



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

**TUESDAY, FEBRUARY 13, 2024
310 – 21st Street East - 6:30 p.m.**

Please note that all public board meetings are audio recorded.

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. Gabriel Dumont Local 11**

- 5. Consent Items**

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

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

- 5.1. Approval of Minutes – January 16, 2024**

Proposed Board Motion (if removed from consent items): That the board approve the minutes of the committee of the whole and regular board meetings held January 16, 2024.

- 6. Reports from Administrative Staff**

- 6.1. 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 2023-2024 evaluation.

7. Delegation

8. Business Arising from the Minutes

9. Unfinished Business

9.1. Items Arising from the Committee of the Whole

10. Reports of Committees and Trustees

11. New Business

11.1. 2025-26 Major and Minor Capital Program Project Requests

Proposed Board Motion: That the board approve the following major and minor capital program project requests to be submitted to the Ministry of Education no later than February 29, 2024:

Major capital requests:

1. *Holmwood collegiate*
2. *Brighton elementary school*
3. *Aspen Ridge elementary school*
4. *Kensington elementary school*
5. *Infrastructure upgrading and infill project at Walter Murray Collegiate*
6. *Brighton elementary school 2*
7. *Northeast collegiate*
8. *West side collegiate*

Minor capital requests:

1. *Cultural component and infrastructure upgrades at wâhkôhtowin School*
 2. *Asbestos removal at Evan Hardy Collegiate*
-

11.2. Board Governance - Board Policies

Proposed Board Motions:

1. *That the board approve the housekeeping changes to the following policies:*
 - *Policy 3: Board Member Code of Ethics*
 - *Policy 18: School Consolidation*
 - *Policy 22: Recognition of Employee Service*
 - *Policy 23: Fundraising and Fees*
 2. *That the board approve Policy 27: Safe Disclosure*
-

12. Notices of Motion

13. Questions by Trustees

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

- Members of the public will have five minutes each to ask their question or make comments, for a total of 20 minutes per meeting.
- All comments or questions about specific agenda items must be submitted in writing by noon the day before the meeting being considered. If the Monday before the Tuesday board meeting is a statutory holiday, the request must be submitted by noon the Friday before the meeting.
- Information on the process for speaking at a board meeting can be found at [Board Meetings - Saskatoon Public Schools \(spsd.sk.ca\)](https://www.spsd.sk.ca/BoardMeetings).

15. Adjournment

Proposed Board Motion: That the board adjourn to the call of the Chair or the meeting of Tuesday, March 5, 2024.



MEETING DATE: FEBRUARY 13, 2024

TOPIC: CELEBRATING EXCELLENCE: GABRIEL DUMONT LOCAL 11

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

BACKGROUND

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

CURRENT STATUS

In June 2020 Saskatoon Public Schools proudly signed a memorandum of understanding with Gabriel Dumont Local 11 entitled *Kwaayesh Wiichi Atooshkaywuk*, meaning "They are working together". Gabriel Dumont Local 11's focus is solely on Métis/Michif education and works to support the development and implementation of learning resources at all grade levels.

Local author and Gabriel Dumont Local 11 member, Wilfred Burton; Greystone Heights teacher, Eric Walker and two students will highlight the power of this partnership.

Superintendent Jennifer Haywood and Senior Lead of Métis/Michif Education Chandrelle Marshall will introduce the guests.

PREPARED BY	DATE	ATTACHMENTS
Brent Hills, Deputy Director of Education	February 6, 2024	None



MEETING DATE: FEBRUARY 13, 2024

TOPIC: APPROVAL OF MINUTES

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

BACKGROUND

CURRENT STATUS

Attached are the minutes from committee of the whole and regular board meetings held January 16, 2024.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	February 5, 2024	Minutes

RECOMMENDATION

Proposed Board Motion (if removed from consent items):

That the board approve the minutes of the committee of the whole and regular board meetings held January 16, 2024.

UNAPPROVED

MINUTES OF A MEETING:

of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, January 16, 2024 at 2:30 p.m.

January 16, 2024

MEMBERS PRESENT:

Trustees Angela Arneson, Donna Banks, Charmaine Bellamy, Kathleen Brannen, Vernon Linklater, Colleen MacPherson, Michael Pidwerbeski, Kim Stranden, Ross Tait, Suzanne Zwarych

Trustee Linklater joined the meeting at 2:41 p.m.

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

CARRIED (10)

The meeting adjourned at 5:26 p.m.

Secretary of the School Division

Board Chair

MINUTES OF A MEETING: of the Board of Education of the Saskatchewan School Division No. 13 of Saskatchewan, held on Tuesday, January 16, 2024 at 6:30 p.m. January 16, 2024

MEMBERS PRESENT: Trustees Kim Stranden (Chair), Angela Arneson, Donna Banks, Charmaine Bellamy, Kathleen Brannen, Vernon Linklater, Colleen MacPherson, Michael Pidwerbeski, Ross Tait, Suzanne Zwarych

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

Agenda: Trustee Arneson moved approval of the agenda. Agenda

CARRIED (10)

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

Celebrating Excellence – Award of Excellence: Chair Stranden, on behalf of the board and the Award of Excellence Selection Committee, announced the recipient of the Saskatoon Board of Education’s Award of Excellence. Banin Arjmand, a graduate of Nutana Collegiate, was recognized for her excellence in academics, character, engagement and well-being and was awarded \$5,000. Mitch Kachur, superintendent of education and Shannon Peters, school community coordinator at Nutana Collegiate, all spoke to Lauren’s character and achievements. Celebrating Excellence-Award of Excellence

Celebrating Excellence – 2022-2023 Proficiency Award Winners: Deputy Director Hills highlighted the Proficiency Award winners at Saskatoon Public Schools for 2022-2023. Each year, proficiency awards are presented to students with the highest average in grades 9, 10, 11 and 12. Celebrating Excellence-2022-2023 Proficiency Award Winners

Consent Items: Trustee MacPherson moved that the following consent agenda items be approved as presented. Consent Items

CARRIED (10)

Approval of Minutes: Trustee MacPherson moved that the board approve the minutes of the committee of the whole and regular board meetings held December 12, 2023. Approval of Minutes

CARRIED (10)

Reports from Administrative Staff:

Financial Results – Quarter 1 – (September 1, 2023 – November 30, 2023): Trustee Zwarych moved that the board receive the financial results for the period September 1, 2023 to November 30, 2023 for information. Financial Results - Quarter 1 – (September 1 2023 – November 30, 2023)

CARRIED (10)

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 2023-24 evaluation. Strategic Plan Accountability Report: Finance

CARRIED (10)

Delegation:

No delegations.

Business Arising from the Minutes:

No business arising from the minutes.

Unfinished Business:

Contract Extension – Director of Education: Trustee Pidwerbeski moved that the board approve the contract for the Director of Education as recommended by the Board's Human Resources Committee.

Contract
Extension -
Director of
Education

CARRIED (10)

Out-of-Scope Compensation Report: Trustee Tait moved that the board approve the recommendations contained in the document "Out-of-Scope Compensation – 2023 Recommendations".

Out-of-Scope
Compensation
Report

CARRIED (10)

Tender for College Park Boiler Replacement: Trustee Bellamy moved that the board award the tender for the College Park School boiler replacement project in the total amount of \$318,000 plus applicable taxes (includes base price only) to Interwest Mechanical Ltd.

Tender for
College Park
Boiler
Replacement

CARRIED (10)

Board Subcommittee Minutes: Trustee Banks moved that the board approve the minutes of the Board Human Resources Committee held September 12, 2023 and December 19, 2023.

Board
Subcommittee
Minutes

CARRIED (10)

Reports of Committees and Trustees:

- Trustee Arneson reported on her attendance at Sylvia Fedoruk School's virtual school community council meeting.
- Trustee Linklater reported on his attendance at a New Year's Eve Sweat ceremony.
- Trustee Banks reported on her attendance at Care and Share holiday luncheons and celebrations in December. She also attended Walter Murray Collegiate's performance of Wizard of Oz, the BRIT basketball tournament, meetings of the Saskatchewan School Boards Association, and the meeting between the Saskatoon Board of Education and the Minister of Education. Trustee Banks also recognized Tommy Douglas Collegiate's senior girls' volleyball team for being awarded the SHSAA sportsmanship award.
- Trustee MacPherson reported on her upcoming attendance at the Lawson Heights/Silverwood Heights schools joint band concert as well as community council meetings within Ward 5.
- Chair Stranden reported on her attendance at school community council meetings within Ward 4, as well as Care and Share holiday luncheons and celebrations in December. She also attended the meeting between the Saskatoon Board of Education and the Minister of Education.

New Business

Amendment to Preventative Maintenance and Renewal Three-Year Plan:

Trustee MacPherson moved that the board approve the amendment of the Three-Year Preventative Maintenance and Renewal Plan to include the following three projects:

- École Silverspring School – replace playground sand with engineered wood fiber at an estimated cost of \$75,000
- Sutherland School – replace flooring in corridor 1300 at an estimated cost of \$50,000
- Various Schools – roof inspection and preventative maintenance an estimated cost of \$1,500,000

Amendment to Preventative Maintenance and Renewal Three-Year Plan

CARRIED (10)

Saskatchewan School Boards Association's Annual Membership Fees:

Trustee Brannen moved that the board authorize payment of 2024 Saskatchewan School Boards Annual membership fees of \$157,534.00 plus GST, for a total amount of \$165,410.70.

Saskatchewan School Boards Association's Annual Membership Fees

CARRIED (10)

Saskatoon Public Schools Foundation – Approval of Directors:

Trustee Arneson moved that the board approve the appointment of Dylan Smith, Christine Marie and Charlene Scrimshaw to the Saskatoon Public Schools Foundation Board of Directors effective January 1, 2024.

Saskatoon Public Schools- Approval of Directors

CARRIED (10)

Notice of Motion:

No Notices of Motion were brought forward.

Questions by Trustees:

No questions by trustees were brought forward.

Delegation:

No delegations.

Comments and Questions from the Public:

No comments or questions were submitted from the public.

Adjournment:

Trustee Linklater moved that the board adjourn to the call of the chair or the board meeting of February 13, 2024.

CARRIED (10)

The meeting adjourned at 7:30 p.m.

Secretary of the School Division

Board Chair



MEETING DATE: FEBRUARY 13, 2024

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT: PARTNERSHIPS

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

BACKGROUND

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

CURRENT STATUS

The accountability report on partnerships is presented as a summary document that highlights the numerous community connections that enhance student academic excellence, character, engagement and well-being. Charlene Scrimshaw, Deputy Director of Education will present the partnership document.

PREPARED BY	DATE	ATTACHMENTS
Brent Hills, Deputy Director of Education Charlene Scrimshaw, Deputy Director of Education	February 7, 2024	Accountability Report

RECOMMENDATION

Proposed Board Motion:

That the board approve the Strategic Plan Accountability Report: Partnerships, to be included as part of the director of education’s 2023-2024 evaluation.

SASKATOON PUBLIC SCHOOLS



PARTNERS 2023-2024

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THE VALUE OF PARTNERSHIP

**Alone we can do so little; together we can do so much.
~ HELEN KELLER**

Saskatoon Public Schools is a division that strives to create a culture of belonging, where every student is known, valued and believed in. Our vision is to work collaboratively with our community partners to enrich the learning opportunities and well-being of our students. This document showcases the diverse and meaningful partnerships that we have established with various organizations and businesses that support our students in their academic, physical, emotional and spiritual development. These partnerships enable us to expand the potential of public education and offer experiences, resources and services that foster student engagement, character development, health and well-being.

We are grateful to our partners for their dedication and contribution to the success and growth of our students and staff at Saskatoon Public Schools. If you are interested in partnering with us, please reach out to us at spsdinfo@spsd.sk.ca to start a conversation.

ABORIGINAL YOUTH ENTREPRENEURSHIP PROGRAM (AYEP)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS) and Martin Family Initiative (MFI)

DATE FORMED/CREATED:

September 2008

PARTNERSHIP GOAL:

Martin Family Initiative entrepreneurship programs support Indigenous student success in high school, the workplace, post-secondary studies and in daily life. The MFI introduces young people and adults to the world of business through mentorship opportunities and resources that reflect their diverse lived experiences. Beyond the business skills gained in MFI's entrepreneurship courses, students gain a strong sense of self-confidence and motivation to share their unique perspectives with the world.

INITIATIVES AND POTENTIAL IMPACT:

Aboriginal Youth Entrepreneurship Program programming is currently offered at Nutana and Mount Royal collegiates. Through Martin Family Initiative business mentorship, SPS students learn entrepreneurial skills and business functions, receive the support and guidance of a successful professional committed to their development, experience greater self-esteem and motivation to succeed, are encouraged to stay in school and graduate, improve their knowledge of job-related skills (e.g. teamwork and communication) and have an enhanced appreciation of education and career opportunities open to them and how they can succeed.

MEETING FREQUENCY AND RENEWAL/END DATE:

Renewed annually

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



Martin Family Initiative
Initiative de la Famille Martin

ANTI-RACIST ANTI-OPPRESSIVE EDUCATION COMMITTEE (ARAO)



ORGANIZATIONS INVOLVED:

Dr. Carmen Gillies from the University of Saskatchewan (U of S) and Saskatoon Public Schools (SPS)

DATE FORMED/CREATED:

2014 with Dr. Verna St. Denis and reaffirmed in 2023 with Dr. Carmen Gillies

PARTNERSHIP GOAL:

The purpose of the mentoring relationship is for Dr. Carmen Gillies to support SPS in responding to the Truth and Reconciliation Calls to Action that relate to education through anti-racist and anti-oppressive teaching and learning. Dr. Carmen Gillies offers professional development and consultancy support to division leaders. Moreover, she plays a pivotal role in cultivating a learning community of SPS teachers and leaders, aimed at building the capacity of the division to implement anti-racism and anti-oppressive practices in our schools. This learning community provides practical ways to honour diverse stories past, present and future while seeking ways for our organization to overcome systemic barriers to student growth and achievement.

INITIATIVES AND POTENTIAL IMPACT:

Through implementing division-wide anti-racist/anti-oppressive practices and professional learning opportunities with the support of Dr. Gillies, the division will increase our knowledge and ability to respond through an anti-racist and anti-oppressive perspective. It is through these learnings and resultant actions that we hope to change the learning experience for First Nations, Inuit and Métis learners in SPS. The mentoring of Dr. St. Denis had a profound impact on the division, and we look forward to continuing this significant work with the support of Dr. Carmen Gillies in the coming years and providing SPS guidance in its commitment to equity.

MEETING FREQUENCY AND RENEWAL/END DATE:

The mentoring relationship with Dr. Gillies is reviewed annually. In 2023-2024, Dr. Gillies provided several keynote addresses for division and school leaders. In addition, she presents to the anti-racist and anti-oppressive learning community four times a year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Charlene Scrimshaw, Deputy Director of Education



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.

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

MEETING FREQUENCY AND RENEWAL/END DATE:

Partnership meetings four times/year
Renewal date – June 28, 2024

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education
Charlene Scrimshaw, Deputy Director of Education



CARE & SHARE SASKATOON

ORGANIZATIONS INVOLVED:

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

DATE FORMED/CREATED:

1997

PARTNERSHIP GOAL:

To connect Saskatoon's businesses, schools and the community to give less fortunate children the same opportunities, education, dignity, hope and role models that every child deserves.

INITIATIVES AND POTENTIAL IMPACT:

Care & Share partners with various organizations in Saskatoon to facilitate programs and services that are made available to community schools. All programs and goods and services are provided to schools at no cost. Programs include 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 Shaw Toy Tree.

MEETING FREQUENCY AND RENEWAL/END DATE:

Business community mentors meet regularly with school administrators and community school coordinators. Care & Share's executive director meets as needed throughout the year with community coordinators and the superintendent.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



CHILD HUNGER EDUCATION PROGRAM (CHEP)



ORGANIZATIONS INVOLVED:

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

DATE FORMED/CREATED:

Partnership has existed for close to 30 years.

PARTNERSHIP GOAL:

Going to school with an empty stomach or without enough food to get through the school day is an unfortunate reality for many children in Saskatoon. CHEP Good Food is committed to ensuring all children have fresh, nutritious food to eat at school 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 SPS. Students learn about safe food handling; kitchen safety; food preparation; and how to read and make a variety of recipes.

Nutrition Positive is an initiative to help students eat, feel and do better in school. Through programs, resources and support for curriculum enhancement and school food policy, Nutrition Positive aims to create a healthy food environment in schools.

Centralized Kitchen provides freshly prepared brown bag lunches to students at local schools who would otherwise not have a 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 four elementary schools beginning in April of 2024 and continuing 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:

Colleen Norris, Superintendent of Education



CHILDREN'S THERAPEUTIC CLASSROOM (CTC)

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), Saskatchewan Health Authority, Greater Saskatoon Catholic Schools, Prairie Spirit School Division

DATE FORMED/CREATED:

2005

PARTNERSHIP GOAL:

The Children's Therapeutic Classroom is a short-term assessment and intervention designed to meet the needs of children who exhibit significant mental health concerns from the three partner school divisions. The goal is to support students to achieve emotional, social and academic success.

INITIATIVES AND POTENTIAL IMPACT:

The CTC is staffed with a classroom teacher, an educational assistant, and a community mental health nurse, creating an educational setting that supports children with chronic mental health issues who have not experienced success in a classroom setting despite extensive resources and interventions at the school level. Students learn strategies to promote mental health and well-being with the intent of returning to school programming within their division.

MEETING FREQUENCY AND RENEWAL/END DATE:

Monthly partner (non-classroom staff) and classroom team meetings (classroom and non-classroom staff) during the school year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



Saskatchewan
Health Authority

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 North American Centre for Threat Assessment and Trauma 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:

Colleen Norris, Superintendent of Education



CONCENTUS

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Concentus Citizenship Education Foundation, Saskatchewan Human Rights Commission.

DATE FORMED/CREATED:

2017

PARTNERSHIP GOAL:

The purpose of Concentus is to educate and empower individuals to understand their rights, encourage responsible, respectful and participatory citizenship, and promote a commitment to justice in a pluralistic society.

INITIATIVES AND POTENTIAL IMPACT:

Saskatoon Public Schools partners with the Concentus Citizenship Education Foundation to embed classroom resources within existing curriculum to advance citizenship education. One of the ways the division supports students to develop their character is to strengthen students' knowledge and application of the five essential citizenship competencies: enlightened, empowered, empathetic, ethical and engaged. Developing these competencies in age-appropriate ways from kindergarten to Grade 12 helps foster a respect not only for democracy, but our multicultural and diverse community. The resource places a strong emphasis on the rights and responsibilities inherent in the treaty relationship and empowers students to respond to the Truth and Reconciliation Commission's Calls to Action.

MEETING FREQUENCY AND RENEWAL/END DATE:

This partnership is ongoing.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Jennifer Haywood, 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 and Howard Coad schools.

INITIATIVES AND POTENTIAL IMPACT:

The program aims to do the following:

- Increase participation of children and youth in sport, culture and recreation programming
- Reduce and remove barriers to child and youth participation in sport, culture and recreation
- Increase participation of families in the activities of targeted children and youth to support continued and sustainable participation
- Promote the benefits of participation in sport, culture and recreation to youth and families
- Increase the number of programs and their capacity to deliver sport, culture, and recreation programming while meeting the 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:

Brent Hills, Deputy Director of Education



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 Oskâpêwis training, 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 Métis Friendship Centre Graduation Gala, Round Dance and Métis Cultural celebrations.

MEETING FREQUENCY AND RENEWAL/END DATE:

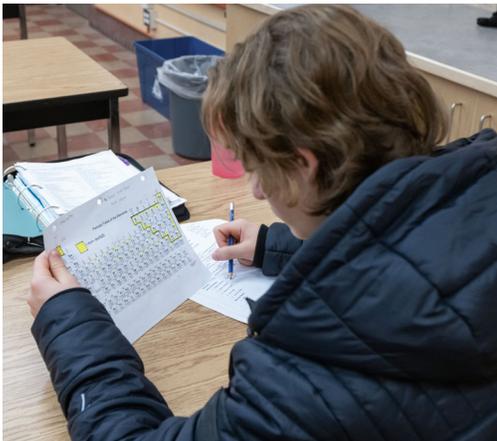
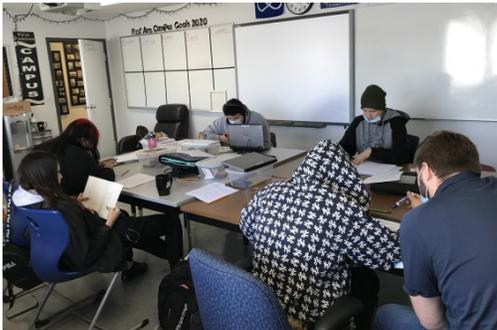
The Joint Operations Committee meets a minimum of two times per year and will continue until August 31, 2027.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



FIRST AVE- NUE 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 12-18 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 SPS teacher and EGADZ support worker. They also have access to other supports through EGADZ, including a safe environment, transportation and nutrition. 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:

Colleen Norris, 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:

iGen 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:

Mitch Kachur, Superintendent of Education



iGen

Sherbrooke

MEMORANDUM OF
UNDERSTANDING:
**KWAAYESH
WICHI**
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 with SPS in developing and delivering ongoing professional development for all SPS employee groups 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 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 renewal date for the MOU is August 31, 2025.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director 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 Stories of Newcomers Project that highlights the experiences of newcomers in Saskatoon.

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

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:

Potential for significant positive impact for SPS students and staff with land-based education through this partnership. Over the last two summers, the coordinator for outdoor learning, has aligned k-12 curricular connections and First Nation, Métis and Inuit ways of knowing, being and doing to the land-based learning opportunities that students explore through the MVA.

MEETING FREQUENCY AND RENEWAL/END DATE:

Meetings four times per year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Jennifer Haywood, Superintendent of Education



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 collegiates 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:

Colleen Norris, Superintendent of Education



Saskatchewan
Health Authority

Mental Health & Addiction Services
Saskatoon Area

MICHIF EARLY LEARNING PILOT PROJECT (MELPP)



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:

Funding from MN-S provides the following:

- A partnership teacher to extend current prekindergarten or kindergarten;
- Michif language keeper(s)
- Resources for the Michif Early Learning Pilot Project program and shared resources with the MN-S task team
- Transporting students according to school division guidelines as necessary to ensure regular
- attendance within the program
- Access to professional learning opportunities for the teacher and language keepers
- One-week Michif language camp for staff during the summer.

MEETING FREQUENCY AND RENEWAL/END DATE:

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

Renewal date is September 2024.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director 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 exclusively 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-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.

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: Brent Hills, Deputy Director of Education
Operational Superintendent: Jennifer Haywood, Superintendent of Education



MIDCHILDHOOD SUPPORT PROGRAM (MSP)

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS), Saskatchewan Health Authority, Greater Saskatoon Catholic Schools, Prairie Spirit School Division

DATE FORMED/CREATED:

1997

PARTNERSHIP GOAL:

The partnership was developed to implement an 'intensive case management' project for children and their families within Saskatoon and neighbouring rural areas to ensure that children and families with complex needs have access to effective and coordinated services.

INITIATIVES AND POTENTIAL IMPACT:

Midchildhood Support Program supports children 6 to 11 years old who would benefit from case management because the child or family has multiple needs (e.g., mental health, educational, behavioural, emotional) which require services from more than one service agency. Midchildhood Support Program case managers work with a small number of families intensively to ensure their complex needs can be met. They assess family needs, ensure the development and implementation of an individualized service plan, and provide support and encouragement to the family.

MEETING FREQUENCY AND RENEWAL/END DATE:

Monthly meetings during the school year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



**Saskatchewan
Health Authority**

NURSING CLINICAL PLACEMENT PARTNERSHIPS

ORGANIZATIONS INVOLVED:

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

DATE FORMED/CREATED:

The partnership between SPS and Saskatchewan Polytechnic was developed in 2010, practicums in schools for these programs 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:

Colleen Norris, Superintendent of Education



UNIVERSITY OF SASKATCHEWAN
College of Nursing
USASK.CA/NURSING



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:

Brent Hills, Deputy Director of Education



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, Trans and Queer 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 focuses on reducing discrimination, increasing awareness of 2SLGBTQ people and issues and what inclusive spaces look and feel like. All content is 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 we connect students and families with OUTSaskatoon through our school counsellors.

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:

Colleen Norris, 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 at 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

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 new City Centre school project. Additionally, the partnership includes programs and services related to academic and cultural mentorship, health supports, and the sharing of professional learning resources.

MEETING FREQUENCY AND RENEWAL/END DATE:

Joint Operations Committee meets two times per year. Joint Leadership Working Group meets four times per year.

The renewal date is August 31, 2024.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



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 nine collegiates (six public) in Saskatoon. In SPS the program can be found in Mount Royal, Bedford Road, Walter Murray, Tommy Douglas, Nutana 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 five 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 high school.

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 Collegiate and Mount Royal Collegiate 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:

Colleen Norris, Superintendent of Education



Saskatchewan
Health Authority

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 benefitted from the partnership with SFD, from our youngest students who are introduced through fire hall tours, and water safety program, to our Fire Introduction Recruitment Experience (FIRE) cadet program at the collegiate level. Saskatoon Fire Department also offers the Firestop program, an education-based program designed to support children and their families to stop fire play and prevent fire-related incidents. Saskatoon Public Schools has well-developed and rehearsed emergency response plans; we work closely with 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:

Brent Hills, Deputy Director of Education



SASKATOON INDUSTRY EDUCATION COUNCIL (SIEC)

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS) and Saskatoon Industry Education Council (SIEC)

DATE FORMED/CREATED:

September 1998

PARTNERSHIP GOAL:

The SIEC bridges Saskatchewan's career opportunities to students in SPS. 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:

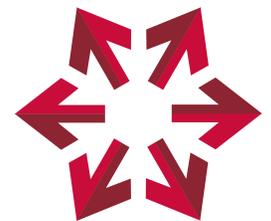
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MEETING FREQUENCY AND RENEWAL/END DATE:

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

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education and
Brent Hills, Deputy Director of Education



SIEC
Saskatoon Industry
Education Council

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. Access 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. Recent 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.

HealthLink – In partnership with the Saskatchewan Health Authority, students in grades 10 and 11 explore opportunities in the health-care field through panel discussions and breakout sessions with vocational representatives from nursing, therapies, mental health and addictions, medical diagnostics and medicine.

Relevance Magazine – A yearly publication that showcases 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 lockdown rehearsals, Youth Police Academy, Kiss and Ride Program, 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:

Brent Hills, 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:

See next page

MEETING FREQUENCY AND RENEWAL/END DATE:

Saskatoon Public Schools Foundation Board meets four-five times per year.



Saskatoon Public Schools Foundation

SASKATOON PUBLIC SCHOOLS FOUNDATION

Early Learning, Equal Start funds three essential initiatives to ensure students can reach the critical milestone of Grade 3 reading in Grade 3:

- 29 **Full-day, every day Kindergarten** classes in 25 elementary schools (750 students)
- **Page Turners** (pairs students in Grade 2 to 3 who are reading below grade level with retired teachers for 25 hours of 1-on-1 tutor support. This intensive support results in over half a year's reading growth in seven weeks. (600 students)
- **Camp Brain Power** is a one-week summer camp provided at no cost to families with a focus on literacy, physical movement, engagement, and well-being for students in grades 1 to 3. (450 students)

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. (\$45,000 yearly)

Cheer Crates provide additional support and cheer for SPS families twice a year during school breaks. Every Cheer Crate essential food, hygiene products, warm clothing, activity items, books and more. (1,500 families)

Nutrition Programs provide over 800,000 healthy meals and snacks each year to SPS students. In partnership with Nutrien, SaskMilk, and other donors, SPSF provides funding for schools to purchase nutritious food and offset the costs for school nutrition workers. (18 schools, 5000+ students)



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 provide 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 the measurement of success is not the tangible evidence of the 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:

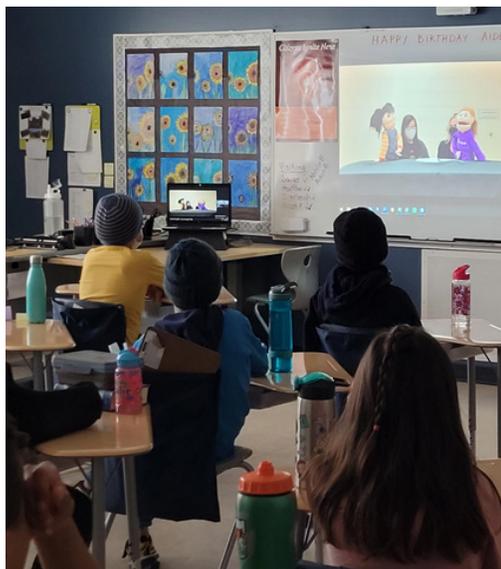
SSSAD meets every month with athletic directors from each secondary school in both school divisions. There is an annual general meeting held once a year in June.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Paul Janzen, Superintendent of Education



SASKATOON SEXUAL ASSAULT & INFORMATION CENTRE (SSAIC)



ORGANIZATIONS INVOLVED:

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

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. In 2023-2024 due to the Ministry of Education Parental Inclusion and Consent Policy, this program will be delivered in the community. Saskatoon Public Schools has advertised this program to our students, and it will be offered in February of 2024.

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. In prior years, this program was delivered in the classroom. In 2023-2024 due to the Ministry of Education Parental Inclusion and Consent Policy, this program has been delivered in the community. SPS advertised this program to our students, and it was offered and well attended by students in the fall of 2023.

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:

Colleen Norris, Superintendent of Education

SSAIC

Saskatoon Sexual Assault
& Information Centre

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 goals 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 up to four times per year (starting in September). The human relations and governance and budget and finance sub-committees meet up to four times per year ahead of the board meetings and at other times as necessary.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education

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 francophones

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



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:

Student Action for a Sustainable Future program supports curriculum-linked student inquiry that leads to sustainable actions in topic areas including energy, water, waste, transportation, food and biodiversity. The inquiry projects are grounded in curricular outcomes and expose teachers to new ways of addressing and assessing these outcomes. The project invites teachers in grades 5-8 to apply to the program and successful classrooms are connected to community partners that support student inquiry projects. The project aims for students to learn about climate change and how their everyday actions can help to reduce greenhouse gas emissions. The actions that students take to change behavior (turning off lights, active transportation) and technology (new lights or water fixtures) result in cost savings on utilities, reduction in greenhouse gases and increase in community wellness. The project culminates in a showcase of student learning held annually in April. The results of the project are published annually and shared with SPS.

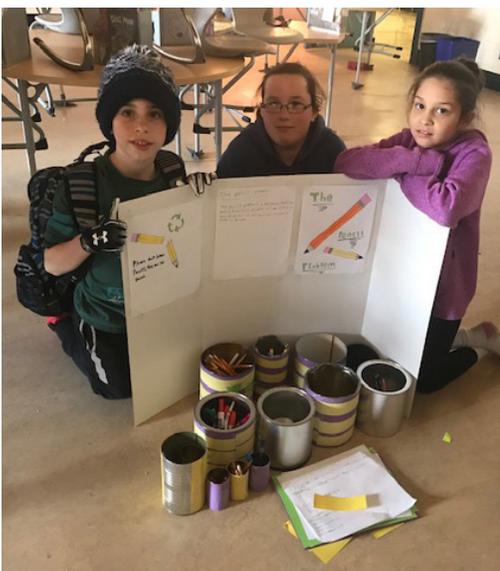
MEETING FREQUENCY AND RENEWAL/END DATE:

The SASF committee meets several times annually.

The partnership is renewed annually.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Nicola Bishop-Yong, Superintendent of Education



SUSTAINABILITY AND EDUCATION POLICY NETWORK (SEPN)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools (SPS) and Sustainability and Education Policy Network (SEPN) based at the University of Saskatchewan

DATE FORMED/CREATED:

A memorandum of understanding was formalized in January 2020 and will be renewed in 2024

PARTNERSHIP GOAL:

This partnership supports initiatives to:

- Create professional learning opportunities for SPS teachers that connect SEPN research to practice in classrooms
- Advance the understanding of and support for sustainability and climate change education among Saskatoon Public Schools leaders, including senior administration, school administrators and citizenship education teacher leaders
- Engage SPS students in exploring the knowledge and actions necessary for sustainable living, active citizenship and well-being
- Identify and support collaborative opportunities for sustainability and climate change related research.

INITIATIVES AND POTENTIAL IMPACT:

The Climate Change Educator's (CCE) Network is a professional growth network for SPS teachers interested in climate change education. The teacher network currently has 75 members and meets regularly. The network collaborates with staff development on ensuring ongoing resource development and teacher collaboration. In conjunction with citizenship education, a series of mentor texts and corresponding lessons were distributed to school libraries for use in social studies and language arts curricula. Through the CCE network, several initiatives have emerged including Nature Talks (a student voice showcase), professional book clubs (Braiding Sweetgrass and This Changes Everything) and additional partnerships with the One School, One Farm organization.

MEETING FREQUENCY AND RENEWAL/END DATE:

As SEPN is also connected to the Student Action for a Sustainable Future project, SPS meets two - three times yearly and consults as needed.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Nicola Bishop-Yong, Superintendent of Education



WĀHKŌHTOWIN 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' Nēhiyaw 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
- To respond to the Truth and Reconciliation Commission's Calls to Action on Education
- To develop recommendations for teacher education programs, policy and practice.

INITIATIVES AND POTENTIAL IMPACT:

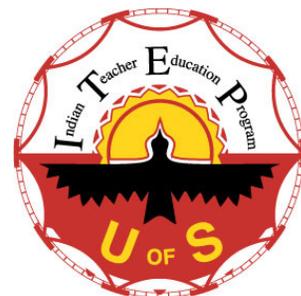
- To develop a unique professional development schools model built on a foundation of Nēhiyaw culture, language, spirituality and people
- To ensure and promote community participation, input, and consultation, such that the community and its students are always at the forefront of planning and development
- To promote and support Nēhiyaw 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 is September 2025.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



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 SPS and WDN is longstanding, and the two organizations receive several requests per year to share the agreement and the story of the partnership. In the last year, representatives from the school division have supported WDN in the implementation of the NEWO Wellness program at Chief Whitecap School. This program is designed to teach Indigenous youth wellness tools and influence lifelong healthy habits.

In addition, Whitecap Dakota Nation staff have worked collaboratively with other First Nations and the Ministry of Education to develop Dakota language courses that will be delivered in collegiates. The goal is to pilot a course in the fall of 2024.

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.

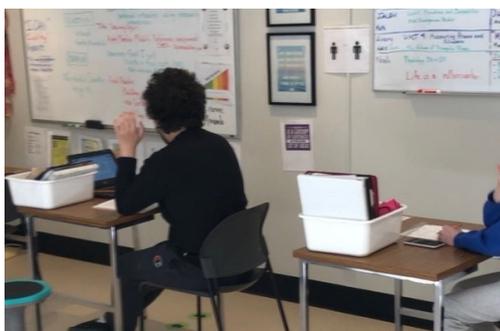
The current regional education agreement will be up for renewal in 2024.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Trish Reeve, 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 with professional learning and consultation. Consultation between YRC and Safe, Caring and Accepting Schools staff as needed.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



Saskatchewan
Health Authority



Saskatoon Public Schools

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MEETING DATE: FEBRUARY 13, 2024

TOPIC: 2025-26 MAJOR AND MINOR CAPITAL PROGRAM PROJECT REQUESTS

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

BACKGROUND

The deadline for the submission of major and minor capital program project requests is February 29, 2024.

CURRENT STATUS

The following have been identified as the top major capital project requests:

1. Holmwood collegiate
2. Brighton elementary school
3. Aspen Ridge elementary school
4. Kensington elementary school
5. Infrastructure upgrading and infill project at Walter Murray Collegiate
6. Brighton elementary school 2
7. Northeast collegiate
8. West side collegiate

The following have been identified as the top minor capital project requests:

1. Cultural component and infrastructure upgrades at wâhkôhtowin School
2. Asbestos removal at Evan Hardy Collegiate

The board is required to formally approve major and minor capital program project requests prior to any such submissions.

PREPARED BY	DATE	ATTACHMENTS
Stan Laba, Superintendent of Facilities	January 31, 2024	None

RECOMMENDATION

Proposed Board Motion:

That the board approve the following major and minor capital program project requests to be submitted to the Ministry of Education no later than February 29, 2024:

Major capital requests:

1. Holmwood collegiate
2. Brighton elementary school
3. Aspen Ridge elementary school
4. Kensington elementary school
5. Infrastructure upgrading and infill project at Walter Murray Collegiate
6. Brighton elementary school 2
7. Northeast collegiate
8. West side collegiate

Minor capital requests:

1. Cultural component and infrastructure upgrades at wâhkôhtowin School
2. Asbestos removal at Evan Hardy Collegiate



MEETING DATE: FEBRUARY 13, 2024

TOPIC: BOARD GOVERNANCE - BOARD POLICIES

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

BACKGROUND

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

CURRENT STATUS

The Board Governance Committee met on January 30, 2024, and is recommending approval of housekeeping changes to the following board policies pending minor final edits.

- Policy 3: Board Member Code of Ethics
- Policy 18: School Consolidation
- Policy 22: Recognition of Employee Service
- Policy 23: Fundraising and Fees

The committee also reviewed and recommends approving new Policy 27: Safe Disclosure.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education Daniel Burke, Chief Financial Officer	February 5, 2024	Policies (5)

RECOMMENDATION

Proposed Board Motions:

- 1) That the board approve the housekeeping changes to the following policies:
 - Policy 3: Board Member Code of Ethics
 - Policy 18: School Consolidation
 - Policy 22: Recognition of Employee Service
 - Policy 23: Fundraising and Fees
- 2) That the board approve Policy 27: Safe Disclosure.

POLICY 3 - BOARD MEMBER CODE OF ETHICS

A code of ethics is a helpful guide to corporate behaviour. When each board member commits to high ethical standards, it is easier for the board to fulfill its obligation and discharge its duties. The following Code of Ethics has been adopted by the board.

Code of Ethics

As a school board member:

1. I will be motivated by an earnest desire to serve the school division to the best of my ability to meet the educational needs of all students.
2. I will recognize that the expenditure of school funds is a public trust, and I will endeavour to see that the funds are expended efficiently in the best interests of students.
3. I will not use my position for personal advantage or to the advantage of any other individual apart from the total interest of the school division, and I will resist outside pressure to so use my position.
4. I will act with integrity and do everything possible to maintain the dignity of the office of a school board member.
5. I will carry out my duties objectively, and I will consider all information and opinions presented to the board in making my decisions, without bias.
6. I will work with other board members in a spirit of respect, openness, cooperation and proper decorum, in spite of differences of opinion that may arise during debate.
7. I will accept that authority rests with the board corporate and that I have no individual authority outside the board. I will abide by the majority decisions of the board once they are made, but I shall be free to repeat the opinion that I held when the decision was made.
8. I will express my contrary opinion respectfully and honestly, and without making disparaging remarks, in or outside board meetings, about other board members or their opinions.
9. I will communicate, and conduct my relationship with staff, the community, other school boards and the media in a manner that focuses on facts.
10. I will not divulge confidential information, which I obtain in my capacity as a board member, and I will not discuss those matters outside the meetings of the board or the board's committees.
11. I will endeavour to participate in trustee development opportunities to enhance my ability to fulfill my obligations as a school board member.
12. I will not conduct myself in a manner, that is intended to ~~be to~~ criticize another school board.
13. I will support the value of public education, and will endeavour to participate, and encourage my board to participate, in activities that support or promote public education in Saskatchewan.
14. [Each board member will review and execute the Annual Declaration of potentially conflicting interests \(Appendix A\) to declare in writing the existence of any confirmed or potential conflicts](#)

of interest. If a board member becomes aware of a potential or confirmed conflict after this annual declaration, that board member is required to update their annual declaration at the next regular board meeting.

15. If a board member is thought to have violated any provisions of this policy, procedures outlined in Appendix BA will apply.

Legal Reference: The School Division Administration Regulations, Sections 10, 11, 12, 13
Date Last Revised: ~~October 11, 2022~~ February 13, 2024

APPENDIX A

Annual Declaration of Potentially Conflicting Interests

Annually, each member of the board shall confirm in writing that he or she has read and understood Policy 3: Board Member Code of Ethics. Board members shall disclose any outside interests or activities that may pose a conflict of interest.

I am currently a Board of Education of the Saskatoon School Division No 13 (Saskatoon Public Schools) board member, board member, member, committee member, officer, substantial shareholder/owner/investor, or an employee of the following organizations or community groups:

I am not now nor have been in the past 12 months been involved directly or indirectly in any arrangement, agreement, investment, or other activity with any vendor, supplier, or other party doing business with Saskatoon Public Schools that could result in personal benefit to me, my family, or a personal or business associate.

I am not now, nor have not at any time in the past 12 months, been a recipient, directly or indirectly, of any salary payments or loans or gifts of any kind or any free service or discounts or other fees from or on behalf of any person or organization engaged in any transaction with Saskatoon Public Schools.

Any exceptions to the above are stated below with a full description of the transactions and of the interest, whether direct or indirect, which I have in the persons or organizations having transactions with Saskatoon Public Schools.

I _____ have read, understood and will comply with the Code of Conduct and Conflict of Interest Protocol as set out by the [ABC] School Board. I will act in the best interest of the [ABC] School Board and avoid any situations that could result in real or perceived conflict of interest.

Date: _____

Signature: _____

Printed name: _____

APPENDIX B

CODE OF CONDUCT SANCTIONS

1. Policy 3: Board Member Code of Ethics requires that the trustees of Saskatoon Public Schools collectively and as individual members, always commit to ethical and appropriate conduct. Failure by a board member to operate in compliance with Policy 3: Board Member Code of Ethics may result in Board-initiated sanctions.

2. Confidentiality Regarding Issues of a Sensitive Nature

This policy requires that board members respect confidentiality relating to issues of a sensitive nature. Failure to comply with this requirement constitutes a security breach. An individual board member may bring a suspected security breach to the attention of the board in a closed meeting. If the board agrees that a security breach has occurred, this shall be recorded.

3. Procedure for Dealing with Breaches of Confidentiality

Where the board determines that a breach of confidentiality has occurred, the following procedures shall apply:

a. Following the board's approval in the form of a motion, the Board Chair [Vice-Chair or Designate in the case of a breach involving the Board or Vice Chair] shall request that the Director of Education/CEO or designate (as the "head" of the local authority pursuant to the *Local Authority Freedom of Information and Protection of Privacy Act*), appoint an independent investigator to review the matter.

b. The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair [Vice-Chair or Designate in the case of a breach involving the Board or Vice Chair] and Director of Education/CEO.

c. The Board Chair [Vice-Chair or Designate in the case of a breach involving the Board or Vice Chair] shall present the report of the independent investigator at a closed meeting.

d. The board member in question shall have the opportunity to present any additional information of relevance at this time.

e. If the Board determines that a wilful violation of security has occurred:

i. First Occurrence

1. A motion to write a letter of censure marked "Personal and Confidential" shall be discussed and agreed upon by a majority of board members present at a closed meeting of the board.

2. If the motion passes, the decision will require immediate approval by a majority vote of the board members at a public board meeting.

ii. Subsequent Occurrences

For subsequent occurrences, a motion of censure against the board member in question may be brought directly to a public Board meeting. This motion requires approval by a majority vote of the board members present at the meeting.

4. Other Violations of the Code of Conduct

A board member who believes that a fellow board member has violated any sections of the policy, excluding the confidentiality section, may seek a resolution of the matter through appropriate conciliatory measures prior to proceeding through the official measures outlined below in section 5.

5. Procedures for Dealing with Other Violations of the Code of Conduct

In the steps that follow, the Board Chair and the Vice-Chair will receive the complaint and manage the steps of the process. In the event that the complaint is against the Board Chair, the Vice-Chair solely will receive the complaint and manage the steps outlined herein. In the event that the complaint is against the Vice-Chair, the Board Chair solely will receive the complaint and manage the steps outlined herein.

- a. A board member who wishes to commence an official complaint, under the Code of Conduct, shall file a letter of complaint with the Board Chair and Vice-Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the conduct policy that are alleged to have been violated by the board member.
- b. The board member who is alleged to have violated the conduct policy, and all other board members, shall be forwarded a copy of the letter of complaint by the Board Chair and Vice-Chair within five (5) days of receipt by the Board Chair and Vice-Chair of the letter of complaint. The filing, notification, content, and nature of the letter of complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a gross violation of the conduct policy. Public disclosure of the complaint and any resulting decision taken by the board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a hearing.
- c. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other board member must provide a letter indicating support for having the complaint heard at a hearing. This letter of support must be provided to the Board Chair and Vice-Chair within three (3) days of the notice in writing of the letter of complaint having been forwarded to the board members. Any board member that provides such a letter of support shall not be disqualified from attending a hearing convened to hear the matter or from deliberating upon the complaint at the hearing solely for having provided such a letter.
- d. Where no letter supporting a hearing is forthcoming, the complaint shall not be heard. The Board Chair and Vice-Chair shall notify the board members in writing that no further action of the board shall occur.

- e. Where a letter supporting a hearing is forthcoming, the Board Chair and Vice-Chair shall add the item to a meeting of the Board as soon as is reasonable.
- f. Upon conclusion of a hearing held pursuant to this section, a violation of conduct policy shall result in the following sanction(s):
 - i. The Board Chair [Vice-Chair in the case of a breach involving the Board Chair] shall write a letter of censure marked “Personal and Confidential” to the violating board member in question. This occurs only after having such action discussed and agreed upon by a majority vote of Board members present at a closed meeting of the board. A majority of board members at a public meeting of the board shall immediately approve this decision.
 - ii. For a subsequent occurrence, a motion of censure shall be presented against the violating board member in question at a public meeting of the board.
 - iii. For a further subsequent occurrence, a motion to remove the board member in question from one or more board appointments may be presented at a public meeting of the board.

POLICY 18 - SCHOOL CONSOLIDATION

The Saskatoon Board of Education is committed to making the best use of its resources to ensure the most positive educational outcomes for its students.

If requested by the ~~B~~board, the ~~e~~director of ~~e~~education shall conduct a review of elementary and high school facility requirements in areas of the city specified by the ~~B~~board. The review may provide options with respect to possible attendance area consolidation and school closure for the efficient accommodation of students and the provision of quality education in the short and long term.

1. A review may be necessary in circumstances where the ~~B~~board is concerned that:
 - 1.1 due to ~~rapidly declining low~~ enrolments, the quality of education is deteriorating.
 - 1.2 due to ~~rapidly declining low~~ enrolments, ~~the operating costs of the school division are significantly excessive inefficient where operating the school is a financial hardship.~~
 - 1.3 due to the deterioration of the physical plant, the safety of the children may be ~~compromised at risk.~~
 - 1.4 ~~the costs of~~ repairing and maintaining the plant is ~~excessive cost- prohibitive~~; or,
 - 1.5 due to budgetary constraints, cost saving measures must be considered.
2. The ~~B~~board ~~shall will~~ advise the ~~S~~school ~~C~~community ~~C~~council(s) of the study being undertaken.
3. The factors that ~~shall will~~ be considered in any report on the future use of a school shall include, but are not limited to are:
 - 3.1 the quality of education in the school;
 - 3.2 historical enrolments and projected enrolments ~~compared to capacity~~ over a ~~five~~multi-year period;
 - 3.3 physical condition of the school plant and the extent to which it complies with fire and safety regulations;
 - 3.4 capital costs required to ~~upgrade continue to operate~~ the plant;
 - 3.5 operating costs of the school;
 - 3.6 relocation of the students; and the human, physical, and fiscal costs of such relocation;
 - 3.7 expected enrolment, educational and other impacts on neighbouring schools;
 - ~~3.8~~ the effect of closure on the neighbouruhood and surrounding neighbouruhoods;
 - ~~3.9~~ transfer and effective use of staff.

4. The report shall be presented to the Bboard in ~~September~~October. If options have been identified which, if adopted by the Bboard, would result in the closure of one or more schools, the staff and the Sschool Ccommunity Ccouncil shall, by the end of September, be notified of the possible implications of the review. ~~The Sschool~~The school Ccommunity Ccouncil, parent/guardian committees, community groups, and other interested parties ~~shall~~will be afforded an opportunity for consultation with the Bboard prior to the end of December.

5. Upon conclusion of the consultation process, the Bboard ~~shall~~will, no later than January ~~1531~~, make its decisions with respect to any consolidation of attendance areas and school closures.

6. Should the Bboard resolve that consolidation of attendance areas and closure of one or more schools is to take place, the Director ~~will~~shall:
 - 6.1. Implement procedures for publicizing the Bboard's decisions and making information available to parties who would be directly affected by the closure(s);
 - 6.2. Prepare plans for the disposition of equipment and materials located in schools cited for closure;
 - 6.3. Identify options for Bboard consideration with respect to the disposition of the buildings and grounds occupied by schools cited for closure; and
 - 6.4. Notify the appropriate officials of the City of Saskatoon and the Ministry of Education.

7. Notwithstanding the process described above, a school may also be closed if:
 - ~~8.1. A petition is received from parents/guardians representing a majority of the students enrolled in the school, requesting that its attendance area be combined with that of a nearby school or schools; or~~
 - ~~8.27.1-~~ 8.27.1- An unexpected decline in enrolment makes its continued operation impractical.

Legal Reference: The Education Act, 1995, Section ~~87~~Section 87(1)w
 Date Last Revised: September 22, 2020February 13, 2024

POLICY 22 - RECOGNITION OF EMPLOYEE SERVICE

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

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

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

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

Criteria for Long Service Awards:

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

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

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

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

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

Date Last Revised: ~~June 18, 2019~~February 13, 2024

POLICY 23 - FUNDRAISING AND FEES

The ~~B~~board develops its annual budget with the objective of providing funds sufficient to ~~insure~~ensure quality education ~~and consistency of educational services~~ to all students ~~in the of~~ Saskatoon Public Schools.

Fundraising

~~Notwithstanding the above, t~~The ~~B~~board recognizes that individual schools and their community may wish to raise additional funds to support out-of-school curricular and extra-curricular programs, identified charitable organizations and minor school site enhancements.

The board also recognizes the fundraising coordinated by Saskatoon Public Schools Foundation (SPSF). SPSF works as a charitable organization in partnership with Saskatoon Public Schools to support its students, schools and teachers. Fundraising efforts for significant capital expenditures or significant operating initiatives will generally be led by SPSF.

Any fundraising activities that the division is a beneficiary of must be in accordance with the strategic plan and not negatively impact the reputation of the school division.

The purpose of the funds raised or the restrictions put on the funds by the donor must:

- Be in accordance with the strategic plan
- Support or enhance curricular or extra-curricular activities
- ~~Promote equitable opportunities for all students~~

The director of education or designate is not obligated to accept a donation if the terms are not agreeable to the school division.

Individual and corporate donors may be publicly recognized in a professional manner.

The ~~B~~board authorizes the ~~Director~~director of ~~e~~Education or designate to approve fund raising projects in ~~the schools~~accordance with this policy.

Fees

The ~~B~~board authorizes the collection of money from students for purposes of fees or dues with respect to student organizations, ~~and related~~ activities approved by the school, ~~or other~~ educational supplies and services provided outside of The Education Act, as approved by the ~~d~~Director of ~~e~~Education ~~or designate~~as recommended by the Pprincipal of the school.

Legal Reference: Section 85, 87, 142, 146, *The Education Act*
5(a)(b)(~~e~~), *The Education Act*

Date Last Revised: ~~September 22, 2020~~ February 13, 2024

POLICY 27 - SAFE DISCLOSURE

Background

All employees of Saskatoon Public Schools have the responsibility to disclose known or suspected policy or procedure violations or other serious matters that an employee reasonably believes may be unethical, unlawful, dangerous to others and/or that may negatively impact the school division's reputation. The division has the responsibility to ensure employees can safely disclose known or suspected policy or procedure violations. This policy is intended to encourage, support and enable employees to safely disclose concerns regarding known or suspected violations.

This policy applies to all individuals associated with Saskatoon Public Schools including but not limited to employees, contractors, volunteers, students, parents and members of the public. Employees who are governed by their membership in professional or trade organizations (i.e. teachers) have the responsibility to be aware of provisions within their professional or trade organization.

Reporting

Violations or suspected violations may be disclosed in the following manner to a supervisor or member of administrative council:

- Verbally;
- In writing; or
- In person.

The disclosure should state the nature of the violation or suspected violation in as much detail as reasonable possible, dates and times, any witnesses, and the name of the employee involved in the suspected violation.

Disclosures will be treated in confidence. The identity of the person making disclosure, and/or the identities of any witnesses shall be shared with others only as necessary to investigate and/or resolve the subject of the disclosure or as required by policy, regulation or legislation.

Investigation

The investigation of the violation or suspected violation will be conducted by administration (or by a neutral third party appointed by administration) in accordance with best practice as reasonably determined in the discretion of administration.

No retaliation

Any employee who retaliates against a person who discloses a violation or suspected violation pursuant to this policy will be subject to discipline up to and including termination of employment. Any person who discloses a violation or suspected violation and feels they are the subject of retaliation should

immediately report this information to their supervisor, the superintendent of human resources, or the director of education.

Saskatoon Public Schools takes false reports seriously as they can be damaging to individuals and the organization. Individuals found to have knowingly made false reports will be subject to appropriate disciplinary action.

The board will ensure that measures are taken to educate employees, students, parents and members of the public about this policy, encouraging them to report appropriately without fear of retaliation.

Legal Reference:

Date Last Revised: January 2024

NEW POLICY