



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

**TUESDAY, SEPTEMBER 21, 2021  
310 – 21<sup>st</sup> Street East - 6:00 p.m.**

Please Note: All public Board meetings are audio recorded

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## **AGENDA**

- 1. Roll Call**
- 2. Land Acknowledgement**
- 3. Agenda**
  - 3.1. Adoption of Agenda**

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*Proposed Board Motion: Move approval of the agenda.*

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- 3.2. Declaration of Conflict of Interest**
- 4. Celebrating Excellence:**
  - 4.1. Outdoor Learning at Buena Vista School**

- 5. Consent Items**

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

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

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- 5.1. Approval of Minutes – June 15, 2021**

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*Proposed Board Motion (if removed from consent items): That the Board approve the minutes of the Committee of the Whole and Regular Board meetings held June 15, 2021.*

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- 5.2. Financial Results for the Period September 1, 2020 to July 31, 2021**

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*Proposed Board Motion (if removed from consent items): That the Board receive the financial results for the period September 1, 2020 to July 31, 2021 for information.*

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### **5.3. Correspondence**

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*Proposed Board Motion (if removed from consent items): That the Board receive the correspondence as listed.*

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## **6. Reports from Administrative Staff**

### **6.1. Strategic Plan Accountability Report: Student Learning Results Grades 1-8**

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*Proposed Board Motion: That the Board approve the Strategic Plan Accountability Report: Student Learning Results Grades 1-8, to be included as part of the director of education's 2021-2022 evaluation.*

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### **6.2. School Opening Update**

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*Proposed Board Motion: That the Board receive the School Opening Update for information.*

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### **6.3. COVID-19 Update**

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*Proposed Board Motion: That the Board receive the COVID-19 Update for information.*

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### **6.4. City Centre Project Update**

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*Proposed Board Motion: That the Board receive the City Centre Project Update for information.*

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## **7. Delegation**

## **8. Business Arising from the Minutes**

## **9. Unfinished Business**

### **9.1. Items Arising from the Committee of the Whole**

## **10. Reports of Committees and Trustees**

## **11. New Business**

### **11.1. Saskatchewan School Boards Association – Submission of Bylaw Amendments and Resolutions for the 2021 Annual General Meeting**

### **11.2. Saskatchewan School Boards Association Position Statements**

**12. Comments/Concerns/Questions from the Public**

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

**13. Notices of Motion**

**14. Questions by Trustees**

**15. Adjournment**

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*Proposed Board Motion: That the Board Adjourn to the call of the Chair or the Committee of the Whole meeting of Tuesday, October 12, 2021.*

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**MEETING DATE:** SEPTEMBER 21, 2021

**TOPIC:** CELEBRATING EXCELLENCE:  
OUTDOOR LEARNING AT BUENA VISTA SCHOOL

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

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**BACKGROUND**

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

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**CURRENT STATUS**

In recognition of the positive impact of outdoor learning on student outcomes, Buena Vista School began pre-kindergarten and kindergarten programs with a focus on experiential, outdoor, and land-based learning in September 2021. The programs support children's development holistically, helps young learners achieve grade-level literacy by grade 3, and strengthens their school and community relationships. The innovation of these two programs has sparked interest in outdoor learning throughout the school. Teachers in prekindergarten to grade 8 have participated in professional development, collaboration, and planning for the integration of experiential learning.

Justin Giesbrecht, principal of Buena Vista School will be joined by program teachers, parents, and students to share how their outdoor programs are actualizing academic excellence, character, engagement, and well-being for their early learners. The programs have been embraced by the Buena Vista community which is evident through the level of interest in early years outdoor programming and in current enrolment.

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PREPARED BY	DATE	ATTACHMENTS
Charlene Scrimshaw, Deputy Director of Education Nicola Bishop-Yong, Superintendent of Education	September 15, 2021	None



**MEETING DATE:** SEPTEMBER 21, 2021  
**TOPIC:** APPROVAL OF MINUTES

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

### BACKGROUND

### CURRENT STATUS

Attached are the minutes from the June 15, 2021 Committee of the Whole and Regular Board meetings.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	September 10, 2021	- Minutes

### RECOMMENDATION

**Proposed Board Motion (if removed from consent items):**

*That the Board approve the minutes of the Committee of the Whole and Regular Board meetings held June 15, 2021.*

# UNAPPROVED

**MINUTES OF A MEETING:**

of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, June 15, 2021 at 1:30 p.m.

June 15, 2021

**MEMBERS PRESENT:**

Ms. Angela Arneson, Ms. Donna Banks, Ms. Kathleen Brannen,  
Mr. Vernon Linklater, Ms. Colleen MacPherson,  
Mr. Michael Pidwerbeski, Ms. Kim Stranden, Dr. Suzanne Zwarych

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

CARRIED (8)

The meeting adjourned at 3:42 p.m.

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Secretary of the School Division

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Board Chair

# UNAPPROVED

## MINUTES OF A MEETING:

of the Board of Education of the Saskatchewan School Division No. 13 of Saskatchewan, held on Tuesday, June 15, 2021 at 5:00 p.m.

June 15, 2021

## MEMBERS PRESENT:

Ms. Colleen MacPherson (Board Chair), Ms. Angela Arneson, Ms. Donna Banks, Ms. Kathleen Brannen, Mr. Vernon Linklater, Mr. Michael Pidwerbeski, Ms. Kim Stranden, Dr. Suzanne Zwarych

Ms. Colleen MacPherson, Board Chair, called the meeting to order, read the roll call into the minutes, and acknowledged the meeting was being held on Treaty Six territory and traditional homeland of the Métis/Michif people.

Agenda: Ms. MacPherson asked that the agenda be amended to add item 5.1.2 – Approval of Amended Minutes – March 16, 2021. Mr. Linklater moved approval of the agenda, as amended.

Agenda

CARRIED (8)

Celebrating Excellence – Lakeridge School Bike Bus:  
Ms. Nicola Bishop-Yong, Superintendent of Education, introduced Ms. Janna Leel, Principal of Lakeridge School and Mr. Kent Richie, Teacher at Lakeridge School. The group shared how their once-a-week bike initiative has supported student health and well-being in fostering a sense of community within Lakeridge School.

Celebrating  
Excellence -  
Lakeridge School  
Bike Bus

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

Consent  
Items

CARRIED (8)

Approval of Minutes June 1, 2021: Ms. Banks moved that the Board approve the minutes of the Committee of the Whole and Regular Board meetings held June 1, 2021

Approval of  
Minutes

CARRIED (8)

Approval of Amended Minutes – March 16, 2021: Ms. Banks moved that the Board approve the amended minutes of the Regular Board meeting held March 16, 2021.

Approval of  
Amended Minutes-  
March 16, 2021

CARRIED (8)

Financial Results for the Period September 1, 2020 to May 31, 2021:  
Mr. Pidwerbeski moved that the Board receive the financial results for the period September 1, 2020 to May 31, 2021 for information.

Financial  
Results for the  
Period  
September 1,  
2020 to April  
May 31, 2021

CARRIED (8)

Student Transportation Report: Ms. Banks moved that the Board receive the Student Transportation Report for Information.

Student  
Transportation  
Report

CARRIED (8)

## Reports From Administrative Staff:

### Strategic Plan Update: Literacy Tutors – Foundation:

Ms. Nicola Bishop-Yong, Superintendent of Education, and Ms. Debra Heinrichs, Coordinator of Saskatoon Public Schools Foundation Early Learner Tutor Program provided an overview of the impact of the tutor program for 2020-2021.

Strategic Plan  
Update:  
Literacy  
Tutors -  
Foundation

Ms. Stranden moved that the Board receive the Strategic Plan Update: Literacy Tutors – Foundation.

CARRIED (8)

### City Centre Project Update: Mr. Brent Hills, Deputy Director of Education,

and Mr. Stan Laba, Superintendent of Facilities, provided an update on the City Centre Project.

City Centre  
Project Update

Ms. Brannen moved that the Board receive the City Centre Project Update.

CARRIED (8)

### Facilities for Learning Update: Mr. Stan Laba, Superintendent of Facilities,

provided an update.

Dr. Zwarych moved that the Board receive the Facilities for Learning Update.

CARRIED (8)

### COVID-19 Update: Mr. Brent Hills, Deputy Director of Education

who provided an update on the COVID-19 pandemic.

COVID-19  
Update

Ms. Arneson moved that the Board receive the COVID-19 update.

CARRIED (8)

## Unfinished Business:

### Approval of the Director's Annual Evaluation: Ms. Banks moved that

the Board approve the Director of Education Evaluation Report as developed during the June 8, 2021 evaluation session as an accurate accounting of the director's performance for the period August 1, 2020 to June 30, 2021, and that the Board authorize the Board Chair to make any required technical edits and to sign the report on the Board's behalf.

Approval of  
the Director's  
Annual  
Evaluation

CARRIED (8)

### Saskatoon Board of Education Annual Board Self Evaluation 2020-2021:

Mr. Linklater moved that the Board approve the Annual Board Self-Evaluation Report as developed during the June 8, 2021 evaluation session as an accurate account of the Board's performance for the school year 2020-2021, and that the Board authorize the Board Chair to make any required technical edits and to sign the report on the Board's behalf.

Saskatoon  
Board of  
Education  
Annual Board  
Self Evaluation  
2020-2021

CARRIED (8)

### Approval Process for Expenditures and Budget Excesses Over \$250,000:

Ms. Stranden moved that the Board approve Administration's recommendations that are outlined in Administrative Procedure 543 – Approval of Capital and Non-Capital Projects regarding the approval of expenditures exceeding \$250,000.

Approval Process  
for Expenditures  
and Budget  
Excesses Over  
\$250,000

CARRIED (8)

### Board Subcommittee Minutes: Dr. Zwarych moved that the Board

approve the minutes of the Board Audit and Risk Committee meeting held May 4, 2021.

Board  
Subcommittee  
Minutes

CARRIED (8)



## Reports of Committees and Trustees:

Board Chair Reflections – 2020-2021 School Year: Chair MacPherson reflected on events of the 2020-2021 school year as well as the challenges and opportunities facing the Board and the school division in 2021-2022.

Board Chair  
Reflections –  
2020-2021  
School Year

- Trustee Banks reported on her attendance at virtual meetings of the SSBA Public Section, and provincial meetings of the SSBA Executive. She also participated in the Board meeting with the Saskatoon caucus of the Sask. Party MLAs. Ms. Banks also attended school community council meetings at Fairhaven and wāhkōhtowin schools and Tommy Douglas Collegiate.
- Trustee Brannen reported on her meeting with staff of Nutana Collegiate and the NDP MLA Erika Ritchie.
- Trustee Linklater reported on his attendance at an event and community banner hanging June 3 to honor the 215 children found at the former Kamloops Indian Residential School.

## New Business

Approval of the 2021-2022 Budget Report: Ms. MacPherson moved that the Board approve its annual operating and capital budget estimates for the fiscal year September 1, 2021 to August 31, 2022 as detailed in the 2021-2022 Budget Report subject to minor final edits.

Approval of  
the 2021-2022  
Budget Report

CARRIED (8)

Audited Statements – Pension Plan for the Non-Teaching Employees:  
Ms. Brannen moved that the Board approve the audited statements of the Pension Plan for the Non-teaching Employees of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan for the fiscal year ended December 31, 2020.

Audited  
Statements -  
Pension Plan for  
the Non-Teaching  
Employees

CARRIED (8)

## Comments/Concerns/Questions From the Public:

Mr. Moore commented on the agenda item #6.4 - COVID-19 Update.

## Questions by Trustees:

There were no questions by Trustees.

Ms. Arneson moved that the Board adjourn to the call of the Chair or the Committee of the Whole meeting of Tuesday, September 21, 2021.

CARRIED (8)

The meeting adjourned at 6:11 p.m.

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Secretary of the School Division

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Board Chair

**MEETING DATE:**                    **SEPTEMBER 21, 2021****TOPIC:**                                **FINANCIAL RESULTS FOR THE PERIOD SEPTEMBER 1, 2020 TO JULY 31, 2021**

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

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**BACKGROUND**

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

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**CURRENT STATUS**

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Attached are the following documents:

- |   |           |
|---|-----------|
| 1. Memorandum regarding financial results to May 31, 2021 | Pages 1-4 |
| 2. Statement of financial activities to May 31, 2021      | Page 5    |
| 3. Cash flow requirements                                 | Page 6    |
| 4. Capital and PMR project status                         | Page 7    |
| 5. Internally and externally restricted surplus           | Page 8    |

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

<b>PREPARED BY</b>	<b>DATE</b>	<b>ATTACHMENTS</b>
Daniel Burke, Chief Financial Officer	September 10, 2021	Financial Results
Krista Wei, General Manager of Financial Services		Memo

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**RECOMMENDATION**

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**Proposed Board Motion (if removed from consent items):**

*That the Board receive the financial results for the period September 1, 2020 to July 31, 2021 for information.*



## MEMORANDUM

**DATE:** September 9, 2021

**TO:** Board Trustees

**FROM:** Daniel Burke, Chief Financial Officer  
Krista Wei, General Manager of Financial Services  
Jilleen Kaal, Senior Accountant

**RE:** **FINANCIAL RESULTS TO JULY 31, 2021**

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See Schedule 1 and 2 for financial information as of July 31, 2021. The following is an explanation for the main revenues and expenditures:

### **Revenues**

- a) **Provincial Grants**  
\$239.3 million and 97% of the provincial grants have been recognized for the year, compared to \$218.5 million and 92% in the prior year. This relates primarily to operating grant revenue which is received equally on a monthly basis. In the current year we have received an additional \$10.9 million for Covid-19 related funding.
- b) **Tuition and Related Fees**  
Tuition and related fees consist of revenues from Whitecap and the international student program (ISP). \$1.6 million and 99% of budget has been realized as of July 31, 2021, compared to \$1.7 million and 80% of budget in the prior year. The current year is higher on a percentile basis than the prior year. This is largely due to a change in classification for revenues received from the Whitecap Dakota First Nation. In the prior year, they were budgeted as related fees, but were recorded as external services revenues. These revenues are budgeted and recorded as external services this year, which will be the practice going forward.
- c) **Complementary Services**  
Complementary services relate primarily to prekindergarten funding, as well as alternative funding grants. \$5.8 million and 101% of budget has been realized so far in the current year. This compares to \$6.1 million and 136% of budget in 2019-20. The current year is lower on a percentile basis as budgeted complementary services revenues were increased for alternate funding programs. A large portion of these revenues are received at the beginning of the year.

d) External Services

External services consist of funding for associate and alliance schools, cafeteria revenues, and qualified donee and foundation donations. As of July 31, 2021, \$2.7 million and 61% of budget has been recognized. In 2019-20, \$5.1 million and 97% of budget had been realized for the comparable period. The current year is lower as there is one less associate school and the Foundation revenues, which were increased, will not be recorded until year-end consolidation. In addition, prior year revenues received from the Whitecap Dakota First Nation, which were budgeted as related fees, were recorded as external services to align with external services expenses.

e) School Generated

School Generated revenue relates to student fees and grants at the school level. Revenues of \$1.4 million and 27% of budget has been realized in the current year. This compares to \$3.1 million and 62% in 2019-20. The current year is expected to be under budget due to Covid-19 activity restrictions but will correspond with reduced school generated expenditures.

f) Other

Other includes mainly investment and rental income. Other revenues of \$1.0 million and 63% of budget has been realized in the current year compared to \$1.4 million and 90% in the previous year. The current year is lower as rentals have been cancelled due to Covid-19 restrictions.

**Expenditures**a) Governance

Expenses related to governance total \$1.0 million and 101% of budget as of July 31, 2021, compared to \$0.5 million and 72% in the prior year. The current year is higher due to the election occurring this year, as well as an increase in membership fees.

b) Administration

Administrative costs are \$7.2 million and 112% of budget as of July 31, 2021. This is higher than 2019-20 levels of \$6.0 million and 97% of budget due to unbudgeted Covid-19 expenditures which include PPE, plexiglass shields, cleaning supplies and hand sanitizer. These over expenditures are covered by additional grant funding.

c) Instruction

Instruction expenses total \$199.1 million and 97% of budget as of July 31, 2021. This is comparable to \$190.4 million and 96% in the prior year.

d) Plant

Plant expenses are currently at \$33.3 million and 79% of budget. This is higher than 2019-20 levels of \$33.2 million and 74% of budget. A significant portion of these budgeted costs are related to preventative maintenance and renewal projects which typically occur in the summer months.



**Saskatoon Public Schools**  
Inspiring Learning

Shane Skjerven, Director of Education

310 - 21st Street East, Saskatoon SK S7K 1M7 • tel: (306) 683.8200 • fax: (306) 657.3900 • [saskatoonpublicschools.ca](http://saskatoonpublicschools.ca)

e) School Generated Expense

These expenses currently total \$1.2 million and 25% of budget. This is lower than 2019-20 levels of \$2.1 million and 43% of budget. The current year is expected to be lower due to Covid-19 activity restrictions and will align with lower school generated revenues.

f) Transportation

Transportation expenditures amount to \$6.2 million and 90% of budget as of July 31, 2021. This is slightly higher than 2019-20 levels of \$5.6 million and 86% but is expected to be on budget.

g) Tuition and Related Fees

These expenses relate primarily to disbursements to homebased students. Tuition expenses total \$0.4 million and 113% of budget as the payments have been distributed as of July 31, 2021. This is higher than the prior year of \$0.4 million and 108% of budget for the same period as there was more homebased students than expected.

h) Complementary Services

Complementary services expenditures relate primarily to prekindergarten and alternative funding grants. Expenses are currently \$6.1 million and 106% of budget. This is lower on a percentile basis than 2019-20 levels of \$5.4 million and 127% of budget as additional alternative funding program costs were budgeted which aligns with complementary services revenues.

i) External Services

External services include expenses related to the associate and alliance schools, cafeterias, qualified donee, and the foundation. These amount to \$2.7 million as of July 31, 2021 and 57% of budget. In 2019-20, \$5.0 million and 79% of budget had been realized for the comparable period. The current year is lower as there is one less associate school and the Foundation expenses, which had an increase to budgeted expenses, will not be recorded until year-end consolidation.

j) Interest/Allowances

Interest expenditures are currently \$0.3 million and 90% of budget. This is higher on a percentile basis than 2019-20 levels which were \$0.3 million and 77% of budget but these expenditures are expected to be on budget at year-end.

**Cash Flow Requirements**

Schedule 2 provides information regarding the cash flow requirements as of July 31, 2021. We currently have a cash surplus year to date. This can be attributed to the Covid-19 funding received and the carry forward of Preventative Maintenance and Renewal funding. The excess funds will be separated in the designated surplus and spent in the following year.



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Shane Skjerven, Director of Education

310 - 21st Street East, Saskatoon SK S7K 1M7 • tel: (306) 683.8200 • fax: (306) 657.3900 • [saskatoonpublicschools.ca](http://saskatoonpublicschools.ca)

### **Capital Expenditures**

The attached schedule (Schedule 3) provides information regarding the unaudited financial status as of July 31, 2021 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.

### **Accumulated Surplus**

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



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310 - 21st Street East, Saskatoon SK S7K 1M7 • tel: (306) 683.8200 • fax: (306) 657.3900 • [saskatoonpublicschools.ca](http://saskatoonpublicschools.ca)

**Schedule 1****Saskatoon Public Schools****Consolidated Statement of Financial Activities****For the Month Ended July 31, 2021**

	<b>2020-21</b>		<b>2019-20</b>	
	<b>Consolidated Actual</b>	<b>Percentage of Consolidated Budget</b>	<b>Consolidated Actual</b>	<b>Percentage of Consolidated Budget</b>
<b>Revenues</b>				
Property taxes	\$ -		\$ -	
Provincial grants	239,290,752	97%	218,488,441	92%
Tuition and related fees	1,556,498	99%	1,692,213	80%
Complementary services	5,761,781	101%	6,062,811	136%
External services	2,686,959	61%	5,139,184	97%
School-generated	1,356,607	27%	3,092,106	62%
Other	995,760	63%	1,420,408	90%
<b>Total Revenues</b>	<b>251,648,357</b>	<b>95%</b>	<b>235,895,162</b>	<b>92%</b>
<b>Expenses</b>				
Governance	1,040,040	101%	523,779	72%
Administration	7,208,595	112%	6,021,795	97%
Instruction	199,147,834	97%	190,418,846	96%
Plant	33,301,120	79%	33,162,727	74%
School-generated	1,215,541	25%	2,118,219	43%
Transportation	6,151,963	90%	5,594,463	86%
Tuition and related fees	441,082	113%	424,751	108%
Complementary services	6,100,958	106%	5,406,671	127%
External services	2,742,446	57%	4,964,403	79%
Interest/allowances	305,083	90%	296,926	77%
<b>Total Expenses</b>	<b>257,654,661</b>	<b>93%</b>	<b>248,932,581</b>	<b>92%</b>
<b>Surplus/(deficit)</b>	<b>(6,006,304)</b>		<b>(13,037,420)</b>	



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310 - 21st Street East, Saskatoon SK S7K 1M7 • tel: (306) 683.8200 • fax: (306) 657.3900 • saskatoonpublicschools.ca

## Schedule 2

**Saskatoon Public Schools**  
**Cash Flow Requirements**  
**For the Month Ended July 31, 2021**

	<b>Actual 2020-21</b>	<b>Annual Budget 2020-21</b>
Surplus/(deficit)	(6,006,304)	(13,012,706)
CASH REQUIREMENTS:		
Tangible capital assets:		
Purchases	(3,895,678)	(3,670,000)
Long term debt:		
Repayments	(1,787,923)	(1,950,461)
Debt issued	-	-
Non-cash items included in surplus/deficit:		
Amortization expense	12,338,333	13,460,000
Employee Future Benefits expenses	-	771,100
Pension Plan Adjustment	-	-
<b>NET EXCESS (REQUESTED) CASH</b>	<b>648,429</b>	<b>(4,402,067)</b>



**Saskatoon Public Schools**  
Inspiring Learning

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### Schedule 3

**Saskatoon Public Schools**  
**Capital and PMR Project Status**  
**Includes Capital Projects (all) and PMR Projects (budgets ≥ \$250,000)**  
**As of July 31, 2021**

Project Name	Actual	Budget	% Budget	Variance
<b>PMR Projects</b>				
Forest Grove ROOF REPL #3A-D	755,527 *	815,500	93%	59,973
Hugh Carins WINDOW REPL	311,306 *	300,000	104%	(11,306)
Wâhkôhtowin ROOF REPL #109011	325,179 *	347,800	93%	22,621
Aden Bowman ROOF REPL #10	408,158 *	381,100	107%	(27,058)
Dr. John G. Egnatoff ROOF REPL #1,5,6	587,687 *	644,000	91%	56,313
Evan Hardy BOILER REPLC	560,044 *	550,000	102%	(10,044)
John Dolan BOILER REPLC	433,038 *	532,600	81%	99,562
Walter Murray PAINTING, DOOR REPLC	1,126,943 *	1,144,952	98%	18,009
<b>Total PMR Projects</b>	<b>4,507,883</b>	<b>4,715,952</b>		<b>208,069</b>
<b>Portables</b>				
Willowgrove 19-20	617,994 *	720,000	86%	102,006
Centennial 19-20	755,909 *	720,000	105%	(35,909)
Alvin Buckwold 20-21	120,019	360,000	33%	239,981
Willowgrove 20-21	236,429	720,000	33%	483,571
<b>Total Portables</b>	<b>1,730,352</b>	<b>2,520,000</b>		<b>789,648</b>
<b>Other</b>				
City Centre Project	73,193	1,300,000	6%	1,226,807

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



**Saskatoon Public Schools**  
Inspiring Learning

Shane Skjerven, Director of Education

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## Schedule 4

**Saskatoon Public Schools**  
**Accumulated Surplus**  
**As of July 31, 2021**

	Opening Balance	Additions/Transfers	As of July 31, 2021
<b>Preventative Maintenance and Renewal (PMR)</b>	8,760,888	(3,476,016)	5,284,872
<b>Capital Projects</b>	3,876,245	2,138,813	6,015,058
<b><u>Internally Restricted</u></b>			
<i>Civic Elections</i>	-		-
<i>School Generated Funds</i>	3,487,517	141,065	3,628,582
<i>Facility Rental Reserve</i>	306,953		306,953
<i>Governance Reserve</i>	43,000		43,000
<i>Facility Operating Reserve</i>	437,201		437,201
<i>Curriculum Renewal Reserve</i>	100,000		100,000
<i>Technology Renewal Reserve</i>	3,122,000		3,122,000
<i>Covid-19 Savings Reserve</i>	3,125,000		3,125,000
<i>Pension Asset</i>	-	3,973,000	3,973,000
<i>Mount Royal Facility Partnership Reserve</i>	169,486		169,486
<i>Secondary Security Camera</i>	50,000		50,000
<i>School Carry Forwards</i>	1,896,944		1,896,944
<i>Alternative Funds</i>	1,017,459	(372,675)	644,784
<i>Whitecap</i>	29,339		29,339
<b>Total Internally Restricted</b>	13,784,899	3,741,390	17,526,289
<b><u>Externally Restricted</u></b>			
<i>Donations</i>	490,983	81,330	572,313
<i>Foundation</i>	1,145,136		1,145,136
<b>Total Externally Restricted</b>	1,636,119	81,330	1,717,449
<b>Unrestricted Surplus</b>	5,049,569	(5,636,963)	(587,394)



**Saskatoon Public Schools**  
Inspiring Learning

Shane Skjerven, Director of Education

310 - 21st Street East, Saskatoon SK S7K 1M7 • tel: (306) 683.8200 • fax: (306) 657.3900 • saskatoonpublicschools.ca



**MEETING DATE:** SEPTEMBER 21, 2021

**TOPIC:** CORRESPONDENCE

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

### BACKGROUND

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

- (a) Correspondence from Deputy Minister Donna Johnson regarding Saskatoon Public Schools' estimated revenues and expenditures for the 2021-22 school division fiscal year.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	September 15, 2021	Correspondence Document

### RECOMMENDATION

**Proposed Board Motion (if removed from consent items):**

*That the Board receive the correspondence as listed.*



Government  
of  
Saskatchewan

Ministry of Education  
Deputy Minister  
5<sup>th</sup> Floor, 2220 College Ave.  
Regina, Canada S4P 4V9

August 27, 2021

Colleen MacPherson, Board Chair  
Sasktoon School Division No. 13  
macphersonc@spsd.sk.ca

Dear Colleen MacPherson:

Thank you for the submission of your school division's estimated revenues and expenditures for the 2021-22 school division fiscal year as required by section 51 of *The School Division Administration Regulations*.

Your 2021-22 estimated revenues and expenditures have been reviewed by the ministry. On behalf of the Minister of Education, I approve these revenues and expenditures, as submitted and enclosed, in accordance with section 280 of *The Education Act, 1995*.

Provincial operating grants are authorized to your Board of Education pursuant to section 310 and 311 of *The Education Act, 1995* (Act). Monthly authorization will occur provided eligibility criteria in subsection 312(3) of the Act are met; if any requirements are in breach, it can lead to use of the Minister's powers as laid out in 315.1 of the Act. In addition to meeting eligibility criteria in the Act, payments for the period of April to August 2022 are subject to the Legislative Assembly of Saskatchewan having appropriated funds out of which the grants may be paid in the 2022-23 government fiscal year.

I would like to take this opportunity to thank your board and division staff for their time and effort in completing these documents. If you have any questions or concerns, please contact Kayla Edgerton, Director of Financial Analysis and Reporting, Education Funding at [kayla.edgerton@gov.sk.ca](mailto:kayla.edgerton@gov.sk.ca) or 306-787-6634.

Sincerely,

Donna Johnson

Enclosure

cc: Shane Skjerven, Director of Education, Sasktoon School Division No. 13  
Daniel Burke, Chief Financial Officer, Sasktoon School Division No. 13  
Rory Jensen, Assistant Deputy Minister, Education  
Kayla Edgerton, Director, Financial Analysis and Reporting, Education Funding, Education

Saskatoon School Division No. 13  
CASH BUDGET  
For the period ending August 31, 2022

Chart of Accounts	Description	Budget 2021-22
<b>REVENUES</b>		
1-1-01-000-000	Property Taxes and Other Related Revenue	-
1-1-02-000-000	Grants	259,032,460
1-1-03-000-000	Tuition and Related Fees	1,462,478
1-1-04-000-000	School Generated Funds	4,955,000
1-1-07-000-000	Complementary Services	6,288,815
1-1-08-000-000	External Services	8,159,080
	Restructuring	-
1-1-05-000-000	Other Revenue	1,570,506
	<b>Total Revenues</b>	<b>281,468,339</b>
<b>EXPENDITURES</b>		
1-2-10-000-000	Governance	722,955
1-2-11-000-000	Administration	7,173,671
1-2-12-000-000	Instruction	209,078,486
1-2-13-000-000	Plant Operation and Maintenance	43,217,840
1-2-14-000-000	Student Transportation	6,873,304
1-2-15-000-000	Tuition and Related Fees	391,982
1-2-16-000-000	School Generated Funds	4,955,000
1-2-21-000-000	Complementary Services	6,341,440
1-2-22-000-000	External Services	8,662,895
	Restructuring	-
1-2-17-000-000	Other Expenses	292,973
	<b>Total Expenditures</b>	<b>287,710,546</b>
	<b>Excess (Deficit) for the year</b>	<b>(6,242,207)</b>

**ADDITIONAL INFORMATION REQUESTED FROM THE SCHOOL DIVISIONS:**

	Budget 2021-22
<b>Tangible Capital Assets:</b>	
(-) Purchases	9,961,000
(+) Proceeds from disposals	-
<b>Long Term Debt, including capital leases:</b>	
(-) Repayments of the year	1,995,133
(+) Debt issued during the year	-
<b>NON-CASH GAIN/EXPENSES:</b>	
(+) Amortization expense	13,080,000
(-) Gain on disposals of tangible capital assets	-
(+) Employee Future Benefits expenses	823,800
<b>OTHER CASH REQUIREMENTS:</b>	
(-) Employee Future Benefits expected payments	320,400
<b>NET EXCESS (DEFICIT) CASH OF THE YEAR</b>	<b>(4,614,940)</b>
<b>FINAL DEFICIT/EXCESS POSITION WILL BE COVERED BY/ALLOCATED TO:</b>	
S.286 Capital Reserves	-
Unused PMR funding from previous years	-
Designated Assets	4,614,937
Unrestricted Surplus	-
Other - Employee Future Benefits	3
<b>REVISED CASH POSITION</b>	<b>-</b>



**MEETING DATE:** SEPTEMBER 21, 2021

**TOPIC:** STRATEGIC PLAN ACCOUNTABILITY REPORT:  
STUDENT LEARNING RESULTS GRADES 1-8

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

## BACKGROUND

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

## CURRENT STATUS

Attached is the accountability report for student learning results grades 1-8 which will be presented by Superintendent Nicola Bishop-Yong.

PREPARED BY	DATE	ATTACHMENTS
Charlene Scrimshaw, Deputy Director of Education Nicola Bishop-Yong, Superintendent of Education	September 15, 2021	Accountability Report

## RECOMMENDATION

### **Proposed Board Motion:**

*That the Board approve the Strategic Plan Accountability Report: Student Learning Results Grades 1-8, to be included as part of the director of education's 2021-2022 evaluation.*

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

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



**Accountability Topic:** Student Learning Results Grades 1-8

**Date of Board Meeting:** September 21, 2021

**Strategic Priorities:**

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

**Commitments:**

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

**Key Measures:**

The key measures for grade 1-8 student achievement are:

- Grades 1-3 reading results; and the
- Grades 1-8 progress report indicators for English language arts and mathematics.

**Targets:**

Grades 1-8 students will achieve at a proficient level in curriculum outcomes and learning goals.

**Key Initiatives Employed:**

**Evidence-based Instruction**

Saskatoon Public Schools' professional practice is guided by current research and fostered through professional partnerships. In the 2020-2021 school year, evidence-based literacy instruction and quality assessment practice was a focus of teacher professional practice. Targeted professional learning was offered to ensure teacher's ability to provide responsive instruction and meet student needs. Teachers continued to focus on foundational reading skills such as phonics, phonological awareness, and fluency.

### **Formative Assessment Collection**

In 2020-2021, grades 1-8 teachers administered a range of recommended formative assessments in literacy and mathematics in addition to required ministry assessments. These formative assessments were collected by classroom teachers to inform instruction and intervention planning. They were examined at the school level to guide school-based professional learning. The 2020-2021 formative assessments included:

- alphabet sound and letter recognition (English and French)
- phonological awareness quick screeners (PAQS) / DRCP
- words their way (WTW)
- let mots en
- SPS mathematics quick screeners

The phonological awareness quick screeners and words their way assessments were introduced in 2019-2020, and in the 2020-2021 school year the assessments became more deeply rooted in teacher practice.

### **Continuity of Learning**

Resources and processes were developed to support teachers and leaders to maintain continuity of learning in the event of an interruption due to COVID-19. All teachers created a digital classroom to engage students and families and to prepare for the contingency of remote learning. Various central office departments provided support to schools and teachers transitioning to remote learning. In the summer of 2020 approximately 30 teachers and administrators created k-9 digital curriculum resources for teachers to use in remote teaching. All these supports were instrumental in ensuring minimal learning interruptions during the transition and implementation of remote learning.

### **Early Learner Tutor Program**

In 2020-2021 the early learner tutor program, supported by the Saskatoon Public School Foundation, expanded services from 22 at the start of the year to 43 tutor programs by year end. The program provided reading instruction to students in grade 1-4 in three intervention models: *one to one*, *online* and *embedded*. Literacy tutors, who are skillful superannuated teachers, delivered intensive literacy instruction in three 7-week sessions. The results of the 2020-2021 tutor program demonstrate the positive impact of the program on student learning. As measured by the Fountas and Pinnell reading benchmark, 61% of students enrolled in the 1:1 or online tutor programming achieved at or above grade level in reading by the end of their session. All schools involved in the embedded model reported an increase in foundational reading skills as measured by the phonological quick screener (PAQs), words their way (WTW) and Fountas & Pinnell reading benchmark.

### **Summer Reading Camps**

Saskatoon Public Schools in conjunction with the Saskatoon Public Schools Foundation offered the 9<sup>th</sup> annual summer reading camps from August 3-13, 2021. In response to student need, the 2021 summer camps focused on selecting students who may meet the following criteria:

- current Kindergarten & Grade 1 students (as of June 2021);
- students with identified need for foundational reading support
- students with identified need for reengagement and reconnection to school; and



- students with a commitment to fully participate.

The camps hosted 220 students from 46 schools. Each of the 13 reading camps consisted of approximately 20 students, 2 teachers and where possible a volunteer. Busing within identified catchment areas was offered to qualifying students. The average attendance rate for students was 82%. The instructional programming and resources for reading camps was prepared by the early learning department and emphasized the acquisition of foundation readings skills. All students in the camp had pre and post assessments in alphabet (letter and sound recognition) and phonological awareness. Reading results indicate that students increased their letter and sound recognition by an average 7. Kindergarten campers increased their total phonological awareness score from 57% to 67% and the grade 1 campers increased their total phonological awareness score from 74% to 81%.

#### **Data:**

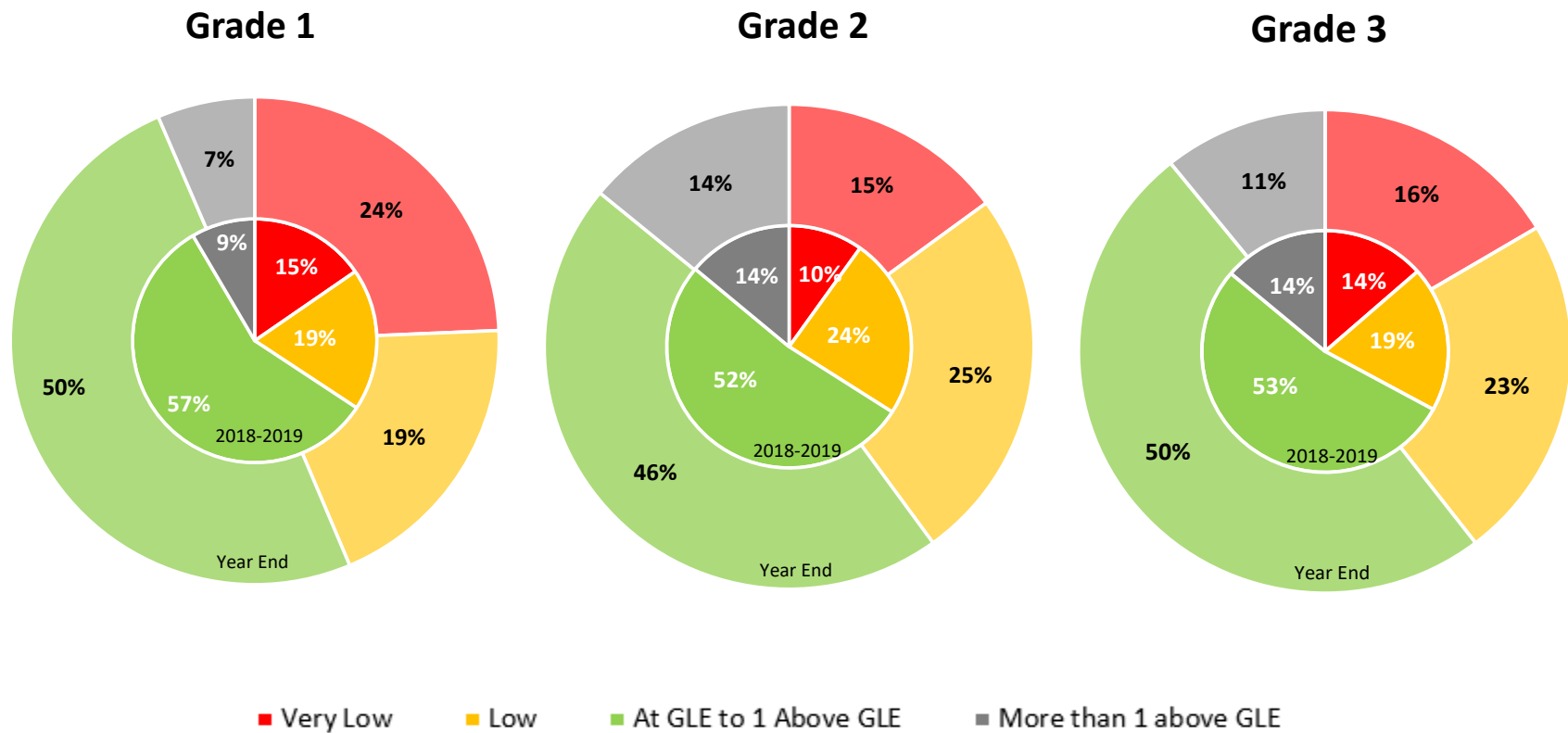
##### **Grades 1-8 Reading Results**

Per ministry expectations, Fountas & Pinnell (F&P) and Groupe Beauchemin (GB+) benchmark levels were collected for students in grades 1-3 in June 2021 for the first time since June 2019. The results indicated that the following percentage of grades 1-3 students attained at or above grade level (AAGL) reading achievement for F&P and GB+:

	<b>2021 %AAGL</b>	<b>2020 %AAGL</b>	<b>2019 %AAGL</b>
Grade 1	59.4%	no reading data collected	65.8%
Grade 2	62.3%		69.7%
Grade 3	65.9%		70.0%

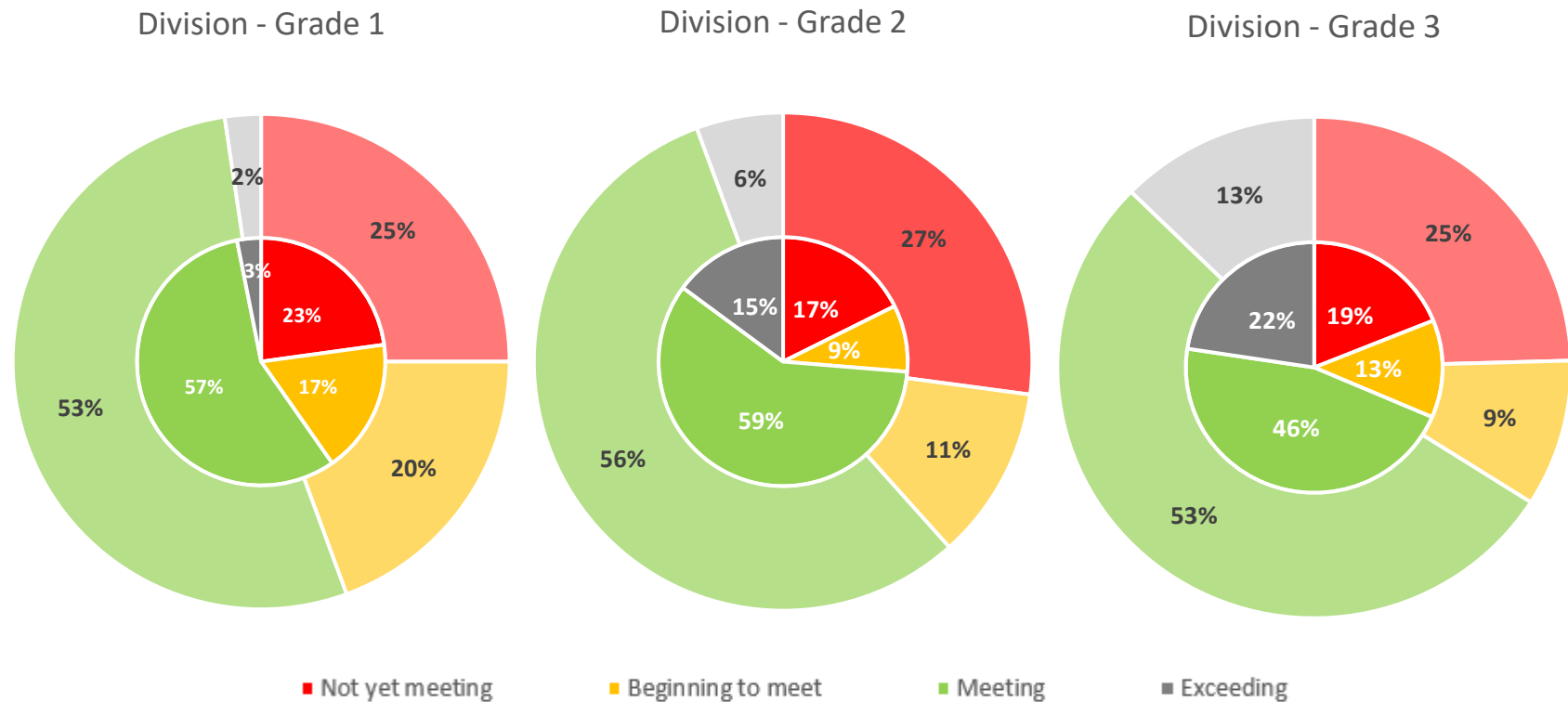
## Division-Wide F&P June 2021 results compared to 2018-2019

*In the following graphs the inner ring indicates reading results for 2018-2019 and the outer ring indicates reading results for 2020-2021 (not including GB+).*



**Division-Wide GB+ June 2021 reading data - French Immersion**

*In the following graphs the inner ring indicates achievement for 2018/2019 and the outer ring indicates reading achievement for 2020-2021.*

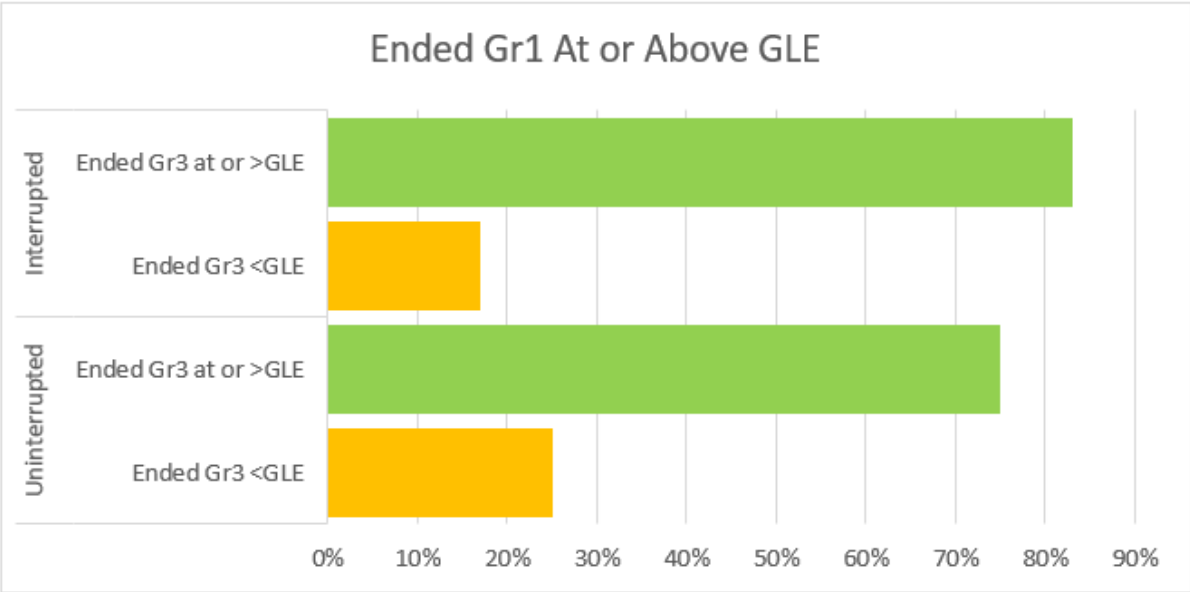


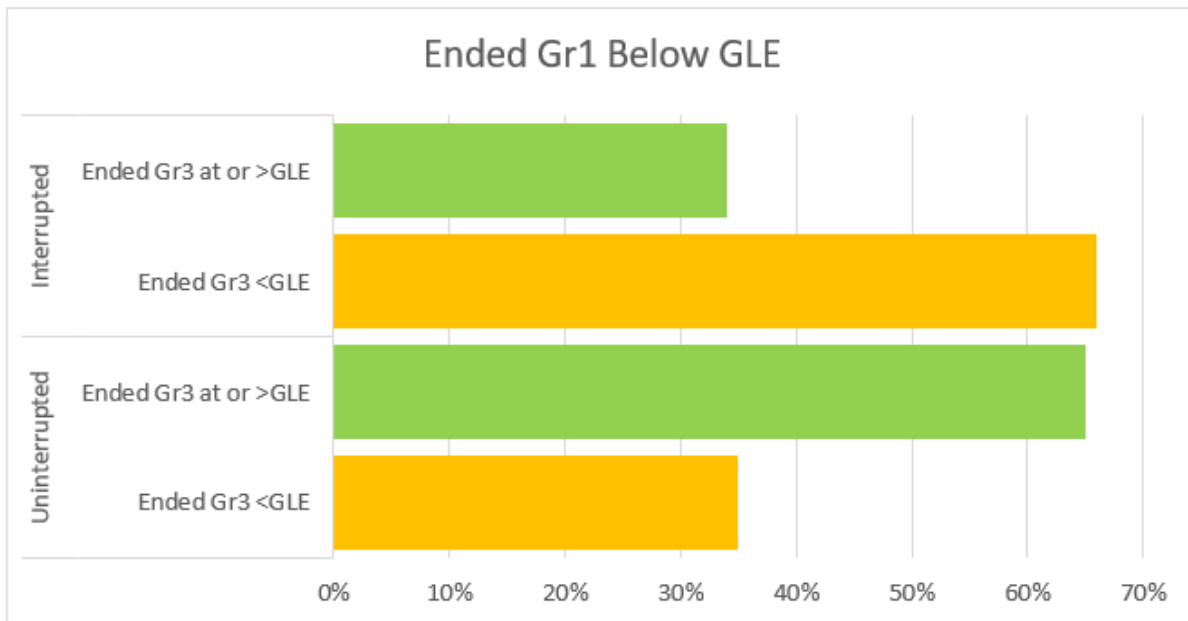
The 2020-2021 reading data affirms our division’s strategic commitment to a focus on Indigenous student success. Trends across the early grades indicate that exposure to quality literacy learning environments have a lasting impact on foundational reading skills beyond grade 1. Additionally, the reading data affirms the division’s commitment to strengthening early learning programming such as the Saskatoon Public Schools Foundation’s full day pre-kindergarten and kindergarten and highlights the importance of oral language development among early learners and second language learners.

The following charts illustrate literacy trends from the 2018-2019 and 2020-2021 reading data. The data below compares current grade 6 students who experienced uninterrupted grade 1- 3 schooling and current grade 4 students who experienced interruptions in their grade 2 and 3 school years given the pandemic.

The first chart illustrates that the vast majority of students who were reading at grade level by the end of grade 1 were still reading above grade level by the end of grade 3 regardless of whether their learning was interrupted or not.

The second chart identifies two significant trends. Many students who were not reading at grade level by the end of grade 1 with uninterrupted learning were able to be reading at grade level by the end of grade 3. The chart also shows that most students who were not reading at grade level by the end of grade 1, and experienced interruptions due to the pandemic, were still not reading at grade level by the end of grade 3.





### Progress Report Achievement Results

In elementary progress reports, teachers use evidence (conversations, observations, and products of learning) to gauge student performance relative to curricular outcomes and assign an indicator: not yet meeting, beginning to meet, meeting or excelling. The following rubric describes the evidence of learning a student may display across scale:

#### Not yet meeting 'N'

Indicates a minimal understanding of grade level outcomes, even with support. Students at this level demonstrate very limited skills and/or knowledge identified in curricular outcomes.

#### Beginning to meet 'B'

Indicates a partial understanding of grade level outcomes. Students at this level demonstrate inconsistent skills and/or knowledge identified in curricular outcomes.

#### Meeting 'M'

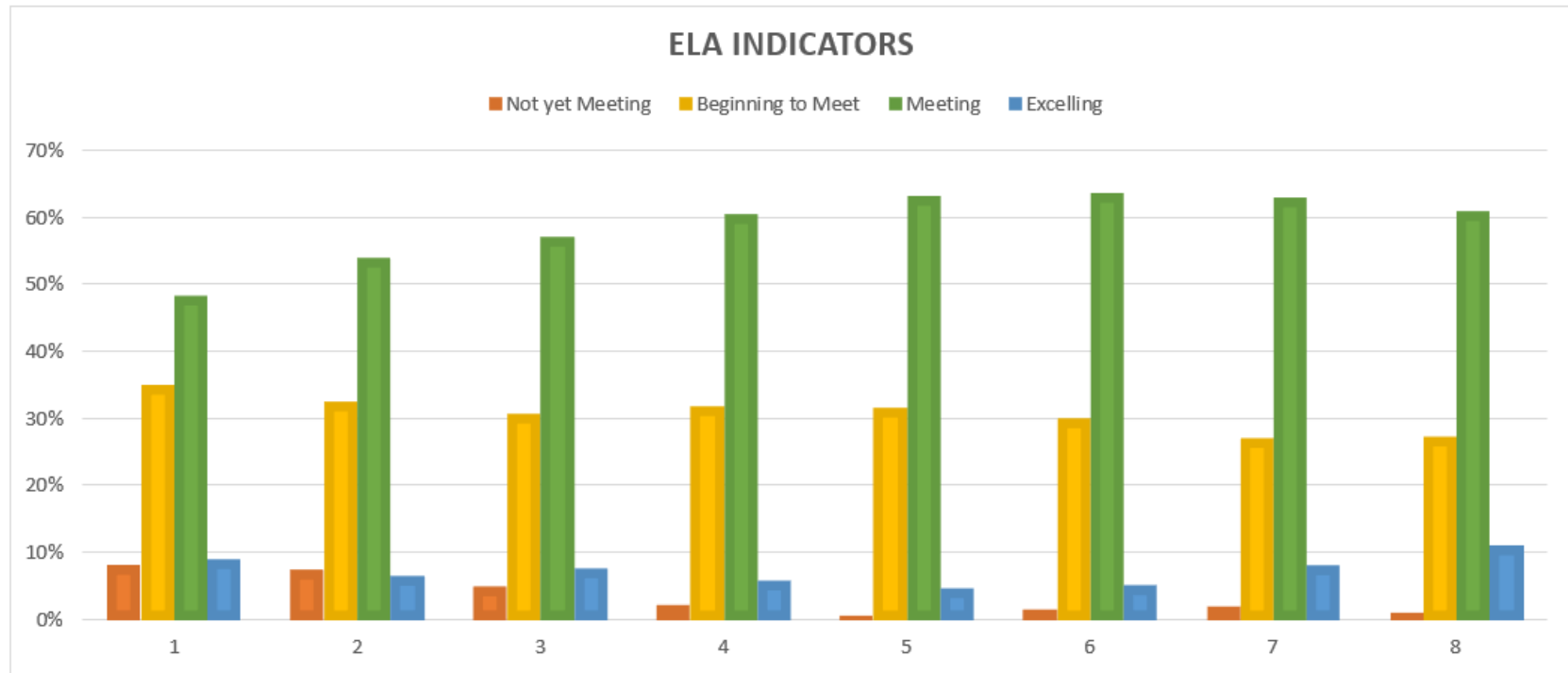
Indicates a well-developed understanding of grade level outcomes. Students at this level are competent in their skills and knowledge identified in curricular outcomes.

#### Excelling 'E'

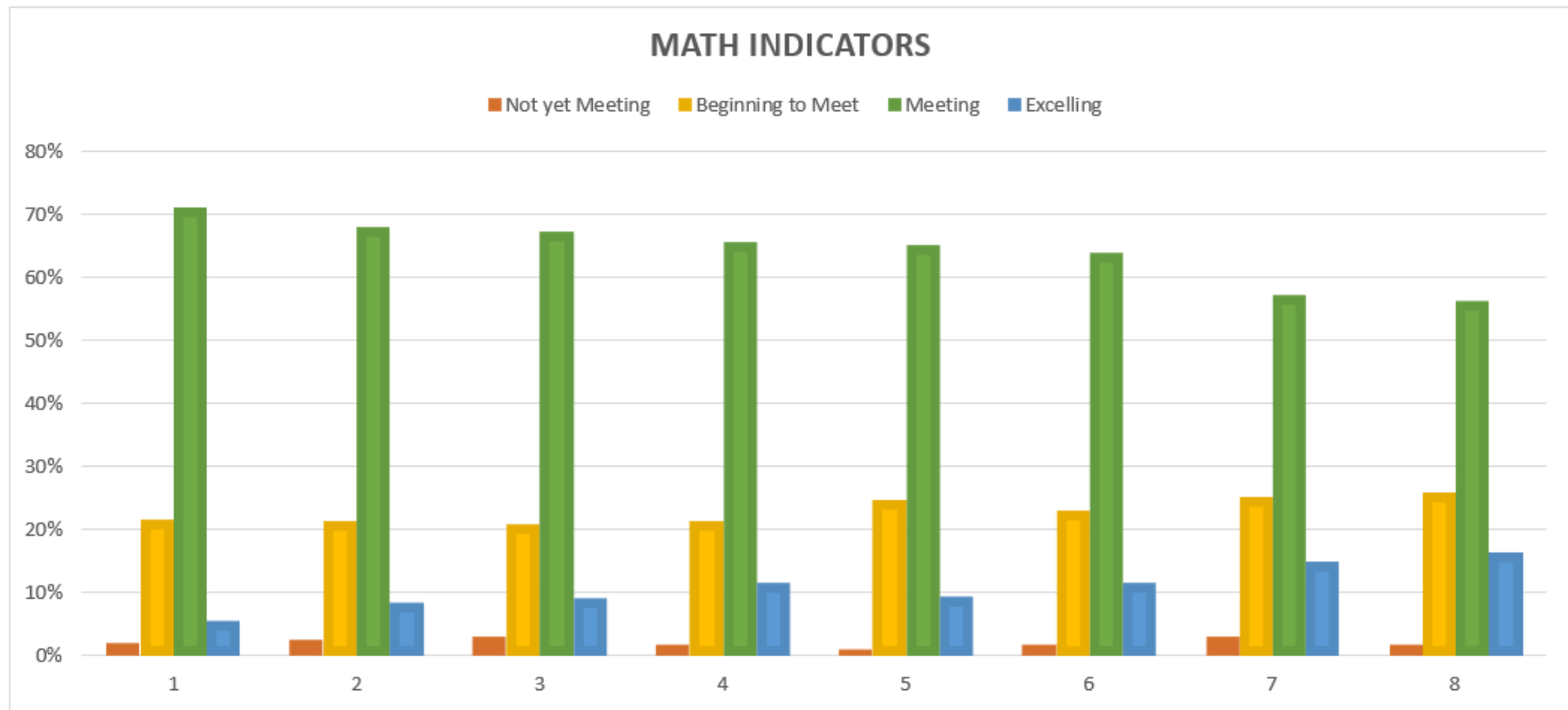
Indicates an insightful understanding of grade level outcomes. Students at this level apply and transfer skills and knowledge to new situations.

The data below summarizes the indicators for all grades 1-8 English language arts (ELA) and mathematics.

**June 2021 progress report indicators for grades 1-8 English language arts**

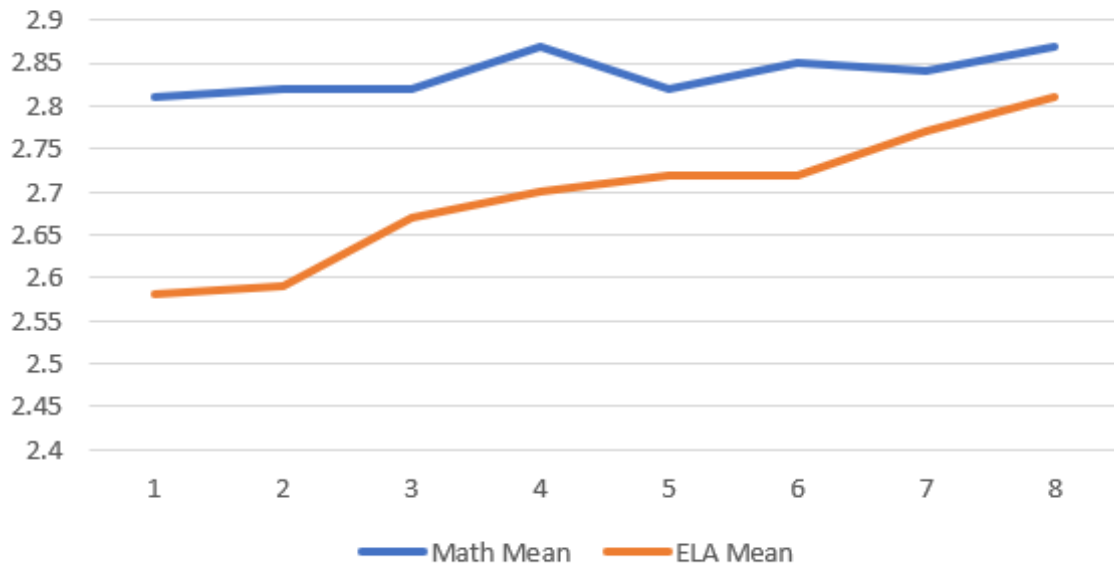


## June 2021 progress report indicators for grades 1-8 mathematics



The following line graph examines teacher reports of student achievement on the June 2021 progress report. The results are presented as a 'mean score' for each grade in English language arts and mathematics. To calculate the mean, each student indicator based on the learning scale was converted to numeric values (Not yet meeting =1, Beginning to meet =2, Meeting =3, Excelling =4) and the average score was calculated. A notable trend from this data is teachers on average report higher levels of performance in mathematics than in English language arts. In both mathematics and English language arts, there is a trend towards increased performance with increasing grade levels; with a far more pronounced growth reported in ELA.

### Progress Report 3: Means by Grade and Subject



#### Future Initiatives:

As is evident by the 2020-2021 student achievement data a continued focus on improving literacy rates will be important focus to offset the impact of the pandemic. A comprehensive prek – 8 literacy plan will target instructional leadership, developing professional educators, continued focus on effective evidence-based instruction and interventions and will ensure that assessments continue to guide instructional decision-making.

#### Key future initiatives include:

- strengthening literacy instructional and assessment practice in oral language, reading and writing through purposeful collaborative professional learning for teachers and leaders;
- implementation and evaluation of the grade 1-2 embedded learning intervention led by the learning support teachers (LST);
- expansion of the early learning tutor program; and
- strengthening our math assessment practices.

#### Risk Assessment:

It is critical that our current and future plans focus on addressing learning loss and accelerating learning outcomes with evidence-based approaches. Literacy has a profound impact on students' future success. The correlation between early literacy skills and graduation have been well documented in the literature, and so it is critical that future plans focus on improving our grade 1-3 reading results.



**Summary Comments:**

Saskatoon Public Schools strategic plan states that all students are known, valued and believed in. The impact and disruption of the COVID-19 pandemic on student learning must be acknowledged, however Saskatoon Public Schools is well positioned in research, practice, and programming to strategically move forward in addressing current literacy achievement.



**MEETING DATE:** SEPTEMBER 21, 2021  
**TOPIC:** SCHOOL OPENING UPDATE

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

## BACKGROUND

## CURRENT STATUS

Saskatoon Public Schools successfully started a new school year, our second during the pandemic. Division staff members worked through the summer to prepare for the return of students and families when classes resumed on September 1, 2021. Some of the highlights of the preparation include:

- After some well-deserved time off at the start of the summer, division staff prepared for the return to classes in September. Through considerable discussion with local public health officials and with consideration for the provincial government's direction, our school division shared its back-to-school plans with families on August 23. Having learned many lessons last year, our plans remain focused on safety for students and staff members while minimizing disruptions to learning. The plans, which are subject to change based on consultation with local public health officials, have already been updated due to the rising case numbers of COVID-19 in Saskatoon.
- Saskatoon Public Schools' staff (made up of more than 2,600) viewed the annual School Opening video with their colleagues. This year's video featured a conversation with Board Chair Colleen MacPherson and Director Shane Skjerven discussing plans for continuing learning during the pandemic, our commitment and continued work towards reconciliation, and the difficult decisions made in last spring's budget. As always, the video included a slideshow from the division's *Day in the Life* project held in the spring.
- The annual STA convention was held on August 27, with hundreds of our staff in attendance virtually and some of our staff leading presentations.
- The new teacher orientation was delivered in-person on August 23. Twenty new teachers participated in the session.
- A day-long virtual convention for the division's educational assistants was held on August 31 with more than 500 people in attendance. Numerous sessions were offered including:
  - trauma-informed support;
  - fostering student independence;
  - land-based learning;
  - school experiences through an Indigenous lens;
  - ways to support oral language, literacy and play in early learning; and
  - investigating our biases.

- On August 26, our elementary schools hosted Early Registration Day for families new to schools.
- For the first two days of classes, elementary schools held staggered start with only half of the students attending each day. This provided students and staff with an opportunity for a calmer return to school to help practice routines and regain comfort in the school.
- Facilities staff worked diligently over the summer to prepare schools for the growing number of students. Some of the initiatives included:
  - Work on the City Centre School Project continues, with the development of a preliminary program and site configuration options for the Princess Alexandra school site.
  - Partial roofing replacement work is underway at various schools, including École Alvin Buckwold, Greystone Heights, Lester B. Pearson, North Park Wilson, École River Heights schools, as well as Aden Bowman and Evan Hardy collegiates.
  - At Aden Bowman, the street-side exterior window wall is being replaced and the home economics room upgraded, together with several other mechanical and electrical upgrades.
  - At Walter Murray Collegiate, washrooms and changerooms have been upgraded and a gender-neutral washroom has been provided. The front entrance lobby and forecourt areas have been refreshed, and several other mechanical and electrical upgrades have been undertaken.
  - At Greystone Heights, the first phase of exterior window replacement is underway, together with some interior mechanical and electrical work and other related improvements.
- The Newcomer Student Centre, located at Central Office, has assessed more than 221 students since it opened this August for the new school year.
- Thanks to the Saskatoon Public Schools Foundation's Early Learning Equal Start Campaign, full-day prekindergarten is being offered at 13 schools and full-day kindergarten is being offered at 14 schools.
- In partnership with Métis Nation-Saskatchewan, Westmount Community School is continuing to offer Ma Taant sa Plaas (Auntie's Place), a full-day Michif program for prekindergarten and kindergarten students. The program is open to students from throughout Saskatoon.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	September 15, 2021	None

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## RECOMMENDATION

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### **Proposed Board Motion:**

*That the Board receive the School Opening Update for information.*



**MEETING DATE:** SEPTEMBER 21, 2021

**TOPIC:** COVID-19 UPDATE

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

## BACKGROUND

Saskatoon Public Schools continues to focus on the response to the COVID-19 pandemic. Student and staff safety is our number one priority, and the division is focused on maintaining our efforts on the four student goals in the strategic plan. Timely and effective communication with staff, parents, and the community is a priority, and the division's administrative team will continue to ensure that all stakeholders are well informed on the response to the COVID-19 pandemic.

## CURRENT STATUS

As of September 15, Saskatoon Public Schools has been notified of 51 COVID cases this school year, and provincial data indicates most COVID-19 cases are occurring in unvaccinated or partially vaccinated individuals. As such, Saskatoon Public Schools continues to support the provincial COVID-19 vaccination program hosted in schools to help keep our communities safe. School clinics were identified by the Saskatchewan Health Authority (SHA) based on community vaccination rates in Saskatoon. In addition to these clinics, all schools are currently requiring masking while indoors, have enhanced sanitization and cleaning measures, and encourage all students and staff to stay home when sick. These measures are all encouraged and supported by our local Medical Health Officers.

Division and school administration continue to receive questions about potential isolation orders in schools. The September 12 Public Health Order currently states that students in schools and daycares are exempt from self-isolation if they do not display symptoms of COVID-19 and wear face coverings at all times. Currently, when schools are notified of COVID-19 cases, the SHA provides a letter to classrooms reminding students and staff to self-monitor their health, and to get tested if experiencing symptoms. In addition to the SHA letter, division administration notifies school staff and the entire school community for transparency.

Sutherland School was the only school in Saskatoon to be chosen to participate in the provincial Test to Protect pilot program. The goal of the program is to provide routine testing at home, work, or school to help prevent transmission to those who are not able to be vaccinated and help keep communities safe. As part of this pilot, students (under age 12) and their families are encouraged to use self-administered rapid tests multiple times per week and report to the SHA if testing positive. If the pilot is deemed successful, the goal is to expand the program throughout the province.

Director Skjerven, Deputy Director Hills, and Deputy Director Scrimshaw will provide a verbal update on the ongoing response to the COVID-19 pandemic.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	September 15, 2021	None

## RECOMMENDATION

### Proposed Board Motion:

*That the Board receive the COVID-19 Update for information.*



**MEETING DATE:** SEPTEMBER 21, 2021  
**TOPIC:** CITY CENTRE SCHOOL PROJECT UPDATE

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

## BACKGROUND

Administration continues to provide the Board with regular updates on the City Centre School Project, and opportunities on key project developments and aspects.

## CURRENT STATUS

### Preliminary Program and Site Configuration Options:

The preliminary program and two site configuration options are being further developed, based on input from internal and external stakeholders. It is expected that further review of the site configuration options will occur in late September, with public sharing in early or mid-October 2021.

### Approval of Princess Alexandra Site and demolition of Maintenance Facility:

The Ministry of Education has confirmed in writing that the Princess Alexandra School site can be the location for this project, conditional on the existing Saskatoon Public Schools maintenance facility being demolished (and/or relocated at the school division's cost), with the land being incorporated into the new buildings site and footprint.

### Potential Options for New Saskatoon Public Schools' Maintenance Facility:

Administration has developed potential options for further consideration regarding a new Saskatoon Public Schools maintenance facility. It is proposed that a preferred option, or possibly two or more options be selected for further investigation and development by Administration, with reporting back to the Board in the near future.

### Appraisals of Saskatoon Public Schools' Properties:

Formal appraisals of potentially surplus properties are being undertaken with reporting back to the Board when complete.

### Partnership Development:

Administration continues to meet periodically with representatives of the Saskatoon Tribal Council and the City of Saskatoon. The City of Saskatoon remains committed to an integration of the new White Buffalo Youth Lodge facility into the City Centre Project; however, this project is yet to be approved for capital funding by the City of Saskatoon, and a schedule for such approval and other project timelines remain uncertain at this time.

PREPARED BY	DATE	ATTACHMENTS
Brent Hills, Deputy Director of Education Stan Laba, Superintendent of Facilities	September 9, 2021	None

**MEETING DATE:**                    **SEPTEMBER 21, 2021****TOPIC:**                                **SASKATCHEWAN SCHOOL BOARDS ASSOCIATION – SUBMISSION OF  
BYLAW AMENDMENTS AND RESOLUTIONS FOR THE 2021 ANNUAL  
GENERAL MEETING**

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

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**BACKGROUND**

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The Fall General Assembly of the Saskatchewan School Boards Association (SSBA) will be held in Regina November 14-16, 2021. Boards of Education are asked to review the process and deadlines for submission of such amendments and resolutions.

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**CURRENT STATUS**

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Attached is correspondence from the SSBA outlining the process and deadlines for submission of bylaw amendments and resolutions. The Board may want to discuss any suggested changes or submissions of resolutions.

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<b>PREPARED BY</b>	<b>DATE</b>	<b>ATTACHMENTS</b>
Shane Skjerven, Director of Education Daniel Burke, Chief Financial Officer	September 10, 2021	SSBA Memo

## MEMORANDUM

August 13, 2021

TO: Chairs, Boards of Education, Conseil scolaire fransaskois,  
Directors of Education and Chief Financial Officers  
cc. Resolutions and Policy Development Committee, Darren McKee, Executive  
Tom Fortosky, Catholic Section  
Norm Dray, Public Section

FROM: Resolutions and Policy Development Committee

RE: Submission of Bylaw Amendments and Resolutions for the 2021 AGM

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The 2021 Fall General Assembly will be held in Regina at the DoubleTree by Hilton (subject to approval of the Executive based upon the advice of Saskatchewan's Chief Medical Officer) on November 14-16, 2021. Bylaw Amendments and Resolutions are a key part of the Association's Annual General Meeting, which is part of the Fall General Assembly. The AGM is tentatively set for November 15, 2021. The purpose of this memorandum is to remind boards of the bylaw amendments and resolutions process and to communicate deadlines for submission to the Committee for presentation by the Committee at the Annual General Meeting.

The Executive, a board of education, the Conseil scolaire fransaskois or a group established in accordance with Bylaw No. 8 are entitled to sponsor bylaw amendments and resolutions.

### **Bylaw Amendments:**

1. Bylaw No. 13, Paragraph 4, states that bylaw amendments are to be submitted to the Resolutions and Policy Development Committee "at least 45 days prior to the day on which the annual general meeting commences".

This year the **deadline for submission of bylaw amendments** is 4:30 p.m., **September 30, 2021.**

Every bylaw amendment is to **be submitted in writing** by email (see below) and **accompanied by a rationale explaining the background and reasons** for the amendment containing sufficient detail so that members may form a reasonable judgment about it. An amendment to one provision of a bylaw may necessitate consequential changes to other parts of the bylaws, and those consequential amendments must also be included. If you have questions regarding Bylaw Amendments, please contact Krista Lenius at (306)569-0750 ext. 120 or [klenius@saskschoolboards.ca](mailto:klenius@saskschoolboards.ca).

2. The Committee will examine and edit proposed bylaw amendments.
3. The package of proposed bylaw amendments will be forwarded to boards and posted on the Association's website no later than October 27, 2021.

## **Resolutions:**

1. Bylaw No. 12, Paragraph 4, states that resolutions are to be submitted to the Resolutions and Policy Development Committee “at least 30 days prior” to the commencement of the general meeting at which they will be voted on. This year the **deadline for submission of resolutions** is 4:30 p.m., **October 15, 2021**. Resolutions received by the deadline will be presented by the Committee at the AGM.

(Paragraph 5 of Bylaw No. 12 provides for submission of resolutions that “directly relate to a matter that has arisen after the deadline for submission” at least 5 days prior to the commencement of the general meeting.)

2. Every resolution is to **be in writing** and **accompanied by a rationale explaining the background and reasons for the resolution**.

Pursuant to Resolution 5-E passed at the 2010 AGM, the Committee asks sponsors to provide, where applicable, a simple estimate of the anticipated cost and staff resources that would be required to act on the resolution.

**5-E BE IT RESOLVED that from time to time when proposals for projects or services to be carried out by the Saskatchewan School Boards Association are put to member Boards for approval and those projects or services may have a cost and time component that will impact Association finances and staff time, it be required that all such proposals put to member Boards for consideration include the cost and time requirements to conduct the project or provide the service.**

The Resolutions and Policy Development Committee have developed an SSBA Resolutions Costing Rubric to assist Boards of Education to more effectively identify costs associated with proposed resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the resolution they are proposing. A copy of the SSBA Resolutions Costing Rubric is attached to this letter.

Boards of Education will need to identify the position statement that the proposed resolution relates to and how the resolution relates to the SSBA Strategic Plan or ESSP.

3. The Committee will examine, edit, and, where considered necessary, combine similar resolutions.
4. The package of resolutions to be presented by the Committee at the AGM will be e-mailed to boards, posted on the Association website no later than October 27, 2021, and included in the Fall General Assembly registration package.
5. Resolutions provide directives for action to the Association by its members and direction for development of Association position statements. To increase the effectiveness of resolutions, the wording of a resolution should, whenever possible, describe what boards of education or the Association will do, rather than directing others, over whom the Association has no control, to act.



6. Resolutions received by the deadline will be presented at the AGM by the Committee. Any board that wishes to present a resolution after the deadline for submission will have to obtain the consent of the delegates at the annual general meeting after all reported resolutions have been disposed of. (Bylaw No. 12, paragraph 6).

**Bylaw amendments and resolutions must be submitted by email to Krista Lenius, Administrative Paralegal: [klenius@saskschoolboards.ca](mailto:klenius@saskschoolboards.ca).** You will receive an email confirmation that your submission has been received.

### SSBA Resolutions Costing Rubric

Purpose: To assist Boards of Education to more effectively identify costs associated with proposed resolutions. Boards of Education are encouraged to review the rubric below to determine the activity and costs most closely associated with the resolution they are proposing.

	<b>Low Cost &lt;\$1,000</b>	<b>Medium Cost \$1,000-\$10,000</b>	<b>High Cost &gt;\$10,000</b>
<b>Advocacy</b>	<ul style="list-style-type: none"> <li>Minimal advocacy, potentially a letter to a government official or Ministry.</li> <li>1-2 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s).</li> </ul>	<ul style="list-style-type: none"> <li>Moderate advocacy which may include letters to government officials or Ministries, and follow up.</li> <li>2-4 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s).</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing advocacy throughout the year.</li> <li>&gt; 5 meetings of the President, Vice-President, other Executive/board members, and/or senior SSBA staff involved in the action(s).</li> <li>A working advisory group may be formed as a result of the resolution.</li> </ul>
<b>Services</b>	<ul style="list-style-type: none"> <li>The proposed resolution action will require minimal utilization of existing SSBA services/resources.</li> </ul>	<ul style="list-style-type: none"> <li>The proposed resolution action will significantly draw upon SSBA services/resources.</li> </ul>	<ul style="list-style-type: none"> <li>The proposed resolution action includes elements that require existing SSBA services/resources, and/or requires services and/or resources beyond those provided by the SSBA.</li> </ul>
<b>Unanticipated Costs</b>	<ul style="list-style-type: none"> <li>There is minimal likelihood of the resolution action resulting in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are generally known.</li> </ul>	<ul style="list-style-type: none"> <li>There is a moderate likelihood that the resolution action may result in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are relatively anticipated or assumed.</li> </ul>	<ul style="list-style-type: none"> <li>There is a high likelihood that the resolution action may result in unanticipated costs for Boards of Education and/or the SSBA as the cost factors of the resolution are primarily unknown.</li> </ul>

**MEETING DATE:**                    **SEPTEMBER 21, 2021****TOPIC:**                                **SASKATCHEWAN SCHOOL BOARDS ASSOCIATION – POSITION STATEMENTS**

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

**BACKGROUND**

The Saskatchewan School Boards Association (SSBA) is requesting feedback from boards of education on position statements. Reviewing the feedback has resulted in drafts of the following position statements:

1. Position Statement on “Assessment of Student Achievement”
2. New Position Statement on Infrastructure Funding
3. Position Statement on “Teacher Education and Certification”
4. Revised Position Statement on “Public Engagement”
5. Draft Indigenous Education Position Statement

These position statements will be voted upon as resolutions at the SSBA Fall General Assembly in November 2021.

**CURRENT STATUS**

The Board Governance Committee met September 14, 2021 and reviewed the position statements. Trustees may wish to comment on the attached position statements.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education Daniel Burke, Chief Financial Officer	September 10, 2021	SSBA Position Statements (2)

**From:** [Krista Lenius](#)  
**Subject:** SSBA Revised Position Statements  
**Date:** Friday, August 13, 2021 1:40:10 PM  
**Attachments:** [image001.jpg](#)  
[2021 Position Statements for AGM - updated August 4, 2021.pdf](#)  
**Importance:** High

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***(This email is being sent on behalf of the Resolutions and Policy Development Committee to Board Chairs, Directors of Education, Chief Financial Officers and SSBA Executive)***

PLEASE PROVIDE A COPY OF THIS EMAIL AND THE ATTACHMENT TO ALL OF YOUR BOARD MEMBERS

Feedback was provided by 12 boards of education and we appreciate the time boards invested into consideration of the Position Statements and the thoughtful feedback that was provided. These drafts reflect the essence of the comments provided to the Resolutions and Policy Development Committee and we believe has strengthened the statements.

On August 13, 2019, the Executive approved the postponement of the review of Position Statement 3.2 Facilities Funding. The Working Advisory Group has completed the work and feedback has been received from member boards. The proposed Infrastructure Funding Position Statement is the culmination of this work, and is attached.

Attached please find the following:

1. Position Statement on "Assessment of Student Achievement";
2. New Position Statement on Infrastructure Funding;
3. Position Statement on "Teacher Education and Certification"; and
4. Revised Position Statement on "Public Engagement".

The Position Statements will be voted upon as Resolutions at the Fall General Assembly in November 2021.

**Krista Lenius**

**Administrative Paralegal**

400-2222 13th Avenue Regina, SK S4P 3M7

Phone: 306-569-0750 Ext 120 | Fax: 306-569-2317

Email: [klenius@saskschoolboards.ca](mailto:klenius@saskschoolboards.ca) | Website: [www.saskschoolboards.ca](http://www.saskschoolboards.ca) [[saskschoolboards.ca](http://saskschoolboards.ca)]



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<b>Adopted Position 2.2:</b> <b>Assessment of Student Achievement</b>	<b>Date Approved: November 2016</b>
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The board of education/CSF, as the governing body accountable for the education of children, has a critical interest in student achievement. Boards of education/CSF require valid and reliable information concerning student achievement to inform decisions and the allocation of resources for the improvement of student learning within their school divisions.

The Association strongly supports the work of Boards of Education/CSF in strengthening the capacity of the publicly funded school divisions to establish policies and procedures to:

1. Adopt clear expectations for student achievement to focus board/CSF resources on the improvement of student learning;
2. Monitor student achievement data on a predetermined timeframe from a variety of perspectives;
3. Support professional staff in the work of appropriately assessing and reporting student achievement information.
4. Support professional staff in the planning and organization of increasingly effective programs and learning environments designed to further strengthen student learning;
5. Ensure appropriate administrative procedures are established for ethical data handling, including, collecting, analyzing, reporting and using assessment data to monitor and improve student achievement;
6. Engage parents in assessment of student achievement reporting processes to increase opportunities for student success, and ensure student achievement information is communicated to students and parents in a format that is easily understood, accurate and of practical value;
7. Ensure achievement information is reported to the public in a clearly written and illustrated format to display significant change over time.

<p><b>Adopted Position 3.2:</b></p> <p><b>Infrastructure Funding</b></p>	<p><b>Date Approved:</b></p>
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Education infrastructure provides operational learning systems that boards of education/Conseil scolaire Fransaskois (CSF) use to deliver education services to each student. Students may be studying individually or collectively in schools or utilizing online education options offered by Saskatchewan school divisions. Education infrastructure includes schools, operational and maintenance facilities, school busses, fleet vehicles, electronic devices, wiring and bandwidth.

Boards of education/CSF work with the Ministry of Education to jointly develop and periodically review a transparent, sufficient, predictable and sustainable funding formula for the planning, building and maintenance of education infrastructure that maximize education equity, student learning, and are aligned with the needs and priorities of school boards. All decisions related to infrastructure funding should be transparent, equitable and informed by good data in support of a provincial comprehensive, multi-year capital plan. The Ministry of Education needs to provide a plan for targeted funding so Saskatchewan's board of education/CSF average Facilities Condition Index (FCI) ranks a minimum of Fair.<sup>1</sup>

1. The Minister of Education is responsible for providing required funding for the construction and maintenance of education infrastructure, including bandwidth. Education infrastructure funding must take into consideration the inclusion of spaces or facilities necessitated as the result of new mandates, new building codes, pedagogical or human rights developments.
2. Education infrastructure funding in Saskatchewan should be determined according to the eight categories set out below. In addition, infrastructure funding for CSF schools must meet the requirements of section 23 of the *Canadian Charter of Rights and Freedoms*.
  - a) **Major Capital Projects:** The Ministry of Education should continue to fund major capital projects including new schools, major renovations, roofing and portable classrooms, determined by a criteria-based priority list. The Ministry's funding for new schools should be accompanied by adequate operating funding, including reasonable and safe square footage per classroom, once the schools are built and operating. The Ministry of Education should share with boards of education/CSF the Ministry's decision-making criteria and process for developing the annual major

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<sup>1</sup> Saskatchewan's board of education/CSF average FCI ranks Poor. The current FCI describes the following categories:

- Good – 0 to 5%
- Fair – 5 to 10%
- Poor – 10 to 30%
- Critical – Greater than 30%

capital priority list for transparency in the criteria and their application and how the Ministry assesses and ranks capital priorities from one board of education against others. Sufficient budget should be annually allocated to address the capital backlog. This applies in growth areas of the province, as well as in communities with existing schools requiring modernizing where enrolments are stable and the schools are viable. If the construction project delivery method is not the traditional build by the affected board(s) of education but is a build that includes integrated project delivery (IPD), public-private-partnerships (P3s), Alliance contracting, progressive design-build infrastructure delivery models or other similar methods, due diligence, including an appropriate risk assessment, should be conducted by the Ministry of Education and the affected board(s) of education.

- b) **Infrastructure Renewal:** Each year, the province should allocate a sustainable budget to school divisions for the purpose of ongoing infrastructure renewal, including minor upgrades and renovations<sup>2</sup>. Boards need to develop a 3-year Preventative Maintenance and Renewal (PMR) Plan as well as a detailed annual report and reconciliation of PMR expenditures.
- c) **Ongoing Operation and Maintenance:** The Ministry of Education should allocate a sufficient budget to school divisions for the operation and maintenance of infrastructure including general upkeep and repairs, pandemic or emergency planning and repairs, as well as expenses incurred to keep infrastructure operating such as monthly utility expenses to keep up with inflation.
- d) **Facilities and Transportation:** Sufficient funding must be provided for the construction and maintenance of non-school facilities including transportation and operational facilities, playgrounds, and for the CSF community spaces.
- e) **Provincially Protected Schools:** Funding must be provided for the operation and maintenance of schools that are protected from closure. This would include separate Ministry funding incentives to decommission space that is no longer required beyond PMR or self-funded projects.
- f) **Joint Builds:**
  - i) Joint builds for public and separate boards need to be determined by the Ministry in consultation with the affected boards. Individual builds may be better suited because of land size and school population. To ensure equity, enrolment projections developed for construction planning purposes should be proportionately sized based on the populations being served by each board partner.
  - ii) Joint builds for boards with third party partner(s) such as municipal or Saskatchewan Health Authority entities need to be determined by the respective Ministries and third party partners in consultation with the affected board(s). Individual builds may be better suited because of land size, school population, insurance issues and school ground needs. Where the board(s) agrees to participate in a joint build with a third party partner(s), sufficient funding must be provided for legal fees and for the construction and maintenance of non-school facilities including transportation and operational facilities, playgrounds and for community spaces.

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<sup>2</sup> The industry standard continues to be 2% of Current Replacement Value (*Guide to the Management of Real Property*, Government of Canada, Section 3.2.2).

- g) **Accessibility:** New schools must be built and existing facilities including transportation and playgrounds retrofitted as required to ensure accessibility and to comply with the boards/CSF's obligations to accommodate persons under *The Saskatchewan Human Rights Code* including meeting the needs of students and other persons with disabilities.
  - h) **Energy efficiency upgrades:** Boards have an obligation to teach and lead in energy conservation practices and to use public funding responsibly. Boards have a need for dedicated, ongoing funding for energy efficiency upgrades for schools.
3. **Exemption from Taxes, Local Improvements, Service Fees and Special Levies:** The purchase of supplies and services required by boards of education/CSF should either be exempt from taxes levied by federal or provincial governments or the Ministry must compensate boards/CSF in full for these taxes. All school division property utilized for education purposes should either be exempt from all municipal property taxes and service fees, including local improvements or special levies, or the Ministry must compensate boards/CSF in full for these taxes and service fees.



<b>Adopted Position 4.2:</b>  <b>Teacher Education and Certification</b>	<b>Date Approved: November 2016</b>
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Boards of education/ Conseil scolaire fransaskois (CSF) support high standards for teacher education and certification in Saskatchewan.

1. Only the Saskatchewan Professional Teachers Regulatory Board (SPTRB) is responsible for regulating teacher certification and registration, including issuing, suspending, or revoking a teacher's certificate. Teacher education and certification requirements are approved by the Teacher Education and Certification Committee of the SPTRB, a committee of representatives from educational stakeholders including the SSBA. The Certification Decision Review Committee of the SPTRB, a committee of representatives from education stakeholders including the SSBA, hears certification decision appeals from teachers.
2. Boards of education/CSF expect teacher education programs that reflect the requirements of publicly funded school systems and that are based on current educational research and effective practices that develop teachers to focus on the skills and knowledge students need to succeed in work, life and citizenship.
3. Boards of education/CSF co-operate with teacher education programs to facilitate practice teaching and internship programs.
4. Boards of education/CSF, as employers, have high expectations of teachers as professionals and therefore have a critical interest in defining and supporting the development of competencies for effective teaching including:
  - a) Teachers value and care for the whole child by developing positive relationships and acting in the best interests of their students.
  - b) Teachers facilitate the engagement and support of parents and the community.
  - c) Teachers are committed to education as a profession and to engaging in ongoing professional development to remain current and effective, and apply these learnings in their work.
  - d) Teachers demonstrate specialized knowledge in the level and subject area of their teaching as directed by the Saskatchewan curriculum.

<p><b>Adopted Position 5.1:</b></p> <p><b>Public Engagement</b></p>	<p><b>Date Approved: November 2016</b></p>
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Boards of education/CSF value and support meaningful and authentic parent, school community council/conseil des écoles and public engagement to enhance schools in Saskatchewan and higher levels of student achievement.

1. Parents and guardians are acknowledged as the child's first teacher and play a significant role in student success.
2. School community councils/conseil des écoles are supported as valued partners in education to mobilize their communities to strengthen student achievement, and to provide advice to the board of education/CSF.
3. Locally elected boards provide a strong mechanism for the public to be engaged in publicly funded education.
4. Boards engage in relationships and collaboration with a variety of partners (e.g. levels of government, post-secondary, First Nations and Métis, business, human service agencies, non-profit organizations, etc.) to enhance student well-being and achievement.

**From:** [MacPherson, Colleen \(Trustee\)](#)  
**To:** [Allington, Estelle](#)  
**Cc:** [Tait, Ross \(Trustee\)](#)  
**Subject:** FW: Indigenous Education Draft Position Statement for review and feedback  
**Date:** Wednesday, September 1, 2021 3:45:32 PM  
**Attachments:** [Indigenous Education PS Draft.docx](#)

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Estelle, would you kindly include this in the governance meeting package for Sept; 14. I believe there is another item to review other SSBA position statements so we could look at them all together. This one requires our feedback by Sept. 30 and so it could go to the board Sept. 21 with a recommendation from the committee.

Thanks,

Colleen

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**From:** Kimberly Greyeyes <KGreyeyes@saskschoolboards.ca>  
**Date:** Wednesday, September 1, 2021 at 10:06 AM  
**To:** Kimberly Greyeyes <KGreyeyes@saskschoolboards.ca>  
**Subject:** Indigenous Education Draft Position Statement for review and feedback

***(This email is being sent to Board Members, SSBA Staff, Executive Director of LEADS)***

Good morning,

As you may recall from my previous update, the SSBA struck a Working Advisory Group (WAG) to develop an Indigenous Education Position Statement to be brought to 2021 SSBA Fall Assembly for adoption.

Members of the WAG include: Kimberly Greyeyes (Chair), Jaimie Smith-Windsor (SSBA), Chrissy Halliday (SSBA), Judy Bradley (SSBA), Kathleen Brannen (SSBA), Jennifer Hingley (LEADS), Bryan McNabb (LEADS), Harry Lafond (Elder/Knowledge Keeper), and Ted Amendt (SSBA Staff).

**Update:**

- The WAG met in May and June. It conducted research that included reviewing position statements or similar documents from other boards' associations and Indigenous organizations across Canada. The WAG relied heavily on the CSBA Charter of Commitment: First Nations, Métis and Inuit Education.
- The Group has completed a draft, and that draft was presented to the Indigenous Council in August for their feedback and approval. The Indigenous Council is supportive of the draft Indigenous Education Position Statement, and will sponsor a resolution for its adoption at 2021 Fall Assembly.
- **The WAG is now circulating the attached draft Indigenous Education Position Statement to member boards and LEADS for feedback by September 30<sup>th</sup>. Feedback can be submitted to Dr. Ted Amendt at [tamendt@saskschoolboards.ca](mailto:tamendt@saskschoolboards.ca).**

- The Group will reconvene in October to review any feedback received, and finalize the position statement.
- The final Indigenous Education Position Statement will be submitted by the October 15 resolutions deadline. It will be presented to 2021 SSBA Fall Assembly for adoption.

Thanks to the WAG for all their work on drafting this position statement and thank you in advance for your review and feedback. Please feel to reach out if you have any questions.

Sincerely,  
Kimberly

**Kimberly Greeyes**

SSBA Indigenous Constituency Representative

400-2222 13th Ave., Regina, Sask. S4P 3M7

Phone: 306-569-0750 | Fax: 306-352-9633

Email: [KGreyeyes@saskschoolboards.ca](mailto:KGreyeyes@saskschoolboards.ca)



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## Proposed Position Statement 2.4 - Indigenous Education

Indigenous Knowledge resides within First Nations and Métis peoples and communities. While there is no one Indigenous way of knowing, there is a set of common themes that emerge when Indigenous peoples share their knowledge – land, languages, and relationships. These themes are built upon principles and values that are important to Indigenous peoples such as building relationships, seeking harmony, affirming and revitalizing Indigenous languages and cultures, putting children first, and honouring the land.

Indigenous education in Saskatchewan includes achieving equitable outcomes for First Nations and Métis learners, and for all Saskatchewan students to have knowledge of the contributions, perspectives and ways of knowing of Indigenous peoples. Indigenous education is also about advancing reconciliation by acknowledging truth including the history and intergenerational effects of residential schools, and championing reconciliation. In Canada, this work is situated in the treaty relationship, in the Truth and Reconciliation Commission, and in the United Nations Declaration on the Rights of Indigenous Peoples. In Saskatchewan, First Nations and Métis education is set out in the Ministry of Education's *Inspiring Success* policy framework and boards of education/Conseil scolaire fransaskois (CSF) are committed to its implementation, and therefore build authentic relationships with Indigenous peoples to assist them on this journey. Boards of education/CSF create policies and strategies, resource programs, and monitor performance of Indigenous education within the school division in the following ways.

1. Building Relationships and Partnerships

Boards of education/CSF foster and nurture relationships and partnerships with First Nations and Métis communities, educational authorities, Elders, and traditional Knowledge keepers. These relationships are necessary to build an understanding of Indigenous ways of knowing, and to collaborate through shared values and priorities to ultimately enhance student learning and well-being.

2. Creating Welcoming Environments

Boards of education/CSF create a mandate for all schools to establish and sustain respectful and welcoming environments, including visible commitments such as flag raisings and symbols, that instill belonging for all students, including Indigenous learners. Strategies are developed that foster the engagement of youth, families and communities in schools.

3. Representative Governance and Workforce in the Education Sector

Boards of education/CSF encourage the participation of Indigenous peoples in governance, and work through the SSBA to encourage Indigenous trusteeship. Boards of education/CSF strive for a representative workforce and examine their recruitment, selection, retention, and promotion practices, and remove systemic racism and other barriers for Indigenous peoples.

4. Increasing Capacity Across the Education System

Boards of education/CSF engage in professional learning focused on Indigenous education and reconciliation, and ensure staff are similarly engaged in professional learning regarding Indigenous education, understanding the concept of colonization and its impact, anti-racist/anti-oppressive education, and reconciliation. Through relationships developed with First Nations and Métis partners, boards of education/CSF invite these strengths from Indigenous communities to support them in these efforts.

5. Culturally Responsive Curriculum, Pedagogy, and Assessment

Boards of education/CSF advocate for curriculum that includes Indigenous content, perspectives, and ways of knowing across the subject areas, and that is developed with the engagement of First Nations and Métis peoples, Elders and traditional Knowledge keepers. Boards of education/CSF advocate for teacher education programs that include courses on Indigenous histories and perspectives so that teachers are prepared to incorporate these areas into their practice. Boards of education/CSF support educators as they implement community education practices, land-based learning, and other experiential learning opportunities for students. Boards of education/CSF promote assessment practices that are culturally appropriate and acknowledge an array of learning models and styles, and take steps to eliminate systemic racism and bias in student assessment. Finally, boards of education/CSF value Indigenous Knowledge and expertise by supporting Indigenous research to inform education practice and pedagogy for the benefit of all learners.

6. Affirming and Revitalizing Indigenous Languages and Cultures

Boards of education/CSF recognize the central role of language in supporting identity and culture and in validating Indigenous worldviews, and promote Indigenous language programs in schools.