

# Board of Education of Saskatoon School Division No. 13

## Meeting of the Saskatoon Board of Education

Tuesday, April 14, 2026

310 – 21<sup>ST</sup> Street East – 6:30 p.m. – 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. North Park Wilson School - Art Fest

### 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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### Decision

#### 5.1. Approval of Minutes – February 27, 2026 and March 3, 2026

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***Proposed Board Motion (if removed from consent items):*** That the board approve the minutes of the Special Board meeting held on February 27, 2026 and the committee of the whole and regular board meetings held March 3, 2026.

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### Information

#### 5.2. Changes to Administrative Procedures (Yearly Update)

#### 5.3. Correspondence

### 6. Reports from Administrative Staff

### Information

6.1. **Financial Results: Quarter 2 (December 1, 2025 to February 28, 2026)**

**Decision**

6.2. **Strategic Plan Accountability Report: Character and Engagement**

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***Proposed Board Motion:*** *That the board approve the Strategic Plan Accountability Report: Character and Engagement, to be included as part of the director of education's 2025-26 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**

11.1. **Board Meeting Dates: 2026-27 School Year**

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***Proposed Board Motion:*** *That the board approve the board meeting dates for the 2026-27 school year.*

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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. 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, May 12, 2026.*

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**MEETING DATE:** APRIL 14, 2026

**TOPIC:** CELEBRATING EXCELLENCE:  
NORTH PARK WILSON SCHOOL – ART FEST

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

As part of our commitment to fostering student engagement, creativity and well-being, Saskatoon Public Schools values opportunities that highlight the arts as an essential component of learning. The North Park Wilson Arts Fest is a powerful example of how schools create meaningful experiences that bring together students, staff, families and the broader community through artistic expression.

Now marking its 10th year, the North Park Wilson Arts Fest showcases the talents of students across a range of disciplines including visual arts, music, drama and dance. As a Centre of Excellence Through the Arts, the school has a long-standing commitment to arts-integrated learning that supports both skill development and student voice. Through their participation, students demonstrate perseverance, collaboration and confidence as they prepare, perform and share their learning with an authentic audience.

Principal Kara Helms, along with teacher Sheryl Salen, will share highlights from the 10th annual Arts Fest. Student presenters will speak to their experiences, and a parent presenter will reflect on the impact of the Arts Fest on students and families.

PREPARED BY	DATE	ATTACHMENTS
Nicola Bishop-Yong, Superintendent of Education	April 7, 2026	None



# SASKATOON BOARD OF EDUCATION

5.1

**MEETING DATE:** APRIL 14, 2026

**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:

- February 27, 2026 Special Board Meeting
- March 3, 2026 Committee of the Whole and Regular Board Meeting

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer		Minutes

## RECOMMENDATION

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

*That the board approve the minutes of the Special Board meeting held on February 27, 2026 and the committee of the whole and regular board meetings held March 3, 2026.*

## Minutes of the Meeting of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Friday, February 27, 2026 at 8:20 a.m.

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

Regrets: Trustee Angela Arneson

The board unanimously agreed to waive notice and hold this special board meeting.

1. Roll Call

2. Acknowledgement

Chair Stranden called the meeting to order, read the roll call into the minutes and acknowledged the land on which we gather.

3. Appointment of the Director of Education

Trustee Tait moved that the board approve the appointment of Charlene Scrimshaw to the position of Director of Education with Saskatoon School Division No. 13 effective August 1, 2026, subject to the signing of the contract with the candidate. CARRIED (7-0-2)

Trustee Napper abstained from voting  
Trustee Schmidt abstained from voting

4. Adjournment

Trustee Stranden moved that the board adjourn to the call of the chair or the board meeting of Tuesday, March 3, 2026. CARRIED (9)

The meeting adjourned at 8:27 a.m.

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Secretary of the School Division

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Board Chair

## Minutes of the Meeting of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, March 3, 2026 at 2:30 p.m.

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

Regrets: No regrets

Trustee Rollo arrived at 3:40 p.m.

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

The meeting adjourned at 5:34 p.m.

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Secretary of the School Division

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Board Chair

## Minutes of the Meeting of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, March 3, 2026 at 6:30 p.m.

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

Regrets: No regrets

### 1. Roll Call

### 2. Acknowledgement

Chair Stranden called the meeting to order, read the roll call into the minutes and acknowledged the land on which we gather.

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

Trustee Napper moved approval of the agenda.

CARRIED (10)

### 4. Celebrating Excellence

#### 4.1. Elevate Athletic Camps

Superintendent Ross introduced teachers and Elevate Athletic camp coordinators, Jasmine Jay from Tommy Douglas Collegiate and Emily Humbert from Bedford Road Collegiate, Shelby Fisher, a Mount Royal Collegiate lead coach and teacher, Elevate alumna Alaina Reid from Bedford Road Collegiate, along with three Elevate student athletes, Noah Fleury, Hashem Al Jneid and Felicity Arthur. They spoke about how the program supports student engagement in sport and promotes leadership, confidence, and skill development through inclusive, community-based opportunities.

### 5. Consent Items

Trustee Jones moved that the board approve the consent items as presented.

#### 5.1. Approval of Minutes: February 10, 2026

CARRIED (10)

### 6. Reports from Administrative Staff

Decision

- 6.1. Strategic Plan Accountability Report: Well-Being: Trustee Rollo moved that the board approve the Strategic Plan Accountability Report: Well-Being, to be included as part of the director of education's 2025-26 evaluation. CARRIED (10)

7. Delegations

No delegations.

8. Business Arising from the Minutes

No business arising from the minutes.

9. Unfinished Business

- 9.1. Tender Results: 2026 Relocatable Classroom Addition – Aden Bowman Collegiate: Trustee Tait moved that the board award the base bid for the Aden Bowman Relocatable Classroom Addition in the total amount of \$1,150,000.00 plus applicable taxes to KIM Constructors Ltd. CARRIED (10)

- 9.2. Tender Results: 2026 Relocatable Classroom Addition – École Silverspring School: Trustee Arneson moved that the board award the base bid for the École Silverspring School Relocatable Classroom Additions in the total amount of \$363,999.00 plus applicable taxes to Con-Tech General Contractors Ltd. CARRIED (10)

- 9.3. Tender Results: Marion M. Graham Collegiate Home Economics and Servedy Upgrades: Trustee Schmidt moved that the board award the tender for Marion M. Graham Collegiate 2026 Various Improvements project in the total amount of \$542,000.00 plus applicable taxes (includes base price and separate prices 1 and 2) to KIM Constructors Ltd. CARRIED (10)

- 9.4. Tender Results: Summer Painting 2026 – Contract: Trustee Linklater moved that the board award the tender for Summer Painting 2026 – Contract to both AG Creations Inc. and Saskatoon Fire & Flood Ltd. with an expiration date of April 30, 2027, at the following unit rates with a total project budget of \$400,000:
- AG Creations: Lead painter(s) – \$81/hour; Painter/laborer(s) - \$75/hour; Materials markup – 20%
  - Fire and Flood: Lead painter(s) - \$95/hour; Painter/laborer(s) - \$70/hour; Materials markup – 20%
- CARRIED (10)

9.5. Board Governance – Board Policies: Trustee Arneson moved that the board approve the revisions to Policy 15: Equity and Inclusive Education, Policy 18: School Consolidation and Policy 24: Corporate Identity. CARRIED (10)

9.6. Board Subcommittee Minutes: Trustee Banks moved that the board approve the minutes of the Board Governance Committee meeting on September 16, 2025. CARRIED (10)

## 10. Reports of Trustees

### Trustee Arneson

- Attended:
  - Multiple interview panels and would like to congratulate soon-to-be new Director of Education Charlene Scrimshaw.
  - The NDP lunch meeting
  - Chinese New Year Celebration put on by the Heritage Chinese Language School and community groups.
- Served on the elementary principal selection committee.

### Trustee Schmidt

- Attended:
  - The provincial Public Section executive meeting
  - City of Saskatoon official kick off for Cultural Diversity and Race Relations Month at City Hall
  - The NDP lunch meeting
- Served on the secondary vice principal selection committee.

### Trustee Rollo

- Thanked her fellow board members for all the work that was put into hiring the new Director of Education Charlene Scrimshaw.

### Trustee Jones

- Attended:
  - The elementary feeder school basketball event at Walter Murray Collegiate
- Would like to thank teacher Jordi Knoll-Smith for all her work that went into coordinating these tournaments.

### Trustee Stranden

- Is excited for our new Director Charlene Scrimshaw who will be starting later this summer and would like to thank everyone for all their hard work that went into the Director search.

#### Trustee Scherman

- Would like to acknowledge all the various administrative competitions that have been going on and congratulate the successful candidates but also send gratitude to the staff who put their name forward.

#### Trustee Banks

- Attended:
  - The Tommy Douglas Collegiate open house
  - Fairhaven School Community Council
  - James L. Alexander School Community Council
  - NDP lunch meeting
  - Fairhaven School Métis Celebration Assembly
- Would like to congratulate Charlene Scrimshaw on her upcoming directorship.
- Served on the secondary principal selection committee.

#### Trustee Linklater

- Attended:
  - A human resources leadership and education class at the University of Saskatchewan where he was asked to speak.

#### Trustee Napper

- Would like to acknowledge how remarkable our senior administration, school administration and teachers within our schools are.

### 11. New Business

#### Decision

- 11.1 Approval of Directors for Saskatoon Public Schools Foundation Corp.: Trustee Napper moved that the board approve the appointment of Tianda Hey and Jordan Hamel to the Saskatoon Public Schools Foundation Board of Directors effective January 1, 2026.

CARRIED (10)

12. Notices of Motion: There were no notices of motion.

13. Questions by Trustees: There were no questions.

14. Comments/Concerns/Questions from the Public: There were no comments/concerns/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, April 14, 2026.

CARRIED (10)

The meeting adjourned at 8:10 p.m.

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Secretary of the School Division

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Board Chair



**MEETING DATE:** APRIL 14, 2026

**TOPIC:** CHANGES TO ADMINISTRATIVE PROCEDURES (YEARLY UPDATE)

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 checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Information

## BACKGROUND

The Board Governance Committee met on March 10, 2026 and reviewed all changes to Administrative Procedures for the period March 1, 2025 to February 28, 2026.

## CURRENT STATUS

The committee passed the following motion: *“That the Board Governance Committee receive the annual summary of revised administrative procedures and forward to the Board of Education for information.”*

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	March 30, 2026	Changes to Administrative Procedures

AP Number	AP Name	Responsibility	Date Last Revised	Comments
AP 450	Harassment (Employees)	Michelle Leith	Mar-25	Updated to include AP 451
AP 321	Student Awards	Paul Janzen	May-25	Updated student award amounts, eligibility criteria, calculation of academic averages, nomination and selection processes, Indigenous scholarships, perseverance awards and payment procedures
AP 480	Volunteers	Colleen Norris	May-25	Updated - housekeeping changes made
AP 311	Student Gender and Sexual Diversity	Dean Swan	Jun-25	New procedure posted
AP 152	School Anniversaries	Shane Skjerven	Aug-25	Updated - housekeeping changes made
AP 320	Student Cumulative Records	Jason Dunk/Ivan Tam/Jennifer Haywood	Aug-25	Updated - housekeeping changes made
AP 357	Violence Threat Risk Assessment: Students	Dean Swan	Sep-25	Updated - housekeeping changes made
AP 367	Student Harassment, Intimidation and Bullying	Dean Swan	Sep-25	Updated - housekeeping changes made
AP 413	Retirement and Resignations	Michelle Leith	Sep-25	Updated - housekeeping changes made
AP 319	Medical Emergencies	Colleen Norris	Oct-25	Updated - housekeeping changes made
AP 366	Indoor Recess - Elementary Schools	Mitch Kachur	Oct-25	Updated - housekeeping changes made
AP 408	Leaves of Absence	Michelle Leith	Oct-25	Updated - housekeeping changes and posted October 2025. Applications for long-term leaves of absence should now be made to the appropriate staffing superintendent (as opposed to the superintendent of human resources).
AP 470	Substitute Staff	Mitch Kachur	Oct-25	Updated - housekeeping changes made
AP 505	Asset Management System	Krista Wei	Oct-25	Clarifies which movable assets over \$5,000 are tracked, excludes IT equipment, establishes annual update and reporting responsibilities, and outlines surplus and disposal procedures
AP 356	Weapons	Colleen Norris	Oct-25	Updated - housekeeping changes made
AP 370	Outcome Completion	Paul Janzen	Nov-25	(formerly titled Outcome Completion) Credit Recovery is an opportunity for students to have additional time at the end of a semester to demonstrate learning of course outcomes that were not met throughout that semester. The AP was updated to clarify the process (updating Guiding Principle #5) and to make that clear that a course can be repeated if the credit is desired.

AP 404	Staff Development: Senior Administration	Shane Skjerven	Nov-25	Defines senior administration PD eligibility, outlines short- and long-term educational leave approval processes, and clarifies funding and governance responsibilities
AP 500	Budget Responsibility	Krista Wei	Nov-25	Clarifies the process for developing, approving and managing the division's budget, including oversight and authority for expenditures.
AP 511	Financial Information Reports	Krista Wei	Nov-25	Outlines updated requirements for financial reporting, including monthly and quarterly reports, variance analysis and school-level responsibilities for monitoring budgets and reserve balances.
AP 351	Maintenance of Order	Shane Skjerven	Jan-26	This procedure was modernized and clarified to better reflect current practice, legislation and role clarity across the division.
AP 364	Canadian Flag Procedures and Protocol	Shane Skjerven	Jan-26	This procedure was expanded and standardized to ensure consistency, legal compliance and respectful flag protocol across all schools and division events.



# SASKATOON BOARD OF EDUCATION

5.3

**MEETING DATE:** APRIL 14, 2026

**TOPIC:** CORRESPONDENCE

FORUM	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input checked="" 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 type="checkbox"/> Other:	<input checked="" type="checkbox"/> Information

## CURRENT STATUS

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

- a) Correspondence from Honourable Everett Hindley, Minister of Education regarding the announcement of the new city centre school in Saskatoon.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	April 8, 2026	Correspondence Document



Government  
— of —  
Saskatchewan

Minister of Education

Legislative Building  
Regina, Canada S4S 0B3

MAR 11 2026

Kim Stranden, Board Chair  
Saskatoon Public Schools  
strandenk@spsd.sk.ca

Dear Kim:

Thank you for your letter announcing the name of the new city centre school in Saskatoon.

The Government of Saskatchewan is pleased to see this project coming to fruition. Choosing the name *misiwe-kisik / One Sky* is an exciting step. The name reflects community voice and honours Indigenous language and culture. It also speaks to the strong partnerships that support students and families in the King George, Pleasant Hill and Riversdale neighbourhoods.

I congratulate Saskatoon Public Schools and appreciate all the good work done together to support learners in Saskatoon and beyond.

Thank you for taking the time to share this wonderful news with me.

Sincerely,

Kim - Thanks for sharing. When I heard it  
in the news I remember thinking it was  
a great choice for a name - particularly in  
"the land of Living Skies."

Everett Hindley  
Minister of Education

cc: Clint Repski, Deputy Minister of Education  
Shane Skjerven, Director of Education, Saskatoon Public Schools



# SASKATOON BOARD OF EDUCATION

6.1

**MEETING DATE:** APRIL 14, 2026

**TOPIC:** FINANCIAL RESULTS – QUARTER 2  
(DECEMBER 1, 2025 TO FEBRUARY 28, 2026)

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 checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Information

## BACKGROUND

Administration will prepare on a quarterly basis an unaudited financial statement and variance analysis. The quarterly report will include:

- Memorandum of financial results
- Year to date consolidated statement of financial activities and statement of cash flow requirements, with prior year and budget comparatives
- Project to date actual capital expenditures (compared to the board approved capital plan)
- Year to date reserve balance report

## CURRENT STATUS

Administration has prepared a quarterly unaudited financial statement and variance analysis for quarter 2 (period of December 1, 2025 to February 28, 2026).

Chief Financial Officer Daniel Burke and General Manager of Financial Services Krista Wei will present the report and answer any questions trustees may have.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer Krista Wei, General Manager of Financial Services	April 8, 2026	Financial Results Memo



## MEMORANDUM

**DATE:** April 7, 2026

**TO:** Board Trustees

**FROM:** Daniel Burke, Chief Financial Officer  
Krista Wei, General Manager of Financial Services  
Raylene Heiser, Manager of Accounting Services  
Darryl James, Asst. Manager of Accounting Services

**RE:** **FINANCIAL RESULTS TO FEBRUARY 28, 2026**

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See Schedule 1 and 2 for financial information as of February 28, 2026. The following is an explanation for the main revenues and expenditures:

### Revenues

a) Grants

\$171.8 million and 48% of Grants have been realized as revenue for the year, compared to \$143.4 million and 44% in the prior year. This relates primarily to Operating Grant revenue, received monthly from the Ministry of Education, including additional Targeted Classroom Support and Classroom Complexity funding of \$0.41 million per month. Operating Grant revenue will be \$3.2 million lower than the budgeted amount due to a mid-year funding adjustment resulting from lower enrollment. Capital grants were budgeted for misiwé-kisik School at \$13.2 million with \$9.0 million received to the end of February. East Collegiate (Holmwood) was budgeted at \$19.1 million with \$3.8 million received in fiscal 2024. Additional new elementary schools have been budgeted at \$7.8 million, with \$2.5 million having been received. Relocatable funding received to date totals \$7.2 million of capital grant revenue by the end of quarter two.

b) Tuition and Related Fees

Tuition and Related Fees consist of revenues from Whitecap Dakota Nation and the Saskatoon International Education program (SIE). \$1.5 million and 57% of budget has been realized as of February 28, 2026, compared to \$2.0 million and 91% of budget in the prior year. There is a remaining \$1.1 million in tuition fees already collected by SIE but not yet recognized in Tuition and Related Fees revenue until the student has arrived and the education term has been completed.



Saskatoon Public Schools  
Inspiring Learning

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Shane Skjerven, Director of Education

Tuition and related fees revenue are expected to be on or above budget by the end of the fiscal year.

c) School Generated

School Generated revenue relates to student fees and grants at the school level. Revenues of \$3.6 million and 78% of budget has been realized in the current year compared to \$3.4 million and 65% in 2024-25. The level of collections is on par with the prior year and has stabilized from year to year.

d) Complementary Services

Complementary Services relate primarily to prekindergarten funding, as well as alternative funding grants. \$5.5 million and 96% of budget has been realized so far in the current year compared to \$3.7 million and 65% of budget in 2024-25. Revenue is higher than the prior year and budgeted amounts due to the new funding for the national school food program of \$0.45 million and the Public Health Agency of Canada grant for other nutrition programs.

e) External Services

External Services consist of funding for driver education, cafeteria revenues, Following Their Voices funding, and qualified donee and Saskatoon Public Schools Foundation donations. As of February 28, 2026, \$1.2 million and 10% of budget has been realized as revenue. In 2024-25, \$1.2 million and 12% of budget had been realized for the comparable period.

f) Other

Other includes lunch supervision fees, investment and rental income. Other revenues of \$2.7 million and 73% of budget have been realized as revenue in the current year compared to \$2.8 million and 73% in the previous year. There is a decrease in the revenue recorded for investment income and lunch supervision fee collections have increased compared to February 28<sup>th</sup> of the prior year.

## **Expenditures**

a) Governance

Expenses related to governance total \$0.47 million and 63% of budget as of February 28, 2026, compared to \$0.45 million and 35% in the prior year. The current year is comparable to the prior year for dollars expended, but the budget this year is lower without the board elections that occurred in the prior year.

b) Administration

Administrative costs are \$4.0 million and 48% of budget as of February 28, 2026, and \$3.7 million and 48% of budget as of February 28, 2025. The current year amount is comparable to the prior year and consistent with planned budgetary spending.

c) Instruction

Instruction expenses total \$146.5 million and 54% of budget as of February 28, 2026, and \$133.5 million and 53% of budget in the prior year. Instructional staffing costs are slightly below budget for this time of the year due to lower student enrolment compared to budgeted projections. The percentage of budget spent is the same year over year and the increased dollar expense corresponds with increased grant revenue.

- d) Plant Operation and Maintenance  
Plant expenses are \$21.5 million and 43% of budget compared to \$23.0 million and 43% of budget in the prior year. Plant salaries are 37% of budget (45% prior year), building operating expenses are 33% of budget (36% prior year), minor renovations are only 20% of budget (23% prior year), other areas including utilities costs are approximately 35% (37% prior year).
- e) School Generated Expense  
These school generated expenses for student activities and grants at the school level currently total \$2.6 million and 54% of budget. This is on par with 2024-25 levels of \$2.7 million and 51% of budget.
- f) Transportation  
Transportation expenditures amount to \$4.4 million and 49% of budget as of February 28, 2026. This is higher than 2024-25 levels of \$3.9 million and 46%. The expense percentage is in line with prior year however the budget increased by \$0.69 million due to inflationary increases and additional costs for new bus routes and special education student transportation costs.
- g) Tuition and Related Fees  
These expenses relate to disbursements to home-based students and tuition payments to regional colleges for students studying there. Most of the expenses occur in the third quarter.
- h) Complementary Services  
Complementary Services expenditures relate primarily to prekindergarten, students in hospital, and alternative funding grants. Expenses are currently \$4.5 million and 77% of budget and were \$3.3 million and 57% of budget in 2024-25. Higher costs are related to nutrition and food program expenditures which are offset by new grants.
- i) External Services  
External Services include expenses related to the Whitecap alliance school, cafeterias, driver education, Following Their Voices, qualified donee, and the Saskatoon Public Schools Foundation. These amount to \$4.3 million as of February 28, 2026, and 35% of budget. In 2024-25, \$2.5 million and 24% of budget was realized as an expense during the comparable period. An accounting adjustment was made during the second quarter to reclassify the \$1.8 million lease for the Holmwood land payment to the City of Saskatoon as an external services expense.
- j) Interest/Allowances  
Interest expenditures relate to bank charges, accretion expense and interest on long term debt. Expenditures are currently \$0.09 million and 12% of budget. This is comparable to 2024-25 levels which were \$0.1 million and 13% of budget. Overall budget has decreased from the 24-25 budget year to account for fewer long term debt payments. Accretion expense is recorded as a year end entry to account for changes in present value of liability for asset retirement obligations related to asbestos remediation.

### **Cash Flow Requirements**

Schedule 2 provides information regarding the cash flow requirements as of February 28, 2026. There is currently a cash deficit year to date. The cash deficit is due to the timing of tangible capital asset purchases, principal loan payments, and cash revenues lower than expenditures.

Tangible capital asset purchases as of February 28, 2026, include: \$3.4 million for relocatables, \$0.34 million for furniture, \$0.14 million for computer hardware, \$5.1 million for misiwe-kisik School, \$0.7 million for Holmwood School and \$0.49 million for elementary school builds.

It is typical for the division to have a deficit for the first ten months of the year because the operating grant is received from the Ministry of Education evenly over twelve months, but operating expenses are much lower in the summer for the final two months.

### **Capital and PMR Project Status**

The attached schedule (Schedule 3) provides information regarding the unaudited financial status as of February 28, 2026, for capital and PMR projects which are in progress or have had financial activity during the year. This includes the inception to date costs and budget.

### **Internally and Externally Restricted Surplus**

Schedule 4 shows changes to the internally and externally restricted accounts through February 28, 2026. Notable changes include the following:

Designated for tangible capital asset expenditures increased from \$8.0 million to \$13.0 million due to \$9.0 million in funding received for misiwe-kisik School with a corresponding \$5.1 million spent. \$2.5 million of the funding received in 2025-26 relates to payments for costs incurred in 2024-25 for misiwe-kisik School. \$2.5 million in funding received for Brighton Elementary School with spending totalling \$0.27 million. Spending on Holmwood School for the current year is \$0.7 million, \$0.02 million for elementary school builds, vehicles and relocatable furniture in quarter two consisted of \$0.26 million.

Facility operating reserve decreased from \$0.83 million to \$0.46 million due to spending out of reserve to complete theatre upgrades and personal care washrooms at various schools.

Facility relocatable moves reserve decreased from \$1.3 million to \$0.34 million due to \$0.96 million spending on relocatables at John Lake School, Howard Coad School and City Park School

Furniture and equipment decreased from \$5.8 million to \$5.6 million due to furniture purchases of \$0.2 million.

Technology replacement decreased from \$0.14 million to \$0 due to computer hardware purchases.

### **Accumulated Surplus**

Schedule 4A shows the impact of changes to designated reserves on the overall surplus of the division.

**Schedule 1**  
**Saskatoon Public Schools**  
**Consolidated Statement of Financial Activities**  
**For the Month Ended February 28, 2026**

	2025-26		2024-25	
	Consolidated Actual	Percentage of Consolidated Budget	Consolidated Actual	Percentage of Consolidated Budget
<u>Revenues</u>				
Grants	171,823,575	48%	143,411,531	44%
Tuition and Related fees	1,452,375	57%	2,045,634	91%
School Generated	3,646,374	78%	3,359,903	65%
Complementary Services	5,546,481	96%	3,736,835	65%
External Services	1,200,708	10%	1,162,551	12%
Other	2,732,760	73%	2,812,228	73%
<b>Total Revenues</b>	<b>186,402,273</b>	<b>48%</b>	<b>156,528,682</b>	<b>44%</b>
<u>Expenses</u>				
Governance	469,277	63%	451,354	35%
Administration	3,992,791	48%	3,659,066	48%
Instruction	146,470,624	54%	133,494,050	53%
Plant Operation & Maintenance	21,548,446	43%	22,954,012	43%
School Generated Expense	2,591,647	54%	2,681,649	51%
Transportation	4,446,322	49%	3,897,729	46%
Tuition and Related Fees	41,309	7%	(8,710)	-1%
Complementary Services	4,463,782	77%	3,317,158	57%
External Services	4,315,748	35%	2,557,548	24%
Interest/Allowances	94,567	12%	111,873	13%
<b>Total Expenses</b>	<b>188,434,513</b>	<b>52%</b>	<b>173,115,729</b>	<b>50%</b>
<b>(Deficit)</b>	<b>(2,032,240)</b>		<b>(16,587,047)</b>	

**Schedule 2**  
**Saskatoon Public Schools**  
**Cash Flow Requirements**  
**For the Month Ended February 28, 2026**

	<b>Actual 2025-26</b>	<b>Annual Budget 2025-26</b>
(Deficit)	(2,032,240)	25,815,086
<b>CASH REQUIREMENTS:</b>		
<b>Tangible capital assets:</b>		
Purchases	(10,209,619)	(44,169,000)
<b>Long term debt:</b>		
Repayments	(283,597)	(523,693)
<b>Non-cash items included in surplus/deficit:</b>		
Amortization expense	7,240,000	14,533,747
Accretion expense	-	571,160
Employee Future Benefits expenses	-	552,400
Employee Future Benefits payments	-	(504,700)
<b>NET INCREASE (DECREASE) CASH</b>	<b>(5,285,456)</b>	<b>(3,725,000)</b>

### Schedule 3

Saskatoon Public Schools					
Capital and PMR Project Status					
Includes Capital Projects (all) and PMR Projects (Procurement Value ≥ \$250,000)					
As of February 28, 2026					
Project Name	Actual	Budget	Variance	Project Complete	
<b>PMR Projects (Procurement Value &gt; \$250,000)</b>					
Aden Bowman - roof replacement section 9	834,751 *	1,000,000	165,249	Complete	
Bedford Road - roof replacement section 1/1A	549,954 *	670,000	120,046	Complete	
Evan Hardy - home economics & various upgrades	803,574 *	1,045,000	241,426		
Holliston - various upgrades	730,279 *	755,000	24,721		
Lakeview - replace hall flooring	344,063 *	380,000	35,937	Complete	
Lester B. Pearson & Roland Michener - condensing unit replacement	208,300 *	300,000	91,700	Complete	
Montgomery - boiler replacement	174,501 *	260,000	85,499		
Prince Philip - window replacement phase 2	695,556 *	910,000	214,444		
Silverwood - gender neutral washrooms	210,664 *	306,000	95,336	Complete	
Various Schools - LED Lighting	2,942,884 *	2,810,000	(132,884)		
Various Schools -metasys upgrade phase 2	258,079 *	258,079	-	Complete	
<b>Total PMR Projects</b>	<b>11,262,006</b>	<b>12,032,384</b>	<b>770,378</b>		
<b>PMR Projects (Procurement Value &gt; \$250,000, Budget Excess &gt; 10% but less than \$250,000)</b>					
Various Schools - unified security platform	990,226 *	2,455,311	1,465,085		
<b>Relocatables (Procurement Value &gt; \$250,000)</b>					
Relocatables - CEN/NPW	8,078,524 *	7,930,000	(148,524)		
Relocatable P3 furniture	184,694 *	300,000	115,306		
Relocatables - CCI/ABCI	1,635,059 *	2,010,000	374,941		
Relocatables - Supply	2,713,674 *	2,715,000	1,326		
Relocatables - Moves	1,978,986 *	2,450,000	471,014		
<b>Total Relocatables</b>	<b>14,590,937</b>	<b>15,405,000</b>	<b>814,063</b>		
<b>Other (Procurement Value &gt; \$250,000)</b>					
misiwe-kisik   One Sky	3,250,118 *	4,690,000	1,439,882		
misiwe-kisik   One Sky - Construction	7,560,555 *	- ***	(7,560,555)		
Holmwood High School - Joint Use Study	261,044 *	250,000	(11,044)		
Holmwood High School - Design & Construction	1,249,776 *	- **	(1,249,776)		
Brighton Elementary	337,219 *	- **	(337,219)		
Various Tarmacs	372,000 *	372,000	-	Complete	
Personal Care Washroom (LBP/RMS)	343,988 *	465,000	121,012		
Furniture for Growth	123,319 *	450,000	326,681		
Various LED Lighting Upgrade	3,146,928 *	3,300,000	153,072		
<b>Total Other</b>	<b>16,644,947</b>	<b>9,527,000</b>	<b>(7,117,947)</b>		
* Includes multiple years (actual cost = total project spend to date)					
** Budget waiting to be finalized by the Ministry of Education					
*** Budget has not been finalized as we are working to accurately estimate costs and commitments					

## Schedule 4

<b>Saskatoon Public Schools Detail of Designated Assets as of February 28, 2026</b>				
	<b>August 31 2025</b>	<b>Additions during the year</b>	<b>Reductions during the year</b>	<b>February 28 2026</b>
<b>External Sources</b>				
<b>Contractual Agreements</b>				
Alternate funds	152,361	4,924,716	4,419,838	657,239
<b>Total Contractual Agreements</b>	<b>152,361</b>	<b>4,924,716</b>	<b>4,419,838</b>	<b>657,239</b>
<b>Jointly Administered Funds</b>				
School generated funds	3,188,048	4,493,623	2,935,858	4,745,813
Saskatoon Public Schools Foundation Corp.	105,046	-	-	105,046
Mount Royal facility partnership	169,486	-	-	169,486
Qualified Donee	428,924	97,746	57,993	468,677
Whitecap Pre-K	45,779	-	-	45,779
Whitecap K-4 school	(5,106)	-	-	(5,106)
<b>Total Jointly Administered Funds</b>	<b>3,932,177</b>	<b>4,591,369</b>	<b>2,993,851</b>	<b>5,529,695</b>
<b>Ministry of Education</b>				
Designated for tangible capital asset expenditures	8,027,629	11,466,172	6,502,411	12,991,390
PMR maintenance project allocations	5,111,010	-	763,901	4,347,109
Early Learning Intensive Support Pilot	250,361	1,025,000	576,476	698,885
French Second Language	324,885	336,011	134,211	526,685
Specialized Support Class	-	1,465,080	1,391,500	73,580
Teacher support and innovation grants	251,829	129,815	93,837	287,807
Following Their Voices	2,673,354	-	-	2,673,354
<b>Total Ministry of Education</b>	<b>16,639,068</b>	<b>14,422,078</b>	<b>9,462,336</b>	<b>21,598,810</b>
<b>Total</b>	<b>20,723,606</b>	<b>23,938,163</b>	<b>16,876,025</b>	<b>27,785,744</b>

## Schedule 4 Continued

<b>Internal Sources</b>				
<b>Board governance</b>				
Governance	51,408	-	-	51,408
<b>Total Board governance</b>	<b>51,408</b>	-	-	<b>51,408</b>
<b>Curriculum and student learning</b>				
Curriculum renewal	134,372	-	-	134,372
First Nations Inuit Metis Education Unit	90,554	-	-	90,554
International Baccalaureate	53,427	-	23,415	30,012
Library	74,631	-	-	74,631
School budget carryovers	1,418,744	-	-	1,418,744
<b>Total curriculum and student learning</b>	<b>1,771,728</b>	-	<b>23,415</b>	<b>1,748,313</b>
<b>Facilities</b>				
Facility repairs related to rentals	91,335	-	-	91,335
Facility operating	831,937	-	375,293	456,644
Facilities furniture	322,427	4,254	-	326,681
Facilities relocatable moves	1,298,105	-	953,768	344,337
Department funded projects	115,167	-	-	115,167
Facility capital	206,126	-	-	206,126
Pleasant Hill relocation	636,000	-	-	636,000
<b>Total facilities</b>	<b>3,501,097</b>	<b>4,254</b>	<b>1,329,061</b>	<b>2,176,290</b>
<b>Furniture and equipment</b>				
Designated for tangible capital asset expenditures	5,822,978	-	173,163	5,649,815
<b>Total furniture and equipment</b>	<b>5,822,978</b>	-	<b>173,163</b>	<b>5,649,815</b>
<b>Information technology</b>				
Technology replacement	138,281	-	143,821	(5,540)
Security camera	50,000	-	-	50,000
<b>Total information technology</b>	<b>188,281</b>	-	<b>143,821</b>	<b>44,460</b>
<b>Total</b>	<b>11,335,492</b>	<b>4,254</b>	<b>1,669,460</b>	<b>9,670,286</b>
<b>Total Designated Assets</b>	<b>32,059,098</b>	<b>23,942,417</b>	<b>18,545,485</b>	<b>37,456,030</b>

## Schedule 4A Accumulated Surplus

	August 31, 2025	Additions during the year	Reductions during the year	February 28, 2026
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 258,329,416	\$ 10,209,620	\$ 7,240,000	\$ 261,299,036
Less: Liability for Asset Retirement Obligation	(14,553,065)	-	-	(14,553,065)
Less: Debt owing on Tangible Capital Assets	(4,038,992)	-	(283,597)	(3,755,395)
	<b>239,737,359</b>	<b>10,209,620</b>	<b>6,956,403</b>	<b>242,990,576</b>
<b>Designated Assets (Schedule 4)</b>	<b>32,059,098</b>	<b>16,528,728</b>	<b>11,131,796</b>	<b>37,456,030</b>
<b>Unrestricted Surplus</b>	<b>6,858,669</b>	-	-	<b>6,858,669</b>
<b>Total Accumulated Surplus from Operations</b>	<b>278,655,126</b>	<b>26,738,348</b>	<b>18,088,199</b>	<b>287,305,275</b>
<b>Accumulated Remeasurement Loss</b>	<b>140,747</b>	-	-	<b>140,747</b>
<b>Total Accumulated Surplus</b>	<b>\$ 278,795,873</b>	<b>\$ 26,738,348</b>	<b>\$ 18,088,199</b>	<b>\$ 287,446,022</b>



**MEETING DATE:** APRIL 14, 2026

**TOPIC:** STRATEGIC PLAN ACCOUNTABILITY REPORT: CHARACTER AND ENGAGEMENT

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

Attached is the accountability report for character and engagement which will be presented by Nicola Bishop-Yong and Paul Janzen, superintendents of education.

PREPARED BY	DATE	ATTACHMENTS
Colleen Norris, Deputy Director of Education Charlene Scrimshaw, Deputy Director of Education Nicola Bishop-Yong, Superintendent of Education Paul Janzen, Superintendent of Education	April 7, 2026	Accountability Report

## RECOMMENDATION

***Proposed Board Motion:***

*That the board approve the Strategic Plan Accountability Report: Character and Engagement, to be included as part of the director of education's 2025-26 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:** Character and Engagement

**Date of Board Meeting:** April 14, 2026

### **Strategic Priorities:**

<input type="checkbox"/> Academic Excellence	<input type="checkbox"/> Well-being
<input checked="" type="checkbox"/> Character	<input type="checkbox"/> Financial Stewardship
<input checked="" 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 K-12 include:

- Learning Skills/Work Habits from Kindergarten to Grade 8 report card
- OurSCHOOL measures related to engagement and character
- Attendance

### **Targets:**

Data Increases (2024-2025 to 2025-2026)

- 1% increase in consistent growth in the areas of respect, responsibility and perseverance
- 1% increase in the frequency of grades 1-8 students showing perseverance and responsibility
- Increase students attending 80% of the time or more by 1%
- Increase OurSCHOOL Intellectual engagement, interested and motivated measures for grades 7-12 by 1%

## Key Initiatives Employed:

Saskatoon Public Schools continued to advance a range of prekindergarten to Grade 12 initiatives to strengthen purposeful character development and enhance student engagement. This work reflects the division's commitment to ensuring every student is known, valued and believed in and is supported to reach their full potential. The following initiatives highlight key actions supporting student growth in character and engagement:

- Continued use of learning skills and work habits. Students develop these skills throughout their school years. From kindergarten to Grade 8, they are explicitly assessed and reported on report cards, including responsibility, independent work, perseverance, self-regulation, collaboration, thinking skills and initiative. These skills support students to engage effectively in learning, develop as independent learners and take ownership of their progress.
- Strengthened support for high-quality instruction and assessment through professional learning grounded in evidence-based practices, including clearly defined learning intentions and success criteria, responsive use of assessment, effective use of small- and large-group instruction and approaches that support executive functioning and manageable cognitive load.
- Strengthened educator understanding of renewed English 10, 20 and 30 curricula through working groups and professional learning, with a focus on instructional design and alignment of assessment practices, including clear learning targets, responsive instruction and expanded choice in learning resources.
- Continued to promote the use of Concentus citizenship education resources in social studies to support the development of student competencies such as empathy, ethics and engagement.
- The division continues to strengthen anti-racist and anti-oppressive education by supporting schools in building inclusive learning environments and advancing equity-focused practices. Professional learning and resources support staff in responding effectively to prejudice and bias, contributing to inclusive and respectful school communities.
- At the secondary level, collegiate leadership councils and learning coordinators supported equity-focused professional learning through collaborative inquiry with teaching staff. This work maintained a focus on equity in curriculum and instruction, including the review and selection of appropriate and relevant resources and the intentional planning of learning activities and materials.
- Continued implementation and expansion of the Clarity Ed (formerly Verso) student engagement initiative in middle years classrooms as part of a provincial field test supporting the Student Transitions priority within the Provincial Education Plan. This initiative equips teachers with tools, professional learning and collaborative opportunities to strengthen student voice and enhance engagement through a focus on supportive relationships, sense of belonging, intellectual challenge and student autonomy.
- Strengthened safe and responsible technology use through prekindergarten – Grade 12 AI Guidelines and a renewed focus on digital citizenship, supported by targeted professional learning, division-wide initiatives, development of an elementary digital literacy scope and sequence, an educational technology audit and ongoing AI-focused supports and resources.
- Strengthened elementary experiential learning opportunities through the development of a coordinated strategy, including expanded access to resources such as Water Map, Star Lab and

Build and Belong kits, improved communication of learning opportunities, ongoing professional learning and updated equipment to support engaging, hands-on learning experiences.

- Implemented the PowerPlay Young Entrepreneurs program in elementary schools, providing students with experiential opportunities to design and launch their own businesses, develop creativity, problem-solving and communication skills and build confidence through real-world application and participation in entrepreneurial showcases that support community contribution.
- Saskatoon Public Schools offers a wide range of innovative and diverse programming, with 27 unique elementary and secondary programs spanning academic, experiential, athletic, language, culture and arts pathways. These programs provide students with varied and responsive learning experiences, including nature-based and land-based learning, Indigenous language and cultural programming and specialized opportunities aligned to student strengths and interests.
- Deepened commitment to Indigenous cultural programming that honours the histories, identities and strengths of First Nations, Métis and Inuit students through Indigenous ceremony, land-based learning and enhanced cultural programming across schools. This work included the strengthening and renaming of the First Nations, Métis and Inuit Education Unit, marked by the unveiling of a new visual identity developed in collaboration with Indigenous artists that reflects Indigenous perspectives and ways of knowing.
- Cultural instructional programs such as Following Their Voices continue to strengthen student engagement, character and achievement in three schools, including Mount Royal, Bedford Road and King George. This job-embedded professional learning model supports teachers in reimagining classroom practice with a focus on Indigenous student engagement and achievement through responsive relationships, student voice, high expectations and discursive strategies that support success.
- Continued to provide a broad range of extracurricular opportunities, including athletics, music, fine arts and clubs, offering students meaningful opportunities to explore their interests while developing responsibility, perseverance and respect.

## Data:

### Kindergarten to Grade 8 Learning Skills and Work Habits

In elementary schools, learning skills and work habits are evaluated separately from academic achievement on the report card, using a frequency scale. These ratings are included in the January and June kindergarten to Grade 8 report cards. Students rated as *often* or *almost always* are developing these skills appropriately, while those rated as *sometimes* or *rarely* may benefit from additional support to foster growth. The scale includes:

A indicates that the student exhibits the habit almost always.

O indicates that the student exhibits the habit often.

S indicates that the student exhibits the habit sometimes.

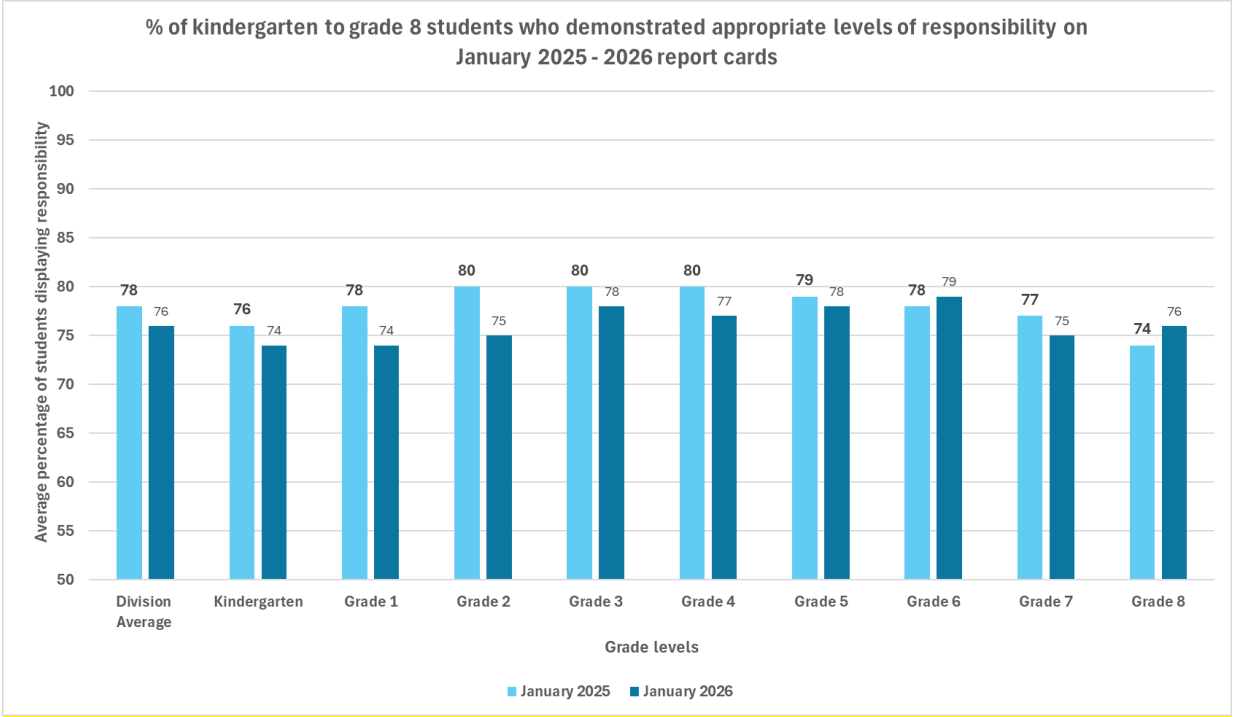
R indicates that the student exhibits the habit rarely.

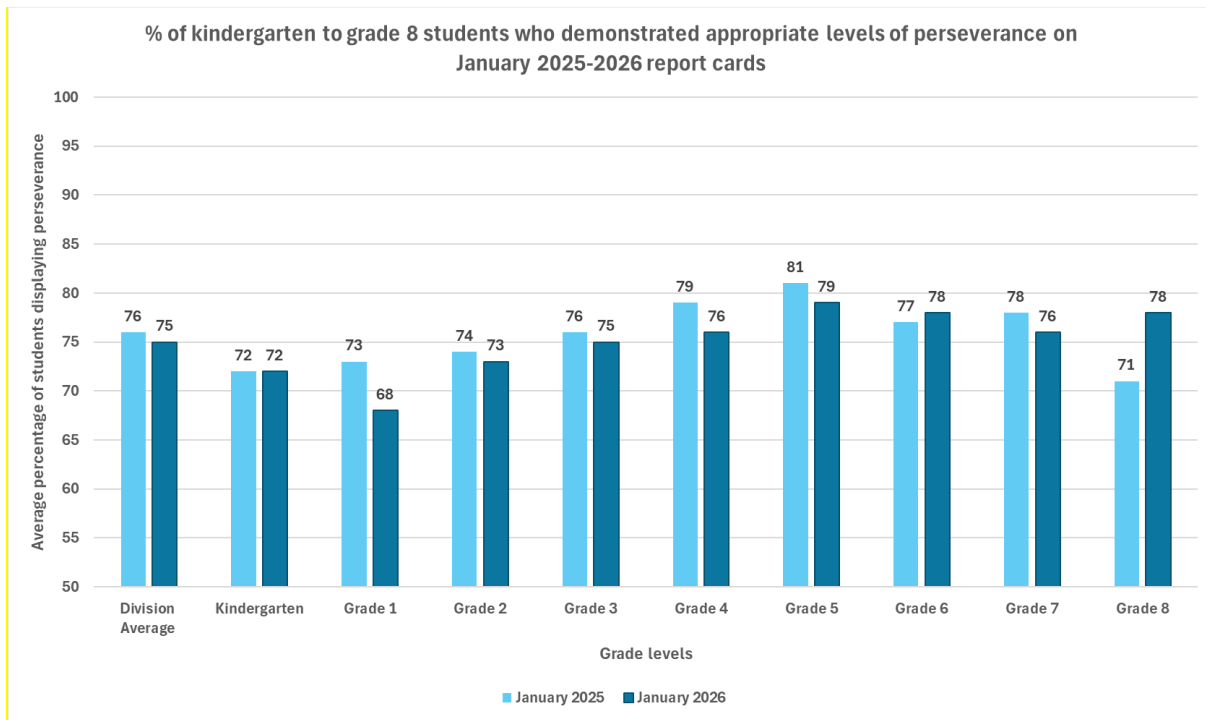
IE indicates that there is insufficient evidence to allow for a rating.

NA indicates that this habit is not yet applicable.

Data on the learning skills/work habits of responsibility and perseverance are key measures in monitoring student character. Saskatoon Public Schools defines responsibility as taking ownership of actions and work, completing tasks on time, managing behaviour positively and acting with honesty and integrity. Perseverance is characterized by persisting and putting in effort when faced with challenges.

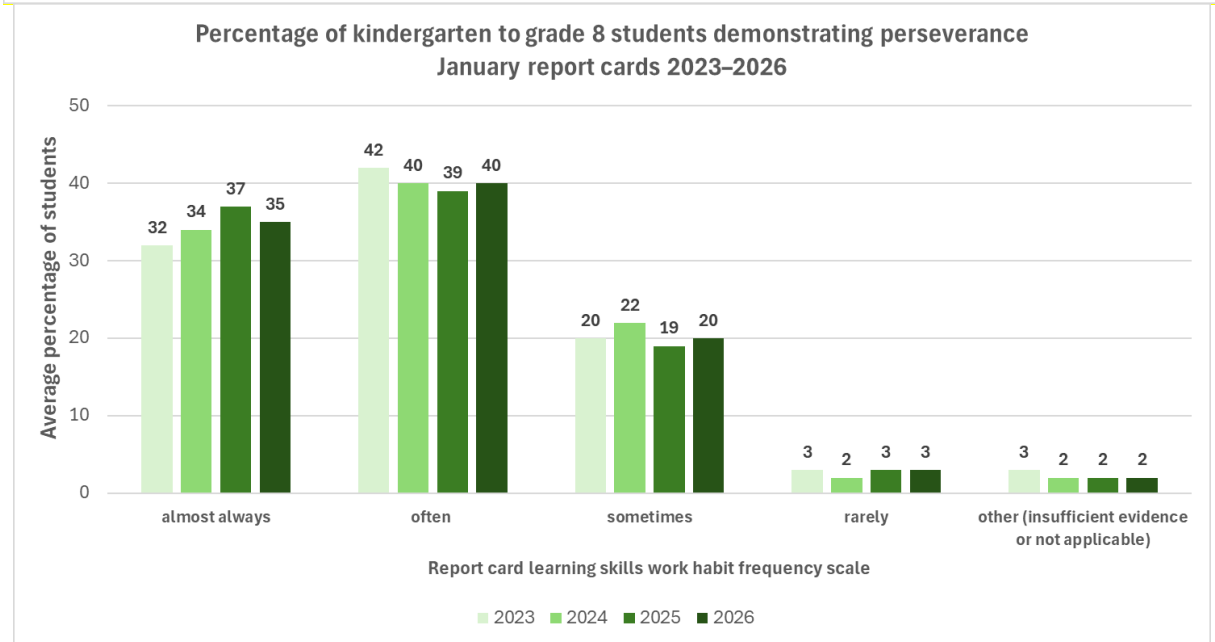
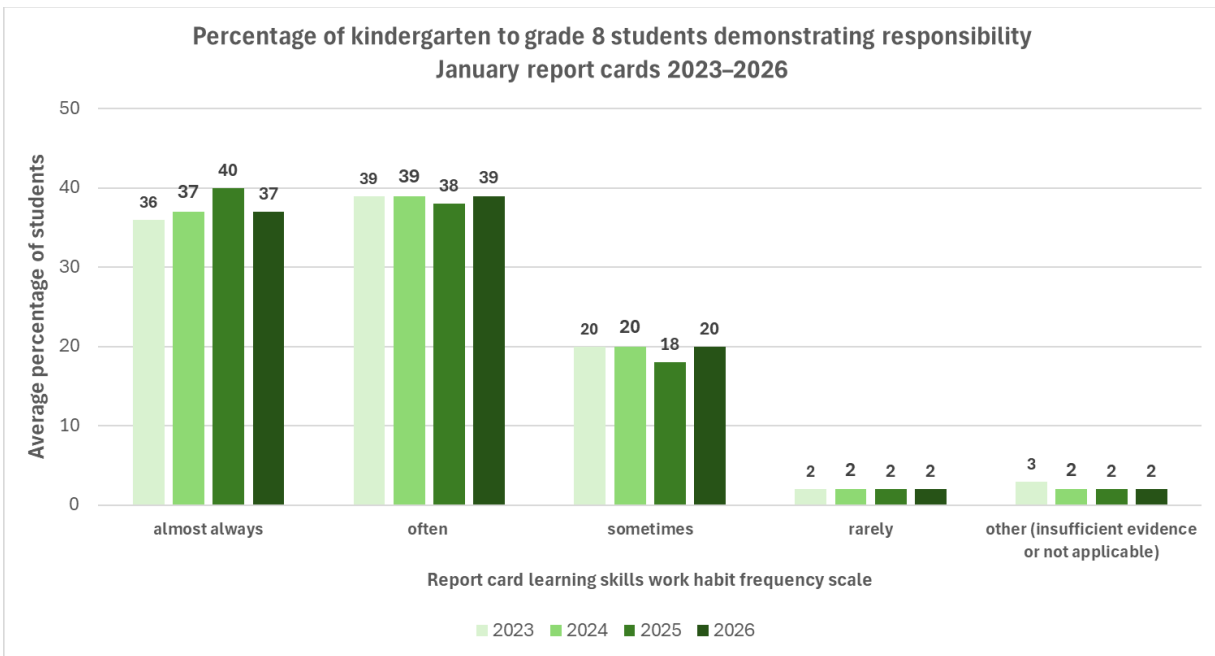
The following graphs present the percentage of kindergarten to Grade 8 students demonstrating the learning skills and work habits of responsibility and perseverance on the January 2025-2026 report cards, along with trend data from January 2023 to 2026.





The graphs above show the percentage of kindergarten to Grade 8 students demonstrating responsibility and perseverance on January 2025-2026 report cards by grade. The division average for responsibility as of January 2026 is 76%, with the highest percentage observed in grades 6 (79%) and the lowest in kindergarten and Grade 1 (74%). The division average for perseverance as of January 2026 is 75%, with the highest percentage in Grade 5 (79%) and the lowest in Grade 1 (68%). While results are generally similar across grade levels, some variability is evident, particularly in the early grades.

The graphs below show that, from January 2023 to 2026, the percentage of kindergarten to Grade 8 students demonstrating responsibility and perseverance has remained relatively stable. Most students continue to be rated in the higher frequency categories (“often” and “almost always”).



In January 2026, 76% of kindergarten to Grade 8 students demonstrated responsibility at expected levels (“often” or “almost always”), while approximately 22% were rated as “sometimes” or “rarely.” Similarly, 75% of students demonstrated perseverance at expected levels, with approximately 23% still developing these skills. A small percentage of students were categorized as “other,” reflecting cases where there was insufficient evidence to determine a rating or where the learning skill was not yet applicable. These results indicate that the majority of students are consistently demonstrating these learning skills, with a smaller proportion requiring additional support. Across the January reporting periods from 2023 to 2026, results for both responsibility and perseverance have remained relatively stable.

Recent results indicate a modest decline from 2025 to 2026 in the percentage of students demonstrating responsibility and perseverance. While the division’s target of a 1% increase in the

frequency of grades 1–8 students demonstrating these learning skills was not realized in this reporting period, overall results remain relatively stable and provide a foundation for continued focus on growth in these areas.

These results should be interpreted within the context of an increased division-wide focus on explicitly teaching social-emotional learning and executive functioning through the Class Complexity and Intervention (CCI) model, which provides targeted professional learning, resources and support for instruction. As educators deepen their understanding of skills such as responsibility and perseverance, assessment practices may become more precise, resulting in stabilized or slightly lower ratings. With many students already demonstrating these skills at high levels, there is also limited room for measurable growth within the current scale. Overall, the data reflects a more consistent and calibrated approach to assessing learning skills across the division and provides a strong foundation for continued growth.

### **OurSCHOOL Survey: Character & Engagement Measures**

All Saskatoon public schools administer the provincial OurSCHOOL student survey each fall. Initially known as the Tell Them From Me survey, it was first used in 2006 before the Ministry of Education provided it provincially at no cost. Schools could add local and division-specific questions to the standard survey to gather targeted student feedback related to school and division initiatives.

In the 2023/24 school year, the Ministry renegotiated terms with the Learning Bar, the survey's owner, resulting in a static provincial configuration that no longer allowed additional questions. Consequently, custom questions added by Saskatoon Public Schools to measure respect, responsibility, and perseverance could no longer be used.

In the fall of 2024, Saskatoon Public Schools decided to collect a smaller sample size of student responses. Only students in grades 6 and then 8-12 were asked to participate in the survey.

For this accountability report and future reports, character will be measured using existing questions within the provincially developed OurSCHOOL survey related to the areas of effort, valuing school outcomes, and expectations for success.

For each question, students were asked to indicate their level of agreement with the following statements using a five-point scale: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree.

In the area of **effort**, the following questions are asked.

Students in Grade 6 are asked:

*Please tell us how much you agree or disagree:*

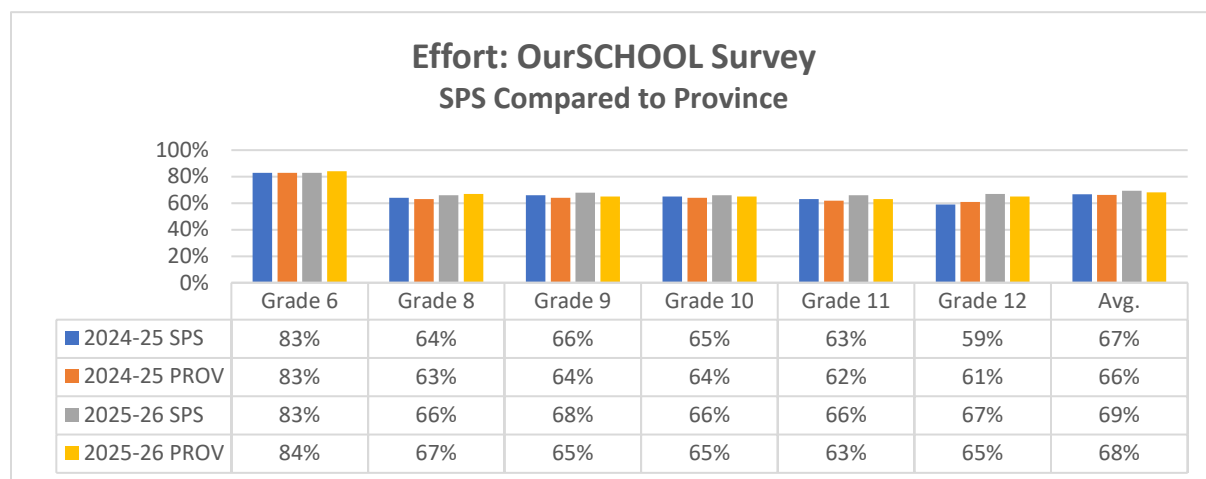
- *I try hard to do well in Language Arts.*
- *I try hard to do well in Math.*
- *I ask for help when I need it.*
- *I participate in class discussions.*

Students in grades 8-12 are asked:

We want you to think about the (subject area) classes you have had over the past two weeks. Please indicate the extent to which you agree or disagree with each of the following statements:

- I try hard to succeed in (the subject area).
- I ask for help when I do not understand a concept or idea.
- I participate in class discussions.

The data are scaled on a 10-point scale. The results are reported as “the percentage of students who are trying hard to succeed.”



In the area of effort, all grades remained the same or saw increases from the previous year. The province also saw increases at each grade level. The division average increased overall by 2% while the provincial average also saw the same increase. The difference in percentages from grade 6 compared to the grades 8-12 percentages can be attributed to the Grade 6 students answering a different set of questions.

In the area of a student **valuing school outcomes**, the following questions are asked.

Students in Grade 6 are asked:

Please tell us how much you agree or disagree:

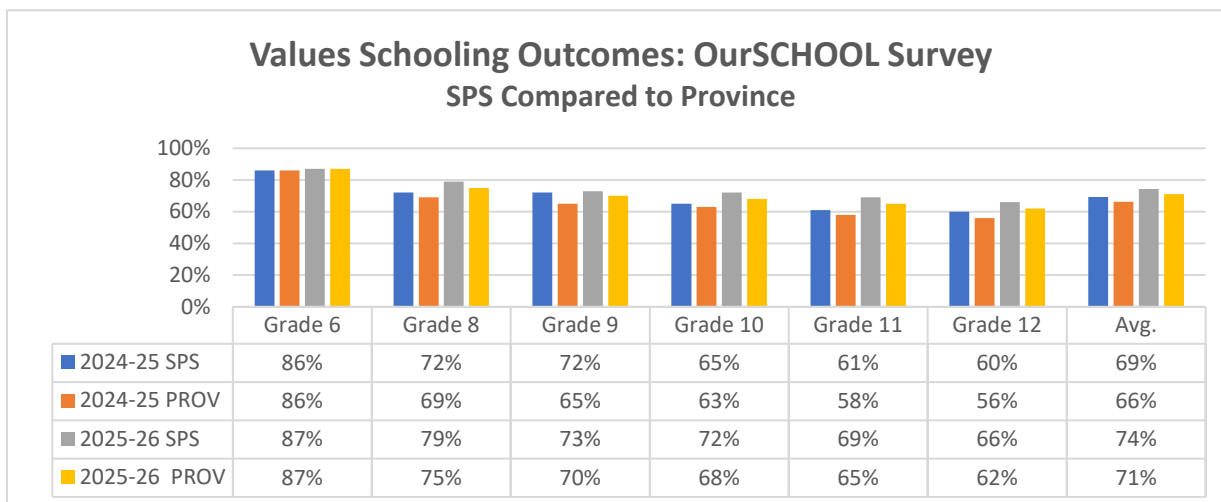
- What I am taught at school is important.
- Doing well in school is important for when I grow up.
- What I am learning in Math is important.
- What I am learning in Language Arts is important.
- What I learn at school is useful in my everyday life.

Students in grades 8-12 are asked:

Please indicate how much you agree with each of the following statements:

- It is important for me to learn what is taught at school.
- I am learning the skills I will need for success later in life.
- The Mathematics I am learning will be very useful in the future.
- The skills I am learning in Language Arts will be useful in the future.
- What I learn at school is useful in my everyday life.

The data are scaled on a 10-point scale. The results are reported as “the percentage of students that value schooling outcomes.”



In the area of values schooling outcomes, there were increases in all grades. Provincially, similar increases were seen at all grade levels. Both Saskatoon Public Schools and the province saw the overall averages from the previous year increase by 5%.

In the area of expectations for success, the following questions are asked.

Students in Grade 6 are asked:

*In our school...*

- *I must work hard to succeed.*
- *My teachers encourage me to do better.*
- *My teachers expect homework to be done on time.*
- *My teachers expect me to work hard.*
- *My teachers expect all students to do their best work.*

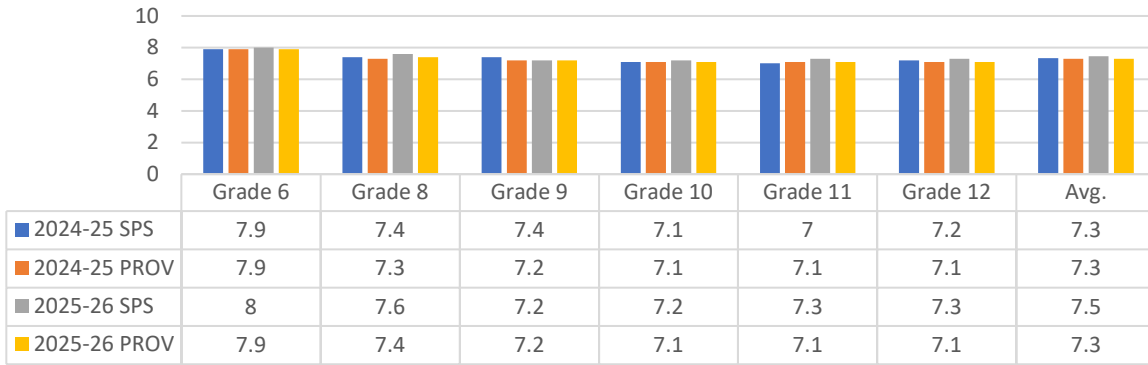
Students in grades 8-12 are asked:

*In our school...*

- *Students must work hard to succeed.*
- *Our teachers encourage students to do better.*
- *Our teachers expect homework to be done on time.*
- *Students are clear about what is expected of them for their courses.*
- *Our teachers expect us to work hard.*
- *Our teachers expect all students to do their best work.*

The data are scaled on a 10-point scale. The results are reports as “the average score for expectations for success.”

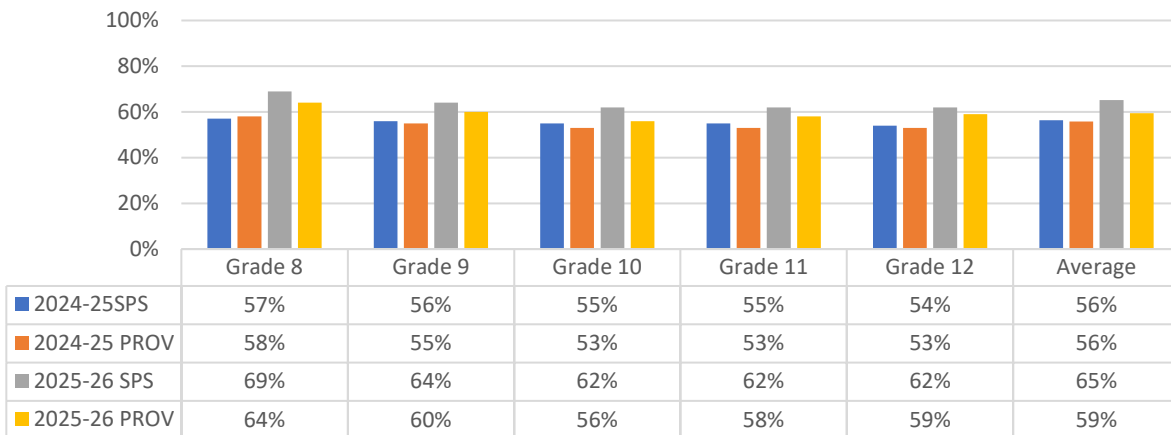
### Expectations for Success: OurSCHOOL Survey SPS Compared to Province



Again, there were increases in all grades except for Grade 9 where the decrease was from 7.4 to 7.2. Saskatoon Public Schools overall average across all grades increased from 7.3 to 7.5 while the province remained the same at 7.3 from the previous year.

Two existing OurSCHOOL measures provide information related to engagement. Typically, when students are intellectually engaged, they find learning interesting, enjoyable, and relevant. The *Intellectual Engagement* chart below is a composite derived from five aspects of student engagement including interest, motivation, effort, effective learning time, relevance and rigor. This measure is only available for grades 8-12 students.

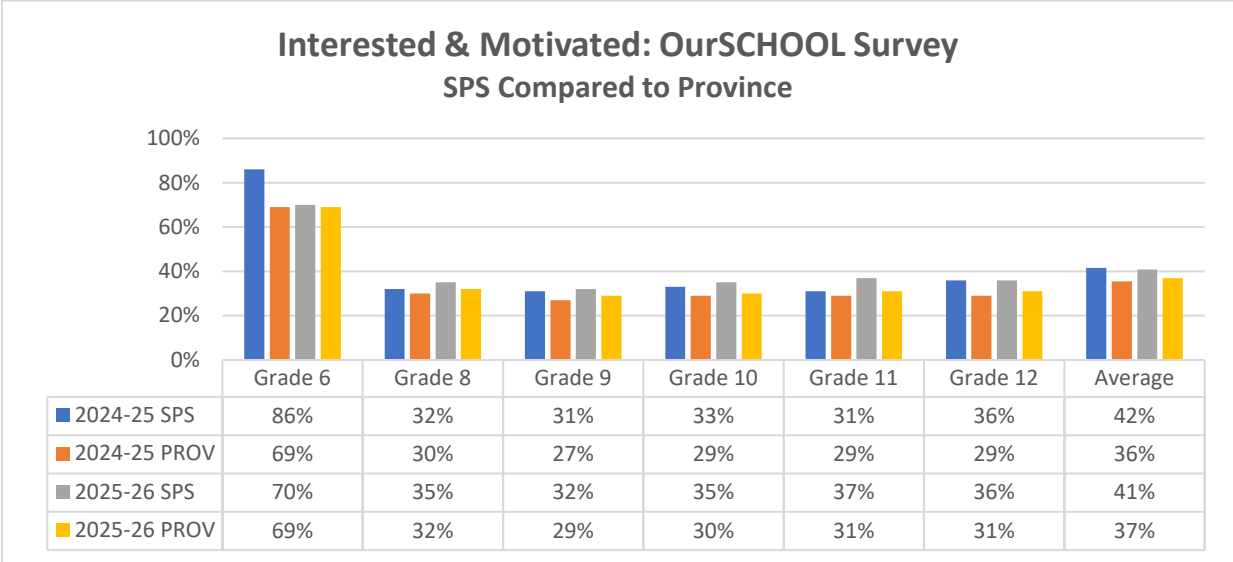
### Intellectual Engagement: OurSCHOOL Survey SPS Compared to Province



For the 2025-26 year, all grades in Saskatoon Public Schools saw increases from the previous year. Each grade was also above the provincial percentages. The overall division average saw an increase of 9% from the previous year and was 6% higher than the province average for 2025-26.

The *Interested & Motivated* chart below represents the extent to which students are interested in their studies and feel motivated to keep up with the coursework in English Language Arts,

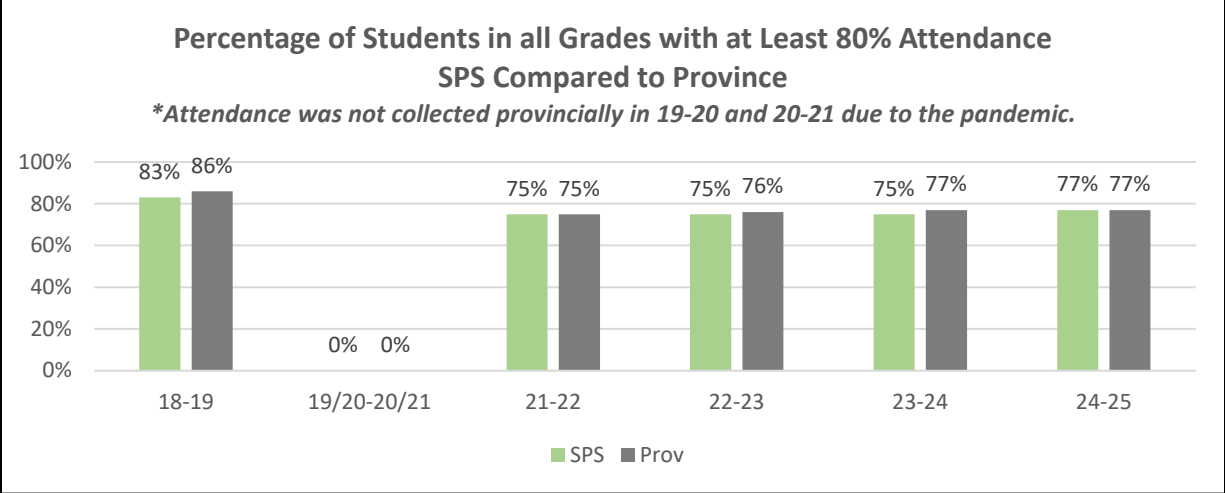
Mathematics, and Science (results are not broken down by subject area). Questions include “I like learning new things at school,” “I like working on class projects,” “I look forward to Language Arts class,” and “I want to learn more about Math” for students in grade 6 to which they have to rate on a 5-point scale ranging from strongly disagree to strongly agree. Those in grades 8-12, student questions include “I enjoy learning new concepts and ideas,” “I enjoy our class projects so much that often I do not want to stop,” and “I find myself thinking about what we are learning even after the lesson is over.” Students in secondary schools also use the 5-point scale for their responses.



For the 2025-26 school year, there was a decrease with Grade 6 students, Grade 12 students stayed the same and increases in all other grade levels. There was a decrease of 1% for Saskatoon Public Schools from the previous year while the province saw a 1% increase.

**Attendance**

Attendance reports are provided to school divisions monthly. The charts below identify the percentage of students in all grades with at least 80% attendance at year end. Saskatoon Public Schools is again at the same level at the provincial percentage, something that has not happened since the 2021-22 school year. While the 2% increase is an improvement, attendance percentages for the division and the province have not yet reached pre-pandemic levels.



Attendance remains a key indicator of student engagement, as consistent participation in school supports academic success and the development of positive learning habits. Continued focus on attendance will support ongoing progress toward division targets and ensure all students are able to fully engage in learning.

**Future Initiatives:**

Saskatoon Public Schools will continue to strengthen student engagement and character development through a focused approach to evidence-based instruction, equitable practices, cultural responsiveness and meaningful learning experiences. Building on current work, the division will prioritize the following areas to support continuous improvement:

- Support ongoing implementation of curriculum, including English Language Arts 10, 20 and 30 and renewed Indigenous Studies 10 and 30, with a focus on instructional design, assessment alignment and expanded student choice.
- Continue to advance equitable and inclusive practices through anti-racist and anti-oppressive education, supported by professional learning and collaborative inquiry at both elementary and secondary levels.
- Deepen commitment to Indigenous education through cultural programming, land-based learning and continued implementation of Following Their Voices to support student engagement, achievement and well-being.
- Continue to strengthen student voice and engagement through classroom practices and tools that support clarity of learning, autonomy and meaningful student participation.
- Continue to implement and refine the elementary experiential learning strategy by monitoring usage, increasing access and participation, strengthening awareness of available resources and expanding high-quality experiential learning opportunities, supported by professional learning for effective classroom implementation.
- Review the use of learning skills and work habits to ensure alignment with current research and the division’s strategic priorities, including greater coherence with social-emotional learning and well-being, with Staff Development and the Elementary Assessment Committee developing recommendations to strengthen clarity, coherence and reporting practices.

- Continue to strengthen the use of data, including learning skills and work habits, to inform planning, instruction and targeted supports, with a focus on expanding access to division-level data tools to support school leaders in shaping school-based actions.
- Advance the purposeful integration of technology to support teaching and learning, including implementation of prekindergarten – Grade 12 AI guidelines and the development of a digital citizenship and technology skills continuum for prekindergarten to Grade 8.
- Establish a clear and shared understanding of character and engagement, informed by employee engagement survey feedback, by aligning these concepts with well-being and social-emotional learning and supporting their development in classroom practice through integrated planning, professional learning and aligned resources.

**Risk Assessment:**

Sustaining student outcomes in character and engagement remains a priority for Saskatoon Public Schools. While results are stable, the next phase of this work will focus on strengthening clarity and coherence in how character and engagement are defined alongside well-being. Without a shared understanding, there is a risk of variability in how these areas are interpreted, taught and assessed across classrooms. Continued alignment through instruction, assessment and professional learning will support consistent implementation and ongoing growth.

**Summary Comments:**

Saskatoon Public Schools remains committed to fostering character and engagement as essential components of student success. Valued as important outcomes in their own right and as key contributors to academic excellence, these areas will continue to be strengthened through a focus on clarity, coherence and high-quality classroom practice, ensuring meaningful and supportive learning environments for all students.



**MEETING DATE:** APRIL 14, 2026

**TOPIC:** BOARD MEETING DATES: 2026-27 SCHOOL YEAR

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

## CURRENT STATUS

The following are the proposed 2026-27 board meeting dates (approved by the Board Governance Committee on March 10, 2026):

### 2026

- September 1 – Regular Meeting (if needed)
- September 15 – Regular Meeting
- October 13 – Regular Meeting
- November 3 – Organizational Meeting (12:00 noon)
- November 24 – Regular Meeting
- December 8 – Regular Meeting

### 2027

- January 12 – Regular Meeting
- February 9 – Regular Meeting
- March 9 – Regular Meeting
- April 13 – Regular Meeting
- May 11 – Regular Meeting
- June 1 – Regular Meeting
- June 15 – Regular Meeting

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	April 7, 2026	None

## RECOMMENDATION

### Proposed Board Motion:

*That the board approve the board meeting dates for the 2026-27 school year.*