

Board of Education of Saskatoon School Division No. 13

Meeting of the Saskatoon Board of Education

Tuesday, March 3, 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. Elevate Athletic Camps

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 – February 10, 2026**

Proposed Board Motion (if removed from consent items): *That the board approve the minutes of the committee of the whole and regular board meetings held February 10, 2026.*

6. **Reports from Administrative Staff**

Decision

- 6.1. **Strategic Plan Accountability Report: Well-Being**

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

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. Approval of Directors for Saskatoon Public Schools Foundation Corp.

Proposed Board Motion: *That the board approve the appointment of Tianda Hey and Jordan Hamel to the Saskatoon Public Schools Foundation Board of Directors effective January 1, 2026.*

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

Proposed Board Motion: *That the board adjourn to the call of the chair or the board meeting of Tuesday, April 14, 2026.*



MEETING DATE: MARCH 3, 2026

TOPIC: CELEBRATING EXCELLENCE: ELEVATE ATHLETIC CAMPS

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

Elevate Athletic Camps is a sport development initiative designed to remove financial and logistical barriers and promote equitable access to high-quality sport experiences for youth. The program was developed for students at Bedford Road Collegiate, Mount Royal Collegiate, and Tommy Douglas Collegiate and offers volleyball and basketball camps while fostering broader, year-round sport participation, skill development, leadership, and confidence through inclusive, community-based programming and mentorship.

Teachers and Elevate Athletic Camp Coordinators, Jasmine Jay from Tommy Douglas Collegiate and Emily Humbert from Bedford Road Collegiate will present with Shelby Fisher, a Mount Royal Collegiate lead coach and teacher, an Elevate alumnus from Bedford Road Collegiate, along with three Elevate student athletes (two students from Tommy Douglas Collegiate and one student from Mount Royal Collegiate).

PREPARED BY	DATE	ATTACHMENTS
Colleen Norris, Deputy Director of Education Marnie Ross, Superintendent of Education	February 25, 2026	Elevate Information Summary and PowerPoint

Elevate Athletic Camps

Empowering youth through sport, leadership, and community.



Our Mission:

- By providing high-quality, inclusive, and welcoming sports experiences close to home, Elevate Athletic Camps aims to support youth in elevating their skills, confidence, and communities through sport.

Our Vision:

- A community where all youth have equitable access to sport and the opportunity to grow their skills, confidence, and potential through positive, meaningful experiences.

Why Elevate?

Youth on Saskatoon's west side often face financial and logistical barriers to organized sport. Elevate Athletic Camps breaks down these barriers by offering low-cost, accessible, and community-based camps for volleyball and basketball. Each camp emphasizes skill development, inclusion, and personal growth, ensuring participants leave with stronger abilities, a sense of accomplishment, and the motivation to stay active for life. By providing these opportunities close to home, we help young people elevate their skills, themselves, and their communities.

Our Objectives

1. **Positive Experiences in Sport** – Every youth leaves with joy, confidence, and motivation.
2. **Inclusive Participation** – Indigenous, Newcomer, and lower-income youth are welcomed, valued, and supported.
3. **Leadership Growth** – Mentorship and teamwork foster confidence and leadership.
4. **Community Connection** – Camps are delivered close to home, strengthening ties between youth and their communities.
5. **Skill Development** – High-quality coaching builds both sport-specific skills and physical literacy.



Elevate High School: Volleyball & Basketball

- Elevate Athletic Camps currently offer pre-season volleyball and basketball camps for student-athletes at Tommy Douglas, Bedford Road, and Mount Royal.
- These camps take place before the start of school sport seasons, allowing student-athletes to develop their skills, build confidence, and prepare for upcoming team tryouts in a supportive, high-quality learning environment.
- We are excited to continue expanding Elevate's impact, with plans to introduce Track and Field programming in Spring 2026 and explore additional sport offerings in the future.

Elevate Elementary: Our Mentorship Model

- Elevate Elementary extends the mission of Elevate Athletic Camps into west-side elementary schools, ensuring younger students have access to the same positive, high-quality sport experiences.
- At the heart of Elevate Elementary is our mentorship model. We intentionally pair experienced community coaches with high school student-athletes who have participated in Elevate and are eager to give back. These high school mentors support skill instruction while developing their own leadership and coaching abilities.
- This model creates a powerful cycle of growth — elementary students gain relatable role models, and high school athletes grow as leaders within their own community.

Coaches- we need you!

- Join us in making sport more equitable and impactful. At Elevate Athletic Camps, you'll have the chance to share your expertise, mentor young athletes, and help build a stronger, healthier community of movers.

Thank you for reading! If you have any questions or want to get involved, please contact Jasmine or Emily below:

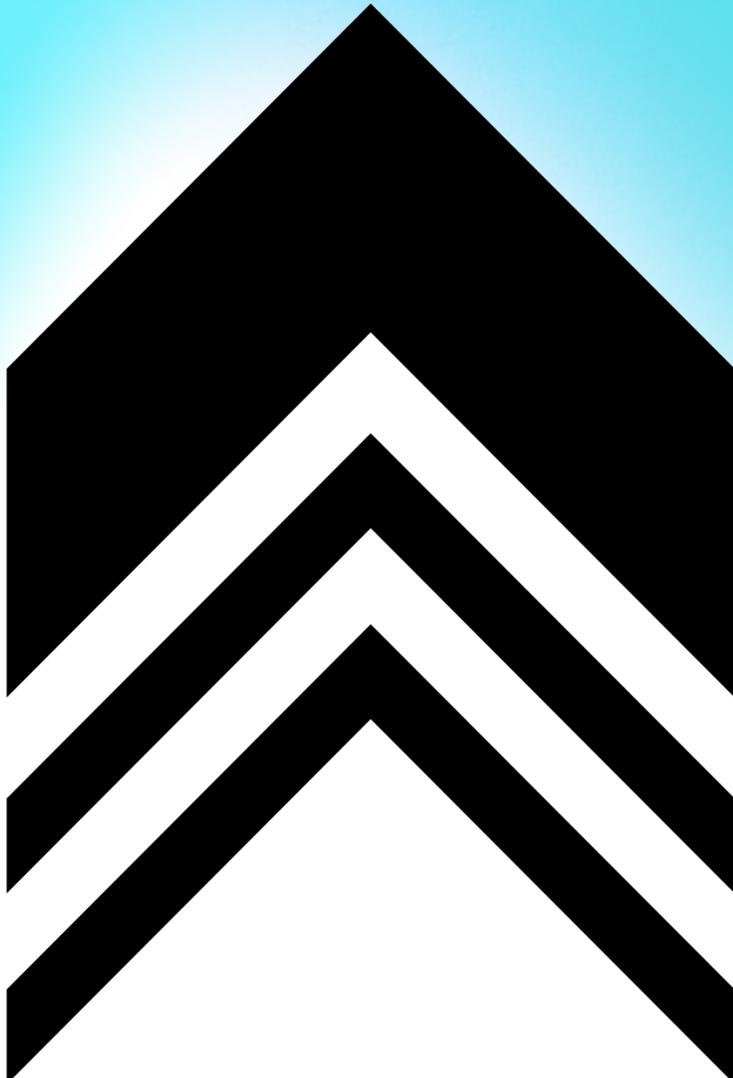
Jasmine Jay

jayj@spsd.sk.ca

Emily Humbert

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MARCH 2026



ELEVATE
ATHLETIC CAMPS









SASKATOON BOARD OF EDUCATION

5.1

MEETING DATE: MARCH 3, 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 February 10, 2026 committee of the whole and regular board meetings.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	February 24, 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 February 10, 2026.

Minutes of the Meeting of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, February 10, 2026 at 2:30 p.m.

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

Regrets: No regrets

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

The meeting adjourned at 5:35 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, February 10, 2026 at 6:30 p.m.

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

Regrets: No regrets

1. Roll Call

2. Acknowledgement

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

3. Adoption of Agenda and Declaration of Conflict of Interest

Trustee Schmidt moved approval of the agenda.

CARRIED (10)

4. Celebrating Excellence

4.1. Early Learning Prekindergarten Provincial Site Visit at Buena Vista School

Superintendent Reeve introduced Principal Justin Giesbrecht, Prekindergarten Teacher Laura Tebay and parent Katelynn Cochlan, who shared information regarding the prekindergarten program at Buena Vista School. The presentation highlighted the program's recognition as a provincial model site and spoke to the positive impact of early learning on student development, family engagement and readiness for future learning.

5. Consent Items

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

5.1. Approval of Minutes: January 13, 2026

CARRIED (10)

6. Reports from Administrative Staff

Decision

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

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

7. Delegations

No delegations.

8. Business Arising from the Minutes

No business arising from the minutes.

9. Unfinished Business

9.1. Tender Results: Aden Bowman Roof Replacement of Sections 7 and 8: Trustee Banks moved that the board award the base bid and alternate price 2 tender for the Aden Bowman Roof Replacement project in the total amount of \$605,181.34 plus applicable taxes to Seal It Up Roofing Ltd.

CARRIED (10)

9.2. Tender Results: Wildwood Roof Replacement of Sections 3, 4, 5 and 6: Trustee Tait moved that the board award the tender for the Wildwood School Roof Replacement project in the total amount of \$554,898.50 plus applicable taxes to Seal It Up Roofing Ltd. CARRIED (10)

9.3. Board Subcommittee Minutes: Trustee Banks moved that the board approve the minutes of the Board Human Resources Committee meeting on January 13, 2026, December 9, 2025 and December 1, 2025. CARRIED (10)

10. Reports of Trustees

Trustee Arneson

- Attended:
 - Dr. John G. Egnatoff School Community Council meeting
 - Sylvia Fedoruk School Community Council meeting
 - Award of Excellence luncheon
- Reported on attending a tour of Sylvia Fedoruk School with the director of education and MLAs Darcy Warrington, Hugh Gordon, Don McBean and Matt Love, at the request of the School Community Council.

Trustee Rollo

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

Trustee Schmidt

- Attended:
 - Lakeview School Community meeting
 - Award of Excellence luncheon
 - SSBA Trustee Academy
 - School Community Council Assembly meeting
 - Walter Murray Collegiate basketball tournament
 - FNMI unveiling of its new logo
 - W.P. Bate School to meet Senator Tracy Muggli who was touring the new Production Kitchen.

Trustee Tait

- Would like to acknowledge the initiative at Aden Bowman Collegiate, where the Indigenous Student Advisory and staff sought to learn more about the significance of a powwow drum and the process of making one.

Trustee Jones

- Attended:
 - The Calendar Committee meeting
 - SSBA Trustee Academy
 - The Canadian Elite Basketball League event at Merlis Belscher
- Award of Excellence luncheon

Trustee Stranden

- Attended:
 - Board Chair Council meeting
 - Would like to acknowledge the passing of her Grade 4 school teacher, who had a significant influence on her life and where she is today.

Trustee Scherman

- Attended:
 - Ward 5 school visits
 - Would like to acknowledge the students competing in the elementary track meet and the staff helping with school open houses.

Trustee Banks

- Attended:
 - SSBA Executive Strategic Plan meeting
 - SSBA Executive Council meeting

- James L. Alexander SCC meeting
- Tommy Douglas Collegiate Dance Recital
- wâhkôtowin School Community Council meeting
- Award of Excellence luncheon
- SSBA Trustee Academy
- School Community Council Assembly meeting
- Board Chair Council meeting
- Relocatable Classroom WAG meeting
- Open house at Estey School for the Hockey Academy

Trustee Napper

- Attended:
 - School Community Council meetings
 - Award of Excellence luncheon
 - Administration Interviews
 - Would like to acknowledge Teacher and Staff Appreciation week.

Trustee Linklater

- Attended:
 - The Canadian Elite Basketball League event at Merlis Belscher
 - W.P. Bate School to meet Senator Tracy Muggli who was touring the new Production Kitchen.

11. New Business

Decision

- 11.1 2026-27 Academic Calendar: Trustee Jones moved that the board approve the proposed 2026-2027 school year calendar. CARRIED (10)
- 11.2. Naming of City Centre School: Trustee Linklater moved that the board approve the name misiwe-kisik | One Sky for the City Centre School CARRIED (10)

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

13. Questions by Trustees: There were no questions.

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

15. Adjournment

Trustee Napper moved that the board adjourn to the call of the chair or the board meeting of
Tuesday, March 3, 2026.

CARRIED (10)

The meeting adjourned at 8:08 p.m.

Secretary of the School Division

Board Chair



MEETING DATE: MAY 13, 2025

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT: WELL-BEING

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 well-being which will be presented by Dean Swan, superintendent of education.

PREPARED BY	DATE	ATTACHMENTS
Colleen Norris, Deputy Director of Education Dean Swan, Superintendent of Education	February 24, 2025	Accountability Report

RECOMMENDATION

Proposed Board Motion:

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

At Saskatoon Public Schools every student is **Known • Valued • Believed In**

We are committed to creating learning experiences that inspire all students to reach their potential.



Accountability Topic: Well-Being

Date of Board Meeting: March 3, 2026

Strategic Priorities:

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

Commitments:

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

Key Measures:

1. OurSCHOOL Student Measures for Well-Being:
 - Student Anxiety
 - Student Depression
 - Well-Being (Hedonic and Eudaimonic)
 - Hedonic well-being includes items pertaining to values and behaviours, and the pursuit of activities that are pleasurable (e.g., ‘I prefer to spend my time doing activities that are fun; I like doing things that are exciting’).
 - Eudaimonic well-being includes items about engagement in personally expressive goals (e.g., ‘I spend time developing skills that will further my goals’) and terms about whether students have a sense of purpose in life (e.g., ‘I feel I know who I really am; I can help make the world a better place’).
2. Number of staff trained in initiatives related to well-being.

Targets:

Students will experience safe, caring and accepting learning environments and develop the skills to maintain well-being and reach their full potential.

- Decrease anxiety by 2% and depression by 2%
- Increase hedonic well-being by 2% and eudaimonic well-being by 2%
- Increase the number of staff members trained in initiatives by 3%

Key Initiatives Employed:

Professional Learning

All members of Safe, Caring and Accepting Schools (SCAS) contribute to building capacity within our schools and communities.

- Several key ongoing initiatives include Violence Threat Risk Assessment (VTRA) Levels 1 and 2, Traumatic Event Systems (TES), safeTALK (suicide-alert training), and Applied Suicide Intervention Skills Training (ASIST). Saskatoon Public Schools (SPS) staff who are VTRA trainers worked collaboratively with training partners from Greater Saskatoon Catholic Schools, Prairie Spirit School Division, Saskatoon Police Services, Ministry of Social Services, and Saskatoon Health Region to deliver VTRA to staff from various Community Threat Assessment Protocol (CTASP) partners this year. Safe, Caring and Accepting Schools created a presentation outlining updates to the VTRA guidelines to support school leaders in sharing this information with their staff during school opening meetings, ensuring consistent understanding and implementation across the division. Additional learning related to responding to student behaviour and reinforcing the VTRA protocol was also provided.
- Presentations at school staff meetings continue, with the consultant having attended eight schools during the 2025-2026 school year. The primary session, Safe and Sound: Enhancing Healthy Connections to Promote Calm Classrooms, focuses on proactive strategies that support student well-being, strengthen emotional regulation and enhance safety across the learning environment.
- Safe, Caring and Accepting Schools has prioritized targeted professional learning to strengthen program teachers' capacity to support students with complex needs. Teachers participated in three separate professional development opportunities: Therapeutic Crisis Intervention in Schools, focused on trauma informed prevention and de-escalation; Professional Assault Response Training (PART), completed with educational assistants to strengthen safe, team-based responses; and occupational therapy led learning centered on sensory awareness and practical self-regulation strategies that support overall well-being.
- School counsellors provided professional learning for the Well-Being Ambassadors initiative, a division-wide network where each school identifies one or two staff members to champion student and staff well-being. Ambassadors participate in ongoing sessions and bring practical strategies back to embed well-being into daily routines. A recent session explored art as a strategy to support emotional expression and self-regulation.
- In the 2025-2026 school year, interventionist teachers were introduced through the provincial agreement to help address class complexity. Safe, Caring and Accepting Schools team members worked in collaboration with the Saskatoon Industry Education Council (SIEC) to ensure that all interventionist teachers received *Trauma-Informed Education: Strategies to Support Educators and Students in Schools*, enhancing their ability to support students impacted by stress and trauma.
- Safe, Caring and Accepting Schools also supported 51 teachers, counsellors and administrators to attend the annual Mind Over Matters workshop featuring Lori Desautels. The session deepened understanding of how stress and neurobiology affect behaviour and learning and provided practical strategies to strengthen emotional regulation and student well-being.

- Safe, Caring and Accepting Schools provides division-wide emotional and physical well-being resources through the Staff Well-Being website and regular communications to all SPS staff. Safe, Caring and Accepting Schools supported the migration to the new staff portal by updating and reorganizing the site to ensure resources remain current, accessible and aligned with staff needs.
- The Mental Health Capacity Building (MHCB) program is a provincial partnership between the Government of Saskatchewan, the Saskatchewan Health Authority and the Saskatchewan Ministry of Education that supports school-based mental health promotion and prevention through the Comprehensive School Community Health (CSCH) framework. Saskatoon Public Schools was selected to expand MHCB to Bedford Road Collegiate for 2025-2026. The MHCB team works in partnership with community agencies to deliver prevention focused programming, while SCAS collaborates closely with the MHCB team to co-lead the Well-Being Ambassadors network and ensure strong, coordinated resources that enhance student well-being across the division.

Individualized Planning

Based on a Multi-Tiered Systems of Support framework, universal or Tier 1 supports are provided to all students and meet the needs of most learners. A focus on calm classrooms and achieving curricular outcomes related to well-being is foundational and benefits all students. For those who require additional support, Tier 2 and Tier 3 interventions are layered on top of universal practices, providing increasingly targeted and individualized supports to address more complex needs.

- Positive Behaviour Intervention and Support (PBIS) plans outline a collaborative and individualized approach for students who require more intensive behavioural support. These plans are developed by school teams to strengthen student well-being, reduce concerning behaviour and promote positive engagement in learning. Consultation from the SCAS Behaviour Consultant builds staff capacity to respond effectively to complex situations, reduces uncertainty and supports overall well-being across the system.
- Behaviour consultant requests remain consistent with previous years, but the complexity of support continues to increase. This school year, the consultant has supported more than 80 students in mainstream settings, often requiring multiple consultations to ensure effective planning and implementation, while also working with the SCAS coordinator to support ongoing planning within SCAS programs.
- Safety plans are developed when there is significant risk of harm to self or others, outlining clear steps to reduce risk in emergent situations. When required, counsellors complete suicide risk assessments and provide safety planning to support students and families through crisis, strengthening overall safety.
- Case planning refers to the ongoing work of counsellors, working with students, staff, families and community partners to provide individualized support for educational, social and emotional needs that encourages student well-being. This work is essential to identifying and providing the assistance and intervention in a way that is individualized to the needs of the student.

Safety

Saskatoon Public Schools collaborates with families as well as partners in policing, social services, health and other community partners to ensure the safety and well-being of students and staff.

- *The Saskatoon Sexual Assault and Information Centre (SSAIC)* continues to partner with SPS to support student well-being through safety focused programming. Following legislative changes under Bill 137, sessions are now delivered to the community, with the division sharing information with families to maintain access. *I'm the Boss of Me* is one key example. This Grade 4 program builds students' understanding of personal safety, body autonomy and confidence, contributing to overall student well-being.
- *Navera Community Connections* partners with SPS to deliver targeted, school based mental health programming for students whose anxiety impacts engagement and learning. *Finding the Warrior Within* supports elementary students in grades 3 to 6, reaching 18 groups in 2024-2025 and 10 groups so far in 2025-2026. *Steps: From Anxiety to Resilience* serves both elementary and collegiate students, with six groups across three collegiates and one elementary school in 2024-2025, and seven elementary groups participating to date in 2025-2026. *Roots of Resilience* is offered in two collegiates and supports youth experiencing violence related or mental health challenges.
- *Family Service Saskatoon* partners with Saskatoon Public Schools to provide accessible, school connected counselling services. Through the provincial *Rapid Access Counselling* initiative, timely short-term support is available for students experiencing emerging mental health concerns, with sessions hosted in three collegiates to improve accessibility for students and families and strengthen connections to community-based services.
- *Violence Threat Risk Assessment (VTRA) Level 1 and Level 2 Intervention Plans* are multi-agency support plans designed to reduce risk and enhance safety for students, staff and the broader community. Saskatoon Public Schools administrative and counsellor teams work closely with policing, social services, health, SCAS and other community partners to complete, implement, monitor and review VTRA intervention plans to ensure coordinated and timely responses. In the summer of 2025, VTRA guidelines were updated to strengthen clarity and tracking. The VTRA updates reinforced the importance of clearly determining and documenting the level of risk, clarified the review process, and introduced file status categories, Active, Monitor, Parked, and Closed, to support consistent tracking and follow up. A staff information tab was also added to ensure that relevant intervention planning is shared with staff working directly with students identified as Active or Monitor.
- *Suicide Risk Assessment Safety Plans* are specific plans led by counsellors with Applied Suicide Intervention Skills Training (ASIST) and include an assessment of risk and related plans for mediating that risk.

Traumatic Event Response

When a traumatic event occurs, members of SCAS support school leaders, staff, students and families in the response.

- The SCAS consultant is primary support, offering consultation but also in-person consultation by attending the school directly when necessary.

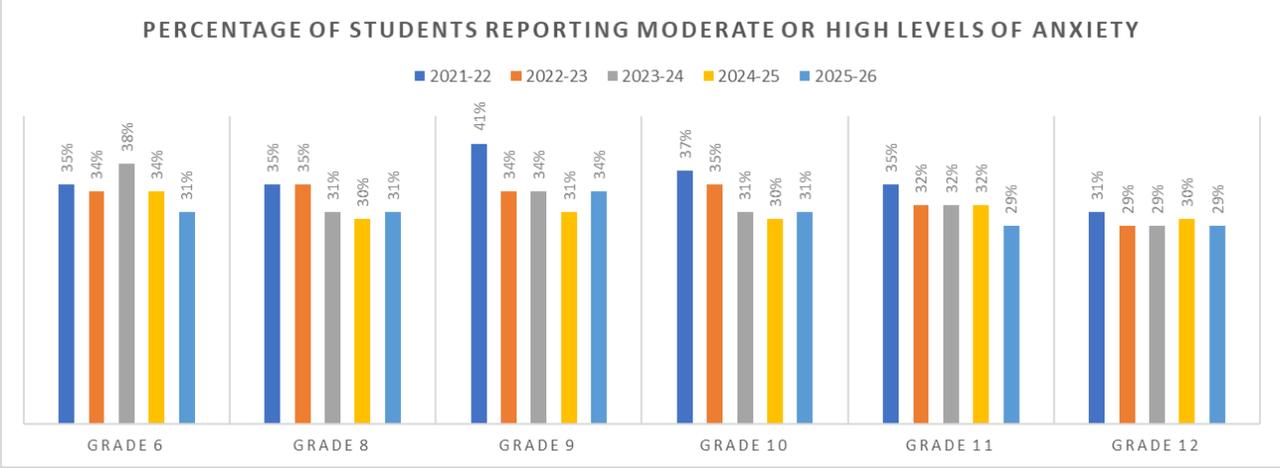
- The SCAS coordinator coordinates centrally, ensuring extra counsellors are provided on-site with minimum disruptions to other schools.
- The SCAS superintendent plays an important role from the start of an event, including working with police partners and working with school leaders on initial actions and responses.
- The SCAS superintendent, coordinator and consultant work closely with school leaders throughout each response, coordinating communication and targeted supports. This collaborative approach helps reduce anxiety and enables schools to maintain or return to healthy, predictable routines as quickly as possible.
- As enrolment grows, so does the need for coordinated crisis response. From 2016 to 2019, the division averaged nine traumatic event responses per year. In recent years, that number has more than doubled, with 24 responses in 2023-2024 and 21 in 2024-2025. As of February, in the 2025-2026 school year, there have been 14 responses, underscoring the continued demand for coordinated crisis support.
- The Traumatic Event Response Guide was updated to include expanded information, additional resources, and practical checklists to support principals in coordinating a clear and consistent response when traumatic events occur. In addition, related administrative procedures were revised to reflect current response protocols, and these updates were shared with administrators to ensure alignment and consistent implementation across the division.
- The SCAS team has established the Traumatic Event Response Advisory Committee (TERAC), bringing together staff from across the division to strengthen coordinated crisis response. The committee meets regularly to build shared understanding, review responses and improve support provided to staff and students during traumatic events.

Data:

Key Measures from OurSCHOOL

Measuring the well-being of students can be difficult. Saskatoon Public Schools staff use curricula and individualized planning to teach skills to students that help keep them safe and develop skills to cultivate and maintain well-being. To determine if SCAS initiatives are making a difference in student well-being, four consistent measures were selected that all inform levels of student well-being: Anxiety, Depression, Hedonic Well-being and Eudaimonic Well-being. To enable year-over-year comparisons, this report focuses on the grades surveyed in both 2024–2025 and 2025–2026.

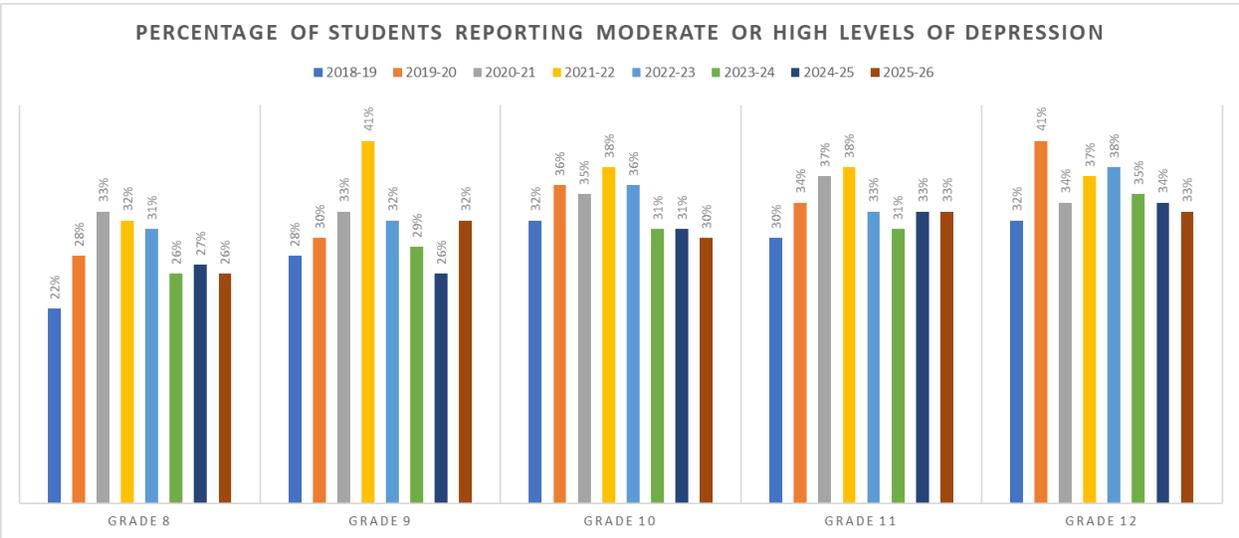
Student Anxiety: Students respond to how often they worry about a variety of items including how peers and adults perceive them. A student with moderate to high anxiety reports greater worry in their responses to the questions (e.g., I worry about what other students think about me; I worry more than most kids'). The graphs below show the percentage of students with moderate or high levels of anxiety from the OurSCHOOL survey for the past five years.



Overall, the percentage of students reporting moderate or high levels of anxiety decreased by 5% from the 2021-2022 school year to 2025-2026. The division did not meet the target of a further 2% decrease in 2025-2026, as the overall average remained unchanged from the previous year. Students in Grade 6, 11 and 12 reported lower anxiety, with 2025-2026 reflecting the lowest levels to date for Grade 6 and 11. While long-term trends show improvement compared to earlier years, the most recent year shows a plateau overall with increases in some grades. The division’s 2025-2026 average level of anxiety remains below the Canadian norm of 32% on the OurSCHOOL Secondary survey.

Students with Moderate or High Levels of Anxiety						
	2021-2022	2022-2023	2023-2024 (spring)	2024-2025	2025-2026	Change from Fall 2024 to Fall 2025
Grade 6	35%	34%	38%	34%	31%	-3%
Grade 8	35%	35%	31%	30%	31%	1%
Grade 9	41%	34%	34%	31%	34%	3%
Grade 10	37%	35%	31%	30%	31%	1%
Grade 11	35%	32%	32%	32%	29%	-3%
Grade 12	31%	29%	29%	30%	29%	-1%
Average	36%	33%	33%	31%	31%	0%

Student Depression: Students respond to items about how often they feel sad and lonely. A student with moderate to high depression will report greater impact from these feelings through their responses to the questions (e.g., I have trouble falling asleep at night; other students seem to have more fun than me’). The graph below shows the percentage of students with moderate or high levels of depression by grade from the OurSCHOOL survey for the past five years.

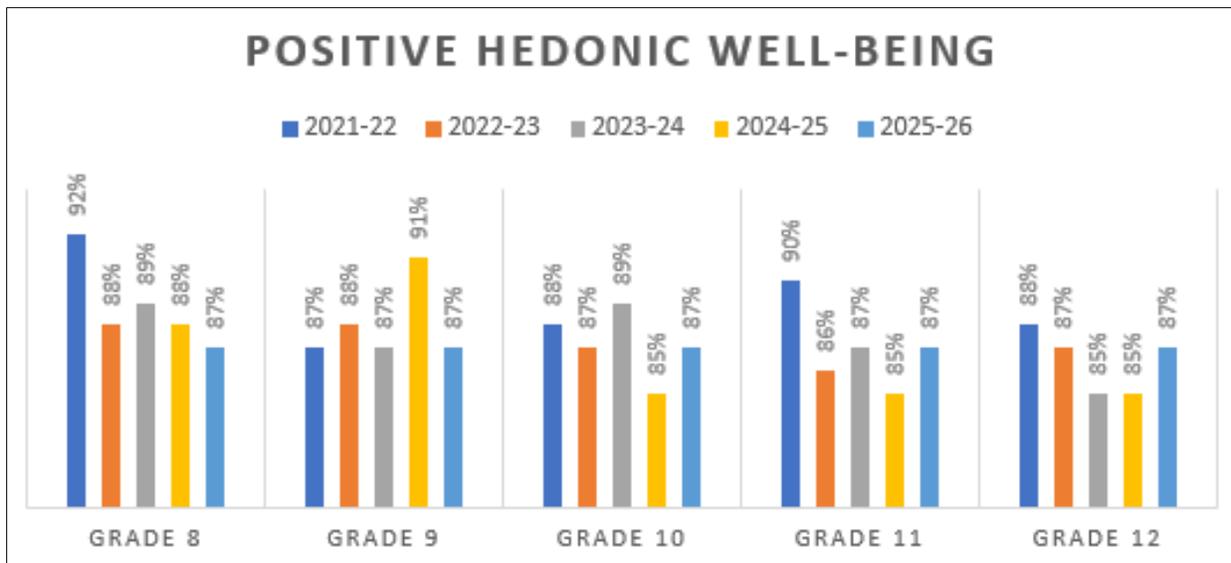


Overall, the percentage of students reporting moderate or high levels of depression decreased by 6% from the 2021-2022 school year to 2025-2026. While long-term trends improved from 2021-2022, depression increased slightly year-over-year, driven primarily by Grade 9. The average rate of depression in SPS is 31%, which is consistent with the Canadian norm reported in the OurSCHOOL Secondary Survey. This indicates that student depression levels in the division are similar to the national results.

Students with Moderate or High Levels of Depression						
	2021-2022	2022-2023	2023-2024 (spring)	2024-2025	2025-2026	Change from Fall 2024 to Fall 2025
Grade 8	32%	31%	26%	27%	26%	-1%
Grade 9	41%	32%	29%	26%	32%	6%
Grade 10	38%	36%	31%	31%	30%	-1%
Grade 11	38%	33%	31%	33%	33%	0%
Grade 12	37%	38%	35%	34%	33%	-1%
Average	37%	34%	30%	30%	31%	1%

Well-Being: Student orientation to well-being distinguishes between hedonic and eudaimonic. The scores on the scale can be treated as a general measure of well-being as both hedonic and eudaimonic measures are correlated with general life satisfaction.

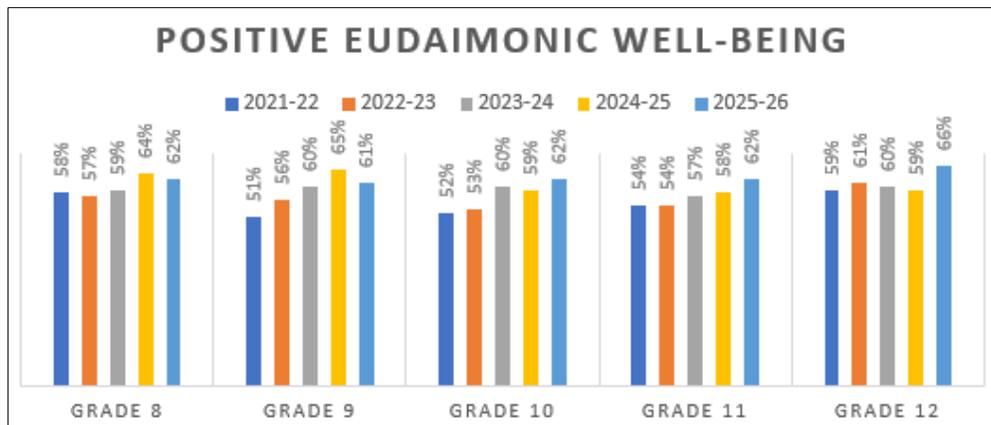
Hedonic Well-Being: This measure includes hedonic items pertaining to values and behaviours, and the pursuit of activities that are pleasurable (e.g., ‘I prefer to spend my time doing activities that are fun; I like doing things that are exciting’). The graphs below show the percentage of students reporting positive hedonic well-being by grade over the past five years.



Hedonic well-being showed little variation across grade levels. Although there have been increases, particularly in Grade 10, 11 and 12, SPS is currently at 87%, which is 2% below the Canadian norm of 89%. The Canadian norm has remained unchanged since 2022-2023. Hedonic well-being is a more limited measure than eudaimonic well-being, as it focuses on positive feelings and pleasurable experiences rather than a deeper sense of meaning, self and purpose.

Hedonic Well-being						
	2021-2022	2022-2023	2023-2024 (spring)	2024-2025	2025-2026	Change from Fall 2024 to Fall 2025
Grade 8	92%	88%	89%	88%	87%	-1%
Grade 9	87%	88%	87%	91%	87%	-4%
Grade 10	88%	87%	89%	85%	87%	2%
Grade 11	92%	86%	87%	85%	87%	2%
Grade 12	88%	87%	85%	85%	87%	2%
Average	89%	87%	87%	87%	87%	0%

Eudaimonic Well-Being: This measure includes eudaimonic items about engagement in personally expressive goals (e.g., ‘I spend time developing skills that will further my goals’) and eudaimonic items about whether students have a sense of purpose in life (e.g., ‘I feel I know who I really am; I can help make the world a better place’).



Eudaimonic well-being increased by an average of 2% from fall 2024 to fall 2025, reflecting growth in students’ sense of identity, purpose, belonging and personal growth. This suggests more students see meaning in their learning, recognize their strengths and feel connected to their school community. All grades improved except Grade 8 and 9. At 63%, SPS remains above the Canadian norm of 58% on the OurSCHOOL Secondary survey, indicating sustained progress in deeper, long-term aspects of student well-being.

POSITIVE EUDAIMONIC WELL-BEING						
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Change from Fall 2024 to Fall 2025
Grade 8	58%	57%	59%	64%	62%	-2%
Grade 9	51%	56%	60%	65%	61%	-4%
Grade 10	52%	53%	60%	59%	62%	3%
Grade 11	54%	54%	57%	58%	62%	4%
Grade 12	59%	61%	60%	59%	66%	7%
Average	55%	56%	59%	61%	63%	2%

Training: The total number of employees trained across initiatives increased by 5.2% over the past year, strengthening overall system capacity. Lower participation numbers reflect specialized training areas where only select staff are required to maintain divisional standards. Two additional staff completed Train the Trainer VTRA recertification, bringing the total to five internal facilitators and increasing the division’s capacity to deliver this training internally.

Saskatoon Public Schools Staff Trained in Mental Health Initiatives			
	Previously Trained	SPS Staff Trained 2025 - 2026	Increase
VTRA 1	404	22	6%
VTRA 2	336	12	4%
VTRA From an Indigenous Perspective	3	3	0%
TES	233	2	1%
safeTALK	310	10	3%
ASIST	118	15	13%

Rationale and Analysis

Anxiety and depression continue to be significant public health concerns globally. Overall divisional data shows that levels of anxiety and depression were elevated in 2021-2022. Results have

generally shown a steady decline since that time. While this longer-term trend is positive, the division did not meet its year over year target for a further decrease in anxiety and depression in 2025-2026. Overall anxiety levels remained unchanged from last year. Although individual grades shifted, the system average held steady, suggesting that existing supports are helping to stabilize student anxiety. Depression increased slightly by 1%, driven primarily by Grade 9 data, identifying this transition year as an area for targeted focus. Hedonic well-being remained unchanged. Annual targets were met for increasing eudaimonic well-being, with a 2% gain, reflecting growth in students' sense of identity, purpose, belonging and personal growth. While targets were not achieved for reducing anxiety and depression, SPS continues to report results that are comparable to or stronger than Canadian norms across all four measures. Some key points related to the data presented above are as follows:

- On the OurSCHOOL Secondary Survey, 40% of female students and 20% of male students in SPS reported moderate to high levels of anxiety. Female students remain below the Canadian norm of 45%, while male students are slightly above the Canadian norm of 18%. Grade level analysis shows important variation. Anxiety rises sharply in grades 8 and 9, particularly for females, with Grade 8 and 9 female students reporting rates of 44%. Male students in Grade 8 report anxiety at or below the Canadian norm, whereas males in grades 9 to 12 report rates above the national benchmark. Indigenous students report higher levels of anxiety than non-Indigenous peers at every grade. The gap is most pronounced in earlier grades and narrows over time. For example, in Grade 8, 42% of Indigenous students report anxiety compared to 29% of non-Indigenous students, a 13% gap. By Grade 11, the gap decreases to a 4% difference. The gender disparity is also evident within Indigenous data, with a 14% gap between Indigenous and non-Indigenous female students and a 10% gap between Indigenous and non-Indigenous male students. These findings reinforce the importance of early, targeted and culturally responsive support, particularly during the Grade 8 to 9 transition.
- Similarly, 37% of female students and 20% of male students reported moderate to high levels of depression, compared to the Canadian norm of 45% for females and 20% for males. Female students in grades 9 and 11 report the highest rates at 40%. Male students in Grade 8 report depression levels below the Canadian norm, whereas males in grades 9 to 12 remain at or slightly above the national benchmark. Consistent with anxiety trends, Indigenous students report higher levels of depression than non-Indigenous peers across all grades, with the largest gaps evident in grades 8 and 9 and narrowing by Grade 11. In Grade 9, 43% of Indigenous students report depression compared to 29% of non-Indigenous students. By Grade 11, the gap decreases to a 4% difference. Within Indigenous data, female students report higher levels than males. These patterns identify the Grade 8 to 9 transition, particularly for female and Indigenous students, as an important area for continued monitoring and targeted supports.
- In SPS, 88% of female students and 87% of male students reported positive hedonia, compared to the Canadian norm of 89% for both. While overall enjoyment remains strong, Indigenous students consistently report lower hedonia than non-Indigenous peers. For example, in Grade 9, 79% of Indigenous students report positive hedonia compared to 90% of non-Indigenous students. This suggests an opportunity to further strengthen inclusive

school experiences that enhance daily enjoyment and engagement, particularly for Indigenous youth.

- In SPS, 64% of female students and 65% of male students reported positive eudaimonia, exceeding the Canadian norms of 55% for females and 61% for males. While overall results are strong, important disparities remain. A gender gap emerges in the upper grades, with the largest differences evident in grades 10, 11 and 12, where female students report higher levels of eudaimonia than male students. Although male results remain above the national norm, this represents an area for intentional focus to further strengthen well-being outcomes. Indigenous students report substantially lower eudaimonia at every grade level. In Grade 9, 43% of Indigenous students report a positive sense of purpose compared to 67% of non-Indigenous students. Strengthening identity, belonging and sense of purpose, particularly for Indigenous students and during the Grade 8 to 9 transition, remains an important priority for future initiatives.

Overall, the data indicate that continued focus on reducing anxiety and depression remains essential to student well-being. While improvements are evident, targeted supports and early intervention are necessary to sustain progress and address remaining gaps.

Risk Assessment:

The World Health Organization reports that approximately one in eight people globally, about 13%, are living with a mental health disorder at any given time, with anxiety and depression among the most common conditions. The Public Health Agency of Canada reports that about one in five children and youth experience a mental health challenge, and Youth Mental Health Canada continues to emphasize that many young people do not receive timely or appropriate treatment. The Saskatchewan Advocate for Children and Youth 2024 Annual Report further highlights ongoing barriers to accessing mental health and addictions supports for young people in Saskatchewan. While health and community partners play a foundational role in assessment and treatment, the Provincial Education Plan and the SPS strategic plan appropriately prioritize student well-being. Continued investment in early identification and proactive, school-based approaches remains essential to supporting student success and overall well-being.

Future Initiatives:

To further support student well-being, some examples of key future initiatives are highlighted below:

Resource Development. The SCAS team will continue to prioritize professional learning that has broad impact and is accessible to all schools across the division. For example, the session *Safe and Sound: Enhancing Healthy Connections to Promote Calm Classrooms* will be recorded and shared division wide to ensure every school team has access to the learning and can engage with the content in a way that meets their local context.

Collaboration. The SCAS team will continue to collaborate with other departments to strengthen coordinated supports across the division. For example, the SCAS team is partnering with the Class Complexity and Intervention (CCI) department to host a March professional development session led by the occupational therapist currently supporting the CCI unit. This targeted session is designed

for school teams, including educational assistants, teachers, resource teachers and administrators and will focus on practical co-regulation strategies to support students.

Nutrition and Student Well-being. Saskatoon Public Schools continues to work with community partners and the Saskatoon Public Schools Foundation to provide nutritional supports for students and families. Good nutrition supports readiness for learning and is foundational to student success, and this work is grounded in Comprehensive School Community Health and Ministry of Education policy. Saskatoon Public Schools is continuing to grow this department through funding from the Public Health Agency of Canada and the National School Food Program.

Partnerships. Saskatoon Public Schools continues to collaborate with the Saskatoon Industry Education Council (SIEC) to strengthen student well-being across the division through the development of Social and Emotional Learning resources and coordinated professional learning. In May, SPS is part of a regional Mental Health Awareness event hosted in partnership with Greater Saskatoon Catholic Schools, Prairie Spirit School Division and the Stigma-Free Mental Health Society to highlight community mental health services and pathways, strengthening awareness and collective support for students. Safe, Caring and Accepting Schools is also partnering with SIEC to deliver Trauma Informed Education: Strategies to Support Educators and Students in School for educational assistants, equipping staff with practical strategies to understand stress responses, support regulation and respond through connection and proactive approaches. In addition, in partnership with SIEC, SCAS is planning a professional development session on Dialectical Behaviour Therapy Skills in Schools, focused on mindfulness, emotional regulation, distress tolerance and interpersonal effectiveness. All interventionist teachers will receive training and accompanying resources to support consistent implementation across schools.

Targeted support for Indigenous student Well-Being. Continued emphasis on supporting Indigenous students through initiatives such as Following Their Voices, Indigenous Student Advocates and ongoing professional learning for staff will help to improve OurSCHOOL measures related to well-being for Indigenous youth. The hiring of a Traditional Knowledge Keeper to support schools is expected to further strengthen student well-being by deepening cultural identity, connection and belonging, increasing access to land-based learning and ceremony and supporting staff in embedding culturally responsive practices within daily instruction and school environments. With the addition of the interventionist teacher to support class complexity, there has been an increased focus on engagement of Indigenous youth and regular check ins to support student success. This role strengthens student well-being by ensuring timely academic supports, increasing connection to learning and helping students experience greater confidence and achievement within the classroom.

Summary Comments:

To support students from a holistic perspective, Saskatoon Public Schools must continue to prioritize student well-being. Recent OurSCHOOL data reflects an overall average increase in reported depression from last year to this year, while anxiety levels have remained consistent with the previous year. This data reinforces the importance of sustained, responsive action to support students. At the same time, growth in areas such as eudaimonic well-being demonstrates that focused initiatives can positively influence students' sense of purpose, belonging and overall well-

being. The current and future initiatives outlined above position Saskatoon Public Schools to respond in a measured and intentional manner.



MEETING DATE: MARCH 3, 2026

TOPIC: APPROVAL OF DIRECTORS FOR SASKATOON PUBLIC SCHOOLS FOUNDATION CORP.

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 Foundation (SPSF) exists to further enrich the lives of students through educational experiences at Saskatoon Public Schools while encouraging community engagement in public education.

On February 14, 2026, the SPSF Board of Directors passed the following motion by email.

“That the Board (of Directors) recommend that the Saskatoon Board of Education appoint Tianda Hey and Jordan Hamel to the Saskatoon Public Schools Foundation Board of Directors to serve an initial term of three years.”

CURRENT STATUS

The Saskatoon Public Schools Board is the sole member of the Foundation and in accordance with section 5.4 of the Constitution and Bylaw of the Foundation:

“Directors are elected by the Member for an initial term of office of three (3) years. Directors are eligible to seek re-election for a second term of office of three (3) years. No director may serve more than three (3) consecutive terms of office. If the Director seeks election for a 3rd consecutive term of office, the director can specify the length of the 3rd term as being either a one (1) year, two (2) year or three (3) year term of office. Directors who have completed their uninterrupted term (s) of office are eligible for re-election for one (1) year following the end of their uninterrupted term (s) of office. The term is considered to begin on January 1, following his/her election.”

Effective January 1, 2026, the Foundation has 15 directors, including Tianda Hey and Jordan Hamel. According to the bylaws of the Foundation, the number of directors can range from a minimum of three to a maximum of fifteen.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	February 23, 2026	None

RECOMMENDATION

Proposed Board Motion:

That the board approve the appointment of Tianda Hey and Jordan Hamel to the Saskatoon Public Schools Foundation Board of Directors effective January 1, 2026.