AGENDA

1. Roll Call

2. Playing of O Canada

3. Adoption of Agenda

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

5. Approval of Minutes of Last Meeting
   December 10, 2013 (unapproved)

6. Delegations

7. External Reports/Presentations
   a. Celebrating Excellence: Early Learning
   b. Celebrating Excellence: Award of Excellence
   c. Celebrating Excellence: 2012-2013 Proficiency Award Winners

8. Business Arising from the Minutes

9. Unfinished Business
   a. Items Arising from the Committee of the Whole
10. **Correspondence**  
   (a-f) Individual Items

11. **Reports of Committees and Trustees**

12. **New Business**

   **Information**  
   a. Treaty Six Territory and Métis Nation Flags  
   b. Response to Trustees’ Questions Regarding Playgrounds

   **Decision**  
   c. Saskatoon Public Schools Foundation 2012-13 Annual Report

13. **Reports from Administrative Staff**

   **Information**  
   a. Canadian Achievement Test Results: 2013-2014  
   b. 2012 Programme for International Student Assessment (PISA) Results  
   c. Core Strategy Update: Literacy for Life  
   d. Financial Results for the Period September 1, 2013 to November 30, 2013

14. **Notices of Motion**

15. **Questions by Trustees**

16. **Questions from the Public**

**NEXT REGULAR MEETING:**  
At the call of the Chair or  
Tuesday, February 4, 2014  
7:00 p.m.
MINUTES OF A MEETING: of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, December 10, 2013 at 3:00 p.m.

MEMBERS PRESENT: Ms. Donna Banks, Ms. Kathleen Brannen, Mr. Dan Danielson, Ms. Bronwyn Eyre, Ms. Holly Kelleher, Ms. Colleen MacPherson, Mr. Ray Morrison, Mr. Darrell Utley, Mr. Kevin Waugh

Mr. Utley joined the meeting at 4:05 p.m.

Mr. Waugh excused himself from the meeting at 5:00 p.m.

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

CARRIED (8)

The meeting adjourned at 6:05 p.m.

__________________________________________
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, December 10, 2013 at 7:00 p.m.

MEMBERS PRESENT: Mr. Ray Morrison (Board Chair), Ms. Donna Banks, Ms. Kathleen Brannen, Mr. Dan Danielson, Ms. Bronwyn Eyre, Ms. Holly Kelleher, Ms. Colleen MacPherson, Mr. Darrell Utley, Mr. Kevin Waugh

Agenda: Mr. Utley moved approval of the agenda. CARRIED (9)

Minutes: Ms. Banks moved approval of the minutes of the Inaugural Board Meeting, Committee of the Whole Meeting and Regular Board Meeting held November 19, 2013 CARRIED (9)

Celebrating Excellence – ESRI Canada Award of Excellence:
Mr. Garry Benning, Chief Financial Officer, introduced Mr. Daryl Koroluk, Chief Technology Officer, who provided background on the Award of Excellence by ESRI Canada for outstanding use of geographical information systems. Ms. Susan Bonner, Programmer/Developer, described how this software was implemented for use at Saskatoon Public Schools, specifically to support school division planning and provide the public with information on program and school locations within the city.

Memorandum of Agreement with Whitecap Dakota First Nation:
1. Ms. Kelleher moved that the Board rescind the motion dated October 8, 2013 which read: “That the Board of Trustees amend the motion passed on July 13, 2012 to authorize the Board Chair to sign the updated Memorandum of Agreement between the Saskatoon Board of Education Number 13 of Saskatchewan and the Whitecap Dakota First Nation subject to: final edits, approval by Whitecap Dakota First Nation and confirmation of funding to support this agreement.” CARRIED (9)

2. Ms. MacPherson moved that the Board authorize the Board Chair to sign the updated Memorandum of Agreement dated December 9, 2013 between the Saskatoon Board of Education Number 13 of Saskatchewan and the Whitecap Dakota First Nation subject to: final edits, approval by Whitecap Dakota First Nation and confirmation of funding to support this agreement. CARRIED (9)

Saskatoon Public Schools Foundation – Audited Financial Statements September 1, 2012 to August 31, 2013: Mr. Waugh moved that the Board approved the Audited Financial Statements for the year ended August 31, 2013 for Saskatoon Public Schools Foundation Corp. CARRIED (9)

Approval of Directors for Saskatoon Public Schools Foundation Corp.: Ms. Banks moved that the Board approve the appointment of Ms. Zeba Ahmad, Mr. Bruce Bradshaw, Dr. Jim Propp and Mr. Jesse Radu as directors for Saskatoon Public Schools Foundation Corp. effective January 1, 2014. CARRIED (9)
Correspondence: Ms. Eyre moved that the Board receive, in confidence, the correspondence from the closed session of Committee of the Whole.

CARRIED (9)

Reports of Committees and Trustees:

- Trustee Brannen reported on her attendance at a recent meeting with Okicīyapi partners, the partnership breakfast at Nutana Collegiate and the meeting on December 10th with students involved in the Youth Engaged in Leadership and Learning (YELL) program.

- Trustee Eyre reported on her attendance at an Adelaide Park/Churchill Community Association annual general meeting. She also reported on conversations with school administrators in Ward 7 regarding their infrastructure needs in the future.

- Trustee Utley reported on his attendance at the Willowgrove parent and community information meeting on November 27th. He attended a farewell at College Park School for Sandi McCaig, Care and Share holiday lunches at Pleasant Hill and Caroline Robins Schools, the production of Wizard of Oz, school community council meeting and a culture café event all at Evan Hardy Collegiate.

- Trustee Waugh reported on his attendance at Care and Share holiday lunches in Ward 2 on behalf of Trustee Linklater. He also reported on his attendance at several meetings on behalf of the Saskatchewan School Boards Association executive committee. Mr. Waugh also attended the grade K-2 holiday celebration at Lakeridge School on December 10th.

- Trustee Kelleher reported on her attendance at City Park Collegiate’s holiday lunch, Care and Share holiday lunches at Mayfair and Sutherland Schools and several Christmas and holiday celebrations at Ward 1 schools.

- Trustee Banks reported on her attendance at Confederation Park School’s pancake breakfast, the meeting with YELL students and a Board planning meeting with personnel from the City of Saskatoon and Greater Saskatoon Catholic Schools regarding future growth in Saskatoon. Ms. Banks also reported on her involvement and planning meetings for the upcoming Saskatoon Public Schools Foundation Fools Roast event.

- Trustee Danielson reported on his attendance at the Board planning meeting with personnel from the City of Saskatoon and Greater Saskatoon Catholic Schools regarding future growth in Saskatoon.

- Trustee MacPherson reported on her attendance at the meeting with YELL students on December 10th and the musical production of Fame at Marion M. Graham Collegiate.

- Board Chair Morrison reported on his attendance at the tour of Willowgrove School, two parent/community information meetings regarding Willowgrove School, the partnership breakfast at Nutana Collegiate and meetings for the selection committee of the Award of Excellence.

Photocopier Equipment, Central Print Shop Request for Proposal

T1213-0010: Ms. Brannen moved that the Board award a contract for the purchase of two color photocopiers to be used in the print centre for a total of $120,348 plus applicable taxes and for on-going supply of consumables and service to Xerox Canada.

CARRIED (9)

Contract Approval for Caretaking Supplies: Ms. MacPherson moved that the Board approve the award of tender for caretaking supplies to Pinnacle Distribution for a five-year period beginning January 1, 2014.

CARRIED (9)
Trustee Danielson’s Notice of Motion Regarding P3s (Public Private Partnerships): Mr. Danielson moved that the Saskatoon Board of Education, through Board Chair Ray Morrison, submit the following questions to the Minister of Education, Ministry of Education and the new government agency called “Sask Builds”:

1. In a P3 Public Private Partnership, who will the members of the partnership be in addition to the Saskatoon Board of Education and what do the private partners bring to the table, in terms of land, cash contributions or donated services? What role will the city of Saskatoon have in this P3 Model and what will it contribute to the schools?

2. How will the shared use of the new schools with the Greater Saskatoon Catholic School Board be determined and what are the requirements for that agreement? What areas of the new schools will be shared?

3. Will the cost of building the new schools under the P3 Private Partnership Model be less than with a Public Model. If so what determines that lower cost? Will the interest rate paid on the funding be lower? Will the amortization period be longer reducing the annual cost but extending the pay period for a larger long-term cost? How long will that payment structure extend? Who will carry the mortgage on their books? Will it be the school division? Province? Private builder? Or other agency? Will the payments be back-end loaded pushing the higher proportion of cost into the future? What portion of the payment will be for private profit sometimes called a “risk premium”, above the real costs of construction? Who will hold title to the property and who will be responsible for maintenance and insurance costs? How much does establishing and maintaining the new “Sask. Builds Agency” add to the cost of schools?

4. Will local contractors, suppliers and workers who are also local taxpayers benefit from the construction process under the P3 Model as they have under the Public Model?

5. Will the school design be flexible enough to accommodate local needs, and will the general public and school students or staff continue to have the required access to the facility or will that access be restricted or come with extra charges? Who will be the partners in the joint use agreement and how will that differ from the current “public agreements”?

CARRIED (9)

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

- Core Strategy Update: Tier III Reading Intervention
- Facilities for Learning Update
- Trustee Professional Development and Community Event Account Reports

Ms. MacPherson moved that the Board adjourn to the call of the Chair or the Committee of the Whole Board meeting of Tuesday, January 14, 2014 at 3:00 p.m.

CARRIED (9)

The meeting adjourned at 8:30 p.m.
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

The Ministry of Education outlines the goals of prekindergarten programs in the handbook, Better Beginnings, Better Futures: Effective Practices Policy and Guidelines for Prekindergarten in Saskatchewan. Prekindergarten focuses on active, experiential learning through play in a prepared environment using child-centered, self-directed choice developing the whole child.

One of the key program components of the early learning initiative is ‘parent and family engagement’. We are very honoured to have our guest Dr. Debbie Pushor from the University of Saskatchewan, College of Education share ‘authentic family engagement’ principles and best practice. Dr. Pushor will describe the role families and parents play in creating ideal learning environments for children. Mrs. Shelley Ellson, prekindergarten teacher and a parent from Sutherland School, will outline innovative strategies to host family and community in a classroom setting.

When families and schools come together, the social, emotional and academic needs of our youngest learners are met through the partnership of authentic engagement.

PREPARED BY

Mr. Barry MacDougall, Deputy Director of Education
Ms. Lisa Fleming, Superintendent of Education
Mrs. Andrea Fiss, Early Learning Consultant

DATE

January 8, 2014

ATTACHMENTS

None
MEETING DATE: JANUARY 14, 2014

TOPIC: CELEBRATING EXCELLENCE: AWARD OF EXCELLENCE

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

BACKGROUND

Our Students’ Learning goal states: “Our students will engage in relevant and challenging learning opportunities to enhance their academic, personal, and social/cultural growth.”

CURRENT STATUS

The Saskatoon Board of Education’s Award of Excellence is the highest award offered by the Board. It is presented annually to the outstanding Grade 12 graduate as measured by criteria that are determined from the school division’s goals of education. The student who receives this award is also awarded an accompanying $3,000 scholarship.

The selection committee (Board Chair Ray Morrison, Barry MacDougall, Brenda Green, and Amber Espenan) met on December 3, 2013. The selection committee chose Graham Coulter, a graduate from Bedford Road Collegiate and Rui Song, a graduate from Walter Murray Collegiate as the winners of the 2012 - 2013 Award of Excellence.

The Board hosted an Award of Excellence luncheon to announce the award recipients, and to honour nominees and their families on Monday, December 23, 2013.

Mr. Barry MacDougall, Deputy Director of Education, will provide background information on the recipients.

PREPARED BY | DATE | ATTACHMENTS
--- | --- | ---
Mrs. Avon Whittles, Director of Education | January 9, 2014 | None
MEETING DATE: JANUARY 14, 2014

TOPIC: CELEBRATING EXCELLENCE: 2012 – 2013 PROFICIENCY AWARD WINNERS

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

AGENDA ITEMS |
------------|
[ ] Correspondence |
[ ] New Business |
[ ] Reports From Administrative Staff |
[✓] Other: External Reports / Presentations |

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

BACKGROUND
Strengthening Our Learning Community – Strategic Direction 2002 – 2007: Our Students’ Learning goal states: “Our students will engage in relevant and challenging learning opportunities to enhance their academic, personal, and social/cultural growth.”

CURRENT STATUS
There are many examples of excellent work being done by our students, staff and communities. The Saskatoon Board of Education has much to be proud of and, as such, we celebrate the achievement of our students, staff and communities continually.

One method of celebration is the presentation of Proficiency Awards each year by the Board to students with the highest average in Grades 9, 10, 11 and 12. Trustees attended graduation ceremonies in the spring to present the awards.

FINANCIAL IMPLICATIONS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>$300.00</td>
</tr>
<tr>
<td>Grade 10</td>
<td>$400.00</td>
</tr>
<tr>
<td>Grade 11</td>
<td>$500.00</td>
</tr>
<tr>
<td>Grade 12</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

PREPARED BY |
------------|
Mrs. Avon Whittles, Director of Education |

DATE |
------|
January 8, 2014 |

ATTACHMENTS |
-------------|
Award Winners |
### 2012 – 2013 PROFICIENCY AWARD WINNERS

<table>
<thead>
<tr>
<th>Aden Bowman Collegiate</th>
<th>Bedford Road Collegiate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Grade 9</td>
</tr>
<tr>
<td>Annelise Jahnke</td>
<td>Amy Zhou</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Grade 10</td>
</tr>
<tr>
<td>Corey Blushke</td>
<td>Aline Niyonsenga</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Grade 11</td>
</tr>
<tr>
<td>Allan Kerr</td>
<td>Eleanor Yates</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Grade 12</td>
</tr>
<tr>
<td>Erin Whiting</td>
<td>Graham Coulter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Centennial Collegiate</th>
<th>City Park Collegiate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Grade 9</td>
</tr>
<tr>
<td>Ashley Daku</td>
<td>Kahlyn Pambrun</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Grade 10</td>
</tr>
<tr>
<td>Susan Wu</td>
<td>Kaleigha Bear</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Grade 11</td>
</tr>
<tr>
<td>Tayyaba Bhatti</td>
<td>None</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Grade 12</td>
</tr>
<tr>
<td>Masooma Bhatti</td>
<td>Natasha Chief</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evan Hardy Collegiate</th>
<th>Marion M. Graham Collegiate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Grade 9</td>
</tr>
<tr>
<td>Liam Obrodovich</td>
<td>Erica Haunsperger</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Grade 10</td>
</tr>
<tr>
<td>Julia Opdahl</td>
<td>Payton Ottenbreit</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Grade 11</td>
</tr>
<tr>
<td>Abby Holtslander</td>
<td>Teah Zielinski</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Grade 12</td>
</tr>
<tr>
<td>Amy Bunyamin</td>
<td>Laura Owen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mount Royal Collegiate</th>
<th>Nutana Collegiate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Grade 9</td>
</tr>
<tr>
<td>Jessica Carlton</td>
<td>Carter Pearcey</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Grade 10</td>
</tr>
<tr>
<td>Tanner Zekonic</td>
<td>Tatum Leedahl</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Grade 11</td>
</tr>
<tr>
<td>Abdelhalim Abdelrahman (Halim Adams)</td>
<td>Ethan Dwernychuk</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Grade 12</td>
</tr>
<tr>
<td>Hadia Butt</td>
<td>Shaquille Ethier</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tommy Douglas Collegiate</th>
<th>Walter Murray Collegiate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Grade 9</td>
</tr>
<tr>
<td>Fairus Haque</td>
<td>Richard Cao</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Grade 10</td>
</tr>
<tr>
<td>Rafidul Haque</td>
<td>Angela Burant</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Grade 11</td>
</tr>
<tr>
<td>Samiha Zaman</td>
<td>Ziaoxuan Yu</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Grade 12</td>
</tr>
<tr>
<td>Ryan Turple</td>
<td>Rui Song</td>
</tr>
</tbody>
</table>
MEETING DATE: JANUARY 14, 2014

TOPIC: CORRESPONDENCE

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

BACKGROUND

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

(a) Correspondence to Dr. Lisa Vargo, Head, Department of English, University of Saskatchewan from Mrs. Avon Whittles, Director of Education, Saskatoon Public Schools, in response to Dr. Vargo’s December 13th, 2013 letter.

(b) Correspondence dated December 13th, 2013 from Dr. Lisa Vargo, Head, Department of English, University of Saskatchewan regarding the motion passed at the Faculty Committee Meeting of December 11, 2013.

(c) Correspondence from Honourable Don McMorris, Minister Responsible for SaskBuilds, in response to Board Chair Ray Morrison’s December 19th, 2013 letter.

(d) Correspondence dated December 19th, 2013 to Honourable Don Morgan, Minister of Education and Honourable Don McMorris, Minister Responsible for SaskBuilds from Ray Morrison, Board Chair, Saskatoon Public School Board regarding questions about P3s (Public Private Partnerships).

(e) Correspondence from Kelly Block, MP, Saskatoon-Rosetown-Biggar, regarding the 2012-2013 Saskatoon Public Schools’ Report to the Community.

(f) Correspondence from Honourable Brad Wall, Premier of Saskatchewan, regarding the 2012-2013 Saskatoon Public Schools’ Report to the Community.

PREPARED BY | DATE | ATTACHMENTS
--- | --- | ---
Mrs. Avon Whittles, Director of Education | January 8, 2014 | Correspondence Documents

RECOMMENDATION

Proposed Motion:

That the Board receive the correspondence as listed.
December 20, 2013

Dr. Lisa Vargo  
Head, Department of English  
University of Saskatchewan  
9 Campus Drive  
Saskatoon SK  S7N 5A5

Dear Dr. Vargo:

Thank you for your letter received on Thursday, December 19th where you highlight the University of Saskatchewan’s Department of English faculty committee meeting motion regarding the end to the use of Indigenous peoples or symbols of their cultures as school mascots.

I would like to assure you that the Saskatoon Board of Education is also very committed to safe, accepting and caring learning environments which are culturally responsive and which inspire learning. I would be pleased to share your perspective with our trustees for their consideration of this matter and I thank you for your faculty’s interest in Saskatoon Public Schools.

Please do not hesitate to contact me if you require any additional information.

Sincerely,

Mrs. Avon Whittles, Director of Education

Copies to: Ray Morrison, Board Chair, Saskatoon Board of Education
13 December 2013

Avon Whittles  
Director of Education  
Saskatoon Public Schools  
310 - 21st Street East,  
Saskatoon, SK  S7K 1M7

Dear Ms. Whittles:

The Department of English at the University of Saskatchewan has asked me, as Department Head, to forward to you the following motion passed at the Faculty Committee Meeting of 11 December 2013:

The Department of English at the University of Saskatchewan joins the Department of Native Studies and the Department of Educational Foundations in calling for an end to the use of Indigenous people or symbols of their cultures as school mascots, in logos, slogans, or team names in K-12, post-secondary, and indeed all educational institutions. As a department that specializes in reading and interpreting a variety of texts, including such mascots, logos, slogans, and team names, the Department of English recognizes that representing Indigenous people in such caricatured ways is rooted in, reproduces, and re-circulates colonial discourse. When prejudicial caricatures of Indigenous people have institutional power behind them, this situation compromises the ability of society to hear and see Indigenous people’s self-representations. Because we, as a Department, are dedicated to creating and maintaining a welcoming, inclusive, and actively anti-racist environment in which all members of the university and our larger communities of learning in the city, province, and country can thrive, we urge the immediate removal of such caricatures.

For further information, please contact Professor Nancy Van Styvendale (Chair, Community Outreach and Public Engagement) at n.vanstyvendale@usask.ca or Professor Susan Gingell (Committee Member at susan.gingell@usask.ca).

Sincerely,

[Signature]

Dr. Lisa Vargo  
Head, Department of English

RECEIVED

[Signature]  
December 19, 2013  
Director of Education  
Saskatoon Public Schools

Office of the Director, Humanities Research Unit, University of Saskatchewan  
Department of English, 9 Campus Drive, Saskatoon SK S7N 5A5 Canada  
Telephone: (306) 966-5517/5506 Facsimile: (306) 966-5951 Email: humanities.research@usask.ca  
Web site: http://www.usask.ca/hru/
December 20, 2013

Mr. Ray Morrison
Board Chair
Saskatoon Board of Education
310-21st Street East
SASKATOON SK  S7K 1M7

Dear Mr. Morrison:

Thank you for your December 19, 2013 letter regarding questions the Saskatoon Board of Education has with respect to public-private partnerships and the new school announcement.

My colleague, Minister of Education Don Morgan, and I look forward to meeting with you and the Board Chairs for Regina, Prairie Spirit and Greater Saskatoon in early January and will be pleased to discuss these questions at that time.

Thank you for taking the time to write and I look forward to meeting with you in the New Year.

Sincerely,

[Signature]

Don McMorris
Minister Responsible for SaskBuilds

cc: Honourable Don Morgan, Minister of Education
Rupen Pandya, President and Chief Executive Officer, SaskBuilds
Dan Florizone, Deputy Minister, Ministry of Education
December 19, 2013

Honourable Don Morgan  
Room 361  
Legislative Building  
2405 Legislative Drive  
Regina SK S4S 0B3

And

Honourable Don McMorris  
Minister Responsible for SaskBuilds  
SaskBuilds Head Office  
720 – 1855 Victoria Avenue  
Regina SK S4T 3T2

Dear Minister Morgan and Minister McMorris,

Once again, the Saskatoon Board of Education would like to thank the Ministry of Education for the announcement of new schools for our division. Our trustees are committed toward the building of these joint projects as the new schools will help us to meet the challenges of significant growth in our city. Our Board is also intent upon becoming as informed about P3s as possible in order to represent the needs of our stakeholders and ratepayers.

At the December 10, 2013 Board meeting the Saskatoon Board of Education passed the following motion:

That the Saskatoon Board of Education, through Board Chair Ray Morrison, submit the following questions to the Minister of Education, Ministry of Education and the new government agency called “Sask Builds”:

1. In a P3 Public Private Partnership, who will the members of the partnership be in addition to the Saskatoon Board of Education and what do the private partners bring to the table, in terms of land, cash contributions or donated services? What role will the city of Saskatoon have in this P3 Model and what will it contribute to the schools?

2. How will the shared use of the new schools with the Greater Saskatoon Catholic School Board be determined and what are the requirements for that agreement? What areas of the new schools will be shared?

3. Will the cost of building the new schools under the P3 Private Partnership Model be less than with a Public Model. If so what determines that lower cost? Will the interest rate paid on the funding be lower? Will the amortization period be longer reducing the annual cost but extending the pay period for a larger long-term cost? How long will that payment structure extend? Who will carry the mortgage on their books? Will it be the school division? Province? Private builder? Or other agency? Will the payments be back-end loaded pushing the higher proportion of cost into the future? What
portion of the payment will be for private profit sometimes called a “risk premium”, above the real costs of construction? Who will hold title to the property and who will be responsible for maintenance and insurance costs? How much does establishing and maintaining the new “Sask. Builds Agency” add to the cost of schools?

4. Will local contractors, suppliers and workers who are also local taxpayers benefit from the construction process under the P3 Model as they have under the Public Model?

5. Will the school design be flexible enough to accommodate local needs, and will the general public and school students or staff continue to have the required access to the facility or will that access be restricted or come with extra charges? Who will be the partners in the joint use agreement and how will that differ from the current “public agreements”?

We are also aware that the Ministry of Education has been collating questions about Private Public Partnerships and we look forward to receiving answers to these questions as well, as the information becomes available.

Should you require any clarification please feel free to contact me at morrisonra@spsd.sk.ca or 306-683-8460. We look forward to building wonderful new schools together.

Sincerely,

[Signature]

Mr. Ray Morrison, Board Chair, Saskatoon Board of Education

Copies to: Mrs. Avon Whittles, Director of Education, Saskatoon Public Schools
Greater Saskatoon Catholic Schools Board Chair and Director
Prairie Spirit School Division Board Chair and Director
Regina Public Schools Board Chair and Director
Regina Catholic Schools Board Chair and Director
SASKATOON
December 17, 2013

Ray Morrison
Board Chair
Saskatoon Board of Education
310 21st Street East
Saskatoon, SK   S7K 1M7

Dear Mr. Morrison,

Thank you for a copy of your 2012 – 2013 Saskatoon Public Schools Report to the Community.

I appreciate receiving this information regarding the important work the Board is undertaking in providing oversight in ensuring quality education for today while planning for the needs of tomorrow.

Sincerely,

Kelly Block
Saskatoon—Rosetown—Biggar
December 9, 2013

Ray Morrison, Chair
Saskatoon Board of Education
Saskatoon Public Schools
310 21st Street E
SASKATOON SK S7K 1M7

Dear Mr. Morrison,

Thank you for your letter of November 19, 2013, and enclosed copy of Saskatoon Public Schools’ 2012-2013 Report to the Community.

I appreciate your taking the time to provide this information. Best wishes to Saskatoon Public Schools board members and staff for a very Merry Christmas and a Happy New Year.

Sincerely,

Brad Wall
Premier

cc Honourable Don Morgan, Q.C.
Minister of Education
MEETING DATE: JANUARY 14, 2014
TOPIC: TREATY SIX TERRITORY AND MÉTIS NATION FLAGS

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

BACKGROUND

Saskatoon Public Schools is proud of the work accomplished to create culturally responsive learning environments. Our staff and students have learned about the history of the treaties, about First Nations, Inuit and Métis perspectives and ways of knowing as highlighted within our provincial curricula.

The Treaty Six Territory and Métis Nation flags were flown for the first time in our division at Marion M. Graham Collegiate on November 20, 2012. At this time a ceremony was held to commemorate the event and to acknowledge the fact that the flags could be proudly displayed in any Saskatoon Public Schools building.

CURRENT STATUS

Saskatoon Public Schools has benefitted from a long history with both First Nations and Métis communities. In honour of this strong relationship the Treaty Six Territory and Métis Nation flags will now be displayed in the Saskatoon Board of Education board room.

PREPARED BY DATE ATTACHMENTS
Mrs. Avon Whittles, Director of Education January 8, 2014 None
MEETING DATE: JANUARY 14, 2014

TOPIC: RESPONSE TO TRUSTEES’ QUESTIONS REGARDING PLAYGROUNDS

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

BACKGROUND

At the November 19th, 2013 Board meeting, Trustee Waugh requested that Administration provide information regarding playground design, construction and maintenance guidelines.

At the December 10th, 2014 Board meeting, Trustee Kelleher requested that Administration provide information regarding playgrounds provided by the City of Saskatoon and/or Saskatoon Public Schools located on city and/or school division property.

CURRENT STATUS

Attached please find a copy of Playground and Site Upgrades Information Package dated November 6th, 2013. This document was prepared by Administration to assist school-based leaders, potential playground committees, and other interested community members in their understanding of this subject. Also attached is a copy of the site amenities location document, dated December 2010. This document indicates location of amenities such as playgrounds, ice rinks, spray and paddling pools, and any specific inspection or maintenance notes that may apply.

Other general notes regarding risk management aspects of playgrounds are as follows: professionally-trained and certified Saskatoon Public Schools’ staff routinely inspect and repair existing playground equipment on Saskatoon Public Schools’ property, as per applicable Canadian Standards Association (CSA) standards. Saskatoon Public Schools’ caretakers routinely rake and level sand (note- sand remains the preferred surface material), maintenance staff annually deep roto-till where required to loosen sand and top up to acceptable levels. Compressive tests are performed annually as required by CSA standard.

Mr. Stan Laba, Superintendent of Facilities, will be in attendance to discuss with trustees.

PREPARED BY | DATE | ATTACHMENTS
---|---|---
Mr. Stan Laba, Superintendent of Facilities | January 7, 2014 | • Information Package
• Location Document
THE PROCESS

INITIAL STEPS

When your school is considering starting to fundraise for new playground equipment, entire structure replacement, outdoor learning spaces, or site upgrades you will need to develop a fundraising committee that needs to include a minimum of one school staff. This fundraising committee will be responsible for determining the scope and vision for the improvements. The following are the steps this committee will need to follow:

1. Develop an initial concept plan to be submitted to Facilities, attention: Manager of Contract Services.
   a. The plan must be submitted in writing through email or by school mail.
   b. Facilities will determine the feasibility of the scope of work included in the concept plan and reply in writing with any changes that are required and approval to move on to the next steps.

2. Concept plan needs to be changed if required by Facilities and priorities along with fundraising goals need to be developed.
   a. Part of this will be determined based on the size of the project and scope included. Some projects might need to be done in stages.
   b. If the project is done in stages, fundraising goals and priorities need to be aligned.

3. At this time the Fundraising Committee can coordinate a fundraising pamphlet.

4. The fundraising process will continue until the committee reaches 100% of the total estimated goal.

5. Once 100% of the fundraising is complete, Facilities Staff will manage the following portion of the project:
   a. Review of the scope of work per stage in detail.
   b. Engage professionals as required.
   c. Assess some of the finer details.
   d. Prepare tender documents.

6. Facilities Staff will then complete the necessary processes to the completion of the project.

SASKATOON PUBLIC SCHOOLS FINANCIAL REQUIREMENTS

FUNDING REQUIREMENTS

Saskatoon Public Schools matches the Fundraising Committee’s contribution up to a max of $35,000 for playground structure replacements located on Saskatoon Public Schools property. In the past Saskatoon Public Schools budgeted for one playground structure a year, but each proposed playground project will be reviewed on a case by case basis.

Site upgrades, outdoor learning spaces, or purchase of additional equipment are 100% the responsibility of the Fundraising Committee.

RECEIVING DONATIONS AND CHARITABLE DONATION QUESTIONS

It is recommended that each Fundraising Committee contacts Saskatoon Public Schools Accounting Department prior to accepting donations to confirm where the donations are to be collected, how charitable donations work and what information is required from each donor.
GETTING PRICES FOR PLAYGROUNDS

All projects must follow Saskatoon Public Schools Tendering policies even if the only contribution they are making is the use of their charitable number. We must AVOID sole sourcing; therefore, the playground company can design a layout, but we are required to accept alternates from other playground manufactures.

TENDERING POLICY

- Under $5000 - we can get pricing directly from a single approved vendor
- $5000 - $19,999 – we are required to get prices from three approved vendors
- $20,000 and above – we are required to public advertise this work

APPROVED VENDORS/ PLAYGROUND MANUFACTURES

- Playcraft & Kompan: Playworks, www.playworks.com, P.O. Box 3441, 234 12th Street, Humboldt SK S0K 2A0, ph: 1-877-682-4701
- www.playworldsystems.com
- www.northlandsupply.com
- www.playworks.com
- www.henderson-recreation.com
<table>
<thead>
<tr>
<th>School</th>
<th>Public School Property</th>
<th>City owned Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvin Buckwold</td>
<td>playground</td>
<td>rink</td>
</tr>
<tr>
<td>Brevoort Park</td>
<td>Rink shared 60% school property</td>
<td>Rink shared 40% city property/playlist</td>
</tr>
<tr>
<td>Brownell</td>
<td>playground</td>
<td>playground</td>
</tr>
<tr>
<td>Brunskill</td>
<td>playground/rink</td>
<td></td>
</tr>
<tr>
<td>Buena Vista</td>
<td>playground/rink</td>
<td></td>
</tr>
<tr>
<td>Caroline Robins</td>
<td>Playground (3) City inspects tot apparatus</td>
<td>Rink/paddling pool</td>
</tr>
<tr>
<td>Caswell</td>
<td>playground/rink</td>
<td></td>
</tr>
<tr>
<td>College Park</td>
<td>playground</td>
<td>playground</td>
</tr>
<tr>
<td>Confederation Park</td>
<td>Day care playground in front</td>
<td>playground</td>
</tr>
<tr>
<td>Dr. John G. Egnatoff</td>
<td>rink</td>
<td>Playground/spray pool</td>
</tr>
<tr>
<td>Dundonald</td>
<td>rink</td>
<td>Playground/spray pool</td>
</tr>
<tr>
<td>Estey</td>
<td>Daycare playground</td>
<td>playground</td>
</tr>
<tr>
<td>Fairhaven</td>
<td>Paddling pool</td>
<td></td>
</tr>
<tr>
<td>Forest Grove</td>
<td>Playground/rink</td>
<td>Spray pool</td>
</tr>
<tr>
<td>Greystone Heights</td>
<td>Playground/rink</td>
<td>Spray pool</td>
</tr>
<tr>
<td>Henry Kelsey</td>
<td>Rink shared 90% school property</td>
<td>Playground/rink shared 10% city property</td>
</tr>
<tr>
<td>Holliston</td>
<td>Playground/rink</td>
<td></td>
</tr>
<tr>
<td>Howard Coad</td>
<td>Paddling pool/ playground/rink</td>
<td>City inspects play apparatus</td>
</tr>
<tr>
<td>Hugh Cairns V.C.</td>
<td>rink</td>
<td>playground</td>
</tr>
<tr>
<td>James L. Alexander</td>
<td>Rink</td>
<td>playground</td>
</tr>
<tr>
<td>John Dolan</td>
<td>playground</td>
<td></td>
</tr>
<tr>
<td>John Lake</td>
<td>Playground/shared rink 90% school property</td>
<td>Shared rink 10% city property</td>
</tr>
<tr>
<td>King George</td>
<td>Playground/rink</td>
<td>Paddling pool</td>
</tr>
<tr>
<td>Lakeridge</td>
<td>playground</td>
<td>Spray pool</td>
</tr>
<tr>
<td>Lakeview</td>
<td>playground</td>
<td>Playground</td>
</tr>
<tr>
<td>Lawson Heights</td>
<td>Playground/rink</td>
<td></td>
</tr>
<tr>
<td>Lester B. Pearson</td>
<td>Shared rink 10% school property</td>
<td>Paddling pool/ playground/shared rink 90% city property</td>
</tr>
<tr>
<td>Mayfair</td>
<td>playground</td>
<td></td>
</tr>
<tr>
<td>Montgomery</td>
<td>Playground/rink</td>
<td></td>
</tr>
<tr>
<td>North Park Wilson</td>
<td>Playground/ rink</td>
<td></td>
</tr>
<tr>
<td>Pleasant Hill</td>
<td>playground/paddling pool</td>
<td></td>
</tr>
<tr>
<td>Prince Philip</td>
<td>playground</td>
<td></td>
</tr>
<tr>
<td>Princess Alexandra</td>
<td>Playground/rink</td>
<td></td>
</tr>
<tr>
<td>Queen Elizabeth</td>
<td>Playground/rink</td>
<td></td>
</tr>
<tr>
<td>River Heights</td>
<td>Playground/rink</td>
<td>Spray pool/playground</td>
</tr>
<tr>
<td>Roland Michener</td>
<td>Playground</td>
<td>Paddling pool/playground</td>
</tr>
<tr>
<td>Silverspring</td>
<td>Playground/rink</td>
<td></td>
</tr>
<tr>
<td>Silverwood Heights</td>
<td>rink</td>
<td>Playground/Spray pool</td>
</tr>
<tr>
<td>Sutherland</td>
<td>Playground (2)/rink</td>
<td></td>
</tr>
<tr>
<td>Victoria</td>
<td>Playground/rink</td>
<td></td>
</tr>
<tr>
<td>Vincent Massey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westmount</td>
<td>Playground/rink</td>
<td></td>
</tr>
<tr>
<td>Wildwood</td>
<td>Paddling pool/playground</td>
<td></td>
</tr>
<tr>
<td>W. P. Bate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>Aden Bowman</td>
<td>Bedford Road</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Centennial Skate Park</td>
<td></td>
</tr>
<tr>
<td>City Park</td>
<td>(Daycare playground)</td>
<td></td>
</tr>
<tr>
<td>Evan Hardy</td>
<td>Marion Graham</td>
<td></td>
</tr>
<tr>
<td>Mount Royal</td>
<td>Nutana</td>
<td></td>
</tr>
<tr>
<td>Tommy Douglas</td>
<td>Playground</td>
<td></td>
</tr>
<tr>
<td>Walter Murray</td>
<td>Central Office</td>
<td></td>
</tr>
</tbody>
</table>
MEETING DATE: JANUARY 14, 2014

TOPIC: SASKATOON PUBLIC SCHOOLS FOUNDATION 2012-13 ANNUAL REPORT

FORUM AGENDA ITEMS INTENT

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

BACKGROUND

The Saskatoon Board of Education is the sole member of the Saskatoon Public Schools Foundation Corp.

CURRENT STATUS

Attached is a copy of the 2012-13 Annual Report for the Saskatoon Public Schools Foundation Corp.

The Foundation Board would like to thank the outgoing directors for their work and dedication that helped contribute towards the success of the foundation. Thank you to the following: Donna Banks, Garry Benning, Tad Cherkewich, Lynda Grunert, Wanda McLeod and Kevin Waugh.

PREPARED BY DATE ATTACHMENTS

Mr. Garry Benning, Chief Financial Officer January 8, 2014 Saskatoon Public Schools Foundation
Ms. Carla Loney-Tindall, Executive Director, Saskatoon Public Schools Foundation 2012-2013 Annual Report

RECOMMENDATION

Proposed Motion: That the Board receive the 2012-13 Annual Report for the Saskatoon Public Schools Foundation Corp.
On behalf of the Directors of the Saskatoon Public Schools Foundation, I am pleased to present the 2012-2013 Annual Report. The Foundation’s fifth year was marked by many accomplishments that I am proud to share.

On December 3, 2012 Carla Loney-Tindall started as the new Executive Director of the Foundation. She has considerable experience in not for profit organizations and over the past year has become familiar with the programs and operations of the Foundation. Her priority has been to fulfill a larger vision that provides value and serves the students at Saskatoon Public.

The 3rd Annual Fools’ Roast was on April 13, 2013 at Mount Royal Collegiate. The event was a success raising $50,000 through ticket sales, the silent and live auction and sponsorships. Staff and students at the Mount Royal’s commercial cooking program prepared a delicious meal for the event and received a standing ovation for their great efforts. A special thanks to Ron and Honya Olson for graciously agreeing to be roasted for a good cause. Master of Ceremonies Darrell Utley was fantastic and the other speakers brought a great sense of humour to the podium to make this a fun and laughter filled evening.

In April the Foundation received a generous donation of $40,000 to support an expanded Summer Reading Camp Program. Reading Camp involved 144 students in 11 schools from August 6 – 12, 2013. There were 2 teachers in each school providing intensive literacy support to early learners. Summer Reading Camp closed with a celebration event at the Forestry Farm where students and their families enjoyed a picnic lunch and a visit to the zoo. Our donor provided Certificates of Achievement and a book bag with “just right” reading materials. It was a special day for our donor who presented students with Certificates, the students, their families and all the teachers.

The Saskatoon Public Schools employees have given generously through an employee deduction program gifting $18,000. Employee gifts are an important contribution to the Foundation and their support is very much appreciated.

The Foundation coordinated a Grand Opening Event for the PotashCorp Eco-Science and Indigenous Learning Centre on June 9, 2013. PotashCorp’s $1 million donation constructed an extraordinary facility that will provide unique year-round learning opportunities for students. Further to their capital gift PotashCorp also gave an additional gift that will cover the costs for each school to visit the PotashCorp Eco-Science and Indigenous Learning Centre.

PotashCorp’s gift of $200,000 provided healthy breakfasts, lunches and snacks in 20 schools. Some schools devoted a portion of their funds to developing their community gardens and for the purchase of supplies and equipment for the preparation and storage of food.

The Enhanced Education School Grants program provided 46 schools with a $700 grant for initiatives that provide unique learning opportunities in the areas of citizenship, student leadership, cultural responsiveness, healthy active living, the environment or visual or performing arts.

On August 29, 2013, Foundation President, Garry Benning, and Executive Director, Carla Loney-Tindall, spoke about the Foundation’s accomplishments at the school division’s School Opening Celebration held at TCU Place. We received an enthusiastic response from over 2,000 SPS staff in attendance.

We look forward to another exciting year in 2013-2014 as the Foundation continues to grow and positively impact the lives of students at Saskatoon Public Schools.
MEETING DATE: JANUARY 14, 2014

TOPIC: CANADIAN ACHIEVEMENT TEST RESULTS: 2013-2014

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’ students complete the Canadian Achievement Test annually. This has two main purposes:

- It is used by principals and teachers as an aid for school-level strategic and instructional planning, and
- It is used at the division level to direct staff development planning and to inform our strategic direction.

This update provides trustees with 2013-2014 Canadian Achievement Test results and next steps.

CURRENT STATUS

Dr. Scott Tunison will be in attendance at the Board meeting to highlight results and to answer any questions trustees may have regarding the attached report.

<table>
<thead>
<tr>
<th>PREPARED BY</th>
<th>DATE</th>
<th>ATTACHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Barry MacDougall, Deputy Director of Education</td>
<td>January 8, 2014</td>
<td>CAT Achievement Test Results: 2013-2014</td>
</tr>
<tr>
<td>Dr. Scott Tunison, Coordinator: Research and Measurement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Canadian Achievement Test Results:
2013-14
Students in Saskatoon Public Schools complete the Canadian Achievement Test (CAT) annually. This large-scale assessment has two main purposes:

- It is used by principals and teachers as an aid for school-level strategic and instructional planning, and
- It is used at the division level to direct staff development planning and to inform our strategic plan.

**BACKGROUND**

The Canadian Achievement Test (CAT) compares students’ general knowledge and performance in various aspects of English Language Arts and Mathematics against the performance of a large representative sample of students from across Canada, (also called the “norm group”).

In Saskatoon Public Schools, the CAT is administered in the fall of each school year to students in Grades 4, 8, and 10. The Grade 10 CAT was administered for the first time in 2011-12.

**Results**

In this Board update, we report CAT results in terms of “stanines”. Stanines are calculated by dividing all possible scores (from 0 to 100) into 9 equal sections – each of which is called a “stanine”. In broad terms, performance at stanines 1 to 3 is considered below expectations; performance at stanines 4 to 6 is considered at expectations; and, performance at stanines 7 to 9 is considered above expectations. Therefore, the student achievement provided in this document is reported in terms of the percentage of students who performed at Stanine 4 and above (in other words, at or above expectations).

**Percentage of Students at Stanine 4 and Above**

The CAT/4 has several subtests aligned to three broad subject areas:

- Mathematics,
- Reading, and
- Writing Conventions.

The CAT/4 analyses combine the subtests associated with each of the three broad subject areas into one overall score for that area. Student achievement is reported in this report in terms of the percentage of students whose achievement was at or above Stanine 4 in each of the three broad subject areas.
Grade 4

The percentage of Grade 4 students who achieved at Stanine 4 and above on the three CAT/4 areas is as follows (see Figure 1):

- **Reading** – overall, students’ performance has been within ±2% of the Canadian norm each year represented in the graph below; however, there was a modest decline in 2013-14 over the previous year.
- **Writing** – students’ performance has tended to be below the Canadian norm each year; in general, there has been a modest downward trend over the last three years.
- **Mathematics** – generally, students’ performance has been below Canadian norms each year; while we see steady improvement in student performance over the three years between 2010-11 and 2012-13, we saw a decline for 2013-14.

Figure 1 - Grade 4 CAT/4 results
Grade 8

The percentage of Grade 8 students who achieved at Stanine 4 and above on the three CAT/4 areas is as follows (see Figure 2):

- **Reading** – students’ performance hovers around the Canadian norm each year; and, with a range of 1.5% between the highest and lowest results over the last four years, student performance has been very consistent.

- **Writing** – as was the case with Reading, students’ performance in Writing also tends to hover around the Canadian norm each year; the results over the last four years have also been very consistent with a range of 2.4% between the highest and lowest results.

- **Mathematics** – students’ performance on the CAT/4 tends to be below the Canadian norm; the results over the last four years have also been fairly consistent with a range of 3.2% between the highest and lowest results.

Figure 2 - Grade 8 CAT/4 results
Grade 10

Grade 10 students complete the entire CAT/4 Mathematics subtest set but complete only the reading comprehension sections of the English Language Arts subtests. Therefore, the results below include the achievement levels for Reading Comprehension, not the broader Total Reading measure reported in Grades 4 and 8, and Total Mathematics (the same broad measure reported in Grades 4 and 8). The percentage of Grade 10 students who achieved at stanine 4 and above on the areas of the CAT/4 they completed is as follows (see Figure 3):*

- **Reading** – students’ performance has been below Canadian norms each year; but there has been a modest upward trend.
- **Mathematics** – students’ performance was also below the Canadian norm each year; but, again, there has been a modest improvement over the last three years.

Figure 3 - Grade 10 CAT/4 results
Next Steps

Results from the Canadian Achievement Test suggest that while our students tend to perform close to national norms in many cases, student achievement in the areas of Mathematics and literacy continue to require attention.

In response to student achievement results, Trustees have established two significant long-term learning priorities: Literacy for Life and Collegiate Renewal. Through these priorities, we have analyzed our students’ achievement data, reviewed educational research, and consulted with external experts to identify and implement instructional and professional learning strategies shown to be effective in improving student achievement. The following are among the most significant initiatives either underway or in the planning stages in response to our large-scale assessment results.

1. **Literacy for Life** teacher workshops for 2013-14 are explicitly connected to student learning needs. Early this fall, our staff development team examined a wide variety of data (e.g., school improvement plans, student achievement data, collaborative inquiry team plans) to identify specific areas for improvement. Then, workshop topics were developed based on these observations. Teachers are encouraged to attend workshops that align best with their professional learning plans and the needs of their students.

2. We are examining students’ responses to individual questions in the CAT, especially those focused on reading comprehension, writing conventions, and mathematics, to look for trends in students’ strengths and challenges in specific curriculum-referenced areas. The results will inform the content of professional learning workshops.

3. We have developed a comprehensive range of instructional responses for students who struggle with learning to read. Specifically:
   - The *Fountas and Pinnell Leveled Literacy Intervention* – a small-group support for struggling readers – has expanded to all schools.
   - *Roadways to Reading* – a one-on-one instructional support for students who have had previous access to extra reading support but have still struggled with reading – has recently been implemented in several schools.
   - *Literacy tutors* – alternative one-on-one instruction for struggling readers – have recently been made possible through a grant from the Saskatoon Public Schools Foundation.

4. We continue to identify and implement research-supported instructional strategies in Mathematics. In particular, the *Elementary Mathematics Learning Communities* are focusing on enhancing teachers’ understanding of mathematics instructional models and assessment practices. These communities have grown to capacity and appear to be having a positive impact on mathematics teaching and learning in our elementary classrooms.
5. At the secondary level, teachers are focusing on building better supports for students as they transition into collegiate Mathematics courses. Many of our collegiates are engaging in ongoing conversations with their elementary area schools to collaborate on creating smoother transitions for all students. We have also implemented a *Grade 9 Mathematics Learning Community* that will provided enhanced professional learning opportunities for teachers and MathPlus classes to allow struggling students more time to master the curriculum outcomes.

6. At the division-level, we have recently formed a Central Office Data Team to examine student learning results (e.g., CAT, Fountas and Pinnell Reading Benchmarks, Early Years Evaluation, etc.) more closely to make sure that resource allocation decisions are aligned with areas of greatest student need.

7. We continue to work toward achieving the targets identified in our Continuous Improvement and Accountability Framework plan.
MEETING DATE: JANUARY 14, 2014

TOPIC: 2012 PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA) RESULTS

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

AGENDA ITEMS
[ ] Correspondence
[ ] New Business
[✓] Reports From Administrative Staff
[ ] Other:

INTENT
[✓] Information
[ ] Decision
[ ] Discussion

BACKGROUND

The Programme for International Student Assessment (PISA) was initiated by the member countries of the Organization for Economic Co-operation and Development (OECD) to provide international indicators of the skills and knowledge of 15 year old students. PISA is administered every three years and assesses students’ abilities in three areas: Reading, Mathematics, and Science.

The most recent round of PISA was held in 2012. It focused primarily on Mathematics; but assessed Reading and Science as well.

This update provides trustees with an overview of the results from the 2012 PISA.

CURRENT STATUS

Dr. Scott Tunison will be in attendance at the Board meeting to highlight results and to answer any questions trustees may have regarding the attached report.

PREPARED BY
Mr. Barry MacDougall, Deputy Director of Education
Dr. Scott Tunison, Coordinator: Research and Measurement

DATE
January 8, 2014

ATTACHMENTS
2012 PISA Results
Test Results: 2013-2014
2012 PISA results
PISA: Key Facts

What is PISA?
The Programme for International Student Assessment (PISA) was initiated by the member countries of the Organisation for Economic Co-operation and Development (OECD) to provide international indicators of the skills and knowledge of 15-year-old students. PISA assesses students’ abilities in three areas: Reading, Mathematics, and Science.

How is PISA administered?
The first PISA was conducted in 2000 and is repeated every three years. Each cycle provides detailed information on one of the above assessed areas and summary assessments of the other two. PISA focused on:
- Reading in 2000, 2009;
- Mathematics in 2003, 2012; and
- Science in 2006.
In addition to focusing on Mathematics, the 2012 assessment included elements of Reading, Science, Problem Solving, and Financial Literacy. Questionnaires about students’ contexts (e.g., family, home, school, and other factors) were also administered. (Note: The next PISA, in 2015, will focus on Science.)

How is participation determined?
Sixty-five countries participated in PISA 2012. In Canada, about 21,000 15-year-old students from about 900 schools participated (Note: Students from Yukon, Northwest Territories, and Nunavut, as well as students attending band-operated schools did not participate in PISA 2012).

In Saskatchewan, students from 86 English language schools participated. A random selection of 15-year-olds from most of SPSD’s collegiates participated in PISA 2012.

What were the 2012 results overall?
- Overall, Saskatchewan 15-year-olds performed above the international average in Mathematics, Science, and Reading; but are still performing below their Canadian peers in these key subject areas. However, the PISA report shows our rank within Canada has increased in all three subjects and is the highest that it has been since the start of the PISA assessment.
- These results indicate that Saskatchewan 15-year-olds are more prepared to function as adults in society compared to 15-year-olds from most of the other countries, though not as prepared as their peers in Quebec, British Columbia, Alberta, and Ontario.
- Over the past twelve years, Canada’s mathematics and science performance has declined and Canada’s reading performance has been fairly stable. Saskatchewan’s ranking within Canada (as compared to the other provinces) improved in all three areas for 2012. (See Table 1).

<table>
<thead>
<tr>
<th>PISA assessment</th>
<th>Rank within Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Mathematics</td>
<td>6th out of 10 provinces</td>
</tr>
<tr>
<td>2012 Mathematics</td>
<td>5th out of 10 provinces</td>
</tr>
<tr>
<td>2009 Reading</td>
<td>7th out of 10 provinces</td>
</tr>
<tr>
<td>2012 Reading</td>
<td>6th out of 10 provinces</td>
</tr>
<tr>
<td>2009 Science</td>
<td>7th out of 10 provinces</td>
</tr>
<tr>
<td>2012 Science</td>
<td>4th out of 10 provinces</td>
</tr>
</tbody>
</table>
• An interesting facet of the Saskatchewan PISA sample is that the specific cohort of students has participated in several large-scale assessments in earlier grades (e.g., 2007 Grade 5 Math AFL; Grade 7 Reading AFL; as well as 2010 Writing AFL and PCAP assessments). This heightened focus on improved student learning through repeated exposure to large-scale assessment may have impacted Saskatchewan’s upward trend in performance rankings.
• Another interesting note is that the highest performing Canadian jurisdictions have comprehensive provincial assessment programs and rich curricula. In contrast, provinces without or just starting comprehensive provincial assessment programs continue to rank 8th to 10th in Canada. These provinces also perform significantly below the Canadian average and in some cases below the OECD average.

Performance in specific areas – Mathematics:
• PISA results are reported on a scale with an average of 500 points. By doing this it is possible to compare results over time. Each time PISA is administered, jurisdictions can see their performance relative to the 500 score.
• Figure 1 shows the relative performance of all PISA countries in Mathematics (the blue boxes represent Canadian provinces as if they were countries). The boxes represent the scores of each “country”. If the boxes of two “countries” overlap, we say that the results are “statistically similar”. Results show that
  o Two provinces’ ranges (QC and BC) are completely above the top of SK’s range (meaning these students performed “statistically higher” than those in SK).
  o ON and AB were “statistically similar” to SK’s students (their ranges overlap with SK’s), and
  o The remaining provinces were “statistically lower” as compared to SK’s because their ranges were entirely below the bottom SK’s range.
• For comparison, references to the top-performing country (Shanghai-China), Finland (Finland has traditionally been at or near the top of the PISA results), and the USA have been added.

![Figure 1 – Relative performance of PISA countries in Mathematics](image-url)
Performance in specific areas – Reading:

- Figure 2 shows the relative performance of all PISA countries in Reading (the blue boxes represent Canadian provinces). Results indicate that:
  - Performance in four provinces (BC, ON, AB, QC) were “significantly higher” than that of SK,
  - Performance in PEI was “significantly lower” than that of SK,
  - Performance in the remaining provinces was “statistically similar” to that of SK.
- For comparison, references to the top-performing country (Shanghai-China), Finland (Finland has traditionally been at or near the top of the PISA results), and the USA have been added.
**Performance in specific areas – Science:**

- Figure 3 shows the relative performance of all PISA countries in *Science* (the blue boxes represent Canadian provinces). Results indicate that:
  - Performance in two provinces (BC and AB) was “significantly higher” as compared to SK;
  - Performance in two provinces (MN and PEI) was “significantly lower” as compared to SK; and
  - Performance in the remaining provinces was “statistically similar” to that of SK.

- For comparison, references to the top-performing country (Shanghai-China), Finland (Finland has traditionally been at or near the top of the PISA results), and the USA have been added.

<table>
<thead>
<tr>
<th>Country</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shanghai-China</td>
<td>600</td>
</tr>
<tr>
<td>Finland</td>
<td>550</td>
</tr>
<tr>
<td>Canada</td>
<td>500</td>
</tr>
<tr>
<td>USA</td>
<td>450</td>
</tr>
<tr>
<td>SK</td>
<td>400</td>
</tr>
<tr>
<td>MN</td>
<td>350</td>
</tr>
<tr>
<td>PEI</td>
<td>300</td>
</tr>
<tr>
<td>NS</td>
<td>250</td>
</tr>
<tr>
<td>QC</td>
<td>200</td>
</tr>
<tr>
<td>NL</td>
<td>150</td>
</tr>
<tr>
<td>NB</td>
<td>100</td>
</tr>
<tr>
<td>BC</td>
<td>50</td>
</tr>
<tr>
<td>AB</td>
<td>0</td>
</tr>
<tr>
<td>ON</td>
<td>-50</td>
</tr>
<tr>
<td>SK</td>
<td>-100</td>
</tr>
<tr>
<td>MN</td>
<td>-150</td>
</tr>
<tr>
<td>PEI</td>
<td>-200</td>
</tr>
<tr>
<td>NS</td>
<td>-250</td>
</tr>
<tr>
<td>QC</td>
<td>-300</td>
</tr>
<tr>
<td>NL</td>
<td>-350</td>
</tr>
<tr>
<td>NB</td>
<td>-400</td>
</tr>
</tbody>
</table>

**How does Saskatoon Public Schools view and respond to PISA results?**

- We look forward to learning from the PISA results. While it is impossible to infer from the PISA results precisely how Saskatoon Public Schools fares in comparison to other jurisdictions in Saskatchewan, we know improvements can and should be made.
- We recognize from our own testing that, in some areas, our students are not currently performing as well as we’d like them to be.
- The federal government study, “Understanding the Early Years” (2003), found that children in Saskatoon are coming to school with lower cognitive and language development than other children. This certainly impacts school success and was one of the reasons that *Literacy for Life* was chosen by Trustees as a learning priority.
- As a school division our decisions are becoming more data or evidence based and we are looking at strategies for improving student achievement. For example, *Literacy for Life* has teachers collecting specific student-related achievement data on a regular basis to inform their instructional decisions as they work toward meeting the needs of all students.
- We’ve undertaken two learning priorities – *Literacy for Life* and *Collegiate Renewal* – to improve our students’ performance.
Other significant initiatives include:
  o Implementing the principles of *assessment for learning*,
  o Enhancing our use of large-scale and classroom-level assessment results,
  o Improving our understanding and implementation of data use to inform instruction.

Both *Literacy for Life* and *Collegiate Renewal* have been established as long-term commitments. We intend to continue to measure, study, and report on our results.
The School Division is in its tenth year of implementing the Board’s priority, Literacy for Life. The overall goal of Literacy for Life is to have all students, K-12, reading at or above grade level. The initiative is comprised of the following components:

- Literacy Enhanced Kindergarten;
- Literacy in the Early Years (Kindergarten to Grade 2);
- Literacy Instruction with a focus on Inquiry (Grade 3);
- Literacy Instruction with a focus on explicit strategies to create independent readers (Grades 4-8);
- Just Read (PreKindergarten to Grade 12);
- Read to Succeed (Grades 3-12).

All of these components move us toward our overall goal, while attending to the Ministry of Education’s Continuous Improvement and Accountability Framework. We monitor data about our students’ learning, focus on promising practices in assessment and instruction, renew provincial curricula in all subject areas, integrate First Nations, Inuit and Métis content, perspectives and ways of knowing, use technology to enhance instruction, and attend to the needs of our English as an Additional Language students.

Knowing learner needs is the first essential component in the learning-teaching cycle. Data teams interpret data and inform our Literacy for Life priority work by enhancing learning opportunities for our students. We welcome the Pleasant Hill Community School team of Mr. Mickey Jutras, Principal, Mrs. Carey Blatchford, Vice Principal and Mrs. Jill Monahan, Literacy Teacher, to share how data is used to support student learning in their school.
MEETING DATE: JANUARY 14, 2014

TOPIC: FINANCIAL RESULTS FOR THE PERIOD SEPTEMBER 1, 2013 TO NOVEMBER 30, 2013

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

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

CURRENT STATUS
Attached are the following documents:

1. Memorandum regarding Financial Results to November 30, 2013 Pages 1-4
4. Restricted Accumulated Surplus Detail at November 30, 2013 Pages 7-9
5. Capital Expenditures Pages 10-11

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

PREPARED BY | DATE | ATTACHMENTS
--- | --- | ---
Mr. Garry Benning, Chief Financial Officer | January 7, 2014 | Financial Results
Ms. Wanda McLeod, Budget and Audit Manager | | Memo
January 8, 2014

MEMORANDUM

TO: Trustees
Administrative Council

FROM: Garry Benning, Chief Financial Officer
Wanda McLeod, Budget and Audit Manager

RE: FINANCIAL RESULTS TO NOVEMBER 30, 2013

For the three months ending November 30, 2013, the majority of revenues and expenditures are on budget. The following is an explanation for several of the revenues and expenditures:

1. Revenues
   a) Total Revenue
      Total revenue to date is approximately $59.6 million which is 25.6% of budget. This is the same percentage of the budget as the prior year results.

   b) Property Taxes
      $25.0 million or 24.6% of property tax has been recognized (which is 0.4% less than the prior year). The property tax revenue for 2012 is based on the final information from the City of Saskatoon, 2013 is based on the annual estimate as completed by the City and 2014 is based on estimates. There is more property tax revenue expected in 2014 compared to 2013 (city growth).

   c) Provincial Grants
      $28.1 million or 24.6% (0.2% less than the prior year) of the grants have been reported. For the three months ending November 30, 2013, $27.1 million or 25.0% (which is 1.7% less than the prior year) of the operating provincial grant revenue has been recognized.

   d) Tuition and Related Fees
      $1.9 million or 123.5% (40.7% more than the prior year) of tuition and related fee revenues have been reported at November 30, 2013. In 2013-14, the tuition revenues for the International Student Program will be more than anticipated. The 2013-14 Budget included 110 students and 170 students have enrolled as of September 30, 2013.
e) **Complementary Services**
The complementary services revenues of $807,379 or 26.1% (0.3% more than the prior year). In 2013-14, complementary services revenues include funding for Pre-Kindergarten and alternative funding. Alternate funding includes grants for specific projects from third parties and donations for scholarships, playground and other projects.

The timing of the third party funding recognition varies from year to year.

f) **External Services**
$1.3 million or 21.1% (6.5% less than the prior year) of external services revenue has been recorded. External services revenue includes adult education, donation revenues, cafeteria revenues and provincial funding for the associate schools.

After the 2013-14 Budget was approved, there were reallocations in this area. The amounts that had been reported as revenues in the past from the associate schools are now reported as a recovery of expenses in the instructional and administration categories. The budget has not been reallocated.

g) **School-Generated**
$2.2 million or 43.6% of the budget (6.6% more than the prior year) for school-generated revenue has been recorded. School-generated revenue includes student fees and grants at the school level.

In 2013-14, there has been more funding provided to the schools from the Saskatoon Public Schools Foundation compared to the prior year.

h) **Other**
$329,528 or 27.2% (3.0% more than the prior year) of other revenue has been recognized. The timing of the payments in this category also varies from year to year. Other includes investment and rental income.

2. **Expenditures**
a) **Total Expenditures**
Total expenditures to date are $59.4 million which is 25.5% of the budget (0.6% less than in 2012-13).

b) **Governance**
Governance expenses for the three months ending November 30, 2013 total $201,604 or 25.1% of budget (12.3% less than in 2012-13). In 2012-13, governance includes the costs of the October 2012 school board elections.

c) **Administration**
Administration expenses for the three months ending November 30, 2013 total $1.6 million or 20.8% of budget which is 3.7% less when compared to the last fiscal year.

d) **Instruction**
Instruction expenses total $45.0 million or 26.6% of the budget for the three months ending November 30, 2013 which is 0.5% less when compared to the prior fiscal year.

e) **Plant**
   Plant expenses totaling $6.7 million or 19.8% of the budget has been incurred (compared to $6.5 million or 20.4% in the prior year).

f) **School-generated**
   School-generated expenses totaled $1.3 or 25.5% of the budget for the three months ending November 30, 2013 (24.2% in the prior year).

g) **Transportation**
   Transportation expenses of $1.9 million or 30.0% are estimated at November 30, 2013 (compared to 30.0% in 2012-13).

h) **Tuition and Related Fees**
   Tuition and related fees totaling $257,093 or 97.6% of the budget have been incurred (compared to 92.3% in the prior year). In 2013-14, approximately $13,000 more will be issued to home-based educators when compared to 2012-13.

i) **Complementary Services**
   $866,984 or 26.7% (1.0% more than the prior year) of the budget for complementary services has been spent at the end of November 2013. Complementary services expenses report the Pre-Kindergarten programs and expenditures related to alternate funding.

   There are more alternative funds received and expended in 2013-14 compared to 2012-13.

j) **External Services**
   In 2012-13, $1.4 million or 24.5% of the budget (compared to 26.1% in the prior year) for external services has been spent. External services include expenses related to the associate school, cafeterias, alternate funding and donations.

k) **Interest/Allowances**
   In 2012-13, $238,597 or 24.5% of the budget for interest/allowances has been recognized. This is 4.6% more than in the prior year. The 2012-13 Budget included interest for the new Willowgrove loan that started in July of 2013.

3. **Cash Flow Requirements**
   The Cash Flow Requirements statement converts the Statement of Financial Activities into more of a cash basis.

   The Cash Flow Requirements statement provides financial information that is not included in the Statement of Financial Activities such as the purchase of tangible capital assets and the repayment of long-term debt. The statement also adjusts for non-cash items included in the Statement of Financial Activities such as amortization expense.
4. Internally Restricted Surplus
   The budget allocations for 2013-14 have been completed and more detailed information is included in the attached schedule.

5. Capital Expenditures
   The attached schedule provides information regarding the capital expenditures for the three months ending November 30, 2013.
### Consolidated Statement of Financial Activities
For the Three Month Ended November 30, 2013

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2012-13</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual</td>
<td>25.6%</td>
<td>Actual</td>
<td>25.6%</td>
</tr>
<tr>
<td><strong>Consolidated</strong></td>
<td></td>
<td></td>
<td><strong>Consolidated</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td><strong>Budget</strong></td>
<td><strong>Budget</strong></td>
</tr>
<tr>
<td>Property taxes</td>
<td>$24,969,004</td>
<td>24.6%</td>
<td>$23,766,201</td>
<td>25.0%</td>
</tr>
<tr>
<td>Provincial grants</td>
<td>28,134,338</td>
<td>24.6%</td>
<td>27,260,235</td>
<td>24.8%</td>
</tr>
<tr>
<td>Tuition and related fees</td>
<td>1,919,224</td>
<td>123.5%</td>
<td>1,282,990</td>
<td>82.8%</td>
</tr>
<tr>
<td>Complementary services</td>
<td>807,379</td>
<td>26.1%</td>
<td>909,228</td>
<td>25.8%</td>
</tr>
<tr>
<td>External services</td>
<td>1,325,653</td>
<td>21.1%</td>
<td>1,440,239</td>
<td>27.6%</td>
</tr>
<tr>
<td>School-generated</td>
<td>2,159,013</td>
<td>43.6%</td>
<td>1,835,252</td>
<td>37.0%</td>
</tr>
<tr>
<td>Other</td>
<td>329,528</td>
<td>27.2%</td>
<td>248,456</td>
<td>24.2%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>59,644,139</td>
<td>25.6%</td>
<td>56,742,600</td>
<td>25.6%</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td>201,604</td>
<td>25.1%</td>
<td>363,702</td>
<td>37.4%</td>
</tr>
<tr>
<td>Administration</td>
<td>1,597,166</td>
<td>20.8%</td>
<td>1,792,457</td>
<td>24.5%</td>
</tr>
<tr>
<td>Instruction</td>
<td>45,049,332</td>
<td>26.6%</td>
<td>44,070,590</td>
<td>27.1%</td>
</tr>
<tr>
<td>Plant</td>
<td>6,673,744</td>
<td>19.8%</td>
<td>6,476,801</td>
<td>20.4%</td>
</tr>
<tr>
<td>School-generated</td>
<td>1,263,264</td>
<td>25.5%</td>
<td>1,197,189</td>
<td>24.2%</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,855,248</td>
<td>30.0%</td>
<td>1,670,517</td>
<td>30.0%</td>
</tr>
<tr>
<td>Tuition and related fees</td>
<td>257,093</td>
<td>97.6%</td>
<td>239,960</td>
<td>92.3%</td>
</tr>
<tr>
<td>Complementary services</td>
<td>866,984</td>
<td>26.7%</td>
<td>785,347</td>
<td>25.7%</td>
</tr>
<tr>
<td>External services</td>
<td>1,419,630</td>
<td>24.5%</td>
<td>1,300,654</td>
<td>26.1%</td>
</tr>
<tr>
<td>Interest/allowances</td>
<td>238,597</td>
<td>24.5%</td>
<td>218,570</td>
<td>19.9%</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>59,422,661</td>
<td>25.5%</td>
<td>58,115,787</td>
<td>26.1%</td>
</tr>
<tr>
<td><strong>Surplus/(deficit)</strong></td>
<td>221,478</td>
<td></td>
<td>(1,373,186)</td>
<td></td>
</tr>
</tbody>
</table>
Cash Flow Requirements
For the Three Month Period Ended November 30, 2013

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus/(deficit)</td>
<td>221,478</td>
<td>389,970</td>
<td>(1,373,186)</td>
<td>(1,134,873)</td>
</tr>
</tbody>
</table>

CASH REQUIREMENTS:

Tangible capital assets:

Purchases (1,390,785) (12,508,709) (1,849,983) (12,387,877)

Long term debt:

Repayments (1,230,704) (4,924,000) (1,119,423) (4,716,000)

Debt issued - - - 7,269,500

Non-cash items included in surplus/deficit:

Amortization expense 2,754,000 11,772,000 2,778,226 11,260,000

Employee Future Benefits expenses - 340,000 - 340,000

NET EXCESS (REQUESTED) CASH 353,989 (4,930,739) (1,564,366) 630,750

Reserves:

Use/timing difference for Capital Reserves 453,452 2,740,739 - (3,634,750)

Contributions to Other Reserves (1,272,512) (210,000) (624,029) 154,000

Technology 2,400,000

Use of Operating Reserves:

For Unfunded Enrolment Increase 712,500 2,850,000

Additional teachers - board motion 275,000 1,100,000

ADJUSTED CASH REQUIREMENT (465,071) - (1,200,895) 1,100,000
### Internally and Externally Restricted Surplus

#### As at November 30, 2013

<table>
<thead>
<tr>
<th>Internally Restricted</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Civic Elections</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance, August 31, 2013</td>
<td>15,139</td>
<td></td>
</tr>
<tr>
<td>Add: 2013-14 Budget allocation</td>
<td>60,000</td>
<td></td>
</tr>
<tr>
<td>Deduct: Expenses</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Balance, November 30, 2013</td>
<td></td>
<td>75,139</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Generated Funds</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, August 31, 2013</td>
<td>2,171,693</td>
<td></td>
</tr>
<tr>
<td>Add: Revenues</td>
<td>2,159,013</td>
<td></td>
</tr>
<tr>
<td>Deduct: Expenses</td>
<td>(1,263,264)</td>
<td></td>
</tr>
<tr>
<td>Balance, November 30, 2013</td>
<td></td>
<td>3,067,442</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facility Rental Reserve</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, August 31, 2013</td>
<td>201,953</td>
<td></td>
</tr>
<tr>
<td>Add: 2013-14 Budget allocation</td>
<td>15,000</td>
<td></td>
</tr>
<tr>
<td>Deduct: Expenses</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Balance, November 30, 2013</td>
<td></td>
<td>216,953</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>System Application Reserve</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, August 31, 2013</td>
<td>1,125,000</td>
<td></td>
</tr>
<tr>
<td>Add: 2013-14 Budget allocation</td>
<td>50,000</td>
<td></td>
</tr>
<tr>
<td>Deduct: Expenses</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Balance, November 30, 2013</td>
<td></td>
<td>1,175,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trustee Education Allowance</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, August 31, 2013</td>
<td>43,000</td>
<td></td>
</tr>
<tr>
<td>Add: 2013-14 Budget allocation</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Deduct: Expenses</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Balance, November 30, 2013</td>
<td></td>
<td>43,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facility Operating Reserve</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, August 31, 2013</td>
<td>332,201</td>
<td></td>
</tr>
<tr>
<td>Add: 2013-14 Budget allocation</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Deduct: Expenses</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Balance, November 30, 2013</td>
<td></td>
<td>332,201</td>
</tr>
</tbody>
</table>
Specialized School Equipment Reserve
Balance, August 31, 2013  1,400,000
Add: 2013-14 Budget allocation -
Deduct: Expenses -
Balance, November 30, 2013  1,400,000

Curriculum Renewal Reserve
Balance, August 31, 2013  1,460,000
Add: 2013-14 Budget allocation -
Deduct: Expenses -
Balance, November 30, 2013  1,460,000

Technology Renewal Reserve
Balance, August 31, 2013  2,400,000
Add: 2013-14 Budget allocation -
Deduct: Expenses -
Balance, November 30, 2013  2,400,000

Mount Royal Facility Partnership Reserve
Balance, August 31, 2013  84,486
Add: 2013-14 Budget allocation 85,000
Deduct: Expenses -
Balance, November 30, 2013  169,486

Staff Professional Development Reserve
Balance, August 31, 2013  800,000
Add: 2013-14 Budget allocation -
Deduct: Expenses -
Balance, November 30, 2013  800,000

Secondary Security Camera
Balance, August 31, 2013  50,000
Add: 2013-14 Budget allocation -
Deduct: Expenses -
Balance, November 30, 2013  50,000
<table>
<thead>
<tr>
<th>Section</th>
<th>Balance, August 31, 2013</th>
<th>Add: Revenues</th>
<th>Net Increase</th>
<th>Balance, November 30, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Carry Forwards</td>
<td>1,433,845</td>
<td>-</td>
<td>-</td>
<td>1,433,845</td>
</tr>
<tr>
<td>Contingency Fund Reserve</td>
<td>102,932</td>
<td>-</td>
<td>-</td>
<td>102,932</td>
</tr>
<tr>
<td>Alternative Funds</td>
<td>357,486</td>
<td>275,241</td>
<td>-</td>
<td>391,213</td>
</tr>
<tr>
<td>Externally Restricted</td>
<td></td>
<td></td>
<td></td>
<td>13,117,211</td>
</tr>
<tr>
<td>Donations</td>
<td>413,200</td>
<td>162,136</td>
<td>-</td>
<td>546,236</td>
</tr>
<tr>
<td>Foundation</td>
<td>183,800</td>
<td>-</td>
<td>-</td>
<td>183,800</td>
</tr>
<tr>
<td>Total Externally Restricted</td>
<td></td>
<td></td>
<td></td>
<td>730,036</td>
</tr>
<tr>
<td>Grand Total - November 30, 2013</td>
<td></td>
<td></td>
<td></td>
<td>13,847,247</td>
</tr>
</tbody>
</table>
Capital Expenditures
As at November 30, 2013

<table>
<thead>
<tr>
<th>Facility</th>
<th>Project Description</th>
<th>Total Available in 2013-14</th>
<th>Expenditures to November 30, 2013</th>
<th>Percent Expended to November 30, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROJECTS FROM PRIOR YEARS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mount Royal Collegiate</td>
<td>Saskatoon Trades and Skills Centre</td>
<td>43,520</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Nutana Collegiate</td>
<td>Renovation Project</td>
<td>249,687</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Brightwater</td>
<td>Eco-Science Centre</td>
<td>105,833</td>
<td>7,065</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total Projects from Prior Years</td>
<td></td>
<td>399,040</td>
<td>7,065</td>
<td>1.8%</td>
</tr>
<tr>
<td><strong>ADDITIONAL PROJECTS IN 2011-12 &amp; 2012-13 CAPITAL BUDGET</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willowgrove</td>
<td>Construction</td>
<td>13,591,388</td>
<td>798,812</td>
<td>5.9%</td>
</tr>
<tr>
<td>Dundonald School</td>
<td>Three Portables</td>
<td>37,609</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Lakeview School</td>
<td>Two Portables</td>
<td>54,048</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Various</td>
<td>Mobile Stair Climber</td>
<td>56,148</td>
<td>14,028</td>
<td>25.0%</td>
</tr>
<tr>
<td>Victoria School</td>
<td>Exterior Stabilization and Repair</td>
<td>54,649</td>
<td>15,122</td>
<td>27.7%</td>
</tr>
<tr>
<td>Total Additional Projects and 2012-13 Capital Budget</td>
<td></td>
<td>13,793,842</td>
<td>827,962</td>
<td>6.0%</td>
</tr>
<tr>
<td><strong>ADDITIONAL PROJECTS IN 2012-13 &amp; BUDGET 2013-14</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Various Schools</td>
<td>Roofing Projects</td>
<td>1,143,918</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Brevoort Park School</td>
<td>Roofing Project</td>
<td>292,856</td>
<td>5,982</td>
<td>2.0%</td>
</tr>
<tr>
<td>Various Schools</td>
<td>Emergency Roofing Projects</td>
<td>500,000</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Caroline Robins</td>
<td>Renovations</td>
<td>447,959</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Dundonald School</td>
<td>Two Portables</td>
<td>173,058</td>
<td>134,765</td>
<td>77.9%</td>
</tr>
<tr>
<td>Lakeview School</td>
<td>Two Portables</td>
<td>442,820</td>
<td>2,921</td>
<td>0.7%</td>
</tr>
<tr>
<td>Dr. Egnatoff School</td>
<td>Two Portables</td>
<td>386,521</td>
<td>294,335</td>
<td>76.1%</td>
</tr>
<tr>
<td>WP Bate School</td>
<td>Two Portables</td>
<td>392,133</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Silverspring School</td>
<td>Two Portables</td>
<td>697,610</td>
<td>43,395</td>
<td>6.2%</td>
</tr>
<tr>
<td>Centennial Collegiate</td>
<td>Two Portables</td>
<td>392,660</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Vehicles</td>
<td></td>
<td>45,484</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Victoria School</td>
<td>Exterior Stabilization - Phase 2</td>
<td>200,000</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total Additional Projects in 2012-13 &amp; Budget 2013-14</td>
<td></td>
<td>5,115,019</td>
<td>481,398</td>
<td>9.4%</td>
</tr>
<tr>
<td><strong>OTHER DEPARTMENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3,407,574</td>
<td>74,360</td>
<td>2.2%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>22,715,475</td>
<td>1,390,785</td>
<td>6.1%</td>
</tr>
</tbody>
</table>
## Long-term Projects

<table>
<thead>
<tr>
<th></th>
<th>Total Original Budget</th>
<th>Budget Added/Subtracted</th>
<th>Total Available</th>
<th>Total to Date</th>
<th>Total Budget Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutana Collegiate</td>
<td>13,500,000</td>
<td>(1,402,000)</td>
<td>12,098,000</td>
<td>11,848,313</td>
<td>249,687</td>
</tr>
<tr>
<td>Willowgrove School</td>
<td>20,407,575</td>
<td>-</td>
<td>20,407,575</td>
<td>7,614,999</td>
<td>12,792,576</td>
</tr>
</tbody>
</table>