

# Board of Education of Saskatoon School Division No. 13

## Meeting of the Saskatoon Board of Education

Tuesday, June 16, 2026

310 – 21<sup>ST</sup> Street East – 6:30 p.m. – W.B. Doyle Board Room

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

## AGENDA

### 1. Roll Call

### 2. Acknowledgement

### 3. Agenda

#### 3.1. Adoption of Agenda

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

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#### 3.2. Declaration of Conflict of Interest

### 4. Celebrating Excellence

#### 4.1. Saskatoon Public Schools Double Ball Tournament

### 5. Consent Items

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

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

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### Decision

#### 5.1. Approval of Minutes – June 2, 2026

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***Proposed Board Motion (if removed from consent items):*** That the board approve the minutes of the committee of the whole and regular board meetings held June 2, 2026.

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### Information

#### 5.2. Board Annual Work Plan 2025-26

#### 5.3. Ministry's Teacher Innovation and Support Fund

### 6. Reports from Administrative Staff

### Information

6.1. **Financial Results – Quarter 3 (March 1, 2026 to May 31, 2026)**

**Decision**

6.2. **Strategic Plan Accountability Report: Equity**

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

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7. **Delegation**

8. **Business Arising from the Minutes**

9. **Unfinished Business**

9.1. **Items Arising from the Committee of the Whole**

10. **Reports of Trustees**

10.1. **Board Chair Reflections – 2025-26 School Year**

10.2. **Thank You and Best Wishes to Trustee Scherman and Director Skjerven**

11. **New Business**

11.1. **Pension Trustee Appointments**

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***Proposed Board Motions(2):***

*That the board approve the appointment of Kevin Schmidt as a pension trustee for the Pension Plan for the Non-teaching Employees of the Saskatoon Board of Education effective June 30, 2026.*

*And*

*That the board approve the appointment of Tanya Napper as board observer to the Pension Plan for the Non-teaching Employees of the Saskatoon Board of Education effective June 30, 2026.*

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11.2. **Naming of New Collegiate in the Holmwood Area**

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***Proposed Board Motion:*** *That the board approve the name \_\_\_\_\_ for the new collegiate in the Holmwood area of Saskatoon.*

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12. **Notices of Motion**

13. **Questions by Trustees**

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

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

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

## 15. Adjournment

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***Proposed Board Motion:*** *That the board adjourn to the call of the chair or the board meeting of Tuesday, September 15, 2026.*

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**MEETING DATE:** JUNE 16, 2026

**TOPIC:** CELEBRATING EXCELLENCE: SASKATOON PUBLIC SCHOOLS  
DOUBLE BALL TOURNAMENT

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

## BACKGROUND

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

## CURRENT STATUS

The Saskatoon Public Schools Doubleball Tournament, now in its sixth year, was held on June 3, 2026, at wâhkôhtowin School. Doubleball is a traditional First Nations game that provides opportunities for students to engage in physical activity while learning cultural teachings, teamwork and sportsmanship. Participating schools prepare for the tournament by learning the game, practicing its skills and exploring its cultural significance. This year, six elementary schools participated, bringing a total of 18 teams to compete. The tournament was supported by students from Bedford Road Collegiate's Waskawîwin Land-Based Education program, who assisted with event organization and officiating.

Initiated by First Nations Métis and Inuit Education Unit Traditional Knowledge Keeper Tim Eashappie, the tournament was created to make traditional Indigenous games accessible to all schools across the division. Jarrod Harvey, teacher at wâhkôhtowin School, has been instrumental in supporting the tournament since its inception and played a key role in coordinating and hosting this year's event at wâhkôhtowin School.

Tim Eashappie, Jarrod Harvey, and students and staff from wâhkôhtowin School, Chief Whitecap School, and Ernest Lindner School will share their experiences learning and playing Doubleball, as well as the impact the tournament has had on students and their school communities.

PREPARED BY	DATE	ATTACHMENTS
Marnie Ross, Superintendent of Education Colleen Norris, Deputy Director of Education	June 10, 2026	None



# SASKATOON BOARD OF EDUCATION

5.1

**MEETING DATE:** JUNE 16, 2026

**TOPIC:** APPROVAL OF MINUTES

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

## BACKGROUND

## CURRENT STATUS

Attached are the minutes from the June 2, 2026 Committee of the Whole and Regular board meetings.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	June 3, 2026	Minutes

## RECOMMENDATION

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

*That the board approve the minutes of the committee of the whole and regular board meetings held June 2, 2026.*

## Minutes of the Meeting of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, June 2, 2026 at 6:30 p.m.

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

Regrets: Trustee Tanya Napper

### 1. Roll Call

### 2. Acknowledgement

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

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

Trustee Rollo moved approval of the agenda.

CARRIED (9)

### 4. Celebrating Excellence

4.1. International Baccalaureate Program in Saskatoon Public Schools – Bedford Road Collegiate and Aden Bowman Collegiate: Superintendent Janzen introduced Kim Buglass, IB Coordinator at Bedford Road Collegiate, Jeff Spier, IB Coordinator at Aden Bowman Collegiate, and students Lukas Novosel, Noor Ul-Nisa, Leyla Hadzihasanovic, Suren Hooshangui, Taliba Hussain and Joan Adeleke, who shared their experiences in the International Baccalaureate program. Presenters spoke about the program's focus on developing globally aware students and fostering community, reflection and personal growth. Students highlighted the support of teachers, the relationships built through the program and the confidence and perseverance they developed through their experiences.

4.2. Celebrating Staff: Superintendent Janzen spoke about Sean Hayes and the recognition he received for demonstrating exceptional care and courage during a difficult situation at Evan Hardy Collegiate. The board acknowledged Sean's actions and expressed appreciation for his bravery, compassion and service to students and Saskatoon Public Schools.

### 5. Consent Items

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

5.1. Approval of Minutes: May 12, 2026.

CARRIED (9)

## 6. Reports from Administrative Staff

### Decision

- 6.1. Strategic Plan Accountability Report: Information Services: Trustee Jones moved that the board approve the Strategic Plan Accountability Report: Information Services, to be included as part of the director of education's 2025-26 evaluation. CARRIED (9)

## 7. Delegations

No delegations.

## 8. Business Arising from the Minutes

No business arising from the minutes.

## 9. Unfinished Business

- 9.1. Tender Results: Bedford Road Collegiate Washroom Upgrades 2026: Trustee Linklater moved that the board award the tender for Bedford Road Collegiate Washroom Upgrade 2026 project in the total amount of \$269,519.00 plus applicable taxes (including base price and separate prices 1 and 2) to Trans Canada Contracting Ltd. CARRIED (9)
- 9.2. Board Subcommittee Minutes: Trustee Tait moved that the board approve the minutes of the Board Governance Committee meeting on March 10, 2026. CARRIED (9)

## 10. Reports of Trustees

### Trustee Arneson

- Attended:
  - Annual Board Evaluation and thanked Don Hoium
  - Pride flag raising at central office
- Would like to send her regrets for missing Centennial Collegiate's Indigenous Student Graduation.

### Trustee Schmidt

- Attended:
  - A Lecture on artificial intelligence presented by Ethical AI
  - John Dolan School track meet
  - misiwe-kisik School site visit
  - Walter Murray Collegiate jazz band final concerts of the year

- École Alvin Buckwold School performance of Alice in Wonderland
- Regional board engagement event

#### Trustee Rollo

- Would like to recognize the Wildwood School playground project and thank the committee for all their hard work.

#### Trustee Tait

- Attended misiwe-kisik School site visit
- Would like to recognize the Whitecap Dakota Nation partnership.

#### Trustee Jones

- Attended:
  - Pancake breakfast at Buena Vista School
  - Brevoort Park School lunch in the park

#### Trustee Banks

- Attended:
  - Tommy Douglas Collegiate School Community Council meeting
  - Footloose at Tommy Douglas Collegiate
  - James L. Alexander School Community Council meeting
  - John Dolan School track meet
  - Board Chairs' Council meeting
  - Fairhaven School Community Council meeting
  - Board engagement meetings in North Battleford, Saskatoon, Regina and Moose Jaw
  - misiwe-kisik School site visit
  - Tommy Douglas Collegiate band concert
  - wâhkôhtowin School Pow Wow
  - Literacy Night at Lester B. Pearson School
  - Tommy Douglas Collegiate BBQ
  - Pride flag raising at central office

#### Trustee Scherman

- Attended:
  - The Colour Day ceremony at Marion M. Graham Collegiate

#### Trustee Linklater

- Attended:
  - wâhkôhtowin School Pow Wow

#### 11. New Business:

## Decision

11.1. Budget 2026-27 Review and Approval of Report: Trustee Scherman moved that the board approve its annual operating and capital budget estimates for the fiscal year September 1, 2026 to August 31, 2027 as detailed in the 2026-27 Budget Report subject to minor final edits. CARRIED (9)

11.2. Board Governance – Policies: Trustee Banks moved that the board approve the revisions to Policy 4: Role of the Board Chair, Policy 5: Role of the Vice Chair and Policy 21: Student Awards. CARRIED (9)

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

13. Questions by Trustees: There were no questions.

14. Comments/Concerns/Questions from the Public: There were no comments/concerns/questions from the public.

15. Adjournment

Trustee Tait moved that the board adjourn to the call of the chair or the board meeting of Tuesday, June 16, 2026. CARRIED (9)

The meeting adjourned at 8:26 p.m.

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Secretary of the School Division

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Board Chair

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

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

Regrets: Trustee Tanya Napper

Trustee Tait arrived at 2:33 p.m.

Trustee Linklater arrived at 2:37 p.m.

Trustee Scherman arrived at 3:37 p.m.

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

The meeting adjourned at 5:26 p.m.

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Secretary of the School Division

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Board Chair



# SASKATOON BOARD OF EDUCATION

5.2

**MEETING DATE:** JUNE 16, 2026

**TOPIC:** BOARD ANNUAL WORK PLAN UPDATE

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

## BACKGROUND

At the October 14, 2026 board meeting, the board approved the *Board Annual Work Plan 2025-26*.

## CURRENT STATUS

Attached is a copy of the updated Board Annual Work Plan 2025-26.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	June 10, 2026	Board Annual Work Plan 2025-26

**SASKATOON BOARD OF EDUCATION - 2025-26 BOARD ANNUAL WORK PLAN****POSSIBLE BOARD ADVOCACY MEETINGS**

Board / Student Forum

Saskatoon MLAs (SaskParty &amp; NDP separately)

Minister of Education

Mayor of Saskatoon

City of Saskatoon Councilors

**BOARD MEETING DATES**

September 26, 2025

October 14, 2025

November 4, 2025

November 25, 2025

December 9, 2025

January 13, 2026

February 10, 2026

March 3, 2026

April 14, 2026

May 12, 2026

June 2, 2026

June 16, 2026

**REGULAR REPORTS FROM ADMINISTRATION**

Accountability Reports

Capital Projects Updates (as needed)

Celebrating Excellence

Facilities Tenders

Fiscal Monitoring Report (financial reports - quarterly)

Ministry Innovation Winners

Secure Destruction of Records (as needed)

**SEPTEMBER 16 MEETING****Regular Meeting**

Accountability Report: n/a

School opening update

Ministry's Teacher Innovation &amp; Support Fund (list of June successful applicants)

**AUGUST/SEPTEMBER EVENTS - DEADLINES - MEETINGS**

Saskatoon Public Schools Foundation Annual Review and Social (August 27)

SSSAD Coaches Appreciation Breakfast (August 28)

Public Section Table Officers' meeting (include chair, first vice chair, second vice chair - virtual (August 28)

SSBA executive meeting (September 17)

Public Section Executive (only) meeting (executive is made up of a representative from each member board)  
(September 18)

Board Chairs Council meeting (September 18)

Submission for the SSBA Award of Distinction (deadline September 30)

Submission for SSBA bylaw amendments (deadline September 30)
Submission for Lieutenant Governor's Board of Education Award for Innovation & Excellence (deadline September 30)
<b>OCTOBER 14 MEETING</b>
<b>Regular Meeting</b>
Accountability Report: Student Learning Results 1-8
Accountability Report: Enrolment
Approve SSBA 2025 annual general meeting voting delegates (board governance committee meeting first)
Approve resolutions for the SSBA annual general meeting (if needed)
Trustee remuneration (board governance committee meeting first)
<b>OCTOBER EVENTS - DEADLINES - MEETINGS</b>
School community council assembly meeting (October 8 at Alvin Buckwold School)
Submission for SSBA resolutions (deadline October 16 )
Board Chairs Council (October 20)
SSBA executive meeting (October 23-24)
<b>ORGANIZATIONAL MEETING - NOVEMBER 4 NOON</b>
<b>NOVEMBER 25 MEETING</b>
<b>Regular Meeting</b>
Accountability Report: Student Learning Results 9-12
Accountability Report: Student Transportation
Board annual work plan (information)
<b>NOVEMBER EVENTS - DEADLINES - MEETINGS</b>
Remembrance Day Ceremony (November 11)
Board Chairs Council meeting (November 16)
SSBA executive meeting (November 16)
2025 SSBA Fall General Assembly (November 16-18 - Regina)
2025 Public Section Annual General Meeting (November 16 or 17 - part of the SSBA Fall General Assembly)
<b>DECEMBER 9 MEETING</b>
<b>Regular Meeting</b>
Accountability Report: Human Resources
<b>DECEMBER EVENTS - DEADLINES - MEETINGS</b>
SSBA Executive meeting (December 4-5)
Saskatoon Public Schools Foundation board meeting (December 5)
<b>JANUARY 13 MEETING</b>
<b>Regular Meeting</b>
Accountability Report: Finance
Accountability Report: Facilities
2024-25 Award of Excellence Winner (if possible)

2024-25 Proficiency Awards
Approve major and minor capital renewal projects
Financial Results
SSBA annual membership fees
<b>JANUARY EVENTS - DEADLINES - MEETINGS</b>
Award of Excellence Presentation (if possible)
SSBA Executive meeting (January 15-16)
<b>FEBRUARY 10 MEETING</b>
<b>Regular Meeting</b>
Accountability Report: Early Learning
Accountability Report: Partnerships
Approve 2026-27 academic calendar (if ready)
<b>FEBRUARY EVENTS - DEADLINES - MEETINGS</b>
School Community Council Assembly meeting (February 4)
Public Section Executive meeting - board chairs and directors invited (February 12)
<b>MARCH 3 MEETING</b>
<b>Regular Meeting</b>
Accountability Report: Mental Health/Wellness Strategies
<b>MARCH EVENTS - DEADLINES - MEETINGS</b>
Saskatoon Public Schools Foundation board meeting (March 3, 2025)
SSBA Executive meeting (March 5-6)
<b>APRIL 14 BOARD MEETING</b>
<b>Regular Meeting</b>
2026-2027 board meeting dates
Accountability Report: Engagement, Responsibility and Perseverance
Changes to administrative procedures (yearly report)
Financial results
<b>APRIL EVENTS - DEADLINES - MEETINGS</b>
SSBA Indigenous Council (April 15)
SSBA Executive meeting (April 15)
SSBA Spring General Assembly (April 16-17 - Saskatoon)
Board Chairs Council meeting (April 16)
Public Section Executive meeting (April 16 or 17) (part of SSBA Spring Assembly)
School Community Council Assembly meeting (April 22)
<b>MAY 12 MEETING</b>
<b>Regular Meeting</b>
Accountability Report: Student Transportation
Accountability Report: Relationship

Three year preventative maintenance and renewal plan
<b>MAY EVENTS - DEADLINES - MEETINGS</b>
SSBA Executive meeting (May 6-7)
<b>JUNE 2 &amp; JUNE 16 MEETINGS</b>
<b>Regular Meeting</b>
Accountability Report: Information Services (June 2)
Accountability Report: Equity (June 16)
Approve 2026-27 budget
Board Chair's highlights/reflections on the 2025-26 year
2025-26 board annual work plan (information)
Facilities update
Financial results
<b>JUNE/JULY EVENTS - DEADLINES - MEETINGS</b>
Public Section General Meeting and PD (June 4 & 5)
Saskatoon Public Schools Foundation board meeting (June 5)
SPS Service Recognition Banquet (June 18)
Attend Graduation Ceremonies to Present Awards
SIMFC Indigenous Graduation Gala
2025 National Trustees Gathering on Indigenous Education and CSBA Congress (July 5-8 - Whistler)



**MEETING DATE:** JUNE 16, 2026

**TOPIC:** MINISTRY'S TEACHER INNOVATION AND SUPPORT FUND

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

## BACKGROUND

On January 10, 2024, the Government of Saskatchewan announced that they were piloting a new Teacher Innovation and Support Fund to foster local, teacher-led solutions that will address classroom and student needs.

The goal of this fund is to have local, innovative initiatives brought forward to enhance classrooms in areas such as student achievement, student wellness and school safety.

On June 2, 2026, the Ministry of Education announced 33 recipients of the Saskatoon Innovation and Support Fund (TISF) grants.

## CURRENT STATUS

Successful applicants from Saskatoon Public Schools:

	School	Funding Amount
<b>Trades Exploration</b>	Centennial	\$23,490
<b>EHC STEAM Academy</b>	Evan Hardy	\$75,000
<b>Build and Belong Hands-on Learning Kits</b>	Montgomery	\$64,500
<b>Mindful Makerspace</b>	North Park Wilson	\$42,000
<b>Neuro-affirming Developmental and Discovery Space</b>	Sylvia Fedoruk	\$15,000

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	June 10, 2026	None



# SASKATOON BOARD OF EDUCATION

6.1

**MEETING DATE:** JUNE 16, 2026

**TOPIC:** FINANCIAL RESULTS – QUARTER 3  
(MARCH 1, 2026 TO MAY 31, 2026)

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

## BACKGROUND

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

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

## CURRENT STATUS

Administration has prepared a quarterly unaudited financial statement and variance analysis for quarter 3 (period of March 1, 2026 to May 31, 2026).

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

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



## MEMORANDUM

**DATE:** June 11, 2026

**TO:** Board Trustees

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

**RE: FINANCIAL RESULTS TO MAY 31, 2026**

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See Schedule 1 and 2 for financial information as of May 31, 2026. The following is an explanation for the main revenues and expenditures:

### Revenues

a) Grants

\$262.8 million and 73% of Grants have been realized as revenue for the year, compared to \$229.2 million and 70% in the prior year. This relates primarily to Operating Grant revenue, received monthly from the Ministry of Education, including additional Targeted Classroom Support and Classroom Complexity funding of \$0.41 million per month. Operating Grant Revenue will be \$3.2 million lower than the budgeted amount due to a mid-year funding adjustment resulting from lower enrollment. Capital grants were budgeted for misiwe-kisik School at \$13.2 million with \$11.5 million received to the end of May. East Collegiate (Holmwood) was budgeted at \$19.1 million with \$3.8 million received in fiscal 2024-25 and \$5.0 million received this fiscal year. Additional new elementary schools have been budgeted at \$7.8 million, with \$4.1 million having been received. Relocatable funding received to date totals \$10.85 million of capital grant revenue by the end of quarter three.

b) Tuition and Related Fees

Tuition and Related Fees consist of revenues from Whitecap Dakota Nation and the Saskatoon International Education program (SIE). \$2.6 million and 104% of budget has been realized as of May 31, 2026, compared to \$2.4 million and 106% of budget in the prior year. There is a remaining \$1.9 million in tuition fees already collected by SIE but not yet recognized in Tuition and Related Fees



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Shane Skjerven, Director of Education

revenue until the student has arrived and the education term has been completed. Tuition and related fees revenue are expected to be above budget by the end of the fiscal year.

c) School Generated

School Generated revenue relates to student fees and grants at the school level. Revenues of \$5.3 million and 115% of budget has been realized in the current year compared to \$4.9 million and 95% in 2024-25. The level of collections is up from the prior year due to higher student activities and grants at the school level.

d) Complementary Services

Complementary Services relate primarily to prekindergarten funding, as well as alternative funding grants. \$7.3 million and 127% of budget has been realized so far in the current year compared to \$5.2 million and 91% of budget in 2024-25. Revenue is higher than prior year and budgeted amounts due to the new nutrition funding for the national school food program of \$0.88 million and Public Health Agency of Canada grant of \$0.59 million for other nutrition programs.

e) External Services

External Services consist of funding for driver education, cafeteria revenues, Following Their Voices funding, and qualified donee and Saskatoon Public Schools Foundation donations. As of May 31, 2026, \$5.0 million and 43% of budget has been realized as revenue. In 2024-25, \$2.0 million and 21% of budget had been realized for the comparable period. The main reason for the increased external services revenue is timing of the grant revenue related to the Following Their Voices program.

f) Other

Other includes lunch supervision fees, investment and rental income. Other revenues of \$3.6 million and 96% of budget have been realized as revenue in the current year compared to \$4.2 million and 108% in the previous year. There is a decrease in the revenue recorded for investment income compared to the prior year but it is expected to be on or over budget by the end of the fiscal year. Lunch supervision fee collections have increased compared to May 31 of the prior year and are expected to be on budget by the end of the fiscal year.

## **Expenditures**

a) Governance

Expenses related to governance total \$0.6 million and 81% of budget as of May 31, 2026, compared to \$1.0 million and 78% in the prior year. The budget this year is lower without the board elections that occurred in the prior year.

b) Administration

Administrative costs are \$6.1 million and 73% of budget as of May 31, 2026, and \$5.8 million and 76% of budget as of May 31, 2025. The current year amount is comparable to the prior year and consistent with planned budgetary spending.

c) Instruction

Instruction expenses total \$224.1 million and 83% of budget as of May 31, 2026, and \$218.9 million and 86% of budget in the prior year. Instructional staffing costs are slightly below budget for this time of the year due to lower student enrolments compared to budgeted projections. The

percentage of budget spent is similar year over year and the increased dollar expense corresponds with increased grant revenue.

d) Plant Operation and Maintenance

Plant expenses are \$35.1 million and 70% of budget compared to \$36.0 million and 68% of budget in the prior year. Plant salaries are 68% of budget (69% prior year), building operating expenses are 70% of budget (62% prior year), minor renovations are 46% of budget (38% prior year) and other areas including utility costs are approximately 73% (59% prior year).

e) School Generated Expense

School generated expenses for student activities and grants at the schools level currently total \$4.4 million and 92% of budget. This is on par with 2024-25 levels of \$4.5 million and 85% of budget. School generated expenses are expected to be above budget due to higher school generated revenues resulting from increased student activities and grants at the school level.

f) Transportation

Transportation expenditures amount to \$6.8 million and 74% of budget as of May 31, 2026. This is higher than 2024-25 levels of \$6.2 million and 73%. The expense percentage is in line with prior year however the budget increased by \$0.69 million due to inflationary increases and additional costs for new bus routes and special education student transportation costs.

g) Tuition and Related Fees

These expenses relate to disbursements to home-based students and tuition payments for students studying at partner regional colleges.

h) Complementary Services

Complementary Services expenditures relate primarily to prekindergarten, students in hospital, and alternative funding grants. Expenses are currently \$6.9 million and 119% of budget and were \$5.3 million and 91% of budget in 2024-25. Higher costs are related to nutrition and food program expenditures which are offset by new grants.

i) External Services

External Services include expenses related to the Whitecap alliance school, cafeterias, driver education, Following Their Voices, qualified donee, and the Saskatoon Public Schools Foundation. These amount to \$6.5 million as of May 31, 2026, and 53% of budget. In 2024-25, \$4.9 million and 47% of budget was realized as an expense during the comparable period. The main reason for the increased external services expenses is the timing of the payments related to the Following Their Voices program.

j) Interest/Allowances

Interest expenditures relate to bank charges, accretion expense and interest on long term debt. Expenditures are currently \$0.1 million and 19% of budget. This is comparable to 2024-25 levels which were \$0.2 million and 20% of budget. Overall budget has decreased from 24-25 budget year to account for fewer long term debt payments. Accretion expense is recorded as a year end entry only to account for changes in present value of liability for asset retirement obligations related to asbestos remediation.

### **Cash Flow Requirements**

Schedule 2 provides information regarding the cash flow requirements as of May 31, 2026. There is currently a cash deficit year to date. The cash deficit is due to timing of tangible capital asset purchases, principal loan payments, and cash revenues lower than expenditures.

Tangible capital asset purchases as of May 31, 2026 include \$13.3 million for misiwe-kisik School, \$5.1 million for relocatables, \$1.1 million for Holmwood School, \$0.63 million for elementary school builds in Brighton and Aspen Ridge, \$0.40 million for furniture and \$0.26 million for computer hardware.

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

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

The attached schedule (Schedule 3) provides information regarding the unaudited financial status as of May 31, 2026 for capital and PMR projects which are in progress or have had financial activity during the year. This includes the inception to date project costs and budget.

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

Schedule 4 shows changes to the internally and externally restricted accounts through May 31, 2026. Notable changes include the following:

Designated for tangible capital asset expenditures increased from \$8.0 million to \$13.0 million due to \$11.5 million in funding received for misiwe-kisik School with a corresponding \$13.3 million spent. \$2.5 million of the funding received in 2025-26 relates to payments for costs incurred in 2024-25 for misiwe-kisik School. \$2.5 million in funding received for Brighton Elementary School with spending totalling \$0.35 million. \$5.0 million in funding received for Holmwood School with spending totalling \$1.1 million. Funding received for elementary school builds in the current year is \$1.6 million with spending totalling \$0.03 million.

Facility operating reserve decreased from \$0.83 million to \$0.07 million due to spending out of reserve to complete LED light replacements, theatre upgrades and personal care washrooms at various schools.

Facility relocatable moves reserve decreased due to \$1.6 million spending on relocatables at John Lake School, Howard Coad School and City Park School.

Technology replacement decreased due to \$0.14 million in spending for computer hardware purchases.

Reserve balances that are more than fully spent will be reviewed at the fiscal year-end to determine any amounts requiring reserve transfers.

### **Accumulated Surplus**

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

**Schedule 1**

**Saskatoon Public Schools  
Consolidated Statement of Financial Activities  
For the Month Ended May 31, 2026**

	2025-26		2024-25	
	Consolidated Actual	Percentage of Consolidated Budget	Consolidated Actual	Percentage of Consolidated Budget
<u>Revenues</u>				
Grants	262,793,105	73%	229,211,452	70%
Tuition and Related fees	2,621,942	104%	2,380,225	106%
School Generated	5,331,584	115%	4,874,472	95%
Complementary Services	7,349,925	127%	5,180,668	91%
External Services	4,991,002	43%	2,024,436	21%
Other	3,584,815	96%	4,158,497	108%
<b>Total Revenues</b>	<b>286,672,373</b>	<b>74%</b>	<b>247,829,750</b>	<b>70%</b>
<u>Expenses</u>				
Governance	602,900	81%	994,907	78%
Administration	6,076,946	73%	5,797,428	76%
Instruction	224,064,265	83%	218,954,976	86%
Plant Operation & Maintenance	35,119,097	70%	35,971,685	68%
School Generated Expense	4,371,348	92%	4,467,307	85%
Transportation	6,773,474	74%	6,168,441	73%
Tuition and Related Fees	502,737	88%	461,685	57%
Complementary Services	6,855,743	119%	5,283,657	91%
External Services	6,521,981	53%	4,913,707	47%
Interest/Allowances	145,219	19%	175,441	20%
<b>Total Expenses</b>	<b>291,033,710</b>	<b>80%</b>	<b>283,189,234</b>	<b>82%</b>
<b>(Deficit)</b>	<b>(4,361,337)</b>		<b>(35,359,484)</b>	

**Schedule 2****Saskatoon Public Schools  
Cash Flow Requirements  
For the Month Ended May 31, 2026**

	<b>Actual 2025-26</b>	<b>Annual Budget 2025-26</b>
(Deficit)	(4,361,337)	25,815,086
CASH REQUIREMENTS:		
Tangible capital assets:		
Purchases	(20,876,793)	(44,169,000)
Long term debt:		
Repayments	(427,885)	(523,693)
Non-cash items included in surplus/deficit:		
Amortization expense	10,860,000	14,533,747
Accretion expense	-	571,160
Employee Future Benefits expenses	-	552,400
Employee Future Benefits payments	-	(504,700)
<b>NET INCREASE (DECREASE) CASH</b>	<b>(14,806,015)</b>	<b>(3,725,000)</b>

### Schedule 3

Saskatoon Public Schools

Capital and PMR Project Status

Includes Capital Projects (all) and PMR Projects (Procurement Value ≥ \$250,000)

As of May 31, 2026

Project Name	Actual	Budget	Variance	Project Complete
<b>PMR Projects (Procurement Value &gt; \$250,000)</b>				
Evan Hardy - home economics & various upgrades	899,175 *	1,045,000	145,825	
Holliston - various upgrades	749,255 *	755,000	5,745	
Montgomery - boiler replacement	176,969 *	260,000	83,031	
Prince Philip - window replacement phase 2	791,720 *	910,000	118,280	
Various Schools - LED Lighting	2,948,294 *	2,810,000	(138,294)	
<b>Total PMR Projects</b>	<b>11,262,006 *</b>	<b>12,032,384</b>	<b>770,378</b>	
<b>PMR Projects (Procurement Value &gt; \$250,000, Budget Excess &gt; 10% but less than \$250,000)</b>				
Various Schools - unified security platform	1,119,756 *	2,455,311	1,335,555	
<b>Relocatables (Procurement Value &gt; \$250,000)</b>				
Relocatables - CEN/NPW	8,089,728 *	7,930,000	(159,728)	
Relocatables - CCI/ABCI	2,206,981 *	2,010,000	(196,981)	
Relocatables - Supply	2,713,674 *	2,715,000	1,326	
Relocatables - Moves	2,591,690 *	2,450,000	(141,690)	
<b>Total Relocatables</b>	<b>15,602,073</b>	<b>15,105,000</b>	<b>(497,073)</b>	
<b>Other (Procurement Value &gt; \$250,000)</b>				
misiwe-kisik   One Sky - Planning & Design	3,329,874 *	4,690,000	1,360,126	
misiwe-kisik   One Sky - Construction	15,685,283 *	- ***	(15,685,283)	
Holmwood High School - Joint Use Study	261,044 *	250,000	(11,044)	
Holmwood High School - Design & Construction	1,708,813 *	- **	(1,708,813)	
Brighton Elementary	412,927 *	- **	(412,927)	
Personal Care Washroom (LBP/RMS)	376,634 *	465,000	88,366	
Furniture for Growth	123,319 *	450,000	326,681	
Various LED Lighting Upgrade	3,290,972 *	3,300,000	9,028	
<b>Total Other</b>	<b>25,188,866 *</b>	<b>9,155,000</b>	<b>(16,033,866)</b>	

\* Includes multiple years (actual cost = total project spend to date)

\*\* Budget waiting to be finalized by the Ministry of Education

\*\*\* Budget has not been finalized as we are working to accurately estimate costs and commitments

## Schedule 4

<b>Saskatoon Public Schools Detail of Designated Assets as of May 31, 2026</b>				
	<b>August 31 2025</b>	<b>Additions during the year</b>	<b>Reductions during the year</b>	<b>May 31 2026</b>
<b>External Sources</b>				
<b>Contractual Agreements</b>				
Alternate funds	152,361	7,168,417	6,896,641	424,137
<b>Total Contractual Agreements</b>	<b>152,361</b>	<b>7,168,417</b>	<b>6,896,641</b>	<b>424,137</b>
<b>Jointly Administered Funds</b>				
School generated funds	3,188,048	6,183,482	4,917,133	4,454,397
Saskatoon Public Schools Foundation Corp.	105,046	-	-	105,046
Mount Royal facility partnership	169,486	-	-	169,486
Qualified Donee	428,924	112,446	75,937	465,433
Whitecap Pre-K	45,779	-	-	45,779
Whitecap K-4 school	(5,106)	-	-	(5,106)
<b>Total Jointly Administered Funds</b>	<b>3,932,177</b>	<b>6,295,928</b>	<b>4,993,070</b>	<b>5,235,035</b>
<b>Ministry of Education</b>				
Designated for tangible capital asset expenditures	8,027,629	20,573,898	15,342,889	13,258,638
PMR maintenance project allocations	5,111,010	-	2,183,655	2,927,355
Early Learning Intensive Support Pilot	250,361	1,025,000	870,898	404,463
French Second Language	324,885	336,011	213,762	447,134
Specialized Support Class	-	2,198,621	2,430,068	(231,447)
Teacher support and innovation grants	251,829	129,815	216,139	165,505
Following Their Voices	2,673,354	-	-	2,673,354
<b>Total Ministry of Education</b>	<b>16,639,068</b>	<b>24,263,345</b>	<b>21,257,411</b>	<b>19,645,002</b>
<b>Total</b>	<b>20,723,606</b>	<b>37,727,690</b>	<b>33,147,122</b>	<b>25,304,174</b>

## Schedule 4 Continued

### Internal Sources

<b>Board governance</b>				
Governance	51,408	-	-	51,408
<b>Total Board governance</b>	<b>51,408</b>	<b>-</b>	<b>-</b>	<b>51,408</b>
<b>Curriculum and student learning</b>				
Curriculum renewal	134,372	-	-	134,372
First Nations Métis Inuit Education Unit	90,554	-	-	90,554
International Baccalaureate	53,427	-	29,479	23,948
Library	74,631	-	-	74,631
School budget carryovers	1,418,744	-	-	1,418,744
<b>Total curriculum and student learning</b>	<b>1,771,728</b>	<b>-</b>	<b>29,479</b>	<b>1,742,249</b>
<b>Facilities</b>				
Facility repairs related to rentals	91,335	-	-	91,335
Facility operating	831,937	-	765,051	66,886
Facilities furniture	322,427	4,254	-	326,681
Facilities relocatable moves	1,298,105	-	1,566,471	(268,366)
Department funded projects	115,167	-	-	115,167
Facility capital	206,126	-	-	206,126
Pleasant Hill relocation	636,000	-	-	636,000
<b>Total facilities</b>	<b>3,501,097</b>	<b>4,254</b>	<b>2,331,522</b>	<b>1,173,829</b>
<b>Furniture and equipment</b>				
Designated for tangible capital asset expenditures	5,822,978	248,000	252,059	5,818,919
<b>Total furniture and equipment</b>	<b>5,822,978</b>	<b>248,000</b>	<b>252,059</b>	<b>5,818,919</b>
<b>Information technology</b>				
Technology replacement	138,281	-	263,093	(124,812)
Security camera	50,000	-	-	50,000
<b>Total information technology</b>	<b>188,281</b>	<b>-</b>	<b>263,093</b>	<b>(74,812)</b>
<b>Total</b>	<b>11,335,492</b>	<b>252,254</b>	<b>2,876,153</b>	<b>8,711,593</b>
<b>Total Designated Assets</b>	<b>32,059,098</b>	<b>37,979,944</b>	<b>36,023,275</b>	<b>34,015,767</b>

**Schedule 4A Accumulated Surplus**

	August 31, 2025	Additions during the year	Reductions during the year	May 31, 2026
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 258,329,416	\$ 20,876,793	\$ 10,860,000	\$ 268,346,209
Less: Liability for Asset Retirement Obligation	(14,553,065)	-	-	(14,553,065)
Less: Debt owing on Tangible Capital Assets	(4,038,992)	-	(427,885)	(3,611,107)
	<b>239,737,359</b>	<b>20,876,793</b>	<b>10,432,115</b>	<b>250,182,037</b>
<b>Designated Assets (Schedule 4)</b>	<b>32,059,098</b>	<b>37,979,944</b>	<b>36,023,275</b>	<b>34,015,767</b>
<b>Unrestricted Surplus</b>	<b>6,858,669</b>	<b>-</b>	<b>-</b>	<b>6,858,669</b>
<b>Total Accumulated Surplus from Operations</b>	<b>278,655,126</b>	<b>58,856,737</b>	<b>46,455,390</b>	<b>291,056,473</b>
<b>Accumulated Remeasurement Loss</b>	<b>140,747</b>	<b>-</b>	<b>-</b>	<b>140,747</b>
<b>Total Accumulated Surplus</b>	<b>\$ 278,795,873</b>	<b>\$ 58,856,737</b>	<b>\$ 46,455,390</b>	<b>\$ 291,197,220</b>



**MEETING DATE:** JUNE 16, 2026

**TOPIC:** STRATEGIC PLAN ACCOUNTABILITY: EQUITY

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

## BACKGROUND

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

## CURRENT STATUS

Attached is the accountability report for equity which will be presented by Superintendents Bishop-Yong and Ross.

PREPARED BY	DATE	ATTACHMENTS
Nicola Bishop-Yong, Superintendent of Education Marnie Ross, Superintendent of Education Colleen Norris, Deputy Director of Education Charlene Scrimshaw, Deputy Director of Education	June 9, 2026	Accountability Report: Equity

## CURRENT STATUS

***Proposed Board Motion:***

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

**SASKATOON PUBLIC SCHOOLS**  
**ACCOUNTABILITY REPORT**



At Saskatoon Public Schools (SPS), every student is known, valued and believed in. Achieving this vision requires a commitment to creating learning environments where all students have equitable access to opportunities, supports and the conditions needed to thrive. As a diverse school division, SPS recognizes that students bring varied identities, experiences and strengths, making equity, anti-racism and anti-oppression essential to supporting student achievement, belonging and well-being.

Throughout 2025-26, Saskatoon Public Schools continued to advance equity through initiatives focused on Indigenous student success, data-informed decision making, professional learning and organizational accountability. Key areas of work included strengthening the use of disaggregated student data, expanding anti-racist and anti-oppressive learning opportunities, enhancing Indigenous language and cultural programming, supporting student achievement through targeted interventions and school-based initiatives, strengthening equity-focused resources and school improvement processes, and advancing organizational equity practices. Together, these efforts contributed to more equitable learning environments and strengthened student achievement, belonging and well-being.

The initiatives highlighted in this report demonstrate how the division's commitment to equity, anti-racism and anti-oppression was enacted through leadership learning, Indigenous education, instructional practices, student supports, community partnerships and organizational accountability throughout the 2025-26 school year.

### Equity-Based Leadership Learning

Throughout 2025-26, Saskatoon Public Schools strengthened its commitment to equity, accountability and Indigenous student success through focused leadership learning. Building on previous anti-racist and anti-oppressive learning, school leaders engaged in professional learning that explored data disaggregation as an evidence-based practice for identifying disparities, informing responsive action and monitoring progress for student groups. School leaders examined how disaggregated data can be used to make inequities visible, challenge deficit narratives and better understand the experiences and outcomes of First Nations, Métis and Inuit students. Through this work, leaders strengthened their capacity to apply an equity lens to data analysis and school improvement planning, supporting more informed and responsive decision making.

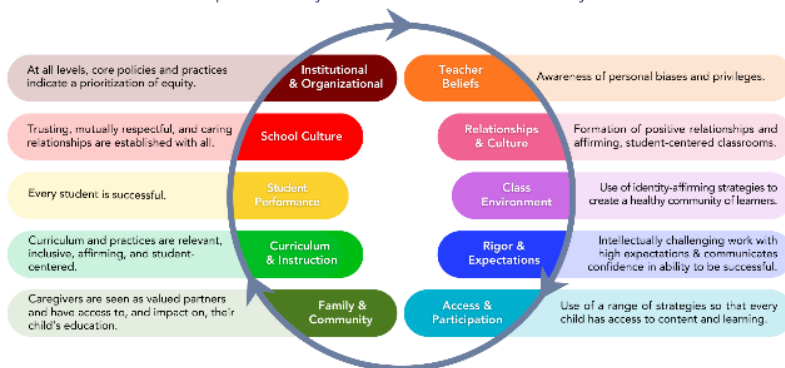
### Equity Guide Implementation

The division continued to strengthen the implementation of the Equity Guide, a reflective framework designed to help educators examine the beliefs, practices and conditions that influence equitable student outcomes. Organized around ten domains of equitable practice, the guide supports school teams in identifying strengths, recognizing barriers and planning actions that foster inclusive and responsive learning environments.

To support implementation, the division enhanced the Equity Guide and developed practical supports for the domains. These supports included facilitation guides,

## EDUCATIONAL EQUITY

Each child develops full academic and social potential, and each child is successful in school. Achieved when measures of academic success and engagement are no longer predictable by social factors such as racial identity.



reflective protocols, self-assessment tools, co-constructed look-fors and professional learning resources designed to support These supports included facilitation guides, reflective protocols, self-assessment tools, co-constructed look-fors and professional learning resources designed to support implementation through staff meetings and school improvement processes. Throughout the year, school teams used these resources to engage in collaborative inquiry, examine beliefs, practices and conditions that influence student success, and identify actions within their sphere of influence. Together, these efforts strengthened the division's capacity to translate equity-focused reflection and data analysis into meaningful actions that support student achievement, belonging and well-being.

### **Anti-Racist and Anti-Oppressive Learning**

In 2025-26, Saskatoon Public Schools continued to strengthen anti-racist and anti-oppressive practices across the division. Building on the years of learning through the Anti-Racist, Anti-Oppressive (ARAO) Learning Community (previously the Social Justice Disposition Committee), the division embedded anti-racist and anti-oppressive learning within broader professional development opportunities, recognizing that creating equitable and inclusive learning environments is a shared responsibility. Anti-Racist and Anti-Oppressive Learning continues to inform leadership development, the Equity Guide, school-based initiatives and professional learning across the division.

As part of this work, a dedicated professional development session focused on recognizing, understanding and responding to microaggressions in school communities. Educators explored the impact of microaggressions on students and staff, examined strategies for responding with care and accountability, and engaged with practical tools to support reflection, interruption and restorative responses.

These efforts continue to strengthen educator capacity to recognize and challenge racism and oppression, foster belonging and create learning environments where all students are known, valued, believed in and supported to succeed.

### **Strengthening First Nation, Métis, and Inuit Culture, Belonging, and Student Success**

The First Nations, Métis and Inuit Education Unit continues to provide learning opportunities and experiences that enrich the culture of Saskatoon Public Schools and demonstrate the division's ongoing commitment to Indigenous education, cultural responsiveness, and student success.

#### **Division-Wide First Nations, Métis and Inuit Culture, Language, and Learning**

Throughout the year, the First Nations, Métis and Inuit Education Unit supported students and staff in engaging with Indigenous cultures, histories, languages, and ways of knowing. The unit introduced its new name and logo, reflecting its continued commitment to supporting Indigenous student success and strengthening Indigenous education across the division.

Learning opportunities included seasonal cultural experiences for staff, Lunch and Learn sessions, documentary viewings, online author presentations during Storytelling Month, and professional learning focused on Treaty Education, Indigenous identity, and culturally responsive educational practices. The unit also coordinated over 266 Knowledge Keeper visits to schools, providing students and staff with opportunities to learn



directly from Indigenous community members, Elders, and Knowledge Keepers. Additional language learning opportunities were supported through professional development that enabled educators to attend Indigenous language conferences and strengthen Indigenous language instruction within schools.

### **Métis/Michif Education**

Métis/Michif education continued to expand through language, cultural, and school-based learning opportunities. Kishkaytaytaak evolved from an annual Grade 4 event into school-wide learning experiences at Westmount and Queen Elizabeth Schools. This model brought Métis/Michif community members, Knowledge Keepers, and members of the Métis/Michif Education Support Team into schools to support authentic learning and cultural connections for students and staff.

In addition to these larger initiatives, the Métis/Michif Education Support Team provided classroom-based language supports, cultural teachings, and ongoing consultation to schools throughout the division. Through partnerships with Staff Development and Arts Education, students and staff participated in arts-based learning experiences that explored Métis/Michif culture, identity, traditions, and ways of knowing. The team also engaged in significant embedded work within schools, collaborating with educators to support curriculum connections, classroom learning, and school-based initiatives focused on Métis/Michif education.

These experiences supported students in developing a deeper understanding of Métis/Michif culture, language, history, and identity while strengthening culturally responsive teaching practices and meaningful curriculum integration across schools.

### **Treaty Education and Commemoration**

This year marked the 150th anniversary of the signing of Treaty 6. To commemorate this milestone, the division expanded opportunities for students and staff to deepen their understanding of treaty relationships, responsibilities, and the ongoing significance of treaties. The First Nations, Métis and Inuit Education Unit collaborated with Staff Development to embed Treaty Education throughout professional learning and classroom experiences across the division.

Several initiatives supported this work, including the development of SPS Treaty Talk, a secure AI-supported learning tool designed to enhance Treaty Education learning and inquiry. The unit also offered a professional learning session focused on Treaty Education and supported Lunch and Learn opportunities for both interested staff and students. To further strengthen understanding, central office staff were invited to participate in learning experiences focused on Round Dance teachings and cultural protocols.

Treaty Education was also highlighted through leadership development opportunities. The FNMI Education Unit shared updates and learning at leadership meetings and invited Elaine Sutherland, Education Director with the Office of the Treaty Commissioner, to speak with principals about advancing Treaty Education within schools. Through these collaborative efforts, the division continued to strengthen awareness, understanding, and implementation of Treaty Education in meaningful and authentic ways.

### **Land-Based Learning at Brightwater**

The division continued to provide land-based learning opportunities at Brightwater for students, classrooms, and staff. Brightwater also served as a site for professional learning, supporting educators in deepening their understanding of land-based education and Indigenous ways of knowing. Through collaboration between the Brightwater team, the First Nations, Métis and Inuit Education Unit, and Staff Development, resources and supports were developed to strengthen land-based learning experiences and assist educators in integrating these approaches into teaching and learning. This work continues to build staff capacity while providing meaningful opportunities for students to connect learning to the land, culture, and community.

## **Supporting Student Engagement and School-Based Celebrations**

The First Nations, Métis and Inuit Education Unit collaborated with schools and departments across the division to support learning experiences and events that connected culture, identity, and curriculum in ways that promote Indigenous student success. Through this work, students participated in a variety of experiences designed to strengthen cultural identity, belonging, engagement, and well-being.

An encouraging trend across the division has been the growth of school-based Indigenous programming and celebrations. Increasingly, schools are taking leadership in organizing cultural learning opportunities that reflect the interests and needs of their students and communities. These initiatives have included powwows, round dances, cultural celebrations, land-based learning experiences, and community learning events. This growth demonstrates a deepening commitment to Indigenous education and cultural responsiveness, while creating meaningful opportunities for students to see their identities, cultures, and histories reflected within their school communities.

## **Indigenous Graduation Recognition**

The 2025–2026 school year marked the first time that Indigenous graduation recognition opportunities were offered at every collegiate across Saskatoon Public Schools. In previous years, many students participated in the community-wide Indigenous Graduation Celebration hosted by the Saskatoon Indian and Métis Friendship Centre. When that event was not held this year, collegiates worked collaboratively to ensure Indigenous graduates continued to be recognized and celebrated.

As a result, each collegiate provided opportunities that reflected the needs and wishes of their students, families, and school communities. Celebrations took various forms, including dedicated Indigenous graduation ceremonies, recognition events, luncheons, cultural activities, and opportunities for students to wear culturally significant items such as beaded caps and other regalia. Schools also explored opportunities to incorporate cultural traditions and family participation into their celebrations, ensuring graduates were recognized in ways that honoured their identities, cultures, and achievements.

To support these celebrations, the First Nations, Métis and Inuit Education Unit designed and provided Indigenous graduation stoles for graduates across the division. The stoles incorporated each school's logo alongside the new FNMI Education Unit logo, allowing students to celebrate both their school community and their Indigenous identity. Graduates were gifted the stoles and had the option of wearing them as part of their graduation regalia, creating a visible and meaningful symbol of pride, belonging, and accomplishment.

## **Coming of Age: Grade 8 to Grade 9 Transition Support**

Coming of Age is a Grade 8 to Grade 9 transition initiative designed to support Indigenous students as they move from elementary school to high school. Through collaboration between the First Nations, Métis and Inuit Education Unit, the Inspiring Success Instructional Coach, and the Classroom Complexity Teams at Bedford Road Collegiate, Mount Royal Collegiate, and Tommy Douglas Collegiate, students from feeder schools were invited to participate in transition-focused learning experiences at their future high schools.

The events provided opportunities for students to engage in cultural learning, explore the supports and opportunities available in high school, and build connections with staff and students before beginning Grade 9. By experiencing a day in a high school setting, students were able to become more familiar with their new learning environment, helping to reduce anxiety and support a positive transition. The initiative focused on fostering belonging, confidence, and readiness for high school while strengthening relationships between feeder schools and collegiates.

## **Saskatoon Public Schools Double Ball Tournament**

The Saskatoon Public Schools Double Ball Tournament continued to provide students with opportunities to learn and participate in a traditional First Nations game while strengthening connections to Indigenous culture, history, and ways of knowing. This year marked the largest tournament to date, with six schools represented and 18 teams participating in the event.

Leading up to the tournament, schools were supported in learning and practicing the game within their physical education programs. Students explored the cultural teachings associated with Double Ball and participated in the preparation of traditional game materials, including gathering willow and creating the sticks used for play. These experiences connected students to the land and deepened their understanding of the cultural significance of the game.

The tournament highlights how First Nations knowledge and perspectives can be authentically connected to curricular outcomes, creating highly engaging learning experiences that promote physical activity, teamwork, cultural understanding, and student belonging.

### **Following Their Voices**

Following Their Voices (FTV) continued to support student success and well-being at King George School, Mount Royal Collegiate, and Tommy Douglas Collegiate. Grounded in relationship-building, student voice, and culturally responsive practices, Following Their Voices supports educators in creating learning environments where Indigenous students feel valued, respected, and connected to their school community.

Through ongoing professional learning, collaborative inquiry, and the implementation of effective instructional and relational practices, participating schools continued to strengthen student engagement, belonging, and achievement. The initiative supports staff in reflecting on their practice, building positive relationships with students and families, and responding to student feedback to create more inclusive and responsive learning environments. Through this work, schools continue to advance educational experiences that support the success of Indigenous students while benefiting all learners.

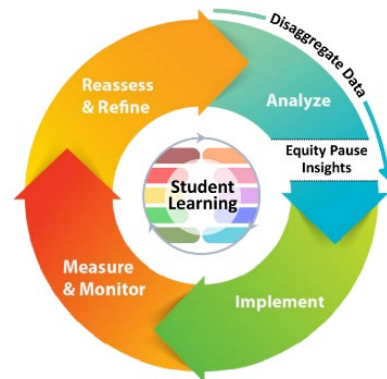
### **Elementary Student Success: Data-Informed Practices and Targeted Supports**

Throughout 2025-26, Saskatoon Public Schools continued to strengthen elementary student success through the integration of data-informed decision making, evidence-based instruction and targeted intervention support. Literacy assessment data, school data team processes and enhanced dashboard tools enabled educators to monitor student progress, identify areas of need and respond more intentionally to support student achievement. New dashboard features allowed educators to examine achievement data for First Nations, Métis and Inuit students alongside overall student outcomes, supporting schools in monitoring progress and identifying responsive actions to support Indigenous student success.

Literacy assessment data informed both Tier 1 classroom instruction and Tier 2 intervention planning, enabling schools to provide increasingly responsive support for students. A key component of this work was the introduction of Interventionists, who worked alongside school teams to provide targeted Tier 2 supports, strengthen instructional practices and assist schools in responding to identified student needs. Through collaborative inquiry and ongoing monitoring of student data, school teams implemented evidence-based instructional responses and assessed the impact of those actions over time.

The division also strengthened collaboration between the First Nations, Métis and Inuit Education and Class Complexity and Intervention teams through targeted funding opportunities designed to support Indigenous student success. Schools were invited to implement locally developed initiatives focused on enhancing Indigenous student engagement, attendance, well-being and achievement, ensuring resources were aligned to identified student and school needs.

Together, these efforts demonstrate the critical role that Tier 1 and Tier 2 supports play in advancing educational equity. Equitable outcomes begin with strong Tier 1 instruction, where all students have access to high-quality, evidence-based learning experiences that maintain high expectations and respond to diverse learner needs. Tier 2 interventions provide an additional layer of support, enabling schools to respond quickly and intentionally when data indicates students require targeted assistance. By combining data-informed decision making, targeted intervention supports and responsive school-based initiatives, Saskatoon Public Schools continues to strengthen its capacity to improve outcomes, reduce barriers and support First Nations, Métis and Inuit student achievement, engagement, attendance and well-being.



### **Educational Equity in Curriculum and Instruction in our Collegiates**

In collegiates, the Equity through Assessment initiative has evolved to include a broader focus on Educational Equity in Curriculum and Instruction. This work engages secondary staff in developing thoughtful approaches to teaching and learning in the collaborative pursuit of equitable outcomes for students. A significant investment was made to support collegiate leaders and educators in fostering a culture of professionalism and continuous learning. Professional learning opportunities expanded participation across the secondary system, including:

- School Opening 2025 Educational Equity and Collaborative Inquiry Cycles (all secondary teachers)
- Anti-Racism: Awareness (administrators, learning coordinators, interventionists and Indigenous student advocates)
- Learning Coordinator Professional Learning (learning coordinators and teacher learning partners)
- Micro Learning Sessions: three Educational Equity-focused sessions (all secondary teachers)

Educational Equity is now embedded throughout secondary professional learning, curriculum renewal, and Collaborative Inquiry Cycles. Equity-focused learning was integrated into instructional and curricular work, including English Language Arts and Social Sciences renewal, supporting educators in examining instructional strategies, learning experiences, and curricular resource selections through an equity lens. Collaborative Inquiry Cycles provided opportunities for teachers to explore questions related to equitable student success within their own contexts. By embedding Educational Equity across professional learning and instructional initiatives, secondary schools continue to build collective capacity to create more responsive learning environments and improve outcomes for all students.

### **Staff Self-Identification**

Saskatoon Public Schools continued to strengthen organizational practices that support equity, inclusion and accountability. Through ongoing work related to voluntary staff self-identification, the division is enhancing its ability to better understand workforce representation, identify potential barriers and inform equitable decision making.

This work contributes to the division's commitment to continuous improvement by ensuring equity considerations are reflected in organizational planning, resource allocation and workplace practices, helping create an environment where all employees feel respected, included and supported.

## **Food & Nutrition Services**

Food & Nutrition Services continues to play an important role in supporting student well-being, belonging and equitable access to learning. Through universal lunch programming, school nutrition initiatives, food literacy opportunities and community partnerships, the division works to ensure students have access to nutritious food and positive experiences that support their overall success.

During 2025-26, the division continued to expand universal lunch programming, increasing access to healthy meals for students and strengthening efforts to address food insecurity. Through partnerships with the Saskatoon Public Schools Foundation, post-secondary institutions and community organizations, the division continues to build a sustainable school food model that supports student learning, health and well-being.

By helping remove barriers to learning and ensuring students have access to nutritious food throughout the school day, Food & Nutrition Services supports student engagement, attendance, well-being and readiness to learn. This work contributes to the division's commitment to creating equitable conditions that enable all students to thrive.

## **Saskatoon Public Schools Foundation Partnerships and Programs**

The Saskatoon Public Schools Foundation (SPSF) continues to be an invaluable partner in advancing student success and helping remove barriers to learning. Through investments in early learning, literacy, nutrition, wellness and innovation, SPSF-supported initiatives provide equitable opportunities for students and families across the division.

**Full-Day Kindergarten** – SPSF's continued investment in early learning helps more students access Full-Day Kindergarten and develop the foundational skills needed for future success. In 2025-26, 29 Full-Day Kindergarten programs operated in 25 elementary schools.

**Page Turners** – SPSF's flagship literacy initiative connects students requiring additional reading support with trained tutors who provide individualized instruction to strengthen foundational reading skills and build confidence. In 2025-26, 372 students participated in 62 tutoring programs across 44 schools.

**Camp Brain Power** – Camp Brain Power provides a week of literacy, movement, engagement and well-being programming for students requiring additional literacy support. The program helps students maintain learning momentum over the summer and re-enter school with confidence and readiness for success.

**Power Up Projects** – Since 2013, SPSF has invested more than \$450,000 in innovative school-based projects that enhance student learning, engagement and well-being through creative, locally developed initiatives.

**Canpotex Cheer Crates** – More than 1,500 families receive Cheer Crates annually, providing food, books, hygiene products and family activities during school breaks and helping extend support beyond the classroom.

**Nutrition Programs** – SPSF-supported nutrition initiatives provide nearly one million breakfasts, lunches and snacks each year, helping ensure students have access to the nourishment needed to learn, participate and succeed.

Together, these initiatives reflect the Foundation's ongoing commitment to ensuring students have access to the opportunities, resources and support they need to thrive both inside and outside the classroom.

## **Looking Ahead**

Throughout 2025-26, Saskatoon Public Schools strengthened its commitment to equity and Indigenous student success through enhanced partnerships, professional learning, data-informed decision-making, and initiatives that supported student achievement, belonging and well-being. Looking ahead, advancing equity and Indigenous student success will remain a central focus for the division. Saskatoon Public Schools will continue to strengthen relationships, respond to disparities, and work in partnership with students, families, communities and organizations to support positive outcomes for Indigenous students. Through a continued commitment to equity, anti-racism, anti-oppression, culturally responsive practices and data-informed decision-making, the division will strive to ensure Indigenous students are known, valued and believed in and have access to the opportunities and supports they need to thrive.



**MEETING DATE:** JUNE 16, 2026

**TOPIC:** BOARD CHAIR REFLECTIONS – 2025-26 SCHOOL YEAR

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

## BACKGROUND

## CURRENT STATUS

At the final board meeting of the 2025-26 school year, it is important to reflect on the school year and recognize the many accomplishments of students, staff, families and community partners across Saskatoon Public Schools.

What stands out is the incredible range of learning, achievement, care and connection happening across our division. With 58 schools, there is never just one story. Every day, students, staff, families and community partners contribute to creating schools where young people can learn, belong and thrive.

The year can be reflected through the four goal areas of our current strategic plan: (1) academics, (2) character, (3) engagement and (4) well-being.

### 1. Academics

There was much to celebrate academically this year.

We saw outstanding student achievement, including Walter Murray graduate Amy Zhang receiving the Saskatoon Board of Education Award of Excellence with a 99.5 per cent grade point average before beginning her studies at Harvard University.

Students continued to benefit from strong learning opportunities in the school division. These include but are not limited to many unique and innovative programs, language programs, cultural programs, early learning programs and, for the first time, specialized support classrooms.

This year also marked an important milestone for our new city centre school. We announced the name misiwēkiskik | One Sky School, a school which will welcome students in just over a year and represents a significant investment in the future of public education in Saskatoon.

Just eight days ago, we were thrilled to confirm the continued offering (status quo) of a full-day, every day kindergarten program for next year. This is a critical program that helps young learners build strong foundations while providing families with accessible, high-quality early learning opportunities.

### 2. Character

Character is demonstrated through service, compassion, leadership and a commitment to others.

Across the division, students and staff demonstrated leadership through reconciliation, inclusion and belonging initiatives. Indigenous Storytelling Month, hosting and participating in Reconciliation Saskatoon, Down to Wrestle events and Pride flag raising ceremonies all reflected our commitment to creating welcoming learning environments where every student feels valued.

We also recognized important milestones, including the 50th anniversary of wâhkôhtowin School and the 20th anniversary of its Cree Language and Culture Program.

### **3. Engagement**

Strong public education depends on strong relationships, and engagement was a significant strength this year.

We continued to build a dedicated network of School Community Council members who contribute their time and expertise to support schools and students.

We were also fortunate to work alongside many valued community partners, including Operation Warm, Marafun, the Saskatoon Blades, the Saskatchewan Roughriders, TeleMiracle, Saskatoon Ringette, the Neil Squire Society, and Mamba Basketball through the Be Well School Day Game.

These partnerships create memorable opportunities for students while strengthening connections between schools and the broader community.

### **4. Well-being**

Student well-being remained a priority throughout the year.

We announced the next phase of the National School Food Program and later welcomed Senator Tracy Muggli to see the impact of the program firsthand.

The Mental Health Capacity Building program is a new initiative at Bedford Road Collegiate, funded through a provincial grant. It is essentially a mental health promotion and prevention program.

We continue to see growing needs addressed through the Saskatoon Public Schools Foundation, including initiatives such as Cheer Crates which provide support to students and families facing challenges.

At the same time, students experienced joy, belonging and confidence through a wide range of extracurricular opportunities. Events such as Festival of Carols, collegiate theatre productions and ArtsFest celebrated creativity and self-expression, while athletic opportunities - including Mustang Volley, Charger Classic, BRIT, MIT, the Hockey Academy and the Kinsmen Hockey League - fostered teamwork, resilience and school spirit.

### **Budget**

I would be remiss not to note that trustees approved the division's annual operating and capital budget for the 2026-27 school year. The budget is based on projected enrolment of 29,103 students, an increase of approximately 250 students over the previous year.

Saskatoon Public Schools' 2026-27 budget maintains current programs and services while providing a small amount of additional support to partially address growing student need. Provincial funding for 2026-27 helped address enrolment growth and current inflationary pressures, but the school division continues to experience the long-term impact of historical funding increases that did not keep pace with inflation.

## Final Reflections

This year reminded me that public education is strongest when people work together. Thanks to our two vice chairs, Anne-Marie Rollo and Kevin Schmidt, and we look forward to welcoming Charlene Scrimshaw as our new director of education beginning August 1.

I am extremely proud that through all of this change, through growth and challenge, our schools have maintained their focus on student learning. That is what makes me most proud: the commitment across Saskatoon Public Schools to ensuring every student feels known, valued and believed in.

Trustees may wish to contribute their own highlights from the past year, as well as indicate their hopes for 2026-27.

<b>PREPARED BY</b>	<b>DATE</b>	<b>ATTACHMENTS</b>
Kim Stranden, Board Chair	June 16, 2026	None



**MEETING DATE:** JUNE 16, 2026

**TOPIC:** THANK YOU AND BEST WISHES TO TRUSTEE SCHERMAN AND DIRECTOR SKJERVEN

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

## BACKGROUND

Trustee Jennifer Scherman has submitted her resignation as Ward 5 trustee, effective June 30, 2026.

Director of Education Skjerven has announced his superannuation, effective July 30, 2026.

## CURRENT STATUS

Board Chair Stranden will offer her appreciation and best wishes to departing Trustee Scherman and retiring Director Skjerven on behalf of the Board of Education.

PREPARED BY	DATE	ATTACHMENTS
Kim Stranden, Board Chair	June 10, 2026	None



**MEETING DATE:** JUNE 16, 2026

**TOPIC:** PENSION TRUSTEE APPOINTMENTS

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

## BACKGROUND

The board is the sponsor of the Pension Plan for the Non-teaching Employees of the Saskatoon Board of Education. The pension trustees are responsible for administering the plan and holding the assets of the pension fund in trust for plan members.

The trust agreement provides that the pension trustees are comprised of three Board of Education trustees, one executive staff trustee and two independent trustees. Pension Trustees serve four-year terms, subject to resignation, removal, death or expiry of term.

The trust agreement also provides that when a pension trustee resigns, the board must appoint a successor. The pension trustees may also invite up to two individuals to attend Pension Trustee meetings as non-voting observers.

## CURRENT STATUS

At the May 28, 2026 meeting, the pension trustees acknowledged that independent trustee Laura Kennedy’s term of service will come to an end on October 31, 2026 and thanked her for her many years of service to the pension plan.

The pension trustees also acknowledged that Jennifer Scherman is resigning from the Board of Education and the pension plan effective June 30, 2026. As such, the pension trustees passed the following resolution:

*That Pension Trustees acknowledge that Trustee Scherman is leaving Saskatoon and is resigning as a trustee from the Board of Education and the pension plan effective June 30, 2026. Pension trustees would like to recommend to the plan sponsor, the Saskatoon Board of Education, that: Kevin Schmidt, currently serving as the Board observer to the pension plan, be appointed pension trustee; and, Tanya Napper be appointed to the role of Board Observer to the pension plan effective June 30, 2026.*

Board approval is required to appoint Kevin Schmidt as a pension trustee. The board is also being asked to approve Tanya Napper as the board observer to the pension plan.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	June 4, 2026	None

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## RECOMMENDATION

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***Proposed Board Motions(2):***

*That the board approve the appointment of Kevin Schmidt as a pension trustee for the Pension Plan for the Non-teaching Employees of the Saskatoon Board of Education effective June 30, 2026.*

*And*

*That the board approve the appointment of Tanya Napper as board observer to the Pension Plan for the Non-teaching Employees of the Saskatoon Board of Education effective June 30, 2026.*



**MEETING DATE:** JUNE 16, 2026

**TOPIC:** NAMING OF NEW COLLEGIATE IN THE HOLMWOOD AREA

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

## BACKGROUND

Saskatoon Public Schools conducted consultation with employees, students, parents/caregivers, and community members regarding possible names for the new collegiate in the Holmwood area.

## CURRENT STATUS

The board has reached consensus regarding the name of the Holmwood collegiate.

PREPARED BY	DATE	ATTACHMENTS
Colleen Norris, Deputy Director of Education Paul Janzen, Superintendent of Education	June 10, 2026	None

## RECOMMENDATION

***Proposed Board Motion:***

*That the board approve the name \_\_\_\_\_ for the new collegiate in the Holmwood area of Saskatoon.*