



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

**TUESDAY, MARCH 5, 2024
310 – 21st Street East - 6:30 p.m.**

Please note that all public board meetings are audio recorded.

AGENDA

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

Proposed Board Motion: Move approval of the agenda.

- 3.2. Declaration of Conflict of Interest**
- 4. Celebrating Excellence:**
 - 4.1. Collective Voice**

- 5. Consent Items**

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

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

- 5.1. Approval of Minutes – February 13, 2024**

Proposed Board Motion (if removed from consent items): That the board approve the minutes of the committee of the whole and regular board meetings held February 13, 2024.

- 6. Reports from Administrative Staff**

- 6.1. Strategic Plan Accountability Report: Character and Engagement**

Proposed Board Motion: That the board approve the Strategic Plan Accountability Report: Character and Engagement, to be included as part of the director of education's 2023-2024 evaluation.

7. Delegation

8. Business Arising from the Minutes

9. Unfinished Business

9.1. Items Arising from the Committee of the Whole

10. Reports of Committees and Trustees

11. New Business

12. Notices of Motion

13. Questions by Trustees

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

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

15. Adjournment

Proposed Board Motion: That the board adjourn to the call of the Chair or the meeting of Tuesday, April 16, 2024.



MEETING DATE: MARCH 5, 2024

TOPIC: CELEBRATING EXCELLENCE: COLLECTIVE VOICE

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

BACKGROUND

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

CURRENT STATUS

One of the distinctive programs offered in Saskatoon Public Schools is Collective Voice at Aden Bowman Collegiate. This program caters to Grade 9 students and spans a half-day for the full academic year, prioritizing learning through collaboration, group work and community building. Each year, students bring a diverse array of skills and experiences to the program; however, the foremost requirement is their ability to be cooperative and open to learning as part of a group. It is within this context that engaging and relevant learning experiences are fostered for both students and staff in the program.

Naila Chaudhry, the teacher in the Collective Voice program, along with a few students from the program, will be in attendance to share their experiences.

PREPARED BY	DATE	ATTACHMENTS
Brent Hills, Deputy Director of Education Paul Janzen, Superintendent of Education	February 27, 2024	None



MEETING DATE: MARCH 5, 2024

TOPIC: APPROVAL OF MINUTES

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

BACKGROUND

CURRENT STATUS

Attached are the minutes from committee of the whole and regular board meetings held February 13, 2024

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	February 26, 2024	Minutes

RECOMMENDATION

Proposed Board Motion (if removed from consent items):

That the board approve the minutes of the committee of the whole and regular board meetings held February 13, 2024.

UNAPPROVED

MINUTES OF A MEETING:

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

February 13, 2024

MEMBERS PRESENT:

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

Trustee Zwarych joined the meeting at 3:14 p.m.

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

CARRIED (9)

The meeting adjourned at 4:58 p.m.

Secretary of the School Division

Board Chair

UNAPPROVED

MINUTES OF A MEETING:

of the Board of Education of the Saskatchewan School Division No. 13 of Saskatchewan, held on Tuesday, February 13, 2024 at 6:30 p.m.

February 13, 2024

MEMBERS PRESENT:

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

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

Agenda: Trustee Arneson moved approval of the agenda.

Agenda

CARRIED (9)

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

Celebrating Excellence – Gabriel Dumont Local 11: Jennifer Haywood, superintendent of education introduced Chandrelle Marshall, senior lead of Métis/Michif education who spoke of the valuable partnership with Gabriel Dumont Local 11. Members of Gabriel Dumont Local 11, Wilfred Burton and Faye Maurice highlighted the project they shared with the staff and students of Greystone Heights School. Eric Walker, teacher at Greystone Heights School and students Claire Rodriguez and Eva Storey shared their Michif project with the board and spoke of the impact of their partnership with Gabriel Dumont Local 11.

Celebrating Excellence- Gabriel Dumont Local 11

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

Consent Items

CARRIED (9)

Approval of Minutes: Trustee Tait moved that the board approve the minutes of the committee of the whole and regular board meetings held January 16, 2024.

Approval of Minutes

CARRIED (9)

Reports from Administrative Staff:

Strategic Plan Accountability Report - Partnerships: Trustee Zwarych moved that the board approve the Strategic Plan Accountability Report: Partnerships, to be included as part of the director of education's 2023-24 evaluation.

Strategic Plan Accountability Report: Partnerships

CARRIED (9)

Delegation:

No delegations.

Business Arising from the Minutes:

No business arising from the minutes.

Unfinished Business:

Saskatoon Public Schools Foundation Update and 2022-23 Annual Report: Trustee Pidwerbeski moved that the board receive the 2022-2023 Report Card for the Saskatoon Public Schools Foundation Corp.

Saskatoon
Public Schools
Foundation
Update and
2022-23 Annual
Report

CARRIED (9)

2024-2025 Academic Calendar: Trustee Linklater moved that the board adopt the proposed 2024-2025 school year calendar.

2024-25
Academic
Calendar

CARRIED (9)

Request for Proposal T2324-0004 – Audit Services: Trustee Banks moved that the board approve the contract for audit services to KPMG LLP for three years starting March 1, 2024 and ending June 30, 2027 with an option to extend for two additional years, based on its proposal dated December 14, 2023.

Request for
Proposal
T2324-0004-
Audit Services

CARRIED (9)

Tender for Holliston School Upgrades: Trustee Brannen moved that the board award the tender for the Holliston School Upgrade project in the total amount of \$568,151.03 plus applicable taxes for the base bid excluding separate prices 1,3 and 4 to Saskatoon Fire and Flood.

Tender for
Holliston
School Upgrades

CARRIED (9)

Tender for Aden Bowman Collegiate Upgrades Phase 3: Trustee Tait moved that the board award the tender for the Aden Bowman Collegiate Upgrades Phase 3 project in the total amount of \$717,509.00 plus applicable taxes (includes base price and alternate prices 1,2,3 and 4) to Quorex Construction Services Ltd.

Tender for
Aden Bowman
Collegiate
Upgrades Phase 3

CARRIED (9)

Various Consultants Prequalification Tender: Trustee MacPherson moved that the board approve the following list of consultants for a three-year period, starting September 19, 2023 and ending September 19, 2026 plus an option to extend for up to two additional years. Environmental Consulting Services: Pinchin Ltd. and Bersch Consulting Ltd.

Various
Consultants
Prequalification
Tender

CARRIED (9)

Board Audit and Risk Committee Revised Membership: Trustee Banks moved that the board Audit and Risk Committee membership consist of trustees Banks, Brannen, Tait and MacPherson until the next inaugural board meeting of November 2024.

Board Audit
and Risk
Committee
Revised
Membership

CARRIED (9)

Board Subcommittee Minutes: Trustee Arneson moved that the board approve the minutes of the Board Governance Committee held September 26, 2023.

Board
Subcommittee
Minutes

CARRIED (9)

Reports of Committees and Trustees:

- Trustee Arneson reported on her attendance at Dr. John G. Egnatoff School's school community council meeting. She also attended the School Community Council Assembly meeting and an orientation meeting to the Pension Trustees Committee.
- Trustee Zwarych reported on her attendance at the School Community Council Assembly meeting, a meeting of the Roland Michener playground fundraising committee and a presentation to ITEP program students on the role of school boards.
- Chair Stranden reported on her attendance at Ernest Lindner School Community Council meeting as well the School Community Council Assembly meeting. She also attended Grade 9 open house events at Tommy Douglas, Marion M. Graham, and Evan Hardy collegiates.

UNAPPROVED

- Trustee MacPherson reported on her attendance at the School Community Council Assembly meeting, as well as École River Heights school community council meeting. She also reported on her involvement with Saskatoon Public Schools Foundation Cheer Crate project.
- Trustee MacPherson reported on her upcoming attendance at the Lawson Heights/Silverwood Heights schools joint band concert as well as community council meetings within Ward 5.
- Trustee Banks reported on her attendance at several SSBA meetings and events. She also attended school community council meetings at Fairhaven and wâhkôhtowin schools, Tommy Douglas Collegiate open house, Walter Murray Collegiate's basketball tournament as well as the School Community Council Assembly meeting.

New Business

2025-26 Major and Minor Capital Program Project Requests: Trustee Arneson moved that the board approve the following major and minor capital program project requests to be submitted to the Ministry of Education no later than February 29, 2024:

2025-26
Major and
Minor Capital
Program Project
Requests

Major capital requests:

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

Minor capital requests:

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

CARRIED (9)

Board Governance – Board Policies: Trustee Tait moved:

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

Board Governance
Board Policies

CARRIED (9)

Notice of Motion:

No Notices of Motion were brought forward.

Questions by Trustees:

No questions by trustees were brought forward.

Delegation:

No delegations.

Comments and Questions from the Public:

No comments or questions were submitted from the public.

UNAPPROVED

Adjournment:

Trustee Pidwerbeski moved that the board adjourn to the call of the chair or the board meeting of March 5, 2024.

CARRIED (9)

The meeting adjourned at 7:26 p.m.

Secretary of the School Division

Board Chair



MEETING DATE: MARCH 5, 2024

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT:
CHARACTER AND ENGAGEMENT

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

BACKGROUND

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

CURRENT STATUS

Attached is the accountability report for character and engagement which will be presented by Nicola Bishop-Yong and Paul Janzen, superintendents of education.

PREPARED BY	DATE	ATTACHMENTS
Brent Hills, Deputy Director of Education Charlene Scrimshaw, Deputy Director of Education Nicola Bishop-Yong, Superintendent of Education Paul Janzen, Superintendent of Education	February 27, 2024	Accountability Report

RECOMMENDATION

Proposed Board Motion:

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

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

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



Accountability Topic: Character and Engagement

Date of Board Meeting: March 5, 2024

Strategic Priorities:

<input type="checkbox"/> Academic Excellence	<input type="checkbox"/> Well-being
<input checked="" type="checkbox"/> Character	<input type="checkbox"/> Financial Stewardship
<input checked="" 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:

The key measures for K-12 include:

- Learning Skills/Work Habits from kindergarten to Grade 8 elementary report card
- OurSCHOOL measures related to engagement and character
- Attendance

Targets:

Data Increases (June 2023-June 2024):

- 1% increase in consistent growth in the areas of respect, responsibility and perseverance
- 1% increase in the frequency of grades 1-8 students showing perseverance and responsibility
- Increase students attending 80% of the time or more by 1%

- Increase OurSCHOOL Intellectual Engagement, Interested and Motivated measures for grades 7-12 by 1%

Key Initiatives Employed:

Saskatoon Public Schools endeavours to foster educational opportunities that motivate every student to achieve their full potential by promoting character development and providing engaging learning opportunities.

Beginning in kindergarten, and continuing until Grade 8, students work to develop their learning skills and work habits. There are seven *learning skills and work habits* included in kindergarten–Grade 8 report cards including responsibility, independent work, perseverance, self-regulation, collaboration, thinking skills and initiative. Learning skills and work habits aid students in effective learning, fostering independence and ownership of their education. In elementary schools learning skills and work habits, particularly, responsibility and perseverance, are evaluated and reported on within the front page of the elementary report card. Learning skills and work habits are evaluated separately from student achievement or course expectations and are not used in determining final grades. These skills are essential for success in collegiate, post-secondary and work settings, shaping them into critical thinkers and responsible global citizens. A guide to assessment, evaluation and reporting was developed and is available to support parents/caregivers in understanding more about learning skills and work habits and how they are clearly communicated within report cards.

Teachers consistently seek innovative methods for students to participate actively in their learning and demonstrate their knowledge. To support teachers in fostering quality instruction, opportunities for students' character development and student engagement, professional development and instructional learning supports in anti-racist and anti-oppressive pedagogy, effective assessment practices and engaging evidence-based instruction have been provided to teachers. Collegiate learning councils and learning coordinators have engaged in professional learning, *equity through assessment*, which seeks to help collegiate teachers identify, examine and adjust assessment practices that promote or mitigate barriers for student success. Elementary data teams and elementary teachers have continued professional learning on implementing engaging and evidence-based literacy assessment and instruction. In addition to centering equity within instructional professional learning, the anti-racist and anti-oppressive (ARAO) learning community continued to deepen ARAO learning across the division.

Teachers continue to utilize Edsby to enhance transparency in the learning process and amplify student voice through communication of student learning. Collaboration between teachers, students and parents/caregivers is facilitated through ongoing Edsby communication. Edsby posts on student learning and timely feedback fosters continuous improvement, motivation and self-directed learning. Professional learning and supports continue to focus on providing clear evidence of learning through effective use of class, gradebook and learning story Edsby features.

Citizenship education continues to be an important initiative to support character development within classrooms and schools. Citizenship education supports the integration of the *Concentus* resources into existing grade-level social studies instruction to ensure students develop the essential citizenship skills and competencies of being enlightened, empathetic, ethical, empowered

and engaged. Guides and professional learning supports have been developed to aid teachers in selecting quality cross-curricular learning materials.

Cultural programming for staff and students continues in Saskatoon Public Schools with initiatives such as seasonal sweat lodges, Indigenous Dance Ensemble and Kishkaytaytaahk. Kishkaytaytaahk received a 2023 Living Heritage Award from Heritage Saskatchewan for their efforts in Métis/Michif cultural revitalization and curriculum development. In addition, cultural instructional programs such as Following Their Voices (FTV), continues to strengthen student engagement, character and achievement in three schools including Mount Royal, Bedford Road and King George. The FTV program invites teachers to reimagine aspects of their classroom and teaching, specifically focusing on Indigenous student engagement and achievement. This job-embedded professional learning model is built on collaboration and pursuits of collective efficacy. FTV seeks to support students to feel:

- *known* through responsive caring interactions and seeking to authentically embed culture in teaching and learning,
- *valued* by inviting student voice into how school environments are created together, and
- *believed in* through high expectations and the application of discursive strategies that support accelerated success.

FTV directly influences student engagement in how it approaches teaching and learning to meet students where they are and meet them as who they are. This includes students feeling a strong sense of shared power in the classroom, through how their teacher shows up with humility and seeks to build family-like relationships. In this space, the students' unique experiences, prior knowledge and talents are integral to the learning journey.

Saskatoon Public Schools boasts the widest range of innovative and diverse unique programming in Saskatchewan. In 2023-2024, 27 unique elementary and secondary programs were offered to students in the areas of academics, experiential learning, athletics and language and culture. The unique program offerings within Saskatoon Public Schools ensures students are engaged in their learning in multiple ways such as flex programming, nature-based early learning, Indigenous language programs, experiential and environmental opportunities, and more. The division continues to explore innovative opportunities to engage students in unique learning.

Another way schools provide engaging opportunities is through extracurricular activities such as sports, music and clubs. These activities allow students to explore their interests and passions outside of the classroom and further develop responsibility, perseverance and respect.

Data:

Learning Skills and Work Habits

In kindergarten to Grade 8, teachers assess student's *Learning Skills and Work Habits* including *responsibility* and *perseverance*. The frequency ratings are included in the January and June kindergarten to Grade 8 report cards. The development of learning skills and work habits are reported using the following frequency scale:

A indicates that the student exhibits the habit almost always.

O indicates that the student exhibits the habit often.

S indicates that the student exhibits the habit sometimes.

R indicates that the student exhibits the habit rarely.

IE indicates that there is insufficient evidence to allow for a rating.

NA indicates that this habit is not yet applicable.

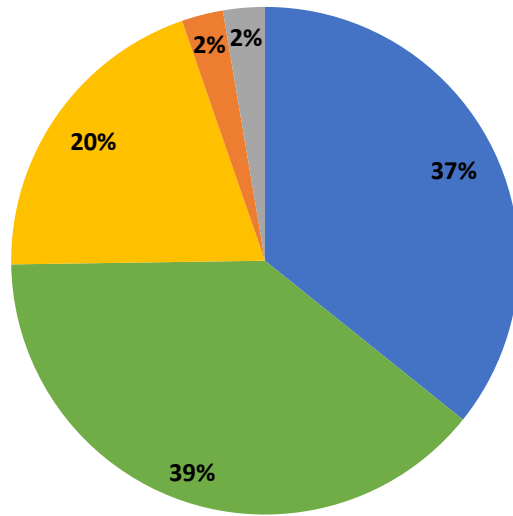
If students are reported to be *often* and or *almost always* displaying the learning skills and work habits, they are deemed to be developing appropriately. Students who are *sometimes* or *rarely* displaying learning skills and work habits may benefit from additional supports to foster appropriate developmental growth.

The following graphs show the percentage of kindergarten to Grade 8 students who demonstrated the learning skills and work habits of *responsibility* and *perseverance* as reported in the January 2024 report cards. 76% of students in kindergarten to Grade 8 displayed age-appropriate levels of *responsibility*, while only 22% of students were deemed to have not developed requisite levels of responsibility by mid-way through the year. The percentage of students who were deemed to be *sometimes* showing the learning skills of *responsibility* has remained steady since 2023. 74% of students displayed age-appropriate levels of *perseverance*, while only 25% of students were deemed to have not developed requisite levels of *perseverance* by mid-way through the year. A reassuring trend in the data set is the percentage of students who were deemed to be *almost always* showing the learning skills of *responsibility* and *perseverance* has increased by 1% since 2023.

In both of the cumulative ratings for responsibility and perseverance, a small percentage of students did not receive a frequency rating and as such are represented as “other” in the data set. This was due to either insufficient evidence for the teacher to provide a professional judgement or that the habit was not yet applicable for the students. The “other” rating decreased by 1% in both responsibility and perseverance from 2023 to 2024.

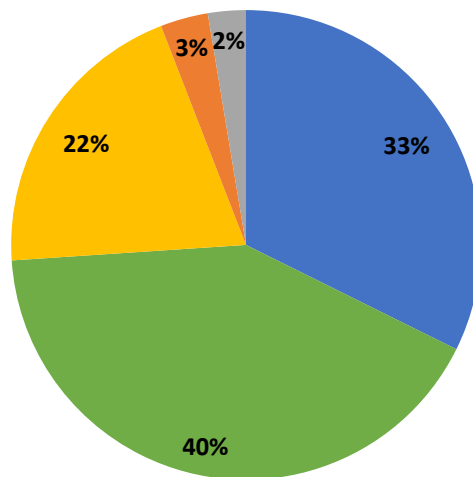
As the rating of students deemed to be developing *responsibility* appropriately, students rated as *often* and or *almost always*, increased by 1% from 2023 to 2024 the target for growth was met. As the rating of students deemed to be developing *perseverance* appropriately, students rated as *often* and or *almost always*, remained steady between 2023 to 2024 the target for growth was not met.

**Percentage of K-Grade 8 Students who Demonstrated
Responsibility on January 2024 Report Card**



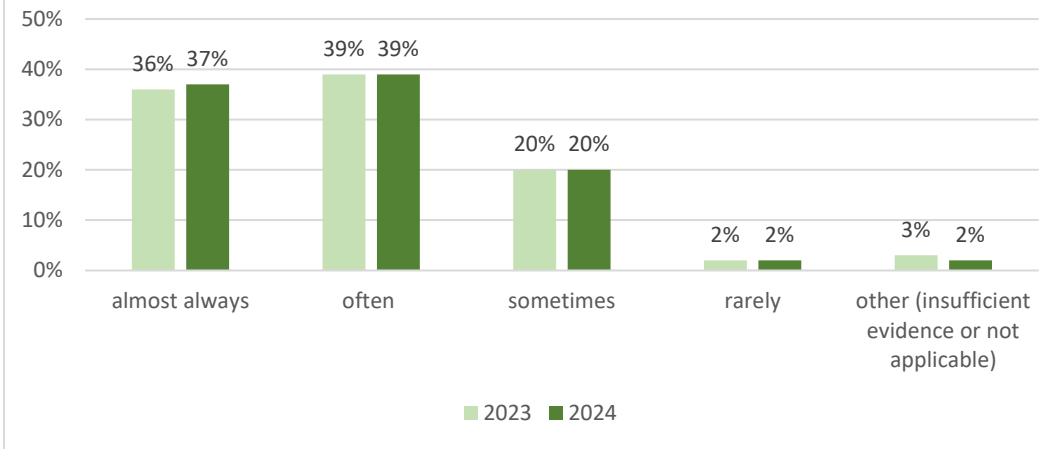
■ almost always ■ often ■ sometimes ■ rarely ■ other (insufficient evidence or not applicable)

**Percentage of K-Grade 8 Students who Demonstrated
Perseverance on January 2024 Report Card**

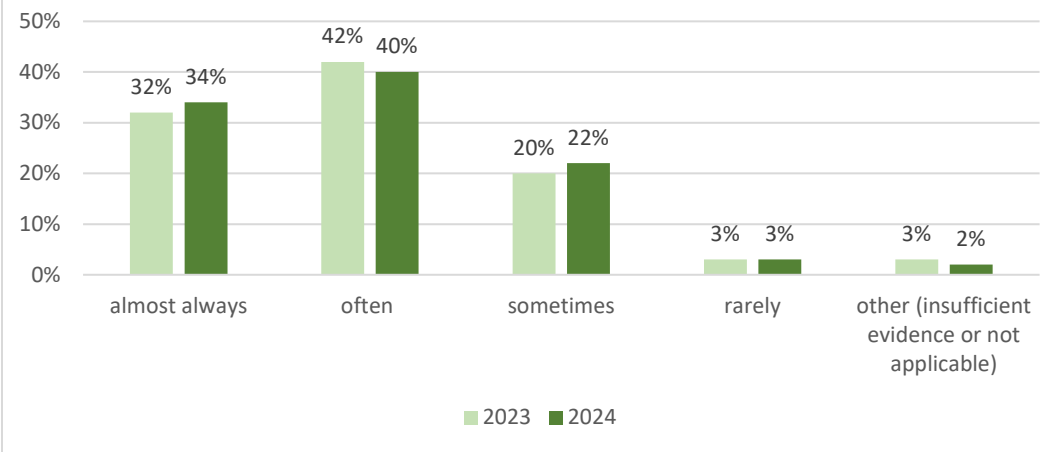


■ almost always ■ often ■ sometimes ■ rarely ■ other (insufficient evidence or not applicable)

Comparison of the Percentage of K-Grade 8 Students who Demonstrated Responsibility on January 2023 & 2024 Report Cards



Comparison of the Percentage of K-Grade 8 Students who Demonstrated Perseverance on January 2023 & 2024 Report Cards



OurSCHOOL measures related to engagement and character:

The OurSCHOOL survey is a key component of the school division's Strategic Measurement Plan, providing valuable measures for our assessment efforts. Traditionally administered in late fall, this year's survey faced delays due to ongoing negotiations between the Ministry of Education and the Learning Bar to establish a new contract with the province.

Given that the survey has not been administered to date this year, this report will not include data on the measures of respect, responsibility, and perseverance. Similarly, information related to intellectual

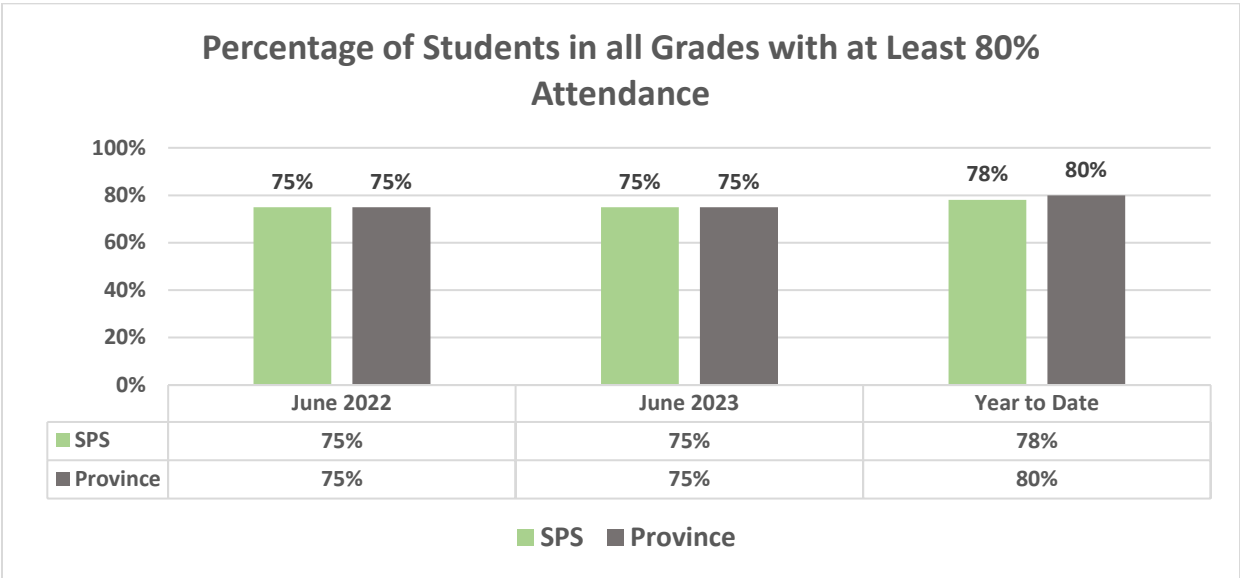
engagement and interest and motivation will also be unavailable, as these measures are part of the OurSCHOOL survey.

Attendance:

The Ministry of Education has resumed providing monthly attendance data to school divisions. Saskatoon Public Schools receives a division report, while each individual school is also provided with an attendance dashboard. This dashboard offers various metrics pertaining to the specific school, including comparisons to its own attendance data from the previous year, as well as comparisons to division and provincial averages.

According to the graph below, the year-end data for the period from June 2022 to June 2023 remained steady at 75% for both Saskatoon Public Schools and the province. As of December 2023 (year-to-date), the division's attendance rate has increased to 78%, while the province's rate stands at 80%.

As a result, the target of a 1% increase in the strategic measurement plan was not met.



Future Initiatives:

Schools will continue to seek innovative ways to captivate students and deliver engaging and enriching education experiences. The effectiveness of earlier initiatives will be assessed to gauge their influence on fostering character and engagement in our schools. Additionally, new strategies will be investigated to further refine teaching and assessment practices, fostering student engagement and achievement.

Professional development will remain centered on ensuring quality evidence of learning and clear communication with students, parents and caregivers. Our continued learning of Edsby will play a pivotal role in supporting these objectives.

Risk Assessment:

Sustaining positive outcomes in student engagement and character is essential for present and future initiatives. Research has consistently linked character and engagement to academic success, underscoring their profound impact. Saskatoon Public Schools will continue to set high expectations for achieving measure of character and engagement.

Summary Comments:

Saskatoon Public Schools continues to foster student engagement and character development, recognizing their pivotal role in academic success. Through a commitment to high standards and ongoing initiatives, the division continues to enhance these crucial aspects, ensuring a supporting and enriching learning environment for all students.