

Board of Education of Saskatoon School Division No. 13

Meeting of the Saskatoon Board of Education

Tuesday, February 10, 2026

310 – 21ST 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**

Proposed Board Motion: Move approval of the agenda.

- 3.2. **Declaration of Conflict of Interest**
4. **Celebrating Excellence**
 - 4.1. **Early Learning Prekindergarten Provincial Site Visit at Buena Vista School**
5. **Consent Items**

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

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

Decision

- 5.1. **Approval of Minutes – January 13, 2026**

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 January 13, 2026.

6. **Reports from Administrative Staff**

Decision

- 6.1. **Strategic Plan Accountability Report: Early Learning**

Proposed Board Motion: That the board approve the Strategic Plan Accountability Report: Early Learning, to be included as part of the director of education's 2025-26 evaluation.

6.2. Strategic Plan Accountability Report: Partnerships

Proposed Board Motion: That the board approve the Strategic Plan Accountability Report: Partnerships, to be included as part of the director of education's 2025-26 evaluation.

7. Delegation

8. Business Arising from the Minutes

9. Unfinished Business

9.1. Items Arising from the Committee of the Whole

10. Reports of Trustees

11. New Business

11.1. 2026-27 Academic Calendar

Proposed Board Motion: That the board approve the proposed 2026-2027 school year calendar.

11.2. Naming of City Centre School

Proposed Board Motion: That the board approve the name _____ for the City Centre School.

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 \(spsd.sk.ca\)](http://Board Meetings - Saskatoon Public Schools (spsd.sk.ca)).

15. Adjournment

Proposed Board Motion: That the board adjourn to the call of the chair or the board meeting of Tuesday, March 3, 2026.



SASKATOON BOARD OF EDUCATION

4.1

MEETING DATE: FEBRUARY 10, 2026

TOPIC: CELEBRATING EXCELLENCE: EARLY LEARNING PREKINDERGARTEN PROVINCIAL SITE VISIT AT BUENA VISTA SCHOOL

| 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"/> Reports from Administrative Staff <input checked="" type="checkbox"/> Other: Celebrating Excellence | <input type="checkbox"/> Decision <input type="checkbox"/> Discussion <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

Buena Vista School's prekindergarten program is one of three provincial Ministry of Education prekindergarten site visit locations, having been identified by the ministry as a model site where early learning teachers and administrators from across Saskatchewan can observe exceptional early learning programming and environments.

Principal Justin Giesbrecht, prekindergarten teacher Laura Tebay, and a parent will share their experiences highlighting the impact of early learning programming at Buena Vista School. They will speak about the meaningful influence of early learning on children's development, family engagement and readiness for future learning.

| PREPARED BY | DATE | ATTACHMENTS |
|--------------------------------------------------|------------------|-------------|
| Charlene Scrimshaw, Deputy Director of Education | February 4, 2026 | None |
| Trish Reeve, Superintendent of Education | | |



SASKATOON BOARD OF EDUCATION

5.1

MEETING DATE: FEBRUARY 10, 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"/> Reports from Administrative Staff <input checked="" type="checkbox"/> Other: Approval of Minutes | <input type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information |

BACKGROUND

CURRENT STATUS

Attached are the minutes from the January 13, 2026 committee of the whole and regular board meetings.

| PREPARED BY | DATE | ATTACHMENTS |
|---------------------------------------|------------------|-------------|
| Daniel Burke, Chief Financial Officer | February 2, 2026 | 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 January 13, 2026.

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

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

Regrets: No regrets

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

The meeting adjourned at 5:28 p.m.

Secretary of the School Division

Board Chair

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

Members Present: Board Chair Kim Strandén, 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 Strandén 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 Rollo moved approval of the agenda. CARRIED (10)

Trustee Rollo declared a conflict of interest on one of the items coming out of Committee of the Whole.

4. Celebrating Excellence

- 4.1. Regulate, Identify, Support and Empower: The RISE Program at Holliston School

Superintendent Swan introduced Principal Tammy Wuttunee and classroom teacher Vanessa Hart, along with parents Adam Toews, Heather Toews, Darrell Cey and Shaunna Cey, and students John Toews and Garnett Cey. They shared information about the RISE program at Holliston School, a specialized support classroom that provides student-centered supports to enhance regulation, engagement and well-being for students with complex needs.

5. Consent Items

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

- 5.1. Approval of Minutes: December 9, 2025 CARRIED (10)

6. Reports from Administrative Staff

Decision

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

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

Information

6.3. Financial Results - Quarter 1 (September 1, 2025 to November 30, 2025)

7. Delegations

No delegations.

8. Business Arising from the Minutes

No business arising from the minutes.

9. Unfinished Business

9.1. Out-of-Scope Compensation Report: Trustee Schmidt moved that the board approve the recommendation decided at the December 9, 2025 Board Human Resources Committee Meeting. CARRIED (9-0-1)

Trustee Rollo abstained due to the declared conflict of interest

10. Reports of Trustees

Trustee Arneson

- Sent her regrets for not being able to attend the Centennial Charger Classic.

Trustee Rollo

- Thanked everyone who is involved in the Wildwood playground project and acknowledged all the ward work that is being put into it.

Trustee Schmidt

- Attended:

- His last class at Johnson Shoyama School of Public Policy
- BRIT basketball tournament

Trustee Tait

- Attended the Holmwood Joint Use High School workshop.
- Would like to thank the staff involved in getting things ready for the kindergarten open houses.

Trustee Jones

- Attended the BRIT Basketball tournament
- Thanked the building operators and caretakers for the work on clearing the snow in front of schools.

Trustee Stranden

- Attended:
 - Two high school productions, Matilda and Elf
 - BRIT basketball tournament
- Is looking forward to attending the Walter Murray and Tommy Douglas Musical productions in the spring.

Trustee Scherman

- Thanked:
 - Staff and school assemblies, for the work they put into sports events.
 - The high school staff for the open houses they are getting ready for.
 - Members of Saskatoon Public Schools and administrators across the province and beyond who are considering putting their name in for the Director of Education position.

Trustee Banks

- Attended:
 - Tommy Douglas Collegiate School Community Council
 - Tommy Douglas Collegiate Skit Night
 - Lester B. Pearson School Palazzo Night
 - Student Transportation WAG meeting
 - Two Calendar Committee meetings
 - Two wâhkôhtowin School Care and Share lunches
 - Holmwood Joint Use high school workshop
 - BRIT basketball tournament
 - Fairhaven School Community Council

Trustee Napper

- Attended:
 - Two winter carnivals in Ward 1
 - A couple of School Community Council meetings

Trustee Linklater

- Attended:
 - The CUMFI luncheon in December
 - The winter carnival at Westmount

11. New Business

Decision

11.1. Approval of Top Major and Minor Capital Funding Request: Trustee Arneson moved that the board approve that administration submit the following major and minor capital project funding requests to the Ministry of Education by February 13, 2026:

Top Five Major Capital Project Requests:

1. John Dolan School expansion (growth related request)
2. Infrastructure Upgrading and Renewal at Walter Murray Collegiate
3. Infrastructure Upgrading and Renewal at Evan Hardy Collegiate
4. New Holmwood Elementary School (growth related request)
5. New West Side Collegiate (growth related request)

Top Two Minor Capital Project Requests:

1. Infrastructure Upgrading Project at Queen Elizabeth School
2. Infrastructure Upgrading Project at City Park School

CARRIED (10)

11.2. Approval of Directors for Saskatoon Public Schools Foundation Corp.: Trustee Jones moved that the board approve the appointment of Pavan Sidhu and Tanya Napper to the Saskatoon Public Schools Foundation Board of Directors effective January 1, 2026. CARRIED (10)

11.3. Saskatchewan School Boards Association's Annual Membership Fees: Trustee Linklater moved that the board authorize payment of the 2026 Saskatchewan School Boards Association membership fees of \$168,896.00 plus GST and PST, for a total amount of \$187,474.56.

CARRIED (10)

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

13. Questions by Trustees: There were no questions this evening.

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, February 10, 2026. CARRIED (10)

The meeting adjourned at 7:51 p.m.

Secretary of the School Division

Board Chair



SASKATOON BOARD OF EDUCATION

6.1

MEETING DATE: FEBRUARY 10, 2026

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT: EARLY LEARNING

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

BACKGROUND

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

CURRENT STATUS

The attached accountability report includes a brief commentary on key measures, primary targets, information regarding current and future initiatives, as well as risk factors in early learning. Trish Reeve, superintendent of education and Michelle Howard, learning supports coordinator for early learning will be in attendance to present the report.

| PREPARED BY | DATE | ATTACHMENTS |
|--------------------------------------------------|------------------|-----------------------|
| Charlene Scrimshaw, Deputy Director of Education | February 3, 2026 | Accountability Report |
| Trish Reeve, Superintendent of Education | | |

RECOMMENDATION

Proposed Board Motion:

That the board approve the Strategic Plan Accountability Report: Early Learning, to be included as part of the director of education's 2025-2026 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: Early Learning

Date of Board Meeting: February 10, 2026

Strategic Priorities:

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

Commitments:

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

Key Measures:

These measures are used in prekindergarten and kindergarten programs, including the Saskatoon Public Schools Foundation: Early Learning Equal Start (ELES) full-day kindergarten programs.

Prekindergarten:

- Early Years Evaluation-Direct Assessment (EYE-DA) – A direct assessment of four-year-olds in the following domains: awareness of self and environment; cognitive skills; language and communication and physical development.
- Social-Emotional Rubric (SER) – An observational assessment of four-year-olds in the following domains: self-awareness; self-worth; sense of belonging; separating from family; identifying and regulating emotions; interacting with others; perspective taking and empathy; and resolving conflicts.
- Student attendance

Kindergarten:

- Early Years Evaluation-Teacher Assessment (EYE-TA) – An observational assessment of five and six-year-olds in the following domains: awareness of self and environment; social skills

and approaches to learning; cognitive skills; language and communication; and physical development.

- Social-Emotional Rubric (SER) – An observational assessment of four- and five-year-olds in the following domains: sense of self; self-care; interpersonal skills; value, respect, and care of others; resolving conflicts; and contributing to a democratic environment.
- Alphabet knowledge – A direct assessment of uppercase and lowercase letter recognition and letter-sound knowledge.
- Student attendance

Additional measures at the school level to assess kindergarten students' readiness to learn:

- Math screener
- Phonological Awareness Quick Screener (PAQS) – A direct assessment of four and five-year-olds to evaluate sound-awareness skills including: syllable segmentation, blending onsets and rimes, identifying initial phonemes, blending and segmenting phonemes.
- Teacher-developed assessment tools

Targets:

- A 1% increase in students exiting prekindergarten “ready to learn” in kindergarten. The Early Years Evaluation (EYE-DA) cognitive and language domains measure this target.
- A 1% increase in students exiting kindergarten “ready to learn” in Grade 1. The Early Years Evaluation (EYE-TA) measures this target.

Key Initiatives Employed:

Comprehensive Literacy Plan

In 2024–2025, Saskatoon Public Schools continued to focus on strengthening instruction and assessment practices outlined in the Comprehensive Literacy Plan. Based on proven approaches to teaching reading and using assessment to guide learning, this work reflects the division’s commitment to ensuring every student is known, valued and believed in. Saskatoon Public Schools’ leadership in this area was recognized nationally by winning the 2024 Dyslexia Canada Educational Excellence Award. Additional initiatives included in the Comprehensive Literacy Plan used to support early learning include:

- Continued use of diagnostic assessments including the Phonological Awareness Quick Screener (PAQS) to identify foundational literacy skills requiring targeted support.
- Expanded the SPS Data Dashboard. The dashboard now includes English literacy diagnostics: PAQS and social-emotional learning results providing accessible, accurate data for instructional planning.
- Provided professional learning and resources to help teachers and school leaders analyze data to inform instruction and intervention. Data checklists were also developed to ensure accuracy and consistency across schools.
- Continued to support school-based data teams in data analysis, instructional alignment and intervention impact, guided by a division-wide continuous improvement model.

- Introduced the Inspired Learning Opportunities (ILO) model for kindergarten to grade 2 teachers, offering sustained mentorship and classroom-based literacy learning from fall to January.
- Developed the *Edsby Gradebook Expectations* document to strengthen effective assessment and instructional planning while ensuring clear, consistent communication of student learning with families and caregivers.

Saskatoon Public Schools Foundation (SPSF): Full-Day Kindergarten

Saskatoon Public Schools continued to partner with the Saskatoon Public Schools Foundation (SPSF) to offer 29 full-day kindergarten programs in 25 schools.

2025–2026 is the final year of Early Learning Equal Start. The SPSF continues to advocate to the government to fund full-day, every day kindergarten programs. SPSF has recently worked with the University of Toronto to evaluate the impact of the program. Their findings indicate that children in Saskatoon Public Schools who attended full-day, every day kindergarten demonstrated consistently larger gains in school readiness and early literacy than peers in half-day or full-day, alternating-day programs.

Prekindergarten

Prekindergarten programs help young children grow and learn in safe, caring and inclusive environments, preparing them for success in school. Teachers engage families by developing a sense of belonging and involvement through family days, home visits, and everyday interactions.

Special Programs for Prekindergarten Students Requiring Intensive Supports

With support from the Ministry of Education's Early Years Branch, Saskatoon Public Schools delivers specialized prekindergarten programming for 3- and 4-year-olds requiring intensive assistance. These programs emphasize early skill development, inclusive transition planning, and readiness for neighbourhood kindergarten. Students receive targeted support aligned with individualized goals established through their Inclusion & Intervention Plans (IIPs).

Specialized programming includes:

- The Language Learning Preschool (LLP) at Lawson Heights School supports children who are deaf or hard of hearing in developing auditory and spoken-language skills using an auditory-verbal approach. Seven students attended LLP in 2024–2025.
- The Step Ahead Preschool at Silverwood Heights School serves children diagnosed with autism spectrum disorder and complex behavioural needs. Learning is guided by Applied Behaviour Analysis (ABA) principles to prepare students for kindergarten. Ten students attended in 2024–2025.
- The Early Learning Intensive Support (ELIS) is offered in multiple prekindergarten settings for children with significant developmental delays who require intensive support. The program provides individual (1:1) or shared (2:1) Educational Assistant support to enable full participation in the classroom. In 2024–2025, 32 students were placed in the 54

available spaces. In January 2025, the Ministry of Education funded an additional 28 spaces, increasing total capacity to 82.

Early Learning Professional Development

The early learning department led professional development sessions for prekindergarten teachers, kindergarten teachers, school-based administrators and educational assistants. Topics included:

- Developing strategies to support self-regulation and sensory processing
- Supporting English as an additional language for early learners
- Implementing trauma-informed practices
- Engaging external agencies to strengthen access to community supports in early intervention, including case management, speech-language development, and early childhood psychological services
- Applying nature-based learning practices
- Building relationships through family days, home visits, and open houses
- Understanding, identifying patterns, and responding to EYE reports
- Developing the reading and writing connection

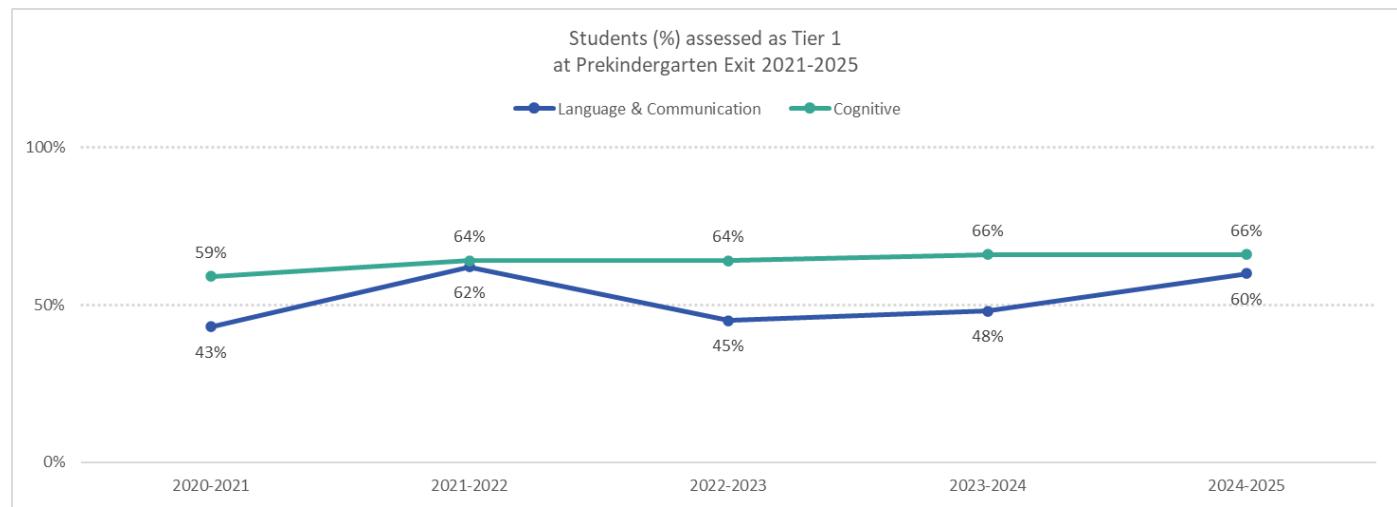
The Ministry of Education provided learning opportunity sessions which included:

- Early learning site visits throughout the province
- Prekindergarten and Kindergarten Basics

Data:

Early learning data uses three tiers to describe student development: Tier 1 shows skills developing as expected, Tier 2 indicates some difficulty, and Tier 3 reflects significant difficulty. This common framework helps us see patterns across data sets and supports early identification and targeted supports for students.

Early Years Evaluation Prekindergarten Direct Assessment (EYE-DA)

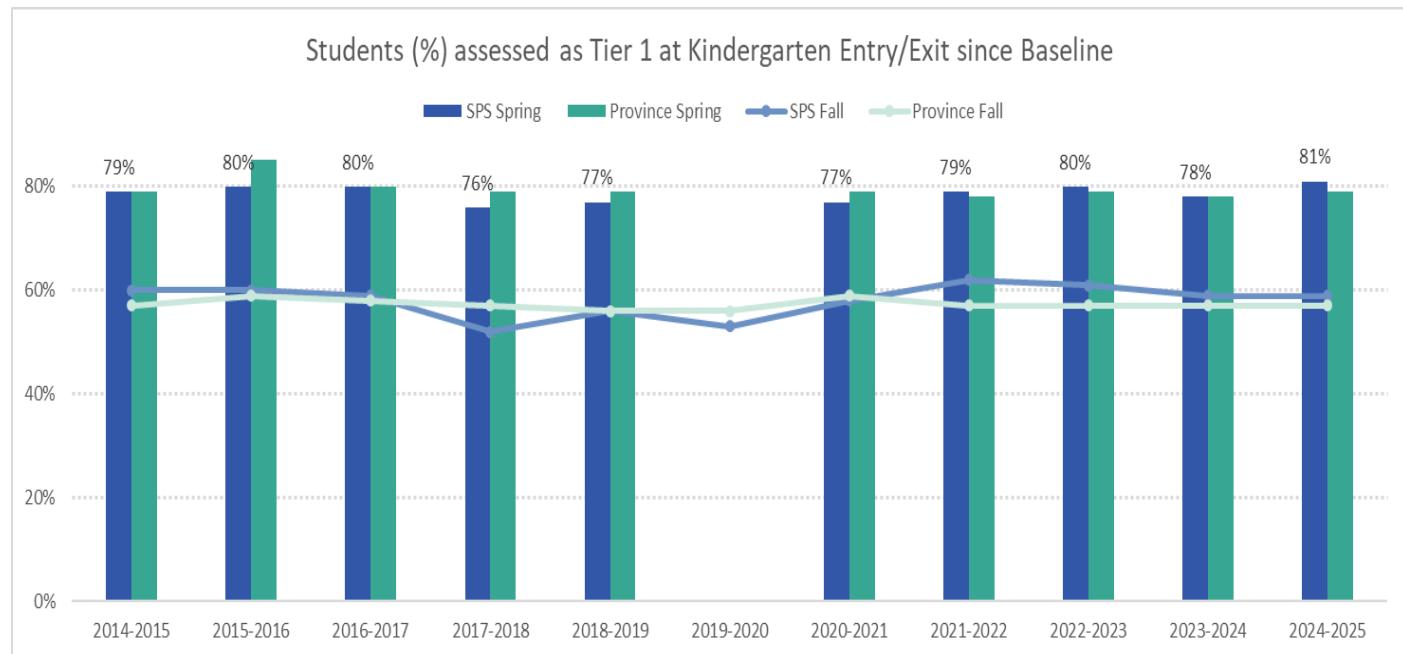


The Early Years Evaluation–Direct Assessment (EYE-DA) is a readiness screening tool that provides an overview of four-year-olds’ developmental and early learning skills. Saskatoon Public Schools administers the EYE-DA to prekindergarten students. Although the EYE-DA is not a standardized test, it provides a valuable snapshot of each child’s strengths and areas for growth. Teachers use this information to inform instructional planning and to support individualized learning needs.

The assessment measures several developmental domains, with the greatest emphasis on cognitive skills and language and communication. The graph above shows results over the past five years though in 2024–25, the division exceeded its improvement target in language and communication, achieving an increase of 12%, while cognitive results remained stable.

Differences between language and communication and cognitive skills are common, as these areas develop at different rates and are shaped by different experiences. Over time, the data shows a steady growth in both areas, with cognitive skills remaining consistently strong and language and communication increasing overall across the last five years. This highlights the positive impact of intentional oral language, conversation, and small-group interactions in prekindergarten programming.

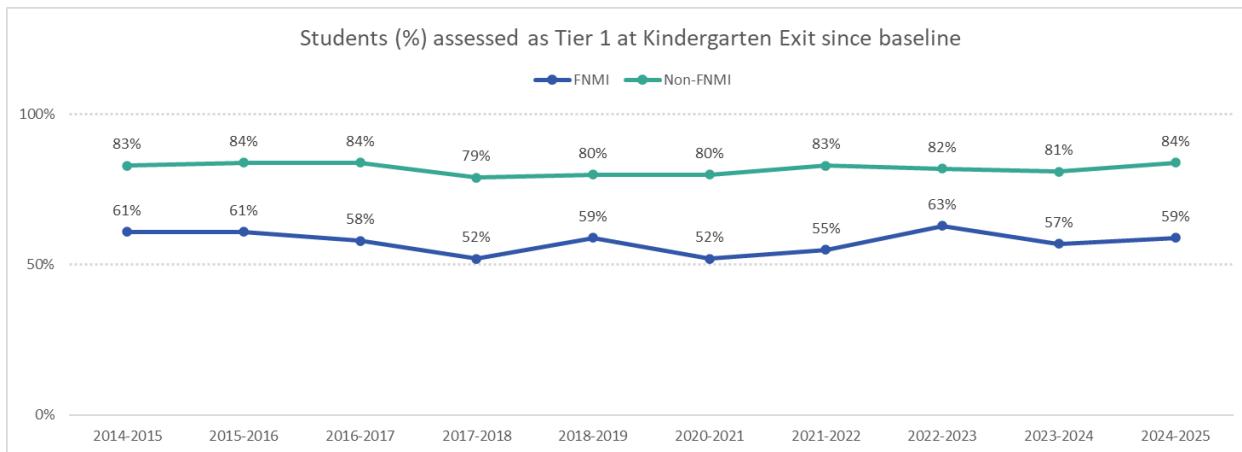
Early Years Evaluation Kindergarten Teacher Assessment (EYE-TA)



The Early Years Evaluation–Teacher Assessment (EYE-TA) is a readiness screening tool that provides information about children’s development and early learning, with a particular focus on reading-readiness skills. As the EYE-TA is a subjective, non-standardized assessment, results rely on consistent interpretation of criteria and are best understood as system-level indicators to inform instructional planning and early intervention rather than precise measures of individual achievement.

In spring 2025, Saskatoon Public Schools (SPS) exceeded the division's improvement target, achieving overall growth of 3%. Over time, SPS results have remained stable and similar to provincial data at kindergarten entry, while results at exit consistently meet or slightly exceed provincial data. This suggests that early learning environments and targeted supports are effectively supporting student growth between entry and exit in prekindergarten programs at Saskatoon Public Schools.

Disaggregated Early Years Evaluation Kindergarten Teacher Assessment (EYE-TA)



Over time, kindergarten exit results show overall stability for non-First Nations, Métis, and Inuit (FNMI) students, remaining consistently in the low-to-mid 80% range. Results for First Nations, Métis, and Inuit students showed a 2% increase this past year, exceeding the division target of 1% increase. Disaggregated FNMI data shows progress over time and underscores the moral imperative to ensure the success of FNMI learners by upholding high expectations and providing equitable, language-rich early learning opportunities.

Effectiveness Metrics - Kindergarten

Assessment information is used to determine the level of instructional support students need. Early identification and tiered supports from kindergarten through Grade 3 reduce later reading challenges, with ongoing screening and reassessment used to adjust supports as students progress.

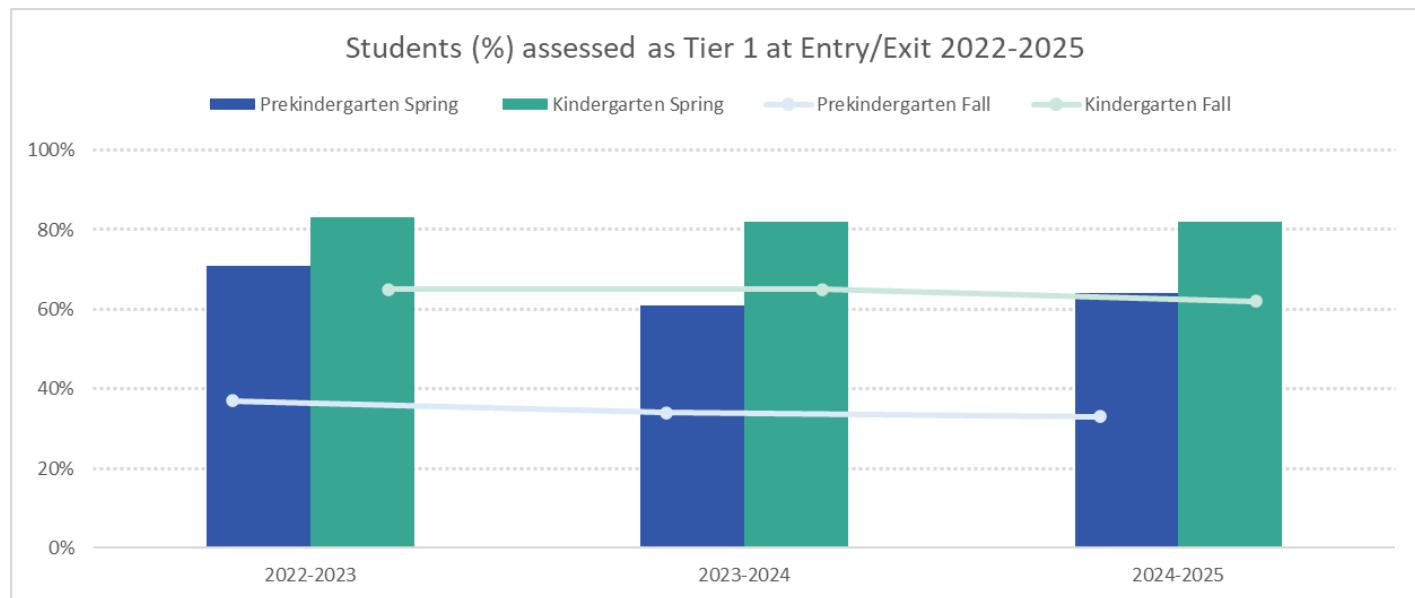
Effectiveness metrics show how many students who started kindergarten needing extra support made progress over the year, including those who moved into the expected range (Tier 1) and those with greater needs (Tier 2 and Tier 3) who showed improvement. The chart below indicates that 76% of students identified as requiring Tier 2 support in the fall of 2024 improved to Tier 1 by spring of 2025. Additionally, 26% of students who were identified as requiring Tier 3 support in the fall of 2024 improved to Tier 1, by spring 2025.

| Effectiveness Metrics - Kindergarten | 2023-2024 (Previous School Year) | | 2024-2025 (Current School Year) | |
|------------------------------------------------------------|-------------------------------------|---------------|------------------------------------|---------------|
| | SPSD 13 | All Divisions | SPSD 13 | All Divisions |
| Fall-identified Tier 2 students (%) who improved to Tier 1 | 75% | 72% | 76% | 74% |
| Fall-identified Tier 3 students (%) who improved to Tier 2 | 33% | 37% | 35% | 36% |
| Fall-identified Tier 3 students (%) who improved to Tier 1 | 25% | 22% | 26% | 24% |

Social-Emotional Rubric (SER):

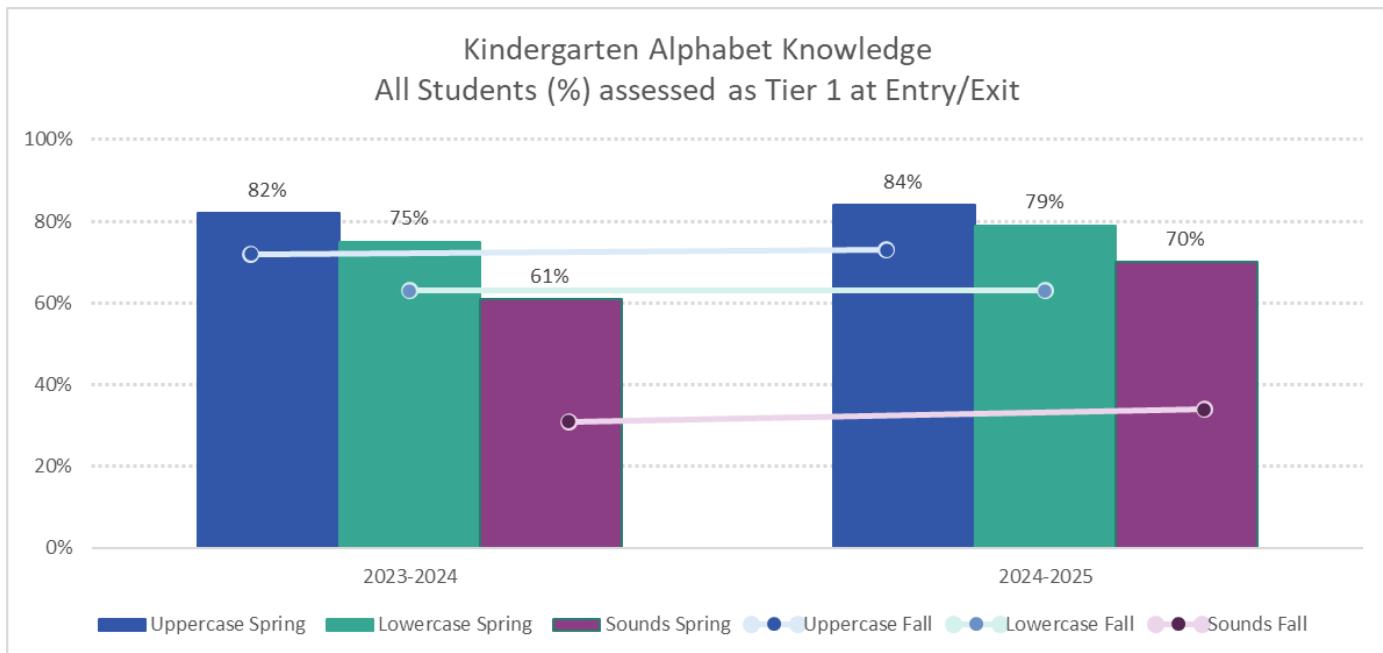
The Social-Emotional Rubric was developed locally to align with the social-emotional domain of the prekindergarten Essential Learning Experiences and the kindergarten curriculum. The data below illustrates social-emotional outcomes for students at prekindergarten and kindergarten entry and exit.

Social-Emotional Rubric 2022-2025



Since the rubric was introduced in 2022–2023, most students at both prekindergarten and kindergarten exit have demonstrated Tier 1 social-emotional skills. Kindergarten results have remained consistently strong, holding at approximately 82–83% over the past three years. Prekindergarten results show some year-to-year variation, with a dip in 2023–2024 followed by improvement in 2024–2025. These patterns reflect developmental variation across cohorts and reinforce the importance of early learning environments that intentionally support social-emotional development and readiness for kindergarten.

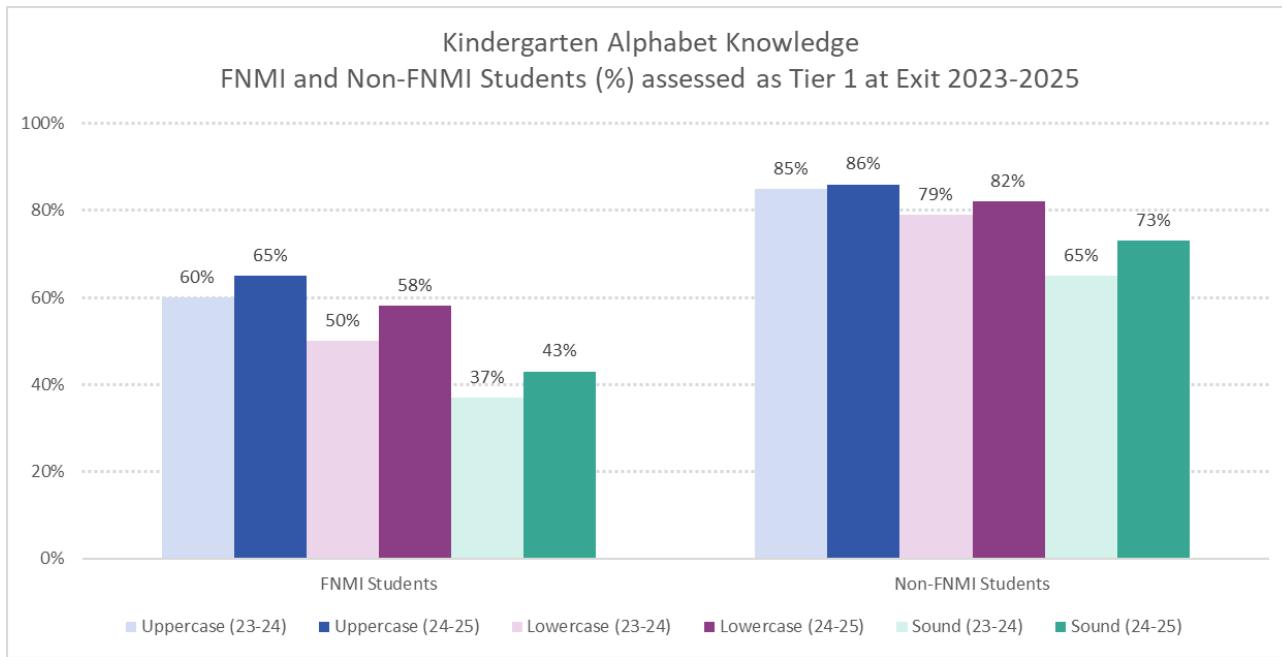
Alphabet:



The data above reflects kindergarten students' knowledge of English letter names and sounds over the past two school years since the creation of the data dashboard. Included in the data are all English program kindergarten students, students attending full-day kindergarten and students attending half time programs.

- **Uppercase Letter Names:** Results remained strong across both years, with a slight increase from 82% in 2023–2024 to 84% in 2024–2025.
- **Lowercase Letter Names:** Lowercase letter knowledge showed steady improvement, increasing from 75% to 79%.
- **Letter-Sound Knowledge:** Letter-sound knowledge demonstrated the most notable growth, increasing from 61% in 2023–2024 to 70% in 2024–2025.

Emphasizing letter-name and letter-sound development in kindergarten is essential, as these foundational skills are strongly linked to later reading proficiency. While students are not expected to know letter sounds upon entering kindergarten, by the end of the year they are expected to recognize and produce the sounds of 24 to 26 letters.



The data above reflects disaggregated kindergarten students' knowledge of English letter names and sounds over the past two school years.

FNMI students demonstrated meaningful growth in alphabet acquisition between 2023–2024 and 2024–2025, with gains across uppercase letter recognition, lowercase letter recognition, and letter-sound knowledge. In most areas, the rate of growth for FNMI students was greater than that of non-FNMI students, particularly in letter-sound knowledge, which increased from 37% to 43%. These patterns highlight the impact of explicit early literacy instruction and affirm that when high expectations and equitable learning opportunities are in place, FNMI students continue to make strong progress in foundational reading skills.

Attendance:

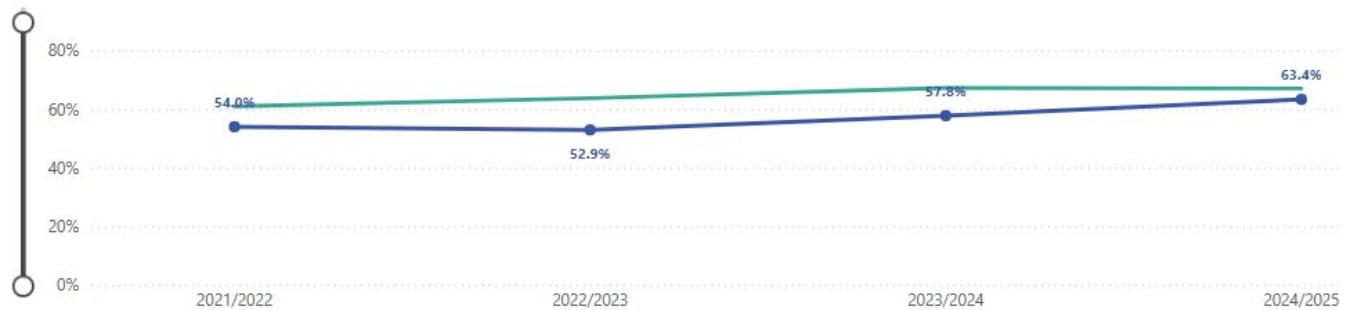
Consistent attendance is essential in the early years, helping children establish routines, develop early literacy and numeracy skills, and build the language and social foundations needed for long-term academic success.

The year-to-date attendance data below compares prekindergarten and kindergarten students in Saskatoon Public Schools with provincial results. The ministry identifies 80% attendance as an important indicator, as it has consistently been linked to stronger educational outcomes.

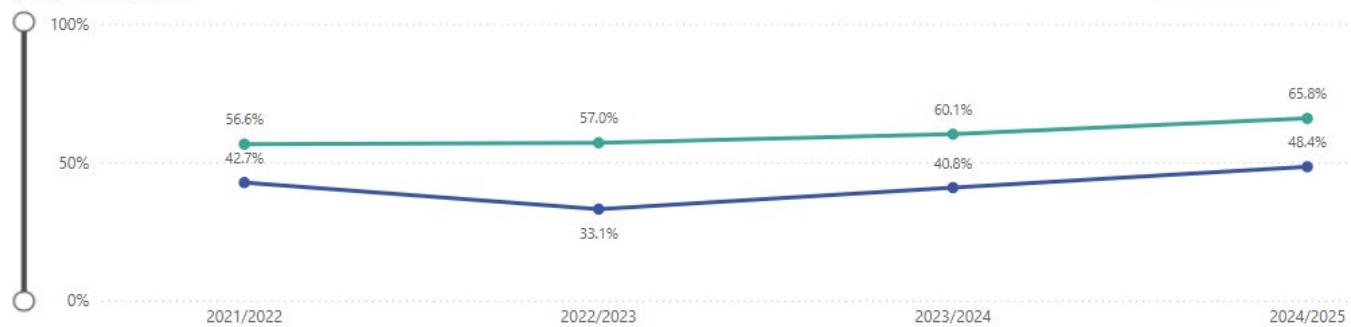
Disaggregated attendance data for First Nations, Métis, and Inuit (FNMI) students and non-FNMI students is also included.

Prekindergarten – 80% or More Attendance Year to Date:

● Division ● Province

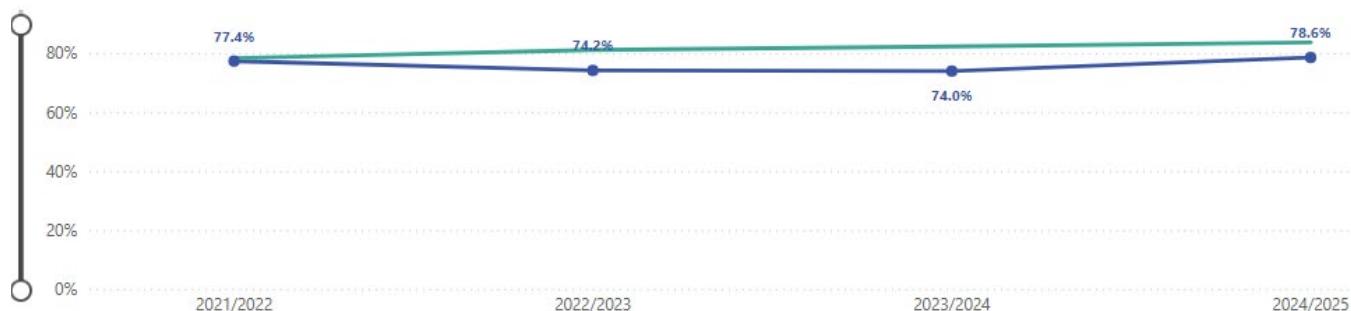


● FNMI ● Non-FNMI

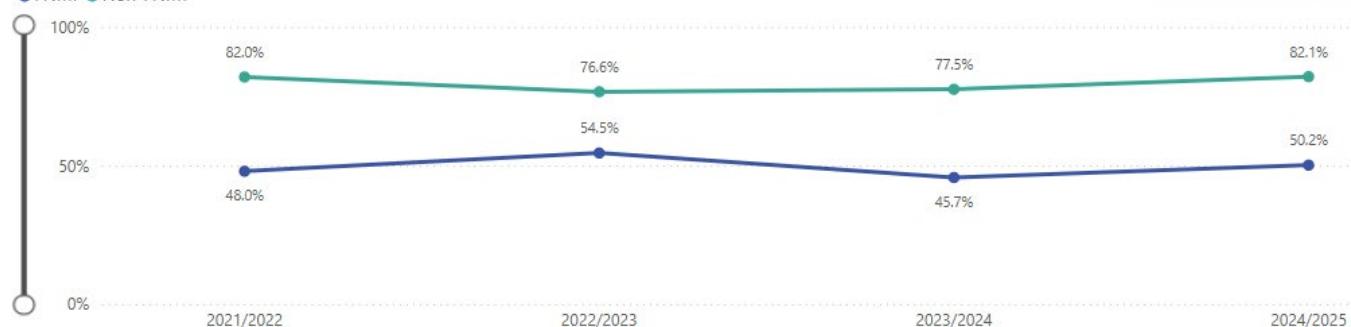


Kindergarten – 80% or More Attendance Year to Date:

● Division ● Province



● FNMI ● Non-FNMI



The percentage of students attending prekindergarten and kindergarten 80% or more of the time has remained consistent over the past four years. While non-FNMI students continue to have higher attendance overall, FNMI students also showed increased attendance this year following a dip in 2023–2024. These patterns highlight the ongoing importance of strengthening relationships with families, reducing barriers to participation and providing equitable learning experiences. Consistent attendance in the early years supports children’s social-emotional development and foundational literacy growth, reinforcing the critical role of early intervention and wraparound supports in promoting positive outcomes for all learners.

Risk Assessment:

Saskatoon Public Schools continues to face interrelated risks that impact early learning outcomes and equitable access to programs. Delays in early intervention, particularly in speech language and health services, along with broader community barriers such as shortages in licensed childcare spaces, housing instability, food insecurity, transportation challenges, and financial stress, all of which affect children’s school readiness.

Recruitment and retention pressures in staffing also impact program stability and limit the system’s ability to respond to increasingly complex student needs. Collectively, these risks underscore the need for stable funding, targeted support, and strong partnerships with families and community agencies.

With Early Learning Equal Start funding ending this year, the future of full-day, every day kindergarten is uncertain, which may reduce learning time, limit early intervention opportunities, and affect school readiness for students who benefit from consistent instruction and additional support.

Future Initiatives:

- Participate in the Ministry Kindergarten to Grade 3 ELA curriculum renewal, scope and sequence pilot.
- Strengthen consistency in the understanding, implementation, and use of Early Learning assessments (Early Years Evaluation, Social-Emotional Rubric, Alphabet Knowledge, and Phonological Awareness Quick Screener) to inform instruction and support student growth.
- Increase the use of disaggregated data to identify trends, monitor progress, and inform responsive instruction and interventions for Indigenous learners.
- Continue efforts to reduce systemic inequities between Indigenous and non-Indigenous students by providing targeted professional learning for teachers and educational assistants to strengthen instruction, differentiation, and inclusive teaching practices.
- Enhance support for new teachers through sustained professional development, site visits, and consultant coaching to ensure effective implementation of Saskatoon Public Schools’ strategies, policies, and initiatives.
- Reinforce teachers’ ability to instruct oral language, reading, and writing through an integrated approach across the literacy block.
- Sustain targeted investments in literacy-focused professional learning, including continued support for literacy leads, new teacher support, and school-based data teams.

- Deepen system-wide understanding and application of the MTSS (Multi-Tiered System of Support) framework, ensuring consistent practices for universal instruction, targeted supports, and intensive interventions across Early Years classrooms.

Summary Comments:

Saskatoon Public Schools continues to prioritize high-quality early learning as a foundation for long-term student success. Our commitment to equity, particularly for Indigenous children, guides ongoing efforts to reduce barriers, enhance access and ensure every child is supported to thrive in their earliest years of schooling.

With the understanding that early literacy is a strong predictor of future achievement, the division emphasizes evidence-based instruction, reliable assessment practices, and timely support. These efforts are embedded within welcoming, developmentally appropriate learning environments that honour each child's strengths, curiosity and cultural identity.

This comprehensive approach nurtures the whole child, promoting early literacy and numeracy while supporting social-emotional growth, problem-solving, and a love of learning. By upholding high expectations and cultivating strong relationships with families and communities, Saskatoon Public Schools remain committed to giving every young learner the foundation they need for continued success throughout their educational journey.



SASKATOON BOARD OF EDUCATION

6.2

MEETING DATE: FEBRUARY 10, 2026

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT: PARTNERSHIPS

| 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 are at the heart of Saskatoon Public Schools' Strategic Plan. The plan articulates a vision in which each student is known, valued and believed in, and affirms the division's commitment to creating learning experiences that inspire all students to reach their full potential. Central to this work is a focus on relationships, equity and accountability.

CURRENT STATUS

The Accountability Report on Partnerships is presented as a summary document highlighting the many community connections that support student academic excellence, character, engagement and well-being. Colleen Norris and Charlene Scrimshaw, Deputy Directors of Education, will present the report.

| PREPARED BY | DATE | ATTACHMENTS |
|--------------------------------------------------|------------------|-----------------------|
| Colleen Norris, Deputy Director of Education | January 28, 2026 | Accountability Report |
| Charlene Scrimshaw, Deputy Director of Education | | |

RECOMMENDATION

Proposed Board Motion:

That the board approve the Strategic Plan Accountability Report: Partnerships for inclusion as part of the director of education's 2025-2026 evaluation.

SASKATOON PUBLIC SCHOOLS



PARTNERS
2025-2026

TABLE OF CONTENTS

| | |
|---------------------------------------------------------------------------------------------|----|
| Introduction | 3 |
| Breakfast Club of Canada (BCC)..... | 4 |
| Building Intercultural Resilience Mentorship (BIRM)..... | 5 |
| Care & Share Saskatoon | 6 |
| Child Hunger Education Program (CHEP)..... | 7 |
| Community Threat Assessment and Support Protocol (CTASP)..... | 8 |
| Memorandum of Understanding: CUMFI Central Urban Metis Federation | 9 |
| Dream Brokers | 10 |
| Education Through Reconciliation (SIMFC)..... | 11 |
| First Avenue Campus (FAC)..... | 12 |
| HUB..... | 13 |
| iGen Intergenerational Classroom | 14 |
| Igniting the Warrior Within..... | 15 |
| Kwaayesh Wiichi Atooshkaywuk (GD LOCAL11) | 16 |
| Local Immigration Partnership Council Saskatoon..... | 17 |
| Meewasin Valley Authority (MVA) | 18 |
| Mental Health and Addictions Services Outreach | 19 |
| Michif Early Learning Pilot Project (ELPP)..... | 20 |
| Michif Language and Culture Program at Westmount School | 21 |
| Nîkânîwin | 22 |
| Nursing Clinical Placement Partnerships..... | 23 |
| Nutrien Kamskénow Science Outreach Program | 24 |
| OUT Saskatoon | 25 |
| Post-Secondary Institutions | 26 |
| Reconciliation in Education Partnership Agreement (STC)..... | 27 |
| Restorative Action Program (RAP)..... | 28 |
| Saskatchewan Health Authority Nurses in Schools Partnership | 29 |
| Saskatoon Fire Department..... | 30 |
| Saskatoon Industry Education Council (SIEC)..... | 31 |
| Saskatoon Police Service | 33 |
| Saskatoon Public Schools Foundation (SPSF)..... | 34 |
| Saskatoon Secondary Schools Athletic Directorate (SSSAD) | 36 |
| Saskatoon Sexual Assault & Information Centre..... | 37 |
| Saskatoon Trades and Skills Centre (STSC)..... | 38 |
| Settlement Support Workers in Schools (SSWIS) | 39 |
| Student Action for a Sustainable Future (SASF) | 40 |
| wâhkôhtowin Teacher Education Model | 41 |
| Whitecap Dakota Nation and Saskatoon Public Schools Regional Education Agreement (REA)..... | 42 |
| Youth Resource Centre (YRC)..... | 43 |

THE VALUE OF PARTNERSHIP

Belonging grows where relationships are nurtured.

Saskatoon Public Schools believes that student success is rooted in strong relationships, inclusive practices and meaningful connections to community. Our partnerships are grounded in a shared commitment to equity, belonging and the belief that all students deserve opportunities to thrive.

Through collaboration with community partners, we are able to support students in diverse and responsive ways; academically, socially, emotionally and culturally. These partnerships enrich learning experiences, reduce barriers and help create safe, caring and inclusive environments.

This booklet celebrates the many partnerships that contribute to the strength of public education in Saskatoon. We are thankful for the ongoing collaboration that supports our students, families and staff.

BREAKFAST CLUB OF CANADA (BCC)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS) and Breakfast Club of Canada (BCC)

DATE FORMED/CREATED:

August 2019

PARTNERSHIP GOAL:

Several schools within SPS have partnered with the Breakfast Club of BCC to address food disparity. The BCC initiative supports these schools by providing financial grants, equipment and resources, ensuring that students have access to a nutritious breakfast daily.

INITIATIVES AND POTENTIAL IMPACT:

Breakfast Club of Canada is a non-profit organization committed to helping every child start their school day with a healthy meal, enabling them to reach their full potential. Their vision is to create a country where all children can access nutritious food at school.

Breakfast Club of Canada has also made available to SPS one-time grants and fund applications connected with public health agencies and infrastructure funds.

MEETING FREQUENCY AND RENEWAL/END DATE:

The partnership contract is reviewed and renewed annually to maintain and enhance this support.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

BUILDING INTERCULTURAL RESILIENCE MENTORSHIP (BIRM)

STRENGTHENING PATHWAYS
TO SELF-DETERMINATION



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS) and University of Saskatchewan (U of S)

DATE FORMED/CREATED:

2021

PARTNERSHIP GOAL:

Building Intercultural Resilience Mentorship program puts into practice the saying, "It takes a village to raise a child". The goal is to inspire and motivate Indigenous students to consider post-secondary education, to have them dream of the possibilities and build confidence in, and develop, their leadership and intellectual/academic abilities; and to create clear pathways to post-secondary education by further identifying and eliminating entry, process and systemic barriers. Further inspiration will come from the gaining of high school and university credit and formal recognition for both the mentor and mentee. It is important for Indigenous students to 'see' themselves in their future to see beyond current challenges.

Building Intercultural Resilience Mentorship is a collaborative interdisciplinary approach to supporting Indigenous secondary students that is parallel to Indigenous kinship systems and practices. This initiative is dependent on the engagement of post-secondary students, researchers, faculty, staff, external experts, local First Nations and Métis community Elders, Traditional Knowledge Keepers, language teachers, SPS teachers and leadership to 'wholistically' support Indigenous secondary students.

INITIATIVES AND POTENTIAL IMPACT:

Building Intercultural Resilience Mentorship is a mentorship program designed to increase student leadership opportunities while in high school, and grow Indigenous enrolment, retention and graduation rates at the U of S.

Mentors meet with high school students weekly to support academic achievement, cultural and social connections to demystify post-secondary education.

Four SPS employees are seconded to BIRM to recruit U of S mentor volunteers and high school students from Nutana, Bedford Road, Mount Royal and Tommy Douglas collegiates.

MEETING FREQUENCY AND RENEWAL/END DATE:

Partnership meetings twice annually
Renewal date – Yearly

ADMINISTRATIVE COUNCIL PORTFOLIO:

Marnie Ross, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

CARE & SHARE SASKATOON



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), Care & Share, Greater Saskatoon Catholic Schools

DATE FORMED/CREATED:

1997

PARTNERSHIP GOAL:

To foster meaningful connections between Saskatoon's business sector, schools and the broader community, ensuring that all children, regardless of circumstance, have access to opportunity, education, dignity, hope and positive role models.

INITIATIVES AND POTENTIAL IMPACT:

Care & Share collaborates with a variety of local organizations to deliver impactful programs and services to community schools at no cost. These initiatives are designed to support student well-being, engagement and success. Current programs include the Holiday Lunch Program, Kids Indoor Co-ed Soccer, Dignity Fund, School Supplies Program, Learn to Bowl, Babysitter Program, Yoga Program, Bike Safety Program, Enhanced Literacy Program, Head Lice Program and the Shaw Toy Tree initiative.

MEETING FREQUENCY AND RENEWAL/END DATE:

Business community mentors meet regularly with school administrators and community school coordinators to support ongoing collaboration. In addition, Care & Share's executive director connects with community coordinators and the superintendent as needed throughout the year to review and support program delivery.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Marnie Ross, Superintendent of Education

care & share
SASKATOON 



SASKATOON PUBLIC SCHOOLS PARTNER

CHILD HUNGER EDUCATION PROGRAM (CHEP)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), Saskatoon Public Schools Foundation (SPSF), Saskatchewan Health Authority (SHA), Greater Saskatoon Catholic Schools (GSCS) and the University of Saskatchewan's College of Nutrition and College of Medicine

DATE FORMED/CREATED:

Partnership has existed for over 35 years.

PARTNERSHIP GOAL:

CHEP Good Food works to enhance access to fresh, nutritious food for children, families and communities. CHEP is dedicated to promoting long-term food security and supporting the overall well-being of students by ensuring they have reliable access to healthy food throughout the school day so they can focus on learning, rather than worry about being hungry.

INITIATIVES AND POTENTIAL IMPACT:

Fresh Food for Kids provides subsidized vegetables and fruit to SPS community schools and offers bulk buying prices for their ordering needs throughout the school year.

Milk Matters provides thousands of litres of milk each year to ensure that elementary school children are offered one full serving of milk each day. Milk consumption is a relatively easy way to obtain the calcium needed for proper bone and teeth development.

Chefs in Training is a five-week, after-school program for students aged 10 to 15 at local participating Saskatoon Public Schools. Students learn about safe food handling, kitchen safety, food preparation and how to read and make a variety of recipes.

The Innovation School Food Program provides freshly prepared brown bag lunches to students at local schools who would otherwise not have lunch that day. This program serves schools that do not have their own in-house nutrition programs and operates out of North Park Wilson School as part of the partnership.

Good Food for Learning – Growing Universal Lunches in Saskatoon is a partnership between SPS, SPSF, University of Saskatchewan, CHEP and Saskatchewan Polytechnic to support and promote universal nutrition programs and healthy eating in elementary schools. The initiative began in April of 2024 at two schools and will continue through the 2027-2028 school year with the goal of adding additional elementary schools throughout the project.

MEETING FREQUENCY AND RENEWAL/END DATE:

Monthly board meetings with a break in the summer months.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

COMMUNITY THREAT ASSESSMENT AND SUPPORT PROTOCOL (CTASP)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), Conseil des écoles fransaskoises, Greater Saskatoon Catholic Schools, Prairie Spirit School Division, University of Saskatchewan, Ministry of Corrections and Policing - Kilburn Hall Youth Centre, Saskatchewan Polytechnic, Ministry of Corrections and Policing - Custody and Rehabilitation Services, Saskatchewan Indian Institute of Technologies, Whitecap Dakota First Nation, Great Plains College, Ministry of Social Services - Child and Family Programs, Saskatoon Centre Service Area, Ministry of Education, Medavie Health Services West, Restorative Action Program, Royal Canadian Mounted Police, Saskatoon Detachment, Royal Canadian Mounted Police, Warman Detachment, Saskatoon Crisis Intervention Services Inc., Saskatoon Fire Department, Saskatchewan Health Authority - Mental Health and Addiction Services, Saskatoon Police Service, Saskatoon Open Door Society Inc.

DATE FORMED/CREATED:

First community protocol signed on August 30, 2011.

Subsequent re-signings on November 20, 2012, November 27, 2013, January 13, 2016 and April 26, 2018.

PARTNERSHIP GOAL:

This unique multi-agency protocol is guided by the principle that violence prevention in schools and neighbourhoods is a community responsibility. The protocol facilitates proactive sharing of information among agencies, allowing for the development of strong interventions and support plans for children, youth and families. Each agency that signed the protocol recognizes that working together is a necessity to meet the goal of safe schools and healthy communities.

INITIATIVES AND POTENTIAL IMPACT:

This protocol supports collaborative planning to reduce violence and reflects safe, caring and restorative approaches. As part of the protocol design, community partners commit to ongoing staff development in violence threat risk assessment training and program review. The protocol is based on the Center for Trauma Informed Practices response model of Violence Threat Risk Assessment.

MEETING FREQUENCY AND RENEWAL/END DATE:

The CTASP meets three to four times per year. Re-signings occur when additional community partners are invited to join as the need is identified.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

MEMORANDUM OF UNDERSTANDING: **CUMFI** CENTRAL URBAN METIS FEDERATION INC



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS) and Central Urban Métis Federation Inc. (CUMFI)

DATE FORMED/CREATED:

January 2018

PARTNERSHIP GOAL:

The partnership between SPS and CUMFI is focused on supporting the identity, success and well-being of Métis students while fostering inclusive, respectful learning environments for all. Together, they aim to enhance educational outcomes by providing culturally responsive supports, increasing graduation and attendance rates and ensuring smooth transitions from early learning through to post-secondary education or employment. A key goal is to promote self-determination and a strong sense of identity among Métis youth by affirming their history, culture and contributions.

INITIATIVES AND POTENTIAL IMPACT:

To achieve these outcomes, the partnership is committed to embedding Métis perspectives across the curriculum, offering professional learning for staff and creating spaces that reflect lii Michif miyo-pimatisiwin, a Métis worldview of living a good life. The collaboration also emphasizes decolonizing practices, addressing systemic racism and deepening all students' and staff's understanding of Métis history and the broader impacts of colonization. At its core, the partnership is rooted in reconciliation and the shared belief that all students deserve to feel seen, supported and celebrated in their educational journey.

MEETING FREQUENCY AND RENEWAL/END DATE:

Twice a year in October and May.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Marnie Ross, Superintendent of Education



DREAM BROKERS



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and Give Kids a Chance Charity Inc.

DATE FORMED/CREATED:

2010

PARTNERSHIP GOAL:

The vision of the Dream Brokers program is to contribute to children and youth becoming healthy, active and successful members of their community. The partnership is committed to initiating and sustaining the participation of children and youth in new or existing arts, sports, cultural and recreational activities that advance their life skills, enhance their sense of belonging and foster pride in their accomplishments and leadership skills.

Dream Broker programming takes place at Westmount, King George, Vincent Massey and Howard Coad schools.

INITIATIVES AND POTENTIAL IMPACT:

The program aims to increase the participation of children and youth in sport, culture and recreation programming. It seeks to reduce and remove barriers that may prevent their involvement, ensuring greater access and inclusivity. The program also focuses on encouraging families to engage in the activities of targeted children and youth, supporting continued and sustainable participation. By promoting the benefits of involvement in sport, culture and recreation to both youth and their families, the initiative hopes to foster long-term interest and commitment. Finally, the program strives to increase the number of available programs and enhance their capacity to effectively deliver sport, culture and recreation opportunities that meet the diverse needs of children and youth.

MEETING FREQUENCY AND RENEWAL/END DATE:

Partnership meetings are two times per year. This is an ongoing partnership.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Marnie Ross, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

EDUCATION THROUGH RECONCILIATION



ORGANIZATIONS INVOLVED:

Saskatoon Indian and Métis Friendship Centre (SIMFC) and Saskatoon Public Schools (SPS)

DATE FORMED/CREATED:

December 9, 2022

PARTNERSHIP GOAL:

Saskatoon Indian and Métis Friendship Centre and SPS are committed to working together to develop educational opportunities and supports the First Nation and Métis peoples of Saskatoon through strategies and initiatives focused on Indigenous students within SPS.

INITIATIVES AND POTENTIAL IMPACT:

Creation of Indigenous programming opportunities that involve land-based learning, language and culture opportunities and Elders in the classroom. In addition, we will continue to celebrate our student success through the Saskatoon Indian and Métis Friendship Centre Annual Indigenous Graduation Gala, Round Dance and Métis Cultural celebrations.

MEETING FREQUENCY AND RENEWAL/END DATE:

The partnership meets a minimum of two times per year and will continue until August 31, 2027.

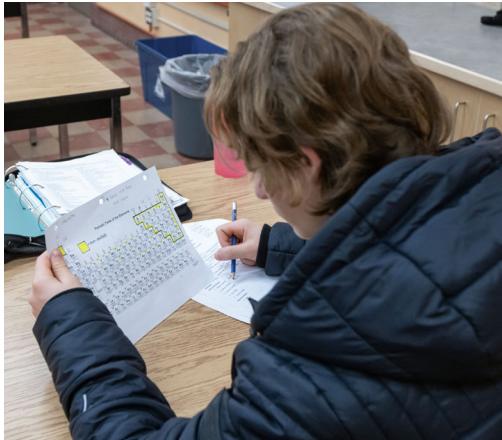
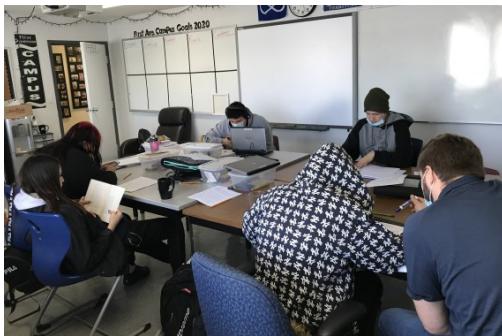
ADMINISTRATIVE COUNCIL PORTFOLIO:

Marnie Ross, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

FIRST AVENUE CAMPUS (FAC)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), EGADZ, Ministry of Justice, Greater Saskatoon Catholic Schools (GSCS)

DATE FORMED/CREATED:

2010

PARTNERSHIP GOAL:

First Avenue Campus is a short-term transitional school program, located in the EGADZ building, that seeks to meet the individual needs of students aged 12 to 18 who are involved with the justice system. The goal of this partnership is for students to receive the academic and social support necessary to successfully transition to their neighbourhood schools and engage with the community.

INITIATIVES AND POTENTIAL IMPACT:

Students at FAC have often had interruptions in their schooling because of challenges outside of the school system. Students in the FAC classroom are supported by a teacher from SPS and an EGADZ support worker. They also have access to other supports through EGADZ, including transportation, nutrition and a drop-in space that provides support and activities for youth. Staff from EGADZ and FAC work together to create stability and growth for youth, with FAC providing learning opportunities and connections to neighbourhood schools for students when they are ready to transition.

MEETING FREQUENCY AND RENEWAL/END DATE:

Monthly team meetings during the school year, which include EGADZ, SPS and GSCS.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

HUB

ORGANIZATIONS INVOLVED:

Saskatoon Police Service, Community Corrections, Child & Family Programs, Income Assistance, Community Living Service Delivery, Greater Saskatoon Catholic Schools, Saskatoon Public Schools, and Mental Health & Addictions Services through the Saskatchewan Health Authority for Both Adult and Youth, Saskatoon Housing Authority and Saskatoon Tribal Council.

DATE FORMED/CREATED:

April 1, 2014

PARTNERSHIP GOAL:

HUB is a provincial model designed to address acute elevated risk for people and/or families within our community. It provides immediate, coordinated and integrated responses through mobilization of resources to address situations facing individuals and/or families with acutely elevated risk factors, as recognized across a range of service providers.

INITIATIVES AND POTENTIAL IMPACT:

HUB connects people to supports that they may not be aware of or know how to access on their own.

The Saskatoon HUB table is one of 15 HUB tables throughout Saskatchewan. Saskatoon HUB has established itself as a leader across the province in reducing risk among the people of our community.

Participation in HUB is voluntary. Individuals and/or families will be offered services when they are deemed at acutely elevated risk. The Hub is not intended for long-term involvement or case management.

The Hub meets two times a week to provide rapid, coordinated and integrated responses to address situations that are deemed to be at "acutely elevated risk" by working together to mobilize appropriate resources. Risk factors can be found on the Hub referral form.

The HUB table connects more than 100 citizens and families each year in Saskatoon to services they might not have been in a position to access without the mobilization of community resources.

MEETING FREQUENCY AND RENEWAL/END DATE:

The SPS HUB representative is a counsellor and attends two meetings per week. The SPS HUB Steering Committee meets four times per year and is attended by the superintendent with responsibility for this portfolio.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education



IGEN

INTERGENERATIONAL
CLASSROOM



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and Sherbrooke Community Centre

DATE FORMED/CREATED:

2015

PARTNERSHIP GOAL:

Based out of École College Park School, the iGen program creates opportunities for Grade 6 students to interact with and learn from Elders at Sherbrooke Community Centre.

INITIATIVES AND POTENTIAL IMPACT:

Intergenerational classroom is a full-year program that accepts students from across the school division. The iGen classroom meets each morning at Sherbrooke then attends École College Park School after lunch.

Students become independent learners in real life authentic ways in diverse settings. The program provides students with hands-on learning experiences beyond the walls of traditional classrooms. Students have a positive impact on the quality of life of the residents of Sherbrooke.

MEETING FREQUENCY AND RENEWAL/END DATE:

The school division and management at Sherbrooke review programming annually and plan for the next year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Jennifer Haywood, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

IGNITING THE WARRIOR WITHIN

ORGANIZATIONS INVOLVED:

Big Brothers, Big Sisters (BBBS), Navera, Saskatoon Public Schools (SPS)

DATE FORMED/CREATED:

June 30, 2025

PARTNERSHIP GOAL:

The goal of the Igniting the Warrior Within partnership is to support students through the development of strong, consistent mentoring relationships that enhance social emotional competence, mental health and well-being and educational engagement. The program is designed to extend and reinforce skills learned through the Bridges to Balance program, supporting students in building confidence, regulation and connection within the school setting.

INITIATIVES AND POTENTIAL IMPACT:

Key initiatives include weekly one hour mentoring sessions on school property between trained adult volunteers and students, delivered throughout the school year. The program emphasizes developmental relationships, intentional skill building and continuity of support for students who have participated in Bridges to Balance. Potential impacts include improved student regulation, increased engagement in learning, strengthened social emotional skills and greater long-term readiness for learning and life transitions. Annual evaluations support continuous improvement, with a final summative evaluation to assess overall impact.

MEETING FREQUENCY AND RENEWAL/END DATE:

The agreement outlines a three-year partnership term, with a summative evaluation planned for September 2028.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

MEMORANDUM OF UNDERSTANDING: **KWAAYESH WIICHI ATOOSHKAYWUK** "THEY ARE WORKING TOGETHER"



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS) and Gabriel Dumont Local 11

DATE FORMED/CREATED:

June 2020

PARTNERSHIP GOAL:

- Provide effective communication between the Michif/Métis communities and Saskatoon Public Schools.
- Empower and engage Lii Vyeu (Old Peoples), students, parents and communities to improve educational outcomes.
- Celebrate Michif/Métis successes and achievements within SPS and the community.
- Review new Michif/Métis resources for SPS to ensure authenticity.
- Collaborate in developing and delivering ongoing professional development for SPS employees that will build understanding of Michif and Métis histories, experiences and contributions.
- Support SPS students and staff to understand the importance for self-identification as Michif/Métis peoples.

INITIATIVES AND POTENTIAL IMPACT:

This partnership is creating learning resources that support curriculum at all grade levels, developing a Michif/Métis curriculum, creating professional development opportunities for school division employee groups about Michif language and Métis/Michif culture and supporting SPS representative workforce efforts through advocacy and self-declaration processes.

MEETING FREQUENCY AND RENEWAL/END DATE:

Three partnership meetings per year.

The Memorandum of Understanding (MOU) is in renewal.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Marnie Ross, Superintendent of Education



LOCAL IMMIGRATION PARTNERSHIP COUNCIL SASKATOON



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, City of Saskatoon, Saskatoon Chamber of Commerce, Saskatchewan Health Authority, Greater Saskatoon Catholic Schools, Saskatoon Police Service, University of Saskatchewan, Immigration, Refugees and Citizenship Canada, Ministry of Immigration and Career Training, Ministry of Social Services, Aboriginal Friendship Centre of Canada, Fédération des Francophones de Saskatoon, Saskatoon Housing Authority, Réseau en immigration francophone, United Way Saskatoon, and one Saskatoon settlement agency (currently International Women of Saskatoon)

DATE FORMED/CREATED:

Created in 2017

PARTNERSHIP GOAL:

This multi-sectoral partnership brings together local organizations for collective action designed to attract, settle and integrate newcomers to Saskatoon. This is done through a focus on shared awareness and leadership to create supportive environments. The ultimate shared vision of all partners is to work together across sectors to make Saskatoon a welcoming and inclusive community.

INITIATIVES AND POTENTIAL IMPACT:

The ultimate shared vision of partners is to work together across sectors to make Saskatoon a welcoming and inclusive community. Initiatives have included Welcoming Week, an Employment Resource Guide to provide the steps to obtain professional employment and a Community Space Research Report to assist newcomers in navigating rental spaces, understanding contracts and meeting rental requirements.

MEETING FREQUENCY AND RENEWAL/END DATE:

The Partnership Council meets four times per year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Jennifer Haywood, Superintendent of Education



MEEWASIN VALLEY AUTHORITY (MVA)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), Meewasin Valley Authority (MVA) and Greater Saskatoon Catholic Schools (GSCS)

DATE FORMED/CREATED:

Informal partnership for more than 10 years.
Formal partnership signed June 2022.

PARTNERSHIP GOAL:

Meewasin Valley Authority, SPS and GSCS have a long-standing relationship relating to land-based education in the Meewasin Valley. The memorandum of agreement is intended to recognize this history and enhance collaboration in the future, leveraging the expertise that exists in each organization.

INITIATIVES AND POTENTIAL IMPACT:

Through this partnership, there is significant potential for a positive impact on SPS students and staff with land-based education. Meewasin offers various programs throughout the year to support student learning and engagement with the land. Each summer, the Director of Education with the MVA has worked alongside a SPS teacher to align K-12 curricular connections with First Nations, Métis and Inuit ways of knowing, being and doing, creating meaningful land-based learning opportunities for students to explore through the MVA. This partnership also includes a mutual aid agreement related to conservation activities at the Brightwater Ecoscience and Indigenous Learning Center. Through this agreement, MVA and SPS work to improve the ecological health of the Brightwater/Beaver Creek Valley through the application of prescribed fire and other land management strategies.

MEETING FREQUENCY AND RENEWAL/END DATE:

Meetings four times per year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Marnie Ross, Superintendent of Education

Meewasin 



SASKATOON PUBLIC SCHOOLS PARTNER

MENTAL HEALTH AND ADDICTIONS SERVICES OUTREACH

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), Greater Saskatoon Catholic Schools, Saskatchewan Health Authority: Mental Health and Addiction Services (MHAS)

DATE FORMED/CREATED:

Partnership has been in existence for decades.

PARTNERSHIP GOAL:

Working in collaboration to support student well-being and mental health and to provide educational, proactive, preventative programming for youth.

INITIATIVES AND POTENTIAL IMPACT:

Mental Health and Addictions Services has dedicated an outreach worker as a liaison to schools to provide in-school prevention and presentations to students, staff and parents.

Mental Health and Addictions Services youth outreach team members are embedded in colleges to improve accessibility for students and collaboration between high school counsellors and MHAS outreach workers.

Mental Health and Addictions Services has worked with SPS counsellors to share processes and procedures to support the development and refinement of SPS protocols related to student mental health.

MEETING FREQUENCY AND RENEWAL/END DATE:

Meet as needed throughout the year in order for each organization to provide feedback and review the partnership.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education



**Saskatchewan
Health Authority**

Mental Health & Addiction Services
Saskatoon Area



SASKATOON PUBLIC SCHOOLS PARTNER

MICHIIF EARLY LEARNING PILOT PROJECT (ELPP)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Métis Nation of Saskatchewan (MN-S) and Canadian Geographic

DATE FORMED/CREATED:

MOU Signed September 2020.

PARTNERSHIP GOAL:

Coordinate and deliver educational services and programs for Métis children within the division to learn Michif and for the preservation of the Michif language.

Build family and community engagement through the promotion of Michif language within the school division and community at Westmount School.

INITIATIVES AND POTENTIAL IMPACT:

This work includes enhancing prekindergarten or kindergarten opportunities, supporting Michif language keeper(s) and providing resources for the Michif Early Learning Pilot Project, along with shared materials developed in collaboration with the MN-S task team. Efforts will also focus on transporting students as needed, following school division guidelines, to ensure consistent attendance. In addition, professional learning opportunities will be made available for both the teacher and the language keepers to support high-quality program delivery.

MEETING FREQUENCY AND RENEWAL/END DATE:

Meet with MN-S two times a year at mutually determined times.

Yearly renewal of partnership.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Strategic lead: Marnie Ross, Superintendent of Education
Operational Superintendent: Jennifer Haywood, Superintendent of Education



MICHIF LANGUAGE AND CULTURE PROGRAM AT WESTMOUNT SCHOOL



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), Métis Nation-Saskatchewan (MN-S), Gabriel Dumont Institute (GDI), Central Urban Métis Federation Incorporated (CUMFI), Gabriel Dumont Local 11 (GD Local 11)

DATE FORMED/CREATED:

Longstanding partnerships with GDI, CUMFI, MN-S and GD Local 11 all support and enhance programming at Westmount School.

PARTNERSHIP GOAL:

The Métis Cultural Program was created to preserve, strengthen and transmit Métis/Michif culture, traditions and Michif language in Saskatchewan. The program is open to all students throughout Saskatoon and lives at Westmount School, where it supports all students from prekindergarten to Grade 8 and is delivered from a Métis/Michif perspective to achieve curricular outcomes throughout the subject areas.

The intent of the program is to enrich student education through authentic learning experiences within a Métis/Michif worldview. The learning occurs through a co-planning and co-teaching model where the Métis culture teacher, Michif Traditional Knowledge Keeper and the Michif language teacher work with classroom teachers to integrate language, content and perspectives. This approach is building capacity in all teachers to infuse content, perspectives and language in all curricular areas. Teachers in this program are committed to the principles of anti-racist/anti-oppressive pedagogy and to ongoing professional learning and practice in this area.

During the school year, students are engaged in enriching their skills from a Métis/Michif perspective, building culturally relevant leadership skills, transferring knowledge between generations and participating in experiential learning opportunities. These opportunities are made possible due to the generosity and commitment of members of the Métis/Michif communities in Saskatoon.

INITIATIVES AND POTENTIAL IMPACT:

Saskatoon Public Schools' Métis/Michif programming and enrolment continues to flourish with the support of our generous partners.

MEETING FREQUENCY AND RENEWAL/END DATE:

Westmount and division administration meet regularly with our partners.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Strategic lead: Marnie Ross, Superintendent of Education

Operational Superintendent: Jennifer Haywood, Superintendent of Education



ORGANIZATIONS INVOLVED:

Big Brothers, Big Sisters (BBBS) and Saskatoon Public Schools (SPS)

DATE FORMED/CREATED:

2024

PARTNERSHIP GOAL:

To collaboratively deliver a culturally grounded mentorship program that supports the holistic development, leadership capacity and well-being of Indigenous youth through meaningful relationships, sport and community connection.

INITIATIVES AND POTENTIAL IMPACT:

The Nîkânîwin partnership between BBBSS and Team Saskatchewan NAIG delivers a culturally grounded, school-based mentorship program for Indigenous youth. Guided by the Medicine Wheel, the program integrates sport, leadership development and relationship-based mentoring. Through trained Future Leaders and coordinated program delivery, the initiative supports holistic youth development, builds leadership capacity and strengthens connections between schools, communities and Indigenous culture. The program is currently at King George School and Westmount School.

MEETING FREQUENCY AND RENEWAL/END DATE:

This agreement does not specify a meeting frequency or a fixed renewal/end date. The partnership will be reviewed annually. Any amendments to the terms of the partnership must be made in writing, signed by all partners and appended to the original agreement.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Marnie Ross, Superintendent of Education
Dean Swan, Superintendent of Education



**Big Brothers
Big Sisters®**



SASKATOON PUBLIC SCHOOLS PARTNER

NURSING CLINICAL PLACEMENT PARTNERSHIPS



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), University of Saskatchewan College of Nursing, Saskatchewan Polytechnic School of Nursing

DATE FORMED/CREATED:

Partnership developed in 2010
Practicums began in 2014

PARTNERSHIP GOAL:

To provide student nurses with learning opportunities and practical experiences that are foundational to them becoming graduate nurses; to provide school communities with additional health supports and health education from clinically supervised students.

INITIATIVES AND POTENTIAL IMPACT:

Both the University of Saskatchewan and Saskatchewan Polytechnic programs place nurses in schools at various stages of their program to complete their required community development placements. Nursing students work with the school team to offer needed supports for students and the community.

Nursing students assist with curricular presentations in health, wellness, science and life transitions courses. They provide age-appropriate health education through various methods including displays, information sessions, posters and literature. Student nurses work with school teams to plan and support community programming.

MEETING FREQUENCY AND RENEWAL/END DATE:

Clinical supervisors meet with school principals or designates regularly to assess partnership. Clinical coordinators arrange for school placements with principals and the superintendent responsible for health and nutrition partnerships.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education

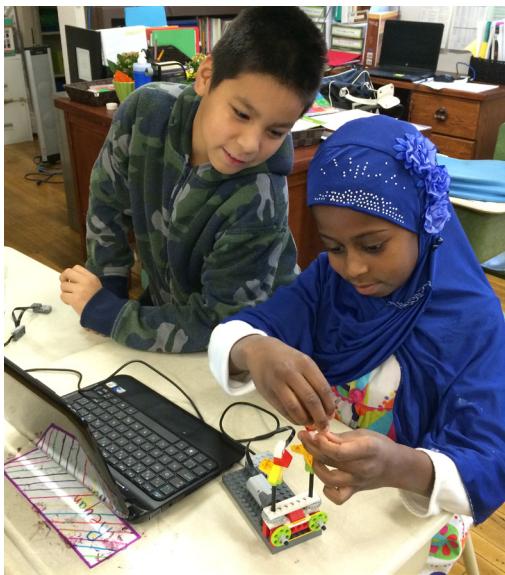


UNIVERSITY OF SASKATCHEWAN
College of Nursing
USASK.CA/NURSING



SASKATOON PUBLIC SCHOOLS PARTNER

NUTRIEN KAMSKÉNOW SCIENCE OUTREACH PROGRAM



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), University of Saskatchewan: College of Arts & Science

DATE FORMED/CREATED:

September 1998

PARTNERSHIP GOAL:

Nutrien Kamskénow is a 13-week science and math program in Saskatoon's community schools. Kamskénow instructors bring interactive science experiences to young people currently underrepresented in the sciences, supporting their curiosity about how science connects to their lives and communities.

INITIATIVES AND POTENTIAL IMPACT:

The program encourages Indigenous students in 15 SPS schools to consider a career in the sciences. It also supports teacher professional development and enhances science education, while also providing employment and skill-development opportunities for university students. This includes a wide range of effective communication skills, personal development, growth and responsibility, as well as cultivating cultural competencies and an understanding of and appreciation for the unique socio-cultural position of Indigenous peoples in Canada.

MEETING FREQUENCY AND RENEWAL/END DATE:

This is an ongoing partnership that meets twice per school year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Marnie Ross, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

OUT SASKATOON

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and OUTSaskatoon

DATE FORMED/CREATED:

This partnership was created in approximately 2013.

PARTNERSHIP GOAL:

Working towards creating safer and more inclusive classrooms, schools and communities. Education is one of the greatest tools in working to eliminate homophobia, transphobia and other forms of oppression that Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex (2SLGBTQI+) people experience.

INITIATIVES AND POTENTIAL IMPACT:

In prior years, classroom presentations were delivered by OUTSaskatoon to introduce students to 2SLGBTQ+ terminology and identities through 2SLGBTQ+ friendly books or interactive presentations. Students took part in a class discussion that focused on reducing discrimination, increasing awareness of 2SLGBTQ+ people and issues and what inclusive spaces look and feel like. All content was age-appropriate and connected to Saskatchewan curricula. In 2023-2024 due to the Ministry of Education Parental Inclusion and Consent Policy, OUTSaskatoon is not able to make presentations in classrooms. Resources from OUTSaskatoon are available to teachers and SPS connect students and families with OUTSaskatoon through our school counsellors for support.

OUTSaskatoon also offers professional development training available for all school-based staff. Participants are introduced to the foundations of identity, terminology, inclusive language and affirming practices to implement within the classroom. Participants are also led through group discussions that center around school systems, policy and 2SLGBTQ+ safety. This is currently on pause due to the Ministry of Education Parental Inclusion and Consent Policy and the ministry's approval of third-party presenters/presentations.

MEETING FREQUENCY AND RENEWAL/END DATE:

The partnership meets as required throughout the year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education



POST-SECONDARY INSTITUTIONS



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), University of Saskatchewan (U of S), University of Regina (U of R).

DATE FORMED/CREATED:

Historical

PARTNERSHIP GOAL:

These partnerships support post-secondary institutions with internship placements while helping SPS attract and hire teacher candidates for our schools.

INITIATIVES AND POTENTIAL IMPACT:

Saskatoon Public Schools presents annually to each cohort of interns promoting the school division and potential career opportunities. We facilitate placement of 3rd year students and 4th year internships in our schools.

In partnership with Indian Teacher Education Program (ITEP), we hire a 1.0 teacher to be a facilitator for the wâhkôhtowin PD model at Mount Royal Collegiate and wâhkôhtowin Community School for ITEP students as they complete their practicums. This has the potential to support our goal of building a representative workforce.

MEETING FREQUENCY AND RENEWAL/END DATE:

University of Saskatchewan: Attend annual career fair and meet with college supervisor cohorts on mutually determined dates.

University of Regina: Attend annual career fair and annual BAC (French Immersion Program) meeting in the spring. Also communicate with the college of education as needed to facilitate internship placements.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Mitch Kachur, Superintendent of Education



University
of
Regina



UNIVERSITY OF
SASKATCHEWAN



SASKATOON PUBLIC SCHOOLS PARTNER

RECONCILIATION IN EDUCATION PARTNERSHIP AGREEMENT



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), Saskatoon Tribal Council

DATE FORMED/CREATED:

June 2019

PARTNERSHIP GOAL:

The partners work toward the Truth and Reconciliation Commission's Calls to Action in supporting positive educational outcomes for First Nations children and youth in SPS. They ensure high-quality education in a context which respects individual identity and provides cultural continuity to support the transmission of First Nation language, culture, identity and connection with territory. The partnership creates a range of innovative health, culture and language programs for children and families living in Saskatoon.

INITIATIVES AND POTENTIAL IMPACT:

The partners enact a joint-governance relationship that guides programs and services with priority on Mount Royal Collegiate, wâhkôhtowin School and the City Centre school project. Additionally, the partnership includes programs and services related to academic and cultural mentorship, health support and the sharing of professional learning resources.

MEETING FREQUENCY AND RENEWAL/END DATE:

Currently in a renewal year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Marnie Ross, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

RESTORATIVE ACTION PROGRAM (RAP)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), all five Saskatoon Rotary Clubs, Saskatoon Police Service, Greater Saskatoon Catholic Schools, other government, community agencies, as well as businesses and individuals

DATE FORMED/CREATED:

2003

PARTNERSHIP GOAL:

The RAP was piloted at Mount Royal Collegiate in 2003 through a partnership with the Rotary Club of Saskatoon. This community partnership has expanded to 14 collegiates (seven public) in Saskatoon and also to North Battleford Comprehensive High School. In SPS the program can be found in Mount Royal, Bedford Road, Walter Murray, Tommy Douglas, Nutana, Evan Hardy and Centennial collegiates.

INITIATIVES AND POTENTIAL IMPACT:

The school-based program provides conflict resolution training and services, leadership development, and life skills to Saskatoon youth. The goals of RAP are guided by three core principles: prevention, interventions and reconnection. This initiative aligns with SPS' Safe, Caring and Accepting Schools core strategy. Students, staff, administration and parents/guardians work closely with RAP workers to resolve issues with have the potential to stand in the way of academic success and personal growth.

MEETING FREQUENCY AND RENEWAL/END DATE:

Meetings 8 to 10 times per year. This is an ongoing partnership.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Paul Janzen, Superintendent of Education



SASKATCHEWAN HEALTH AUTHORITY NURSES IN SCHOOLS PARTNERSHIP



ORGANIZATIONS INVOLVED:

Saskatchewan Health Authority (SHA), Saskatoon Public Schools (SPS), Greater Saskatoon Catholic Schools

DATE FORMED/CREATED:

School nurses and nurse practitioners have been connected with SPS collegiates for decades.

PARTNERSHIP GOAL:

To provide health services to students in a convenient and safe environment. High School/Collegiate nursing services throughout Saskatoon are provided by the SHA through the Healthy Mother Healthy Baby Program and through nurse practitioners with school clinic hours.

INITIATIVES AND POTENTIAL IMPACT:

Individual health related supports including health education, crisis intervention, sharing of health resources, referrals, some testing and general first aid for the general student population.

The Healthy Mother Healthy Baby program can be accessed by a pregnant student enrolled in a Saskatoon collegiate.

Support to school staff with navigating community health resources, sharing of resources through professional development and classroom presentations related to curricular outcomes related to health.

Nurse practitioners provide clinics at Nutana and Mount Royal collegiates for students and their families as well as on site daycares. Extensive services are available in the clinic. Nurse practitioners are trained to assess, diagnose, treat, order diagnostic tests, prescribe medications and manage overall care.

MEETING FREQUENCY AND RENEWAL/END DATE:

Annual meeting to establish goals and communication for the year. Check-ins as needed.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

SASKATOON FIRE DEPARTMENT



ORGANIZATIONS INVOLVED:

Saskatoon Fire Department (SFD), Saskatoon Public Schools (SPS) and Greater Saskatoon Catholic Schools

DATE FORMED/CREATED:

This partnership is long standing.

PARTNERSHIP GOAL:

Fire prevention and safety education with a particular emphasis during Fire Prevention Week. The partnership includes emergency preparedness work with Saskatoon's Emergency Management Organization (EMO), which is operated by the SFD.

INITIATIVES AND POTENTIAL IMPACT:

Students from all grade levels have benefited from our partnership with the Saskatoon Fire Department (SFD). Our youngest students engage through fire hall tours and water safety programs, while older students participate in the Fire Introduction Recruitment Experience (FIRE) cadet program at the collegiate level.

Additionally, SFD offers the Firestop program, an educational initiative that helps children and their families prevent fire-related incidents by addressing and stopping fire play.

Saskatoon Public Schools review and regularly rehearse emergency response plans. We collaborate closely with the EMO to ensure timely and accurate communication and response to disruptive events.

MEETING FREQUENCY AND RENEWAL/END DATE:

The partnership meets annually.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Deputy Director of Education



SASKATOON INDUSTRY EDUCATION COUNCIL (SIEC)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), Saskatoon Industry Education Council (SIEC), Prairie Spirit School Division (PSSD), Greater Saskatoon Catholic Schools (GSCS) and Saskatoon Tribal Council (STC)

DATE FORMED/CREATED:

September 1998

PARTNERSHIP GOAL:

The SIEC bridges Saskatchewan's career opportunities to students in Saskatoon Public Schools. Through our partnership, students are provided unique hands-on career exploration events and programs, helping them find a career that connects their passion and natural talents with current and future workforce needs.

INITIATIVES AND POTENTIAL IMPACT:

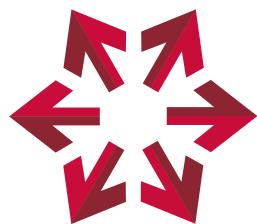
See next page.

MEETING FREQUENCY AND RENEWAL/END DATE:

The SIEC board meets six times per year. This is an ongoing partnership.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Deputy Director of Education



SIEC
Saskatoon Industry
Education Council



SASKATOON PUBLIC SCHOOLS PARTNER

SASKATOON INDUSTRY EDUCATION COUNCIL (SIEC)

INITIATIVES AND POTENTIAL IMPACT:

SaskCode is an integrated technology program that introduces coding and computational thinking at a wide range of grade levels (k-12) using age-appropriate technologies. Activities are linked to existing mathematics, science and other curricula in Saskatchewan.

Contact 360 – Resources to support youth, adults, educators and career practitioners in the advancement of life and work transitions in Saskatchewan. It is a 360-degree view of career development.

Connected – A mentorship event that links female students in grades 10-12 with female mentors from a vast spectrum of career backgrounds who are willing to share their career journey. Students pursuing all post-secondary pathways work, university, college or apprenticeship are welcome to participate.

Sask Money is a one-stop shop for educators working to increase the financial literacy skills of their students. This program is built by teachers to provide resources and activities that connect directly to 42 modules in Saskatchewan's Financial Literacy 20/30 curriculum.

Mind Over Matters evolved as a response to the increased need for mental health education. The initiative provides access to professional development, a speaker series, teacher resources for k-12, parent/guardian information, as well as upcoming mental health events.

Skills Bootcamp – Students in grades 10-12 can gain hands-on skill development and career training while working alongside industry professionals. Regular annual boot camps include automotive, culinary, web development, 3D printing and video game design.

Spotlight On Careers – Virtual events that provide secondary students with the opportunity to explore potential future career paths by learning about post-secondary opportunities, interacting with industry professionals and gaining hands-on experiences.

EmployABILITY – Provides students with the opportunity to help themselves stand out to potential employers through various employment skill sessions. These include resume writing, job interview skills and networking. The program also includes info and access to the Saskatchewan Youth Apprenticeship Program (SYA).

Safety At Work -In partnership with various workplace safety associations, SIEC offers safety training certification to youth prior to entering the workplace. This includes construction, tourism and healthcare sector safety training.

VR Adventure – VR adventure program provides students the opportunity to explore, learn and discover a variety of career options through the immersive power of virtual reality.

Relevance Magazine – A yearly publication that highlights the career journeys of young people in the province of Saskatchewan. It also includes relevant career articles, post-secondary training opportunities and a job chart that outlines careers and income prospects.

Digitized – Students in grades 10-12 explore careers in information technology through hands-on training, seminars and workshops with the University of Saskatchewan Computer Science Department and international industry experts.

Summer Youth Internship Program - Grade 11 and 12 students experience six weeks of hands-on employment in the construction, manufacturing, information and communication technology, automotive and tourism sectors. These students are compensated for their labour and receive all relevant safety training and apprenticeship credit hours where applicable.

Newcomer Youth Engagement Program – Refugee and immigrant youth aged 17 to 21 take part in this school program focusing on language development, as well as life and work skills.



SASKATOON POLICE SERVICE

SCHOOL RESOURCE UNIT



ORGANIZATIONS INVOLVED:

Saskatoon Police Service, Saskatoon Public Schools, Greater Saskatoon Catholic Schools

DATE FORMED/CREATED:

The partnership is long standing, with the official Police/School Board Protocol revised in October 2019.

PARTNERSHIP GOAL:

The goal of this partnership is to work collaboratively to create safe school communities. School Resource Officers (SROs) work with schools to prevent violence and foster the development of healthy relationships between youth, school communities and police. The partnership helps to proactively identify and solve problems that may arise in schools. School resource officers provide a visible presence in the school community by participating in mediation, classroom presentations, mentorship programs and larger school events.

INITIATIVES AND POTENTIAL IMPACT:

There are numerous initiatives the SROs are involved in, including assisting schools with safety rehearsals, A Safer You, A Safer Me, and the Cadet Orientation Police Studies Program (C.O.P.S.). School resource officers also receive specialized training through our Community Threat Assessment and Support Protocol to support students through early intervention and violence prevention.

MEETING FREQUENCY AND RENEWAL/END DATE:

The partnership meets approximately two times a year. Consultations with partner school divisions occur more frequently.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Deputy Director of Education



SASKATOON PUBLIC SCHOOLS FOUNDATION (SPSF)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS) and Saskatoon Public Schools Foundation (SPSF)

DATE FORMED/CREATED:

2008

PARTNERSHIP GOAL:

Saskatoon Public Schools Foundation is an independent charity working in partnership with SPS to support students, schools and teachers with a focus on literacy, wellness and innovation while recognizing the vital role that public education plays in our society.

INITIATIVES AND POTENTIAL IMPACT:

Camp Brain Power welcomed over 428 grades 1 to 3 students for a week of fun-filled, hands-on learning that sparks curiosity through literacy, creativity and active play. Camp Brain Power is free for all students, with daily lunch and snacks provided through the Summer Snack Program, ensuring every child can fully experience the camp and grow with confidence. From August 11–15, 2025, Camp Brain Power immersed students in engaging lessons and interactive games, preparing them to return to school energized, motivated and with renewed enthusiasm.

Full-day, Every Day Kindergarten In the 2024–2025 school year, SPS offered 29 full-day kindergarten programs across 25 elementary schools. Thanks to the generous support of the SPSF, 750 students were able to benefit from a full-day early learning experience, providing them with a strong foundation to stay on track to graduate with the Class of 2036.

Page Turners In 2024-2025, SPSF proudly offered Page Turners to every Saskatoon Public Elementary School, reaching 558 students. Launched in 2013 to address literacy and equity, the program pairs struggling readers in Grades 2 and 3 with retired teachers for 24 hours of personalized, one-on-one instruction over seven weeks. The results speak for themselves: tutored students gained on average more than a year's growth in reading proficiency, building both skills and confidence along the way. Page Turners is proudly supported in part by the All In Endowment.

All In for Literacy Day celebrates education and the hard work of the schools and teachers by providing a fun and educational day for students while bringing awareness to the daily challenges faced in our schools and community. The block outside the SPS Board of Education building is closed to traffic, and over 500 students from Saskatoon Public Elementary Schools are invited downtown for a "street-fair" with activities and performances centered around literacy, innovation, wellness and reconciliation.



Saskatoon Public Schools Foundation



SASKATOON PUBLIC SCHOOLS PARTNER

SASKATOON PUBLIC SCHOOLS FOUNDATION

Power Up Projects are yearly grants for SPS teachers and students to test or scale innovative ideas that address challenges and opportunities in the classroom. Since 2013, SPSF has given over \$450,000 to Saskatoon classrooms for projects. In 2024-2025 \$41,270 was awarded for 10 innovative projects.

Canpotex Cheer Crates provide additional support and cheer for SPS families twice a year. Each Canpotex Cheer Crate is valued at over \$100 and consists of food including dairy products, eggs, bread, fruits and vegetables, cereal and canned goods, as well as books, hygiene items and fun activities for the whole family. In October and February, over 1500 families received a Canpotex Cheer Crate thanks to the generosity of corporate and individual donors, teachers and our many volunteers.

Nutrition Programs In the 2024–2025 school year, SPS' nutrition programs provided over 1,000,000 breakfasts, lunches and snacks to approximately 5,000 students. With support from Nutrien's Food 4 Thought program, 13 elementary and four secondary schools received consistent access to healthy food. SPSF, in partnership with SPS, CHEP, University of Saskatchewan and Saskatchewan Polytechnic, received a \$2.9 million multi-year grant from the Public Health Agency of Canada in 2023. Now in its third year, the Good Food for Learning program operates in four schools and aims to expand to 10 schools by 2028.

MEETING FREQUENCY AND RENEWAL/END DATE:
Saskatoon Public Schools Foundation Board meets four-five times per year.



SASKATOON SECONDARY SCHOOLS ATHLETIC DIRECTORATE (SSSAD)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Greater Saskatoon Catholic Schools, Saskatchewan High Schools Athletic Association

DATE FORMED/CREATED:

1967

PARTNERSHIP GOAL:

The purpose of SSSAD is to emphasize interschool athletics as an integral part of the total education process.

Interschool athletics provides opportunities for students to develop physical, emotional, and social skills, attitudes that reflect fair play, sportsmanship and citizenship.

Interschool athletic programs are an educational activity in which success measures not the tangible evidence of victory or defeat, but rather, in the intangible personality development factors.

INITIATIVES AND POTENTIAL IMPACT:

The return to sporting activity since the pandemic has once again demonstrated the positive impact athletics has on student and staff student engagement, character and well-being.

MEETING FREQUENCY AND RENEWAL/END DATE:

SSSAD meets every month with athletic directors from each secondary school in both school divisions. There is an annual general meeting held once a year in June.

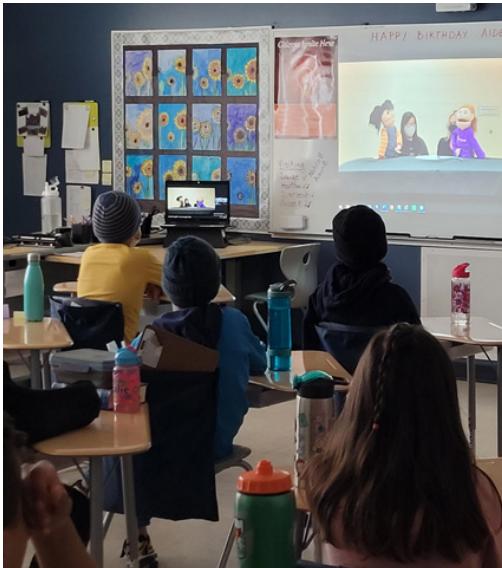
ADMINISTRATIVE COUNCIL PORTFOLIO:

Paul Janzen, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

SASKATOON SEXUAL ASSAULT & INFORMATION CENTRE (SSAIC)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), Greater Saskatoon Catholic Schools, Saskatoon Sexual Assault & Information Centre

DATE FORMED/CREATED:

This partnership began in approximately 2005.

PARTNERSHIP GOAL:

Personal safety education is at the heart of this partnership, with a focus on sexual violence prevention and intervention.

INITIATIVES AND POTENTIAL IMPACT:

I'm the Boss of Me is a personal safety program developed for Grade 4 students. Through the presentation of a puppet show, students will learn about child sexual abuse: what it is, that it is not their fault and the importance of telling a trusted adult. Through the puppet show, information is shared with students using developmental and age-appropriate language and situations. In prior years, this program was delivered in the classroom. Since 2023-2024, due to the Ministry of Education Parental Inclusion and Consent Policy, this program has been delivered in the community. Saskatoon Public Schools advertises this program to our students and their families.

No is a Full Sentence is a sexualized violence prevention and education program developed for Grade 8 students, which was introduced in SPS classrooms in 2022. Since 2023-2024, due to the Ministry of Education Parental Inclusion and Consent Policy, this program has been delivered in the community. SPS advertises this program to our students and their families.

Saskatoon Sexual Assault & Information Centre staff provide age-appropriate classroom resources related to curricular outcomes in courses like Health, Wellness and Life Transitions for students upon request. Saskatoon Sexual Assault & Information Centre staff can also provide information sessions and presentations for school-based staff on sexual abuse and sexualized violence awareness, education and prevention.

Saskatoon Sexual Assault & Information Centre staff work closely with school counsellors to support victims of sexual assault.

MEETING FREQUENCY AND RENEWAL/END DATE:

The partnership meets several times a year to review and plan for best practices in the programs.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education

SSAIC

Saskatoon Sexual Assault
& Information Centre



SASKATOON PUBLIC SCHOOLS PARTNER

SASKATOON TRADES AND SKILLS CENTRE (STSC)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Saskatoon Trades and Skills Center (STSC),
Saskatoon Tribal Council, Greater Saskatoon Catholic Schools,
Saskatchewan Polytechnic, Saskatchewan Indian Institute of Technologies,
and Gabriel Dumont Institute

DATE FORMED/CREATED:

Joint-use agreement – 2007
Operations agreement – March 2017

PARTNERSHIP GOAL:

The STSC was established in 2007 with the goal of preparing youth and adults for employment in the trades and skills sectors, addressing the needs of employers for skilled workers and revitalizing core Saskatoon neighborhoods.

INITIATIVES AND POTENTIAL IMPACT:

Hundreds of skilled workers are transitioned into the Saskatoon and surrounding area workforce each year after completing training with STSC. Programming and potential employment of STSC participants directly impacts our students and their families from both a social and financial perspective.

MEETING FREQUENCY AND RENEWAL/END DATE:

Board of Directors meets four times per year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Deputy Director of Education

SASKATOON
Trades & Skills !
CENTRE



SASKATOON PUBLIC SCHOOLS PARTNER

SETTLEMENT SUPPORT WORKERS IN SCHOOLS (SSWIS)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Saskatoon Open Door Society, Greater Saskatoon Catholic Schools, Prairie Spirit School Division, Conseil des écoles fransaskoises

DATE FORMED/CREATED:

Formed in 2008. Renewed in 2010, and in 2018

PARTNERSHIP GOAL:

Settlement Support Workers in Schools (SSWIS) is an outreach program designed to help newcomer students and their families settle in Saskatoon. Settlement Support Workers in Schools connects newly arrived families with services and resources in the school and community to promote settlement and foster student achievement.

INITIATIVES AND POTENTIAL IMPACT:

This partnership supports smooth transition of newcomers to schools, settlement support for newcomer students and their families so that students can be successful in schools, interpretation and translation services, and cultural bridging.

MEETING FREQUENCY AND RENEWAL/END DATE:

The SSWIS working group meets four times per year and the advisory group meets four times per year.

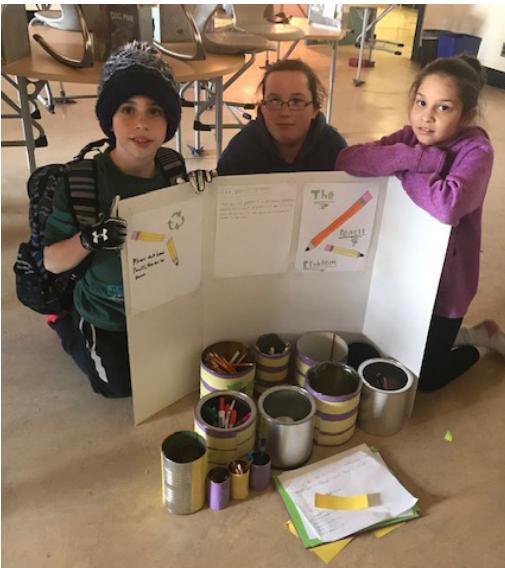
ADMINISTRATIVE COUNCIL PORTFOLIO:

Jennifer Haywood, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

STUDENT ACTION FOR A SUSTAINABLE FUTURE (SASF)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), Greater Catholic School Schools, Saskatchewan Environmental Society, City of Saskatoon, Nutrien, Sustainability Education Research Institute, Saskatoon Light & Power

DATE FORMED/CREATED:

2013

PARTNERSHIP GOAL:

To facilitate curricular student inquiry projects that result in measurable reductions in greenhouse gases, waste production, water consumption and other actions related to sustainability.

INITIATIVES AND POTENTIAL IMPACT:

The SASF program engages students in curriculum-linked inquiry projects that inspire meaningful, sustainable actions in areas such as energy, water, waste, transportation, food and biodiversity. Grounded in curricular outcomes, these projects offer teachers innovative strategies for addressing and assessing key learning goals.

Open to grade 5 to 12 classrooms through an application process, the program connects selected teachers and students with community partners who support and enhance the inquiry experience. The program aims to build students' understanding of climate change and empower them to take everyday actions such as reducing energy use or choosing active transportation that contribute to lower greenhouse gas emissions.

Student actions, whether behavior-based (turning off lights) or technology-based (installing efficient fixtures), lead to utility cost savings, reduced environmental impact and improved community well-being. Each year, student learning is celebrated at an annual showcase in April, and the program's collective impact is documented and shared with Saskatoon Public Schools.

MEETING FREQUENCY AND RENEWAL/END DATE:

The SASF committee meets several times annually.

The partnership is renewed annually.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Marnie Ross, Superintendent of Education



WÂHKÔHTOWIN TEACHER EDUCATION MODEL



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, University of Saskatchewan Indian Teacher Education Program, Greater Saskatoon Catholic Schools, Kahkewistahaw Community School

DATE FORMED/CREATED:

September 2019

PARTNERSHIP GOAL:

- To affirm and strengthen Indigenous teacher candidates' identity, self-efficacy and culturally responsive teaching practice.
- To decolonize teaching practice in a way that leads to stronger learning outcomes for Indigenous and non-Indigenous students.
- Responding to the Truth and Reconciliation Commission's Calls to Action on Education.
- Develop recommendations for teacher education programs, policy and practice.

INITIATIVES AND POTENTIAL IMPACT:

- To develop a unique professional development schools model built on a foundation of Indigenous culture, language, spirituality and people.
- To ensure and promote community participation, input and consultation, such that the community and its students are always at the forefront of planning and development.
- To promote and support Indigenous language and cultural components into the learning and professional development of Mount Royal and/or Bedford Road collegiate students, teachers and staff.
- To enhance and design an array of suitable and valuable learning components and objectives for the pedagogical and practical development of pre-service teachers.

MEETING FREQUENCY AND RENEWAL/END DATE:

Meet bi-annually with leadership teams.

Renewal date: June 2026

ADMINISTRATIVE COUNCIL PORTFOLIO:

Marnie Ross, Superintendent of Education



SASKATOON PUBLIC SCHOOLS PARTNER

WHITECAP DAKOTA NATION AND SASKATOON PUBLIC SCHOOLS REGIONAL EDUCATION AGREEMENT (REA)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS) and Whitecap Dakota Nation (WDN)

DATE FORMED/CREATED:

An informal partnership between the organizations began over 25 years ago. The Alliance Agreement was signed in 2014, followed by the signing of the Regional Education Agreement in 2019.

PARTNERSHIP GOAL:

The purpose of this agreement is to ensure that all students have access to, and receive, a culturally responsive, high-quality education that advances student educational outcomes while respecting the principles of First Nation control of First Nation education.

The agreement implements a sustainable, predictable and more flexible funding model that generally follows the provincial funding model for relevant provincial public schools, with specific adaptations to meet the unique needs of students.

INITIATIVES AND POTENTIAL IMPACT:

The partnership between Saskatoon Public Schools and Whitecap Dakota Nation is longstanding, and both organizations regularly receive requests to share the agreement and the story of this collaborative work. In the early years of the partnership, students from Whitecap Dakota Nation attended Charles Red Hawk School from prekindergarten to grade 4. As students progress in their learning, they are transported to Saskatoon for grades 5 to 12, primarily attending Chief Whitecap School for grades 5 to 8 and continue on to Aden Bowman or Walter Murray collegiates for grades 9 to 12.

Saskatoon Public Schools is fortunate to work alongside an Elder from Whitecap Dakota Nation who is present in schools to support student learning and strengthen connections to culture, language and community. In addition, culture and language teachers from Whitecap Dakota Nation collaborate with school teams to share Dakota ways of knowing, language and traditions, helping to foster a strong sense of identity and belonging. This collaborative work extends beyond the classroom, with Whitecap Dakota Nation staff working alongside other First Nations and the Ministry of Education to develop Dakota language courses for delivery in collegiates, with the goal of piloting a course in the fall of 2027.

MEETING FREQUENCY AND RENEWAL/END DATE:

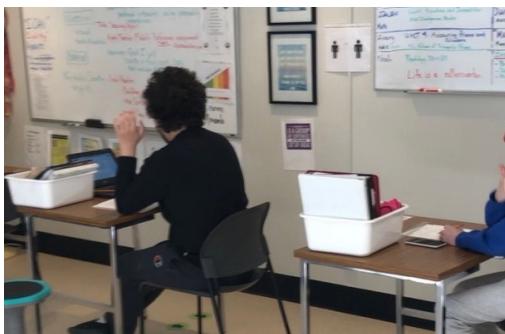
The Joint Governance Committee meets up to two times per year. The Joint Operations Committee meets up to four times per year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education
Shane Skjerven, Director of Education



YOUTH RESOURCE CENTRE (YRC)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Saskatchewan Health Authority, Greater Saskatoon Catholic Schools, and Prairie Spirit School Division

DATE FORMED/CREATED:

Partnership has existed for more than 25 years.

PARTNERSHIP GOAL:

Youth Resource Centre (YRC), often referred to as Day Program, is designed as a short-term assessment and intervention program to help youth reintegrate into an appropriate school setting. The program follows the school calendar and most youth stay for one or two semesters, depending on their needs. Through this partnership, students are provided with educational and mental health services designed to facilitate learning coping strategies to help regulate their symptoms.

INITIATIVES AND POTENTIAL IMPACT:

Youth who attend YRC are referred through mental health professionals actively working with the student and caregivers. The program provides multidisciplinary services addressing educational programs, social and life skill development, recreation assessment and family therapy. The goal is to maximize adolescent mental health and well-being, including the long-term goals of encouraging participation in positive leisure activities, increasing pro-social life skills, decreasing unhealthy behaviours and relapses, increasing productivity, making healthy choices and improving social judgement.

MEETING FREQUENCY AND RENEWAL/END DATE:

Classroom teacher supported professional learning and consultation. Consultation between SHA and Safe, Caring and Accepting Schools staff as needed.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Dean Swan, Superintendent of Education



Saskatchewan
Health Authority



SASKATOON PUBLIC SCHOOLS PARTNER



Saskatoon Public Schools

310 - 21st Street East
Saskatoon, Saskatchewan
Canada S7K 1M7

 306.683.8200

 spsdinfo@spsd.sk.ca

 saskatoonpublicschools.ca

 @StoonPubSchools

 facebook.com/SaskatoonPublicSchools

 instagram.com/SaskatoonPublicSchools

 youtube.com/SaskatoonPublicSchools13

 linkedin.com/company/saskatoonpublicschools



SASKATOON BOARD OF EDUCATION

11.1

MEETING DATE: FEBRUARY 10, 2026

TOPIC: 2026-2027 ACADEMIC CALENDAR

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

A calendar collaboration committee was formed, comprising of various division stakeholders to create the Saskatoon Public Schools 2026-2027 school calendar. This committee met to discuss the parameters of the school calendar with guidelines from the Ministry of Education and applicable legislation and regulations.

CURRENT STATUS

The committee met on two occasions to discuss the optimal calendar for student learning. Trustees Banks and Jones served as board representatives.

The attached proposed calendar for the 2026-2027 school year is based upon:

- consultation processes with all division employee groups represented
- alignment with Greater Saskatoon Catholic Schools and Prairie Spirit School Division proposed calendars.

The proposed calendar represents:

- a total of 194 teacher days
- a minimum of 950 hours of instruction for all students
- Wednesday, September 30 as a day dedicated to honour the National Day of Truth and Reconciliation
- a 16-day winter vacation that centers around Christmas and New Year's Day
- a nine-day February break for students and staff which includes Family Day
- a ten-day spring vacation which includes the Easter long weekend
- the last day of school for students is June 28 (high school) and June 29 (elementary)
- the last day of work for staff is June 30.

Administration recommends approval of the proposed calendar for the 2026-2027 school year.

Superintendent Bishop-Yong will provide a brief update.

| PREPARED BY | DATE | ATTACHMENTS |
|------------------------------------------------------------------------------------------|------------------|-------------------|
| Shane Skjerven, Director of Education Nicola Bishop-Yong, Superintendent of Education | January 19, 2026 | Proposed Calendar |
| | | |

RECOMMENDATION

Proposed Board Motion:

That the board approve the proposed 2026-2027 school year calendar.



DRAFT

| August 2026 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | 3 |

| September 2026 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |
| | | | | | | 20 |

| October 2026 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | 21 |

| November 2026 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | 20 |

| December 2026 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| | | | | | | 14 |

| January 2027 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | 20 |

| February 2027 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | 15 |

| March 2027 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| | | | | | | 19 |

| April 2027 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| | | | | | | 20 |

| May 2027 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | 20 |

| June 2027 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |
| | | | | | | 22 |

| |
|-------------------------------------------------------|
| Stat Holidays |
| No School - Students/Teachers |
| First Day - Elementary A.M. Only / Secondary Full Day |
| PD/Planning/Operations (preK-12 No Students) |
| Last Day (preK-8 Students) |
| Last Day (9-12 Students) |
| Last Day (School Staff) |
| STA Convention - No Students |



SASKATOON BOARD OF EDUCATION

11.2

MEETING DATE: FEBRUARY 10, 2026

TOPIC: NAMING OF CITY CENTRE SCHOOL

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

BACKGROUND

In addition to school, community and parent consultations, senior administration engaged the First Nation, Métis, and Inuit Unit and the Cultural Guidance Advisory Committee to refine potential names. The committee reviewed a shortlist and recommended names for the board's consideration.

CURRENT STATUS

The board has reached consensus regarding the name of the City Centre School.

Joseph Naytowhow, a renowned Cree singer-songwriter, actor, storyteller, and respected leader, will share a song, All One People, to honor and celebrate the newly unveiled school name.

| PREPARED BY | DATE | ATTACHMENTS |
|--------------------------------------------------|------------------|-------------|
| Charlene Scrimshaw, Deputy Director of Education | February 3, 2026 | None |
| Marnie Ross, Superintendent of Education | | |

RECOMMENDATION

Proposed Board Motion:

That the board approve the name _____ for the City Centre School.