AGENDA

1. Roll Call

2. Acknowledgement of Treaty Land

3. Playing of O Canada

4. Agenda
   a. Adoption of Agenda
   b. Declaration of Conflict of Interest

5. Celebrating Excellence: Democracy Education at Silverwood Heights School

6. Consent Items

   The Chair will ask for a motion to receive the items, which are starred (★), and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request a star(s) be removed.

7. Reports from Administrative Staff
   a. Board Priority Update: Literacy for Life
   ★ b. Saskatoon Public Schools Foundation 2017-2018 Elected Officers
   ★ c. Changes to Administrative Procedures April 1, 2017 to January 15, 2018
   ★ d. Financial Results for the Period September 1, 2017 to December 31, 2017
8. Minutes
   ★ a. Approval of Minutes – January 16, 2018 and January 23, 2018

9. Delegations
   a. Language Learning Preschool at Lawson Heights School

10. Business Arising from the Minutes

11. Unfinished Business
   a. Items Arising from the Committee of the Whole

12. Correspondence
   ★ a. Individual Item

13. Reports of Committees and Trustees

14. New Business

Decision
   a. Approval of Directors for Saskatoon Public Schools Foundation Corp.
   b. 2018-2019 School Calendar
   d. Board Governance – Housekeeping Changes to Policies

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

16. Notices of Motion

17. Questions by Trustees

Next Regular Meeting:
At the call of the Chair or
Tuesday, March 13, 2018
7:00 p.m.
MEETING DATE: FEBRUARY 13, 2018

TOPIC: CELEBRATING EXCELLENCE:
DEMOCRACY EDUCATION AT SILVERWOOD HEIGHTS SCHOOL

FORUM
[✓] Board Meeting
[ ] Committee of the Whole

AGENDA ITEMS
[ ] Correspondence
[ ] New Business
[ ] Reports from Administrative Staff
[✓] Other: Celebrating Excellence

INTENT
[✓] Information
[ ] Decision
[ ] Discussion

BACKGROUND
Strengthening Our Learning Community - Strategic Direction: Our Students’ Learning goal states: “Our students will engage in relevant and challenging learning opportunities to enhance their academic, personal, and social/cultural growth.” Our People goal states: “Our people will be committed to a constructive educational culture that values people, excellence, and life-long learning.” Our Community goal states: “We seek to build with our community shared ownership and responsibility for the well-being and education of our children and youth.” Our Organization goal states: “Our organization will be principled, innovative, collaborative, accountable, and effective.”

CURRENT STATUS
Grade 3 students at Silverwood Heights School have been learning about democracy and how to be responsible citizens. Their teacher, Ms. Jennifer Herrod, has been sharing her passion for democracy with her classes and has arranged a visit from the Speaker of the Legislative Assembly. To extend her professional learning, Mrs. Herrod applied for, and was selected to participate in the Teachers Institute on Parliamentary Democracy on Parliament Hill in Ottawa. This opportunity inspired Ms. Herrod to do even more to ensure that her students understand the value of democracy in society, the right to vote, and the responsibility to respect others’ decisions.

Ms. Herrod and students from Silverwood Heights School will share their experiences with democracy education.

PREPARED BY
Mr. Shane Skjerven, Deputy Director of Education
Mr. Dave Derksen, Superintendent of Education

DATE
February 7, 2018

ATTACHMENTS
None
The overall goal of Literacy for Life is to have all students, K-12, reading, writing and completing math at or above grade level. The initiative is comprised of the following components:

- Early years literacy
- Literacy instruction with a focus on inquiry (Grade K - 8)
- Literacy instruction with a focus on explicit strategies to create independent readers (Grades K-8)
- Just Read (Pre-Kindergarten to Grade 12)
- SLAM – Secondary Literacy Assessment Matters
- Literacy interventions

All of these components move us toward our overall goal of having all students achieving at or above grade level in reading, writing, and mathematics.

Analyzing student data allows teachers to better respond to learning needs by designing positive instruction that is responsive in nature. At Saskatoon Public Schools, the Fountas and Pinnell reading assessment, conferring with students, and writing rubrics are some of the tools that teachers utilize to collect data about student learning progress.

Mayfair Community School “SPRINTS” student learning into action by collecting data, creating short-term specific learning targets, and responding with responsive instruction based on student need. Principal, Todd Berg and vice principal, Tiffany Smith, will highlight how Mayfair School implements learning sprints, and the success students and teachers are experiencing.

Proposed Board Motion:
That the Board receive the Board Priority Update: Literacy for Life for information.
SASKATOON BOARD OF EDUCATION

MEETING DATE:  FEBRUARY 13, 2018

TOPIC:  SASKATOON PUBLIC SCHOOLS FOUNDATION
2017-2018 ELECTED OFFICERS

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

BACKGROUND

Saskatoon Public Schools Foundation (Foundation) exists to further enrich the lives of students through educational experiences at Saskatoon Public Schools while encouraging community engagement in public education.

The Foundation re-elects its officers on a yearly basis (January to December).

CURRENT STATUS

At the meeting on January 19, 2018, the following people were appointed to the Saskatoon Public Schools Foundation executive:

- President – Ms. Zeba Ahmad
- Vice President – Mr. Jesse Radu
- Treasurer – Mr. Jesse Radu
- Secretary – Ms. Kathleen Brannen

<table>
<thead>
<tr>
<th>PREPARED BY</th>
<th>DATE</th>
<th>ATTACHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Lisa Fleming, Superintendent of Education</td>
<td>February 1, 2018</td>
<td>None</td>
</tr>
</tbody>
</table>
MEETING DATE: FEBRUARY 13, 2018

TOPIC: CHANGES TO ADMINISTRATIVE PROCEDURES APRIL 1, 2017 TO JANUARY 15, 2018

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

BACKGROUND

The Board Governance committee met on January 30, 2018 and reviewed all changes to Administrative Procedures for the period April 1, 2017 to January 15, 2018.

CURRENT STATUS

The committee passed the following motion: “Ms. Banks moved that the Board Governance Committee receive the annual summary of changes to administrative procedures and forward to the next Board of Education meeting for information.”

RECOMMENDATION

Proposed Board Motion (if removed from consent items):
That the Board receive the annual changes to Administrative Procedures as information.
<table>
<thead>
<tr>
<th>Procedure Number and Title</th>
<th>Date Revised</th>
<th>Responsibility</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 100 - General Administration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP 190 - Election of Trustees</td>
<td>6-Nov-17</td>
<td>G. Benning</td>
<td>Housekeeping to reflect current practice and terminology</td>
</tr>
<tr>
<td><strong>Section 200 - Instructional Programs and Materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP 222 - Apprenticeship Credit</td>
<td>8-May-17</td>
<td>B. Hills</td>
<td>New Policy - met all the steps as outlined in AP 121: Review of Administrative Procedures. Final approval by Administrative Council May 8, 2017</td>
</tr>
<tr>
<td>AP 240 - Driver Education</td>
<td>24-Oct-17</td>
<td>B. Hills</td>
<td>Housekeeping to reflect current practice and terminology</td>
</tr>
<tr>
<td>AP 290 - Research Studies</td>
<td>11-Sep-17</td>
<td>D. Derksen</td>
<td>Major changes made to reflect current practice. Followed stakeholder feedback procedure.</td>
</tr>
<tr>
<td><strong>Section 300 - Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP 309: Service Dogs</td>
<td>5-Jun-17</td>
<td>D. Weinmaster/D. Derksen</td>
<td>New Policy - met all steps as outlined in AP 121. Final approval by Administrative Council June 5, 2017</td>
</tr>
<tr>
<td>AP 317: Accidents - Reporting</td>
<td>6-Nov-17</td>
<td>G. Benning</td>
<td>Housekeeping to reflect current practice and terminology</td>
</tr>
</tbody>
</table>
### Changes to Administrative Procedures
#### April 1, 2017 to January 15, 2018

<table>
<thead>
<tr>
<th>Procedure Number and Title</th>
<th>Date Revised</th>
<th>Responsibility</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP 368: Nutrition</td>
<td>25-Sep-17</td>
<td>B. Hills</td>
<td>Housekeeping - ensure reference documents are accurate, remove hyperlinks and refer to documents by title</td>
</tr>
<tr>
<td><strong>Section 400 - Personnel and Employee Relations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP 401: Staffing Guidelines</td>
<td>29-May-17</td>
<td>J. Valentine/S. Skjerven</td>
<td>Housekeeping - changes to Sections 9 and 12</td>
</tr>
<tr>
<td>AP 406: Employee Safety</td>
<td>10-Apr-17</td>
<td>S. Laba</td>
<td>Housekeeping - definition of OH and S Supervisor role.</td>
</tr>
<tr>
<td><strong>Section 500 - Business Administration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP 501: Tuition Fees for Resident Students</td>
<td>6-Nov-17</td>
<td>G. Benning</td>
<td>Housekeeping to reflect current practice and terminology.</td>
</tr>
<tr>
<td>AP 517: Memberships in Non-Educational Associations</td>
<td>6-Nov-17</td>
<td>G. Benning</td>
<td>Housekeeping to reflect current practice and terminology.</td>
</tr>
<tr>
<td>AP 550: Transportation to Students to Schools</td>
<td>20-Nov-17</td>
<td>G. Benning</td>
<td>Major changes - sent for 30-day stakeholder feedback.</td>
</tr>
<tr>
<td>AP 560: Sponsorships</td>
<td>27-Nov-17</td>
<td>G. Benning</td>
<td>Housekeeping - increase value in definition from $2,500 to $5,000. Remove reference to Appendix (which did not exist)</td>
</tr>
<tr>
<td>AP 561: Food Expenditures</td>
<td>8-Dec-17</td>
<td>D. Derksen</td>
<td>Housekeeping to reflect current practice and fiscal budget restraint.</td>
</tr>
</tbody>
</table>
### Background
The attached financial information shows the school division’s year-to-date financial position.

### Current Status
Attached are the following documents:

1. Memorandum regarding Financial Results to December 31, 2017 Pages 1-3
2. Statement of Financial Activities to December 31, 2017 Page 4
3. Cash Flow Requirements Page 5
4. Capital Expenditures Page 6
5. Internally and Externally Restricted Surplus Page 7

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

### Recommendation

**Proposed Board Motion (if removed from consent items):**
That the Board receive the financial results for the period September 1, 2017 to December 31, 2017 for information.
MEMORANDUM

DATE: February 2, 2018

TO: Trustees/Administrative Council

FROM: Garry Benning, Chief Financial Officer, Deanna Scott, Manager of Financial Services

RE: FINANCIAL RESULTS TO DECEMBER 31, 2017

See Schedule 1 and 2 for financial information as of December 31, 2017. The following is an explanation for the main revenues and expenditures:

Revenues
a) Property Taxes
$40.2 million and 100% of property tax revenue has been recognized as of December 31, 2017. This is based on the accrued estimate for the 2017-18 school year based on the current year budget. This compares to $36.9 million and 33% in 2016-17. As part of the 2017-18 budget the education property tax system has changed and starting January 1, 2018 the revenue will be paid to the provincial government directly and then paid to school divisions as part of the operating grant. The final balance will be reconciled in the upcoming months.

b) Provincial Grants
$33.1 million and 17% of the provincial grants have been recognized for the year, compared to $39.3 million and 21% in the prior year. For the first four months of 2017-18 the provincial grants are not affected by the new education property tax system. Funding is expected to be lower in the current year based on budget reductions. When the 2017 property tax reconciliation is finalized, property tax growth revenues recognized in 2016-17 will be deducted from the operating grant resulting in the operating grant being lower than budgeted for in 2017-18.

c) Tuition and Related Fees
Tuition and related fees consist of revenues from the international student program (ISP), as well as federal tuition for First Nations students. $0.8 million and 40% of budget has been realized as of December 31, 2017, compared to $1.5 million and 61% in 2016-17. Enrolment for ISP is lower than budgeted; therefore, tuitions are expected to be slightly lower than budgeted for 2017-18.
d) **Complementary Services**
Complementary services relate primarily to prekindergarten funding, as well as alternative funding grants. $1.0 million and 32% of budget has been realized so far in the current year. This compares to $1.0 million and 26% of budget in 2016-17. Alternate funding revenues in this category can vary based on grants for alternate programs received during the year.

e) **External Services**
External services consist of funding for associate and alliance schools, as well as cafeteria revenues. As of December 31, 2017, $2.9 million and 45% of budget has been recognized. In 2016-17, $2.8 million and 39% of budget had been realized for the comparable period. The difference is due to the reclassification of a program from school-generated to external services.

f) **School Generated**
School Generated revenue relates to student fees and grants at the school level. Revenues of $2.0 million and 40% of budget has been realized in the current year. This compares to $2.7 million and 55% in 2016-17. The difference is due to a combination of timing and the reclassification of a program from school-generated to external services. The account is expected to be on budget for year-end.

g) **Other**
Other includes mainly investment and rental income. Other revenues of $0.2 million and 17% of budget has been realized in the current year which is comparable to $0.2 million in the previous year. 20% of budgeted revenues had been recognized in the current period in the previous year, therefore revenues are slightly behind as a percentage of budget due to gym rentals being slightly lower than budgeted in the current year.

**Expenditures**
a) **Governance**
Expenses related to governance total $0.1 million and 20% of budget as of December 31, 2017, compared to $0.5 million and 52% in the prior year. The previous year was higher due to public section costs incurred early in the year.

b) **Administration**
Administrative costs are $2.3 million and 35% of budget as of December 31, 2017. This is slightly higher than 2016-17 levels of $2.2 million and 32% of budget. Some one-time non-salary costs and non-recurring salary costs have been recognized early in the year, increasing the percentage recognized.

c) **Instruction**
Instruction expenses total $72.2 million and 38% of budget as of December 31, 2017. This is slightly higher than $71.6 million and 37% in prior year due to small variances in salary and deployment.

d) **Plant**
Plant expenses are currently at $11.1 million and 29% of budget. This is higher than 2016-17 levels of $9.4 million and 26% of budget. The current year is slightly higher on a percentile basis due to the timing of minor renovation expenses and insurance expenses that have been incurred but not yet recovered.
e) **School Generated Expense**
These expenses currently total $0.7 million and 15% of budget. This is lower than 2016-17 levels of $1.3 million and 27% of budget. The timing of these expenditures vary from year-to-year but the account is expected to be at budget for year end, aligned with the corresponding revenues.

f) **Transportation**
Transportation expenditures amount to $2.2 million and 34% of budget as of December 31, 2017. This is lower than to $2.9 million and 38% of budget in the prior year.

g) **Tuition and Related Fees**
These expenses relate primarily to disbursements to homebased students. No disbursement has been made so far in the current year.

h) **Complementary Services**
Complementary services expenditures relate primarily to prekindergarten and alternative funding grants. Expenses are currently $1.2 million and 36% of budget. This is slightly lower than 2016-17 levels of $1.3 million and 39% of budget as of the same time period due to timing of expenditures of alternative funding grant expenditures.

i) **External Services**
External services include expenses related to the associate schools, cafeterias, donations, Whitecap and the foundation. These amount to $1.7 million as of December 31, 2017 and 25% of budget. This is slightly lower 2016-17 levels of $2.0 million and 28%, but will align with revenue during the year.

j) **Interest/Allowances**
Interest expenditures are currently $0.1 million and 44% of budget. This is higher than 2016-17 levels, as a percentage of budget, with the comparable period showing expenses of $0.1 million and 34% of budget. The current year is expected to be slightly over-budget due to interest charges on cash flow deficits, but will be offset by additional interest income from investments.

**Capital Expenditures**

The attached schedule (Schedule 3) provides information regarding the unaudited financial status as of December 31, 2017 for capital projects which are considered in progress or have had financial activity during the year. This includes the inception to date costs and budget.

**Internally and Externally Restricted Surplus and Unrestricted Surplus**

There are no significant changes to the restricted surplus accounts as of December 31, 2017, other than budgeted allocations and regular income allocations. See Schedule 4 for more information.
Schedule 1

Saskatoon Public Schools
Consolidated Statement of Financial Activities
For the Four Months Ended December 31, 2017

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>Percentage of Consolidated Budget</th>
<th>2016-17</th>
<th>Percentage of Consolidated Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual</td>
<td></td>
<td>Actual</td>
<td></td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property taxes</td>
<td>$ 40,184,425</td>
<td>100%</td>
<td>$ 36,949,959</td>
<td>33%</td>
</tr>
<tr>
<td>Provincial grants</td>
<td>33,148,416</td>
<td>17%</td>
<td>39,333,759</td>
<td>21%</td>
</tr>
<tr>
<td>Tuition and related fees</td>
<td>799,353</td>
<td>40%</td>
<td>1,527,580</td>
<td>61%</td>
</tr>
<tr>
<td>Complementary services</td>
<td>1,037,950</td>
<td>32%</td>
<td>1,073,732</td>
<td>26%</td>
</tr>
<tr>
<td>External services</td>
<td>2,945,236</td>
<td>45%</td>
<td>2,760,630</td>
<td>39%</td>
</tr>
<tr>
<td>School-generated</td>
<td>1,959,757</td>
<td>40%</td>
<td>2,749,023</td>
<td>55%</td>
</tr>
<tr>
<td>Other</td>
<td>246,864</td>
<td>17%</td>
<td>231,574</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>80,322,000</td>
<td>32%</td>
<td>84,626,258</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td>126,707</td>
<td>20%</td>
<td>547,884</td>
<td>52%</td>
</tr>
<tr>
<td>Administration</td>
<td>2,280,715</td>
<td>35%</td>
<td>2,158,932</td>
<td>32%</td>
</tr>
<tr>
<td>Instruction</td>
<td>72,160,999</td>
<td>38%</td>
<td>71,646,754</td>
<td>37%</td>
</tr>
<tr>
<td>Plant</td>
<td>11,063,990</td>
<td>29%</td>
<td>9,407,569</td>
<td>26%</td>
</tr>
<tr>
<td>School-generated</td>
<td>734,973</td>
<td>15%</td>
<td>1,349,308</td>
<td>27%</td>
</tr>
<tr>
<td>Transportation</td>
<td>2,201,609</td>
<td>34%</td>
<td>2,923,066</td>
<td>38%</td>
</tr>
<tr>
<td>Tuition and related fees</td>
<td>-</td>
<td>0%</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Complementary services</td>
<td>1,178,799</td>
<td>36%</td>
<td>1,281,243</td>
<td>39%</td>
</tr>
<tr>
<td>External services</td>
<td>1,712,682</td>
<td>25%</td>
<td>2,038,491</td>
<td>28%</td>
</tr>
<tr>
<td>Interest/allowances</td>
<td>139,206</td>
<td>44%</td>
<td>139,114</td>
<td>34%</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>91,599,681</td>
<td>35%</td>
<td>91,492,360</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Surplus/(deficit)</strong></td>
<td>(11,277,681)</td>
<td></td>
<td>(6,866,102)</td>
<td></td>
</tr>
</tbody>
</table>
Schedule 2

Saskatoon Public Schools
Cash Flow Requirements
For the Four Months Ended December 31, 2017

<table>
<thead>
<tr>
<th></th>
<th>Actual 2017-18</th>
<th>Annual Budget 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus/(deficit)</td>
<td>(11,277,681)</td>
<td>(10,925,122)</td>
</tr>
<tr>
<td>CASH REQUIREMENTS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tangible capital assets:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchases</td>
<td>(2,428,726)</td>
<td>(8,170,985)</td>
</tr>
<tr>
<td>Long term debt:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repayments</td>
<td>(611,740)</td>
<td>(1,835,221)</td>
</tr>
<tr>
<td>Debt issued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-cash items included in surplus/deficit:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amortization expense</td>
<td>5,176,667</td>
<td>15,530,000</td>
</tr>
<tr>
<td>Employee Future Benefits expenses</td>
<td>-</td>
<td>362,500</td>
</tr>
<tr>
<td>Pension Plan Adjustment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>NET EXCESS (REQUESTED) CASH</td>
<td>(9,141,481)</td>
<td>(5,038,828)</td>
</tr>
</tbody>
</table>
### Schedule 3

**Capital Projects Status**  
**As of December 31, 2017**

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Actual</th>
<th>Budget</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PMR Projects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2016/17 PMR Projects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alvin Buck #1,1a,5,10,14 - Covertite Roofing and Sheet Metal</td>
<td>426,691</td>
<td>479,000</td>
<td>52,309</td>
</tr>
<tr>
<td>Confederation Pk - #4 &amp; 7</td>
<td>505,528</td>
<td>537,000</td>
<td>31,472</td>
</tr>
<tr>
<td>LB Pearson #5 &amp; 10</td>
<td>141,119</td>
<td>199,000</td>
<td>57,881</td>
</tr>
<tr>
<td>Prince Philip #6 - Covertite Roofing and Sheet Metal</td>
<td>193,177</td>
<td>212,000</td>
<td>18,823</td>
</tr>
<tr>
<td>River Heights #2 &amp; 7</td>
<td>303,869</td>
<td>330,000</td>
<td>26,131</td>
</tr>
<tr>
<td>Roland Mich #6 - Covertite Roofing and Sheet Metal</td>
<td>158,222</td>
<td>225,000</td>
<td>66,778</td>
</tr>
<tr>
<td>Vincent Massy #9</td>
<td>249,975</td>
<td>267,000</td>
<td>17,025</td>
</tr>
<tr>
<td>Bedford Road Control System</td>
<td>213,360</td>
<td>210,000</td>
<td>(3,360)</td>
</tr>
<tr>
<td>Royal West Control System</td>
<td>83,705</td>
<td>85,000</td>
<td>1,295</td>
</tr>
<tr>
<td>WMCI #8 &amp; 10 - Covertite Roofing and Sheet Metal</td>
<td>188,698</td>
<td>256,000</td>
<td>67,302</td>
</tr>
<tr>
<td>Evan Hardy #16</td>
<td>159,832</td>
<td>330,000</td>
<td>170,168</td>
</tr>
<tr>
<td>Marion Graham #4</td>
<td>70,011</td>
<td>271,919</td>
<td>201,909</td>
</tr>
<tr>
<td><strong>2017/18 PMR Projects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brunskill ROOF REPL 9,10,11</td>
<td>58,089</td>
<td>88,000</td>
<td>29,911</td>
</tr>
<tr>
<td>Caswell ROOF REPL 3A,3B,7</td>
<td>56,699</td>
<td>177,000</td>
<td>120,301</td>
</tr>
<tr>
<td>Confederation Park ROOF REPL 8</td>
<td>171,762</td>
<td>191,000</td>
<td>19,238</td>
</tr>
<tr>
<td>Confederation Park ROOF REPL 3,9,10</td>
<td>425,132</td>
<td>646,000</td>
<td>220,868</td>
</tr>
<tr>
<td>Fairhaven ROOF REPL 4</td>
<td>144,516</td>
<td>163,000</td>
<td>18,484</td>
</tr>
<tr>
<td>Lakeview ROOF REPL 3 THRU 4</td>
<td>368,916</td>
<td>417,000</td>
<td>48,084</td>
</tr>
<tr>
<td>Marion Graham ROOF REPL 4</td>
<td>148,763</td>
<td>770,000</td>
<td>621,237</td>
</tr>
<tr>
<td>Mount Royal Collegiate</td>
<td>392,073</td>
<td>595,000</td>
<td>202,927</td>
</tr>
<tr>
<td>North Park Wilson REPL S#6</td>
<td>46,171</td>
<td>34,000</td>
<td>(12,171)</td>
</tr>
<tr>
<td>RWEST ROOF REPL 3</td>
<td>91,496</td>
<td>90,000</td>
<td>(1,496)</td>
</tr>
<tr>
<td>CPCI Sprinklers</td>
<td>144,285</td>
<td>200,000</td>
<td>55,715</td>
</tr>
<tr>
<td><strong>Total PMR Projects</strong></td>
<td>4,597,805</td>
<td>6,772,919</td>
<td>2,030,829</td>
</tr>
<tr>
<td><strong>Portables</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centennial - 4</td>
<td>1,171,893</td>
<td>1,250,000</td>
<td>78,107</td>
</tr>
<tr>
<td>Willowgrove - 2</td>
<td>578,131</td>
<td>650,000</td>
<td>71,869</td>
</tr>
<tr>
<td>Henry Kelsey/Willowgrove - 1</td>
<td>436,826</td>
<td>375,000</td>
<td>(61,826)</td>
</tr>
<tr>
<td>Centennial Portable Reconstruction</td>
<td>927,056</td>
<td>1,400,000</td>
<td>472,944</td>
</tr>
<tr>
<td><strong>Total Portables</strong></td>
<td>3,113,907</td>
<td>3,675,000</td>
<td>561,093</td>
</tr>
<tr>
<td><strong>Special Projects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willowgrove</td>
<td>21,097,325</td>
<td>21,141,303</td>
<td>43,978</td>
</tr>
<tr>
<td>City Park Repurposing - Phase 1</td>
<td>2,649,888</td>
<td>2,568,179</td>
<td>(81,709)</td>
</tr>
<tr>
<td>City Park Repurposing - Phase 2</td>
<td>893,468</td>
<td>1,400,000</td>
<td>506,532</td>
</tr>
<tr>
<td>Furniture Refresh</td>
<td>1,057,663</td>
<td>1,200,000</td>
<td>142,337</td>
</tr>
<tr>
<td><strong>Total Special Projects</strong></td>
<td>25,698,343</td>
<td>26,309,482</td>
<td>611,139</td>
</tr>
</tbody>
</table>
Schedule 4

Saskatoon Public Schools
Internally and Externally Restricted Surplus/Unrestricted Surplus
As of December 31, 2017

<table>
<thead>
<tr>
<th>Internally Restricted</th>
<th>Opening Balance</th>
<th>Additions/Transfers</th>
<th>As of December 31, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Elections</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>School Generated Funds</td>
<td>2,531,606</td>
<td>1,224,784</td>
<td>3,756,390</td>
</tr>
<tr>
<td>Facility Rental Reserve</td>
<td>261,953</td>
<td>-</td>
<td>261,953</td>
</tr>
<tr>
<td>System Application Reserve</td>
<td>1,125,000</td>
<td>-</td>
<td>1,125,000</td>
</tr>
<tr>
<td>Governance Reserve</td>
<td>43,000</td>
<td>-</td>
<td>43,000</td>
</tr>
<tr>
<td>Facility Operating Reserve</td>
<td>332,201</td>
<td>-</td>
<td>332,201</td>
</tr>
<tr>
<td>Specialized School Equipment Reserve</td>
<td>1,000,000</td>
<td>-</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Curriculum Renewal Reserve</td>
<td>1,460,000</td>
<td>-</td>
<td>1,460,000</td>
</tr>
<tr>
<td>Technology Renewal Reserve</td>
<td>1,850,000</td>
<td>-</td>
<td>1,850,000</td>
</tr>
<tr>
<td>Mount Royal Facility Partnership Reserve</td>
<td>169,486</td>
<td>-</td>
<td>169,486</td>
</tr>
<tr>
<td>Staff Professional Development Reserve</td>
<td>800,000</td>
<td>-</td>
<td>800,000</td>
</tr>
<tr>
<td>Secondary Security Camera</td>
<td>50,000</td>
<td>-</td>
<td>50,000</td>
</tr>
<tr>
<td>School Carry Forwards</td>
<td>1,164,758</td>
<td>-</td>
<td>1,164,758</td>
</tr>
<tr>
<td>Alternative Funds</td>
<td>126,853</td>
<td>78,764</td>
<td>205,617</td>
</tr>
<tr>
<td>Whitecap</td>
<td>78,170</td>
<td>-</td>
<td>78,170</td>
</tr>
<tr>
<td><strong>Total Internally Restricted</strong></td>
<td>10,993,027</td>
<td>1,303,548</td>
<td>12,296,575</td>
</tr>
<tr>
<td><strong>Unrestricted Surplus</strong></td>
<td>5,552,512</td>
<td>-</td>
<td>5,552,512</td>
</tr>
</tbody>
</table>

| Externally Restricted               |                  |                    |                         |
| Donations                           | 608,384          | 280,107            | 888,490                 |
| Foundation                          | 1,100,408        | -                  | 1,100,408               |
| **Total Externally Restricted**     | 1,708,792        | 280,107            | 1,988,898               |
MEETING DATE: FEBRUARY 13, 2018

TOPIC: APPROVAL OF MINUTES

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

BACKGROUND

CURRENT STATUS

Attached are the minutes from the January 16, 2018 and January 23, 2018 Committee of the Whole meetings, and Regular Board meeting of January 16, 2018.

PREPARED BY DATE ATTACHMENTS

Mr. Garry Benning, Chief Financial Officer January 31, 2018 - January 16, 2018
- January 23, 2018

RECOMMENDATION

Proposed Board Motion (if removed from consent items):
That the Board approve the minutes of the Committee of the Whole meetings held January 16, 2018 and January 23, 2018 and Regular Board meeting held January 16, 2018.
MINUTES OF A MEETING: of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, January 16, 2018 at 3:00 p.m.

January 16, 2018

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

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

CARRIED (8)

The meeting adjourned at 5:56 p.m.

__________________________________________  _______________________________________
Secretary of the School Division               Board Chair
MINUTES OF A MEETING: of the Board of Education of the Saskatchewan School Division No. 13 of Saskatchewan, held on Tuesday, January 16, 2018 at 7:00 p.m.

MEMBERS PRESENT: Mr. Ray Morrison (Chair), Ms. Donna Banks, Mr. Vernon Linklater, Ms. Colleen MacPherson, Mr. Cameron Scott, Mr. Ross Tait, Dr. Suzanne Zwarych

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

Agenda: Dr. Zwarych moved approval of the agenda.

CARRIED (7)

No declarations of conflict of interest were stated.

Celebrating Excellence: Kamskénow: Mr. Brent Hills, Superintendent of Education, introduced Ms. Lana Elias, Director of Science Outreach, College of Arts and Science, University of Saskatchewan. Ms. Elias provided background of the program and their partnership with Saskatoon Public Schools. Mr. David Buehler, Teacher at Fairhaven School and Sarah Klassen, student at Fairhaven School. Ms. Elias provided background of the program and their partnership with Saskatoon Public Schools. Mr. Buehler described how the program has influenced the students and classroom. Miss Klassen spoke how the program has increased her passion for science.

Celebrating Excellence: Award of Excellence: Mr. Shane Skjerven, Deputy Director of Education, highlighted the accomplishments of Mr. Daniel Zhou, a graduate from Centennial Collegiate and the winner of the 2016-2017 Award of Excellence.

Celebrating Excellence: 2016-2017 Proficiency Award Winners: Mr. Shane Skjerven, Deputy Director of Education, highlighted the 2016-2017 Proficiency Award Winners.

Consent Items: Ms. MacPherson moved the following consent agenda item be approved as presented.

7c) School Community Councils Update: That the Board receive the School Community Councils update for information.

7c) Financial Results for the Period September 1, 2017 to November 30, 2017: That the Board receive the financial results for the period September 1, 2017 to November 30, 2017 for information.

8a) Approval of Minutes: That the Board approve the minutes of the Committee of the Whole and Regular Board meetings held December 12, 2017.

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

CARRIED (7)
Reports from Administrative Staff:


Ms. Banks moved that the Board receive the Core Strategy Update: Early Learning, for information.

CARRIED (7)

Canadian Achievement Test Results: 2017-2018: Mr. Shane Skjerven, Deputy Director of Education and Dr. Scott Tunison, Coordinator: Research and Measurement, highlighted the results of the 2017-2018 Canadian Achievement Test.

Unfinished Business:

Air Quality Retention Pool Termination Agreement: Mr. Linklater moved that the Board approve the Air Quality Retention Pool Termination Agreement, pending the Saskatchewan School Boards Associations’ Working Advisory Group report on insurance pools.

CARRIED (7)

Board Subcommittee Minutes: Mr. Scott moved that the Board approve the minutes of the Board Governance subcommittee meeting of October 3, 2017.

CARRIED (7)

Correspondence: Dr. Zwarych moved that the Board receive the correspondence, from Committee of the Whole, as listed.

CARRIED (7)

Reports of Committees and Trustees:

- Trustee Tait reported on his attendance at BRIT events, John Dolan School visit, the Award of Excellence luncheon held December 21, and his visit to a grade 8 classroom at Hugh Cairns V.C. School to be part of their project on why individuals get involved in politics.

- Trustee Zwarych reported on her attendance at the Award of Excellence luncheon, a school community council meeting at École College Park School, and reported on her involvement in the Saskatchewan Alliance for Youth and Community Well Being.

- Trustee Linklater reported on his attendance at the Care and Share holiday luncheon at Princess Alexandra School on December 13, Princess Alexandra Schools’ fundraising gala on December 15, and the Award of Excellence luncheon.

- Trustee Banks reported on her attendance at holiday concerts at Fairhaven and Lester B. Pearson schools, the Award of Excellence luncheon, school community council meetings at Tommy Douglas Collegiate and James L. Alexander School, and BRIT events.

- Trustee Scott reported on his attendance at the Ernest Lindner community announcement regarding playground funding. He also attended a community town hall meeting with the Mount Royal community.

- Trustee MacPherson highlighted the kindergarten open houses
currently taking place throughout the school division and the upcoming high school open houses.

- Board Chair Morrison reported on his attendance at meetings of the STA, Director, Board Chair group, a conference call with the Saskatchewan School Boards Association Public Section group, and a recent meeting with Saskatoon Tribal Council and the Federation of Sovereign Indigenous Nations.

**Hertz Northern Bus Contract Extension:** Mr. Tait moved that the Board exercise its option to extend the contract to Hertz Northern Bus 2006 Ltd. ending June 30, 2019, for three additional terms of one year each, ending June 30, 2022, at the 2018-2019 pricing rates.

CARRIED (7)

**Tender for Small Gym Floor Replacement at Walter Murray Collegiate:** Mr. Tait moved that the Board approve the tender for small gym floor replacement at Walter Murray Collegiate to Rely-X Contracting Inc. in the amount of $172,000 plus applicable taxes.

CARRIED (7)

Ms. MacPherson moved that the Board adjourn to the call of the Chair or the Board meeting of Tuesday, February 13, 2018.

The meeting adjourned at 8:07 p.m.

CARRIED (7)

__________________________________________________________
Secretary of the School Division                                Board Chair
MINUTES OF A MEETING: of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, January 23, 2018 at 9:00 a.m.

MEMBERS PRESENT: Ms. Donna Banks, Ms. Charmaine Bellamy, Ms. Kathleen Brannen, Ms. Colleen MacPherson, Mr. Ray Morrison, Mr. Cameron Scott, Mr. Ross Tait

Ms. Brannen joined the meeting at 9:05 a.m.
Mr. Tait joined the meeting at 9:10 a.m.
Mr. Morrison and Mr. Scott joined the meeting at 9:20 a.m.
Quorum was reached at 9:20 a.m. and the meeting began at that time.

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

CARRIED (7)

The meeting adjourned at 10:35 a.m.

_________________________________________  _______________________________________
Secretary of the School Division          Board Chair
MEETING DATE: FEBRUARY 13, 2018

TOPIC: LANGUAGE LEARNING PRESCHOOL AT LAWSON HEIGHTS SCHOOL

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

BACKGROUND

Mr. James Wilde, Mr. Peter Keating and son, Mr. Riley Keating, have requested and have been granted, permission to address the Board with regard to the importance of the language learning preschool at Lawson Heights School.

CURRENT STATUS

The letter of request is attached.

PREPARED BY | DATE | ATTACHMENTS
--- | --- | ---
Mr. Barry MacDougall, Director of Education | February 7, 2018 | Mr. Wilde’s Request
From: JAMES WILDE <jameswilde@shaw.ca>
Date: February 6, 2018 at 4:34:48 PM CST
To: MorrisonRa@spsd.sk.ca
Cc: pkeating@shaw.ca
Subject: February 13th Meeting

Mr. Morrison

As per our phone conversation this afternoon I am emailing you to officially request that myself, Peter Keating and Peter’s son Riley be added to the February 13th Boards meeting agenda. We request the opportunity to speak before the board about the importance of the language learning preschool in Lawson Heights. We understand that we would be given five minutes each to address the board and will have prepared statements ready. We are simply looking to shed some light on the importance of the language learning preschool.

I look forward to hearing your response to confirm that we are on that agenda. If you have any questions or concerns you can email me or contact me directly.

Thank you for your consideration

James Wilde
306-260-8413

SPS Confidentiality Disclaimer

This e-mail may contain confidential and privileged material for the sole use of the intended recipient. Any review, use, distribution or disclosure by others is strictly prohibited. If you are not the intended recipient (or authorized to receive for the recipient), please contact the sender by reply e-mail and delete all copies of this message.
MEETING DATE: FEBRUARY 13, 2018

TOPIC: CORRESPONDENCE

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

BACKGROUND

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

(a) Correspondence regarding the Language Learning Preschool at Lawson Heights School from:
   • Kathy and Dallas Heintz
   • Patricia Patterson
   • Wendy White

PREPARED BY | DATE | ATTACHMENTS
--- | --- | ---
Mr. Barry MacDougall, Director of Education | February 8, 2018 | Correspondence Documents

RECOMMENDATION

Proposed Board Motion:

That the Board receive the correspondence as listed.
Mr. Ray Morrison
Board Chair
Saskatoon Public Schools
310 - 21st Street East
Saskatoon, SK
S7K 1M7

February 6, 2018

Dear Mr. Morrison,

We are writing to you as concerned parents of a hearing-impaired child who was fortunate enough to attend the Language Learning Preschool at Lawson Heights School between 1997 and 1999. First of all, we would like to thank the board for the funding it has provided to this program over the past many years. We truly feel that the Preschool was the jump start that gave our son Kealey the much needed skills to succeed throughout his kindergarten to grade 12 experiences. Skills to develop not only in the way of language, but also socially and emotionally.

Kealey has a bilateral profound hearing loss which occurred as a result of bacterial meningitis at the age of 14 months. Although Kealey received his first cochlear implant days after his second birthday, he was without hearing for about a year. Early language and learning is crucial for a child, and although Kealey was without hearing for only a year, that one year of silence was very noticeable in his language development. We know for a fact that without the help of the Preschool, Kealey would have been very delayed compared to other children entering Kindergarten, putting him at an unnecessary and sad disadvantage. As young parents, prior to Kealey starting the Language Learning Preschool, we worked tirelessly on trying to build the hearing and language skills he needed to succeed in mainstream society. Although every little thing we did benefited Kealey, he still needed more. We didn’t realize what a huge and important role in Kealey’s life the Language Learning Preschool would play. The daily interaction and work that was done with
Kealey by the teacher helped to gradually build not only his language, but his hearing and social skills as well. Videos were taken of Kealey’s progress from the time he started the preschool to the end and his growth was incredible! The preschool gave Kealey the much needed help that we as parents just couldn’t give. It also provided us with the necessary support and guidance regarding strategies for developing language at home. Let’s face it, we are parents, not trained teachers and professionals who know the various skills! It is beyond us why it would even be considered to close a learning center that is so beneficial in the development of children with hearing loss and language delay. Is it not our job to prepare our children as best we can and to help them succeed? The Language Learning Preschool helps to prepare and provide our children, who need that little extra help, with skills that prepare them for Kindergarten. It is proven that early detection AND development of any disability is vital. Please don’t take away a program that has been such a major stepping stone for so many children who use listening and speaking to communicate, our son included. You try to cut costs and corners, but at who’s expense? By cutting this program do you honestly think in the end it will save money? What you don’t see is ultimately the preschool saves money by preparing hearing impaired children for kindergarten by teaching them language and early learning skills so they can succeed on their own. Without it these children would very likely need a teacher associate from the onset of Kindergarten, which would cost the school board more money.

Almost certainly, if any of the people who are proposing this cut had a hearing-impaired child who needed programs like the Language Learning Preschool, this would never happen. Be thankful you or a loved one has never had to take advantage of this program, but don’t punish those who do need it and benefit hugely from it. Our children are our future, give them every opportunity to do and be the best they can be!

Sincerely,

Kathy and Dallas Heintz

CC: Barry MacDougall, Director of Education
    Colleen MacPherson, Trustee for Lawson Heights School
    Donnalee Weinmaster, Superintendent of Education
    Gail Sajtos, Coordinator of Education
    Cathy Gaudet, Consultant: Sensory Impaired
Mr. Ray Morrison  
Board Chair  
Saskatoon Public Schools  
319 – 21st St E  
Saskatoon, SK  
S7K1M7

February 5, 2018

Dear Mr. Morrison,

I am writing to you today to keep the Language Learning Preschool program at Lawson Heights School in operation indefinitely.

I am the mother of a profoundly hearing impaired daughter who was in the program. This program gave our daughter an opportunity to be immersed in language at a critical time in her development. This program supported our family when we needed to be familiarized with hearing aids, what amplification equipment was available in school and guidance on how to keep the flow of communication meaningful for someone who can’t hear even with amplification. With hearing impaired children everything needs to be repeated A LOT! There is never a time where there is too much input. There are connections and associations the children must make with language and the sounds they do hear because it sounds different through hearing aids or a cochlear implant. The preschool had the trained professionals that could help identify problems or successes for Courtney so as a family we could continue the most beneficial communication methods to keep Courtney engaged and learning about the world around her.

The preschool program was also a valuable tool in helping teach Courtney social skills and how to interact with other people. Hearing impaired children are often very quiet and tend to watch what’s going on around them rather than question things because they don’t have the language to take part in everyday activities we take for granted as a hearing world. The preschool program helped in all this development so she could function with minimal additional assistance once she reached elementary school.

You cannot underestimate the value of early intervention and support. This is invaluable for hearing impaired children and without it would place additional hardship on not just the child but their families and school system to ensure their success. The Language Learning Preschool must continue to be funded to enable all hearing impaired children a chance to succeed in this hearing world.

Sincerely,

Patricia Patterson  
2604 Clarence Ave S  
Saskatoon, SK S7J1M6  
306-220-3640  
Pat.patterson@usask.ca

C: Barry MacDougall, Director of Education  
    Colleen MacPherson, Trustee for Lawson Heights School  
    Donnalee Weinmaster, Superintendent of Education  
    Gail Sajtos, Coordinator of Special Education  
    Cathy Gaudet, Consultant: Sensory Impaired
Dear Mr. Morrison,

I am writing to ask you to please keep the Language Learning Preschool (Lawson Heights School) in place. I taught in the preschool classroom for over twenty years and understand how valuable this program is for young children with hearing loss and language delay. Language development is the primary goal but sometimes it is not well understood that the development of language impacts so many other complex aspects of a child’s growth.

As language develops, a child begins to be able to talk about ideas, concepts, impressions, memories and understandings that all contribute to brain development. A child without language is denied valuable brain development opportunities during the critical early years of life and will require extensive intervention to attempt to gain the development that is so easily attained at a younger age. In the Language Learning Preschool the children are learning to listen and talk and simultaneously they are “developing their brains”. They acquire important thinking skills and general background knowledge that will set them up for school success.

As a child acquires language, growth in social, emotional and behavioural skills is also occurring. Language is needed to interact successfully with peers and to learn the rules and nuances of social expectations. Language is needed to be able to talk about and express emotions and develop self awareness and self confidence.

In addition, the Language Learning Preschool provides the parents with support and guidance regarding the use and maintenance of the child’s amplification equipment and strategies for developing language within the home environment.

The children from the Language Learning Preschool are able to enter Kindergarten with enough language and early learning skills to be able to access the Kindergarten curriculum and most are ready to succeed without the need for an educational assistant. This is a significant cost savings to the board. Many of them will still have a language delay because childhood hearing loss is a very significant disability and they will continue to need the support of a specialist itinerant teacher.

Children who do not have access to the language learning opportunities of the program will, in most cases, not be ready for Kindergarten and will require much more extensive intervention (language, social, emotional and behavioural) when they reach school age and they will have missed the irreplaceable advantage of receiving these interventions at the ages of three and four. Please keep the Language Learning Preschool in place. The future school success of all the eligible children is at stake.

Sincerely,

Wendy White

CC: Barry MacDougall, Director of Education
    Colleen MacPherson, Trustee for Lawson Heights School
    Donnalee Weinmaster, Superintendent of Education
    Gail Sajtos, Coordinator of Education
    Cathy Gaudet. Consultant: Sensory Impaired
MEETING DATE: FEBRUARY 13, 2018

TOPIC: APPROVAL OF DIRECTORS FOR SASKATOON PUBLIC SCHOOLS FOUNDATION CORP.

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

BACKGROUND

Saskatoon Public Schools Foundation (Foundation) exists to further enrich the lives of students through educational experiences at Saskatoon Public Schools while encouraging community engagement in public education.

At the Foundation meeting on January 19, 2018 the following motion was passed:

“That the Board (of Directors) recommend that the Board of Education Trustees appoint the following individuals to the Foundation’s Board of Directors as follows:

Janet Uchacz-Hart – to serve an initial term of 3 years.

CURRENT STATUS

The Saskatoon Public School Board is the sole member of the Foundation and in accordance with section 5.4 of the Constitution and Bylaw of the Foundation:

“Directors are elected by the Member for an initial term of office of three (3) years. Directors are eligible to seek re-election for a second term of office of three (3) years. No director may serve more than three (3) consecutive terms of office. If the Director seeks election for a 3rd consecutive term of office, the director can specify the length of the 3rd term as being either a one (1) year, two (2) year or three (3) year term of office. Directors who have completed their uninterrupted term(s) of office are eligible for re-election one (1) year following the end of their uninterrupted term(s) of office. The term is considered to begin at January 1, following his/her election.”

There are currently ten directors. According to the bylaws of the Foundation, the number of directors can range from a minimum of three to a maximum of fifteen.

PREPARED BY | DATE | ATTACHMENTS
--- | --- | ---
Ms. Lisa Fleming, Superintendent of Education | February 6, 2018 | None

RECOMMENDATION

Proposed Board Motion:
That the Board approve the appointment of Janet Uchacz-Hart as director for Saskatoon Public Schools Foundation Corp. effective January 1, 2018.
MEETING DATE: FEBRUARY 13, 2018

TOPIC: 2018-2019 SCHOOL CALENDAR

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

BACKGROUND

A calendar collaboration committee was struck with representatives from all Saskatoon Public Schools’ stakeholders to discuss and come up with a proposed 2018–2019 school calendar. This committee met on two different occasions to discuss the parameters of the school calendar with guidelines from the Ministry of Education and the Provincial Education Act and Government Regulations.

CURRENT STATUS

The attached proposed calendar for the 2018-2019 school year is based upon:
- Consultation processes with all stakeholder groups being represented.
- Consultation with administration from Greater Saskatoon Catholic Schools, Prairie Spirit School Division, and Regina Public Schools.

The proposed calendar represents:
- a total of 195 days;
- minimum of 950 hours of instruction for students;
- a 16 day winter vacation that centers around Christmas and New Year’s day;
- a nine day February break for students and staff which includes the Family Day holiday; and
- a ten day spring vacation which includes the Easter long weekend.

Administration recommends approval of the proposed calendar for the 2018-2019 school year.

PREPARED BY | DATE | ATTACHMENTS
--- | --- | ---
Mr. Barry MacDougall, Director of Education | February 7, 2018 | Proposed Calendar
Mr. Brent Hills, Superintendent of Education

RECOMMENDATION

Proposed Board Motion:
That the Saskatoon Board of Education adopt the proposed 2018-2019 school year calendar.
# K-12 School Year Calendar 2018-2019 - DRAFT

**August 2018**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

**September 2018**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**October 2018**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**November 2018**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**December 2018**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**January 2019**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**February 2019**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**March 2019**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

**April 2019**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**May 2019**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

**June 2019**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend**

- Purple: Classes begin for K-12
- Light Green: Statutory Holiday
- Red: All SPS facilities closed
- Orange: No School for teachers or students
- Blue: School PD/Operations (No Students)
- Yellow: Possible STA Convention
BACKGROUND

Saskatoon Public Schools relies upon public funds to finance the operation of the school division. The division is aware of its responsibility to expend public funds carefully. This report outlines the recent measures taken by the division to ensure its fiscal responsibilities, while investing in the Board’s priorities.

CURRENT STATUS

The measures outlined in the attached report are organized under the following headings:

- Managing Expenditures
- Wise Investments

RECOMMENDATION

Proposed Board Motion:
That the Board approve the Fiscal Leadership Report 2016-2017 to be included as part of the evidence of the quality indicators for the Director’s annual evaluation.
Each year administration provides a Fiscal Leadership Report to the Board, demonstrating that resources are being used in an efficient, effective and economical manner.
1. The use of tenders for various goods and services has saved Saskatoon Public Schools approximately $272,740 in expenditures over the last fiscal year. This figure was determined by taking the successful tender and comparing it to the next lowest tender. The purchasing department issued 49 tenders for the last fiscal year. This is a much higher number from the previous year. This increase can primarily be attributed to supporting the requirements of the new schools.

2. The use of purchasing cards has improved internal processing efficiencies. In 2016-2017 the number of business transactions using purchasing cards was 40,001 total transactions in the amount of $4,662,250.

3. Many elementary schools offset their bell time so they may share transportation. This helps to offset rising contract price and student enrolment cost pressures associated with transportation. The estimated efficiency from extensive double looping a busing reduces costs by more than $1,500,000. This reduction in cost is only possible with the support of school staff and the school community.

4. The following technology initiatives were implemented in 2016-2017:
   a. School bandwidth upgrades completed at all sites, where 100Mb connection is minimum.
   b. Approximately 500 new student-use laptops distributed to schools that experienced enrolment growth since last major refresh.
   c. Moved our secondary datacenter from Centennial Collegiate into SaskTel’s downtown datacenter; providing greater reliability and uptime.
   d. Software connectivity upgrades made available to senior leadership permitting off-hours access to critical databases during emergencies.
   e. Capital investment into central phone hardware to facilitate future school telephone refresh project.
   f. Conclusion of portal upgrade project, having migrated over 100 department/team collaboration sites to latest SharePoint version.

The culmination of these initiatives enhance business practices and maximizes effective use of our investments in technology for the division.

5. $1.4 million was invested in renovations at City Park School to increase accessibility, as well as to create additional classrooms and upgrade infrastructure. This allows for existing educational programs to expand and develop to suit students’ needs. These renovations are expected to be completed in March 2018.
WISE INVESTMENTS

LITERACY FOR LIFE
The goal of Literacy for Life is for all kindergarten to grade 8 students to achieve at or above grade level in reading, writing, and mathematics. They will be engaged in their learning and graduate as active participants in lifelong learning and as responsible, caring, culturally responsive citizens in the community, nation, and world. In pursuit of this goal, we will continue to focus on the engagement, achievement, and graduation rates of First Nation, Inuit, and Métis, students.

Highlights of this work for 2016-2017 included:
• Increased emphasis on the success of First Nation, Inuit, and Métis students
• Increasing the effectiveness of school data teams through professional development
• Utilizing assessment data to inform instruction
• Additional support to new teachers through professional development sessions and mentorship provided by instructional consultants
• A very tight focus from the math learning communities on increasing student computational fluency, number sense, and mathematical mindset.

LITERACY AND NUMERACY HUB
During the 2016-2017 school year, the staff development team embarked on designing and populating an online space known as the Literacy and Numeracy Hub. These internal sites allow for the sharing of priority work in an interactive and dynamic fashion. SPS created videos, digital resources, classroom based assessments, and professional development tools which are available to all prekindergarten to grade 12 teachers as just in time opportunities for learning. The staff development team in collaboration with Literacy and Math Community members, and secondary mathematics learning coordinators create and curate resources that promote the excellent work of our SPS colleagues. These sites dissolve barriers to the implementation of priority work by sharing professional learning that is accessible to all SPS teachers when and where they require it.

Since 2011-12 the percentage of grade 2 & 3 students reading at or above grade level has increased by 11%.

COLLEGIATE RENEWAL
The goal of Collegiate Renewal states: All collegiate students will be engaged in their learning so that they graduate as competent, active participants in lifelong learning and as responsible, caring, culturally responsive citizens in the community, nation, and world. In pursuit of this goal, we will focus intensively on the engagement, achievement, and graduation rates of First Nation, Inuit, and Métis students.

Over the past year, we pursued deeper engagement, increased credit attainment, and higher graduation rates for our students. The division streamlined professional development work to realize efficiencies given tight resources. In 2016-2017, professional learning in Collegiate Renewal was accomplished using fewer release days for teachers and teacher leaders, and less workshops were offered during the school day. In addition, we focused on increasing the use of digital resources to support professional learning. Further, the 9-12 PD committee conducted a comprehensive review of the effectiveness of all professional learning structures. The committee made recommendations, many of which described efficiencies that have been put into effect for 2017-2018.

In 2016-17 78.1% of First Nation, Inuit & Métis Achievement Program participants successfully obtained the credit they were working towards.

PREKINDERGARTEN
In the 41 prekindergarten programs, 656 spots are available to families who benefit from this specialized programming. The opportunity to engage families has shown to be a huge benefit to a child’s academic improvement. At Howard Coad School, the ongoing partnership with the University of Saskatchewan’s Dr. Debbie Pushor, and various other community partners, is a powerful model of families and schools working together to help prekindergarten children develop essential skills.
OTHER PARTNERSHIPS AND PROGRAMMING

a. In 2016 Saskatoon Public Schools entered into an agreement which enabled the division to offer Montessori programming for students in grades 1-8 for 2016-2017. The provincial curriculum is focused on utilizing the Montessori philosophy of “Follow the Child” or “Freedom within Limits”. In 2016-2017, there were 80 students enrolled in this program. The same staffing ratio is utilized as for all other division programs, and there are no additional student fees.

b. The Flex Program at City Park is in its third year of operation. The program has more than 50 students in grade 7-10 who are involved in artistic pursuits such as cello and piano, as well as athletes who train and compete in sports including diving, swimming, equestrian, hockey, soccer, and baton. The blended-learning model offered by the Flex Program adapts to meet the individual needs of each student.

c. During the 2016-2017 school year, the Alliance Agreement Partnership (between Whitecap Dakota First Nation and Saskatoon Public Schools) received a grant of $150,000 per year for three years to support Whitecap Dakota student achievement. The Invitational Shared Service Initiative (ISSI) grant has been renewed for three years to 2020. These funds were used to support Whitecap Dakota First Nation students in the following ways:
   i. Hiring a (0.5) speech and language pathologist
   ii. Hiring a (1.0) levelled literacy instructor
   iii. Supporting community/Charles Red Hawk Elementary School development of Dakota language and culture utilizing community Elders and Traditional Knowledge Keepers

FIRST NATION, INUIT AND MÉTIS EDUCATION

a. During the 2016-2017 school year, the First Nations, Inuit and Métis (FNIM) Education Unit received grants from the Ministry of Education’s First Nations and Métis Education Initiative Fund. These grants support school divisions in developing initiatives that lead to improvements in First Nations and Métis education. Saskatoon Public Schools received funding for initiatives outlined below:
   i. Enhanced literacy supports: with the support of the achievement funds, a speech language pathologist and two support teachers continue to assist students who require additional support with English literacy development. Over 70 students benefitted from the additional support and many were reading at grade level or close to it at the end of the year.
   ii. Elders/Traditional Knowledge Keepers supported 53 schools, and all grades from K to 12, during the 2016-2017 school year. This ranged from support for students struggling with identity to assisting teachers with curricular connections to First Nations and Métis ways of knowing and history.

b. As part of a Saskatoon Public Schools staff development initiative, the First Nations, Inuit and Métis Education Unit provided support to 10 schools around the four imperatives: moral, economic, historical, and demographic, for a sustained focus on First Nation and Métis student achievement. The cross-cultural continuum played a pivotal role in self-reflection and direction for staff members during these sessions. Because of feedback, more work will be completed next year on the pedagogy of relationships in order to improve understanding of how to support First Nation and Métis learners.

c. Our Cultural Resource Liaison and Traditional Knowledge Keeper continue to support teachers and schools with culturally responsive best practice as it relates to student learning in the classroom. With over 140 treaty catalyst teachers deployed in the system, incorporating treaty essential learnings into the K-12 curriculum is a focus of our culturally responsive work.

d. Both the Indigenous Art, Song and Dance program and our high school Indigenous Ensemble continue to grow in numbers. These programs build community through connecting students to culture. Students build self-confidence connecting rich cultural traditions to modern day life.
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

1. SPS is fortunate to partner with Saskatoon Open Door Society which provides the Settlement Support Worker in Schools (SSWIS) program, federally funded by Immigration, Refugees, and Citizenship Canada. SSWIS help families and schools by supporting family settlement needs so that the student’s transition to school can happen smoothly. In 2016-2017, the program’s total number of settlement support workers was increased from 15 to 18 thanks to recognition of growing need by IRCC.

2. In 2016-2017, the school division received $135,000 in assessment funding from the Ministry of Education. The Newcomer Student Centre’s processes allow the division to accurately track the number of new non-Canadian students to the school division, for which we received a per student dollar amount of $214 per student for any student who was not previously registered in a Canadian school. Additionally, $10,000 was received for a project grant to provide professional development to classroom teachers, speech language pathologists, and EAL teachers on how to best build oral language for students learning English.

3. As of September 30, 2016, 1826 students were receiving support to learn English at the elementary level. There were 45.7 FTE EAL teachers supporting these students. At the secondary level, 18 FTE EAL teachers supported 897 EAL students in high school.

Among SPS STUDENTS

142

UNIQUE FIRST LANGUAGES ARE SPOKEN

After English, the largest first-language groups are Urdu, Chinese/Mandarin, Tagalog, Arabic and Bengali.
**FORUM**
- [✓] Board Meeting
- [ ] Committee of the Whole

**AGENDA ITEMS**
- [ ] Correspondence
- [✓] New Business
- [ ] Reports from Administrative Staff
- [ ] Other:

**INTENT**
- [ ] Information
- [✓] Decision
- [✓] Discussion

---

**BACKGROUND**

The Board Governance Committee met on January 30, 2018 and reviewed proposed changes to Policy 1: Role of the Board, Policy 6: Board Operations (Section 13) and Policy 26: Purchasing. These housekeeping changes are a result of a continuous improvement event held in December 2017. The Governance Committee also noted minor changes to Policy 2: Role of the Board Member and Policy 6: Board Operations (section 5.3) that also required revision.

As per Policy 9: Policy making (Section 8 and 9):
- Must determine if changes are substantive or minor in nature. Substantial changes require three separate readings before the policy is passed. (section 8.1)
- Not more than two readings of policy shall be given at any one meeting unless trustees present at the meeting unanimously agree to give the policy a third reading. (section 8.2)
- The first reading of the policy shall be in full. The Board may waive this procedure if policies have been in position of trustees prior to the meeting. If each Board member has in his/her possession, a written or printed copy of the policy, the second or third reading may be by title and description only. (section 8.3)
- Minor revisions may be dealt with at a single reading. (Section 10)

**CURRENT STATUS**

Attached are redlined versions of policies:
- Policy 1: Role of the Board
- Policy 2: Role of the Board Member
- Policy 6: Board Operations
- Policy 26: Purchasing

**PREPARED BY**
- Mr. Barry MacDougall, Director of Education
- Mr. Garry Benning, Chief Financial Officer

**DATE**
- January 31, 2018

**ATTACHMENTS**
- Board Policies (4)

---

**RECOMMENDATION**

**Proposed Board Motion:**
That the Board approve housekeeping changes to Policy 1: Role of the Board, Policy 2: Role of the Board Member, Policy 6: Board Operations and Policy 26: Purchasing.
POLICY 1 – ROLE OF THE BOARD

As the corporate body elected by the voters and the ratepayers that support the Saskatoon School Division No. 13 of Saskatchewan, herein after called Saskatoon Public Schools, the Board of Education is responsible for the development of strategic directions, goals and policies to guide the provision of educational services rendered within the Division, in keeping with the requirements of provincial legislation and the values of the electorate.

Specific areas of responsibility are:

1. **Accountability to Provincial Government - Increase Accountability**
   1.1. Act in accordance with all statutory requirements to implement provincial educational standards and policies.
   1.2. Perform Board functions required by governing legislation and existing Board policy.

2. **Accountability to Community - Increase Accountability**
   2.1. Make decisions that reflect Saskatoon Public Schools’ principles and belief statements and that represent the interests of the entire school division.
   2.2. Establish processes and provide opportunities for information sharing with the community and for community input.
   2.3. Report division results at least annually.
   2.4. Develop procedures for and hear appeals as required by statute and/or Board policy.
   2.5. Model a culture that reflects the Board’s Code of Ethics.
   2.6. Provide for two-way communications between the Board and the School Community Council Assembly (SCCA) and the school community councils of individual schools.

3. **Strategic Plan (Increase Focus)**
   3.1. Provide overall direction for the school division by establishing purpose, vision, principles and belief statements, and goals.
   3.2. Annually set priorities and outcomes.
   3.3. Approve annual report for distribution to the public.
   3.4. Annually approve budget (driven by the Strategic Plan).
   3.5. Annually evaluate the effectiveness of the school division in achievement of student learning.
   3.6. Monitor progress toward the achievement of outcomes.
   3.7. Provide governance oversight of the Enterprise Risk Management program.
4. Enterprise Risk Management (Mitigate Risks)

4.1. Ranking of risks to the school division
4.2. Establish processes to mitigate risk to the school division
4.3. Conduct annual review of risks and actions taken to address the risks

5. Policy (Increase Clarity of Boundaries and Processes)

5.1. Identify the purpose to be achieved before creating a new policy.
5.2. Approve policy statements that meet criteria identified by the Board.
5.3. Evaluate policy impact to determine if policy has created the desired change.
5.4. Determine policies that outline how the Board is to function.

6. Director / Board Relations (Increase Potency)

6.1. Select the director.
6.2. Provide the director with clear corporate direction.
6.3. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in the Education Act.
6.4. Annually evaluate the director in regard to the director’s job description and additional Board direction (e.g., hold director accountable for achievements of the Strategic Plan).
6.5. Annually review director’s compensation.

7. Political / Advocacy (Increase Influence)

7.1. Annually review a plan for advocacy. Consider the focus for such advocacy, key messages and advocacy mechanisms.

8. Board Development (Increase Capacity)

8.1. Annually evaluate Board effectiveness.
8.2. Develop yearly plan for trustee development. Consider increasing knowledge of:
   8.2.1. Role
   8.2.2. Processes
   8.2.3. Issues
   8.2.4. Cultural awareness
8.3. Consider Saskatchewan School Boards Association and Canadian School Boards Association (CSBA) resources.
8.4. Time activate the plan.
9. Fiscal (Increase Stewardship)

9.1. Annually approve budget and ensure resources are allocated to achieve desired results.

9.2. Annually approve the five-year capital plan and review facilities master plan. Submit the five-year capital plan to the Ministry of Education by the due date.

9.3. Responsibility to provide budget information to the Ministry of Education by August 31st.

9.4. Authorize, by resolution, the borrowing of required monies to cover necessary expenditures while waiting for the proceeds of taxes or other revenue.

9.5. Approve the awarding of all capital projects in excess of $100,000 and the debt financing of capital projects.

9.6. Approve the awarding of operational contracts in excess of $100,000 that are not flow through agreements.

9.7. Approve the submission of emergency block capital projects to the Ministry of Education.

9.8. Approve unanticipated expenditures of over $100,000, which cannot be covered within the current budget.

9.9. Approve annual individual sponsorships in excess of $100,000.

9.10. Appoint an auditor.

9.11. Receive the audit report and the management letter and ensure quality indicators are met.


9.13. Set the mandate for employee group negotiations.


9.15. Annually approve compensation levels for out-of-scope staff.

9.16. On a semi-annual basis, the Budget and Audit Manager will submit an audit plan to the Board and then present significant findings.

Selected Responsibilities

1. Approval of individual professional development leaves of beyond six weeks for senior administration.

2. Acquisition and disposal of land and buildings, including expropriation proceedings.

3. Naming of schools and other Board-owned facilities.


5. Approval of the purchase of Board memberships in non-educational associations.

6. Encouragement of qualified and interested candidates to run for the office of public school trustee.
POLICY 2 – ROLE OF THE BOARD MEMBER

2.1 The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals. The Board believes that its ability to fulfill its obligations is enhanced when leadership and guidance are forthcoming from within its membership. The Board is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division.

Specific Responsibilities of Individual Trustees

The trustee shall:

1. Become familiar with Division policies and procedures, meeting agendas, and reports in order to participate in Board business.

2. Refer governance queries, issues and problems not covered by Board policy to the Board for corporate discussion and decision.

3. Become familiar with, and adhere to, the Board Member Code of Ethics.

4. Attend jurisdiction or school events when possible.

5. Refer administrative matters to the Director of Education or the Deputy Director of Education. The trustee, upon being contacted by a parent or community member about school operations, is encouraged to refer the parent or community member back to the school and is encouraged to inform the Director and a member of administration of this action.

6. Participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of students within the Division.

7. Support the decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the corporate opinion of the Board when it does not.

8. When delegated responsibility, will exercise such authority within the defined limits in a responsible and effective way.

9. Participate in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
810. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.

911. Stay current with respect to provincial, national, and international educational issues and trends.

1012. Strive to develop a positive learning and working culture both within the Board and the Division.

11. Become familiar with, and adhere to, the Board Member Code of Ethics.

12. Attend jurisdiction or school events when possible.

2,2 Board-Community Relations Reports

Trustees file with the Chief Financial Officer, a regular report on events or activities in which they are involved by virtue of their status as Board members.

• Events include but are not limited to school visits, graduations, dinners, School Community Council meeting, special school functions and other, Board related activities.

• Activities include but are not limited to meetings and communication with educational stakeholders, the media and other entities.

Legal Reference: Section 63, 85, 87, Education Act
Date Last Revised: January 13, 2015January, 2018
POLICY 6 – BOARD OPERATIONS

In order to discharge its responsibilities to the electorate of the Division, the Board shall 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.

1. Inaugural Meeting of the Board

   1.1 The Inaugural Meeting of the Board in each calendar year shall be held in the Board Room, Board Offices, not later than November 30 in accordance with Section 72 of the Education Act, Province of Saskatchewan.

   1.2 The Chief Financial Officer shall call the meeting to order.

   1.3 In an election year, the Chief Financial Officer shall read the return from the City Clerk certifying as to the election of new members, if any, and shall 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 shall proceed to conduct the election of the Board Chair. Nominations shall 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 majority of votes of the members present shall therefore be declared elected and shall take office immediately. In the event of a tie vote the Board will move in to 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 still remains the Board direct the returning officer to follow the tie vote procedure specified in Section 111(1) of the Local Government Election Act.

   1.5 Immediately following the election of the Chair, the Board shall elect a Vice-Chair to take office immediately following the election and serve for six months. One other trustee shall 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 At its Inaugural Meeting each year, the Board shall 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 the first Board meeting subsequent to the Inaugural Meeting each year, the Board will select representatives to internal committees and external committees. Internal committees of the Board may only bring forward recommendations. All decisions must go to the Board for approval. The process to be used for selecting candidates involves:

1.8.1 At the Inaugural Meeting, trustees will review the committees/positions for which trustee representation is needed.

1.8.2 Each trustee will indicate (on paper) the committees/positions in which he/she is interested. Trustees may wish to indicate preference if interested in more than one committee (i.e. 1st ________________, 2nd _______________).

1.8.3 The Chair and Vice Chair will then review this information, and recommend candidates for each position. These 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.

1.8.4 The Chair and Vice Chair may suggest voting by ballot if more trustees are interested in a position that 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.

- Includes membership on external committees, and/or special community meetings.
- Representatives for special committees are determined at the annual Inaugural meeting of the board (ex. Board Audit and Risk Committee, Board Discipline Committee, Board Governance Committee, Board Human Resources Committee, Board Pension Committee, Saskatchewan School Boards Association Public Section representatives, Saskatchewan High Schools Athletic Association representative, Saskatoon Public Schools Foundation representatives).
- Any appointment not determined at the Inaugural shall be identified by Board motion.

2. Meetings of the Board

2.1 Unless otherwise arranged by appropriate Board action, the Board shall meet as often as necessary in open session in the 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.

2.2 In preparation for each regular Board meeting, the Director of Education in consultation with the Board Chair and Vice Chair shall prepare and deliver to Board members at least three days in advance of the meeting an agenda and a file of related materials which will be used in the meeting. If in exceptional circumstances, information for the Board meeting is unavailable at time of print, material will be forwarded to Board members as soon as possible.

2.3 Special meetings of the Board shall be called by the Chair at any time on his/her 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 therefore in accordance with Section 73(1) of the Education Act. Subject to 2.4 below, if a special meeting of the Board is to be held, the Director of Education shall give at least six clear days’ notice to each member by registered mail, certified mail or special delivery; or deliver a written notice to each member in person at least three days before the meeting; or leave the notice with an adult person at each member's place of residence at least three days before the meeting. The notice shall set forth the business to be transacted or to be considered and no other business shall be considered unless all the members of the Board are present and unless there is unanimous agreement that the agenda previously arranged shall be changed.

In emergency or extenuating circumstances the board may conduct a special meeting electronically in the manner outlined in “The Electronic Meeting Procedures Regulations” Chapter E-0.2 Reg. 6 of The Education Act.

2.4 The Board may, by unanimous consent, in accordance with Section 74 (3) (4) of the Education Act, 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 shall be recorded in the minutes of the meeting in the form required by that section.

2.5 No act, proceeding, or policy of the Board shall 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" shall be defined as a majority of the members of the Board of Education as referenced in section 75(1) of The Education Act.

2.6 All regular and special meetings of the Board shall be open to the public.

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

3.1 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 in particular. 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.

3.2 As a general practice Committee of the Whole sessions shall 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 3.7 below.

3.3 Whenever the Board goes into Committee of the Whole, the Chair of the Board shall leave the chair and the Vice-Chair shall take his/her place. In the event that the Vice-Chair is absent, the Chair or other Vice Chair for that year shall take their place.

3.4 The usual rules of procedure shall be observed in meetings of Committee of the Whole. Nonetheless:

3.4.1 Board members and administration shall be on a first-name basis.

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

3.4.3 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.

3.4.4 Trustees shall be allowed to respond to other’s comments at the discretion of the Chair although all comments shall be addressed to the Chair.

3.4.5 The Vice Chair shall be empowered to enforce the same rules as apply to public Board meetings if he or she deems it is in the best interest of the meeting being conducted.

3.5 The Chief Financial Officer, or designate, shall 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.

3.6 At the conclusion of a session of the Committee of the Whole, a member shall move that the Committee rise and report to the open Board meeting and subsequently, that the session adjourns.

3.7 During any meeting of the Board, the Board shall 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 shall move that the Board rise from Committee and report to the open meeting of the Board. Any action taken by the Board shall be voted upon in a meeting open to the public.

3.8 The following matters shall normally be reserved for closed sessions of the Committee of the Whole:

3.8.1 Personal or confidential matters relating to staff, students or finances;

3.8.2 Legal opinions respecting the Board and its activities;
3.8.3 The purchase, lease or sale of property prior to discussion in open session;
3.8.4 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.

3.9 Board members and other persons attending Committee of the Whole sessions are honour bound not to disclose the details of discussion at such sessions.

4. Planning and Development Meetings

4.1 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 in particular. 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.

4.2 As a general practice Planning and Development sessions shall be held as required

4.3 At Planning and Development meetings, the Chair of the Board shall leave the chair and the Vice-Chair shall take his/her place. In the event that the Vice-Chair is absent, the members present shall elect one of their number to act as Chair of the meeting.

4.4 The usual rules of procedure for committee of the whole shall be observed in Planning and Development meetings. Nonetheless:

4.4.1 Board members and administration shall be on a first-name basis.
4.4.2 Meetings shall be characterized by a relaxed atmosphere, which allows free and open dialogue.
4.4.3 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.
4.4.4 Board members shall be allowed to respond to other’s comments at the discretion of the Vice Chair although all comments shall be addressed to the Vice Chair.
4.4.5 The Vice Chair shall be empowered to enforce the same rules as apply to public Board meetings if he or she deems it is in the best interest of the meeting being conducted.

4.5 Board members and other persons attending Planning and Development sessions are honour bound not to disclose the details of discussion at such sessions.

5. Agenda for Public Meetings

5.1 The agenda shall be prepared by the Director of Education in consultation with the Board Chair and Vice Chair and shall be delivered to Board members at least three full
days in advance of regular Board meetings, together with such letters, reports, and information as Board members may require to deal effectively with items therein.

5.2 A Board member may have an item placed on the agenda by:

5.2.1 Making direct request to the Director of Education before the agenda is sent to the Board members;

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

5.2.3 Securing Board approval at the beginning of any Board meeting for the inclusion of the item on the agenda of that meeting.

5.3 The order of business at regular meetings shall normally be as follows:

• Roll Call
• Land Acknowledgement of Treaty Land
• Playing of O Canada
• Adoption of Agenda and Declaration of Conflict of Interest
• Celebrating Excellence
• Consent Items (The Chair will ask for a motion to receive the items, which are starred, and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request a star(s) be removed).
• Reports from Administrative Staff
• Approval of Minutes of Last Meeting
• 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

5.3.1 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.

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

5.4 The list of agenda items shall be posted in the Board office, in a place readily accessible to the general public and on the school division’s main website. Any elector may inspect the agenda and request a copy.
6. Minutes

6.1 The Minutes shall record:

6.1.1 A brief summary of the circumstances which gave rise to the matter being placed before the Board; and

6.1.2 All resolutions, including the Board’s disposition of same, placed before the Board.

6.2 The Minutes shall:

6.2.1 Be recorded by the Chief Financial Officer or designate in a minute book and in a form approved by the Board; and

6.2.2 Be reviewed by the Director prior to submission to the Board for approval; and

6.2.3 Be considered an unofficial record of proceedings until such time as adopted by resolution of the Board; and

6.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board’s business.

6.3 The Chief Financial Officer shall:

6.3.1 Present the minutes for approval at the next Board meeting.

7. Motions

Motions do not require a seconder.

7.1 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.

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

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

7.2 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 shall 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 shall confine their remarks to the motion or to the information pertinent to the motion.

7.3 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.”

7.3.1 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.

7.3.2 A “Question of Privilege”

A member may interrupt the speaker on “a question of privilege” if he/she feels the member’s reputation, or that of his/her organization, is endangered.

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

7.4 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.

7.5 Recorded Vote

All votes shall be by a recorded show of hands.

A tie vote shall be declared lost.

7.6 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 69 of the Education Act.

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.

7.7 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, 1995 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 shall not keep the Board in session for more than three continuous hours (e.g. 10:00 p.m.).

8. Delegations

8.1 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. The Board reserves the right to refuse a request from a representative or delegation.

8.2 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 days before the meeting at which they are to be heard; and further, in giving such notice, the delegations shall state the nature of the subject matter they intend to bring before the Board.

8.3 Matters deemed to be of a sensitive and/or confidential nature shall be heard at an in-camera session of the Board.

8.4 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.

8.5 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 shall 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.

8.6 Should follow-up be required as a result of the delegation’s presentation, the Board will provide direction to the appropriate party.

8.7 In an emergency, the Director of Education, with the approval of the Chair of the Board, shall 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.

9. Trustee Remuneration

9.1 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 responsibilities.

Prior to changes to remuneration, Administration will conduct and present to the Board remuneration surveys that compare the Trustees total remuneration package to remuneration packages provided to other publicly elected school division trustees in Saskatchewan.

9.1.1 Remuneration Guidelines

- Indemnities amounts are established by the Board. Annual indemnity 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.

- The amounts above shall include the monthly travel allowance.

- The amounts above shall include the monthly cell phone allowance.

- Indemnity amounts shall include enrolment in the Board’s benefit plans, including the Employee Family Assistance Plan.

- These amounts shall be paid out in 12 equal monthly installments.

- The Board Chair shall receive an additional 30 percent indemnity.

- The Board Vice Chair shall receive an additional 10 percent indemnity.

9.1.2 Per Annum

The per annum honorarium 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 public Board meetings and Committee of the Whole meetings.

- Attendance at meetings of Board committees and where a Trustee represents the Board on an external committee, and Board retreats and working sessions such as the annual Board self-evaluation;

- 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 honorarium includes:

- a monthly travel allowance;
- a monthly cell phone allowance; and
- 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 indemnity, the Board Vice Chair shall receive an additional 10 per indemnity.

9.1.3 Per Diem

The per diem honorarium provides remuneration for additional activities over and above Trustees’ general duties where no other remuneration is provided. Per diems are claimed at the discretion of individual Trustees from each Trustee’s Professional Development and Community Events Allowance.

Per diem eligibility includes:

- Attendance on committees and at meetings where Trustee participation is required but is voluntary such as selection panels for in-school 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 on, for example, external organizations or task forces.
- Attendance at professional development events consisting of ½ day or greater.

9.1.4 Trustee Professional Development and Community Events Allowance

Trustees’ maximum yearly Professional Development and Community Events Allowance is capped at a pre-determined amount. Professional Development and Community Events allotment can be accumulated and used within the Board’s current term. At the date of the Inaugural meeting on an election year, the account will revert to the base amount. The Board Chair’s Professional Development and Community Events Allowance shall be twice the amount allotted to Trustees annually.

Trustees may claim for subscriptions or attendance at conventions, seminars, conferences, workshops, and community or Board related events, of a nonpartisan nature, that enable them to keep abreast of developments in education as listed in the Schedule of Remuneration, Allowances and Expenses for activities over and above those detailed in Policy 2: Role of the Board Member and in Policy 6.1.8, and where no other remuneration is provided.
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.

9.1.5 Travel, Vehicle and Parking Expense

Kilometer rates and meal allowances for out-of-city travel shall be at provincial 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).

9.1.6 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.

Computer equipment will be provided to trustees during their term of office at Board expense.

Computer equipment shall be capped at a budgeted amount within the Board’s term.

Installing or maintaining any hardware or executable software not owned or licensed by the Division requires authorization by the Board. Any modifications to Board provided office equipment must be removable without damaging the integrity of the equipment. Costs for repairs due to such modifications may be assessed. The use of all computer hardware and software shall comply with the Division’s acceptable use policy.

Trustees experiencing problems with their school division computers may access Information Systems technical support.

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

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

The Board Secretary will keep a record on file of equipment loaned or leased to a trustee.

9.1.7 Trustee Office Expenses

The following other expenses will be paid for trustees during their term: a portion or all of the cost of internet access and cellular telephone charges, parking swipe card, business cards, office supplies, promotional items (for the School Division and its entities), good and welfare of students, cards (greeting, sympathy etc.) Day timer, and associated Board related long distance charges. Trustee Office Expense allowance are capped at a predetermined amount. Annual adjustments 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). The Board Chair will be allocated an additional predetermined amount for Office Expenses as listed in the Schedule of Remuneration, Allowances and Expenses.

The Board will reimburse expenses with the submission of original receipts only. The annual adjustment to this account is to be tied to Cost of Living Adjustment (COLA) at the start of the new budget year.

10. Recognition of Trustee Service
   • Less than one term: certificate and letter
   • One or more terms (in whole or in part): certificate, letter and memento of appreciation approved by the Board

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

• The Board will recognize trustees who die while still in office as follows:
   • Memorial announcement in local paper (two issues).
   • Board one-time contribution to an educational scholarship made in consultation with the trustee’s family ($1,000 per term or portion thereof).

• 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).

11. Board Member Conflict of Interest

   11.1 Members of the Board are governed by the provisions of Section 69(1) of the Education Act concerning matters of conflict of interest.

12. Board Self-Evaluation

   12.1 The annual Board self-evaluation process will complement the Director evaluation process described in the document entitled Director Evaluation Process, Criteria and Timelines.

   12.2 The purpose of the Board self-evaluation is to answer questions such as:

   12.2.1 How well have we fulfilled each of our defined roles as a Board this past year?
   12.2.2 How do we perceive our interpersonal working relationships?
   12.2.3 How well do we receive input and how well do we communicate?
   12.2.4 How well have we adhered to our annual work plan?
   12.2.5 How would we rate our Board-Director relations?
   12.2.6 How well have we adhered to our governance policies?
   12.2.7 What have we accomplished this past year? How do we know?
12.3 The principles upon which the Board self-evaluation is based are as follows:

12.3.1 A learning organization or a professional learning community is focused on the improvement of practice.

12.3.2 A pre-determined process for evaluation strengthens the governance functions and builds credibility for the Board.

12.3.3 An evidence-based approach provides objectivity.

12.4 The components of the Board self-evaluation are:

12.4.1 Review of Board Role Performance

12.4.2 Monitoring Interpersonal Working Relationships

12.4.3 Monitoring Board Representation/Communication

12.4.4 Review of Annual Work Plan Completion

12.4.5 Monitoring Board-Superintendent Relations

12.4.6 Review of Board Motions

12.4.7 Review of Board Governance Policies

12.4.8 Creating a Positive Path Forward

13. **Signing Authority**

13.1 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.

13.1.1 The Board Chair or Vice Chair and the Chief Financial Officer’s signature are required on all agreements and contracts that are valued at $100,000 – $150,000 or more.

13.1.2 The Chief Financial Officer or designate’s signature will be required on agreements and contracts under the value of $100,000 – $150,000, 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: Section 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 80.1, 81, 82, 84, Education Act

Section 111(1) Local Government Election Act

85(a)(b)(c), Education Act

Date Last Revised: October 24, 2017, January 2018
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 monitoring and control of the purchasing 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 legislation.

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 transactions 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. Purchasing activities shall be consistent with Saskatoon Public Schools’ mission, vision, values and strategic priorities. This policy applies to all Board members and employees of Saskatoon Public Schools who engage in purchasing transactions.

Specifically,

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

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

3. A purchase order is required for the purchase of all goods and services, with the exception of those goods and services listed within Administrative Procedure 515.

4. 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 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 Chief Financial Officer and the Purchasing Manager. If the amount of the sole/single source contract is greater than $100,000 it must be reported and approved by the 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). In order 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 Administration of any significant procurement compliance concerns, in a timely manner.

10. A list of anticipated significant request for proposals will be prepared by Administration to the Board prior to the start of the new fiscal year.

11. Purchasing will make purchases in compliance with legislation and statutory regulations.

12. Policy 3 - Code of Ethics, governs Saskatoon Public Schools. Board members and employees must disclose any financial or personal interest, direct or indirect, in a prospective vendor to the Chief Financial Officer or the Manager of Purchasing, and where deemed appropriate to withdraw from the decision making. Business gifts shall not be offered or accepted, except as part of a protocol.

Approved: September 26, 2017
Last Updated: January 2018