



2019–2020

Saskatoon Public Schools

REPORT TO THE COMMUNITY



Saskatoon Public Schools
Inspiring Learning



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MESSAGE FROM THE BOARD CHAIR

Colleen MacPherson

I'm very pleased to present Saskatoon Public Schools' 2019-20 Report to the Community, a snapshot of an academic year that was filled with much joy, many triumphs and accomplishments, but also unprecedented challenges.

As you look through the report, I hope you'll get a sense of the breadth and scope of what goes on every day in our schools. With record enrolment again in 2019-20, schools were busy places where all our work was guided by our vision that every student is known, valued and believed in. Our strategic plan commits us to creating learning experiences that inspire all students to reach their potential, and a great deal of credit goes to our dedicated staff who worked hard to bring that commitment to life.

Of course in March, everything changed with the arrival of COVID-19, the closure of schools, and the move to online delivery of supplemental learning. It was a seismic shift that challenged us on every front. It was certainly not the end of a school year that anyone expected but together, we made it and on behalf of the entire board, I want to offer our thanks:

- to now-retired Director of Education Barry MacDougall and the senior administrative team for their steady guidance;
- to our teaching staff who adapted quickly to new methods of instruction and new ways of connecting with students;
- to students for engaging in learning that looked so very different from one day to the next;
- to parents and caregivers for their support of their students and of the efforts being made across the division; and
- to all SPS staff for their commitment to serving students.

Please enjoy the stories and photos in this report; they are a celebration of a school year like no other.

2019–20

TRUSTEE AND WARD DIRECTORY

Our Board of Trustees is a group of dedicated, hard-working members of the community who are committed to making Saskatoon Public Schools the premier public education system in Canada. We welcome your input on any initiatives we are pursuing and invite you to attend board meetings regularly to keep abreast of all that is happening at Saskatoon Public Schools.



Holly Kelleher
WARD 1



Vernon Linklater
WARD 2



Donna Banks
WARD 3



Cameron Scott
WARD 4



Kathleen Brannen
WARD 6



Ross Tait
WARD 7



Suzanne Zwarych
WARD 8



Charmaine Bellamy
WARD 9



Ray Morrison
WARD 10



MESSAGE FROM THE DIRECTOR

Barry MacDougall

I'm proud to present the 2019-20 Saskatoon Public Schools Report to the Community. This year was one for the history books. The resilience of our students, the dedication of our staff, and the strength of our community was proven many times throughout the year. This report provides just a snapshot of the incredible work we accomplished.

The year began on a high note with the division introducing a new strategic plan that will guide its work through 2024. The plan sets out our vision, our four student goals, and our commitment as a school division. The plan states unequivocally that students are at the heart of our work. From the start, our staff members embraced this new plan and used it to guide their work in the classroom, with families, and in their professional learning. While the school year was disrupted, our vision — every student is known, valued, and believed in — provided constant guidance for our work.

While there was great innovation and progress in our classrooms this year, the collective response of staff members to the COVID-19 pandemic was something to behold. When school closures were announced in March, we pivoted to at-home learning. Our Information Services and Staff Development teams led the way by providing incredible professional learning and support to staff and families. More than 1,300 devices were handed out to students in need of technology to access learning. Teachers tackled new programs and apps for delivering the supplemental learning plan, provided lessons online, and did check-ins with students via Zoom and Google Meet. The amount of learning and preparation done by staff in such a short period of time in order to deliver at-home learning is commendable.

I have absolutely loved working for Saskatoon Public Schools for the last 32 years. The professionalism and care shown by our staff is outstanding. The privilege and responsibility of working on behalf of children and youth carries with it so much joy. I am grateful to have been a part of such a tremendous organization.

OUR VISION

Every Student is
Known • Valued • Believed In



ACADEMIC EXCELLENCE

Students will achieve success in their learning goals



CHARACTER

Students will demonstrate respect, responsibility, and perseverance



ENGAGEMENT

Students will actively participate in relevant and meaningful learning



WELL-BEING

Students will develop the skills to make healthy choices

OUR COMMITMENT

We will create learning experiences that inspire all students to reach their potential.

STRATEGIC PLAN

In June 2019, the Board of Education formally adopted a new strategic plan, which will guide the division's work through 2024. After nearly two years of consultations, gathering feedback, and data analysis, the new strategic plan was created. The plan sets out our vision, the four goals we want every student to achieve, and our commitment as a school division. The plan states unequivocally that students are at the heart of our work. The 2019-20 academic year was the first school year following the new strategic plan, which is reflected throughout this report.



OUR VISION

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

With the adoption of a new strategic plan, Saskatoon Public Schools has this vision to guide its work. It's a promise of what students can expect when they enter our schools every day.

This vision means recognizing students for who they are and their experiences. It means appreciating their uniqueness and creating opportunities to see themselves in their learning. It means empowering them to be themselves and reach their potential.

The 2019-20 school year was the first year for the new strategic plan. Our schools embraced this vision and brought it to life in tangible and unique ways. The vision could be seen on school signs, on decals installed on hallway walls, and in student art projects on bulletin boards. The vision was a call to action for staff to understand the best ways to reach their students. For division staff working outside the classroom, it unified our collective work to focus on what we aim to achieve for students. It was a reassurance to students that our schools are a safe space for them.

One tangible way in which the vision has come to life is the renaming of Confederation Park Community School to wâhkôhtowin School.

Through a traditional naming ceremony that followed appropriate Cree culture protocol, wâhkôhtowin (pronounced Wah-KOH-toh-win) was chosen. The word is a Nêhiyaw (Cree) word that means "relations/relationships/being related." The word is often used to describe kinship.

"The word wâhkôhtowin in the Cree language has multiple meanings and ways of understanding," said Principal Pete Chief. "This reflects the work we do, not only in our division with our strategic plan, but most importantly the everyday work we do."

wâhkôhtowin is the home of the school division's Nêhiyawiwîn Cree Language and Culture Program. When the program celebrated its 10th anniversary in the spring of 2016, the initial conversation about renaming the school began. The school assembled elders to guide the process, who advised that traditional Cree protocols be followed.

According to the elders and knowledge keepers who conducted the naming ceremony, the new name can describe how all school community members are related and connected through their participation in the daily life of school. The new name invites students, staff, and parents be a part of a school learning community that is defined by the importance of relationships. Following the ceremony, the proposed name was adopted by the board in June 2020.

"Our board is proud to approve this name change, which is a wonderful example of one of our schools being responsive to its community," said Board Chair Colleen MacPherson. "wâhkôhtowin captures what we want our schools to be for our students and families — a place where relationship comes first."

The new name was in place for the start of the 2020-21 school year. Under the wâhkôhtowin School sign, students walk through the doors every day into a learning environment that recognizes and appreciates their experiences, their unique skills, and their potential.



OUR COMMITMENT

We will create learning experiences that inspire all students to reach their potential.

This commitment guides the everyday work of Saskatoon Public Schools' employees. Adopted as part of the board's strategic plan, it will be achieved through focusing on three core areas — relationships, equity, and accountability.

Our work to achieve this commitment was never clearer than immediately following the shutdown of schools in March due to the COVID-19 pandemic. In less than two weeks, school division staff came together to offer supplemental learning to students by moving every classroom online.

From the division level, Information Systems staff immediately began producing training videos and how-to guides to help teachers navigate Google classrooms, Zoom video conferences, and Microsoft Teams. Countless hours were spent brainstorming solutions to complex technical challenges, preparing hundreds of devices for staff and students, and assisting staff in a calm, caring manner as teachers and students underwent a massive shift to online teaching and learning.

Using a variety of online platforms and other communication strategies, educators found ways to provide learning experiences, sustain class relationships, and monitor student progress during the more than three months of supplemental learning.

Charlene Velonas, a learning coordinator at Aden Bowman Collegiate, posted a video lesson and supporting materials three times a week and hosted a weekly Zoom meeting for students needing support. Her care extended beyond the

students. When connecting with parents and caregivers, Velonas made sure to let them know that their effort at home to support students was enough.

It would be easy to lose the sense of community during a time when students and teachers aren't together in person. However, many schools found video to be an effective way of sharing the message that everyone was still learning together during school closures.

Videos from teachers at Wildwood and Westmount schools guided students through workouts and other physical education activities. Future kindergarten students were introduced to their teachers and classrooms through virtual tours offered by schools such as Chief Whitecap and Victoria. Students who missed performing in the musical *Grease* at Tommy Douglas Collegiate were recognized in a video of practice highlights. And many schools, including Sylvia Fedoruk, celebrated the many ways in which students are learning at home.

In a video from Vincent Massey School, teachers and staff shared how much they missed working with students each day at school and offered a strong message of unity and sense of community.

"Creating and sharing this video was a fun way to try to remind one another that we are all connected as a community of learners in what we hope is an accessible way to students and their families," said Vincent Massey Vice Principal Jill Monahan.



ACADEMIC EXCELLENCE

Students will achieve success in their learning goals. For many, this will be achieving curricular outcomes. For some, it will mean exploring more advanced disciplines. For others, it will mean accomplishing hard-fought physical and intellectual achievements. We value our students' abilities and believe in them to achieve their individual goal.

Celebrating the learning success of students comes in many forms.

Saskatoon Public Schools' commitment to engaging students and supporting academic excellence embraces the achievements of students who receive provincial, national, and international scholarships; those who have achieved their learning goals to prepare themselves for all varieties of post-secondary education or employment; and those who have overcome obstacles to succeed in their learning and lives.

One of Canada's most prestigious post-secondary scholarships is the Loran Award. Students recognized by the award receive university scholarships worth as much as \$100,000 over four years along with valuable mentorship opportunities. Loran Scholars are chosen based on the following criteria: a firm commitment to character, service, and leadership potential; breadth in academic and extracurricular interests; integrity; and a high level of personal autonomy.

Five Saskatoon Public Schools' students received Loran Scholar offers during the past seven years including Kylie Flynn, a 2020 graduate of Marion M. Graham Collegiate. Flynn, who received a scholarship to attend the University of Ottawa, was one of just 36 students from across Canada to be awarded the prestigious scholarship out of nearly 5,200 applicants.

"The Marion Graham school community is proud of Kylie and the accomplishments that led to her being named a Loran Scholar," said Principal Karen Peterson.

"Kylie actualizes the four foundational pillars of Saskatoon Public Schools' strategic plan. She excels academically while exhibiting a strong character. She is engaged in our school, the community, and her daily work while maintaining a balanced, healthy life. Kylie is a role model for our student body."

The Loran Award recognizes students for both academic and personal engagement in learning and community. Flynn served as student council co-president, participated in school bands, and completed a bilingual graduation certificate. Her volunteer work with cognitively challenged youth in Saskatoon inspired her to implement a similar program in her school focused on musical mentorship. She coached competitive swimming and represented Saskatchewan at the 2017 Canada Games.

"I am excited for the opportunities that come with the Loran scholarship," said Flynn. "I can travel and explore new places through the summer internship program and have extra support in all aspects of my post-secondary experience. I am also able to try new things and have experiences that would not be possible without being a Loran winner."

Loran Scholars receive a renewable four-year award comprised of an annual living stipend of \$10,000 and matching tuition waiver from one of the Loran Foundation's 25 partner universities, access to \$10,000 in funding for summer internships, one-on-one mentorship, and annual retreats and scholar gatherings.



CHARACTER

Students will demonstrate respect, responsibility and perseverance. We want to acknowledge who they are now and the role they can play as citizens in their community. Teaching respect, understanding responsibility, and fostering perseverance will develop our students' ability to not only exist in our world but thrive as action-oriented community members into the future.

Providing hands-on opportunities to take action in both school and the wider community while building leadership skills is one of the ways Saskatoon Public Schools engages students in learning and works to instill the values of citizenship, respect, and responsibility. With the support of their teachers and schools, students participate in learning opportunities ranging from Remembrance Day ceremonies to supporting the values of a diverse community.

Each spring, students at all schools contribute to their neighbourhood by participating in the community cleanup campaign. Although schools were closed during the spring of 2020 due to the COVID-19 pandemic, dozens of dedicated students and staff members remained committed to investing their time and energy into the cleanup.

As part of a challenge to both clean up the city and financially support a community-based organization, students and family members representing the Collective Voice, Ecoquest, iGen, Let's Lead — Nīkānētān, Off the Grid, and Outdoor School programs competed to see who could remove the most garbage from Saskatoon's green and naturalized places.

The cleanup saw 130 people collect 172 large garbage bags of waste. Thirty-one students and family members representing the iGen program gathered 42 bags, almost one-quarter of the total. The initiative was supported by a \$500 EcoFriendly Sask Action Grant, and as the winning

program iGen students chose to donate the prize to The Lighthouse Supported Living.

Students in the iGen program took part in a Zoom call with the Lighthouse to learn how their donation was used and the impact it had. Personal hygiene items such as toothpaste, soap, toothbrushes, razors, feminine products, and socks were purchased by the Lighthouse to provide their guests with everything they need to feel their best.

The success of the student-driven collection inspired a second garbage and charity challenge for the general public during May. The Rubbish Roundup was a community stewardship event where Saskatoon residents were asked to independently pick one large bag of garbage. For each bag of garbage collected, participants could direct a \$10 donation to one of three community organizations.



ENGAGEMENT

Students will actively participate in relevant and meaningful learning. Education is not one size fits all. We must adapt and innovate to engage and challenge students. Lessons in the classroom should be collaborative, appealing and joyful.

The T-shirt wrapped bundles in the hands of each student were far from the traditional, hide-wrapped bundles. But for the inaugural group of MAGPIE program students, the bundles they received last June represented a collection of the program's unique learning and experiences.

Introduced during the second semester of the 2019-20 school year, the MAGPIE program — Manifest Academic Growth and Promote Indigenous Excellence — saw more than two dozen Grade 10-12 students from schools across the city come together at Nutana Collegiate.

"I wanted to come to this program because I figured it would be a space meant for me," said Tiana McCabe, a Grade 11 student from Bedford Road Collegiate. "I figured MAGPIE would be an opportunity for me to feel like I belong somewhere and actually feel like I can be my authentic self."

"I look at (the teachers) the same way as my parents; the way they are walking with us is the same way our parents would. They walk side-by-side."

Indigenous learning and culture are the program's foundation and traditional methods of instruction and learning are transformed to introduce or re-engage Indigenous youth in their culture and build a community of learners. The half-day, semester-long program provides an integrated experience that meets curricular outcomes and offers students the opportunity to earn credits such as Cultural Arts, Leadership, and Indigenous Studies that count toward graduation requirements.

"What we wanted to create with our MAGPIE program was to be able to experience those opportunities, to come back to our society's teaching . . . and being able to incorporate

that into the classroom," said teacher TJ Warren. "A lot of what we do is based on identity components, and so the program began with instilling a lot of identity, being culturally cognizant, and being able to preserve that component of our societies and the ongoing translation and transmission of our traditions through language."

The high school credit program grew out of Saskatoon Public Schools' Indigenous Ensemble, an extracurricular program that engages elementary and high school students in the traditional and contemporary music, song, dance, traditional arts, and language of Saskatchewan First Nations and Métis people.

The MAGPIE name carries special significance. Often considered a nuisance bird, it's a parallel to how Indigenous youth are seen by some people in the wider community. However, in the same manner as the magpie, Warren and co-teacher Candace Gadwa say Indigenous youth are intelligent and adaptive. Their students are motivated by opportunities to grow in the learning and experiences provided through a program that both students and teachers call a "family."

That close community and the ability of both students and teachers to adapt was illustrated just six weeks into the program when in-person learning was discontinued as a result of the COVID-19 pandemic. Despite having to learn from a distance, the majority of students remained engaged in their learning and celebrated success by receiving their bundles.

"They all came here for different things," Warren says, "but when they are here together, they are all here for the same reason."

ADEN BOWMAN TALKS

Mental

Health



WELL-BEING

Students will develop the skills to make healthy choices. We want to equip each student, so they know how to take care of themselves. We want our students to be physically, emotionally, mentally and spiritually strong.

When Aden Bowman Collegiate began the conversation about student mental health, there was lots to hear.

A focus on well-being and helping students develop the skills to make healthy choices is a pillar of Saskatoon Public Schools' strategic plan. The commitment of staff at Aden Bowman to engage students in ways to address stress, anxiety, and wellness concerns, both in and out of the classroom, is an illustration of how schools are responding to that vision.

Students' lives are complex and they need more than just learning the curriculum to help them grow as individuals and become happy, productive members of society.

"Providing support for students' mental health needs has become one of the most important aspects of our job as we see more and more students struggle every day," says teacher Rick Bowes. "As teachers, we have been working hard to form positive relationships with our students so they feel safe at Aden Bowman."

A focal point of the school's ongoing effort was a day-long mental health expo, an opportunity to further the conversation around mental health and well-being. It provided students with information about topics such as resilience, mindfulness, self care, anxiety, the impact of social media, alcohol and drug abuse, and more.

Wellness sessions were based on student feedback and requests for specific sessions to help them explore and support their mental health and well-being through healthy activities ranging from yoga and photography to running and baking.

The expo's goal was to make it clear to students that it is OK to talk about mental health and Aden Bowman is a safe place to have the conversation.

"Our motto, Aden Bowman Talks Mental Health, demonstrates that mental health impacts everybody and is just as important as physical health," says teacher Joelle Krysak. "We are already having these conversations in our health, science, and wellness classrooms and we have started an anxiety group at school to help our students."

Administrators, teachers, and counselors encourage students to have a voice about their mental health and feel safe to share their journey in the school. Open conversations that teachers have in their classrooms are intended to make students understand that they are not alone and that it is part of the culture at Aden Bowman to talk openly about mental health.

"We want to help equip each student with information about mental health and supports that are accessible in our community, so they know how to take care of themselves," Krysak says. "This will strengthen the relationship teachers have with our students. The students recognize that we truly care about them as a person."

FACILITIES FOR LEARNING

Facilities work in the school division during 2019-20 continued to focus on creating supportive learning environments for students. It included the completion of a variety of projects at many existing schools.

The school division has welcomed hundreds of new students in recent years and its facilities are being renovated and upgraded to meet their needs and to support important programming opportunities wherever possible. One new relocatable classroom has been added to Ernest Lindner School and two new relocatable classrooms are being added to Centennial Collegiate.

Partial roofing replacement and repair work at various schools, including Dr. John G. Egnatoff, Brevoort Park, River Heights, and John Dolan schools, and Aden Bowman and Evan Hardy collegiates is underway. Work associated with CAIF (the federal Climate Action Incentive Fund program) at schools including Hugh Cairns, Fairhaven, Caroline Robins, and John Dolan, along with Aden Bowman and Evan Hardy collegiates, is well underway. This work includes boiler replacements, mechanical equipment upgrades, and partial window and roofing replacements.

Phase III of the Painting Plus Program has been undertaken, with the division's 10 collegiates receiving minor renovations and upgrading during the summer and fall of 2020. This is the third and final phase of a three-year program that has positively affected every elementary school and collegiate in the system.

In spring 2019, the provincial government announced the approval of the City Centre Project. This project will result in the consolidation of Princess Alexandra, Pleasant Hill, and King George schools into a new multi-use facility, with private- and public-sector partners to serve the students of all three communities.

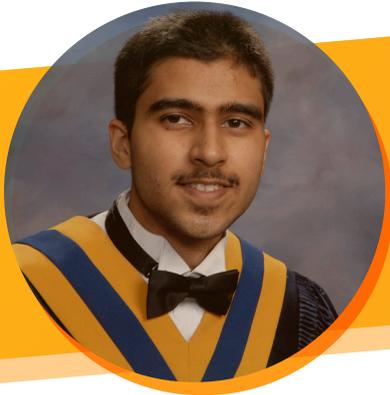
The government also announced additional pre-design funding for the new joint-use East Side Collegiate Project. This project, near the new Brighton neighbourhood development, has the City of Saskatoon and Greater Saskatoon Catholic Schools as partners.

The focus on healthy and safe learning environments continues to be a top priority of the school division as it invests in its existing schools.



2019 OUTSTANDING GRADUATES

Congratulations to the students from each of our collegiates who were recognized by Saskatoon Public Schools for all-around excellence.



AWARD OF EXCELLENCE RECIPIENT

Harkirat Bhullar EVAN HARDY COLLEGIATE



OLIVIA YURACH
ADEN BOWMAN
COLLEGIATE



ESPRIT FARMER
BEDFORD ROAD
COLLEGIATE



BRITNEY FENG
CENTENNIAL
COLLEGIATE



MORGAN BEATTIE
MARION M. GRAHAM
COLLEGIATE



Victoria Anghelus
MOUNT ROYAL
COLLEGIATE



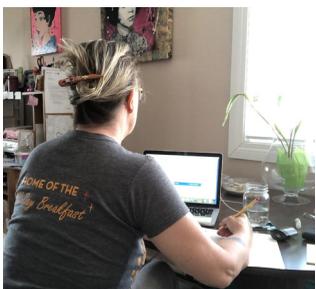
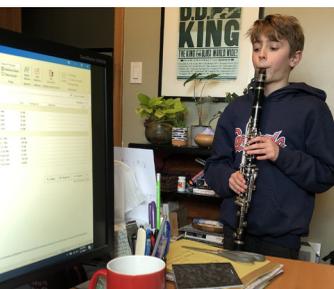
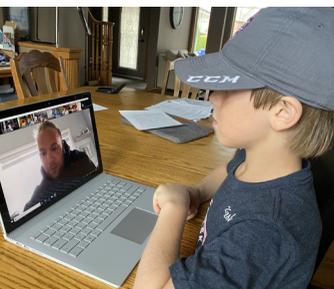
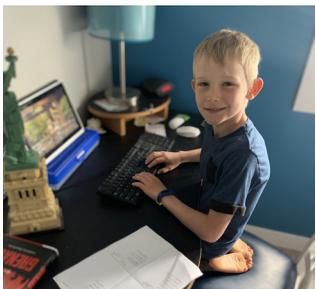
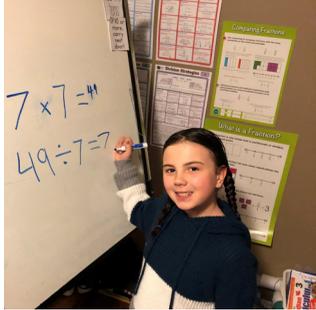
Trinity Bishop-Gerard
NUTANA
COLLEGIATE



Maham Fatima
TOMMY DOUGLAS
COLLEGIATE



Jolena Klymyshyn
WALTER MURRAY
COLLEGIATE





SASKATOON PUBLIC SCHOOLS FOUNDATION





SPSF Foundation

Through the generosity of donors, the Saskatoon Public Schools Foundation (SPSF) works in partnership with Saskatoon Public Schools to support students, schools, and teachers with a focus on literacy, wellness, and innovation.

School nutrition programs supported by Nutrien and SaskMilk during 2019 saw an average of 4,000 breakfasts, snacks, and lunches served daily in 19 Saskatoon Public Schools.

The foundation awarded \$40,000 in grants to 13 schools for projects that focused on the foundation's three areas of focus: Empowering Innovation, Healthy Active Schools, and Literacy. Projects benefitting elementary and high schools included an Indigenous wearable art class, a robotic arm, musical mentorship, culture camps, and a bike shop.

In its seventh year, the Early Learner Tutor Program successfully supported 168 students in Grade 1-4 at 22 schools. The program's goal is to help young learners achieve grade-level reading ability. Seventy-four per cent of students who took part in the tutor program achieved or exceeded grade-level reading ability and 96 per cent of students improved their reading level by the end of the seven-week tutor session.



The Cheer Crate Campaign was launched in late April to help address the challenges facing many families in the school division during the COVID-19 pandemic as many students were left without the valuable support they receive during the school day. Cheer Crates were delivered in May and June. The work of SPS staff and community school coordinators identified more than 1,000 families from over 30 schools who would benefit from this type of support. It was a true community initiative as volunteers from schools, businesses, and organizations came together to support and help pack the Cheer Crates.

More recently, SPSF has embarked upon an ambitious \$20-million Early Learning Equal Start campaign to provide funding to community schools over five years starting in September 2021. Initiatives include full-day prekindergarten, full-day kindergarten, an enhanced literacy tutor program, and an expanded summer reading camp. Our goal is for every student to achieve Grade 3 level literacy in Grade 3. Mayfair School offered full-day prekindergarten and full-day kindergarten in September 2019 as a pilot project. Though the pilot ended abruptly due to COVID-19, the results exceeded our expectations and we look forward to seeing the results of an expanded program during the 2020-21 school year. Please visit www.EarlyLearningEqualStart.ca for more information.

A revised version of Summer Reading Camps was offered during August, taking place across 18 schools and 31 classrooms with 207 students regularly participating. Summer Reading Camps readied students academically for back to school and helped them become accustomed to new safety protocols.

The foundation said goodbye to executive consultants George Rathwell and Avon Whittles in June. Avon and George have been a huge asset to the organization for many years and will be missed. Superintendent of Education Dave Derksen retired in July and the foundation thanks him for his amazing contribution to the board and our operations, specifically in the area of early learning.



2019–20 RETIRED EMPLOYEES

Wendy Andrews
 Kevin Barrett
 Susan Beswick
 Charles Blind
 Stan Briskar
 Corinna Campbell
 Roberta
 Campbell-Chudoba
 Bill Clarke
 Myra Clarke
 Kim Dahl
 Allen David

Patrick Davis
 Dave Derksen
 Kevin Epp
 Krista Ford
 Karon Guttormson
 Jacqueline Helman
 Brenda Hinthier
 Paul Humbert
 Deb Kachur
 Shannon Kekula
 Jackie Kelleher
 Heather Kirkpatrick

Jill Konkin
 Denys Kornuta
 Cheryl Kosowan-Kirk
 Wendy Krahn
 Elaine Krause
 Marie Kyplain
 Barry MacDougall
 Jean Machnee
 Murray Martens
 Martin May
 Simone McCosh
 Catherine McCoy

Sandra Melnyk
 Leann Miller
 Cameron Milner
 Lynda Miscavich
 Gail Neurauter-Sajtos
 Rick Novakovski
 Elaine Penner
 Debbie Philipenko
 Debbie Porter
 Scott Printz
 Terri Pulfer
 Kathleen Quayle

Judy Sawatsky
 Kim Strange
 Jaime Valentine
 Linda Van de Vorst
 Kendall Walsh-Blyth
 Donnalee Weinmaster
 Tammy Wilson
 Kelly Wist
 Linda Young
 Angelika Zelantini

#SPSLEARNATHOME

While apart during the pandemic, our teachers and administrators worked hard to stay connected to students. Our school communities recognized their efforts.



This is hard as you each have your own families to take of, and you've now taken several dozen students on to make sure they are okay both personally and academically. A simple thank you is not enough.
W.P. BATE SCHOOL PARENT



I'm pretty sure the English class Zoom today meant more to the kids than you know. They saw your face, heard your voice, know you care ...
MOUNT ROYAL COLLEGIATE PARENT



...THANK YOU for being a pillar of strength and positivity. Not only for us the parents, but for also the kiddos who are experiencing a disruption in their education.
SILVERWOOD HEIGHTS PARENT



...One of the first things on my to-do list once the pandemic thing is over is to come to Brunskill and hug all the teachers in school.
BRUNSKILL SCHOOL PARENT



I just want to tell you (our son) was so excited for "zoom" meetings today... I listened to his voice. I felt his excitement and happiness. He is so happy (to be) with teachers and classmates. It's a great day for him. I am so grateful for you.
DR. JOHN G. EGNATOFF SCHOOL PARENT



Thank you so much for this email and the video! Our kids burst into tears seeing their teachers whom they love and have bonded with.
ÉCOLE DUNDONALD SCHOOL PARENT



Thank you to educators who are working tirelessly to host school online. Thank you for reconnecting with our students and giving them a sense of normalcy. With sincere gratitude.
CHIEF WHITECAP SCHOOL PARENT



I believe in the power of community and the impact it can have on student learning. During these challenging times, I feel particularly proud to be a part of the Bowman community...
ADEN BOWMAN COLLEGIATE PARENT

COMMUNITY PARTNERSHIPS

As part of fulfilling our commitment to students set out in our strategic plan, the school division is focused on three key areas—equity, accountability, and relationships. A key aspect of relationships is developing and growing community partnerships. Saskatoon Public Schools could not serve its students and families without the support of our community partners.

With a vision that every student is known, valued, and believed in, community partners play a vital role in providing opportunities for our students and helping them explore and grow. These experiences help build conscientious students who go on to be caring community members and active participants in our society.

The support provided from partners comes in various ways both inside and outside the classroom. For example, nutrition programming is necessary for supporting students' health and well-being. Providing just any food isn't the goal; the division aims to deliver healthy meals that meet nutritionists' guidelines and set an example for students. It is well documented that a healthy, nourished child is a more attentive, successful student. Through the support of the Saskatoon Public Schools Foundation, generous donations from companies such as Nutrien, and partnerships with community organizations like CHEP, our schools provide the nourishment students need to engage and thrive in class.

Another example of supporting student growth are partnerships with the Saskatoon Police Service and Saskatoon Fire Department. While both help us provide safe school communities for students, staff members, and families, both police and fire offer a career education experience for collegiate students. The COPS program with the Saskatoon Police Service introduces students to the skills needed for a career in law enforcement. Through the Fire Introduction Recruitment Experience Cadet program with the Saskatoon Fire Department, students receive hands-on training in fire halls and learn a variety of firefighting and emergency response skills.

Our school division is proud of the numerous partnerships we have formalized with Indigenous organizations, which provide valuable direction for our work as well as opportunities for our students. During the pandemic, one established partnership helped support our greater community. When the Saskatoon Tribal Council (STC) began preparing daily hot meals to deliver to families in need, Saskatoon Public Schools was able to provide the commercial kitchen, food labs, and cafeteria at Mount Royal Collegiate, along with \$20,000 in funding, to support the effort. Division staff working from the kitchens at Mount Royal prepared approximately 1,000 meals a day that STC distributed.

Our most valuable partnerships are the ones each of our schools have with its School Community Council (SCC). Comprised of elected individuals from the community who help advance the educational objectives of their school, SCCs provide valuable feedback and guidance to school administration on issues pertaining to the operations and learning priorities of the school. SCCs are vital to fostering and strengthening the school's daily work with students and families.







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