

# Board of Education of Saskatoon School Division No. 13

## Meeting of the Saskatoon Board of Education

Tuesday, December 10, 2024

310 – 21<sup>ST</sup> 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

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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. Early Literacy Instruction at Greystone Heights 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 – November 26, 2024

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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 November 26, 2024.*

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### 6. Reports from Administrative Staff

#### Decision

#### 6.1. Strategic Plan Accountability Report: Facilities

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

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## 6.2. Strategic Plan Accountability Report: Human Resources

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**Proposed Board Motion:** *That the board approve the Strategic Plan Accountability Report: Human Resources, to be included as part of the director of education's 2024-2025 evaluation.*

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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 Trustees

### 11. New Business

### 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

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**Proposed Board Motion:** *That the board adjourn to the call of the chair or the board meeting of Tuesday, January 14, 2025.*

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**MEETING DATE:** DECEMBER 10, 2024

**TOPIC:** CELEBRATING EXCELLENCE:  
EARLY LITERACY INSTRUCTION AT GREYSTONE HEIGHTS 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

**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**

Saskatoon Public Schools has made significant progress in literacy instruction, assessment and intervention based on best practices and current research on reading acquisition. This shift has transformed teacher learning and practice, equipping educators to more effectively support student literacy achievement and promote ongoing growth and success for all learners.

Grade 1 teacher Kellie Bell from Greystone Heights School has embraced these changes and the division's new learning initiatives. Her expertise is evident in her teaching practice and the strong literacy outcomes of her students. In addition to her classroom work, she actively engages and collaborates with families and has taken the initiative to mentor new teachers, supporting them with this work.

Principal Krista Segó will introduce Kellie Bell, who will share how her teaching practice has evolved and its impact student literacy outcomes. A student and their family will also be in attendance to provide a firsthand account of their experience.

PREPARED BY	DATE	ATTACHMENTS
Charlene Scrimshaw, Deputy Director of Education Jennifer Haywood, Superintendent of Education	December 10, 2024	None



# SASKATOON BOARD OF EDUCATION

5.1

**MEETING DATE:** DECEMBER 10, 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 November 26, 2024 committee of the whole and regular board meetings.

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

## RECOMMENDATION

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

*That the board approve the minutes of the committee of the whole and regular board meetings held November 26, 2024.*

## Minutes of the Meeting of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, November 26, 2024 at 2:30 pm

Members Present: Board Chair Kim Stranden, Trustees Angela Arneson, Donna Banks, Kirk Jones, Vernon Linklater, Tanya Napper, Anne-Marie Rollo, Jennifer Scherman, Kevin Schmidt

Regrets: Ross Tait

Following discussions in Committee of the Whole, Trustee Schmidt moved that the board rise and report. CARRIED (9)

The meeting adjourned at 5:39 pm

## Minutes of the Meeting of the Board of Education of the Saskatchewan School Division No. 13 of Saskatchewan, held on Tuesday, November 26, 2024 at 6:30 pm

Members Present: Board Chair Kim Stranden, Trustees Angela Arneson, Donna Banks, Kirk Jones, Vernon Linklater, Tanya Napper, Anne-Marie Rollo, Jennifer Scherman, Kevin Schmidt

Regrets: Trustee Ross Tait

### 1. Roll Call

### 2. 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.

### 3. Adoption of Agenda and Declaration of Conflict of Interest

Agenda – Trustee Arneson moved approval of the agenda

CARRIED (9)

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

### 4. Celebrating Excellence – FLEX Program at Estey School

Superintendent Collen Norris introduced Mark Peterson, principal at Estey School and students Phoenix Evans and Tory Lahey. Principal Peterson talked about how the blended learning program helps students engage in community programs and is designed to support artists and athletes that require a flexible schedule to support them through training and competitive programming. Phoenix spoke about how the FLEX program has helped him achieve his academic goals while also letting him play hockey competitively and keep up with his busy training schedule. Tory spoke about how the program has allowed her to pursue her passion for dance while staying connected with her academics.

5. Consent Items Trustee Schmidt moved that the board approve the consent items as presented.

CARRIED (9)

- 5.1. Approval of Minutes: Trustee Schmidt moved that the board approve the minutes of the committee of the whole and regular board meetings held October 15, 2024, and the Inaugural meeting November 18, 2024.

CARRIED (9)

- 5.2. Board Annual Work Plan 2024-25

- 5.3. Correspondence

6. Reports from Administrative Staff

- 6.1. Strategic Plan Accountability Report: Student Transportation: Trustee Napper moved that the board approve the Strategic Plan Accountability Report: Student Transportation, to be included as part of the director of education's 2024-25 evaluation.

CARRIED (9)

7. Delegations

No delegations.

8. Business Arising from the Minutes

No business arising from the minutes.

9. Unfinished Business

- 9.1. Items Arising from the Committee of the Whole:

Audited Financial Statements and Findings report: September 1, 2023 to August 31, 2024: Trustee Banks moved that:

- 1) That the board approve the "Report to the Audit and Risk Committee on the 2024 audit" for the year ended August 31, 2024.
- 2) That the board approve the audited financial statements for the year ended August 31, 2024, pending minor changes made after the Office of the Provincial Auditor, Ministry of Education and the Ministry of Finance's format review and approval.

CARRIED (9)

Annual Report (Tabling of Documents) - September 1, 2023 to August 31, 2024:  
Trustee Rollo moved that the board approve the Annual Report for the year ended August 31, 2024 subject to minor edits.

CARRIED (9)

Board Subcommittee Minutes: Trustee Scherman moved that board approve the minutes of the Board Audit and Risk Committee meeting of September 10, 2024.

CARRIED (9)

## 10. Reports of Committees and Trustees

- Trustee Arneson reported on her attendance of the SCC Assembly on October 9, 2024 and the Remembrance Day service at the SaskTel Centre. She also reported on her attendance at the SCC meetings at Centennial, Willowgrove and Dr. John G. Egnatoff schools as well as a meeting with the Honour Roll students at Centennial Collegiate and attended the New Orientation for Trustees.
- Board Chair Stranden reported on her attendance of the Operation Santa Launch, Hope in the City Breakfast and SCC meetings of Dundonald, Howard Coad and Vincent Massey schools. She also reported that she is looking forward to the SSBA Fall Assembly this coming weekend.
- Trustee Banks reported on her attendance at SSBA Executive Council meetings, Fortress Council Meeting, SCC meetings at Fairhaven school, wâhkôhtowin school, the Tommy Douglas Collegiate Academic Awards and the Employment Benefits Plan with Saskatchewan School Boards Association. She also reported on attending the Remembrance Day service at both the SaskTel Centre and Dakota Dunes, as well as the Care and Share reception.
- Trustee Scherman reported that she has connected with all the principals for the SCC meeting dates at her schools.
- Trustee Napper reported that she has connected with all the principals for the SCC meeting dates at her schools and has four school visits coming up.

## 11. New Business

### 11.1. Saskatchewan School Boards Association (SSBA) 2024 General Meeting – Voting

Delegates: Trustee Linklater moved:

That the board approve the following motions:

1. That the Saskatoon Board of Education is entitled to 51 votes.
2. That Trustee Stranden be the representatives authorized by the board to act as voting delegates for the school division.

CARRIED (9)

12. Notices of Motion: There were no notices of motion this evening.
13. Questions by Trustees: There were no questions from trustees this evening.
14. Comments/Concerns/Questions from the Public: There were no comments/concern/questions from the public.
15. Adjournment

Trustee Napper moved that the board adjourn to the call of the chair or the board meeting of Tuesday, December 10, 2024.

CARRIED (9)

The meeting adjourned at 7:22 pm.

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Secretary of the School Division

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Board Chair



**MEETING DATE:** DECEMBER 10, 2024

**TOPIC:** STRATEGIC PLAN ACCOUNTABILITY REPORT: FACILITIES

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

## CURRENT STATUS

The attached accountability report from the facilities department includes a brief commentary on key measures and primary targets, as well as information regarding current and future initiatives. It also identifies primary risk factors going forward and corresponding mitigation strategies in each case.

Stan Laba, superintendent of facilities will present the report.

PREPARED BY	DATE	ATTACHMENTS
Stan Laba, Superintendent of Facilities	November 29, 2024	Accountability Report

## RECOMMENDATION

### **Proposed Board Motion:**

That the board approve the Strategic Plan Accountability Report: Facilities, 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 are committed to creating learning experiences that inspire all students to reach their potential.



## Accountability Topic: Facilities

Date of Board Meeting: December 10, 2024

### Strategic Priorities:

<input type="checkbox"/> Academic Excellence	<input type="checkbox"/> Well-being
<input type="checkbox"/> Character	<input checked="" 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:

1. Facility Condition Index (FCI) – This is a common industry standard that measures a facility’s deferred maintenance backlog in relation to its replacement value. For example, a facility with a \$20 million current replacement value with \$5 million of deferred maintenance work results in an FCI of 0.25. A lower FCI value is more favourable than a higher FCI value. An FCI value more than 0.30 would suggest an immediate need for significant investment in infrastructure upgrading and replacement.
2. Capital project approvals – The Ministry of Education (MoE) requests that school divisions submit their top major and minor capital renewal program funding requests annually, for review and prioritization from a provincial perspective. The MoE then issues Phase 1 Pre-Design Approval for its selected priority projects, with subsequent phases approved annually or as provincial budgets allow. Major and minor capital renewal program funded projects are 100% funded by the province, based on its determination of an appropriate budget for the work. However, the current budget for new school builds is \$4,400 per square metre, which is approximately 20% below current local construction market values for similar work according to the third-party cost consultant used by the school division as well as other major capital projects recently approved by the Ministry of Education and Ministry of SaskBuilds and

Procurement. These budget pressures have resulted in scope reductions and projects delays at other school divisions in recent years.

3. Relocatable classroom approvals – The MoE requests that school divisions submit their top priorities for new relocatable classrooms and relocatable classroom relocations annually. Relocatable classroom projects are 100% funded by the province, based on the MoE’s determination of an appropriate budget. Current budget is \$600,000 for the supply and installation of a new relocatable classroom plus \$30,000 for furniture and equipment, and \$250,000 for the transfer of an existing relocatable classroom. These costs are below current local construction market values and have resulted in the school division contributing additional funds to complete projects in recent years. Actual costs are communicated to the ministry.
4. Further development of the new City Centre School Project – With a continued commitment to building strong community relationships and collaborating with stakeholders, the project is anticipated to go to tender in March 2025, with construction slated to begin in May 2025. The school is expected to open its doors in September 2027.
5. Disposal of Pleasant Hill School and King George School – Pleasant Hill School was sold to the provincial government in 2023, and it is expected that King George School can be sold through a public process once the new City Centre School Project is under construction and a possession date for the new owner after the new school is opened.
6. The Holmwood joint-use high schools project is in preliminary design development with a focus on project management and design team selection. The target for tendering this project is January 2027, with school opening in September 2029.
7. The Brighton joint-use elementary schools project has been approved by the MoE for pre-planning only. Further approvals from the provincial government are required before project management and design team selection can occur. The target for tendering of this project is January 2027 with opening in January 2029.
8. Meeting annual preventative maintenance and renewal (PMR) budget targets - It is understood that individual budget lines for PMR funded projects can be overspent in some cases, if the annual PMR budget including contingency is not exceeded in any given year. A small PMR reserve fund for emergency infrastructure work is available to address unforeseen issues.
9. Refer to Attachment #1: Examples of Recently Completed Facilities Projects for some before and after photographs of typical projects.

### **Targets:**

1. Limit the increase in our facility condition index to three percentage points per year based on infrastructure needs and estimated preventative maintenance and renewal (PMR) funding, with 0.30 being the maximum not to exceed. Refer to Attachment #2: FCI Chart - Current and Future Projections for more details in this regard.
2. Phase 2 approval of the new City Centre School Project on the existing Princess Alexandra School site. Phase 2 includes several different project stages, including schematic and design development report approvals by the MoE, as well as 66% and 99% contract documents reviews, and then approval to proceed to tender by the MoE.
3. Timely application for 2026-27 major and minor capital renewal program funding, for MoE review with an approval date of March 2026, for the school division’s top major capital renewal program funding priorities. Deadline - January 31, 2025.

4. Timely application for 2024-25 new relocatable classroom funding, MoE review and approval, based on 110% or higher utilization rate in existing schools. Deadline - October 31, 2024.
5. Refer to attachment #3: Status of Major Capital Projects and Relocatable Classroom Requests for more details regarding the above.

### **Key Initiatives Employed:**

1. Effective and efficient workforce - With an existing maintenance workforce of stable size and experience but an increasing and aging number of schools to service, the focus on 'mainly maintenance' work and not project work has allowed day to day service requests to become the major priority of the maintenance workforce. Project work is usually undertaken by outside contractors supervised by the contract services team. Given the continuing challenge of maintenance repair and replacement budgets that have not grown with inflation or the increased needs and age of the school division's facilities, a focus on predictive and preventative maintenance workforce strategies to extend the life of existing components, systems, products and materials has resulted in less frequent callouts for emergency breakdowns. Providing building operators with training and equipment to assist with minor maintenance work items has allowed the maintenance workforce to focus on larger breakdown repairs, ensuring an improved level of efficacy and efficiency in delivery of these essential services. Refer to Attachment #4: Facilities Staffing & Asset Report and Attachment #5: Routine Maintenance Reports, Department Funded and Special Education Projects and Preventative Maintenance Report for more details.
2. Management team planning sessions - Regular planning sessions with the facilities management team comprising operations, maintenance, contract services and administrative managers, has allowed the facilities department to react to emerging facilities issues while updating and adjusting priority work items to suit available funds and timelines. Strategic planning sessions are undertaken with the facilities management team periodically each year, to ensure that short, medium and long-term priorities are refreshed and re-aligned as required (key measures 1, 2, 3, 4, 5, 6, 7 and 8).
3. Strategic planning sessions – Strategic planning sessions with senior leadership and the board are undertaken annually, to ensure that the 10 Year Construction Plan is updated, major and minor capital renewal program funding requests are confirmed for submission to the MoE, and other important facilities priorities are reviewed and approved for further investigation and development (key measures 1, 2, 3, 4, 5, 6, 7 and 8).
4. Communication/consultation with stakeholders - Ensuring appropriate communication and consultation with all applicable stakeholders is an important requirement for successful project delivery. This includes regular communication and consultation with MoE representatives, as well as architects, engineers, contractors, the school division's cost consultant and other school division colleagues and stakeholders (key measures 1, 2, 3, 4, 5, 6, 7 and 8).
5. Research and investigate - Research and investigation into new components, products, systems and processes is ongoing, with all facilities team members responsible for maintaining a current best practice knowledge in their respective areas of training and expertise. Local and regional construction market conditions are monitored regularly, to

ensure that the best cost/value approach to project development and delivery is undertaken whenever possible (key measures 1, 2, 3, 4, 5, 6, 7 and 8).

**Data:**

- Attachment #1: Examples of Recently Completed Facilities Projects
- Attachment #2: FCI Chart - Current and Future Projections
- Attachment #3: Status of Major Capital Projects and Relocatable Classroom Requests
- Attachment #4: Facilities Staffing and Asset Report
- Attachment #5: Routine Maintenance Reports, Department Funded and Special Education Projects and Preventative Maintenance Report

**Current and Future Initiatives:**

1. LED project – The provision of new energy-efficient light-emitting diode (LED) lighting to replace existing T-5 and T-8 fluorescent lighting in all existing schools is a major ongoing facilities initiative. It is expected that all replacements will be complete by the end of calendar 2025 (key measures 1 and 8). This project brings significant financial savings as well as improved quality of lighting throughout the school division.
2. Unified Security Platform/Fire Alarm project – The upgrading of the existing fire alarm systems and the provision of a new unified security platform in all existing schools is another major ongoing facilities initiative. New regulations require fire alarm upgrades that are scheduled to be completed during the current school year. Work on the Unified Security Platform upgrades has been completed at several schools in the pilot and first phase of the project, and a second phase has been approved in October 2024. It is expected to take multiple years to complete all phases of this project. (key measures 1 and 8).
3. Building Automated Controls Systems – The upgrading and/or replacement of building automated controls systems (BACS) in existing schools will be a major facilities initiative over the next few years. The legacy Metasys BACS provided by Johnson Controls Inc. have been maintained and upgraded in various existing schools over the past 30 years, and a plan for the continued upgrading and/or replacement of these systems has been developed and costed. Work is currently underway at several existing schools (key measures 1 and 8).
4. School reviews – The existing schools in the division have an average age of approximately 57 years. However, ages vary greatly with some more than 100 years old, and some less than 10 years old. Facilities operating, maintenance and construction budgets have remained static or have shrunk, relative to inflation, local construction market conditions and other related factors. It is not expected that significant additional funds will be available to address these challenges, hence the need to consider future school reviews where capacity significantly exceeds current and forecasted enrolment and deferred maintenance backlogs become increasingly unmanageable. One example of this is the new City Centre School Project, where one new consolidated school is replacing three existing schools, each with a significant deferred maintenance backlog (key measures 1, 2, 4, 5, 6, 7 and 8).
5. Future new schools and addition/infill projects - With the continued long-term growth of Saskatoon, and the development and build-out of new residential neighbourhoods in the east, north-east and west parts of the city, a corresponding need for new schools and collegiates is clear. Based on a four-to-five-year timeline for new school delivery from date of MoE initial approval, new elementary schools in Brighton (east) and Aspen Ridge (north-east) and a new Collegiate in Holmwood (east sector) should be fast-tracked to ensure

completion as soon as practically possible. With the continued significant growth in student numbers originating in these east side communities, it is imperative that the provincial government expedite approvals and other key deliverables related to these projects. Other major capital program funding requests that focus on infrastructure renewal and infill to optimize the use of existing space and to upgrade existing school infrastructure, should continue to be considered priorities for submission to the MoE. New collegiates in the north-east and west parts of the city together with a new elementary school in Kensington (west side) will be required to address further student capacity issues in these parts of the city. For example, it is forecast that the Kensington neighbourhood will be fully built out as soon as 2028, according to the City of Saskatoon's Growth Monitoring Report dated October 2022 (key measures 2, 3, 6, 7 and 8).

### **Risk Assessment:**

1. Increase in FCI – The increase is directly correlated to decrease in facilities operating and capital budgets and increasing age of buildings – high likelihood, high impact. Mitigation strategies include increasing facilities operating and capital budgets, consolidate existing schools and advocacy work with MoE representatives (key measures 1 and 8).
2. Increasing Student Enrolments – Increasing student enrolments are creating capacity issues in some schools and puts at risk the provision of quality student learning environments - high likelihood, high impact. Mitigation strategies include more effective use of existing space for core school requirements, building more schools and additions, and providing more relocatable classrooms subject to ministry funding approvals. Continue advocacy work with Ministry of SaskBuilds and Procurement (SBP) and MoE representatives (key measures 2 and 3).
3. Fewer New Schools, Additions, Infill Projects and Relocatable Classrooms – Fewer new schools, additions, infill projects and relocatable puts at risk increasing student enrolments due to quantity and quality of available learning environments - high likelihood, high impact. Mitigation strategies include building more schools and additions, providing more relocatable classrooms subject to ministry funding approvals and advocacy work with SBP and MoE representatives (key measures 2 and 3).
4. Capital Project Resourcing – With the number of recently-approved major capital projects and the expectation of a backlog of other major capital projects being approved over the next several years by the provincial government for delivery over the next 5 – 10 years, there are facilities staffing capacity constraints to resolve to manage these projects appropriately. There are also potential capacity issues regarding local construction companies, and their ability to deliver such projects within approved time frames and budgets - high likelihood, high impact. Mitigation strategies include timely hiring and development of additional facilities staff, and continuous monitoring of/communication with local construction companies and related stakeholders (key measures 2, 3, 6 and 7).
5. Equipment/Component/Asset failure – There is the ongoing and increasing risk of equipment/component/asset failure - medium likelihood, high impact. Mitigation strategies include regular facility monitoring, predictive and preventative maintenance, maintaining a significant infrastructure emergency reserve fund and advocacy work with SBP and MoE representatives (key measures 1 and 8).
6. Major Facility Emergency or Failure – There is an ongoing and increasing risk of a major facility emergency – medium likelihood, high impact. Mitigation strategies – same as above (key measures 1 and 8).

7. Construction Cost Increases – There is the ongoing likelihood of construction cost increases in the local and regional construction market for goods and services - likelihood high, impact high. Mitigation strategies include reviewing and revising approved projects list where possible, project deferral, project scope adjustment, reviewing and revising construction delivery methods and advocacy work with SBP and MoE representatives (key measures 1, 2, 3, 4, 6, 7 and 8).
8. Labour Availability - There is an ongoing likelihood of challenges in hiring and retaining qualified caretakers, building operators, tradespersons and other maintenance personnel in a tight and highly competitive labour market - high likelihood, high impact. Mitigation strategies are limited - higher wages, competitive or better benefit plans are costly; improved or more flexible work conditions are a potential consideration (key measures 1 and 8).

**Summary Comments:**

The facilities department is committed to supporting the school division in providing safe, secure, and healthy learning environments for staff and students in the context of challenging annual budgets, an increasing number of aging facilities, increasing regulatory requirements and technological innovations in product and project delivery.

## Prince Philip School – Façade Upgrades

Estimated Final Cost: \$497,000

Timeline: July to December 2024

Funded by: Preventative Maintenance and Renewal (PMR) Funding



## École College Park School – Boiler Replacement

Estimated Final Cost: \$410,000

Timeline: June to December 2024

Funded by: Preventative Maintenance and Renewal (PMR) Funding



## Evan Hardy Collegiate – Personal Care Washroom Renovations

Final Cost: \$320,000

Timeline: April to November 2024

Funded by: Preventative Maintenance and Renewal (PMR) Funding



## Holliston School – Various Improvements

Final Cost: \$730,000

Timeline: February to December 2024

Funded by: Preventative Maintenance and Renewal (PMR) Funding



## Roof Top Unit Replacements – various locations

Final Cost: \$100,000

Timeline: July to August 2024

Funded by: Preventative Maintenance and Renewal (PMR) Funding

### James L. Alexander School



### École Victoria



### **Dr. John G. Egantoff School – Roof Replacement Section #20**

Final Cost: \$55,000

Timeline: August 2024

Funded by: Preventative Maintenance and Renewal (PMR) Funding



### **James L. Alexander School – Roof Replacement Sections #14 through #21**

Final Cost: \$312,000

Timeline: August to September 2024

Funded by: Preventative Maintenance and Renewal (PMR) Funding



Facility Condition Index (FCI) Report – Current and Future Projections  
 December 10, 2024



The following extrapolated trend lines are based on the current facilities funding allocation of approximately \$7,000,000 per year for deferred maintenance backlog (blue line) or with no annual allocation for deferred maintenance backlog (black line). For the first, most likely scenario (blue line), cost cumulative FCI reaches 0.30 (i.e., 30%) in 2029. In the second scenario, least likely scenario (black line), cost cumulative FCI reaches 0.30 (i.e., 30%) in 2027.

## Status of Major Capital Projects and Relocatable Classroom Requests: December 10, 2024

### 1. Major Capital Project Funding Requests

Following are the eight major capital projects submitted to the Ministry of Education (MoE) in February 2024 for its review:

- Holmwood Collegiate
- Brighton Elementary School
- Aspen Ridge Elementary School
- Kensington Elementary School
- Walter Murray Collegiate Infrastructure and Infill Project
- Brighton Elementary School 2
- Northeast Collegiate
- West side Collegiate

Since that time the Holmwood Collegiate project has been approved to proceed to design, and the Brighton Elementary School project has been approved for preliminary planning including test fits of potential concepts on the selected site. The Aspen Ridge Elementary School project is on the 2024-25 Ministry of Education's Top 10 Major Capital Priorities list. The status of the other five requests is unknown at the present time. It is expected that the provincial government will provide more information as part of its budget presentation in March 2025.

### 2. Minor Capital Renewal Program Funding Requests

Following are the two minor capital projects submitted to the MoE in February 2024 for its review:

- Cultural Component and Infrastructure Upgrades at wâhkôhtowin school
- Asbestos Removal at Evan Hardy Collegiate

The status of each of the above is unknown at the present time. It is expected that the provincial government will provide more information as part of its budget presentation in March 2025.

### 3. 2024-25 Relocatable Classroom Requests

Following are the fifteen new relocatable classroom requests and five proposed relocatable classroom moves submitted to the MoE on October 31, 2024 for its review:

- Four new relocatable classrooms at Sylvia Fedoruk School
- Two new relocatable classrooms at Chief Whitecap School
- Four new relocatable classrooms at Centennial Collegiate
- Three new relocatable classrooms at Aden Bowman Collegiate
- Two new relocatable classrooms at Colette Bourgonje School

- Two relocatable classroom moves from Dundonald School to James Alexander School
- Two relocatable classroom moves from Dundonald School to Howard Coad School
- One relocatable classroom from Evan Hardy Collegiate to College Park School

#### **4. 2023-24 Relocatable Classroom Approvals**

The MoE approved a total of twelve new relocatable classrooms in December 2023 and February 2024 as part of its 2023-24 program. Approved relocatable classrooms are as follows:

- Three new relocatable classrooms at Colette Bourgonje School
- Two new relocatable classrooms at North Park Wilson School
- Two new relocatable classrooms at Brunskill School
- Two new relocatable classrooms at Ernest Lindner School
- Three new relocatable classrooms at Dr. John G. Egnatoff School

#### **5. 2022-23 Relocatable Classroom Approvals**

The MoE approved eleven new relocatable classrooms and three relocatable classroom moves on January 13, 2023 as part of its 2022-23 program. Approved relocatable classrooms are as follows:

- Five new for Sylvia Fedoruk School
- Four new for Colette Bourgonje School
- Two new for Centennial Collegiate
- Two moves from École Henry Kelsey to Dr. John G. Egnatoff School
- One move from École Henry Kelsey to North Park Wilson School

## Facilities Staffing and Asset Report:

<b>Departments</b>	<b>2016-17</b>	<b>2024-25</b>
Facilities	3	3
Contract Services	4	4
Maintenance	4.5	3.5
Operations	4.5	4.5
Trades	26	26
Caretaking (FTE)	166.5	163
<b>Total</b>	<b>208.5</b>	<b>204</b>

<b>Floor Area</b>		
Gross Floor Area m <sup>2</sup>	347,365	386,676
Gross Floor Area sqft	3,739,006	4,162,148

<b>Number of Facilities</b>		
Schools	55	57
Administration Buildings	3	3
Associate Schools	2	0
Alliance Schools	1	1
<b>Total</b>	<b>61</b>	<b>61</b>

### Routine Maintenance (RM) Reports

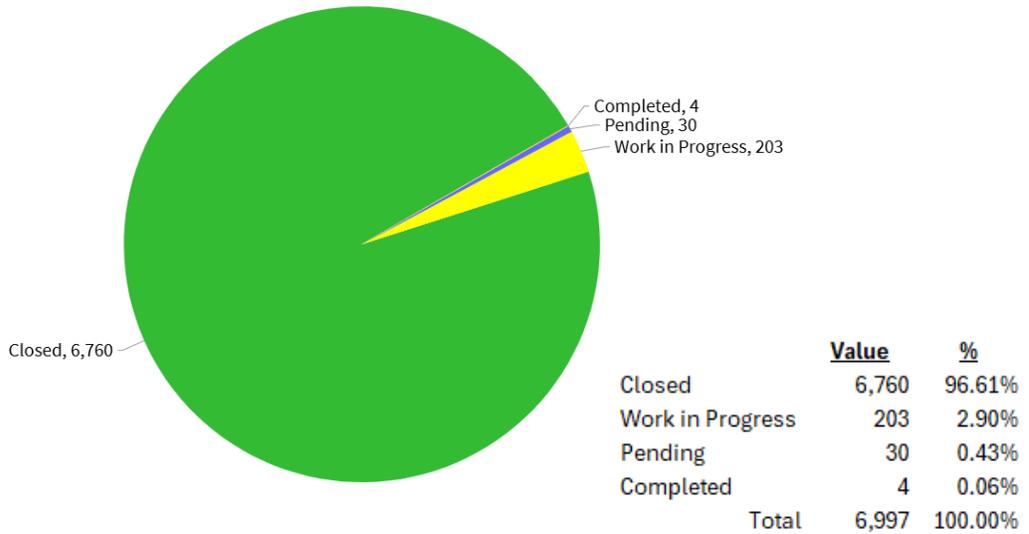
RM reports indicate the volume and status of work items for a specified period. These work items generally address breakdown repair and replacement in existing schools.

September 1, 2023 to August 31, 2024

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#### Service Request Volume by Status

for Status Work in Progress, Closed, Pending, Completed and where Type = RM Routine Maintenance  
Created between 2023-09-01 and 2024-08-31

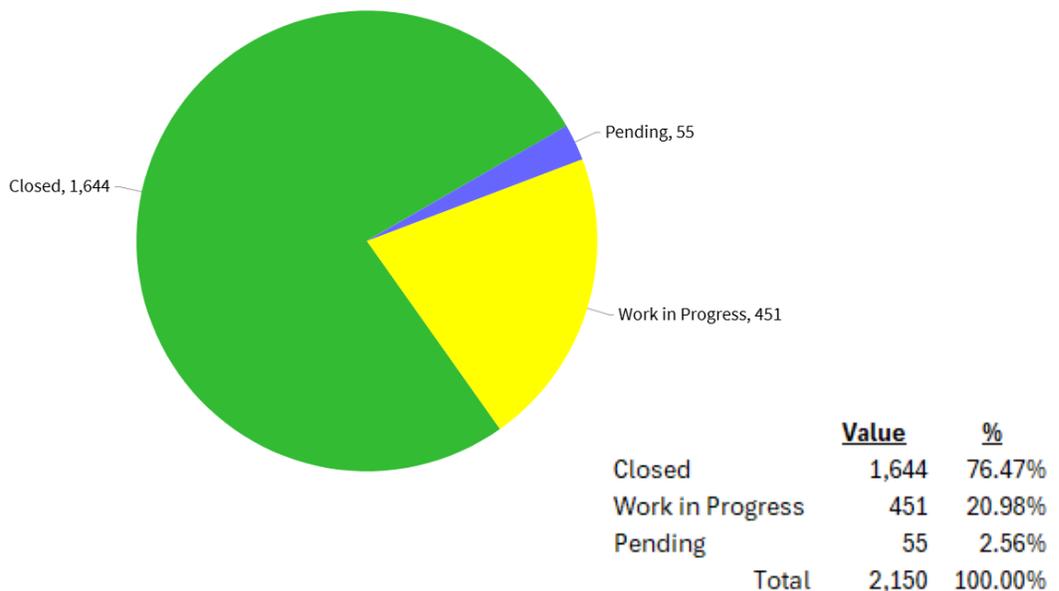


September 1, 2024 to November 30, 2024

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#### Service Request Volume by Status

for Status Work in Progress, Closed, Pending, Completed and where Type = RM Routine Maintenance  
Created between 2024-09-01 and 2024-11-30



### Department Funded (DF) and Special Education (SE) Funded Projects

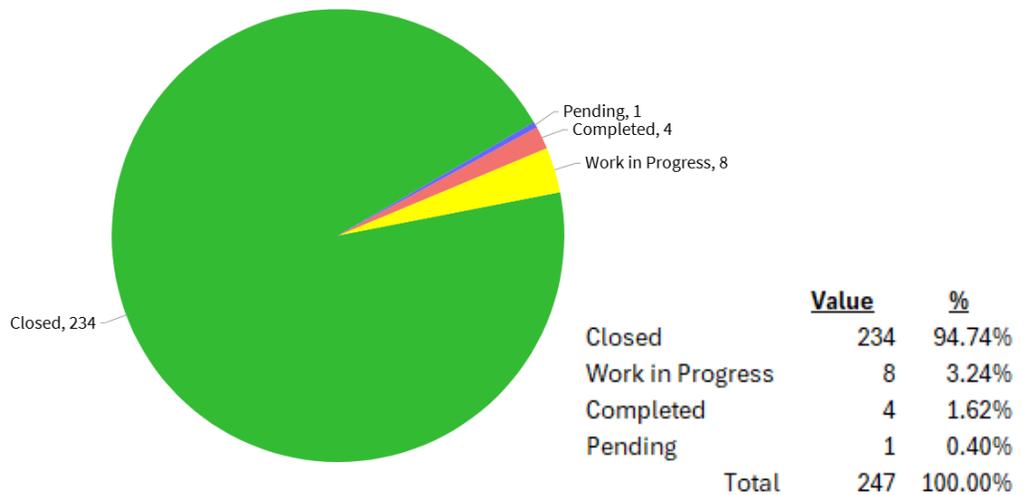
DF and SE funded project requests reports indicate the volume and status of work items for a specific period. These work items are funded by either school budgets or other department budgets.

September 1, 2023 to August 31, 2024

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#### Service Request Volume by Status

for Status Work in Progress, Closed, Pending, Completed and where Type = DF Department Funded, SE Special Ed.  
Created between 2023-09-01 and 2024-08-31

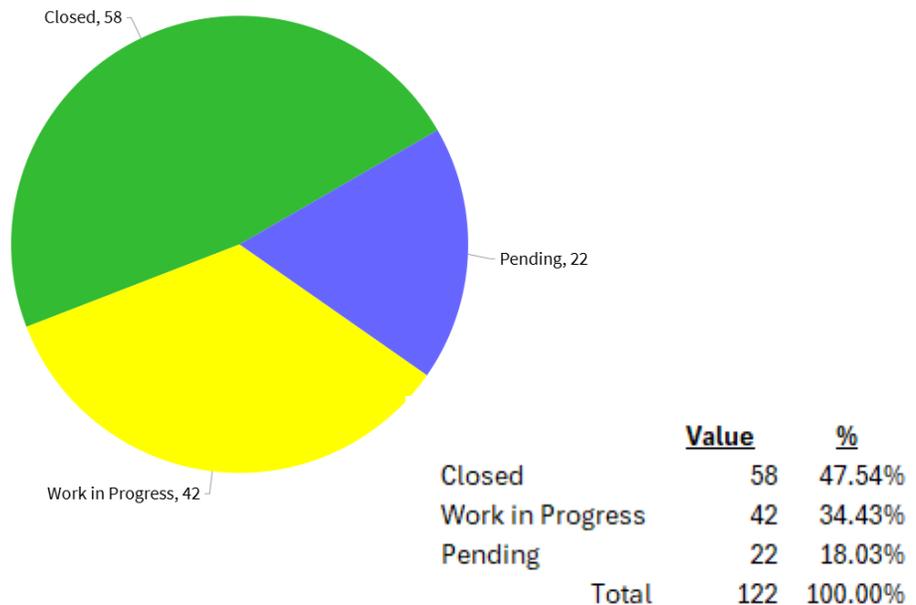


September 1, 2024 to November 30, 2024

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#### Service Request Volume by Status

for Status Work in Progress, Closed, Pending, Completed and where Type = DF Department Funded, SE Special Ed.  
Created between 2024-09-01 and 2024-11-30



### Preventative Maintenance (PM) Report

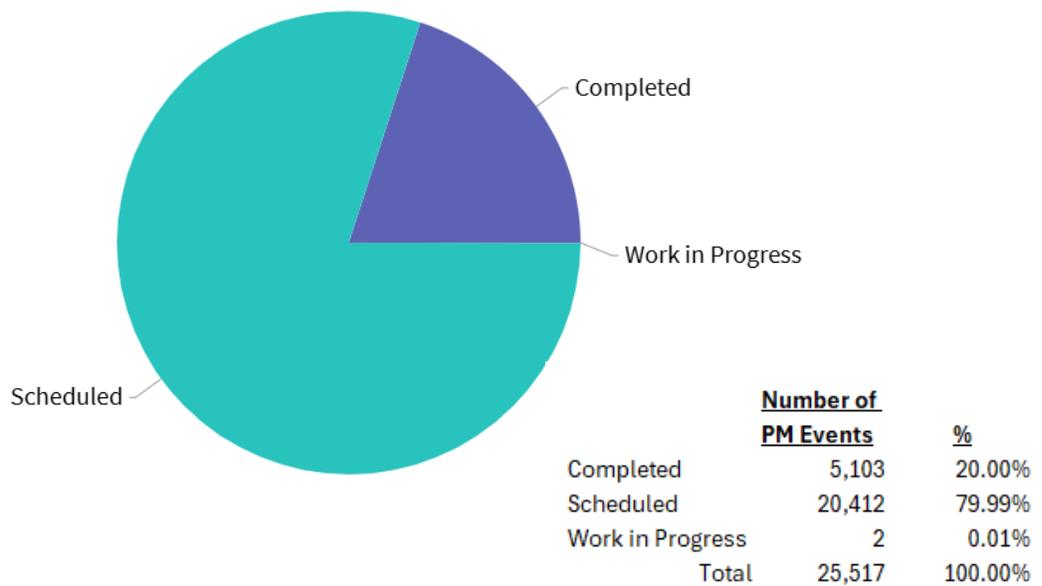
The PM report indicates the volume and status of work items for a specific time period. These are work items that are regularly scheduled over the course of an entire year and can range from minor to relatively major commitments by the maintenance and operations workforce. Preventative maintenance is an important strategy in ensuring the operational effectiveness and efficiency of existing building systems, products and components.

September 1, 2024 to August 31, 2025

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#### Volume of PM Events by Status

Scheduled to start between 2024-09-01 and 2025-08-31





**MEETING DATE:** DECEMBER 10, 2024

**TOPIC:** STRATEGIC PLAN ACCOUNTABILITY REPORT:  
HUMAN RESOURCES

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

## CURRENT STATUS

The attached accountability report from the human resources department includes a brief commentary on key measures and primary targets, as well as information regarding current and future initiatives. It also identifies primary risk factors going forward, and corresponding mitigation strategies in each case.

Michelle Leith, superintendent of human resources will present the report.

PREPARED BY	DATE	ATTACHMENTS
Michelle Leith, Superintendent of Human Resources	November 29, 2024	Accountability Report

## RECOMMENDATION

**Proposed Board Motion:**

*That the board approve the Strategic Plan Accountability Report: Human Resources, 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 are committed to creating learning experiences that inspire all students to reach their potential.



## Accountability Topic: Human Resources

Date of Board Meeting: December 10, 2024

### Strategic Priorities:

<input type="checkbox"/> Academic Excellence	<input checked="" type="checkbox"/> Well-being
<input type="checkbox"/> Character	<input type="checkbox"/> Financial Stewardship
<input checked="" 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:

- **Representative workforce** is a commitment to building a workforce that is represented by the students in schools, the province and society at all levels of the organization. A representative workforce ensures diversity and inclusion in all levels of the organization including leadership roles. This includes cultural competency, recruitment, retention, communication and partnerships.
- **Recruitment and retention** are key in establishing a strong team of skilled, dedicated, empathetic employees with integrity and commitment to provide the support necessary to attain the highest levels of student achievement, character development, engagement and well-being. The treatment of employees by the direct supervisor is a crucial factor that contributes to employee happiness at work, job satisfaction and organizational commitment.
- **Relationships** are integral to everything we do as a school division. Establishing trusting and respectful relationships with all staff is key in supporting employee engagement, retention and performance.
- **Absenteeism** can be an indicator of employee job satisfaction and may be reflective of the culture and practices within each workplace. Efforts toward creating safe and caring workplaces that support mental health and well-being and ensure respectful, collaborative, inclusive environments will be factors necessary to address employee absenteeism.

- **Performance Management** is integral in retaining an effective workforce. Ensuring performance standards are met and that competence or conduct issues are addressed will lead to increased employee engagement and commitment and maintain high levels of professional expectations and achievement.

#### Targets:

- Increase representation of Indigenous employees to 10% of total workforce
- Increase diversity at all levels within the organization

#### Key Initiatives Employed:

##### Representative Workforce

Equity is a key component in the *Fulfilling Our Commitment* section of the strategic plan. Part of this commitment is to pursue a representative workforce.

The school division continues to pursue a representative workforce by building and maintaining relationships with educational and community partners including Saskatchewan Urban Native Teacher Education Program (SUNTEP), Indian Teacher Education Program (ITEP), Gabriel Dumont Institute, Saskatchewan Indian Institute of Technology (SIIT), Quint Development Corporation and Saskatoon Open Door Society. The partnerships with SUNTEP and ITEP create opportunities for intern and practicum placements for Indigenous students to work within the division. The relationships with community partners increases the diversity of our applicants and supports our goals of establishing a representative workforce.

To increase understanding and further efforts towards truth and reconciliation, all employees are enrolled in the 4Seasons of Reconciliation course and have one year to complete the course requirements. Principals and vice-principals are enrolled in anti-racist/anti-oppressive professional development led by Cheryl Ermine, Learning Coordinator: Jordan's Principle and Anti-racist/anti-Oppressive Education and Jim Klenz, Learning Consultant: Jordan's Principle and Anti-Racist/Anti-Oppressive Education.

In addition to the actions identified above, the actions below are focused on honouring the commitment to equity:

- collaboration with Indigenous employees on the Representative Workforce Committee
- recognition of the National Day for Truth and Reconciliation by staff and students
- changing the recruitment process by staffing superintendents to elicit a teacher candidate's awareness of anti-racist/anti-oppressive pedagogy
- recruitment practices are guided by the commitment to pursuing a representative workforce
- revitalization of the Indigenous Employee Network
- raising of Every Child Matters flag at central office in September of each year
- displaying of the Treaty 6, Métis Nation and Whitecap Dakota Nation flags at central office
- continuation of the anti-racist/anti-oppressive education learning which is a holistic professional development initiative developed in the school division
- continuation of the wâhkôhtowin PD model with ITEP students
- working on a strategy to ensure staff understand the how and why of self-declaration
- revisioning of the First Nations, Inuit and Métis Education Unit including the creation of senior leads for First Nations and Métis engagement and community relations and Métis/Michif resource liaison positions

Saskatoon Public Schools Pride Network was established to bring 2SLGBTQ+ employees together to network and help continue to move the division forward in an inclusive manner. The Pride Network meets throughout the year to support one another and to discuss pertinent issues. The Pride Network also works with central office staff in a variety of ways such as developing and facilitating professional development and representing the 2SLGBTQ+ community at events throughout the year.

The Safe, Caring and Accepting Schools (SCAS) team members consult, provide resources, and provide responsive professional development and communications for leaders related to mental health and well-being. SCAS developed a Staff Well-Being site that houses resources and tools to support physical and emotional well-being.

### Recruitment

Review of current recruitment strategies to address shortages in the labour market including the number of educational assistant positions through special education, Jordan's Principle and prekindergarten.

- Continue educational partnerships which support practicum placements, program presentations and supporting practice interviews
- Continue marketing flexible hours as an educational assistant substitute to post-secondary students
- Continue work with employment partners for educational assistant training program including Saskatchewan Polytechnic
- Participating in job fairs, on-campus recruitment and employer spotlight events with community partners
- Review opportunities to increase temporary and permanent support staff positions to reduce the number of employees hired as casual to increase quality and number of applicants
- Work continues to build strong relationships with educational partners to attract practicum students from several areas including educational assistants, youth care workers, early childhood education, mental health and wellness, disability support workers, continuing care aid and nursing

### Employee Relationships

Communication and collaboration with all employees and unions/associations will improve employee engagement, job satisfaction, and retention levels.

Negotiations have begun with Saskatoon Community Educators Association (SCEA) using interest-based negotiations (IBN). The IBN process is beneficial in improving relationships and finding solutions through collaborative problem solving.

Labour management meetings are held with members of the CUPE 8443 executive and members of the human resources department approximately five times per school year. These meetings include open dialogue about concerns raised by CUPE members and include problem solving to address issues and reduce disputes or grievances.

Meetings are held with the Saskatoon Teachers Association (STA) to discuss concerns raised by teaching staff. The Teacher Relations Committee will meet three times per year to discuss agenda topics collaboratively developed through open communication with the STA and Saskatoon Public Schools (SPS) senior leadership.

Meetings are held with the Local Implementation Negotiation Committee (LINC) chairperson to clarify the interpretation or address concerns with the Saskatoon Teachers' Local Bargaining Agreement. Presentations

have been provided to the beginning teachers, as well as the new administrators, co-presented by the LINC chair and the superintendent of human resources.

**Data:**

**Data is reported for the period from October 1 to September 30 annually, unless otherwise noted.**

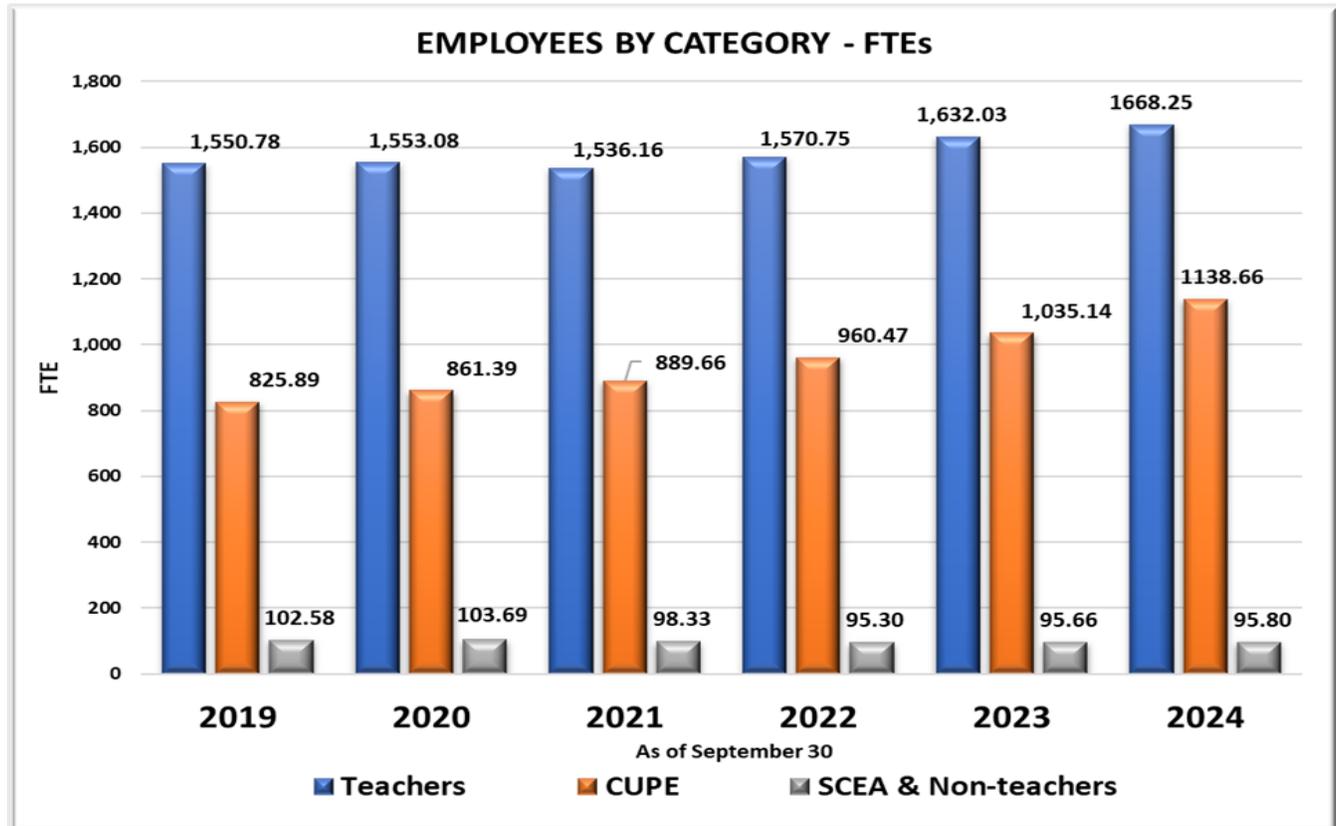
Employee categories in the data below are defined as:

- **Teachers** - classroom teachers, resource teachers, English as an Additional Language (EAL) teachers, speech language pathologists, educational psychologists, school administration and superintendents of education.
- **CUPE 8443** - educational assistants, administrative assistants, secretaries, caretaking, maintenance, information systems technicians, accounting technicians, procurement, library technicians, cafeteria, nutrition workers, graphic artist, and restorative justice workers.
- **Saskatoon Community Educators Association (SCEA)** - community school coordinators.
- **Non-Teaching** - out-of-scope support staff, managerial staff and non-teaching senior administration. This includes positions in finance, accounting, transportation, driver education, human resources, facilities, information systems, and Saskatoon Public Schools Foundation.

**Student Enrolment:**

	2019	2020	2021	2022	2023	2024
<b>Student Enrolment</b>	26,365	25,622	26,256	27,258	28,256	28,924

**Employment by Category:**



**Turnover rates:**

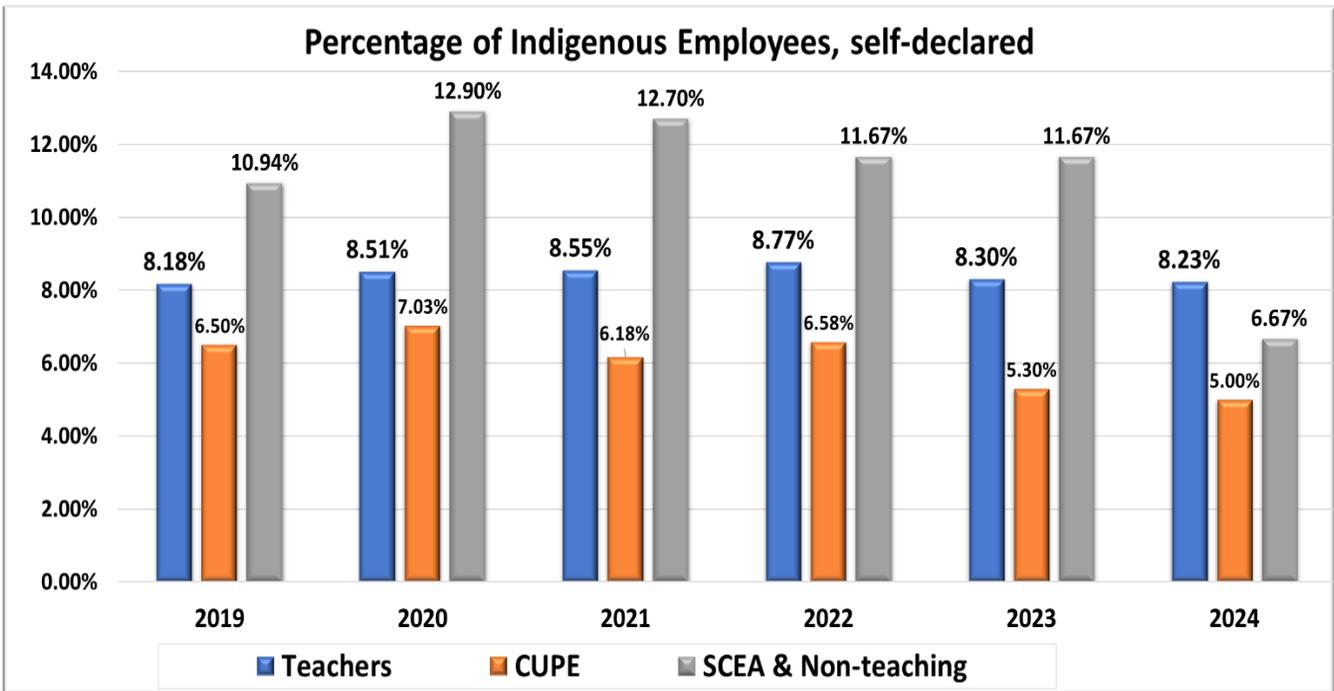
Employee Category	2018-19	2019-20	2020-21	2021-22	2022-2023	2023-2024
Teachers	2.77%	3.06%	2.26%	2.68%	3.01%	2.02%
CUPE	5.44%	5.27%	4.28%	6.68%	8.20%	6.62%
SCEA & Non-teaching	5.00%	7.84%	6.12%	7.22%	12.22%	9.20%

Turnover rates include retirements, resignations, and terminations as a percentage of the total employees within each category.

## Representative Workforce

Number of Indigenous employees, self-declared:

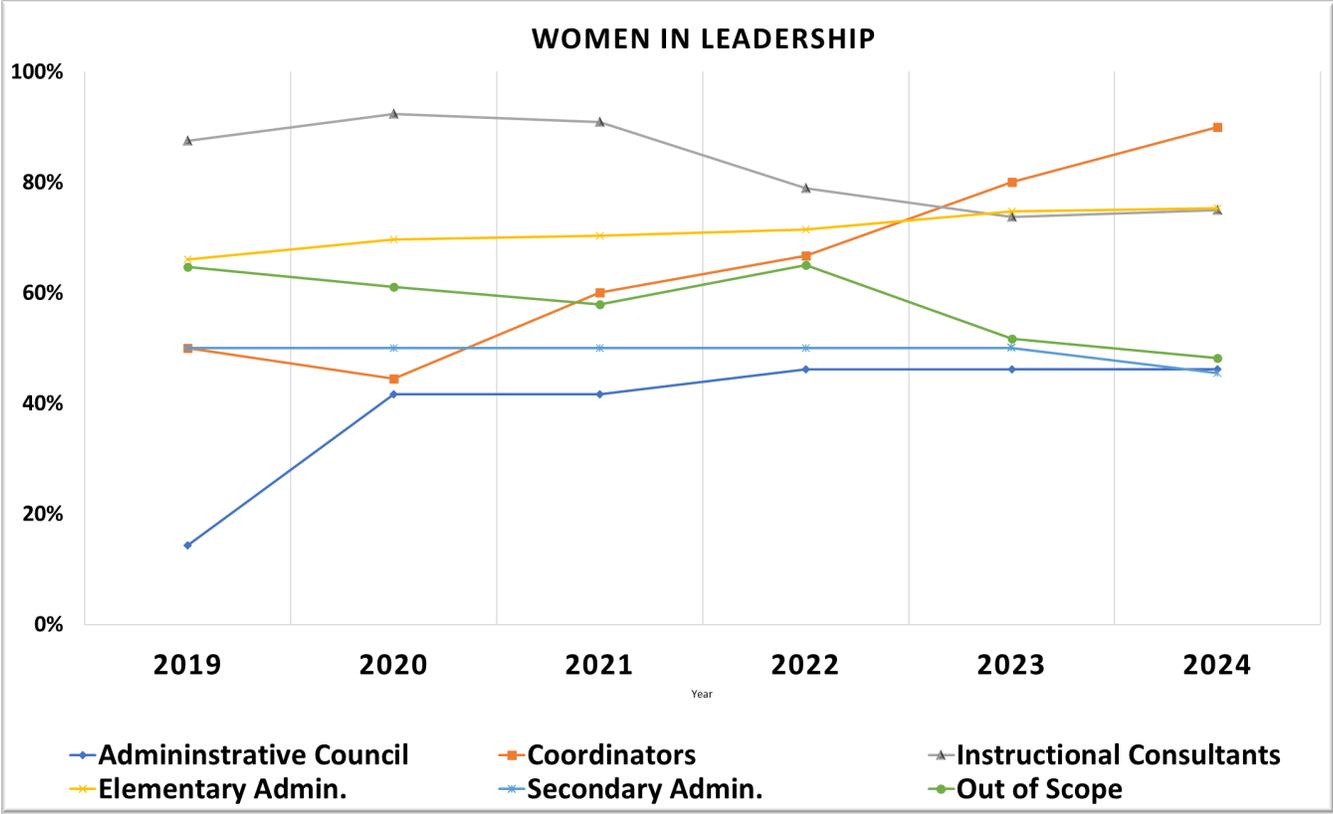
Employee Group	2019	2020	2021	2022	2023	2024
Teachers	142	149	146	148	145	147
CUPE	68	79	69	79	68	71
SCEA & Non-teaching	7	8	8	7	7	4
<b>Total</b>	<b>217</b>	<b>236</b>	<b>223</b>	<b>234</b>	<b>220</b>	<b>222</b>



Percentage of Indigenous representation in leadership roles:

Leadership Role	2019	2020	2021	2022	2023	2024
Admin Council	14.29%	13.33%	7.69%	7.69%	7.69%	15.38%
Coordinator	10.00%	11.11%	20.00%	0.00%	0.00%	10.00%
Instructional Consultant	13.64%	11.54%	18.18%	15.79%	15.79%	10.34%
Elementary Admin.	7.14%	7.14%	6.48%	5.71%	7.34%	7.92%
Secondary Admin.	22.73%	22.73%	25.00%	20.83%	23.81%	18.18%
Out of Scope	6.38%	6.67%	6.67%	6.52%	2.38%	2.38%
<b>Total Leadership</b>	<b>9.69%</b>	<b>9.61%</b>	<b>10.36%</b>	<b>8.33%</b>	<b>8.41%</b>	<b>8.76%</b>

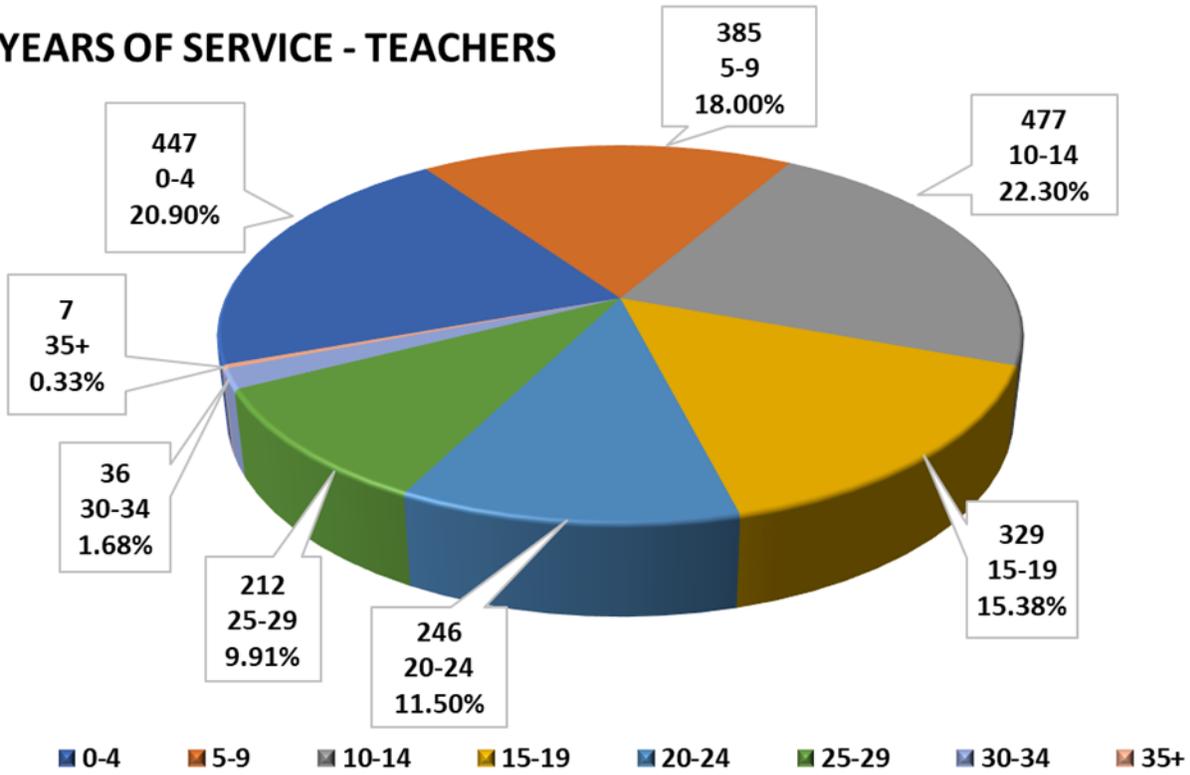
Women in leadership roles:



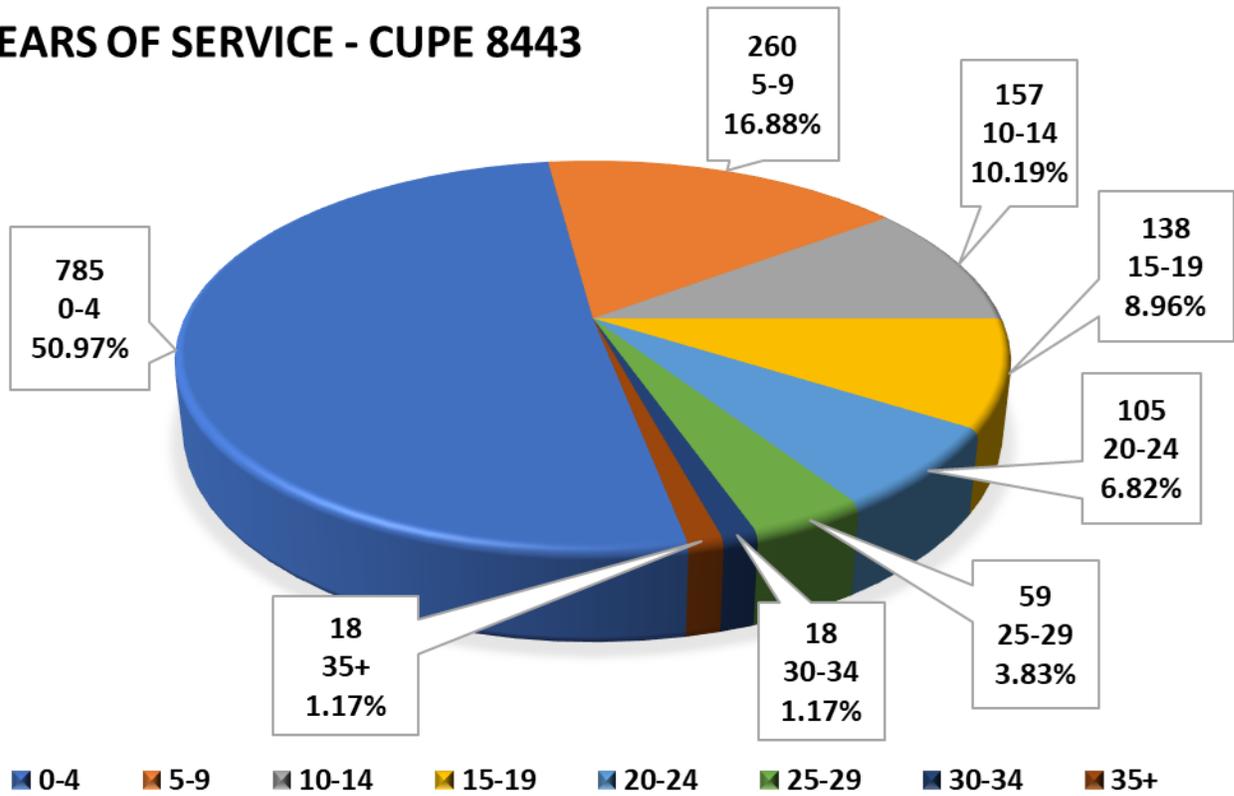
2024 Gender Demographics of Teachers:

	Female	Male
Elementary School	80.09%	19.91%
High School	54.52%	45.48%

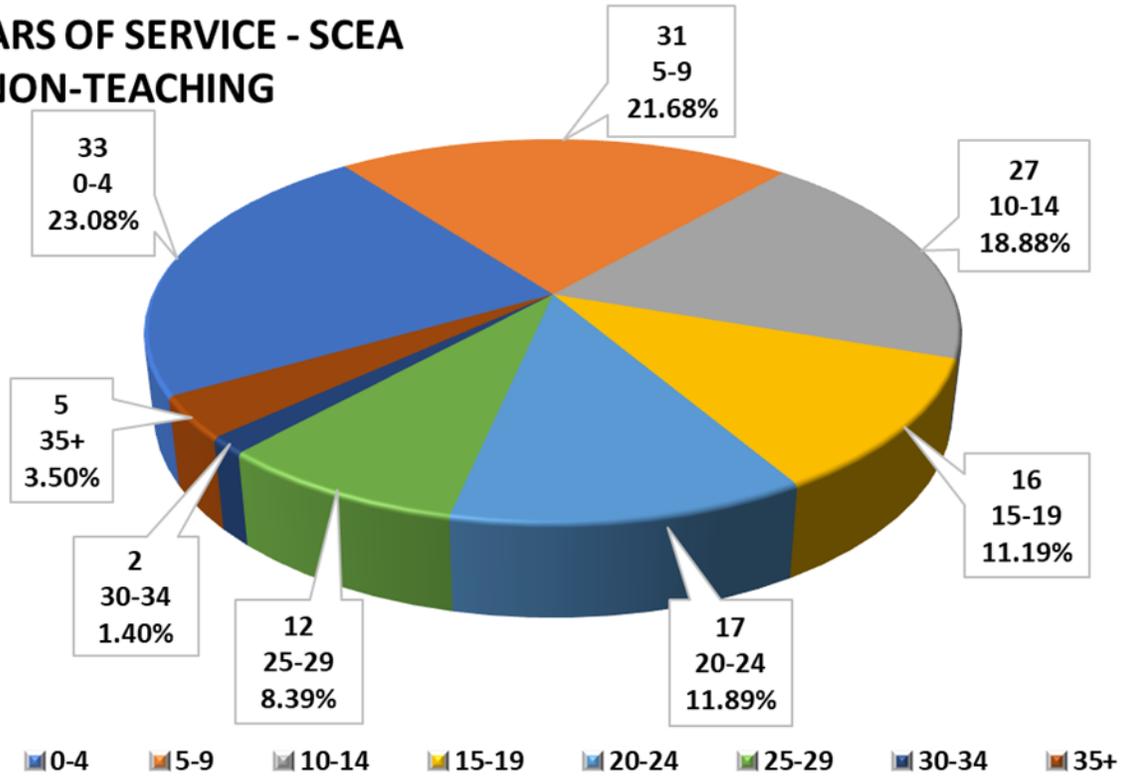
### YEARS OF SERVICE - TEACHERS



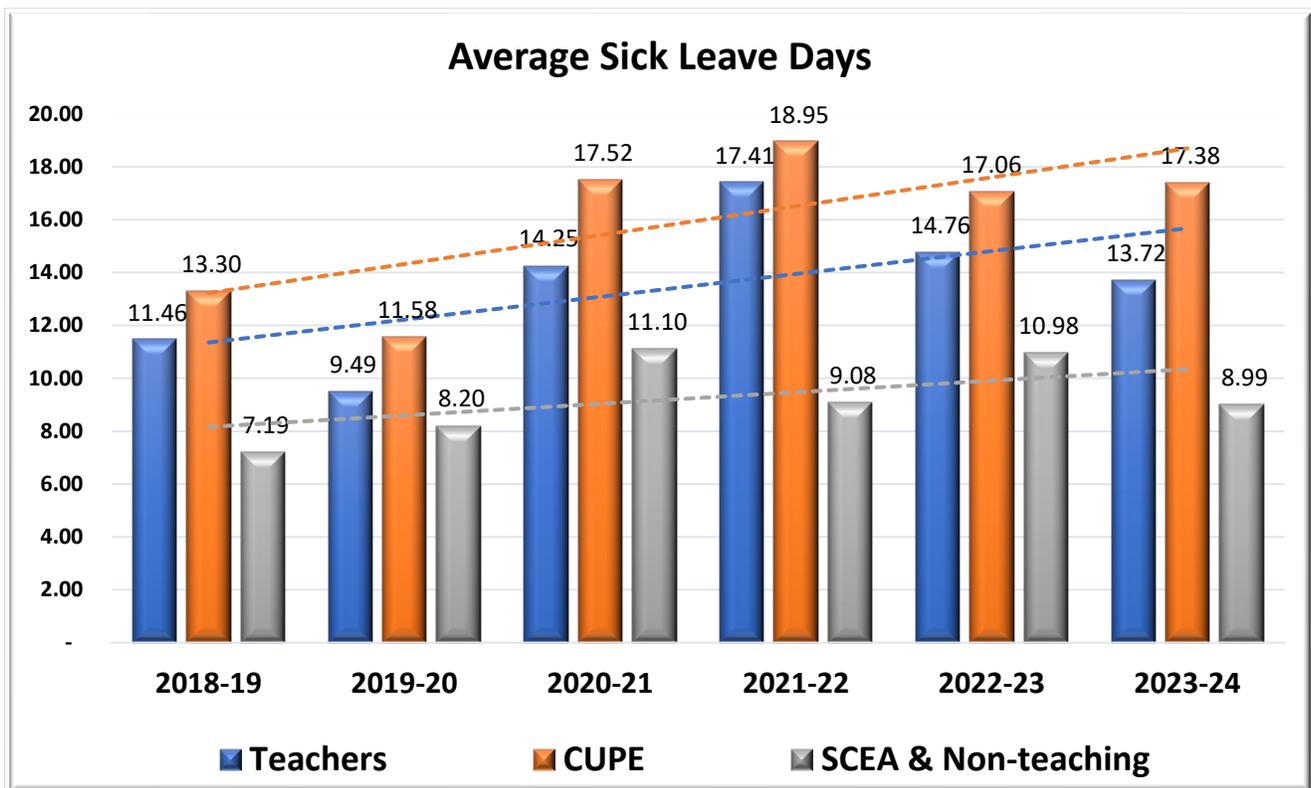
### YEARS OF SERVICE - CUPE 8443



## YEARS OF SERVICE - SCEA & NON-TEACHING



## Sick Leave with Pay:



## **Future Initiatives:**

### Absenteeism

- The cost of absenteeism is not limited to the financial costs of salaries and substitute costs but also impacts student achievement when the teacher or support staff member is away from school.
- Review of processes to address attendance at work will be undertaken.
- Leave of absences including sick leave, personal leave for unavoidable circumstances, and other paid and unpaid leaves will be evaluated.

### Employee Engagement

- Data collection is integral in assessing outcomes regarding employee engagement, job satisfaction, well-being, and organizational commitment.
- Utilize employee engagement surveys to determine areas for improvement and successes to celebrate.
- Evaluation of data will assist in focusing our actions to ensure that our employees, along with our students, feel known, valued, and believed in.
- Increase communication and collaboration with staff to improve relationships, job satisfaction, and commitment.

### Performance Management

- Review current performance management processes.
- Increase clarity of role expectations, feedback practices, and support for employees experiencing performance challenges.
- Review and revision processes of progressive discipline.
- Increased focus on accountability to ensure high standards of performance to optimize student experience and increase employee retention.

### Representative Workforce

- Further expanding the self-declaration form for employees to self-identify as member of a visible minority (as defined by the [Saskatchewan Human Rights Commission](#)). This statistical data will provide the committee with baseline information to build key targets.
- Create a framework for mentorship of Indigenous employees within the school division.

## **Risk Assessment:**

### Absenteeism

Sick leave usage is at relatively high levels. The amount of sick leave and other paid leaves leads to increased demand for substitute teachers, or casual employees and increases costs to the division. In addition, the absence of the teacher or support staff member from their role may result in decreased quality of instruction and support for students. Managing absences and attendance will be key in preventing disruptions to school division operations.

### Recruitment and Retention

Over the past several years, there has been a significant increase in the number of students requiring additional support or with intensive needs. Much of this support is provided through educational assistants. The ability to recruit and retain qualified educational assistants is critical to providing effective educational supports.

Efforts continue to increase the number and quality of applicants to fill teaching and non-teaching positions. The high number of casual and substitute employment opportunities may be a deterrent to applicants seeking permanent or full-time employment. High quality employees are often currently employed elsewhere and with casual or temporary employment, we may not be in the position to recruit experienced, skilled, and proficient employees.

### Human Resources Practices

Inefficiencies have been identified within the human resources department which are impacting the ability to support employees and complete tasks. Focused efforts on finding effective practices and seeking continuous improvement will be implemented over the next 12 months.

### Performance Management

Accountability measures will be explored to address employee performance, conduct and behaviour, attendance and punctuality.

## **Summary Comments:**

The human resources department is committed to supporting all employees to ensure high levels of performance, job satisfaction, and organizational commitment. Honesty, integrity, and the importance of relationships will be evident in all interactions including recruitment events, interviews, response to employee inquiries, and labour relations. The human resources team will ensure that decisions and processes include the voice of employees affected. Human resources will focus on establishing an effective workforce, increasing cultural diversity, improving performance management and ensuring accountability.