

Board of Education of Saskatoon School Division No. 13

Meeting of the Saskatoon Board of Education

Tuesday, October 13, 2026

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

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

AGENDA

1. Roll Call
2. Acknowledgement
3. Agenda
 - 3.1. Adoption of Agenda

Proposed Board Motion: Move approval of the agenda.

- 3.2. Declaration of Conflict of Interest
4. Celebrating Excellence
 - 4.1. STARLAB
5. Consent Items

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

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

Decision

- 5.1. Approval of Minutes – September 15, 2026

Proposed Board Motion (if removed from consent items): That the board approve the minutes of the committee of the whole and regular board meeting September 15, 2026.

6. Reports from Administrative Staff
 - 6.1. Strategic Plan Accountability Report: 2026-27 Enrolment

Proposed Board Motion: That the board approve the Strategic Plan Accountability Report: 2026-27 Enrolment, to be included as part of the director of education's 2026-27 evaluation.

- 6.2. Strategic Plan Accountability Report: Student Learning Results Grades 1-8

Proposed Board Motion: *That the board approve the Strategic Plan Accountability Report: Student Learning Results Grades 1-8, to be included as part of the director of education's 2026-27 evaluation.*

7. Delegation

8. Business Arising from the Minutes

9. Unfinished Business

9.1. Items Arising from the Committee of the Whole

10. Reports of Trustees

11. New Business

11.1. Amendment to Preventative Maintenance and Renewal Three-Year Plan

Proposed Board Motion: *That the board approve the amendment of the Three-Year Preventative Maintenance and Renewal Plan to include the following six projects:*

- *Aden Bowman Collegiate washroom upgrades phase 1 for an estimated cost of \$350,000*
 - *Central Office – Saskatoon Public Schools boiler BLR 001 replacement for an estimated cost of \$40,000*
 - *Central Office – Saskatoon Public Schools boiler BLR 002 replacement for an estimated cost of \$40,000*
 - *Central Office – Saskatoon Public Schools boiler BLR 003 replacement for an estimated cost of \$40,000*
 - *Evan Hardy Collegiate STEM lab renovation for an estimated cost of \$100,000*
 - *Lakeview School air handling unit AHU1 replacement for an estimated cost of \$95,000*
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11.2. Independent Pension Trustee Appointment

Proposed Board Motion: *That the board approve the appointment of Heather Fortosky as an independent pension trustee for the Pension Plan for the Non-teaching Employees of the Saskatoon Board of Education effective November 1, 2026 and ending October 31, 2030.*

11.3. Saskatchewan School Boards Association (SSBA) 2026 Annual General Meeting – Voting Delegates

Proposed Board Motion:

That the board approve the following motions:

1. That the Saskatoon Board of Education is entitled to 51 votes.

2. That Trustees _____ and _____ be the representatives authorized by the Board to act as voting delegates for the school division.

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 board meeting of Tuesday, November 24, 2026.*



MEETING DATE: OCTOBER 13, 2026

TOPIC: CELEBRATING EXCELLENCE: STARLAB

FORUM	AGENDA ITEM	INTENT
☒ Board Meeting	☐ Correspondence	☐ Consent
☐ Committee of the Whole	☐ New Business	☐ Decision
	☐ Reports from Administrative Staff	☐ Discussion
	☒ Other: Celebrating Excellence	☒ Information

BACKGROUND

Saskatoon Public Schools' 2026–2030 Strategic Plan is grounded in our vision that every student is known, valued and believed in, and our commitment to creating learning experiences that inspire all students to reach their potential. Academic Excellence is our strategic imperative and the primary focus of the plan. Our work is guided by the values of Relationships, Equity and Accountability, and the impact of our work is reflected in student outcomes in Academic Excellence, Citizenship, Engagement and Well-Being.

CURRENT STATUS

Saskatoon Public Schools provides experiential learning resources that bring curriculum to life and support student engagement. STARLAB is a portable planetarium that transforms a school space into an immersive learning environment, giving students opportunities to explore curricular concepts in engaging and meaningful ways.

STARLAB supports learning across curricular areas and encourages students to wonder, ask questions, make connections, and deepen their understanding. It also creates opportunities to connect Indigenous teachings and storytelling, different ways of knowing and students' own curiosity with classroom learning.

Two STARLAB planetariums are available for schools to borrow, while an analog STARLAB is used at the Brightwater Science, Environmental and Indigenous Learning Centre. Teachers who have completed STARLAB training can facilitate the experience in their schools, with additional facilitation support available to help broaden access across the division.

Coordinator of Learning Supports Jaime Schroeder, STARLAB-trained teachers Maxine Panchuk and Brianna Aubin, and a student will share how STARLAB supports engaging, experiential learning.

PREPARED BY	DATE	ATTACHMENTS
Colleen Norris, Deputy Director of Education Nicola Bishop-Yong, Superintendent of Education	October 6, 2026	None



SASKATOON BOARD OF EDUCATION

5.1

MEETING DATE: OCTOBER 13, 2026

TOPIC: APPROVAL OF MINUTES

FORUM	AGENDA ITEM	INTENT
☒ Board Meeting	☐ Correspondence	☒ Consent
☐ Committee of the Whole	☐ New Business	☐ Decision
	☐ Reports from Administrative Staff	☐ Discussion
	☒ Other: Approval of Minutes	☐ Information

BACKGROUND

CURRENT STATUS

Attached are the minutes for September 15, 2026 Committee of the Whole and regular board meetings.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	September 25, 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 September 15, 2026.

Minutes of the Meeting of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, September 15, 2026 at 2:30 p.m.

Members Present: Vice Chair Kevin Schmidt, Trustees Donna Banks, Kirk Jones, Ross Tait, Tanya Napper and Anne-Marie Rollo

Regrets: Trustee Angela Arneson, Vernon Linklater and Kim Stranden

Vacancy: Ward 5

Following discussions in Committee of the Whole, Trustee Rollo moved that the board rise and report. CARRIED (6)

The meeting adjourned at 5:25 p.m.

Secretary of the School Division

Board Chair

Minutes of the Meeting of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, September 15, 2026 at 6:30 p.m.

Members Present: Donna Banks, Vernon Linklater, Anne-Marie Rollo, Kevin Schmidt, Ross Tait, Tanya Napper and Kirk Jones

Regrets: Board Chair Kim Stranden and Trustee Angela Arneson,

Vacancy: Ward 5

1. Roll Call

2. Acknowledgement

Vice Chair Schmidt 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 that the board approve the agenda.

CARRIED (7)

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

4. Celebrating Excellence

1.1. Treaty 6 Commemoration: Superintendent Ross introduced First Nation, Métis and Inuit Education Coordinator Alisa Favel, Arts Education Consultant Colin Elliott, Hugh Cairns V.C. School Vice Principal Deighan Remoundos, teacher Jennifer Herrod and students Maisy Nakrayko, Sealie Marcoux and John Siourounis, who shared how the division-wide project brought Treaty education and student learning together through art in recognition of the 150th anniversary of the signing of Treaty 6. Students also reflected on the commemorative round dance, describing it as a calm, safe and open space where they felt welcomed and connected.

5. Consent Items

Decision

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

5.1. Approval of Minutes: June 16, 2026 and June 25, 2026

CARRIED (7)

5.2. Secure Destruction of Records

CARRIED (7)

Information

5.3. Correspondence

6. Reports from Administrative Staff

Information

6.1. School Opening Update: Director Scrimshaw spoke to the start of the 2026-27 school year, including staff professional learning and school opening activities, media and community awareness, school safety initiatives, truth and reconciliation activities, the Saskatoon Public Schools Foundation and the Teacher Innovation and Support Fund. She highlighted the positive start to the school year and the division's continued focus on student learning, safety, well-being and belonging.

7. Delegations

No delegations.

8. Business Arising from the Minutes

No business arising from the minutes.

9. Unfinished Business

9.1. Audit Service Plans for the Fiscal Year Ended August 31, 2026: Trustee Banks moved that the board approve the audit service plans for the fiscal year ending August 31, 2026.

CARRIED (7)

9.2. Strategic Plan Measurement and Accountability Framework: Trustee Napper moved that the board approve the Strategic Plan Strategy Map, Balanced Scorecard, Five-Year Deliverables and Board Strategic Accountability Calendar for 2026–2027.

CARRIED (7)

9.3. Board Subcommittee Minutes: Trustee Tait moved that the board approve the minutes of the Board Audit and Risk Committee meetings on March 17, 2026 and June 16, 2026.

CARRIED (7)

10. Reports of Trustees

Trustee Schmidt

- Attended:
 - Saskatoon Public Schools 150th Treaty Six Commemorative Round Dance
 - Saskatoon Public Schools' Service Recognition Banquet
 - Rock Your Roots Walk for Reconciliation
 - Walter Murray Collegiate Graduation
 - Pride Parade
 - New Teacher Orientation
 - SSSAD Coaches Appreciation Breakfast
 - This Is Us event
 - Brightwater Trustee Team Building event
 - Public Schools of Saskatchewan Executive meeting

Trustee Tait

- Attended
 - Canadian School Boards Association conference in Whistler
- Connected with his Ward 7 schools

Trustee Jones

- Attended:
 - New Teacher Orientation
 - SSSAD Coaches Appreciation Breakfast
 - This Is Us event
 - Brightwater Trustee Team Building event
 - Staff meeting at École Victoria School

Trustee Banks

- Attended:
 - wâhkôhtowin Grade 8 Farewell
 - Tommy Douglas Graduation
 - James L. Alexander Grade 8 Farewell
 - Fairhaven Grade 8 Farewell
 - Estey School Graduation
 - Saskatoon Public Schools Service Recognition Banquet
 - Tommy Douglas Long Service Awards
 - Canadian School Boards Association conference in Whistler
 - Saskatchewan School Board Association Resolution Policy Development meeting
 - Saskatoon Industry Education Council Youth Apprenticeship Celebration Lunch
 - Saskatchewan School Boards Association Executive meeting
 - Saskatoon Public Schools Foundation ConnectHer event

- SSSAD Coaches Appreciation Breakfast
- Saskatchewan School Board Association Executive Policy Review meeting
- Tommy Douglas Collegiate football game vs. Bethlehem High School
- Visited all Ward 3 schools and École River Heights School in Ward 5
- This Is Us event

Trustee Napper

- Attended:
 - CUMFI Michif Language Camp Opening Ceremonies
 - Camp Brain Power
 - Saskatoon Public Schools Foundation ConnectHer event
 - Creative action mural unveiling at North Park Wilson School
 - Saskatoon Public Schools 150th Treaty Six Commemorative Round Dance
 - Grade 8 farewells
- Welcomed Director Scrimshaw and noted she looks forward to working with her this year.

Trustee Linklater

- Attended:
 - wâhkôhtowin Pow Wow
- Watched the Bedford Road Collegiate Red Mile take place
- Mentioned his granddaughter is now attending Brownell School

Trustee Rollo

- Thanked everyone for all the work they do to support the start of the new school year.
- Highlighted the Wildwood Playground Project and the upcoming Party in the Park event taking place at Wildwood School.

11. New Business

Decision

- 11.1. Amendment to the 2026-27 Board Meeting Dates: Trustee Tait moved that the board amend its motion of April 14, 2026 to read: That the board approve the board meeting dates for the 2026-27 school year:

2026

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

2027

- January 12 – Regular Meeting
- February 9 – Regular Meeting
- March 16 – Regular Meeting
- April 13 – Regular Meeting
- May 11 – Regular Meeting
- June 1 – Regular Meeting
- June 15 – Regular Meeting

CARRIED (7)

- 11.2. Lieutenant Governor's Board of Education Award for Innovation and Excellence in Education (Former Premier's Board of Education Award): Trustee Banks moved that the board, jointly with Greater Saskatoon Catholic Schools and Prairie Spirit School Division, nominate the Saskatoon Industry Education Council for the Lieutenant Governor's Board of Education Award for Innovation and Excellence in Education.

CARRIED (7)

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 Banks moved that the board adjourn to the call of the chair or the board meeting of Tuesday, October 13, 2026.

CARRIED (7)

The meeting adjourned at 7:22 p.m.

Secretary of the School Division

Board Chair



MEETING DATE: OCTOBER 13, 2026

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT: 2026-27 ENROLMENT

FORUM	AGENDA ITEM	INTENT
☒ Board Meeting	☐ Correspondence	☐ Consent
☐ Committee of the Whole	☐ New Business	☒ Decision
	☒ Reports from Administrative Staff	☐ Discussion
	☐ Other:	☒ Information

BACKGROUND

Saskatoon Public Schools' 2026–2030 Strategic Plan is grounded in our vision that every student is known, valued and believed in, and our commitment to creating learning experiences that inspire all students to reach their potential. Academic Excellence is our strategic imperative and the primary focus of the plan. Our work is guided by the values of Relationships, Equity and Accountability, and the impact of our work is reflected in student outcomes in Academic Excellence, Citizenship, Engagement and Well-Being.

CURRENT STATUS

Attached is the accountability report for enrolment which will be presented by Mitch Kachur and Karen Peterson, superintendents of education.

PREPARED BY	DATE	ATTACHMENTS
Colleen Norris, Deputy Director of Education Mitch Kachur, Superintendent of Education Karen Peterson, Superintendent of Education	October 6, 2026	Accountability Report

RECOMMENDATION

Proposed Board Motion:

That the board approve the Strategic Plan Accountability Report: 2026-27 Enrolment, to be included as part of the director of education's 2026-2027 evaluation.

SASKATOON PUBLIC SCHOOLS **ACCOUNTABILITY REPORT**

Date of Board Meeting: October 13, 2026

Report Author: Karen Peterson and Mitch Kachur

Type of Report

☐ Balanced Scorecard Update	☐ Strategic Initiative Update (Deliverables)	☒ Governance and Operational Assurance
☐ Student Outcome Goals ☐ 5.1 Academic Excellence ☐ 5.2 Citizenship ☐ 5.3 Engagement ☐ 5.4 Well-Being ☐ 4.1 – 4.3 Financial Accountability Goals ☐ 1.1 Workforce Planning and Staffing ☐ 1.5 Strategic Planning and Organizational Effectiveness ☐ 2.5 Use of Technology	☐ 3.1 Optimizing supports for learning ☐ 3.2 Supporting Indigenous student success ☐ 3.3 Supporting sustainable division-wide growth	☒ Enrolment ☐ Transportation ☐ Human Resources ☐ Audited Finances ☐ Facilities ☐ Information Services
Balanced Scorecard Updates provide a high-level overview of results, trends over time, and progress toward strategic outcomes. Where measures are below established targets, significant trends emerge, or results require further explanation, additional analysis, context, and planned actions should be provided to support board discussion.	Strategic Initiative Updates keep the board informed about significant key milestones, implementation progress, challenges, and next steps related to major strategic initiatives. Focus on initiatives that are complete, require attention, or require a board direction. Routine operational activities that are progressing as expected should not generally be reported.	These reports provide assurance that the Division is meeting its governance, legislative, financial, and operational responsibilities. They include reports required by legislation, board policy, Ministry expectations, or areas where the board has ongoing oversight responsibilities, such as transportation, facilities, financial stewardship, human resources, and information services.

Governance and Operational Assurance

Why We Report on This

Each fall, Saskatoon Public Schools reviews September 30 enrolment results because enrolment directly affects provincial funding and informs staffing, facilities planning and program delivery. Comparing actual enrolment with prior-year results and January projections helps the division understand emerging trends, adjust resources responsibly and plan ahead to support equitable access to programming across schools.

Relevant Standards

The division is expected to maintain reliable enrolment projections and monitoring processes to support responsible staffing, budgeting, facilities planning and equitable program access. Actual enrolment is compared with January projections and prior-year results to identify financial and operational risks requiring attention.

Status

- ☐ On Track — SPS is meeting the relevant standards.
- ☒ Attention Required — There is a risk that SPS may not meet the relevant standards due to challenges, delays, risks, or changing circumstances, and the board needs to be aware of that risk.
- ☐ Board Decision Required — There is a risk that SPS may not meet the relevant standards due to challenges, delays, risks, or changing circumstances, and board direction or approval is required to address the risk.
- ☐ Off Track — SPS is not meeting the relevant standards.

Attention is required because total enrolment is 390 students below projection and enrolment has declined for the second consecutive year.

Relevant Data

September 30, 2026, Enrolment Numbers

Student Population PreK-12	Sep 30, 2025 Ministry Approved	Sep 30, 2026 (Actual) <i>pending Ministry approval</i>	Year-over-year difference (Actual)	2026-27 Projections	Difference in Projections and Actual
PreK	602	535	-67	589	-54
Kindergarten	1,918	1,894	-24	1,917	-23
Grades 1-8	17,019	16,743	-276	17,050	-307
Grades 9-12	9,314	9,541	227	9,547	-6
Total	28,853	28,713	-140	29,103	-390

Secondary enrolment was generally consistent with projections, coming in just six students below the January projection. At the elementary level, overall enrolment declined; however, several schools experienced notable increases. Roland Michener School increased by 62 students, and École Dundonald School by 47 students. wâhkôhtowin School increased by 52 students, of which 25 are in the Cree Language and Culture program.

Efforts to proactively manage enrolment pressures and make effective use of available school capacity are showing positive results. For example, changes to transportation from the Kensington neighbourhood have contributed to École Dundonald School's growth of 47 students. The continued popularity of nature-based programming has also supported enrolment growth, with Buena Vista School increasing by 46 students.

Other schools experienced anticipated enrolment declines resulting from boundary changes, changing neighbourhood demographics and smaller incoming Kindergarten cohorts. Sylvia Fedoruk School decreased by 70 students, reflecting the impact of boundary adjustments as well as a large Grade 8 cohort transitioning to high school and a smaller incoming Kindergarten class. Chief Whitecap School decreased by 56 students, also influenced by a large Grade 8 cohort moving into the secondary level.

Enrolment increased by 109 students at Bedford Road Collegiate and by 101 students at Aden Bowman Collegiate. This growth is expected to continue, as incoming Grade 9 cohorts are projected to exceed the number of students graduating, resulting in continued enrolment growth.

Estey School’s enrolment remains stable at 170 students, compared with 171 students on September 30, 2025. FLEX continues to attract students seeking a flexible learning environment that allows them to balance their academic programming with intensive training in athletics or fine arts. One example is the Trach Power Skating and Skills Program, which includes 66 students in Grades 6 to 12 from Estey School and four additional Saskatoon Public Schools: Lakeridge School, Willowgrove School, Chief Whitecap School, and École River Heights School.

Saskatoon International Education (SIE) continues to experience strong enrolment and revenue growth. International student enrolment increased from 86 students in September 2024 to 96 students in September 2025 and 111 students as of September 30, 2026. This growth reflects continued international interest in Saskatoon Public Schools and is expected to generate increased tuition revenue for the division. Current SIE staffing levels are being maintained.

French Immersion Enrolment Summary

Our French Immersion numbers remain steady.

	2025-2026	2026-2027	Difference
Elementary	2,259	2,256	-3
Secondary	513	522	9
Total	2,772	2,778	6

Online Learning

The 2026–27 school year marks the fourth year of operation for the Saskatchewan Distance Learning Corporation (Sask DLC). Over the past two years, Saskatoon Public Schools has experienced growth in the number of students choosing full-time online learning. Students are selecting this option for a variety of reasons, including access to different course offerings and greater flexibility in their learning schedules.

Saskatoon Public Schools receives partial funding of \$6,000 per student for students enrolled in full-time online learning. The following provides a seven-year overview of full-time online enrolment trends and illustrates the changing participation in online learning over time. Confirmed September 30, 2026 full-time online enrolment figures were not available when this report was prepared. The figures will be incorporated into a subsequent update once confirmed.

	Sept. 30, 2020	Sept. 30, 2021	Sept. 30, 2022	Sask DLC Sept. 30, 2023	Sask DLC Sept. 30, 2024	Sask DLC Sept. 30, 2025	Sask DLC Sept. 30, 2026
Elementary Full Time Online Learning	2,244	456	80	73	68	96	Data not yet available

Secondary Full Time Online Learning	895	539	341	230	308	455	Data not yet available
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Risk Considerations

The school division's financial health is closely tied to enrolment. Even a modest decline can affect staffing decisions, making the careful allocation of staffing essential. The division will continue to monitor residential development, birth rates, and immigration trends to inform both immediate decisions and longer-term planning.

For the second consecutive year, Saskatoon Public Schools experienced a modest decline in overall enrolment. As of September 2026, enrolment is 140 students lower than September 2025, compared with a year-over-year decline of 20 students in the previous year. Lower levels of immigration and fewer children entering Kindergarten appear to be key factors influencing enrolment this year.

The decline in Grades 1–8 also reflects a shift in cohort sizes. A comparatively large cohort of 2,172 Grade 8 students moved into Grade 9, while 1,894 students entered Kindergarten this fall. This difference is contributing to lower elementary and middle-years enrolment.

The division will continue to closely monitor enrolment trends and demographic changes, strengthen its analysis of enrolment projections, and gather additional data to better understand the factors contributing to declining enrolment. This information will inform conservative and responsive staffing decisions and support responsible resource planning in the years ahead.



MEETING DATE: OCTOBER 13, 2026

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT: STUDENT LEARNING RESULTS GRADES 1-8

FORUM	AGENDA ITEM	INTENT
☒ Board Meeting	☐ Correspondence	☐ Consent
☐ Committee of the Whole	☐ New Business	☒ Decision
	☒ Reports from Administrative Staff	☐ Discussion
	☐ Other:	☒ Information

BACKGROUND

Saskatoon Public Schools' 2026–2030 Strategic Plan is grounded in our vision that every student is known, valued and believed in, and our commitment to creating learning experiences that inspire all students to reach their potential. Academic Excellence is our strategic imperative and the primary focus of the plan. Our work is guided by the values of Relationships, Equity and Accountability, and the impact of our work is reflected in student outcomes in Academic Excellence, Citizenship, Engagement and Well-Being.

CURRENT STATUS

Attached is the accountability report for student learning results grades 1-8 which will be presented by Nicola Bishop-Yong and Jennifer Wilde, superintendents of education.

PREPARED BY	DATE	ATTACHMENTS
Colleen Norris, Deputy Director of Education Nicola Bishop-Yong, Superintendent of Education Jennifer Wilde, Superintendent of Education	October 6, 2026	Accountability Report

RECOMMENDATION

Proposed Board Motion:

That the board approve the Strategic Plan Accountability Report: Student Learning Results Grades 1-8, to be included as part of the director of education's 2026-2027 evaluation.

SASKATOON PUBLIC SCHOOLS **ACCOUNTABILITY REPORT**

Date of Board Meeting: October 13, 2026

Report Author: Nicola Bishop-Yong, Jennifer Wilde and Jennifer Haywood

Type of Report

☒ Balanced Scorecard Update	☐ Strategic Initiative Update (Deliverables)	☐ Governance and Operational Assurance
☒ Student Outcome Goals ☒ 5.1 Academic Excellence ☐ 5.2 Citizenship ☐ 5.3 Engagement ☐ 5.4 Well-Being ☐ 4.1 – 4.3 Financial Accountability Goals ☐ 1.1 Workforce Planning and Staffing ☐ 1.5 Strategic Planning and Organizational Effectiveness ☐ 2.5 Use of Technology	☐ 3.1 Optimizing supports for learning ☐ 3.2 Supporting Indigenous student success ☐ 3.3 Supporting sustainable division-wide growth	☐ Enrolment ☐ Transportation ☐ Human Resources ☐ Audited Finances ☐ Facilities ☐ Information Services
Balanced Scorecard Updates provide a high-level overview of results, trends over time, and progress toward strategic outcomes. Where measures are below established targets, significant trends emerge, or results require further explanation, additional analysis, context, and planned actions should be provided to support board discussion.	Strategic Initiative Updates keep the board informed about significant key milestones, implementation progress, challenges, and next steps related to major strategic initiatives. Focus on initiatives that are complete, require attention, or require a board direction. Routine operational activities that are progressing as expected should not generally be reported.	These reports provide assurance that the Division is meeting its governance, legislative, financial, and operational responsibilities. They include reports required by legislation, board policy, Ministry expectations, or areas where the board has ongoing oversight responsibilities, such as transportation, facilities, financial stewardship, human resources, and information services.

Balanced Scorecard Update

Saskatoon Public Schools continues to monitor early literacy achievement as part of its focus on improving student outcomes. This fall, the Saskatchewan Ministry of Education launched the Actions to Improve Early Literacy (AIEL) initiative, introducing provincial literacy assessments for Kindergarten to Grade 3 students. To align with provincial requirements, Saskatoon Public Schools implemented the provincial reading screeners as the required Kindergarten to Grade 3 literacy assessments, supporting provincial reporting of early literacy achievement. Teachers may continue to use Saskatoon Public Schools approved assessments, including Acadience and other diagnostic and progress-monitoring tools, based on professional judgment when additional information is needed to understand student learning, inform instructional decisions and guide responsive instruction and intervention. Beginning in 2026-27, results from the provincial literacy screeners will establish a new baseline for monitoring early literacy achievement. The Ministry is conducting a provincial norming study during 2026-27 to establish Saskatchewan norms for the screeners, which will support interpretation of results and monitoring of student achievement over time.

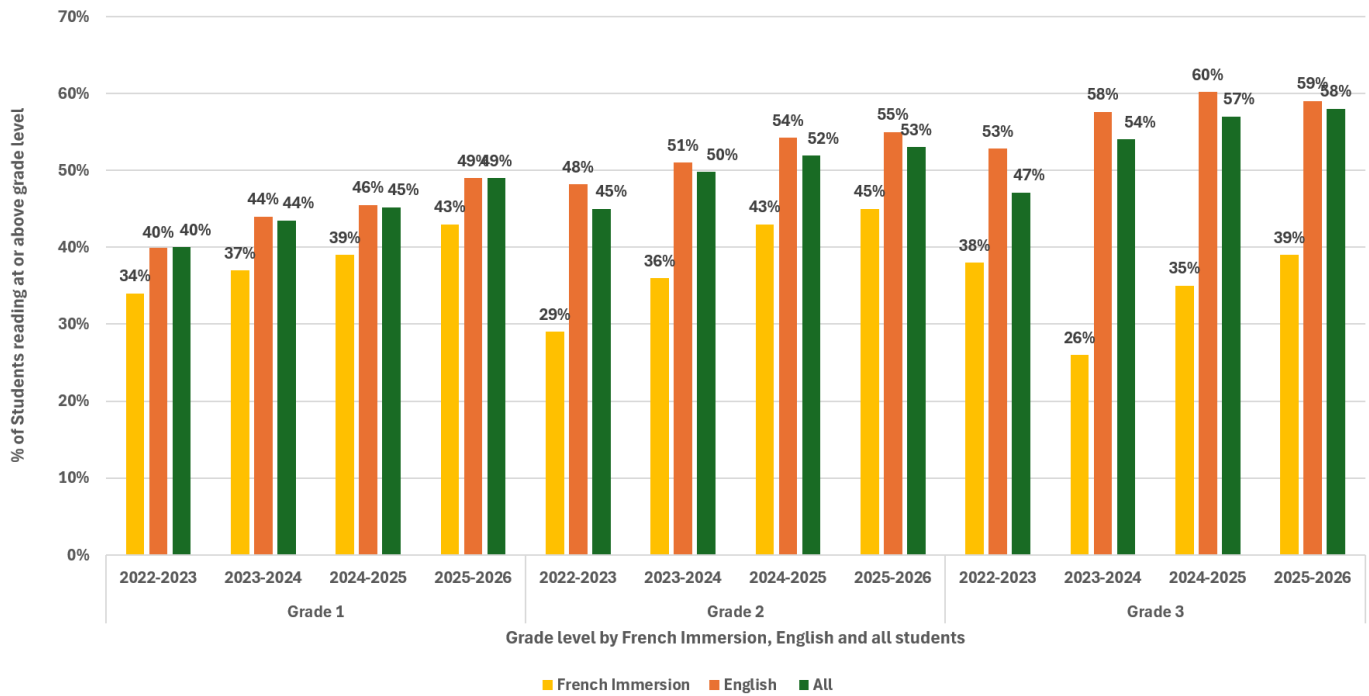
Strategic Objective	Measure	Method	Baseline	Target	Actual Results	Comments / Trends
Students will achieve success in their learning and demonstrate continuous growth toward their potential.	A greater percentage of all students in Grade 1 will be in the average range according to the Phonological Awareness Screening Test (PAST) and the Test de dépistage de la conscience phonologique (TDCP).	Phonological Awareness Screening Test (PAST) / Test de dépistage de la conscience phonologique (TDCP).	To be determined Fall 2026	Baseline will be determined once the fall 2026 results have been reviewed	Not available at the time of this report	The PAST is an assessment of phonemic awareness. The Test de dépistage de la conscience phonologique (TDCP) is the French-language equivalent, assessing comparable phonological awareness skills.

Students will achieve success in their learning and demonstrate continuous growth toward their potential.	A greater percentage of all students in Grade 1 will be in the average range according to the Rapid Automatized Naming (RAN) assessment and the Dénomination rapide sérielle (DRS).	Rapid Automatized Naming (RAN): Digits Test / Dénomination rapide sérielle (DRS) des chiffres	To be determined Fall 2026	Baseline will be determined once the fall 2026 results have been reviewed	Not available at the time of this report	The RAN assesses how quickly and automatically students can name highly familiar visual stimuli. The Dénomination rapide sérielle (DRS) is the French-language equivalent.
Students will achieve success in their learning and demonstrate continuous growth toward their potential.	A greater percentage of all students in Grade 1 will be in the average range according to the Letter Name-Sound test (LeNS) and Test Nom et son des lettres (NSLe)	Letter Name-Sound test (LeNS) and Test Nom et son des lettres (NSLe)	To be determined Fall 2026	Baseline will be determined once the fall 2026 results have been reviewed	Not available at the time of this report	The Letter Name-Sound Test assesses foundational phonics skills by measuring a student's ability to produce the sounds associated with individual letters and letter combinations. English and French versions of the assessment are provided as part of the provincial literacy screeners.
Students will achieve success in their learning and demonstrate continuous growth toward their potential.	A greater percentage of all students in Grades 1-3 will be in the average range according to the Castles and Coltheart 3 (CC3) reading assessment	Castles and Coltheart 3	Grade 2 and 3 to be determined Fall 2026; Grade 1 January 2027	Baseline will be determined once the fall 2026 results have been reviewed	Not available at the time of this report	The Castles and Coltheart 3 assessment examines word-reading skills by measuring a student's ability to read familiar and irregular words and to sound out unfamiliar, made-up words. The assessment helps identify the nature of a student's reading difficulties and is available in both English and French.
Students will achieve success in their learning and demonstrate continuous growth toward their potential.	A greater percentage of Grade 4 students attain at or above grade-level in English Language Arts according to provincial assessment	Grade 4 ELA Saskatchewan Student Assessment	To be determined Spring 2028	Baseline thereafter	Not available at the time of this report	The Grade 4 English Language Arts Saskatchewan Student Assessment is a provincial assessment based on Saskatchewan curriculum and developed with Saskatchewan teachers. It is intended to provide a consistent measure of student achievement in relation to grade-level expectations. The Grade 4 assessment will be field-tested in 2026-27, with full implementation beginning in 2027-28. Student achievement results are not reported during the field-test phase.
Students will achieve success in their learning and demonstrate continuous growth toward their potential.	Greater percentage of Grade 7 students attain at or above grade-level in English Language Arts according to provincial assessment	Grade 7 ELA Saskatchewan Student Assessment	To be determined Spring 2027	Baseline thereafter	Not available at the time of this report	The Grade 7 English Language Arts Saskatchewan Student Assessment will be implemented provincially in spring 2027. This curriculum-based assessment will provide a consistent measure of student achievement in relation to Grade 7 English language arts expectations and provide information about areas of strength and areas requiring additional support.
Students will achieve success in their learning and demonstrate continuous growth toward their potential.	Greater percentage of Grade 5 students attain at or above grade-level in Mathematics according to provincial assessment	Grade 5 Math Saskatchewan Student Assessment	To be determined Spring 2027	Baseline thereafter	Not available at the time of this report	The Grade 5 Mathematics Saskatchewan Student Assessment will be implemented provincially in spring 2027. This curriculum-based assessment will provide a consistent measure of student achievement in relation to Grade 5 mathematics expectations and provide information about areas of strength and areas requiring additional support.

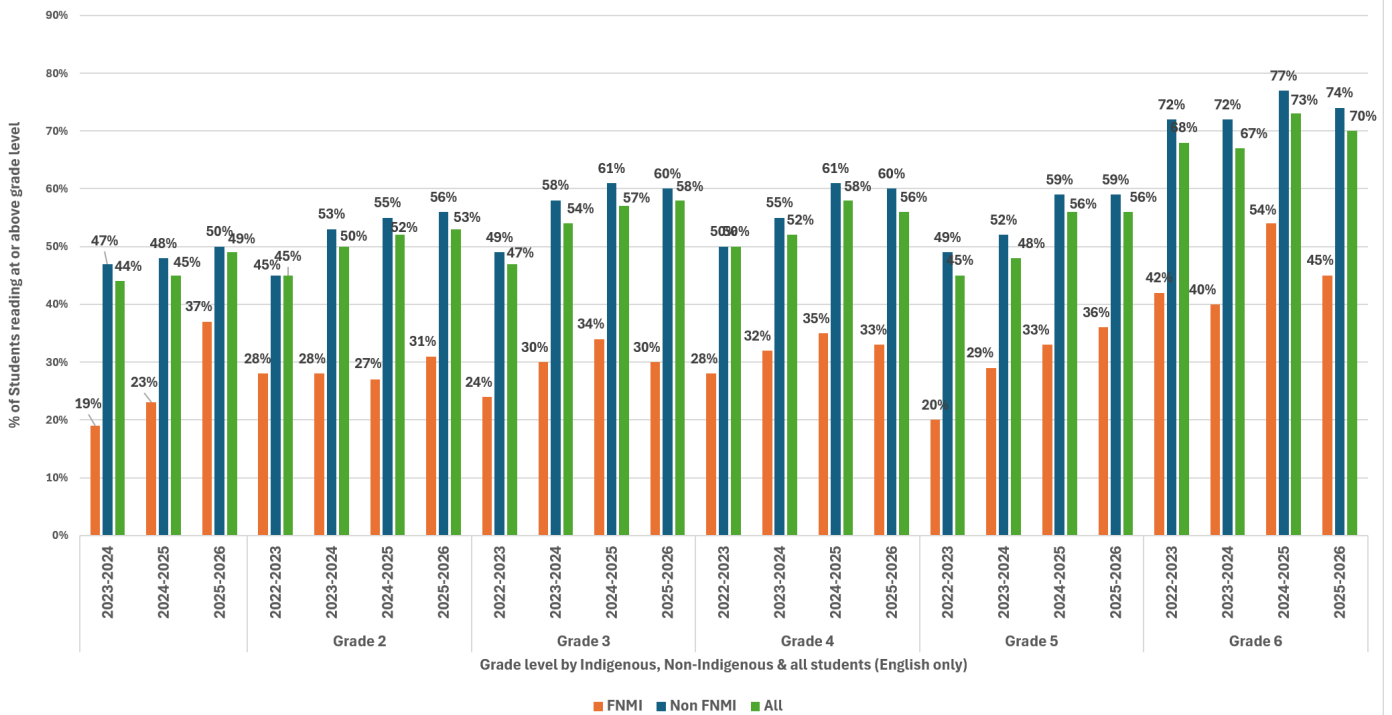
Historical Literacy Results: Final Reporting Under Previous Measures

The following results provide a final look at the literacy measures used through 2025-26. As Saskatoon Public Schools transitions to the new provincial literacy screeners and Saskatchewan Student Assessments, these measures will no longer be reported in the same way. The results provide important historical context for understanding student achievement trends and the transition to new measures and baselines within the Balanced Scorecard.

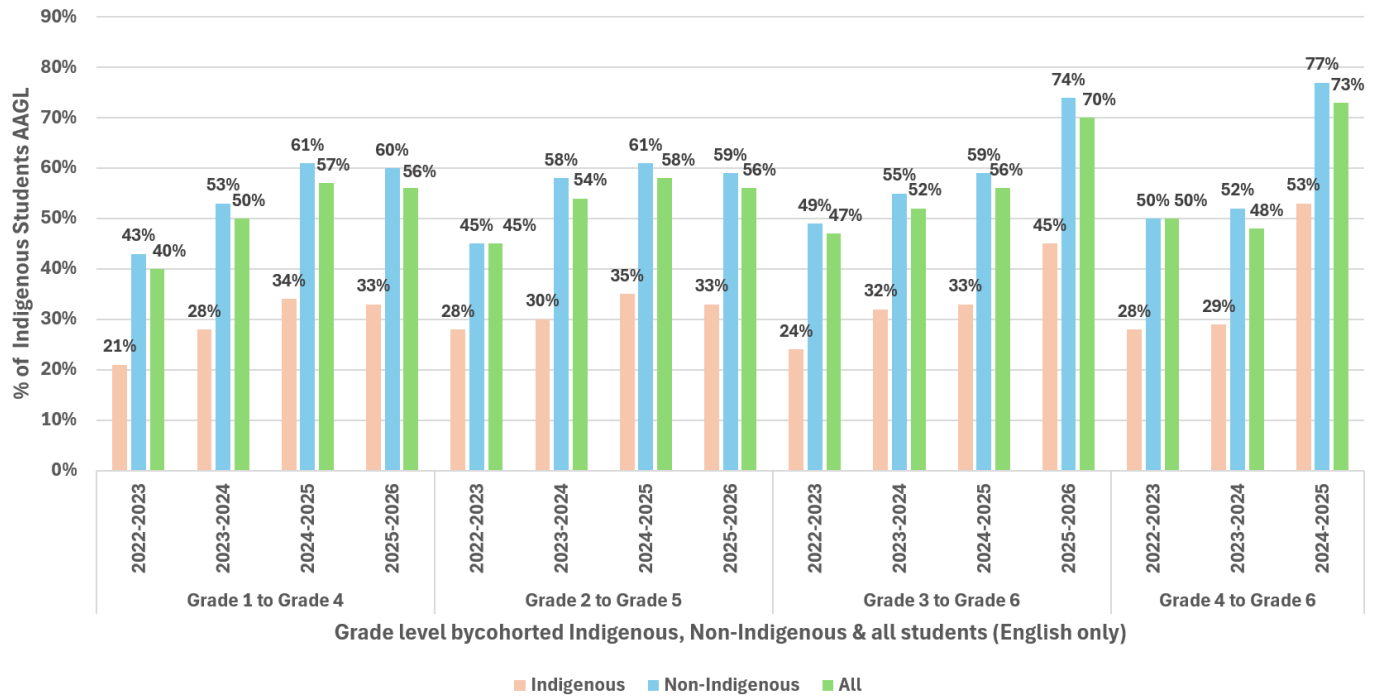
2022-2026 Grade 1-3 Reading Results
Percentage of students at or above grade level (AAGL)
by English, French Immersion & all students



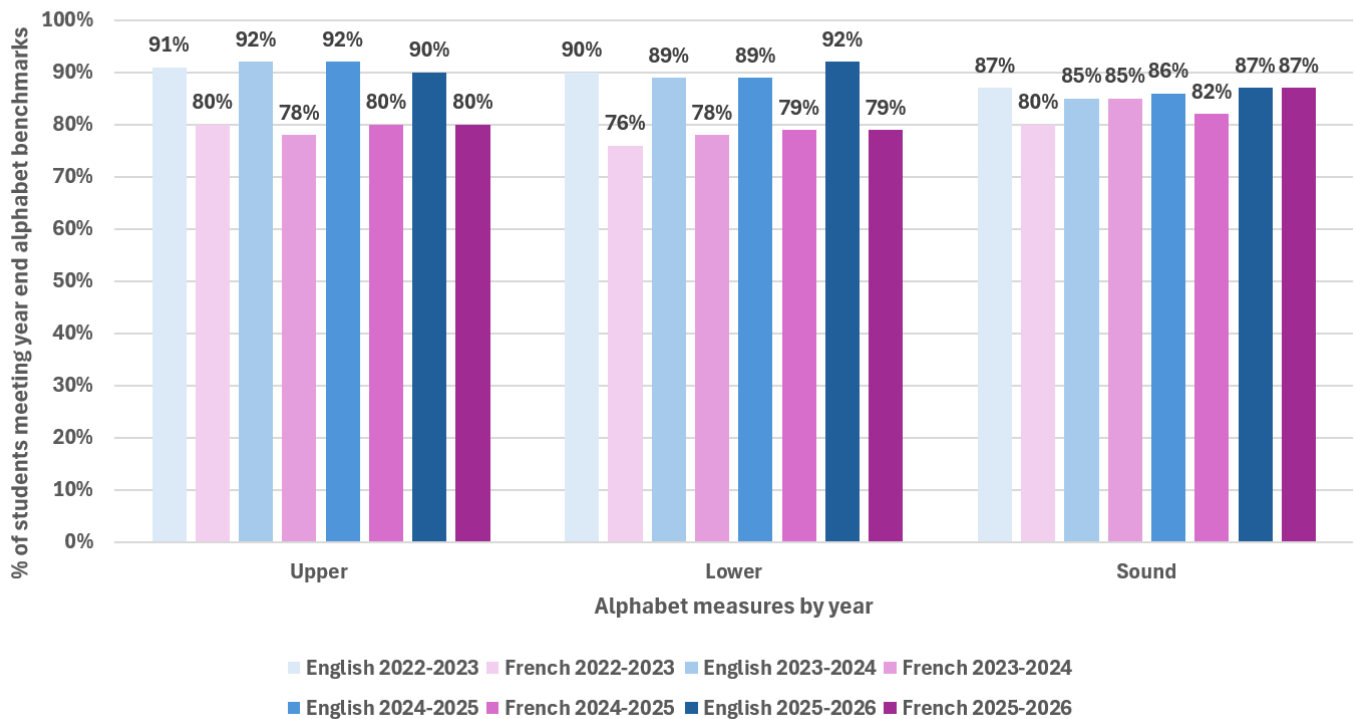
2022-2026 Grade 1-6 Reading Results (English only)
Percentage of students at or above grade level (AAGL)
by Indigenous, Non-Indigenous & all students



2022-2026 Grade 1-6 Cohorted Students (English only)
Percentage of students at or above grade level (AAGL)
by cohorted Indigenous, Non-Indigenous & all students



Grade 1 Alphabet English & French 2022-2026
Percentage of students meeting year end alphabet benchmarks



Completed Initiative Summary

Initiative: Elementary Literacy Assessment System

Initiative Timeline

The planned work through 2025-2026 continued the division's established approach to universal screening, diagnostic assessment and progress monitoring across the elementary grades.

Budget Considerations

Professional learning, assessment supports and classroom-based supports were prioritized within available resources and staff capacity.

Summary of Work Completed

Saskatoon Public Schools maintained a comprehensive literacy assessment approach connecting universal screening, diagnostic assessment and progress monitoring with responsive instruction and intervention. Acadience Reading in Grades 1-8 English and Acadience Reading Français in Grades 1-5 continued as universal screeners in 2025-26. Diagnostic assessments, including the Phonological Awareness Quick Screener, Quick Phonics Screener and Words Their Way, along with parallel French Immersion tools, provided additional information about student learning needs. Progress-monitoring evidence supported teachers and school teams in determining students' response to instruction and intervention and making timely instructional adjustments.

Key Accomplishments

Saskatoon Public Schools maintained an established assessment continuum in which universal screening identified students who may require additional support, diagnostic assessment provided more specific information about learning needs, and progress monitoring supported decisions about whether instruction and intervention should be maintained, adjusted or intensified. Literacy assessment flowcharts further supported teachers in connecting assessment evidence with instructional response.

Key Challenges

The changing provincial assessment landscape required Saskatoon Public Schools to consider how its established literacy assessment practices would align with new provincial requirements beginning in 2026-27.

What We Learned

Assessment has the greatest instructional value when screening and diagnostic information are connected directly to responsive instruction, intervention and ongoing monitoring of student learning. Saskatoon Public Schools' experience with literacy assessment provides an important foundation as the division implements the new provincial assessment framework.

Next Steps

Beginning in 2026-27, required division-wide assessments will be limited to those required by the Ministry of Education. Saskatoon Public Schools approved assessments, including Acadience and other diagnostic and progress-monitoring tools, may continue to be used based on professional judgment when additional information is needed to inform instruction and intervention.

Completed Initiative Summary

Initiative: Elementary Literacy Professional Learning and Capacity Building

Initiative Timeline

Professional learning was provided across Prekindergarten to Grade 8 through multiple sustained and targeted structures.

Budget Considerations

Professional learning, assessment supports and classroom-based supports were prioritized within available resources and staff capacity.

Summary of Work Completed

Saskatoon Public Schools provided sustained literacy professional learning across Prekindergarten to Grade 8 through Inspired Learning Opportunities, Prekindergarten-Grade 3 professional learning, Grades 4-8 Instructional LEADS and literacy professional learning, and targeted French Immersion professional learning. Inspired Learning Opportunities were expanded to provide new teachers with mentorship, in-person professional learning, classroom consultant support, visits to mentor-teacher classrooms and ongoing collegial connection. Professional learning across the grades strengthened evidence-based literacy instruction, differentiation, assessment and responsive classroom practice.

Key Accomplishments

Grades 4-8 Instructional LEADS engaged in sustained professional learning grounded in the Active View of Reading, with connections to Gradual Release and Multi-Tiered Systems of Support. Learning addressed evidence-based literacy instruction, learning targets and success criteria, responsive instruction, assessment and the use of student data. Professional resources included Teaching Phonics and Word Study, Sort Out Syllables, Elevate and Evaluate and Catch Up Your Code. Targeted professional learning with Scholastic's Jennette MacKenzie further strengthened intermediate phonics assessment and intervention practices. French Immersion educators participated in targeted professional learning, including the 2025 CAFÉ French Immersion Conference.

Key Challenges

The breadth of learning needs across Prekindergarten to Grade 8 required professional learning to be differentiated by grade level, teacher experience, program and instructional context while maintaining coherence across the division's broader literacy approach.

What We Learned

Sustained professional learning is strengthened when educators have multiple opportunities to connect research and professional resources with classroom application, collegial learning, mentorship and responsive support.

Next Steps

Literacy professional learning will continue to build on the expertise developed through these structures while responding to emerging curriculum, instructional and assessment priorities, including implementation of the new provincial assessment framework.

Completed Initiative Summary

Initiative: Enhanced Saskatoon Public Schools Data Dashboard

Initiative Timeline

Planned enhancements continued the development of the dashboard as a division tool for accessing and interpreting student assessment information.

Budget Considerations

Supports from staff development and Information Services departments were prioritized within available resources and staff capacity.

Summary of Work Completed

The Saskatoon Public Schools Data Dashboard was enhanced to provide more accessible assessment information for instructional planning, intervention, progress monitoring and division-level analysis. Literacy assessment and diagnostic information was brought together within the dashboard. Historical reporting supported interpretation across assessment periods, while demographic filtering increased the capacity to examine results for First Nations, Métis and Inuit students, English as an Additional Language students and French Immersion students.

Key Accomplishments

Enhanced diagnostic, historical and demographic information strengthened the capacity of school and division teams to examine patterns in student achievement and growth. The addition of demographic filters also supported more intentional examination of disaggregated student achievement information and strengthened connections between data analysis and equity-focused improvement processes.

Key Challenges

As provincial assessments and the provincial assessment data platform are implemented, Saskatoon Public Schools will increasingly work within multiple assessment and data environments. This creates an ongoing need for clarity about the purpose and use of provincial and locally collected information.

What We Learned

Accessible data infrastructure is most valuable when it supports educators in moving from the presentation of results to meaningful interpretation and responsive action. Disaggregated and historical information adds important context to the examination of student achievement and growth.

Next Steps

The Saskatoon Public Schools Data Dashboard will continue to provide access to historical and Saskatoon Public Schools approved assessment information alongside the new provincial assessment data platform. Future development will respond to changing assessment requirements and the information needs of school and division teams.

Initiative Requiring Attention

Initiative

Saskatchewan Student Assessment Implementation

Background

Saskatoon Public Schools participated in the spring 2026 field testing of the new Saskatchewan Student Assessment, including Grade 5 Mathematics and Grade 7 English Language Arts. Saskatoon Public Schools' educators also contributed to provincial assessment development activities. In 2026-27, Grade 5 Mathematics and Grade 7 English Language Arts move to provincial implementation, while Grade 4 English Language Arts enters the field-test phase. Saskatoon Public Schools continues to provide communication, resources and implementation support as schools become familiar with the new provincial assessment program. Grade 5 Mathematics and Grade 7 English Language Arts results will establish baselines beginning in spring 2027; Grade 4 English Language Arts is scheduled for full implementation in 2027-28.

Risk Implications

Implementation of a new provincial assessment system requires continued attention to consistent administration, interpretation and use of results and to the relationship between provincial assessment information and broader classroom evidence. The transition also requires educators to develop familiarity with new assessments, processes and provincial reporting expectations. Because field-test results are not reported to schools, the field-test phase provides implementation experience but does not yet provide student achievement results for local analysis.

Relevant Data

Grade 5 Mathematics and Grade 7 English Language Arts will be fully implemented provincially in spring 2027, establishing baseline achievement results. Grade 4 English Language Arts will be field-tested in 2026-27, with full implementation beginning in 2027-28.

Initiative Requiring Attention

Initiative

Strengthening Assessment Practices and Communication of Student Learning

Background

Assessment Expectations: A Guide to Meaningful Communication through Edsby Gradebook was implemented in 2025-26 to strengthen consistency in assessment and communication of student learning. Professional learning supported educators in connecting curricular outcomes, quality evidence of learning, professional judgment, learning targets and success criteria with classroom assessment and Gradebook practice. Instructional LEADS and grade-level collaborative groups also developed student- and caregiver-friendly “I Can” statements, grade-level achievement expectations, curriculum-aligned Gradebook entries and rubrics.

Risk Implications

Continued attention is required to ensure assessment and reporting practices are consistently focused on the quality and purpose of evidence of student learning, rather than primarily on the quantity of information entered into Gradebook. Implementation must also maintain an appropriate balance between division-wide consistency and teacher professional judgment across different grades, curricula and classroom contexts.

Relevant Data

Continued implementation and professional learning have identified curricular outcomes, quality evidence of learning, learning targets and success criteria, Gradebook organization and communication of achievement as important areas of ongoing practice. The work will continue alongside implementation of the new report card, enhanced Gradebook supports and the new provincial assessment framework.

Initiative Requiring Attention

Initiative

Strengthening Multi-Tiered Systems of Support and Intervention

Background

Saskatoon Public Schools continued to strengthen Multi-Tiered Systems of Support (MTSS) by connecting assessment and progress-monitoring evidence with responsive Tier 1 instruction, targeted intervention and monitoring of student growth. Professional learning and resources supported instructional leads, resource teachers, itinerant teachers, Classroom Complexity Teachers (CCTs), and school teams. Literacy learning included MTSS for Reading Improvement, executive functioning and literacy development, the Active View of Reading, instructional hierarchy, matching and monitoring instruction, retrieval strategies and targeted intervention resources. Itinerant Teachers provided embedded support in eight focus schools, while CCTs provided direct school-based support to strengthen student learning and classroom capacity. Occupational therapy collaboration further supported classroom regulation and inclusive learning environments.

Risk Implications

Continued attention is required to ensure that assessment and progress-monitoring evidence consistently leads to appropriately matched instructional and intervention responses and that the impact of those responses is monitored over time. The changing provincial assessment environment also requires Saskatoon Public Schools to maintain coherence among required assessment, professional judgment, diagnostics, progress monitoring, instruction and intervention.

Relevant Data

Assessment and progress-monitoring evidence helps identify learning needs and inform decisions about whether supports should be maintained, adjusted or intensified. School-based intervention capacity was strengthened through itinerant teacher and Classroom Complexity Teacher supports, including collaborative planning, co-teaching and targeted intervention. Saskatoon Public Schools' 2026-27 assessment planning continues to emphasize the importance of maintaining strong connections among assessment, instruction, intervention, MTSS processes and student outcomes.

Initiative Requiring Attention

Initiative

Strengthening Data-Informed and Equity-Focused Decision Making

Background

School-based data teams continued to strengthen collaborative examination of student evidence to identify learning needs and plan responsive instruction and intervention. Professional learning and data-team resources supported a continuous improvement cycle of analyzing evidence, implementing responsive practices, measuring and monitoring impact, and reassessing and refining supports. An intentional equity lens increasingly informed this work through the examination of disaggregated quantitative and qualitative evidence. Elementary leaders strengthened their capacity to use First Nations, Métis and Inuit disaggregated data to identify disparities and inform responsive action. The Equity Self-Reflection Guide, equity-focused data discussion protocols and an intentional “equity pause” supported teams in questioning assumptions, considering systemic barriers and moving toward asset-based, systems-based and strengths-focused planning.

Risk Implications

The availability of increasingly detailed and disaggregated data does not, on its own, improve student outcomes. Continued attention is required to ensure that data inquiry moves beyond identification of trends and disparities to the selection, implementation and monitoring of specific instructional, intervention and school-improvement responses.

Relevant Data

The Saskatoon Public Schools Data Dashboard provides historical and Saskatoon Public Schools approved assessment information, including demographic disaggregation, while the new provincial assessment system will house results from required provincial assessments. School and division teams will therefore increasingly draw on multiple sources of quantitative and qualitative evidence when examining student achievement and growth. Continued equity-focused analysis will support examination of outcomes for First Nations, Métis and Inuit students alongside overall division results and inform responsive planning.

Additional Relevant Data

These longitudinal results provide context for the literacy assessment, professional learning, data-informed intervention and equity-focused work undertaken through the division's completed and continuing initiatives. The data demonstrate areas of sustained strength and growth while also identifying persistent disparities that reinforce the importance of responsive instruction, targeted intervention and equity-focused decision making:

- Across Grades 1-6 English, the percentage of all students reading at or above grade level increased from 2023-24 to 2025-26 in every grade. In 2025-26, results ranged from 49% in Grade 1 to 70% in Grade 6. Indigenous student achievement also improved in most grades over this period; however, disparities between Indigenous and non-Indigenous students persisted across all grades.
- Cohort data provide additional evidence of growth as students progress through the grades. Most notably, among students progressing from Grade 3 to Grade 6, the percentage of Indigenous students reading at or above grade level increased from 24% in 2022-23 to 45% in 2025-26, while results for non-Indigenous students increased from 49% to 74%. These results demonstrate meaningful growth while also highlighting a continuing disparity in achievement.
- Grade 1 English alphabet results remained consistently strong. In 2025-26, 90% of students met the year-end upper-case benchmark, 92% met the lower-case benchmark and 87% met the letter-sound benchmark. Results across the four years demonstrate sustained strength in foundational alphabet knowledge, with the lower-case result reaching its highest level in 2025-26.
- Grade 1 French alphabet results remained stable or improved. In 2025-26, 80% of students met the upper-case benchmark, 79% met the lower-case benchmark and 87% met the letter-sound benchmark. Letter-sound achievement increased from 80% in 2022-23 to 87% in 2025-26, reaching the same level as the English result in 2025-26.
- Grades 1-3 reading results demonstrate improvement over time. From 2022-23 to 2025-26, the percentage of all students reading at or above grade level increased from 40% to 49% in Grade 1, 45% to 53% in Grade 2, and 47% to 58% in Grade 3. English and French Immersion results also increased across all three grades over this period, although differences between programs remain.

Together, these results demonstrate progress in early literacy achievement while reinforcing the continued importance of evidence-based literacy instruction, progress monitoring, targeted intervention and focused attention to disparities in student outcomes.



MEETING DATE: OCTOBER 13, 2026

TOPIC: AMENDMENT TO PREVENTATIVE MAINTENANCE AND RENEWAL
THREE-YEAR PLAN

FORUM	AGENDA ITEM	INTENT
☒ Board Meeting	☐ Correspondence	☐ Consent
☐ Committee of the Whole	☒ New Business	☒ Decision
	☐ Reports from Administrative Staff	☐ Discussion
	☐ Other:	☐ Information

BACKGROUND

The board is required to submit any required amendments to the previously approved Three-Year Preventative Maintenance and Renewal Plan (PMR) to the Ministry of Education for its review and approval.

CURRENT STATUS

There are six new projects that have been identified as priorities for preventative maintenance and renewal funding. Administration recommends that these be added as amendments to the Three-Year Preventative Maintenance and Renewal Plan previously approved by the board on May 12, 2026:

- Aden Bowman Collegiate washroom upgrades phase 1 for an estimated cost of \$350,000
- Central Office – Saskatoon Public Schools boiler BLR 001 replacement for an estimated cost of \$40,000
- Central Office – Saskatoon Public Schools boiler BLR 002 replacement for an estimated cost of \$40,000
- Central Office – Saskatoon Public Schools boiler BLR 003 replacement for an estimated cost of \$40,000
- Evan Hardy Collegiate STEM lab renovation for an estimated cost of \$100,000
- Lakeview School air handling unit AHU1 replacement for an estimated cost of \$95,000

Attached is a copy of the Ministry of Education Preventative Maintenance and Renewal Amendment form ready for submission to the Ministry of Education pending board approval.

PREPARED BY	DATE	ATTACHMENTS
Tyson Robertson, Superintendent of Facilities	October 5, 2026	Amendment Form

RECOMMENDATION

Proposed Board Motion:

That the board approve the amendment of the Three-Year Preventative Maintenance and Renewal Plan to include the following six projects:

- Aden Bowman Collegiate washroom upgrades phase 1 for an estimated cost of \$350,000
- Central Office – Saskatoon Public Schools boiler BLR 001 replacement for an estimated cost of \$40,000
- Central Office – Saskatoon Public Schools boiler BLR 002 replacement for an estimated cost of \$40,000
- Central Office – Saskatoon Public Schools boiler BLR 003 replacement for an estimated cost of \$40,000
- Evan Hardy Collegiate STEM lab renovation for an estimated cost of \$100,000
- Lakeview School air handling unit AHU1 replacement for an estimated cost of \$95,000

School Division

Saskatoon Public Schools

[illegible]



MEETING DATE: OCTOBER 13, 2026

TOPIC: INDEPENDENT PENSION TRUSTEE APPOINTMENT

FORUM	AGENDA ITEM	INTENT
☒ Board Meeting	☐ Correspondence	☐ Consent
☐ Committee of the Whole	☒ New Business	☒ Decision
	☐ Reports from Administrative Staff	☐ Discussion
	☐ Other:	☐ 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. The pension trustees may also invite up to two individuals to attend Pension trustee meetings as non-voting observers.

The trust agreement also provides that when a pension trustee position is vacant, the board must appoint a successor.

CURRENT STATUS

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

An advertisement was posted publicly for an independent trustee to replace Ms. Kennedy. After reviewing the applications received at the September 10, 2026 meeting, the pension trustees passed the following resolution:

Moved by Kevin Schmidt, seconded by Daniel Burke, that the pension trustees' recommendation to the plan sponsor for first and second choice candidates to fill the upcoming vacancy in the independent trustee position be Heather Fortosky and Doug Volk, respectively.

Subsequent to the above resolution being passed, Ms. Fortosky accepted the appointment, subject to plan sponsor approval.

PREPARED BY	DATE	ATTACHMENTS
Angela Arneson, Chair of Pension Trustees Daniel Burke, Chief Financial Officer	September 29, 2026	None

RECOMMENDATION

Proposed Board Motion:

That the board approve the appointment of Heather Fortosky as an independent pension trustee for the Pension Plan for the Non-teaching Employees of the Saskatoon Board of Education effective November 1, 2026 and ending October 31, 2030.



MEETING DATE: OCTOBER 13, 2026

TOPIC: SASKATCHEWAN SCHOOL BOARDS ASSOCIATION (SSBA) 2026
ANNUAL GENERAL MEETING - VOTING DELEGATES

FORUM	AGENDA ITEM	INTENT
☒ Board Meeting	☐ Correspondence	☐ Consent
☐ Committee of the Whole	☒ New Business	☒ Decision
	☐ Reports from Administrative Staff	☐ Discussion
	☐ Other:	☐ Information

BACKGROUND

The Fall General Assembly of the Saskatchewan School Boards Association (SSBA) will be held in Regina on November 16 and 17, 2026.

CURRENT STATUS

The attached memorandum from the Saskatchewan School Boards Association outlines ballot information for the 2026 Annual General Meeting. The deadline for submission of this form to the SSBA is November 6, 2026.

In accordance with the SSBA formula, Saskatoon Public Schools is entitled to 51 votes. Voting delegates need to be approved by board motion.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	September 29, 2026	SSBA Voting Information and Ballot Form

RECOMMENDATION

Proposed Board Motion:

That the board approve the following:

- 1. That the Saskatoon Board of Education is entitled to 51 votes.*
- 2. That Trustees _____ and _____ be the representatives authorized by the Board to act as voting delegates for the school division.*

MEMORANDUM

September 15, 2026

TO: Chief Financial Officers for Boards of Education

CC: Board Chairs

FROM: Krista Lenius, Executive Assistant

RE: **2026 Annual General Meeting**
Ballot Information Forms

Please find attached a Ballot Information form that we ask you to complete and return to this office by November 6, 2026. We will be using Election Buddy for voting. To facilitate effective electronic voting, boards are encouraged to LIMIT their number of accredited delegates for voting. Some important considerations:

- Your accredited delegate(s) cast ballots for bylaw amendments, resolutions, and elections as part of the general assembly.
- Each voting delegate will need to attend the general assembly in-person and bring a fully charged device to connect to Election Buddy for voting (e.g., mobile phone, tablet, or laptop).
- It is the responsibility of each board to provide the SSBA with accurate email/phone information for their accredited delegate(s). Changing/re-assigning voters while the general assembly is underway will not be permitted.
- It is expected that your accredited delegate(s) be familiar with electronic voting. The SSBA will offer training prior to the general assembly. (More details on the training to follow.)

Please provide an email address and/or mobile phone number **connected to a device your accredited delegate(s) will have access to at the Fall General Assembly**, for which to receive the link with log-in information to participate in the voting. This information will enable us to prepare the electronic voting information for your board for the purposes of voting on bylaw amendments, resolutions, and elections at the annual general meeting to be held on November 16 & 17, 2026.

A copy of Bylaw No. 9, which provides for allocation of votes, is also attached for your information.

NOTE: If a board member who is listed as a “voting” delegate for your board is unable to attend the general meeting, your board chair or other person authorized by your board can have that board member’s ballots allocated to another board member. To do this, please contact Krista Lenius at klenius@saskschoolboards.ca to make a change. It is important to do this prior to 9:00 am on November 16, 2026, so that the general assembly is not interrupted after it has begun.

Thank you for your assistance.

BALLOT INFORMATION
2026 Annual General Meeting Voting Delegates

FOR: Board of Education of Saskatoon School Division No. 13

Pursuant to Bylaw No. 9, section 4:

The number of votes to which your Board is entitled 51
(Based on your September 30, 2025 Enrolments student count of 28,210.)

The board of education has determined that its votes will be cast by the following board members in the following numbers:

	<u>Board members - Voting Delegates</u>	<u># of Votes</u>
1.	_____ (Board member – voting delegate)	_____
	_____ (email address/mobile phone number for Board member – voting delegate)	
2.	_____ (Board member – voting delegate)	_____
	_____ (email address/mobile phone number for Board member – voting delegate)	
3.	_____ (Board member – voting delegate)	_____
	_____ (email address/mobile phone number for Board member – voting delegate)	

Signature of School Business Official

PLEASE RETURN THIS FORM, TO THE ATTENTION OF
KRISTA LENIUS, TO THE SASKATCHEWAN SCHOOL BOARDS ASSOCIATION BY
EMAIL TO klenius@saskschoolboards.ca

Thank you

For your information:

Ballot Voting

Association Bylaw No. 9 provides:

Bylaw No. 9: Delegates and Voting

1. Board of education members who register and pay the registration fee are delegates at the general meetings of the Association.
2. Every board of education shall inform the Association as to which of its delegates it has authorized to be accredited delegates to cast the votes of the board of education on questions for which a formal ballot is used, and the number of votes each accredited delegate is authorized to cast.
3. Formal ballots shall be used for:
 - (a) election of members to the Executive;
 - (b) adoption of the Association budget;
 - (c) votes on bylaw amendments and resolutions; and
 - (d) approval to the Executive to petition the Legislative Assembly for changes to the Act incorporating the Association.
4. The number of votes to which each board of education is entitled when a formal ballot is used shall be determined in accordance with the following table using the student count of the board of education as of September 30 for the most recent year as provide by the Ministry of Education:

<u>Student Count</u>	<u>Number of Votes</u>
1 to 2000 students	6
2001 to 3000 students	9
3001 to 4000 students	12
4001 to 5000 students	15
5001 to 6000 students	18
6001 to 7000 students	21
7001 to 8000 students	24
8001 to 10,000 students	30
10,001 to 15,000 students	45
15,001 students and over	51

5. Only accredited delegates in attendance at the time a vote is taken shall be entitled to vote.
6. Absentee voting shall not be allowed.
7. At in-person assemblies, voting at general assemblies shall be by ballot except voting shall be by show of hands on motions with respect to procedural matters unless, at the discretion of the Chair, a vote by show of hands is inconclusive. On matters where voting is by show of hands, each delegate in attendance at the time the vote is taken shall be entitled to vote, and shall have one vote.

- 7.1 At virtual or hybrid assemblies, voting at general assemblies shall be by ballot except voting may be by show of hands and/or by electronic means such as polling on motions with respect to procedural matters unless, at the discretion of the Chair, this vote is inconclusive. Only delegates in attendance at the time a vote is taken shall be entitled to vote, and shall have one vote.
8. Delegates who are not accredited delegates may participate in General Assembly and general meeting discussions and debate.