by ballot. The nominee who receives the most votes of the members present will be declared elected and will take office immediately. In the event of a tie vote the board will move into committee of the whole. Following discussions in committee of the whole the board will conduct a maximum of another two votes by secret ballot. If a tie remains the board will direct the returning officer to follow the tie vote procedure specified in Section 141(1) of *the Local Government Election Act*.~~
- 1.5 ~~Immediately following the election of the chair, the board will elect a vice-chair to take office immediately following the election and serve for six months. One other trustee will be elected to serve for the subsequent six months or until the next inaugural meeting.~~
- 1.6 ~~The board shall then proceed with the agenda as prepared by the director of education.~~
- 1.7 ~~The board will appoint such professional service providers as are deemed necessary to safeguard the long-term interests of the board. Service providers considered in this context may include insurance brokers, auditors, ~~architects,~~ solicitor, etc.~~
- 1.8 ~~The board will name representatives to internal committees and external committees. The process for selecting candidates will be determined by the board.~~

1.8.1 Decisions will be based on involving as many trustees as possible, keeping in mind which trustees have held these positions and which trustees have not yet held positions.

1.8.2 The chair and vice chair may suggest voting by ballot if more trustees are interested in a position than can be accommodated for the year.

1.9 Trustees shall report on meetings or events where trustees have been assigned by the board or chair of the board to attend as a representative of the board.

1.9.1 Includes membership on external committees, and/or special community meetings.

1.9.2 Representatives for special committees are determined at the annual inaugural meeting of the board (ex. Board Audit and Risk Committee, Board Governance Committee, Board Human Resources Committee, representatives to the Board of Pension Trustees, Saskatchewan School Boards Association Public Section representatives, Saskatchewan High Schools Athletic Association representative, Saskatoon Public Schools Foundation representatives).

1.9.3 Any appointment not determined at the organizational meeting will be identified by board motion.

23. Meetings of the Board

23.1 Unless otherwise arranged by appropriate board action, the board will meet as often as necessary in open session in the W.B. Doyle Board Room of the Saskatoon Board of Education on whatever day and at such times as the board may determine. Notwithstanding, in the public interest, the board establishes an annual calendar. The board is committed to conducting as much of its business as possible in open session, whether in regular or in special meeting.

23.2 In preparation for each regular board meeting, the director of education in consultation with the board chair and vice chair shall prepare and post an agenda and a file of related materials at least three business days in advance of the meeting. If in exceptional circumstances, information for the meeting is unavailable, material will be forwarded to board members as soon as possible.

23.3 Special meetings of the board shall be called by the chair at any time on their own initiative or at the request of the director of education, or upon receipt of a written request signed by any three members of the board who shall state explicitly the reason for the meeting in accordance with Part 4, section 16 (1) of *The School Division Administration Regulations*.

23.4 The board may, by unanimous consent, in accordance with section 16 (3) of *The School Division Administration Regulations*, waive notice of meeting and hold a meeting at any time and that consent shall be subscribed to in writing by each member of the board prior to the commencement of the meeting and will be recorded in the minutes of the meeting in the form required by that section.

23.5 No act, proceeding, or policy of the board will be deemed valid unless adopted by a regular or special meeting at which a quorum of the board is present. A "quorum of the board" is defined as a majority of the members of the board of education as referenced in section 17(1) of *The School Division Administration Regulations*.

23.6 All regular and special meetings of the board are open to the public.

34. Committee of the Whole Board (In Camera) Sessions

- 34.1 The board believes that its fundamental obligation is to preserve and enhance the public trust in education generally and in the affairs of its operations. The board believes this trust is preserved through the conduct of board meetings which are open to the public, but at the same time recognizes that occasions may arise when it is in the best public interest to discuss sensitive matters in closed meetings.
- 34.2 As a general practice committee of the whole sessions will be held on the day of each regular board meeting. The board may meet at any time in committee of the whole for any of the reasons outlined in 3.8 below.
- 34.3 Whenever the board goes into committee of the whole, the board chair shall leave the chair and the vice-chair shall take their place. If the vice-chair is absent, the chair or other vice chair for that year will take their place.
- 34.4 The usual rules of procedure shall be observed in meetings of committee of the whole. Nonetheless:
- 34.4.1 board members and administration shall be on a first-name basis.
 - 34.4.2 Meetings shall be characterized by a relaxed atmosphere, which allows free and open dialogue.
 - 34.4.3 Trustees shall enjoy much greater latitude in terms of breadth of issues and their comments as well as greater latitude in terms of direct response and number of times an individual may speak to an issue.
 - 34.4.4 Trustees will be allowed to respond to other's comments at the discretion of the vice chair.
 - 34.4.5 The vice chair will be empowered to enforce the same rules as apply to public board meetings if they deem it is in the best interest of the meeting being conducted.
- 34.5 The chief financial officer, or designate, will keep a record of directions to administration and items which the committee has agreed should be placed on the next or subsequent board meeting agendas.
- 34.6 At the conclusion of a session of the committee of the whole, a member will move that the committee rise and report to the open board meeting and subsequently, that the session adjourns.
- 34.7 During any meeting of the board, the board will go into a committee of the whole session at the request of a trustee to discuss a matter that is normally reserved for closed session as outlined in point 3.8. Immediately following such a committee of the whole session, a trustee will move that the board rise from committee and report to the open meeting of the board. Any action taken by the board will be voted upon in a meeting open to the public.
- 34.8 The following matters are normally reserved for closed sessions of the committee of the whole:
- 34.8.1 Personal or confidential matters relating to staff, students or finances;
 - 34.8.2 Legal opinions respecting the board and its activities.
 - 34.8.3 The purchase, lease, or sale of property prior to discussion in open session.

34.8.4 Items of a sensitive or exploratory nature which either the director or the board wish to discuss with each other, with the ultimate view to providing guidance or information on issues which may or may not become public later.

34.9 Board members and other persons attending committee of the whole sessions are honour bound not to disclose the details of discussion at such sessions.

45. Planning and Development Meetings

45.1 The board believes that its fundamental obligation is to preserve and enhance the public trust in education generally and in the affairs of its operations. The board believes this trust is preserved through the conduct of board meetings which are open to the public, but at the same time recognizes that occasions may arise when it is in the best public interest to discuss sensitive and exploratory matters in closed meetings.

45.2 As a general practice planning and development sessions shall be held as required.

45.3 At planning and development meetings, the chair of the board will leave the chair and the vice-chair will take their place. If the vice chair is absent, the members present shall elect one of their number to act as chair of the meeting.

45.4 The usual rules of procedure for committee of the whole shall be observed in planning and development meetings. Nonetheless:

4.45.1 Board members and administration will be on a first-name basis.

4.45.2 Meetings shall be characterized by a relaxed atmosphere, which allows free and open dialogue.

4.45.3 Board members shall enjoy much greater latitude in terms of breadth of issues and their comments as well as greater latitude in terms of direct response and number of times an individual may speak to an issue.

4.45.4 Board members will be allowed to respond to other's comments at the discretion of the vice chair.

4.45.5 The vice chair will be empowered to enforce the same rules as apply to public board meetings if they deem it is in the best interest of the meeting being conducted.

4.56 Board members and other persons attending planning and development sessions are honour bound not to disclose the details of discussion at such sessions.

56. Agenda for Public Meetings

56.1 The agenda will be prepared by the director of education in consultation with the board chair and vice chair and shall be posted to board members.

56.2 A board member may have an item placed on the agenda by:

56.2.1 Presenting a notice of motion, which will place the item on the agenda for the next board meeting;

56.2.2 Securing board approval at the beginning of any board meeting for the inclusion of the item on the agenda of that meeting.

- 56.3 The order of business at regular meetings shall normally be as follows:
- Roll Call
 - Acknowledgement
 - Adoption of Agenda and Declaration of Conflict of Interest
 - Celebrating Excellence
 - Consent Items (The chair will ask for a motion to receive the items, and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request that a consent item be removed).
 - Reports from Administrative Staff
 - Delegations
 - Business Arising from the Minutes
 - Unfinished Business
 - Correspondence
 - Reports of ~~Committees and~~ Trustees
 - New Business
 - Comments/Concerns/Questions from the Public (must be related to a specific agenda item)
 - Notices of Motion
 - Questions by Trustees

56.3.1 During Comments/Concerns from the Public, trustees should not engage in a discussion as the matter referred to will be dealt with at the appropriate time in the agenda.

56.3.2 Trustees may provide a verbal report of recent activities at each regular meeting.

56.4 The list of agenda items will be posted on the school division's main website.

67. Minutes

67.1 The minutes shall record:

67.1.1 A summary of the circumstances which gave rise to the matter being placed before the board; and

67.1.2 All resolutions, including the board's disposition of same, placed before the board.

67.2 The minutes shall:

67.2.1 Be recorded by the chief financial officer or designate in a minute book and in a form approved by the board; and

67.2.2 Be reviewed by the director prior to submission to the board for approval; and

67.2.3 Be considered an unofficial record of proceedings until adopted by resolution of the board; and

67.2.4 Upon adoption by the board, be deemed to be the official and sole record of the board's business.

67.3 The chief financial officer shall:

67.3.1 Present the minutes for approval at the next board meeting.

78. Motions

Motions do not require a seconder.

78.1 Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all trustees of the item to be discussed. A notice of motion is not debatable and may not be voted on.

78.1.1 A member of the board may present a notice of motion in writing at any regular or special meeting of the board.

78.1.2 At the next regular meeting of the board, this member shall present the motion and speak in support of it.

78.2 Discussion on Motions

A motion or recommendation from administration must be placed before the board prior to any discussion taking place on an issue. When a motion originates from the floor, the mover of the motion will provide a written copy of the motion to the board chair. Once a motion is before the board and until it is passed or defeated, all speakers will confine their remarks to the motion or to the information pertinent to the motion.

78.3 Speaking to the Motion

Every speaker must first be recognized by the chair and shall speak to the chair.

A trustee may speak to a motion only once, without permission of the chair, unless replying to a question, in which case the trustee may speak a second time, except that the mover of a motion may speak a second time and thereby close the debate on the question. This limitation shall not apply in committee meetings.

Trustees shall refer to board members as "Trustee _____" and shall refer to administrators by title.

Trustees may interrupt other board members only by proper use of a "Point of Order" or "Question of Privilege."

78.3.1 A "Point of Order"

A member may interrupt the speaker on a "point of order" if the member feels improper language has been used; if the member feels irrelevant argument is being used; or if the member feels a rule of procedure has been broken.

The "point of order" must be stated definitely and conclusively.

The chair of the board decides, without debate, whether the "point is well taken" although he or she may ask for opinions first.

78.3.2 A “Question of Privilege”

A member may interrupt the speaker on “a question of privilege” if they feel the member’s reputation, or that of their organization, is endangered.

The procedure is the same as for a “point of order”.

78.4 Reading of the Motion

A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

78.5 Recorded Vote

All votes shall be by a recorded show of hands.

A tie vote shall be declared lost.

78.6 Entitled Votes

All members, including the chair, are entitled to vote on all questions and motions, except in the case of a conflict of interest, as defined by Section 20 of *The School Division Administration Regulations*.

While all members are encouraged to vote on all questions and motions, except in the case of a conflict of interest, a member has the right to abstain from voting. An abstention shall not be considered a vote.

78.7 Debate

Board meetings shall be conducted according to the parliamentary procedures found in Robert’s Rules of Order Revised (the New Robert’s Rules of Order 2nd Edition) with *The Education Act, and Act, and The School Division Administration Regulations* taking precedence. Meeting procedures shall also be governed by special rules of order set out by the board in the Board Policy Handbook.

Rules shall encourage open and free debate on issues and discourage wandering from issues, personal attacks, and/or reference to personalities. Trustees will strive to respect the opinions of other board members. The chair must guard against any board member(s) monopolizing the debate on any issue.

A motion to lay a question on the table (e.g. tabling motion) shall not be subject to debate, but the question may be debated when it is lifted from the table.

Unless authorized by a majority of members present, the chair will not keep the board in session for more than three continuous hours.

89. Delegations

- 89.1 The board believes it has the responsibility to encourage residents of the division to bring matters of concern regarding the education of students and the operation of the division to regular meetings of the board. Representation and delegations from any individual or group may be received on any subject pertinent to the business of the board not including personnel matters and other criteria for refusal. The board reserves the right to refuse a request from a representative or delegation.

- [89.2](#) All delegations wishing to appear before the board shall be required to give notice thereof, in writing, to the director of education at least seven full business days before the meeting at which they are to be heard; and further, in giving such notice, the delegations will state the nature of the subject matter they intend to bring before the board.
- [89.3](#) Matters deemed to be of a sensitive and/or confidential nature shall be heard at a closed session of the board.
- [89.4](#) All delegations are required to submit their presentation in writing for inclusion in the board agenda package. As the submission will be read by board members, delegations are to provide an overview of the key points in their written submission during their verbal presentation as there is only 15 minutes allocated for the presentation and trustee questions for clarification.
- [89.5](#) Trustees may ask questions for clarification of the delegation if there is time remaining in the 15 minutes allocated to the delegation. The chair of the board will ensure that the delegation's presentation and trustee questions for clarification cease at the 15-minute limit; any unfinished business shall be submitted in writing to the appropriate party.
- [89.6](#) Should follow-up be required because of the delegation's presentation; the board will provide direction to the appropriate party.
- [89.7](#) In an emergency, the director of education, with the approval of the chair of the board, have authority to waive the requirement of seven days' notice, provided there is time before the meeting to acquaint the board members with the purpose of the delegation.

[910. Trustee Remuneration](#)

[910.1](#) Honoraria

The total trustee remuneration package should recognize the role and responsibilities undertaken by the collective board, individual trustees and the time required in fulfilling those

[910.1.1](#) Remuneration Guidelines

All remuneration amounts are established by the board. Per annum honorarium adjustments at the start of the new budget year shall be tied to the lesser of the provincially negotiated increase to teacher salaries or Cost of Living Adjustment (COLA) and are listed in the Schedule of Remuneration, Allowances and Expenses. COLA shall be determined by the Statistics Canada publication specific to Saskatoon, which is released annually in January for the preceding year.

[910.1.2](#) Per Annum

The per annum honoraria provides remuneration for the duties and activities required of trustees as per Policy 2: Role of the Board Member and as per Policy 6.1.8 which deals with trustee representation on internal and external committees: These include:

Attendance at regularly scheduled meetings of the board but not limited to public meetings, committee of the whole meetings, planning and development meetings, director and board self-evaluation meetings and other working sessions;

Attendance at meetings of board committees and where a trustee represents the Board on an external committee;

Attendance at other meetings as appointed, directed, or agreed to by the board such as school community council assemblies, meetings with other school boards, MLAs, city councillors, board-hosted functions, social events, etc.; and

Ward-related activities including school events, School Community Council meetings and important community functions.

The per annum honoraria includes:

A monthly in-division travel allowance;

A monthly cell phone allowance;

Enrolment in the board's benefit plans, including the Employee Family Assistance Plan.

Trustees per annum honoraria is paid in 12 monthly installments by direct deposit and a pay advisory is forwarded to trustees by email. The board chair will receive an additional 30 percent remuneration, the board vice chair will receive an additional 10 percent remuneration during the term that they fulfill these duties.

[910.1.3](#) Additional Remuneration

Each year, the board will determine the availability of, and rates for, all additional remuneration.

Trustees may claim additional remuneration for expenses related to activities of a nonpartisan nature over and above those detailed in [910.1.2.](#), where no other remuneration is provided, that enable them to keep abreast of developments in education and further their work as trustees. These include attendance at conventions, seminars, conferences, workshops, and professional development activities, community or board-related events, and subscriptions.

[910.1.3.1](#). Per Diem Honoraria

Events for which a per diem honoraria may be claimed include:

Participation in panels or committees as appointed board representatives such as for selection panels for administrators;

Attendance at annual conferences and meetings of associations of which the board is a member such as the SSBA and CSBA;

Attendance at meetings as appointed board representatives, such as for external organizations or task forces.

Attendance at professional development events with a duration of ½ day or greater.

[910.1.3.2](#) Expense Reimbursement

Trustees participating in out-of-division board-related activities may be reimbursed for expenses incurred.

Receipts must be submitted for reimbursement for:

registration fees

airfare

ground transportation including taxis and shuttles

accommodation

Meal allowances and out-of-division travel when using a personal vehicle will be reimbursed at division rates.

[910.1.4](#) Corporate Purchasing/Credit Card

Trustees may obtain a corporate purchasing/credit card to use for board-related expenses. Trustees must follow division procedures for the use of the corporate credit card. All charges to corporate credit cards issued by the division must be supported by a detailed receipt that identifies the purpose of the expenditure. Please refer to Administrative Procedure 571: Purchasing Card – Commercial Credit Card Program.

[910.1.5](#) Travel, Vehicle and Parking Expense

Kilometer rates and meal allowances for out-of-city travel shall be at division rates as listed in the Schedule of Remuneration, Allowances and Expenses.

Annual adjustments to in-city travel allowance shall be at the start of the new budget year and tied to the lesser of the provincially negotiated increase to teacher salaries or Cost of Living Adjustment (COLA) as defined in [910.1.1](#).

[910.1.6](#) Standard Computer Equipment

Trustees will be equipped with computer equipment during their four-year term of office to assist in division communications and to enable trustees to fulfill their duties.

The use of all computer hardware and software shall comply with Administrative Procedure 140: Computer Online Services Acceptable Use.

-Trustees may purchase board-provided computer equipment for the depreciated value at the end of their term of office.

An outgoing trustee will return the board-provided computer equipment within seven days following an election or for a re-elected trustee, on replacement of the equipment.

The executive assistant to the board will keep a record on file of equipment loaned or leased to a trustee.

[910.1.7](#) Trustee Office Expenses

Office and parking expenses will be paid for trustees during their term.

The board will reimburse expenses with the submission of original receipts only.

[4011.](#) Recognition of Trustee Service

[4011.1](#) Less than one term: certificate and letter

[4011.2](#) One or more terms (in whole or in part): certificate, letter and memento of appreciation approved by the board

Trustees shall be given the option of redirecting a cash equivalent gift.

~~1011~~.3 The board will recognize trustees who die while still in office as follows:

~~1011~~.4 Memorial announcement in local paper (two issues).

~~1011~~.5 Board one-time contribution to an educational scholarship made in consultation with the trustee's family (\$1,000 per term or portion thereof).

~~1011~~.6 The board will recognize former trustees on the occasion of their death as follows:

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

~~1112~~. Board Member Conflict of Interest

~~1112~~.1 Members of the board are governed by the provisions of *The School Division Administration Regulations* concerning matters of conflict of interest.

~~1213~~. Board Self-Evaluation

~~1213~~.1 The board will conduct an annual self evaluation as determined by the board governance committee.

~~1314~~. Signing Authority

~~143~~.1 The board chair, vice chair and chief financial officer have legal signing authority for the Board of Education of the Saskatoon School Division Number 13 of Saskatchewan.

~~1314~~.1.1 The board chair or vice chair and the ~~chief financial~~ chief financial officer's signatures are required on all agreements and contracts that are valued at \$250,000 or more.

~~1314~~.1.2 The chief financial officer or designates' signature will be required on agreements and contracts under the value of \$250,000, unless otherwise requested by third parties, in which case, the board chair or vice chair and the chief financial officer's signature will be required.

Legal Reference:

Date Last Revised: ~~June 2023~~ March 2024

POLICY 26 - PURCHASING

As a publicly-funded organization, ~~The Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, herein after called~~ Saskatoon Public Schools, is responsible for ensuring the monitoring and control of the ~~of purchasing procurement~~ of goods and services. Saskatoon Public Schools is committed to achieving the best value for money and maintaining a consistent, fair and transparent process for vendors, while remaining in full compliance with relevant legislation, regulations and trade agreements.

The procurement of goods and services by Saskatoon Public Schools will be conducted in accordance with the following principles:

- a) Best overall value for money ~~spent, which includes the following criteria: improved efficiencies and effectiveness, mitigation of risk, and total cost of the transaction.~~
- b) ~~Business t~~ransactions are completed in an open, transparent, and fair process.
- c) Representatives of Saskatoon Public Schools will maintain the highest level of professional ethics.

The initial purchase price will not be the only factor when determining procurement decisions. A point system may be used that considers other relevant criteria to ensure the overall best value to Saskatoon Public Schools over the life cycle of the transaction. Purchasing activities shall be consistent with Saskatoon Public Schools' mission, vision, values and strategic prioritiesstrategic plan. This policy applies to all ~~B~~oard members and employees of Saskatoon Public Schools who engage in purchasing transactions.

~~Specifically~~Other specific purchasing requirements at Saskatoon Public Schools;

1. All purchases will be in compliance with legislation and statutory regulations.

~~1.2.~~ All acquisitions of goods or services must be properly authorized as detailed in Administrative Procedure 515 ~~(Purchasing)~~.

~~2.3.~~ Purchasing Procurement services is responsible for the management of all procurement services unless otherwise delegated within Administrative Procedure 515.

~~3.4.~~ A purchase order is required for the purchase of all goods and services, with the exception of those goods and services listed as excluded within in Administrative Procedure 515.

~~4.5.~~ No person will commit Saskatoon Public Schools to agreements, licenses, contracts, leases or other legally enforceable obligations unless authorized to do so. Any employee making a purchase or commitment in Saskatoon Public Schools' name without following proper process may be subject to disciplinary action, up to and including termination of employment.

5. Saskatoon Public Schools' purchasing processes, forms and services shall not be used by ~~B~~board members or employees for personal purchases.
6. Competitive bids, in accordance with the thresholds and requirements stated within Administrative Procedure 515, are required for the purchase of goods and services. Open, fair and transparent competitive bid processes provide evidence of due diligence and ensure the best value and compliance with legislative requirements.
7. Competitive bid exceptions or sole/single source may be exercised by Saskatoon Public Schools and approved if there are organizational strategic priorities or essential ~~or material~~ reasons for awarding a contract without soliciting competitive bids. All sole/single source justification must be documented with appropriate rationale that would support a transparent award process. These purchases must be authorized by the ~~C~~hief ~~F~~inancial ~~O~~fficer and the ~~P~~rocurement ~~P~~urchasing ~~M~~anager. If the amount of the sole/single source contract is greater than \$250,000 it must be reported and approved by the ~~B~~board.
8. As a publicly funded organization Saskatoon Public Schools is considered a member of the MASH sector (Municipalities, Academic, Schools and Hospitals) and as such is subject to the New West Partnership Trade Agreement (NWPTA) and the Canadian Free Trade Agreement (CFTA). To ensure compliance with these agreements, all procurement must follow the standards as set out in the NWPTA and CFTA.
9. The Audit and Risk Committee will be informed by ~~A~~administration of any significant procurement compliance concerns, ~~in a timely manner.~~
10. A list of anticipated significant request for proposals will be prepared by ~~A~~administration to the ~~B~~board prior to the start of the new fiscal year.
- ~~11. Purchasing/Procurement Services will make purchases in compliance with legislation and statutory regulations.~~
- ~~11. Policy 3 – Code of Ethics, governs Saskatoon Public Schools. Board members and employees that are part of a procurement decision must disclose any financial or personal interest, directly or indirectly, in a prospective vendor involved in that procurement process to the ~~C~~hief ~~F~~inancial ~~O~~fficer or the ~~Manager of Purchasing/Procurement Services~~manager, and where deemed appropriate to withdraw from the decision making. ~~Business gifts shall not be offered or accepted, except as part of a protocol.~~~~
- ~~12. Board members must adhere to Policy 3 in regard to regarding real or potential conflict of interest situations in the procurement process.~~
- ~~12-13. Disposals of assets must be approved by the board if the proceeds are \$250,000 or greater. All disposals must adhere to Administrative Procedure 574 and all relevant legislation and regulations.~~

Last Updated: ~~May 5, 2020~~ March 2024

POLICY 25 - BOARD ELECTIONS, CAMPAIGN CONTRIBUTIONS AND EXPENSES

Members of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan are elected pursuant to the *The Local Government Election Act, 2015, The Education Act, 1995 and The School Division Regulations*.

Definitions

1. **“candidate”** means a person nominated in accordance with *The Local Government Election Act, 2015* for election to the Board.
2. **“contributions”** means money paid, loans given and the value of donations in kind provided, to or for the benefit of a candidate during the election campaign contribution period for the purpose of financing an election campaign, including revenue raised from a fund-raising event by the sale of tickets or otherwise;
3. **“direct costs”** shall include both monies paid for goods and services and the market value, to the best of the candidate’s knowledge, of goods and services provided without cost or at reduced cost to the candidate, except for volunteer services.
4. **“election”** means any election held to elect members of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan.
5. **“election expenses”** shall mean all direct costs incurred by or on behalf of candidates to promote their election.
6. **“volunteer services”** shall include voluntary labour provided by an individual person to a candidate, where the individual cost does not receive any compensation for time provided from the candidate or any other person for that time.

Elections

School board elections must be conducted on the dates indicated in *The Local Government Election Act, 2015*.

7. Notices required for elections are to be posted in the following manner.
 - 7.1. In a conspicuous public location in the main office building of The Board of Education of the Saskatoon School Division No. 13 of Saskatchewan.
 - 7.2. In the office of the returning officer, if that office is different from the location described in 7.1.
 - 7.3. In all school in the school division.
 - 7.4. In at least one issue of one or more newspapers having general circulation in the school division.

- 7.5. In one or more conspicuous locations in each electoral subdivision within which an election is to be held.
- 7.6. In one or more additional conspicuous locations within the school division that is different than the main office building.
8. At the discretion of the returning officer, the notice may be published in the form of an announcement on a radio or television station received in the area or on a website or by other electronic means.
9. The contents of a notice that is distributed or delivered need not be published in a newspaper if:
 - 9.1. In the opinion of the board, it is not feasible or practicable to do so; and
 - 9.2. All or part of the contents of the notice are:
 - 9.2.1. Distributed by mail to all voters of the school division;
 - 9.2.2. Published on a website or publicly distributed by other electronic means; or
 - 9.2.3. Distributed by any other means or publishing or otherwise providing notice as long as notice is given within the same time frame and frequency required by *The Local Government Election Act, 2015*.
10. School board elections will be conducted by the municipality, unless otherwise directed by the Ministry of Education, in accordance with *The Local Government Election Act, 2015*.
 - 10.1. School divisions will advise the municipality of the number of vacancies being filled.
 - 10.2. School divisions are responsible for the costs of school board elections.
11. The board may prescribe guidelines for the contribution of expenses and election spending limits.
12. To hold office as a school board trustee requires that the candidate:
 - 12.1. Is a voter of the school division on the day of election;
 - 12.2. Is a Canadian citizen at the time when nomination papers are submitted (nominations must follow process outlined by the returning officer);
 - 12.3. Has resided in Saskatchewan for at least six consecutive months and in the school division for at least three consecutive months immediately preceding the date on which nomination papers are submitted; and
 - 12.4. Has not been convicted of an indictable offence.
13. If an employee of the board is elected to hold office, the employee is deemed to have resigned from their position of employment of the day before the day on which they are declared elected unless, for any reason, the election results are overturned.
14. No person is eligible to be nominated as a candidate to hold office as a board member in more than one subdivision of the school division.
15. Candidates can run and hold office on both the school board and city council.

16. No person is eligible for election for a period of 4 years after the date of his or her ouster or removal from office as a trustee pursuant to legislation.
17. During an election campaign:
 - 17.1. All candidate meeting (for all or one subdivision) that are hosted and promoted by the City or student group are permitted in division facilities.
 - 17.2. Signs, billboards, and other election promotion items cannot be displayed or presented on school board property.
 - 17.3. Any board or school division advertising or event that features or names the trustees should be curtailed (Trustees may advertise on their own behalf).
 - 17.4. The following trustee activities should be curtailed during a civic election campaign:
 - 17.4.1. Visits to schools;
 - 17.4.2. Participation in any school-based or school community council-based activity;
 - 17.4.3. School, school division or non-board business Board meetings where any kind of campaigning takes place;
 - 17.4.4. Speeches on behalf of school division or board; and
 - 17.4.5. Social media posts on behalf of the school division or board. Any social media posts by trustees should reference the election and/or that the trustee is an incumbent.
18. Trustee terms begin upon the first division board meeting after an election (inaugural meeting).

By-Elections

19. Subject to section 22, trustee vacancies require a by-election;
 - 19.1. With the election date determined at the next meeting after the vacancy occurs;
 - 19.2. The date of the election is required to be within six (6) months of the date of the vacancy; and
 - 19.3. The municipality must be notified and concur with the date.
20. By-elections shall be undertaken in the same fashion as elections.
21. For trustee vacancies that occur after January 1 of an election year, the board can decide to decline a by-election in favour of filling the vacancy at the upcoming election.

Contribution and Expenses

22. Pursuant to section 34 of *The Local Government Election Act, 2015*, the board requires candidates for the position of member of the Board of Education of the Saskatoon School

Division No. 13 of Saskatchewan to make public disclosure of details of all election campaign contributions and expenses.

23. All monies received by or on behalf of a candidate as campaign contributions shall:
 - 23.1. Be deposited in a bank account, exclusively established for that purpose; and
 - 23.2. Be spent only for the purpose of electing the candidate as a member of the board.
24. Limitation on Campaign Expenses
 - 24.1. The total campaign expenses of a candidate for a member of the Board shall not exceed \$10,000.00 for any election expenses period.
25. All candidates whose names appear on the ballot in an election shall, within 90 days after the election, complete and submit to the Chief Financial Officer the Appendix of this policy disclosing.
 - 25.1. The name, address and telephone number of every contributor who provided campaign contributions totaling \$25.00 or more; and
 - 25.2. A summary of all election expenses.
26. The Chief Financial Officer shall prepare a report to the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan.
 - 26.1. Listing the candidates: and
 - 26.2. Attaching the forms filed by the candidates.
27. All information provided by the Chief Financial Officer shall be made available to the public after the Board's receipt of the report.
28. The above requirements shall apply to all direct costs incurred, whether paid or not paid, and contributions, whether received or pledged, in the same year in which the election is held.
29. Any surplus monies received by or on behalf of a candidate as campaign contributions shall be donated to a registered charity.

Date Last Revised: March 2024

Reference: *The Education Act 1995*
The School Division Administration Regulations
The Local Government Election Act, 2015
The Evidence Act

4. Surplus Contributions

Contributions in Cash \$

Less: Payments for Direct Costs \$
(Total of Column A from above)

Amount of Surplus Contributions \$

Surplus Funds have been donated to:

5. Declaration

I, _____ (name of candidate), of the City of Saskatoon, do solemnly declare that I have read Policy 25: BOARD ELECTIONS, CAMPAIGN CONTRIBUTIONS AND EXPENSES and that the information provided by me in this Appendix is accurate and complete.

And I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath and by virtue of *The Evidence Act*.

Declared before me at the
_____ of _____,
In the Province of Saskatchewan,
this _____ day of _____.
A.D. 20 _____.

(Signature of declarant)

(Signature of Notary Public/Commissioner of Oaths)

Being a Notary Public/Commissioner of Oaths in and for the Province of Saskatchewan.

My appointment expires _____, 20_____.



MEETING DATE: APRIL 16, 2024
TOPIC: CHANGES TO ADMINISTRATIVE PROCEDURES
AUGUST 1, 2023 – FEBRUARY 29, 2024

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

BACKGROUND

The Board Governance Committee met on March 12, 2024 and reviewed all changes to Administrative Procedures for the period August 1, 2024 to February 29, 2024.

CURRENT STATUS

The committee passed the following motion: *“That the Board Governance Committee receive the annual summary of revised administrative procedures and forward to the board of education for information.”*

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	April 3, 2024	Changes to Administrative Procedures

RECOMMENDATION

Proposed Board Motion (if removed from consent items):

That the board receive the annual changes to Administrative Procedures as information.

Changes to Administrative Procedures -
August 1, 2023 - February 29, 2024

Procedure Number and Title	Date Revised	Responsibility	Changes
AP 142: Video Surveillance	2024-01-01	J. Haywood	new procedure.
AP 208 - Selection of Learning Resources	2023-12-11	P. Janzen	Substantial changes, stakeholder feedback sought.
AP 250: Home Based Education	2023-10-23	M. Kachur	Housekeeping changes. Addition of section 4.10 students accessing SaskDLC.
AP 260: Extra Curricular Activities	2023 08 30	P. Janzen	Deleted. Stakeholder feedback sought. AP deleted as designation and responsibility found in <i>Education Act</i> . Other sections of AP found within duties of principal. Information regarding volunteers will be moved to renewed version of AP 480: Volunteers.
AP 290: Research Studies	2024 02 26	P. Janzen	Housekeeping changes. Clarification of application process ,
AP 315: Reporting of Child Abuse/Neglect	2023-10-16	C. Norris	Housekeeping changes. Formatting changes, addition of language regarding duty to report, addition of sections 4) Receiving Disclosures of Abuse from a child and 7) Annual Review

Changes to Administrative Procedures -
August 1, 2023 - February 29, 2024

Procedure Number and Title	Date Revised	Responsibility	Changes
AP 318: Administration of Essential Medications and Procedures for Students	2023-12-04	T. Reeve	Substantial changes, stakeholder feedback sought.
AP 319: Medical Emergencies	2023-12-01	B. Hills	New Procedure. Sought stakeholder feedback.
AP 368: Housekeeping	2023-09-18	C. Norris	Housekeeping changes. Updated to reflect current Ministry requirements.
AP 401: Staffing Guidelines	2024 01 15	R. LaPlante	Substantial changes, stakeholder feedback sought.
AP 408: Leaves of Absence	2024 01 15	R. LaPlante	Substantial changes, stakeholder feedback sought.
AP 502: Fees Associated with Students	2024 01 15	P. Janzen	Substantial changes, stakeholder feedback sought.
AP 513: Petty Cash	2023-09-18	D. Burke	Housekeeping changes. Clearer direction on use of petty cash, addition if exemption for Saskatoon International Education program, formatting to follow style guide.
AP 515: Procurement	2023-10-02	D. Burke	Housekeeping changes. Additions to definitions (21, 22) changes to tables to facilitate construction and technology purchases

Changes to Administrative Procedures -
August 1, 2023 - February 29, 2024

Procedure Number and Title	Date Revised	Responsibility	Changes
AP 571: Purchasing Card	2023-10-02	D. Burke	Housekeeping changes. 15.2 conflict of interest re-defined. Programmed limites re-defined. 10.2 clarified, 10.3 new addition