

Board of Education of Saskatoon School Division No. 13

Meeting of the Saskatoon Board of Education

Tuesday, October 15, 2024

310 – 21ST Street East – 6:30 pm – W.B. Doyle Board Room

Please note that all public board meetings are video recorded and [live streamed](#).

AGENDA

1. Roll Call
2. Acknowledgement
3. Agenda

- 3.1. Adoption of Agenda

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

- 3.2. Declaration of Conflict of Interest

4. Celebrating Excellence

- 4.1. Page Turners Tutor Program

5. Consent Items

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

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

- 5.1. Approval of Minutes – September 17, 2024

Proposed Board Motion (if removed from consent items): *That the board approve the minutes of the committee of the whole and regular board meetings held September 17, 2024.*

6. Reports from Administrative Staff

Decision

- 6.1. Strategic Plan Accountability Report: 2024-25 Enrolment

Proposed Board Motion: *That the board approve the Strategic Plan Accountability Report: 2024-25 Enrolment, to be included as part of the director of education's 2024-25 evaluation.*

- 6.2. Strategic Plan Accountability Report: Student Learning Results Grades 1-8

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 2024-25 evaluation.*

6.3. Strategic Plan Accountability Report: Student Learning Results Grades 9-12

Proposed Board Motion: *That the board approve the Strategic Plan Accountability Report: Student Learning Results grades 9-12, to be included as part of the director of education's 2024-25 evaluation.*

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

10.1. Board Chair Stranden Comments

11. New Business

Decision

11.1. Board Governance Board Policies

Proposed Board Motions:

- 1. That the board approve the housekeeping changes to Policy 15: Human Rights Equity and Policy 25: Board Elections Campaign Disclosure and Spending Limits*
 - 2. That the board approve the deletion of Policy 22: Recognition of Employee Service.*
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11.2. Changes to the Board Meeting Minute Template

Proposed Board Motion: *That the board approve the new minutes templates for all future committee of the whole and regular board meetings.*

Information

11.3. Response to Trustee Question Regarding Flag Protocol

12. Notices of Motion

13. Questions by Trustees

14. Comments and Questions from the Public (must be related to a specific agenda item)

- Members of the public will have five minutes each to ask their question or make comments, for a total of 20 minutes per meeting.
- All comments or questions about specific agenda items must be submitted in writing by noon the day before the meeting being considered. If the Monday before the Tuesday board

meeting is a statutory holiday, the request must be submitted by noon the Friday before the meeting.

- Information on the process for speaking at a board meeting can be found at [Board Meetings - Saskatoon Public Schools \(spsd.sk.ca\)](https://www.spsd.sk.ca/BoardMeetings).

15. Adjournment

Proposed Board Motion: *That the board adjourn to the call of the Chair or the Inaugural meeting of Monday, November 18, 2024.*



MEETING DATE: OCTOBER 15, 2024

TOPIC: CELEBRATING EXCELLENCE: PAGE TURNERS TUTOR PROGRAM

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

BACKGROUND

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

CURRENT STATUS

The Page Turners tutor program, jointly supported by Saskatoon Public Schools and the Saskatoon Public Schools Foundation, is a literacy intervention aimed at improving educational outcomes for students. This program helps grades 1-3 students who need additional reading support by connecting them with retired master teachers as tutors.

Since its inception in 2013 with six tutor programs, Page Turners has expanded to 62 programs. The primary goals are to enhance reading achievement and boost student confidence and engagement in literacy.

Page Turner Coordinator Deb Heinrichs will share the impact of this literacy tutor program on students' academic success.

PREPARED BY	DATE	ATTACHMENTS
Nicola Bishop-Yong, Superintendent of Education Charlene Scrimshaw, Deputy Director of Education	October 9, 2024	None



SASKATOON BOARD OF EDUCATION

5.1

MEETING DATE: OCTOBER 15, 2024

TOPIC: APPROVAL OF MINUTES

FORUM	AGENDA ITEM	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 September 17 committee of the whole and regular board meetings.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	October 2, 2024	Minutes

RECOMMENDATION

Proposed Motion for the Public Board Meeting:

That the board approve the minutes of the committee of the whole and regular board meeting held September 17, 2024.

MINUTES OF A MEETING:

of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, September 17, 2024 at 2:00 p.m.

September 17, 2024

MEMBERS PRESENT:

Board Chair Kim Stranden, Trustees Angela Arneson, Donna Banks, Vernon Linklater, Colleen MacPherson, Michael Pidwerbeski, Ross Tait, Suzanne Zwarych

REGRETS:

Trustee Charmaine Bellamy
Trustee Kathleen Brannen on leave.

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

CARRIED (8)

The meeting adjourned at 5:41 p.m.

Secretary of the School Division

Board Chair

MINUTES OF A MEETING: of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan held on Tuesday, September 17, 2024 at 6:30 p.m. September 17, 2024

MEMBERS PRESENT: Trustee Kim Stranden (Chair), Angela Arneson, Donna Banks, Vernon Linklater, Michael Pidwerbeski, Colleen MacPherson, Ross Tait, Suzanne Zwarych

REGRETS: Trustees Charmaine Bellamy and Kathleen Brannen

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

Agenda: Trustee Zwarych moved approval of the agenda Agenda

CARRIED (8)

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

Celebrating Excellence: - Student Science Fair Awards: Superintendent Reeve introduced Joti Gokaraju, his parents, younger sister and vice principal Candice Elliot Jansen. Candice introduced Learning Coordinators Jonathen Mckee as well as Lisa Kolesnikoff. Joti is a grade 12 student at Walter Murray Collegiate who created Touch Talk, a novel brail communication platform for deaf, blind people. He has made a profound impact through the hearing and visual community through a science fair project. This project has been recognized with prestigious national awards. Joti talked about the background of why he started this project and how he contacted the SPS alternative format library teachers to receive suggestions on how to improve his prototype. He hopes that his project will greatly help the world. Celebrating Excellence – Student Science Fair Awards

Consent Items: Trustee Arneson moved that the board approve the consent items as presented. Consent items

CARRIED (8)

Approval of Minutes – June 18, 2024 and August 27, 2024: Trustee Arneson moved that the board approve the minutes of the committee of the whole and regular board meetings held June 18, 2024 and the minutes of the August 27, 2024 committee of the whole meeting. Approval of Minutes

CARRIED (8)

Reports from Administrative Staff:

School Opening Update: Director Skjerven gave the School Opening Update addressing the difficult opening at Evan Hardy Collegiate regarding the events on September 5, 2024. He reiterated that the safety and well-being of students, staff and families is the priority of Saskatoon Public Schools and in turn classes were cancelled for two days after the incident and resumed on Tuesday September 10, 2024, with activities in place designed to support healing amongst students and staff. Director Skjerven mentioned that they are extremely grateful to the staff at Evan Hardy Collegiate and the support staff in our division for the tremendous care and empathy during this tragic situation. Director Skjerven also provided other highlights from school opening. School Opening Update

Unfinished Business:

Audit Service Plan for the Fiscal Year Ended August 31, 2024: Trustee Banks moved that the board approve the audit service plan for the fiscal year ending August 31, 2024. Audit Service Plan for the Fiscal Year Ended August 31, 2024

CARRIED (8)

Board Subcommittee Minutes: Trustee MacPherson moved that the board approve the minutes of the Board Audit and Risk Committee meeting held June 18, 2024

Board
Subcommittee
Minutes

CARRIED (8)

Reports of Committees and Trustees:

- Trustee Arneson reported on her attendance at the Centennial Collegiate's School Community Council meeting and Meet the Teacher evening. She also attended the SSSAD Coaches Appreciation Awards Breakfast and the Indigenous Advisory Council Luncheon.
- Trustee Banks reported on her attendance at wâhkôhtowin, Fairhaven and Lester B Pearson's Grade 8 Farewell in June. She also attended Tommy Douglas and Estey's Grade 12 graduations. She also reported on attending the CSBA conference in Toronto, SSBA executive meeting, new teacher orientation, Lester B. Pearson's meet the teacher and has visited her five schools plus Nutana Collegiate. Trustee Banks was happy to report the Tommy Douglas win at the football game against Bethlehem High School and was in attendance at the SSSAD Coaches Appreciation Awards Breakfast.
- Trustee Linklater reported on his attendance at the Indigenous Council Advisory Luncheon on September 17, 2024.
- Trustee MacPherson reported on her attendance at the new teacher orientation and the School Community Council Meeting at Silverspring school.
- Trustee Pidwerbeski reported on his attendance at the Saskatoon Public Schools Foundation Fall Meeting and will be attending Mayfair School on September 19, 2024 to help with pancakes.
- Board Chair Stranden reported on her attendance at the Tommy Douglas football game against Bethlehem High School and that she will be attending a few pancake breakfasts and barbeques next week.
- Trustee Tait reported that he will be attending the flag raising with Whitecap Dakota Nation and Chief Whitecap School on September 19, 2024.
- Trustee Zwarych reported on attending the MLT Aikins Lecture Theatre in the College of Law at the University of Saskatchewan.

New Business

Cybersecurity Update: Chief Technology Officer Dunk presented the Cyber Security Update for the board to review for information

Cyber Security
Update

Notice of Motion:

No notices of motion were brought forward.

Questions by Trustees:

Trustee MacPherson asked Director Skjerven a question regarding Bill 137 Parent Choice. The bill states that all schools in Saskatchewan will fly the Saskatchewan flag. She has noticed that many schools have the Saskatchewan flag flying beneath the Canadian flag. In Canada, the flag is supposed to have its own pole according to protocol.

Director Skjerven responded that this is a relatively new directive and the school division has been working to get Saskatchewan flags to all schools. Concerns have been expressed to the Ministry of Education that we do not have two flag poles and that adding a second is a significant investment. We have been told by the Ministry of Education that we can fly the Saskatchewan flag on the same pole as the Canadian flag.

Trustee Arneson also asked Director Skjerven a question regarding Bill 137. She asked if the Ministry of Education has changed direction on the third-party providers being allowed to present in schools.

Director Skjerven responded that the direction from the Deputy Minister of Education banning third party providers in schools related to sexual public education would continue.

Comments/Concerns/ Questions from the Public:

No comments/ concerns/ questions from the public.

Adjournment: Trustee Linklater moved that the board adjourn to the call of the chair or the board meeting of Tuesday, October 15, 2024.

CARRIED (8)

The meeting adjourned at 7:28 p.m.



MEETING DATE: OCTOBER 15, 2024

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT: 2024-2025 ENROLMENT

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 enrolment which will be presented by Mitch Kachur and Colleen Norris, superintendents of education.

PREPARED BY	DATE	ATTACHMENTS
Brent Hills, Deputy Director of Education Charlene Scrimshaw, Deputy Director of Education Mitch Kachur, Superintendent of Education Colleen Norris, Superintendent of Education	October 7, 2024	Accountability Report

RECOMMENDATION

Proposed Board Motion:

That the board approve the Strategic Plan Accountability Report: 2024-2025 Enrolment, to be included as part of the director of education's 2024-2025 evaluation.

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

We will create learning experiences that inspire all students to reach their potential.



Accountability Topic: 2024-2025 Enrolment

Date of Board Meeting: October 15, 2024

Strategic Priorities:

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

Commitments:

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

Key Measures:

Each year the analysis of enrolment is presented to the board after the official September 30 enrolment submission. Enrolment patterns are monitored closely to assist in making efficient and effective use of facilities, and to fulfill the mandate of public education that is open to all.

Targets:

Given the current demographic and population trends in the City of Saskatoon, Saskatoon Public Schools' enrolment target is to have year-over-year growth. The Manager of Student Information Systems goes through an annual process using Baragar software to determine what the enrolment projections will be for each school within Saskatoon Public Schools for the upcoming school year. Enrolment projections may be adjusted up or down based on local neighbourhood conditions.

Key Initiatives Employed:

- **Kindergarten**

As of September 30, 2024, there were 2013 kindergarten students enrolled in Saskatoon Public Schools, with some in half-day programs and others in 31 full-day programs. These full-day programs continue to be supported by the Saskatoon Public Schools Foundation's *Early Learning Equal Start* initiative and one program funded through the Métis Nation.

- **P3 School Boundaries**

Enrolment at all P3 Elementary schools is near or at capacity. To moderate enrolment growth, boundaries were instituted for all P3 elementary schools beginning in the fall of 2024. This decision has had the intended effect. Ernest Lindner School decreased by 22 students. Enrolment at Chief Whitecap School increased by 33 students and Colette Bourgonje School by 33 students. Although Sylvia Fedoruk School increased by 100 students this year École Silverspring School increased by 77 students, largely because of the closed boundaries at Sylvia Fedoruk School.

- **Estey School FLEX Program**

In 2023-2024, the FLEX program moved from City Park School to Estey School and on September 30, 2023, enrolment was 89 students. With the addition of two new partnerships and the expansion of a current partner's program, enrolment has more than doubled and was 194 on September 30, 2024, with many students new to Saskatoon Public Schools.

- **International Program**

Saskatoon International Education (SIE) has once again grown substantially, generating revenue. In September 2022, there were 31 international students registered in Saskatoon Public Schools; on September 30, 2023, there were 57 students registered. On September 30, 2024, there were 86 students registered.

Data:

September 30, 2024, Enrolment Numbers

Student Population K-12	Sep 30, 2023** Ministry Approved	Sep 30, 2024 (Actual)*	Year-over-year difference (Actual)	2024-2025 January Projections***	Difference in Projections and Actual
PreK	588	602	14	584	18
Kindergarten	2,052	2,013	-39	2,135	-122
Grades 1-8	16,751	16,897	146	17,037	-140
Grades 9-12	8,723	9,412	689	9,233	179
Total	28,114	28,924****	810	28,989	-65

*Pending ministry approval

**Sept 30, 2023, Ministry Approved includes Saskatoon Misbah enrolment (214)

***Projected Enrolment **does not include DLC (328)**

**** Actual Enrolment does not include DLC (376)

French Immersion

	2023-2024	2024-2025	Difference
Elementary	2,230	2,271	41
Secondary	582	531	-51
Total	2,812	2,802	-10

Newcomer Student Centre

The Newcomer Student Centre (NSC) registered 700 students from August to the end of September; last year, there were 732 students during the same time and 771 in the fall of 2022. This has had a significant impact on our enrolment and it is anticipated that this trend will continue for the next few years.

Online Learning

The 2024-2025 school year is the Saskatchewan Distance Learning Corporation's second year of operation. Since the pandemic, enrolment in online learning has declined each year. Saskatoon Public Schools receives partial funding for full-time online students at the rate of \$6,000. Below is the trend in full-time online enrolment for the past four years.

	Sept. 30, 2020	Sept. 30, 2021	Sept. 30, 2022	Sask DLC Sept. 30, 2023	Sask DLC Sept. 30, 2024
Elementary Full Time Online Learning Elementary	2244	456	80	73	68
Secondary Full Time Online Learning Secondary	895	539	341	230	308

Future Initiatives:

Saskatoon Public Schools will continue to build on past strength(s) and look for new opportunities with the goal of being the school division of choice for Saskatoon families. Saskatoon Public Schools continues to be strategically engaged in student, parent, and community feedback on division programming and opportunities ensuring we are responding to the needs of our stakeholders. Celebrating and marketing division programs and successes will continue to be an area of focus.

Risk Assessment:

The financial well-being of the school division is directly tied to annual enrolment. A significant gain in enrolment provides more funding for the division and increased opportunities to provide flexibility in programming and support(s) for students. Significant growth in individual communities may increase pressure on Saskatoon Public Schools' resources and facilities.

Summary Comments:

Saskatoon Public Schools experienced significant enrolment growth once again this year. This rate of growth is expected to continue over the next few years. Although this enrolment growth is welcome, if capital construction projects are not completed on time it will continue to put pressure on many of our overcrowded facilities, particularly in the northeast sector of the city.



MEETING DATE: OCTOBER 15, 2024

TOPIC: ACCOUNTABILITY REPORT: STUDENT LEARNING RESULTS
GRADES 1-8

FORUM	AGENDA ITEM	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' 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
Nicola Bishop-Yong, Superintendent of Education Charlene Scrimshaw, Deputy Director of Education	October 9, 2024	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 2023-2024 evaluation.

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

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Accountability Topic: 2023-2024 Student Learning 1-8

Date of Board Meeting: October 15, 2024

Strategic Priorities:

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

Commitments:

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

Key Measures:

The key measures for grades 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:

- 2% increase of grades 1-3 students attaining at or above grade level benchmark in reading
- 1% increase in grades 1-8 students at or above grade levels in English language arts and mathematics report card indicators

Key Initiatives Employed

Comprehensive Literacy Plan

In 2023-2024, Saskatoon Public Schools continued its multi-year **Comprehensive Literacy Plan**, aimed at improving literacy by enhancing instruction in oral language, reading and writing. The plan focuses on four key areas: collaborative instructional leadership, professional development, evidence-based instruction and intervention, and data-driven decision-making.

The following initiatives were implemented by the division to support academic excellence during 2023-2024:

- Continued use of **Acadience Reading**, a universal screening and progress monitoring tool for grades 1-8, which measures oral reading fluency (ORF). Acadience is a norm-referenced assessment that provides insight into students' reading abilities and their likelihood of progressing at an appropriate developmental pace to meet reading benchmarks.
- Implemented **progress monitoring** alongside universal screening and diagnostics (phonics and phonological assessments). Progress monitoring involves frequent, brief testing of skills such as phoneme segmentation, nonsense word fluency, and oral reading fluency to track student progress. This process provides ongoing feedback on instructional effectiveness and allows for timely adjustments to help students meet their goals.
- School-based **data teams** continued with support from centrally coordinated professional learning. These teams, consisting of school-based administrators, resource room teachers, and literacy leads, received targeted training to enhance effective data-driven decision-making. Staff development hosted three half-day professional learning sessions for data teams, focused on data-driven instruction and intervention.
- **Literacy-rich professional learning** was offered to elementary teachers in various formats. Each school identified "literacy leads" for prekindergarten to grade 3 and grades 4-8. These leads attended professional learning and supported school-based data teams in implementing the training at their schools. Professional learning focused on deepening understanding of foundational literacy skills, building capacity for evidence-based instruction, intensifying classroom interventions, and effectively communicating literacy progress with students, caregivers, and school teams. Guest lecturer Jamey Peavler, Program Director of the Graduate Reading Science Program at Mount St. Joseph University, led two division-wide staff meetings. Additionally, staff development offered after-school sessions, book clubs, and optional learning opportunities for teachers.
- **Family literacy resources** were developed to support literacy development at home. These included materials for family literacy nights, monthly literacy-themed newsletters, and reading aids like decoding bookmarks.
- **Page Turners** (formerly the Early Learner Tutor Program) is a literacy intervention supported by the Saskatoon Public Schools Foundation's Early Learning Equal Start campaign. This program connects grade 3 students needing extra reading support with literacy tutors. In 2023-2024, the program expanded to include 61 sessions in the fall, winter, and spring, reaching 546 students across 44 schools.
- **Camp Brain Power** (formerly Summer Reading Camps) is a literacy intervention also supported by the Saskatoon Public Schools Foundation's Early Learning Equal Start campaign. The camp focused on literacy, physical literacy/movement, engagement, and well-being. Hosted in early

August, camps took place over five full days at 22 locations across the city, with 485 students attending from 43 schools. Camp staff included 46 teachers and 17 volunteers.

Assessment

Saskatoon Public Schools recognizes that student assessment and evaluation are essential components of teaching and learning. They provide valuable information to students, teachers, and families about both social development and curricular achievement. Assessment practices have been, and will continue to be, defined by the collection of quality evidence of learning and clear communication.

In 2023-2024, assessment practices included the following actions:

- **Continued implementation of literacy assessments** such as Acadience, IDAPEL (set of French literacy assessments based on best practices and current research on reading acquisition), and diagnostic tools, along with progress monitoring. Literacy assessment flowcharts were refined to streamline universal screening and diagnostics, helping teachers identify the need for further testing, such as phonological awareness screeners (PAQS/DRCP and PAST) and phonics screeners (QPS).
- Continued development of the **data dashboard**, which contains grade 8 English ORF data, in collaboration with the Information Services department. This tool enables data management, with all teachers, leaders and central office staff having access to the necessary literacy data to guide instruction, planning and resource allocation. Data fidelity checks were also established to ensure data accuracy. Expanded the data dashboard to include kindergarten and grade alphabet data as well as social-emotional data, alongside the existing grades 1-8 English oral reading fluency data. All staff have access to this data to support instruction and decision-making.
- Continued support of **Edsby**, focusing on clearly communicating quality literacy learning evidence to all stakeholders, including students, caregivers, and school teams.

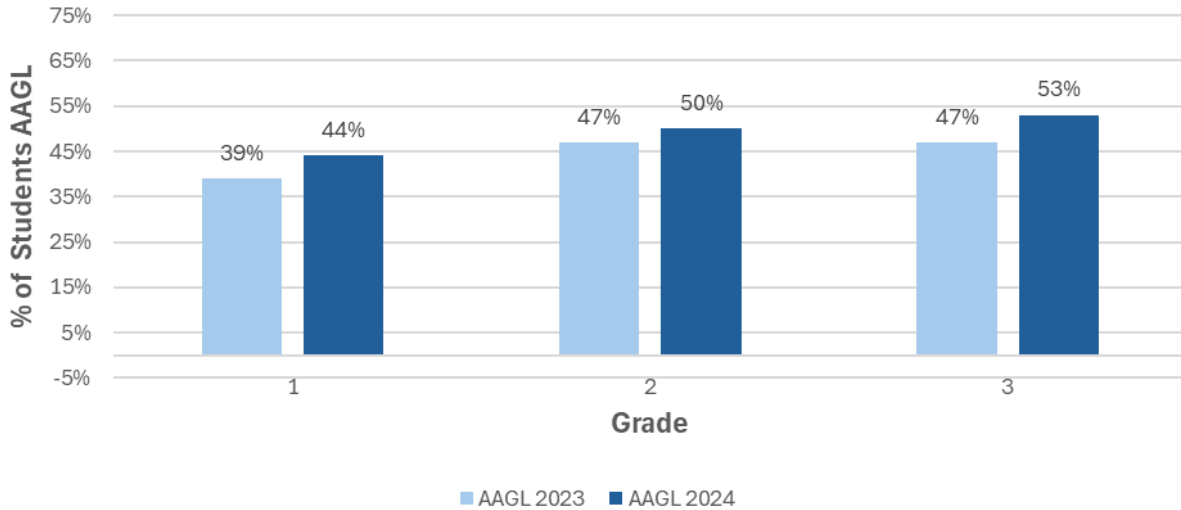
Data:

Ministry Grade 1-3 Reading Results (English and French)

Acadience reading benchmarks are empirically derived, criterion-referenced target scores that represent adequate reading skill for a particular grade and time of year and are aligned with the Saskatchewan curriculum.

The percentage of all English and French students at or above grade level (AAGL) in grades 1-3 as of June 2024 is as follows:

Ministry Reading Results Grade 1-3 2022-2023 & 2023-2024



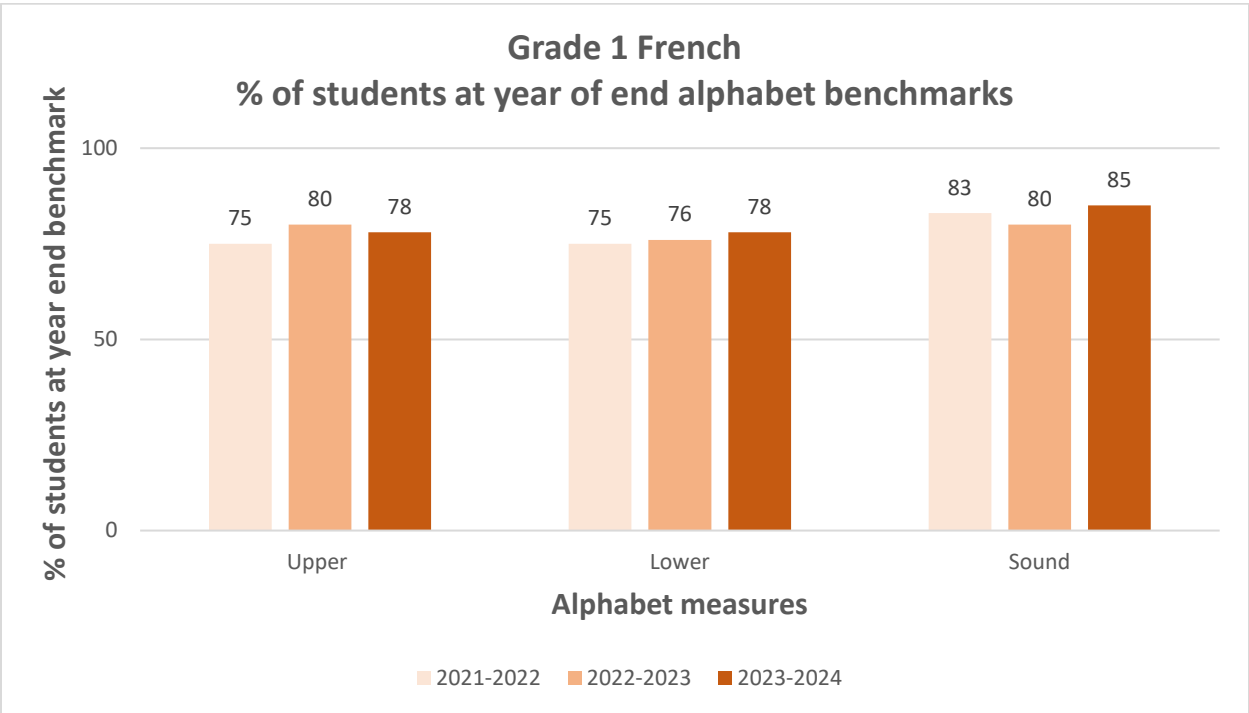
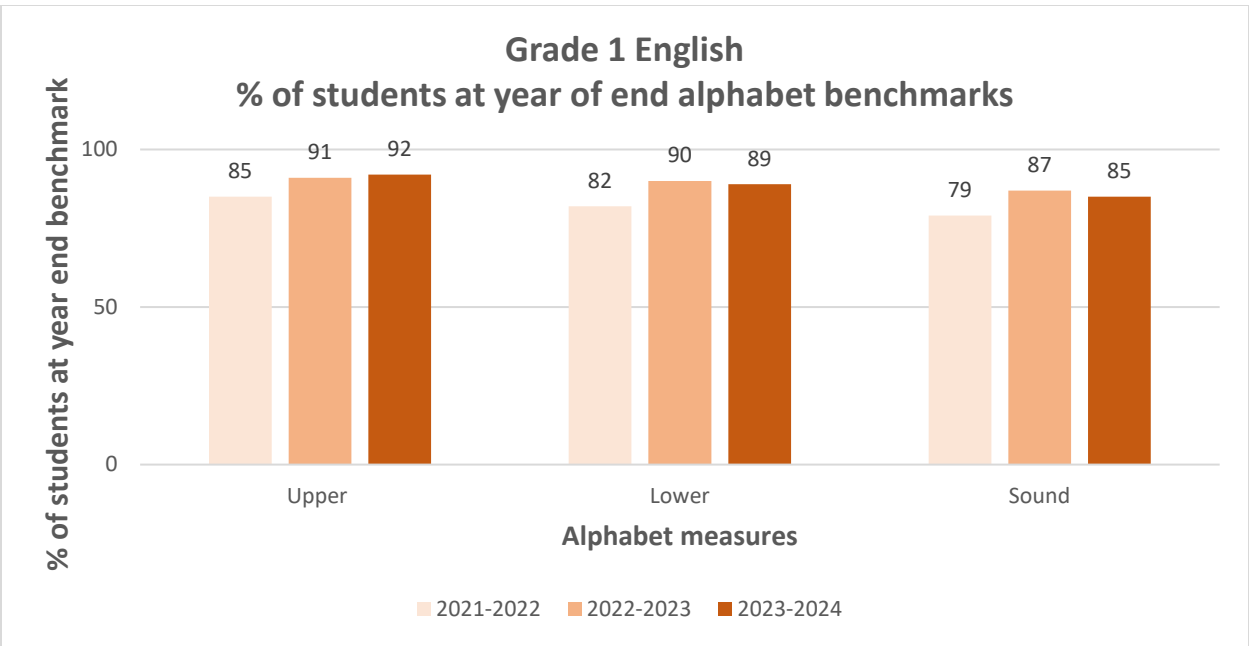
The data from June 2024 shows a positive trend in the percentage of students reading at or above grade level across grades 1, 2 and 3 when compared to the previous school year. In grade 1, the percentage of students meeting or exceeding grade-level expectations increased from 39% in 2022-2023 to 44% in 2023-2024, marking a 5% improvement. Grade 2 students experienced a 3% increase, with the percentage rising from 47% to 50% over the same period. The most significant growth occurred in grade 3, where the percentage of students reading at or above grade level increased from 47% to 53%, representing a 6-point improvement.

Overall, the upward trend across all grades indicates that literacy efforts, such as the Comprehensive Literacy Plan, are yielding positive results. The largest gains in grade 3 suggest that instruction, intervention and assessment plans are having a particularly strong impact as students' progress through the early elementary years. While grade 2 saw a slightly smaller increase, the consistent improvement across all grades points to effective literacy instruction and support, with potential for further growth in the future.

Grade 1 Alphabet Data

An important emphasis in the Comprehensive Literacy Plan has been the focus on early reading indicators such as alphabet sound and letter recognition. Alphabetic knowledge is an important building block to future reading proficiency.

In Grade 1, our division's benchmark is for students to achieve proficiency in all 26 upper and lower case letters, as well as their corresponding sounds, by the end of the year. The percentage of grade 1 students meeting alphabet benchmarks as of June 2024 is as follows:



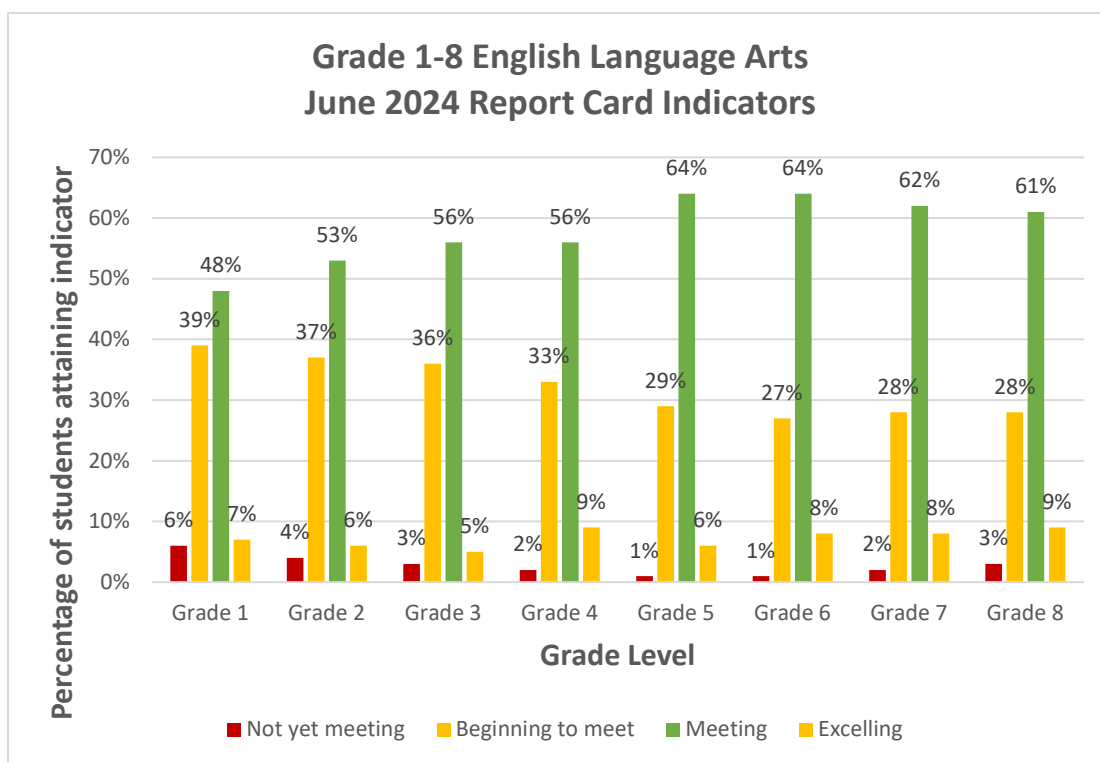
In the 2023-2024 school year, grade 1 students in both the English and French programs continued to show progress in meeting year-end alphabet benchmarks, though the results varied across different measures. In the English program, 92% of students met the benchmark for uppercase letter recognition, showing a slight increase from the previous year (91%), while 89% met the benchmark for lowercase letters, a small decrease from 90% in 2022-2023. The percentage of students meeting the letter sounds benchmark slightly declined to 85%, down from 87% in the previous year, though still reflecting overall progress compared to earlier years. In the French program, uppercase letter recognition saw a slight dip to 78% in 2023-2024, down from 80% in 2022-2023, while lowercase letter recognition improved to 78% from 76% in the previous year.

78%, marking a consistent upward trend. Letter sound recognition in the French program rebounded to 85% in 2023-2024, after a drop to 80% the previous year. Overall, both programs demonstrate continued focus on improving early literacy skills, with some areas experiencing steady growth while others saw slight fluctuations.

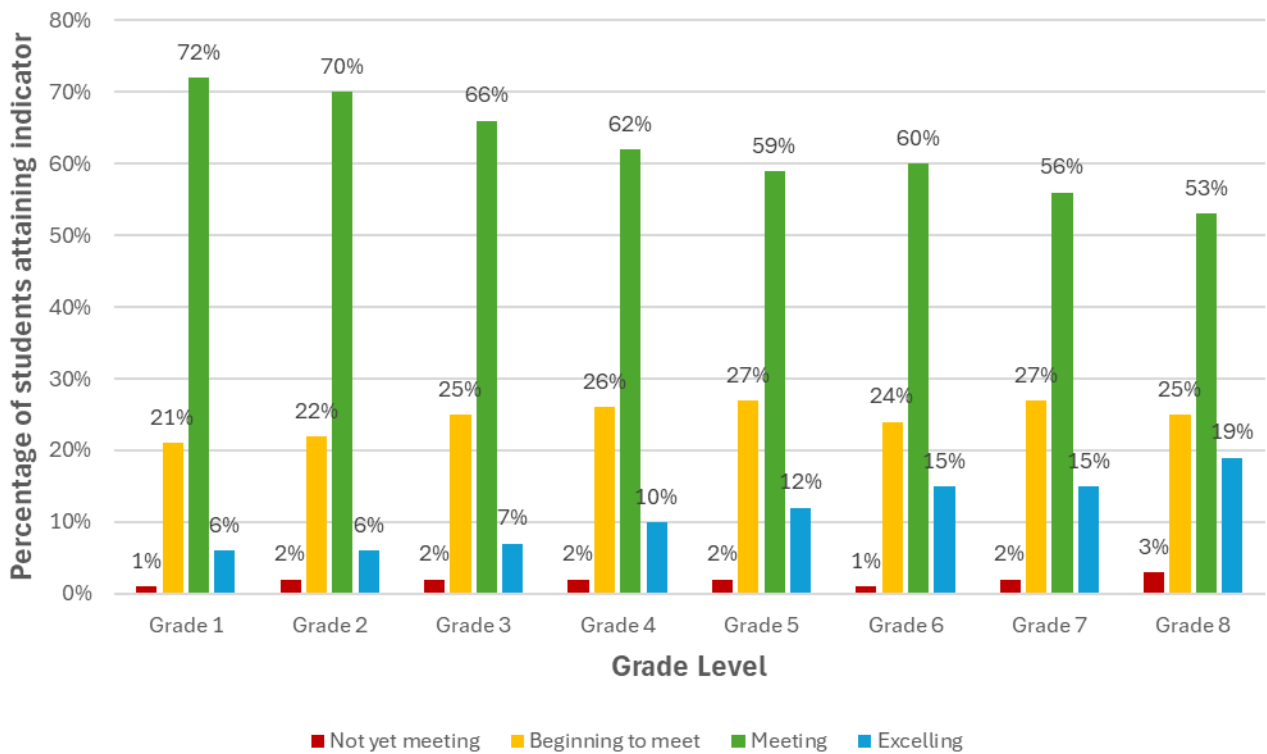
Progress Report Achievement

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'	Beginning to meet 'B'	Meeting 'M'	Excelling 'E'
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.	Indicates a partial understanding of grade level outcomes. Students at this level demonstrate inconsistent skills and/or knowledge identified in curricular outcomes.	Indicates a well-developed understanding of grade level outcomes. Students at this level are competent in their skills and knowledge identified in curricular outcomes.	Indicates an insightful understanding of grade level outcomes. Students at this level apply and transfer skills and knowledge to new situations.



Grade 1-8 Mathematics June 2024 Report Card Indicators



As evidenced by the 2023-2024 student indicator data, evidence-based instruction and assessment in English language arts and mathematics are showing positive results, demonstrating a meaningful impact on learner outcomes. The majority of students are meeting expectations in both English Language Arts and Mathematics, with particularly strong performance in the early grades for Mathematics, where over 70% of students are meeting expectations. However, while these results are encouraging, there is still a need to focus on accelerating learner outcomes to further enhance student success in English language arts and mathematics. Continued efforts to support and strengthen the Comprehensive Literacy Plan are essential, ensuring that evidence-based instruction, targeted interventions, and effective assessments guide instructional decision-making. As these measures have shown little variation from year to year, it may be necessary to reevaluate their significance in reporting student achievement.

Future Initiatives:

- Continued focus on strengthening evidence-based literacy instruction, intervention, and assessment practices.
- Emphasis on the reading-writing connection through professional learning, including sessions with experts like Joan Sedita (*The Writing Rope*), Natalie Wexler (*The Writing Revolution*), and Sonia Cabell (*Strive-for-Five Conversations*).
- Continued support for literacy-rich professional learning, including literacy leads and school-based data teams, with additional initiatives such as a collaborative professional learning cohort

for new grade 1 and 2 teachers, an enhanced grade 1 literacy learning community, and refined assessment supports for new teachers.

- Ongoing efforts to strengthen the capacity of teachers and leaders to interpret and analyze oral reading, diagnostic, and progress monitoring assessments to inform instruction.
- Expansion of the digital data dashboard to collect diagnostic literacy and numeracy assessment data for use at the class, school, and division levels to support instructional planning.
- Ensuring the fidelity and efficiency of literacy assessments through the implementation of revised alphabet benchmarks, updated PAQs, and refined assessment flowcharts.
- Continued use of Edsby to provide clear communication and quality evidence of learning to students and families.

Risk Assessment:

It is crucial that both current and future plans prioritize accelerating learning outcomes through evidence-based approaches. Literacy plays a pivotal role in students' long-term success, with a well-documented correlation between early literacy skills and graduation rates. Therefore, a focused effort on improving reading outcomes in grades 1-3 is essential for ensuring future academic achievement.

Summary Comments:

In 2023-2024, Saskatoon Public Schools made substantial progress in building capacity for evidence-based literacy instruction, assessment, and intervention. With a strong foundation in research, practice, and programming, the division is strategically positioned to drive continued improvements in literacy achievement, ensuring sustained progress for all learners.



MEETING DATE: OCTOBER 15, 2024

TOPIC: ACCOUNTABILITY REPORT: STUDENT LEARNING RESULTS
GRADES 9-12

FORUM	AGENDA ITEM	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' 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 9-12 which will be presented by Paul Janzen, superintendent of education.

PREPARED BY	DATE	ATTACHMENTS
Paul Janzen, Superintendent of Education Charlene Scrimshaw, Deputy Director of Education	October 9, 2024	Accountability Report

RECOMMENDATION

Proposed Board Motion:

That the board approve the Strategic Plan Accountability Report: Student Learning Results Grades 9-12, to be included as part of the director of education's 2023-2024 evaluation.

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

We will create learning experiences that inspire all students to reach their potential.



Accountability Topic: STUDENT LEARNING RESULTS GRADES 9-12

Date of Board Meeting: October 15, 2024

Strategic Priorities:

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

Commitments:

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

Key Measures:

The key measures for collegiates are:

- credit attainment (students can attain 10 credits per year starting in Grade 10), and
- graduation rates (students need 24 credits to graduate).

Targets:

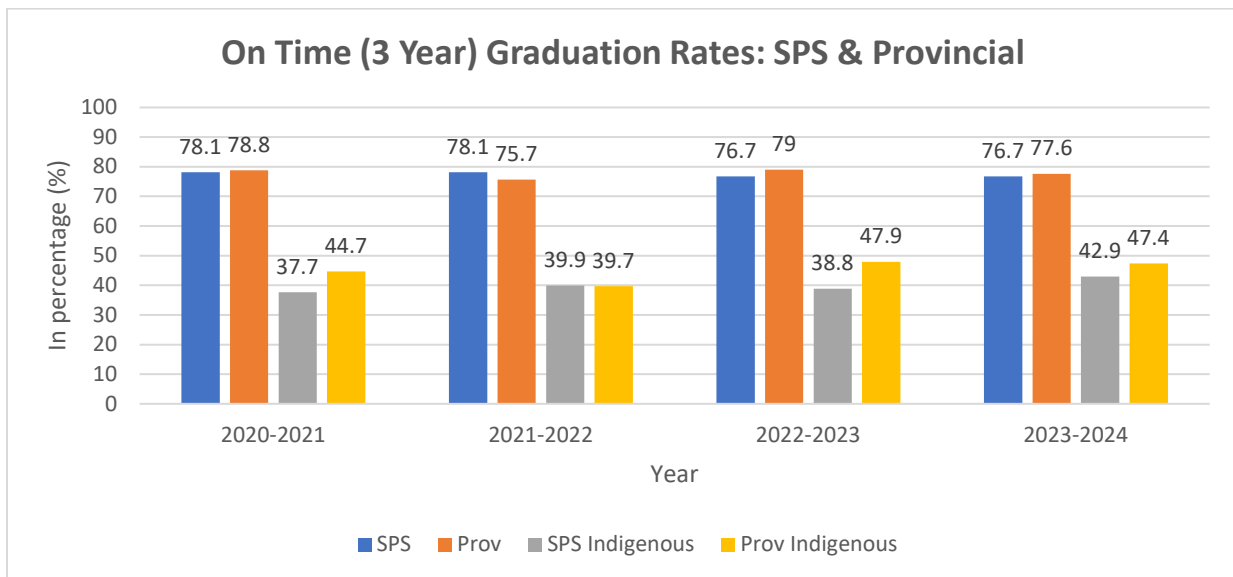
- 1% increase in Grade 9 students achieving 8+ credits the following year.
- 1% increase in Grade 10-12 students attaining 8+ credits.
- 1% increase in three and five year graduation rates.

Key Initiatives Employed:

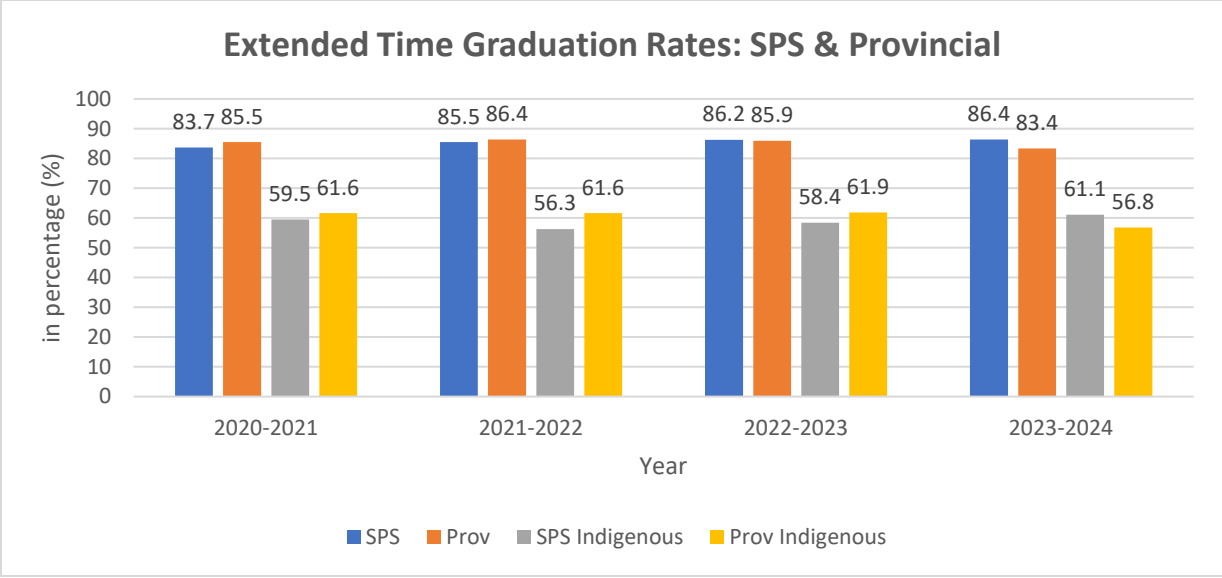
Professional Development in collegiates continued the focus on Equity Through Assessment, emphasizing a thoughtful approach to assessment in the collaborative pursuit of equity. The professional development included several key activities. Learning coordinators worked to develop leadership skills in facilitating equity through assessment discussions, as well as reflective practices, professional community participation, and fostering a commitment to professional growth. Anti-racist and anti-oppressive learning opportunities were also facilitated in collaboration with learning coordinators, focusing first on self-awareness and then progressing to actionable steps for school-based leaders. Additionally, leadership meetings were held directly with principals and vice-principals to further support these efforts. A collaborative effort led to the development of an assessment self-audit for teachers and a professional inquiry cycle process with various supports to assist educators in this work.

Data:

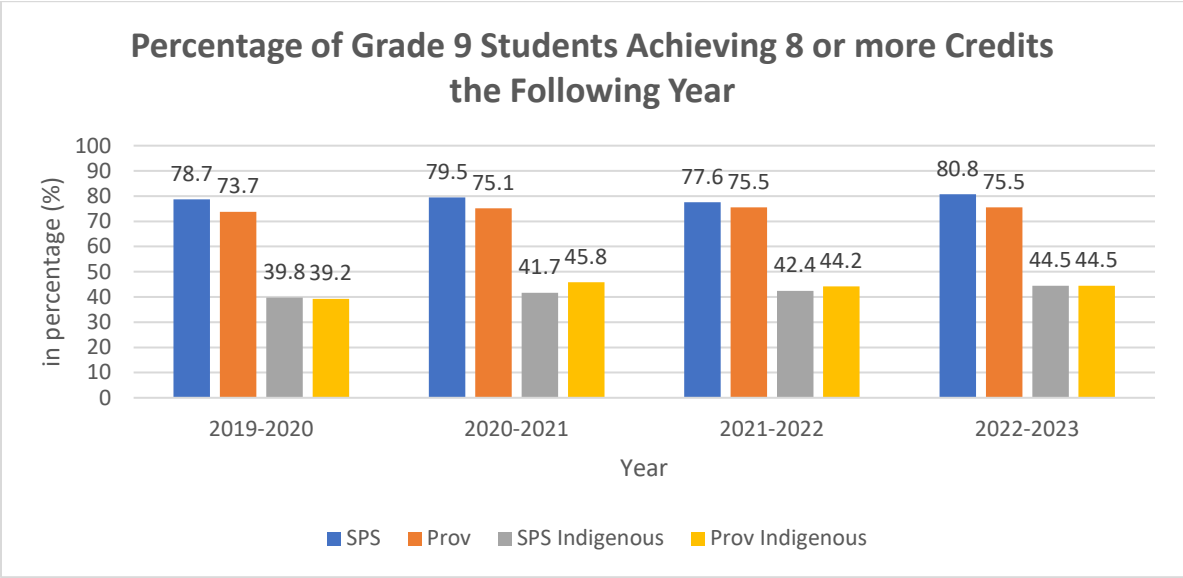
The Ministry of Education provides Saskatoon Public Schools with data related to credit attainment and graduation rates from the previous year. Four years of data are provided. Within these four years, three different collegiate schedules were utilized (quints & quints every other day 2020-2021; quarters 2021-2022; semesters 2022-2024). On time graduation is defined as graduating in three years (grades 10-12).



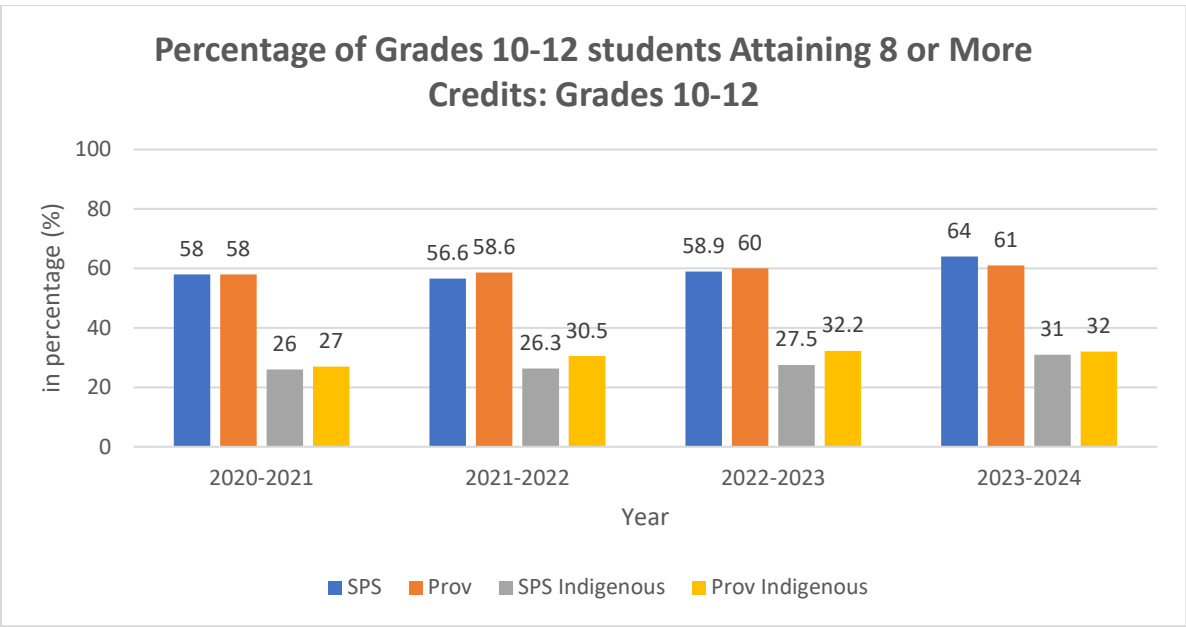
A student who attempts their first two Grade 10 credits at a school and receives a mark will become part of that school's grade cohort and counted toward that school's graduation rate, even if they attend a different school for the remainder of high school. In Saskatoon Public Schools last year, the 'on-time' graduation rate for all students remained the same as the previous year at 76.7%. The Indigenous graduation rate increased by 4.1% (38.8% to 42.9%). The provincial rate for all students decreased by 3.1% while the provincial Indigenous rate decreased by 0.5%.



The 5-year or “extended time” graduation rate for Saskatoon Public Schools last year was 86.4%, a slight increase of 0.2% from the previous year. The Indigenous “extended time” graduation rate increased by 2.7%, from 58.4% to 61.1%. The provincial rates decreased by 2.5% (85.9% to 83.4%) for all students and 5.1% (61.9% to 56.8%) for Indigenous students



The chart above represents the 2022-2023 cohort of Grade 9 students and indicates the percentage of students that earned eight or more credits in their Grade 10 year (2023-2024). This is important data as achieving eight or more credits in Grade 10 indicates steady progress towards graduating within three years. The data indicates an increase last year of 3.2% for all students while the province remained steady. For Indigenous students in Saskatoon Public Schools, there was an increase of 2.0%. Provincially the increase was 0.3%.



Students can earn 10 credits in a school year. Typically Grade 11 and 12 students have the option to take less than a full complement of courses which may impact the data represented in the above graph. For example, if a student earns 10 credits in their first two years, they only need four more credits to graduate and therefore may not take a full complement of courses in their final year. Last year, the percentage of grades 10-12 students who attained eight or more credits increased by 5.1% for all students while Indigenous students increased by 3.5%. The provincial rates increased by 1.0% for all students and decreased by 0.2% for Indigenous students.

Future Initiatives:

The focus on equity through assessment will continue to guide school-based professional learning . Enhancing professional collaboration at the school level is critical to ensuring that these initiatives have a direct impact on classroom practices. A sustained emphasis on Indigenous student success will also be integrated into professional learning opportunities for administrators, learning coordinators, and teachers.

This year, learning coordinators will continue to lead their colleagues in understanding equity through assessment. With 23 learning coordinators, there are new perspectives and opportunities to build on last year's work, while also advancing the efforts of those who remain. Anti-racist and anti-oppressive professional development will continue, allowing more staff to participate in this essential training. The Assessment Audit, introduced to staff this fall, will be a key focus in professional development led by learning coordinators and school administration. Additionally, the Inquiry Cycle process, also introduced, will serve as a framework for colleagues to share their learning experiences.

To ensure continuous improvement with equity in mind, schools will adopt a data-driven approach. Data will be used to better understand the experiences of students who face racism and oppression. School administrators, alongside learning coordinators and staff, will review both school and division data to identify areas for growth and opportunities to support all students equitably. This process will also include amplifying student voices, offering valuable context and insight into the quantitative data gathered.

Risk Assessment:

Stagnant or declining credit attainment and graduation rates can result in students taking longer to graduate, delaying their entry into the workforce or post-secondary opportunities alongside their peers. Creating welcoming and inclusive learning environments plays a crucial role in fostering student engagement and well-being. Ensuring equitable opportunities for students, particularly in relation to assessment, has a direct impact on their achievement and credit attainment, which in turn influences graduation rates. It is vital for the school division to continue offering equitable learning experiences for all students, supporting them as they work toward reaching their full potential.

Summary Comments:

Last year in Saskatoon Public Schools, there were no decreases in any of the target areas. While the three-year graduation rate for all students remained steady, there were improvements across all other measures. The target of a 2% increase from the previous year was met in 6 out of the 8 target areas. These gains in credit attainment for all students are encouraging signs for future increases in graduation rates. Targets will continue to be reassessed using longitudinal data and remain committed to providing high-quality, research-based learning opportunities to support the success and well-being of all students in Saskatoon Public Schools.



MEETING DATE: OCTOBER 15, 2024

TOPIC: BOARD GOVERNANCE - BOARD POLICIES

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

BACKGROUND

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

CURRENT STATUS

The Board Governance Committee met on September 24, 2024, and is recommending approval of housekeeping changes to the following board policies pending minor final edits:

- Policy 15: Human Rights Equity
- Policy 25: Board Elections Campaign Disclosure and Spending Limits

The committee also reviewed and recommends approving the deletion of Policy 22: Recognition of Employee Service.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	October 2, 2024	Policies (3)

RECOMMENDATION

Proposed Board Motions:

- 1) *That the board approve the housekeeping changes to Policy 15: Human Rights Equity and Policy 25: Board Elections Campaign Disclosure and Spending Limits*
- 2) *That the board approve the deletion of Policy 22: Recognition of Employee Service.*

POLICY 15 – HUMAN RIGHTS EQUITY

The Saskatoon Board of Education is committed to the principles of human rights equity.

In keeping with the spirit and intent of Articles 1 and 26 of the United Nations Universal Declaration of Human Rights, The United Nations Convention on the Rights of the Child, The Canadian Charter of Rights and Freedoms, and the Saskatchewan Human Rights Code (HRC), the [board affirms the fundamental right of all individuals to live, learn and work in spaces that uphold human rights and human dignity](#). ~~Bboard subscribes to the fundamental principle that all persons are equal in dignity and rights.~~ The development and implementation of policies, practices and programs shall reflect and promote these principles and provide an environment which promotes and fosters the development of acceptance and equality of opportunities for all students and staff members.

All people enjoy certain fundamental rights and freedoms regardless of religion; creed; marital status; family status; sex; sexual orientation; disability; age; colour; ancestry; nationality; place of origin; race or perceived race; receipt of public assistance or gender identity [and gender expression](#). The ~~B~~board supports the principle that all people should have these rights respected. Acts and policies of discrimination will not be tolerated in ~~Bboard-operated schools or workplaces.~~ [Saskatoon Public Schools. The school division has committed to answering the Calls to Action of the Truth and Reconciliation Commission that pertain to education.](#)

In recognizing that [racism in all its forms \(including individual, institutional, cultural, structural\) exists](#) ~~prejudice and discrimination do exist~~ in Canadian society; the ~~B~~board will:

1. Develop and promote harmony without discrimination among students, staff, and within the community it serves.
2. Develop programs which provide children with opportunities to develop positive attitudes toward all peoples regardless of religion; creed; marital status; family status; sex; sexual orientation; disability; age; colour; ancestry; nationality; place of origin; race or perceived race; receipt of public assistance or gender identity [and gender expression](#).
3. ~~Continue to encourage administrators to ensure that the curriculum includes multicultural education, languages other than English, and English as a Second Language as needed.~~
4. Instruct the ~~D~~director to consider that one of the essential ~~criterion~~ [criteria](#) for the purchase of ~~books, audio-visual materials, and other learning resources~~ [instructional materials and resources](#) be the absence of stereotyping based on religion; creed; marital status; family status; sex; sexual orientation; disability; age; colour; ancestry; nationality; place of origin; race or perceived race; receipt of public assistance or gender identity [and gender expression](#).
5. Direct the ~~D~~director to provide opportunities for ~~in-service~~ [professional development](#) programs for all staff which would equip staff members with the skills and knowledge to be sensitive to all people regardless of religion; creed; marital status; family status; sex; sexual orientation; disability; age; colour; ancestry; nationality; place of origin; race or perceived race; receipt of public assistance or gender identity [and gender expression](#).

6. Affirm that it is an Equal Opportunity Employer.
7. Condemn, and refuse to tolerate, any expression of discrimination in any form by its students, staff or trustees.
8. Provide the ~~D~~irector with authority to refuse to admit to schools and to classrooms any person, group or association whose intent it is to promote discrimination based on religion; creed; marital status; family status; sex; sexual orientation; disability; age; colour; ancestry; nationality; place of origin; race or perceived race; receipt of public assistance or gender identity and gender expression.
9. The ~~B~~oard will not mandate compulsory practices with a spiritual dimension. Activities will be encouraged that reflect the cultural diversity of the community, personal needs of families and children, and acknowledges the values and practices of students and parents of all faiths. Two fundamental principles serve as guides:
 - 9.1. No activity will be done for indoctrination;
 - 9.2. No religious belief is given primacy.
10. School opening exercises will teach, support and encourage the principles and goals of the ~~D~~ivision and where opening exercises are ~~used~~ used, they shall be restricted to any or all the following:

10.1 The singing of "O Canada" O Canada may be followed by the playing of the Treaty 6 song and the Métis anthem as part of school opening exercises approved by the school principal and School Community Council.

~~10.1 Instruction on the values education units which have been developed by the ~~D~~ivision;~~

~~10.21 Opportunities for personal reflection through a moment of silence, writing in a personal journal or sharing a thought for the day; May include a "quiet time" for personal reflection~~

~~10.32 The singing of "O Canada".~~

11. Celebrations may not involve a prayer or a reading from any holy book.
12. Student participation in events conducted before and after school is voluntary. Students, parents and/or community members must seek and obtain permission from the school principal to host activities that are specific to their needs provided that such activities are supportive of the values and goals of the ~~D~~ivision.
13. ~~There is recognition that the repertoire for musical selections has a bias towards Christian beliefs. While authorization to use such selections is granted, teachers are reminded that the purpose behind the Arts Education curriculum is academic.~~

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Legal Reference: *The Education Act, 1995*, Section 85 (1) (a),

SASKATOON PUBLIC SCHOOLS ♦ BOARD POLICY MANUAL ♦ POLICY 15: HUMAN RIGHTS EQUITY

| Date Last Revised: ~~June 18, 2019~~ September 13, 2024

POLICY 22 - RECOGNITION OF EMPLOYEE SERVICE

The board values its most important resource – its employees – and honours their dedication and exceptional service through the Employee Recognition Program.

Employees are formally recognized at five (5) year intervals from ten (10) years to thirty (30) years of service and at their retirement. Employees reaching service milestones of ten, fifteen, twenty and thirty will receive a gift from the board which is presented to the employee at their school or work location. Trustees may present long service awards to employees if the trustees are available to do so.

Recipients of twenty-five (25) years and retirement awards will be recognized by the board at the annual Long Service Recognition banquet in June of each year.

The Superintendent of Human Resources shall coordinate the employee recognition program.

Criteria for Long Service Awards:

1. Service awards will be given to employees based on the length of their accumulative continuous employment. As such, the date used for this program may not have any correlation to other key dates such as retirement, superannuation or seniority.
2. Length of services will be based on the employee's date of hire and not the amount of service; e.g. an employee who has been employed for 0.5 time for 10 years will be recognized for 10 years of service, the same as a full-time employee employed for 10 years.
3. Breaks in employment due to the following reasons shall be counted as "continuous service"
 - a. authorized leaves of absence with pay (sick leave, compassionate leave, educational leave)
 - b. authorized leaves of absence without pay for periods of up to three months
 - c. parental, maternity or adoption leaves of absence
 - d. secondments

Please note: Parental or material leaves prior to June 1995 were considered as breaks in service.

4. Breaks in employment due to the following will result in forfeiture of previous service for purposes of long service recognition:
 - a. termination of contract (if subsequent re-employment occurs within a three-month period, then no break will be deemed to have occurred)
 - b. resignation from the board
5. Periods of casual employment will not be recognized as part of continuous employment. However, employment on a temporary basis that becomes permanent, provided there is no break in employment, shall be recognized as forming part of continuous employment.

6. Staff employed on a 10-month basis will have their initial date of hire used to determine length of service. Summer breaks (July and August) will not be deemed to be breaks in service.
7. An employee must have completed a minimum of ten (10) years of pensionable service with the Board to be recognized as a superannuate.
8. Employees may choose to donate the value of their gift to the charity of their choice, including the Saskatoon Public Schools Foundation.

Legal Reference: *The Education Act, 1995, Section 85 (1)(a)(e)*
Date Last Revised: February 13, 2024

POLICY 25 - BOARD ELECTIONS, CAMPAIGN CONTRIBUTIONS AND EXPENSES

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

Definitions

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

Elections

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

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

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

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

By-Elections

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

Contribution and Expenses

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

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

23. All monies received by or on behalf of a candidate as campaign contributions shall:
 - 23.1. Be deposited in a bank account, exclusively established for that purpose; and
 - 23.2. Be spent only for the purpose of electing the candidate as a member of the board.
24. Limitation on Campaign Expenses
 - 24.1. The total campaign expenses of a candidate for a member of the Board shall not exceed \$10,000.00 for any election expenses period.
25. All candidates whose names appear on the ballot in an election shall, within 90 days after the election, complete and submit to the Chief Financial Officer the Appendix of this policy disclosing.
 - 25.1. The name, address and telephone number of every contributor who provided campaign contributions totaling \$250.00 or more; and
 - 25.2. A summary of all election expenses.
26. The Chief Financial Officer shall prepare a report to the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan.
 - 26.1. Listing the candidates: and
 - 26.2. Attaching the forms filed by the candidates.
27. All information provided by the Chief Financial Officer shall be made available to the public after the Board's receipt of the report.
28. The above requirements shall apply to all direct costs incurred, whether paid or not paid, and contributions, whether received or pledged, in the same year in which the election is held.
29. Any surplus monies received by or on behalf of a candidate as campaign contributions shall be donated to a registered charity.

Date Last Revised: May 2024

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

The Evidence Act

APPENDIX

DISCLOSURE OF CONTRIBUTIONS AND DIRECT COSTS

1. Direct Costs

Total Direct Costs	\$
---------------------------	-----------

Summary of Direct Costs

	A	B	A + B
Category of Direct Costs	Payments for Direct Costs	Value of Contributed Direct Costs	Total Direct Costs
Advertising			
Meetings, Social Functions and Rallies			
Office Supplies			
Salaries and Benefits			
Travel			
Other Categories (Describe) :			
TOTAL			

NOTE:

1. Includes all direct costs incurred in the time period as per policy, whether or not the direct costs were paid within that period.
2. Includes the market value, to the best of the candidate's knowledge, of all goods and services donated to the campaign without cost, in the time period as per policy. The amount also includes, for the same period, all goods and services contributed at reduced cost, the difference between the market value of the good or service and the amount paid by the campaign for the good or service. The amount does not include volunteer services.

2. Contributions in Cash

Contributions in Cash	\$
Value of Direct Costs Contributed (Total of Column B from above)	\$
Total Contributions	\$

3. List of Contributions

List in the following table all contributions that total \$250.00 or more. Use additional pages if required.

Contributor (name, address, telephone number)	Cash Contribution? (Yes or No)	Amount (\$)
TOTAL		

4. Surplus Contributions

Contributions in Cash \$

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

Amount of Surplus Contributions \$

Surplus Funds have been donated to:

5. Declaration

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

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

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

(Signature of declarant)

(Signature of Notary Public/Commissioner of Oaths)

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

My appointment expires _____, 20_____.



MEETING DATE: OCTOBER 15, 2024

TOPIC: CHANGES TO THE BOARD MEETING MINUTE TEMPLATE

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

BACKGROUND

Policy 6 Section 7.2 states that the minutes shall be recorded by the chief financial officer or designate in a minute book and in a form approved by the board.

CURRENT STATUS

The Board Governance Committee met on September 24, 2024, and is recommending approval of the changes made to the board minutes template.

PREPARED BY	DATE	ATTACHMENTS
Ross Tait, Board Governance Committee Chair Daniel Burke, chief financial officer	October 7, 2024	New sample minutes (2)

RECOMMENDATION

Proposed Board Motion:

That the board approve the new minutes templates for all future committee of the whole and regular board meetings.

Minutes of the Meeting of the Board of Education of the Saskatoon School Division
No. 13 of Saskatchewan, held on Tuesday, September 17, 2024 at 2:30 pm

Members Present: (list here)

Following discussions in Committee of the Whole, Trustee ____ moved that the board rise
and report. CARRIED (10)

The meeting adjourned at 5:26 pm

DRAFT

Minutes of the Meeting of the Board of Education of the Saskatchewan School Division No. 13 of Saskatchewan, held on Tuesday, September 17, 2024 at 6:30 pm

Members Present: (list here)

Regrets: (list here)

1. Roll Call and Acknowledgement

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

2. Adoption of Agenda and Declaration of Conflict of Interest

Agenda – Trustee _____ moved approval of the agenda CARRIED (10)

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

3. Celebrating Excellence

4. Consent Items CARRIED (10)

4.1. Approval of Minutes: Trustee _____ moved that the board approve the minutes of the committee of the whole and regular board meetings held _____. CARRIED (10)

4.2. Correspondence

5. Reports from Administrative Staff

5.1. Financial Results CARRIED (10)

5.2. Facilities Update CARRIED (10)

6. Delegations

No delegations.

7. Business Arising from the Minutes

No business arising from the minutes.

8. Unfinished Business

8.1. Pension – Annual Report to the Pension Plan Sponsor CARRIED (10)

8.2. Design Services Contract CARRIED (10)

9. Reports of Committees and Trustees

- List starting here

10. New Business

10.1. Approval of Budget Report CARRIED (10)

10.2. Board Governance – Board Policies CARRIED (10)

11. Questions by Trustees

12. Comments/Concerns/Questions from the Public

No comments/concern/questions from the public.

13. Adjournment

Trustee ___ moved that the board adjourn to the call of the chair or the _____ board meeting.

CARRIED (10)

The meeting adjourned at 7:30 pm.

Secretary of the School Division

Board Chair



MEETING DATE: OCTOBER 15, 2024

TOPIC: RESPONSE TO TRUSTEE QUESTION REGARDING FLAG PROTOCOL

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

BACKGROUND

At the September 17, 2024 board meeting, Trustee MacPherson asked what direction administration has received regarding violating the Canadian flag protocol to fly the Saskatchewan flag on the same pole as the Canadian Flag.

A recent amendment to The Education Act, 1995, requires the Saskatchewan flag be flown at all Saskatchewan schools.

CURRENT STATUS

Although Director Skjerven answered the question at the meeting, additional information is included below.

Communication from the Ministry of Education states that school divisions will not be receiving a second flagpole for existing schools, but new buildings will receive them. In the same communication, school divisions were instructed to fly the Saskatchewan flag below the Canada flag on the same pole.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	October 9, 2024	None