



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

**TUESDAY, FEBRUARY 14, 2023
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. Prekindergarten Parent Engagement and Edsby

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 – January 17, 2023

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 January 17, 2023.

6. Reports from Administrative Staff

6.1. Strategic Plan Accountability Report: Early Learning

Proposed Board Motion: That the board approve the Strategic Plan Accountability Report: Early Learning, to be included as part of the director of education's 2022-2023 evaluation.

6.2. Strategic Plan Accountability Report: Partnerships

Proposed Board Motion: That the board approve the Strategic Plan Accountability Report: Partnerships, to be included as part of the director of education's 2022-2023 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

11.1. Approval of Top Major and Minor Capital Renewal Funding Requests

Proposed Board Motion: That administration submit the following major and minor capital renewal program funding requests to the Ministry of Education by March 8, 2023:

Top Five Major Capital Project Requests:

1. New east side collegiate
2. New Brighton elementary school
3. New Aspen Ridge elementary school
4. New second Brighton or Holmwood elementary school
5. Infrastructure upgrading and infill project at Walter Murray Collegiate

Top Three Minor Capital Project Requests:

1. Centennial Collegiate upgrades for enrolment growth
 2. Cultural room upgrading project at wâhkôhtowin School
 3. Infrastructure upgrading project at Queen Elizabeth School
-

11.2. Trustee Absence Request

Proposed Board Motion: That the board authorize the absence of Trustee Kathleen Brannen from three or more consecutive meetings of the Board of Education.

11.3. Pension Trustee Committee – Temporary Voting Member

Proposed Board Motion: That Trustee Stranden be appointed to the Board of Pension Trustees Committee as a voting member, until the return of Trustee Brannen.

11.4. Saskatchewan School Boards Association's Annual Membership Fees

Proposed Board Motion: That the board authorize payment of 2023 Saskatchewan School Boards Association membership fees of \$154,440.00 plus GST, for a total amount of \$162,162.00.

11.5. Amendment to the 2022-2023 Board Meeting Dates

Proposed Board Motion: That the board amend its motion of March 15, 2022 to read: That the board approve the board meeting dates for the 2022-2023 school year.

August 30	Regular Meeting (if needed)	February 14	Regular Meeting
September 20	Regular Meeting	March 7	Regular Meeting
October 11	Regular Meeting	April 18	Regular Meeting
November 8	Inaugural Meeting (12:00 noon)	May 9	Regular Meeting
November 22	Regular Meeting	June 6	Regular Meeting
December 13	Regular Meeting	June 20	Regular Meeting
January 17	Regular Meeting		

11.6. 2023-2024 Academic Calendar

Proposed Board Motion: That the board adopt the proposed 2023-2024 school year calendar.

12. Comments/Concerns/Questions from the Public

(Maximum 5 minutes per speaker; 20 minutes total; must be related to a specific agenda item)

13. Notices of Motion

14. Questions by Trustees

14.1. Response to Trustee Request for an Update on the International Student Program

15. Adjournment

Proposed Board Motion: That the board adjourn to the call of the chair or the meeting of Tuesday, March 7, 2023.



MEETING DATE: FEBRUARY 14, 2022

TOPIC: CELEBRATING EXCELLENCE:
PREKINDERGARTEN PARENT ENGAGEMENT AND EDSBY

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

BACKGROUND

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

CURRENT STATUS

The commitment of building strong partnerships with parents is a focus in Saskatoon Public Schools. A strong connection between home and school is often an indicator of student success at school. Rachel Freimanis, prekindergarten teacher at École Forest Grove School, will share how she has documented students' learning and engaged parents through Edsby. Joining her will be a parent who will highlight the impact that classroom use of Edsby has had on informing their family about their child's learning and how to provide support at home.

PREPARED BY	DATE	ATTACHMENTS
Charlene Scrimshaw, Deputy Director of Education Trish Reeve, Superintendent of Education	February 7, 2023	None



MEETING DATE: FEBRUARY 14, 2023

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 the January 17, 2023 committee of the whole and regular board meetings.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	January 26, 2023	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 January 17, 2023.

UNAPPROVED

MINUTES OF A MEETING:

of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, January 17, 2023 at 3:30 p.m.

January 17, 2023

MEMBERS PRESENT:

Trustees Angela Arneson, Donna Banks, Charmaine Bellamy, Colleen MacPherson, Michael Pidwerbeski, Kim Stranden, Ross Tait, Suzanne Zwarych

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

CARRIED (8)

The meeting adjourned at 5:30 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, January 17, 2023 at 6:30 p.m. January 17, 2023

MEMBERS PRESENT: Trustees Colleen MacPherson (Chair), Angela Arneson, Donna Banks, Charmaine Bellamy, Vernon Linklater, Michael Pidwerbeski, Kim Stranden, Ross Tait, Suzanne Zwarych

Chair MacPherson, 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 – Award of Excellence: Chair MacPherson, on behalf of the board and the Award of Excellence Selection Committee, announced the recipient of the Saskatoon Board of Education's Award of Excellence. Lauren Wright, a graduate of Tommy Douglas Collegiate, was recognized for her excellence in academics, character, engagement and well-being and was awarded \$5,000. Colleen MacPherson, board chair, David Fisher, principal of Tommy Douglas Collegiate and Michael Prebble, teacher at Tommy Douglas Collegiate, all spoke to Lauren's character and achievements.

Celebrating Excellence-Award of Excellence

Celebrating Excellence – 2021-2022 Proficiency Award Winners: Deputy Director Hills highlighted the Proficiency Award winners at Saskatoon Public Schools for 2021-2022. Each year, proficiency awards are presented to students with the highest average in grades 9, 10, 11 and 12.

Celebrating Excellence-

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

Consent Items

CARRIED (9)

Approval of Minutes - December 13, 2022 Trustee Tait moved that the board approve the minutes of the committee of the whole and regular board meetings held December 13, 2022.

Approval of Minutes

CARRIED (9)

Reports from Administrative Staff:

Ventilation Improvements at Various Schools: Trustee Zwarych moved that the board receive the summary of ventilation improvements at various schools for information.

Ventilation Improvements at Various Schools

CARRIED (9)

Financial Results – Quarter 1 (September 1, 2022 to November 30, 2022): Trustee Banks moved that the board receive the financial results for the period September 1, 2022 to November 30, 2022 for information.

Financial Results – Quarter 1 (September 1, 2022 to November 30, 2022)

CARRIED (9)

UNAPPROVED

Strategic Plan Accountability Report: Finance: Trustee Pidwerbeski moved that the board approve the Strategic Plan Accountability Report: Finance, to be included as part of the director of education's 2022-2023 evaluation.

Strategic Plan
Accountability
Report: Finance

CARRIED (9)

Strategic Plan Accountability Report: Human Resources: Trustee Bellamy moved that the board approve the Strategic Plan Accountability Report: Human Resources, to be included as part of the director of education's 2022-2023 evaluation.

Strategic Plan
Accountability
Report: Human
Resources

CARRIED (9)

Unfinished Business:

Correspondence – Committee of the Whole: Trustee Linklater moved that the board receive the correspondence from the committee of the whole.

Correspondence-
Committee of
the Whole

CARRIED (9)

Reports of Committees and Trustees:

- Trustee Arneson reported on her attendance at Centennial Collegiate's School Community Council meeting and remarked at the initiatives the school has undertaken to support the community.
- Trustee Pidwerbeski reported on his attendance at North Park Wilson School Community Council meeting.
- Trustee Banks reported on her attendance at Vincent Massey School's care and share holiday luncheon and Dr. John G. Egnatoff School's holiday celebration in December. She also reported on attending school community council meetings at wáhkóhtowin and Tommy Douglas Collegiate as well as meetings of the SSBA executive and the BRIT basketball tournament hosted by Bedford Road Collegiate.
- Trustee Stranden reported on her attendance at École Dundonald School's holiday celebration in December. She also visited Royal West campus and Caroline Robins School.
- Board Chair MacPherson reported on her attendance at ward 5 band concerts and high school musical productions in December. She also reported her attendance at school community council meetings at ward 5 schools as well as her attendance at the joint governance meeting with Whitecap Dakota First Nation on January 16, 2023.

New Business

No new business items were brought forward.

Comments/Concerns/Questions from the Public:

No comments, concerns or questions were brought forward.

UNAPPROVED

Notice of Motion:

No Notices of Motion were brought forward.

Questions by Trustees:

- 1) Chair MacPherson asked administration to bring an update to the Board on the international student program at Saskatoon Public Schools.
- 2) Trustee Arneson asked administration for an update on the provincial online learning plan. Director Skjerven provided a verbal update and indicated administration expected more information in February 2023.

Adjournment:

Trustee Stranden moved that the board adjourn to the call of the chair or the board meeting of Tuesday, February 14, 2023.

CARRIED (9)

The meeting adjourned at 7:53 p.m.

Secretary of the School Division

Board Chair



MEETING DATE: FEBRUARY 14, 2023

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT: EARLY LEARNING

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

The attached accountability report includes a brief commentary on key measures, primary targets, information regarding current and future initiatives, as well as risk factors in early learning.

Superintendent of Education Trish Reeve will be in attendance to present the report.

PREPARED BY	DATE	ATTACHMENTS
Charlene Scrimshaw, Deputy Director of Education Trish Reeve, Superintendent of Education	February 7, 2023	Accountability Report

RECOMMENDATION

Proposed Board Motion:

That the board approve the Strategic Plan Accountability Report: Early Learning, to be included as part of the director of education’s 2022-2023 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: Early Learning

Date of Board Meeting: February 14, 2023

Strategic Priorities:

<input checked="" type="checkbox"/> Academic Excellence	<input 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:

Prekindergarten:

- Early Years Evaluation-Direct Assessment (EYE-DA) – direct assessment of four-year-olds in the following domains: awareness of self and environment, cognitive skills, language and communication, and physical development
- Social-Emotional Rubric – teacher observational assessment of three-and four-years olds in the following domains: self-awareness; self-worth; sense of belonging; separating from family; identifying and regulating emotions; interacting with others; perspective taking and empathy; and resolving conflicts
- Student attendance

Kindergarten:

- Early Years Evaluation-Teacher Assessment (EYE-TA) - teacher observational assessment of five- and six-year-olds in the following domains: awareness of self and environment, social skills and approaches to learning, cognitive skills, language and communication, and physical development

- Social-Emotional Rubric – teacher observational assessment of five-and six-years olds in the following domains: sense of self; self-care; interpersonal skills; value, respect, and care of others; resolving conflicts; and contributing to a democratic environment
- Alphabet knowledge
- Student attendance

Saskatoon Public Schools Foundation (SPSF) measures:

- Early Years Evaluation-Direct Assessment (EYE-DA)
- Early Years Evaluation-Teacher Assessment (EYE-TA)
- Social-Emotional Rubric
- Alphabet knowledge
- Student attendance

Additional measures at the school level to assess kindergarten student’s readiness to learn:

- Phonological Awareness Quick Screener (PAQS)
- Math screener
- Teacher-developed assessment tools

Targets:

- 2% increase in students exiting kindergarten “ready to learn” in Grade 1

Key Initiatives Employed:

Comprehensive Literacy Plan

In the 2020-2021 school year, Saskatoon Public Schools implemented the *Comprehensive Literacy Plan*. This multi-year plan focuses on improving literacy outcomes by strengthening oral language, reading and writing instructional practice. The plan supports teachers in enacting instruction focusing on scaffolded language development, explicit instruction of foundation reading skills and writing activities to build automaticity. The plan is centered around four essential elements: strengthening collaborative instructional leadership, developing professional educators, enacting effective evidence-based instruction and intervention, and using assessment to guide decision-making.

In 2021-2022, the comprehensive literacy plan included the following actions:

- **Evidence-based instructional guides** for prekindergarten to grade 3 were developed. Guides provide instructional targets for evidence-based literacy practice, help inform planning for school improvement and suggest ways to build teacher capacity.
- **School-based data teams** were re-activated (paused due to the pandemic) through centrally supported professional learning. Data teams comprised of school-based administrators, resource room teachers and literacy lead teachers. The Staff Development team led three ½ days of professional learning for school-based data teams.

- “**Literacy leads**” were teachers in prekindergarten to grade 3 were identified in each school. Literacy leads attended professional learning and supported school-based data teams.

Early Learning Professional Development

The Early Learning team provided several professional development sessions for prekindergarten teachers, kindergarten teachers and school-based administrators. Topics included:

- Early Years Evaluation training
- Predictable classrooms
- Fine motor, gross motor, and self-regulation strategies
- Oral language development
- Phonological awareness
- Alphabet knowledge
- Writing strategies
- Assessment
- Full-day programming
- Responsive scheduling

Saskatoon Public Schools has created several options for teachers when seeking professional development opportunities. School disruptions during the pandemic allowed the staff development department some additional time to create professional learning modules responsive to the teacher learning needs. A catalogue of courses on Canvas, an online professional development platform, is available to kindergarten teachers on specific topics. These include:

- New to Early Years Evaluation (EYE)
- Responding to the EYE Results
- Building an Evidence-Based Literacy Block
- Embedded Literacy
- Foundational Reading Skills
- The Science of Reading
- Number Sense
- Phonological Awareness Resources
- Supporting Students in Writing K-2
- Assessment

Saskatoon Public Schools Foundation (SPSF)

Saskatoon Public Schools works with the Saskatoon Public Schools Foundation to support the Early Learning Equal Start target of 80% of students “ready for learning” in grade 1. A key initiative in the Early Learning Equal Start campaign is full-day programming for children aged four to six. This initiative supports full-day prekindergarten in thirteen schools and full-day kindergarten in fourteen schools. In addition to increasing the teaching staff allotment, the SPSF has funded one educational assistant per class, three speech-language pathologists, contracted occupational therapists and an early learning consultant to support these programs.

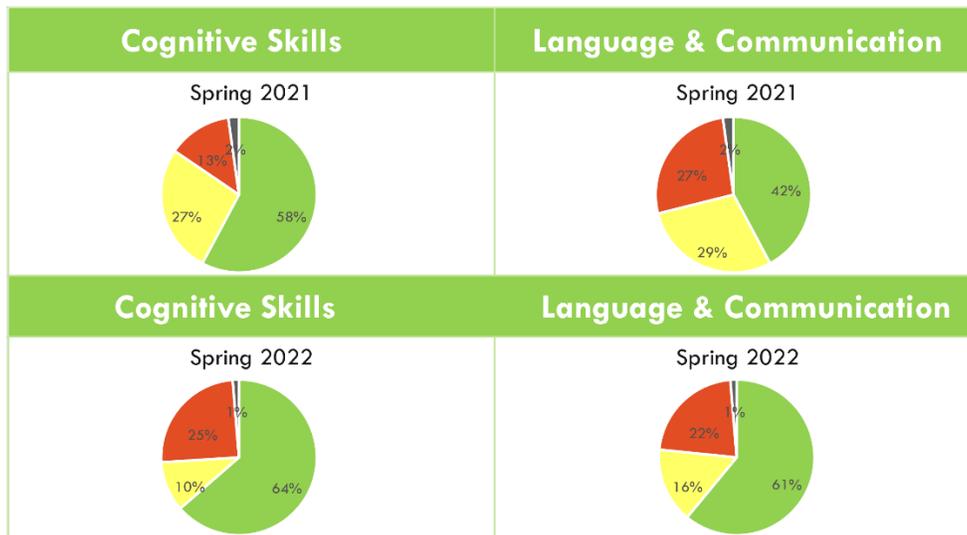
Prekindergarten Readiness to Learn

- Baseline data will be collected in 2022-2023 for all prekindergarten “readiness to learn” measures

Data:

Early Years Evaluation Teacher Assessment/Direct Assessment (EYE TA/DA):

Prekindergarten EYE-DA Exit Data (2021 & 2022)

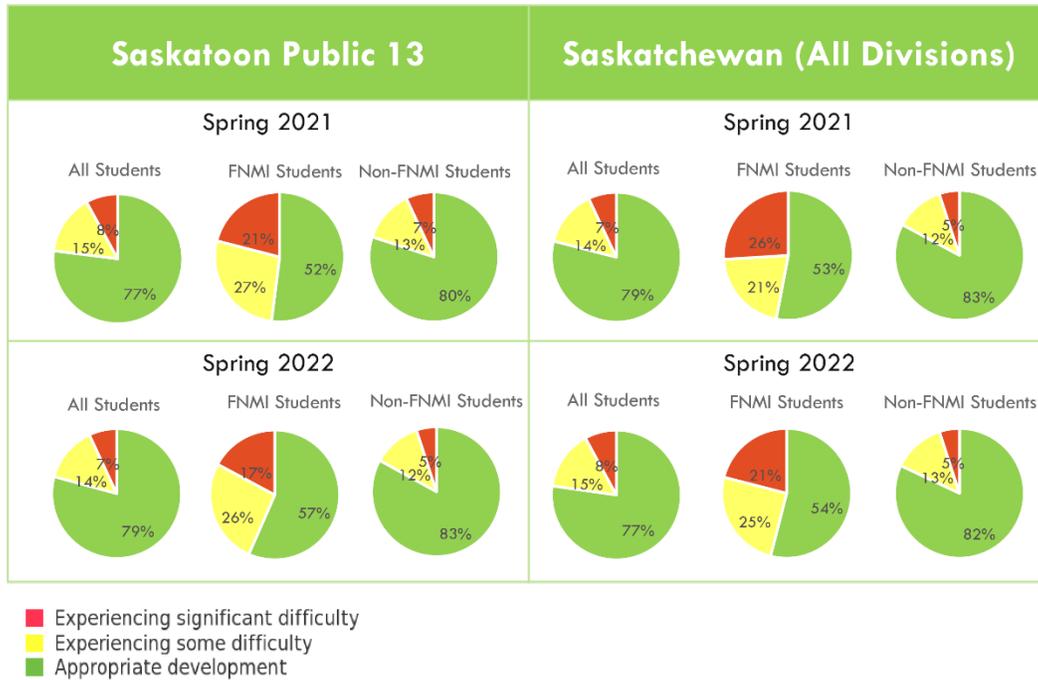


Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'
- Percentage of children whose 'Assessment was not completed'

The Early Years Evaluation-Direct Assessment (EYE-DA) is a readiness-screening tool that provides information about each four-year-old’s development and learning, focusing on reading readiness skills. The EYE-DA measures five domains: awareness of self and environment, cognitive skills, language and communication, fine motor, and gross motor. The two domains most heavily weighted and included above are cognitive skills and language and communication. The charts display the percentage of students assessed at prekindergarten exit in 2021 and 2022 for the school division.

Kindergarten EYE-TA Exit Data (2021& 2022)



The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness-screening tool that provides information about each child’s development and learning, focusing on reading readiness skills. The kindergarten EYE is a statistically significant leading indicator of a student’s likelihood of reading at grade level in Grade 3. The charts display the percentage of students (all, non-FNMI and FNMI) assessed at kindergarten exit in 2021 and 2022 for the school division and the province.

Social Emotional Rubric (SER):

Prekindergarten ELES Social Emotional Rubric 2021-2022



*Percentage assessed at a benchmark for readiness

- Experiencing significant difficulty
■ Experiencing some difficulty
■ Appropriate development

Kindergarten ELES Social Emotional Rubric 2021-2022

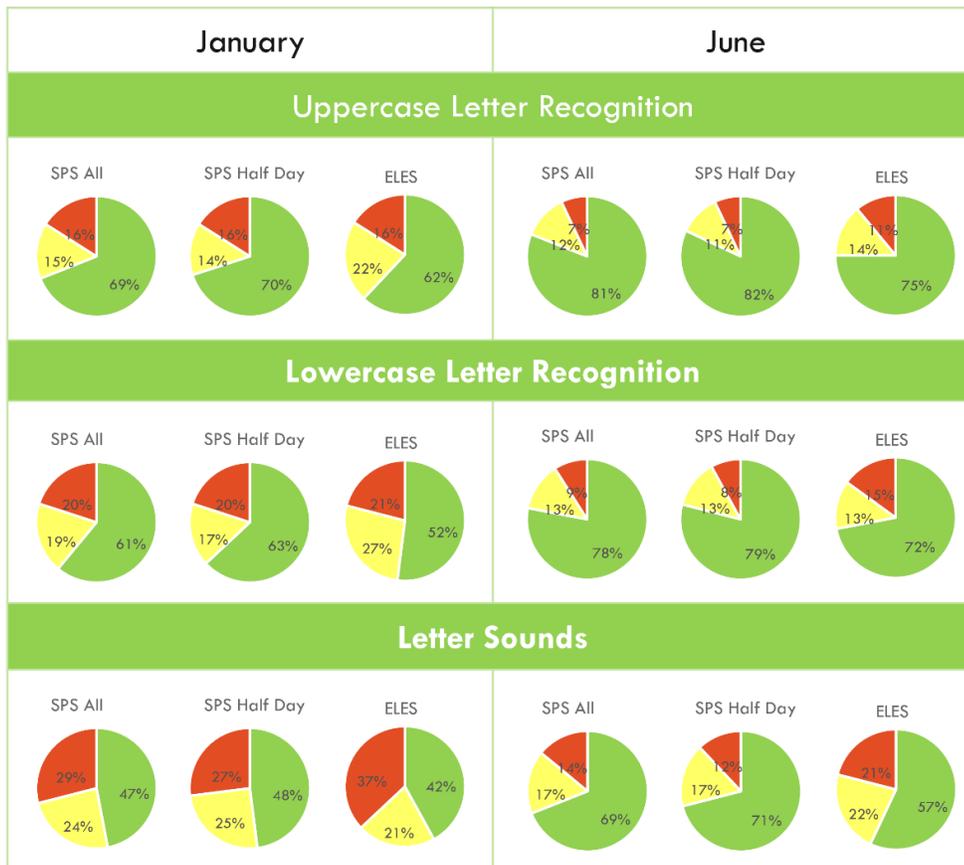


*Percentage assessed at a benchmark for readiness

- Experiencing significant difficulty
- Experiencing some difficulty
- Appropriate development

Alphabet Recognition:

Kindergarten Alphabet 2021-2022



*Knowledge of 20-26 letters/sounds

Attendance:

Prekindergarten Attendance 2021-2022



*Yearly Average

Kindergarten ELES Attendance 2021-2022



*Yearly Average

The above pie charts compare attendance rates in prekindergarten and kindergarten for schools that have a full-day, everyday program. This data is compared to the half-day programs in these same schools.

Future Initiatives:

- Implement the final action outlined in the kindergarten audit (Monitoring Success in Readyng Students for Learning in the Primary Grades when Exiting Kindergarten) recommendations
 - #5.) Routinely analyze kindergarten assessment data to identify trends and common areas of struggle across all schools in the Division
 - Kindergarten teachers will meet throughout the year to collaborate and plan responsive instructional experiences based on the EYE domains they have prioritized from the results
 - Student Services consultants (speech-language pathologists, psychologists, counsellors, and special education consultants) will review EYE results with the school-based team to identify and provide whole-class and small-group intervention recommendations
 - The Early Learning team will share EYE data and trends with the board (annually) and Saskatoon Public Schools Foundation (bi-annually)

- Support the comprehensive prekindergarten to grade 8 literacy plan by strengthening early literacy instruction and assessment practice in oral language, reading and writing through purposeful professional learning for teachers and leaders on effective literacy blocks
- Offer professional development to leaders to support their understanding of high-quality early learning environments, effective early learning instructional practices and developmentally appropriate assessments
- Offer in-person and online professional development to early learning educators to support consistent early learning practices and provide opportunities to collaborate
- Enhance the use of Edsby to provide clear communication and quality evidence of learning, including the consistent use of videos, photos and learning story
- Embed speech-language support and occupational therapy support to the ELES programs and provide the support of an early learning consultant

Risk Assessment:

- Low attendance rates in prekindergarten and kindergarten programs create a risk for future academic and social development.
- The inability to access full-day programming may also create an unanticipated risk for children. Full-time programs have limited spaces, and families/caregivers who want their children to access full-day programming may be required to register for a half-day program.
- Indigenous student success has improved from 2021 to 2022 and has passed the provincial 2022 data. However, the data does identify a disparity between our Indigenous and Non-Indigenous students.

Summary Comments:

Equitable access to early learning opportunities for children three to six years of age continues to be the focus of Saskatoon Public Schools. In 2022-2023 the utilization rate for prekindergarten programs in Saskatoon Public Schools is 93%.

Early learning programs in Saskatoon Public Schools are holistic, responsive, and developmentally appropriate. They focus on the healthy development of the whole child – social-emotional, physical, intellectual, and spiritual. Saskatoon Public Schools is committed to increasing enrolment in prekindergarten and kindergarten programs, supporting early learning educators' assessment and instructional practice and developing leaders' ability to guide early learning programming. Saskatoon Public Schools strongly focuses on early learning to ensure our youngest students have the best possible start in education.



MEETING DATE: FEBRUARY 14, 2023

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT: PARTNERSHIPS

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

The accountability report on partnerships is presented as a summary document that highlights the numerous community connections that enhance student academic excellence, character, engagement and well-being. Brent Hills, Deputy Director of Education will present the summary partnership document.

PREPARED BY	DATE	ATTACHMENTS
Brent Hills, Deputy Director of Education Charlene Scrimshaw, Deputy Director of Education	February 7, 2023	Accountability Report

RECOMMENDATION

Proposed Board Motion:

That the board approve the Strategic Plan Accountability Report: Partnerships, to be included as part of the director of education's 2022-2023 evaluation.



SASKATOON PUBLIC SCHOOLS
PARTNERS
2022-23



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THE VALUE OF PARTNERSHIP

*Coming together is a beginning, staying together
is progress and working together is success.*

~HENRY FORD

At Saskatoon Public Schools, our vision is that every student is known, valued and believed in. To achieve our vision, we commit to being an integral part of our community in building partnerships that allow division staff to best serve our students families and communities.

This partnership document highlights the numerous organizations and businesses that support our students' academic, physical, emotional and spiritual growth. Through the generosity of our partners, we are able to broaden the capacity of public education and provide experiences, resources and services that enhance student engagement, character development, health and well-being.

We extend a heartfelt thank you to our valued partners for their commitment to the students and staff of Saskatoon Public Schools. For those who are inspired to partner with Saskatoon Public Schools, please contact us at spsdinfo@spsd.sk.ca to connect.

ABORIGINAL YOUTH ENTREPRENEURSHIP PROGRAM (AYEP)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and Martin Family Initiative

DATE FORMED/CREATED:

September 2008

PARTNERSHIP GOAL:

Martin Family Initiative entrepreneurship programs support Indigenous student success in high school, the workplace, post-secondary studies and in daily life. Martin Family Initiative introduces young people and adults to the world of business through mentorship opportunities and resources that reflect their diverse lived experiences. Beyond the business skills gained in Martin Family Initiative's entrepreneurship courses, students gain a strong sense of self-confidence and motivation to share their unique perspectives with the world.

INITIATIVES AND POTENTIAL IMPACT:

Aboriginal Youth Entrepreneurship Program programming is currently offered at Nutana and Mount Royal collegiates. Through Martin Family Initiative business mentorship, Saskatoon Public Schools students learn entrepreneurial skills and business functions, receive the support and guidance of a successful professional committed to their development, experience greater self-esteem and motivation to succeed, are encouraged to stay in school and graduate, improve their knowledge of job-related skills (e.g. teamwork and communication) and have an enhanced appreciation of education and career opportunities open to them and how they can succeed.

MEETING FREQUENCY AND RENEWAL/END DATE:

Renewed annually

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



Martin Family Initiative
Initiative de la Famille Martin

ANTI-RACIST ANTI-OPPRESSIVE EDUCATION COMMITTEE (ARAO)

ORGANIZATIONS INVOLVED:

University of Saskatchewan and Saskatoon Public Schools

DATE FORMED/CREATED:

2014

PARTNERSHIP GOAL:

The Anti-racist Anti-oppressive Education Committee's goal is to walk together on the path toward reconciliation. Learning experiences will reinforce our beliefs that modeling and sharing the journey into anti-oppressive research/pedagogy gives us the courage to enter the conversation, be vulnerable, and grow. This committee will provide administrators with practical ways to honour diverse stories past, present and future while seeking ways for our organization to overcome systemic barriers to student growth and achievement. It is through these conversations and resultant actions that we hope to change the learning experience for First Nations, Inuit and Métis learners in Saskatoon Public Schools.

INITIATIVES AND POTENTIAL IMPACT:

The 2019-26 Saskatoon Public Schools strategic plan has equity as a foundational piece of our commitment. There has been a profound impact as a result of the equity work Dr. St. Denis has led by walking alongside Saskatoon Public Schools. We look forward to continuing this work with the support of Dr. Carmen Gillies in 2023.

MEETING FREQUENCY AND RENEWAL/END DATE:

The Anti-racist Anti-oppressive facilitation team meets to plan three committee meetings per year and then facilitates the meeting(s), which typically include a presentation from our University of Saskatchewan partner(s).

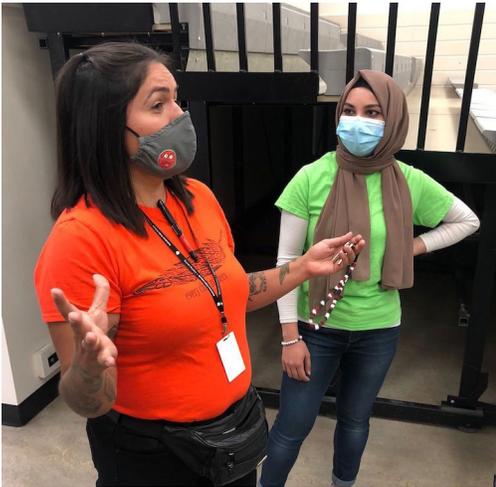
ADMINISTRATIVE COUNCIL PORTFOLIO:

Charlene Scrimshaw, Deputy Director of Education



BUILDING INTERCULTURAL RESILIENCE MENTORSHIP (BIRM)

STRENGTHENING PATHWAYS
TO SELF-DETERMINATION



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and University of Saskatchewan

DATE FORMED/CREATED:

March 2021

PARTNERSHIP GOAL:

Building Intercultural Resilience through Mentorship puts into practice the saying, “It takes a village to raise a child”. The goal is to inspire and motivate Indigenous students to consider post-secondary education – to have them dream of the possibilities and build confidence in, and develop, their leadership and intellectual/academic abilities; and, to create clear pathways to post-secondary education by further identifying and eliminating entry, process and systemic barriers. Further inspiration will come from the gaining of high school and university credit and formal recognition for both the mentor and mentee. It is important for Indigenous students to ‘see’ themselves in their future to see beyond current challenges.

Building Intercultural Resilience through Mentorship is a collaborative interdisciplinary approach to supporting Indigenous secondary students that is parallel to Indigenous kinship systems and practices. This initiative is dependent on the engagement of post-secondary students, researchers, faculty, staff, external experts, local First Nations and Métis community Elders, Traditional Knowledge Keepers, language teachers, Saskatoon Public Schools’ teachers and leadership to ‘wholistically’ support Indigenous secondary students.

INITIATIVES AND POTENTIAL IMPACT:

Building Intercultural Resilience through Mentorship is a program designed to increase the enrolment, retention and graduation rates in Saskatoon Public Schools and the University of Saskatchewan.

Mentors meet with high school students weekly to support academic achievement, cultural and social connections to demystify post-secondary education.

Two Saskatoon Public Schools’ employees are seconded to BIRM to recruit University of Saskatchewan mentor volunteers and high school students from Bedford Road, Mount Royal and Tommy Douglas collegiates.

MEETING FREQUENCY AND RENEWAL/END DATE:

Partnership meetings four times/year

Renewal date—June 30, 2023

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



CARE & SHARE SASKATOON

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Care & Share, Greater Saskatoon Catholic Schools

DATE FORMED/CREATED:

1997

PARTNERSHIP GOAL:

To connect Saskatoon's businesses, schools and the community to give less fortunate children the same opportunities, education, dignity, hope and role models that every child deserves.

INITIATIVES AND POTENTIAL IMPACT:

Care & Share partners with various organizations in Saskatoon to facilitate programs and services that are made available to community schools. All programs and goods and services are provided to schools at no cost. Programs include Holiday Lunch program, Kids Indoor Co-ed Soccer, Dignity Fund, School Supplies program, Learn to Bowl, Babysitter program, Yoga program, Bike Safety program, Enhanced Literacy program, Head Lice program and Shaw Toy Tree.

MEETING FREQUENCY AND RENEWAL/END DATE:

Business community mentors meet regularly with school administrators and community school coordinators. Care & Share's executive director meets as needed throughout the year with community coordinators and the superintendent

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



CHILD HUNGER EDUCATION PROGRAM (CHEP)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Saskatchewan Health Authority, Heart and Stroke Foundation of Saskatchewan and the University of Saskatchewan's College of Nutrition. The CHEP Board of Directors is comprised of members of the community and an appointee from Saskatchewan Health Authority and Saskatoon Public Schools.

DATE FORMED/CREATED:

Partnership has existed for close to 30 years.

PARTNERSHIP GOAL:

Going to school with an empty stomach or without enough food to get through the school day is an unfortunate reality for many children in Saskatoon. CHEP Good Food is committed to ensuring all children have fresh, nutritious food to eat at school so they can focus on learning, rather than worry about being hungry.

INITIATIVES AND POTENTIAL IMPACT:

Fresh Food for Kids provides subsidized vegetables and fruit to Saskatoon Public Schools community schools and offers bulk buying prices for their ordering needs throughout the school year.

Milk Matters provides thousands of litres of milk each year to ensure that elementary school children are offered one full serving of milk each day. Milk consumption is a relatively easy way to obtain the calcium needed for proper bone and teeth development.

Chefs in Training is a five-week, after-school program for students aged 10 to 15 at local participating schools (Saskatoon Public Schools). Students learn about safe food handling; kitchen safety; food preparation; and how to read and make a variety of recipes. These future chefs gain confidence in the kitchen, learn how to make healthy choices and get to take home nutritious food for their families.

Nutrition Positive is an initiative to help students eat, feel and do better in school. Through programs, resources and support for curriculum enhancement and school food policy, Nutrition Positive aims to create a healthy food environment in schools.

Centralized Kitchen provides freshly prepared brown bag lunches to students at local schools who would otherwise not have a lunch that day. This program serves schools that do not have their own in-house nutrition programs and operates out of North Park Wilson School as part of the partnership.

MEETING FREQUENCY AND RENEWAL/END DATE:

Monthly board meetings with a break in the summer months.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education

CHILDREN'S THERAPEUTIC CLASSROOM (CTC)

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Saskatchewan Health Authority, Greater Saskatoon Catholic Schools, Prairie Spirit School Division.

DATE FORMED/CREATED:

2005

PARTNERSHIP GOAL:

The Children's Therapeutic Classroom is a short-term assessment and intervention designed to meet the needs of children who exhibit significant mental health concerns from the three partner school divisions. The goal is to support students to achieve emotional, social and academic success.

INITIATIVES AND POTENTIAL IMPACT:

The Children's Therapeutic Classroom is staffed with a classroom teacher, an educational assistant, and a community mental health nurse, creating an educational setting that supports children with chronic mental health issues who have not experienced success in a classroom setting despite extensive resources and interventions at the school level. Students learn strategies to promote mental health and well-being with the intent of returning to school programming within their division.

MEETING FREQUENCY AND RENEWAL/END DATE:

Monthly partner (non-classroom staff) and classroom team meetings (classroom and non-classroom staff) during the school year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



**Saskatchewan
Health Authority**

COMMUNITY THREAT ASSESSMENT AND SUPPORT PROTOCOL (CTASP)

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools; Conseil des écoles fransaskoises; Greater Saskatoon Catholic Schools; Prairie Spirit School Division; University of Saskatchewan; Ministry of Corrections and Policing - Kilburn Hall Youth Centre; Saskatchewan Polytechnic; Ministry of Corrections and Policing - Custody and Rehabilitation Services; Saskatchewan Indian Institute of Technologies; Whitecap Dakota First Nation; Great Plains College; Ministry of Social Services - Child and Family Programs, Saskatoon Centre Service Area; Ministry of Education; Medavie Health Services West; Restorative Action Program; Royal Canadian Mounted Police, Saskatoon Detachment; Royal Canadian Mounted Police, Warman Detachment; Saskatoon Crisis Intervention Services Inc.; Saskatoon Fire Department; Saskatchewan Health Authority - Mental Health and Addiction Services, Saskatoon Police Service; Saskatoon Open Door Society Inc.

DATE FORMED/CREATED:

First community protocol signed on August 30, 2011. Subsequent re-signing on November 20, 2012, November 27, 2013, January 13, 2016 and April 26, 2018

PARTNERSHIP GOAL:

This unique multi-agency protocol is guided by the principle that violence prevention in schools and neighbourhoods is a community responsibility. The protocol facilitates proactive sharing of information among agencies, allowing for the development of strong intervention and support plans for children, youth and families. Each agency that signed the protocol recognizes that working together is a necessity to meet the goal of safe schools and healthy communities.

INITIATIVES AND POTENTIAL IMPACT:

This protocol supports collaborative planning to reduce violence and reflects safe, caring and restorative approaches. As part of the protocol design, community partners commit to ongoing staff development in violence threat risk assessment training and program review. The protocol is based on the North American Centre for Threat Assessment and Trauma response model of Violence Threat Risk Assessment and follows a three-step process:

- Stage 1: Data Collection and immediate risk reducing interventions
- Stage 2: Comprehensive multidisciplinary risk evaluation
- Stage 3: Multidisciplinary interventions

MEETING FREQUENCY AND RENEWAL/END DATE:

The CTASP meets three to four times per year. Re-signings occur when additional community partners are invited to join as the need is identified.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



CONCENTUS

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Concentus Citizenship Education Foundation, Saskatchewan Human Rights Commission.

DATE FORMED/CREATED:

2017

PARTNERSHIP GOAL:

The purpose of Concentus is to educate and empower individuals to understand their rights; encourage responsible; respectful and participatory citizenship; and promote a commitment to justice in a pluralistic society.

INITIATIVES AND POTENTIAL IMPACT:

Saskatoon Public Schools partners with the Concentus Citizenship Education foundation to embed classroom resources within exiting curriculum to advance citizenship education. One of the ways the division supports students to develop their character is to strengthen students' knowledge and application of the five essential citizenship competencies: enlightened, empowered, empathetic, ethical and engaged. Developing these competencies in age-appropriate ways from kindergarten to grade 12 helps foster a respect not only for democracy, but our multicultural and diverse community. The resource places a strong emphasis on the rights and responsibilities inherent in the treaty relationship and empowers students to respond to the Truth and Reconciliation Commission's Calls to Action.

MEETING FREQUENCY AND RENEWAL/END DATE:

This partnership is ongoing.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Jennifer Haywood, Superintendent of Education



DREAM BROKERS

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and Give Kids a Chance Charity Inc.

DATE FORMED/CREATED:

Long-standing partnership for over a decade

PARTNERSHIP GOAL:

The vision of the Dream Brokers program is to contribute to children and youth becoming healthy, active and successful members of their community. The partnership is committed to initiating and sustaining the participation of children and youth in new or existing arts, sports, cultural and recreational activities that advance their life skills, enhance their sense of belonging and foster pride in their accomplishments and leadership skills.

Dream Broker programming takes place at Westmount, Pleasant Hill, King George and Howard Coad schools.

INITIATIVES AND POTENTIAL IMPACT:

The program aims to do the following:

- Increase participation of children and youth in sport, culture, and recreation programming;
- Reduce and remove barriers to child and youth participation in sport, culture and recreation;
- Increase participation of families in the activities of targeted children and youth to support continued and sustainable participation;
- Promote the benefits of participation in sport, culture, and recreation to youth and families; and
- Increase the number of programs and their capacity to deliver sport, culture and recreation programming while meeting the needs of children and youth.

MEETING FREQUENCY AND RENEWAL/END DATE:

Partnership meetings are four times per year. This is an ongoing partnership.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



EDUCATION THROUGH RECONCILIATION

ORGANIZATIONS INVOLVED:

Saskatoon Indian and Métis Friendship Centre and Saskatoon Public Schools

DATE FORMED/CREATED:

December 9, 2022

PARTNERSHIP GOAL:

The purpose of this memorandum of agreement is to establish a framework for collaborative work between Saskatoon Public Schools and Saskatoon Indian and Métis Friendship Centre. The two parties are committed to working together to develop educational opportunities and a mutually beneficial relationship that supports the First Nation and Métis peoples of Saskatoon through strategies and initiatives focused on Indigenous students within Saskatoon Public Schools.

INITIATIVES AND POTENTIAL IMPACT:

Creation of Indigenous programming opportunities that involve Oskâpêwis training; land-based learning; language and culture opportunities; and Elders in the classroom. In addition, we will continue to celebrate our student success through the Saskatoon Indian Métis Friendship Centre Graduation Gala, Round Dance and Métis Cultural celebrations.

MEETING FREQUENCY AND RENEWAL/END DATE:

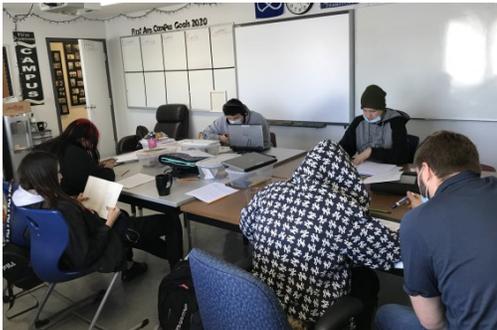
The Joint Operations Committee meet a minimum of two times per year and will continue until August 31, 2027.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



FIRST AVE- NUE CAMPUS (FAC)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, EGADZ, Ministry of Justice, and Greater Saskatoon Catholic Schools

DATE FORMED/CREATED:

2010

PARTNERSHIP GOAL:

First Avenue Campus is a short-term transitional school program, located in the EGADZ building, that seeks to meet the individual needs of students aged 12-18 who are involved with the justice system. The goal of this partnership is for students to receive the academic and social support necessary to successfully engage in their neighbourhood schools and community.

INITIATIVES AND POTENTIAL IMPACT:

Students at FAC have often had interruptions in their schooling because of challenges outside of the school system. Students in the FAC classroom are supported by a Saskatoon Public Schools teacher and EGADZ support worker. They also have access to other supports through EGADZ, including a safe environment, transportation and nutrition. Staff from EGADZ and FAC work together to create stability and growth for youth, with FAC providing learning opportunities and connections to neighbourhood schools for students when they are ready to transition.

MEETING FREQUENCY AND RENEWAL/END DATE:

Monthly team meetings during the school year, which include EGADZ, Saskatoon Public Schools and Greater Saskatoon Catholic Schools.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



IGEN

INTERGENERATIONAL
CLASSROOM

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and Sherbrooke Community Centre

DATE FORMED/CREATED:

2015

PARTNERSHIP GOAL:

Based out of École College Park School, the iGen program creates opportunities for grade 6 students to interact with and learn from Elders at Sherbrooke Community Centre.

INITIATIVES AND POTENTIAL IMPACT:

iGen is a full-year program that accepts students from across the school division. The iGen classroom meets each morning at Sherbrooke then attends École College Park School after lunch.

Students become independent learners in real life authentic ways in diverse settings. The program provides students with hands-on learning experiences beyond the walls of traditional classrooms. Students have a positive impact on the quality of life of the residents of Sherbrooke.

MEETING FREQUENCY AND RENEWAL/END DATE:

The school division and management at Sherbrooke review programming annually and plan for the next year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Mitch Kachur, Superintendent of Education



iGen

Sherbrooke

ILE-A-LA CROSSE SD 112 PARTNERSHIP



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and Ile-a-la Crosse School Division 112

DATE FORMED/CREATED:

Partnership agreement to be formally signed during the 2022-23 school year

PARTNERSHIP GOAL:

The establishment of the memorandum of understanding between Ile-a-la Crosse School Division and Saskatoon Public Schools supports initiatives of common interest furthering the principles and practice of quality education to improve student learning and the support of staff and community.

This agreement is a living document built on relationship-building and reciprocity. Both organizations expect the memorandum of understanding may need to be revised over time to account for changes in circumstance.

The following principles will guide the partnership: collaboration, transparency, confidentiality, respect, understanding and communication.

INITIATIVES AND POTENTIAL IMPACT:

This learning alliance will support initiatives to improve student learning at both the governance and operational levels of the school divisions. The objective of this agreement is to accommodate a broad-range of pupil needs in an increasingly pluralistic society, including the needs of pupils attending Rossignol Elementary School (k-6), Rossignol High School (7-12) and Saskatoon Public Schools (k-12).

Board strategic plans will be shared between Ile-a-la Crosse School Division and Saskatoon Public Schools. There will also be Saskatchewan Urban Native Teacher Education Program teacher placement coordination in both school divisions. The two will also work collaboratively with Métis partner organizations.

Operationally, there will be shared professional development in instructional leadership on topics such as literacy and numeracy; shared Michif language and culture best practices; resource sharing on topics such as land-based learning and sharing of a representative-workforce strategy for hiring practices.

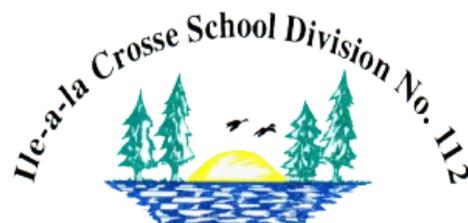
There is the potential for a large positive impact for Westmount School from this partnership. In addition, there is the potential impact of hiring and recruitment benefits based on the placement of SUNTEP teacher candidates in Ile-a-la Crosse and with Saskatoon Public Schools.

MEETING FREQUENCY AND RENEWAL/END DATE:

To be determined.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Shane Skjerven, Director of Education



MEMORANDUM OF UNDERSTANDING: KWAAYESH WICHI ATOOSHKAYWUK "THEY ARE WORKING TOGETHER"



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and Gabriel Dumont Local 11

DATE FORMED/CREATED:

June 2020

PARTNERSHIP GOAL:

- Provide effective communication between the Michif/Métis communities and Saskatoon Public Schools;
- Empower and engage Lii Vyeu (Old Peoples), students, parents and communities to improve educational outcomes;
- Celebrate Michif/Métis successes and achievements within Saskatoon Public Schools and the community;
- Review new Michif/Métis resources for Saskatoon Public Schools;
- Collaborate with Saskatoon Public Schools in developing and delivering ongoing professional development for all Saskatoon Public Schools employee groups that will build understanding of Michif and Métis histories, experiences and contributions; and
- Support Saskatoon Public Schools students and staff to understand the importance for self-identification as Michif/Métis peoples.

INITIATIVES AND POTENTIAL IMPACT:

This partnership is creating learning resources that support curriculum at all grade levels; developing Métis/Michif Essential Learnings and Métis/Michif catalyst teachers; creating professional development opportunities for school division employee groups about Michif language and culture; and supporting Saskatoon Public Schools representative workforce efforts through advocacy and self-declaration processes.

MEETING FREQUENCY AND RENEWAL/END DATE:

Three partnership meetings per year.
The renewal date for the MOU is August 31, 2025.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



LOCAL IMMIGRATION PARTNERSHIP COUNCIL SASKATOON

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools; City of Saskatoon; Saskatoon Chamber of Commerce; Saskatchewan Health Authority; Greater Saskatoon Catholic Schools; Saskatoon Police Service; University of Saskatchewan; Immigration, Refugees and Citizenship Canada; Ministry of Immigration and Career Training; Ministry of Social Services; Aboriginal Friendship Centre of Canada; Fédération des Francophones de Saskatoon; Saskatoon Housing Authority; Réseau en immigration francophone; United Way Saskatoon; and one Saskatoon settlement agency (currently International Women of Saskatoon)

DATE FORMED/CREATED:

2017

PARTNERSHIP GOAL:

This multi-sectoral partnership brings together local organizations for collective action designed to attract, settle and integrate newcomers to Saskatoon. This is done through a focus on shared awareness and leadership to create supportive environments. The ultimate shared vision of all partners is to work together across sectors to make Saskatoon a welcoming and inclusive community

INITIATIVES AND POTENTIAL IMPACT:

The ultimate shared vision of partners is to work together across sectors to make Saskatoon a welcoming and inclusive community. Initiatives have included advertising campaigns to raise awareness around topics such as the importance of being an ally in the See Me As I Am campaign and a public engagement forum titled Increasing Immigrant Talents in the Workforce: Saskatoon's Opportunities and Challenges.

MEETING FREQUENCY AND RENEWAL/END DATE:

The Partnership Council meets four times per year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Jennifer Haywood, Superintendent of Education



MEEWASIN VALLEY AUTHORITY

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Meewasin Valley Authority and Greater Saskatoon Catholic Schools

DATE FORMED/CREATED:

Informal partnership for more than 10 years
Formal partnership signed June 2022

PARTNERSHIP GOAL:

Meewasin Valley Authority, Saskatoon Public Schools and Greater Saskatoon Catholic Schools have a long-standing relationship relating to land-based education in the Meewasin Valley. The memorandum of agreement is intended to recognize this history and enhance collaboration in the future, leveraging the expertise that exists in each organization.

INITIATIVES AND POTENTIAL IMPACT:

Potential for significant positive impact for Saskatoon Public Schools students and staff with land-based education through this partnership. Over the last two summers, the coordinator for outdoor learning, has aligned k-12 curricular connections and First Nation, Métis, and Inuit ways of knowing, being and doing to the land-based learning opportunities that students explore through the Meewasin Valley Authority.

MEETING FREQUENCY AND RENEWAL/END DATE:

Meetings four times per year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Jennifer Haywood, Superintendent of Education



MENTAL HEALTH AND ADDICTIONS SERVICES OUTREACH

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Greater Saskatoon Catholic Schools, Saskatchewan Health Authority: Mental Health and Addiction Services

DATE FORMED/CREATED:

Partnership has been in existence for decades
To be renewed in August 2023

PARTNERSHIP GOAL:

Working in collaboration to support student well-being and mental health and to provide educational, proactive, preventative programming for youth.

INITIATIVES AND POTENTIAL IMPACT:

Mental Health and Addictions Services has dedicated an outreach worker as a liaison to schools to provide in-school prevention and presentations to students, staff and parents.

Mental Health and Addictions Services has dedicated a member of the outreach team to work with Saskatoon Public Schools satellite programs.

This year, we have expanded our partnership by embedding Mental Health and Addictions Services youth outreach team members in collegiates to improve accessibility for students and collaboration between high school counsellors and Mental Health and Addictions Services outreach workers.

Mental Health and Addictions Services has worked with Saskatoon Public Schools counsellors to share processes and protocols to support the development and refinement of Saskatoon Public Schools protocols.

MEETING FREQUENCY AND RENEWAL/END DATE:

Meet as needed throughout the year in order for each organization to provide feedback and review the partnership.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



Mental Health & Addiction Services
Saskatoon Area

MICHIF EARLY LEARNING PILOT PROJECT (MELPP)

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Métis Nation of Saskatchewan and Canadian Geographic

DATE FORMED/CREATED:

September 2020

PARTNERSHIP GOAL:

Coordinate and deliver educational services and programs for Métis children within their division to learn Michif and for the preservation of the Michif Language.

Promote Michif language within the school division and community at Westmount School.

Build family and community engagement into programming plans and to host four engagement events.

INITIATIVES AND POTENTIAL IMPACT:

Funding from MN-S provides the following:

- A partnership teacher to extend current prekindergarten or kindergarten;
- Michif language keeper(s);
- Resources for the Michif Early Learning Pilot Project program and shared resources with the MN-S task team;
- Transporting students to school; and
- Access to professional learning opportunities for the teacher and language keepers;

MEETING FREQUENCY AND RENEWAL/END DATE:

Meetings with Métis Nation - Saskatoon are four times a year at mutually determined times.

Renewal date is September 2024.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



MICHIF LANGUAGE AND CULTURE PROGRAM AT WESTMOUNT SCHOOL



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Métis Nation-Saskatchewan, Gabriel Dumont Institute, Central Urban Métis Federation Incorporated and Gabriel Dumont Local 11

DATE FORMED/CREATED:

Longstanding partnerships with GDI, CUMFI, MN-S and GD Local 11 all support and enhance programming at Westmount School.

PARTNERSHIP GOAL:

The Métis Cultural Program was created to preserve, strengthen and transmit Métis/Michif culture; traditions; and Michif language in Saskatchewan. The program is open to all students throughout Saskatoon and lives at Westmount School, where it supports all students from prekindergarten to grade 8 and is delivered exclusively from a Métis/Michif perspective to achieve curricular outcomes throughout the subject areas.

The intent of the program is to enrich student education through authentic learning experiences within a Métis/Michif worldview. The learning occurs through a co-teaching model where the Métis culture teacher, Michif Traditional Knowledge Keeper and the Michif language teacher work with classroom teachers to integrate language, content and perspectives. This approach is building capacity in all teachers to infuse content, perspectives and language in all curricular areas.

During the school year, students are engaged in enriching their skills from a Métis/Michif perspective, building culturally relevant leadership skills, transferring knowledge between generations and participating in experiential learning opportunities. These opportunities are made possible due to the generosity and commitment of members of the Métis/Michif communities in Saskatoon.

INITIATIVES AND POTENTIAL IMPACT:

Saskatoon Public Schools' Métis/Michif programming and enrolment continues to flourish with the support of our generous partners.

MEETING FREQUENCY AND RENEWAL/END DATE:

Westmount and division administration meet regularly with our partners.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Strategic lead: Brent Hills, Deputy Director of Education
Operational Superintendent: Jennifer Haywood, Superintendent of Education



MIDCHILDHOOD SUPPORT PROGRAM (MSP)

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Saskatchewan Health Authority, Greater Saskatoon Catholic Schools and Prairie Spirit School Division

DATE FORMED/CREATED:

1997

PARTNERSHIP GOAL:

The partnership was developed to implement an 'intensive case management' project for children and their families within Saskatoon and neighbouring rural areas to ensure that children and families with complex needs have access to effective and coordinated services.

INITIATIVES AND POTENTIAL IMPACT:

Midchildhood Support Program supports children 6 - 11 years old who would benefit from case management because the child or family has multiple needs (e.g., mental health, educational, behavioural, emotional) which require services from more than one service agency. Midchildhood Support Program case managers work with a small number of families in an intensive manner to ensure their complex needs can be met. They assess family needs; ensure the development and implementation of an individualized service plan; and provide support and encouragement to the family.

MEETING FREQUENCY AND RENEWAL/END DATE:

Monthly meetings during the school year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



**Saskatchewan
Health Authority**

NURSING CLINICAL PLACEMENT PARTNERSHIPS

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools has partnerships with the University of Saskatchewan College of Nursing and the Saskatchewan Polytechnic School of Nursing

DATE FORMED/CREATED:

The partnership between Saskatoon Public Schools and Saskatchewan Polytechnic was developed in 2010, practicums in schools for this program began in 2014.

PARTNERSHIP GOAL:

To provide student nurses with learning opportunities and practical experiences that are foundational to them becoming graduate nurses; to provide school communities with additional health supports; and health education from clinically supervised students.

INITIATIVES AND POTENTIAL IMPACT:

Both the University of Saskatchewan and Sask Polytechnic programs place nurses in schools at various stages of their program to complete their required community development placements. Nursing students work with the school team to offer needed supports for students and community. Nursing students assist with curricular presentations in health, wellness, science and life transitions courses. They provide age-appropriate health education through various methods including displays, information sessions, posters and literature. Student nurses work with school teams to plan and support community programming.

MEETING FREQUENCY AND RENEWAL/END DATE:

Clinical supervisors meet with school principals or designates to assess partnership. Clinical coordinators arrange for school placements with principals and the superintendent responsible for health and nutrition partnerships.

ADMINISTRATIVE COUNCIL PORTFOLIO:

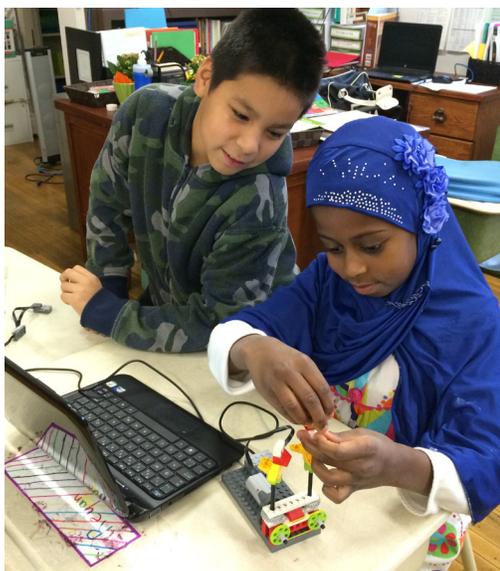
Colleen Norris, Superintendent of Education



UNIVERSITY OF SASKATCHEWAN
College of Nursing
USASK.CA/NURSING



NUTRIEN KAMSKÉNOW SCIENCE OUTREACH PROGRAM



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and University of Saskatchewan, College of Arts & Science

DATE FORMED/CREATED:

September 1998

PARTNERSHIP GOAL:

Nutrien Kamskénow is a 13-week science and math program in Saskatoon's community schools. Kamskénow instructors bring interactive science experiences to young people currently underrepresented in the sciences, supporting their curiosity about how science connects to their lives and communities.

INITIATIVES AND POTENTIAL IMPACT:

The program encourages Indigenous students in 15 of Saskatoon Public Schools to consider a career in the sciences. It also supports teacher professional development and enhances science education, while also providing employment and skill-development opportunities for university students. This includes a wide range of effective communication skills, personal development, growth and responsibility, as well as cultivating cultural competencies and an understanding of and appreciation for the unique socio-cultural position of Indigenous peoples in Canada.

MEETING FREQUENCY AND RENEWAL/END DATE:

This is an ongoing partnership.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



OUT SASKATOON

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and OUTSaskatoon

DATE FORMED/CREATED:

This partnership was created in approximately 2013

PARTNERSHIP GOAL:

Working towards creating safer and more inclusive classrooms, schools and communities. Education is one of the greatest tools in working to eliminate homophobia, transphobia and other forms of oppression that Two Spirit, Trans and Queer people experience.

INITIATIVES AND POTENTIAL IMPACT:

Through classroom presentations, students are introduced to 2SLGBTQ terminology and identities through 2SLGBTQ-friendly books (kindergarten-grade 3) or an interactive presentation (grade 4-8 and 9-12). Students take part in a class discussion that focuses on reducing discrimination, increasing awareness of 2SLGBTQ people and issues and what inclusive spaces look and feel like. All content is age-appropriate and connected to Saskatchewan curricula.

There is also professional development training available for all school-based staff. Participants are introduced to the foundations of identity, terminology, inclusive language and affirming practices to implement within the classroom. Participants are also led through group discussions that center around school systems, policy and 2SLGBTQ safety.

MEETING FREQUENCY AND RENEWAL/END DATE:

The partnership meets three – four times a year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



POST- SECONDARY INSTITUTIONS

ORGANIZATIONS INVOLVED:

University of Saskatchewan, University of Regina

DATE FORMED/CREATED:

Historical

PARTNERSHIP GOAL:

These partnerships support post-secondary institutions with internship placements while helping Saskatoon Public Schools attract and hire teacher candidates for our schools.

INITIATIVES AND POTENTIAL IMPACT:

Saskatoon Public Schools presents annually to each cohort of interns promoting the school division and potential career opportunities. We facilitate placement of 3rd year students and 4th year internships in our schools.

In partnership with ITEP, we hire a 1.0 teacher to be a facilitator for the wâhkôhtowin PD model at Mount Royal Collegiate and wâhkôhtowin Community School for ITEP students as they complete their practicums. This has the potential to support our goal of building a representative workforce.

MEETING FREQUENCY AND RENEWAL/END DATE:

University of Saskatchewan: Attend annual career fair and meet with college supervisor cohorts at mutually determined dates.

University of Regina: Attend annual career fair and annual BAC (French Immersion Program) meeting in the spring. Also communicate with the College of Education as needed to facilitate internship placements.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Mitch Kachur, Superintendent of Education



University
of Regina



UNIVERSITY OF
SASKATCHEWAN



PREKINDERGARTEN SPEECH- LANGUAGE PATHOLOGY SUPPORT

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Greater Saskatoon Catholic Schools, Saskatchewan Health Authority

DATE FORMED/CREATED:

Long-standing partnership

PARTNERSHIP GOAL:

The prekindergarten speech-language pathologists provide a school-based health service. The rationale for school-based health services is based on the need to deliver services closer to where families live and feel safe in their neighbourhoods. Currently, two Saskatchewan Health Authority speech-language pathologists provide services to eight schools.

INITIATIVES AND POTENTIAL IMPACT:

The prekindergarten speech-language pathology provides early screening, assessment and intervention related to a child's hearing, receptive and expressive language. Providing this targeted support to three and four-year-olds is critical to a child's early speech and language development, communication and ability to learn overall.

MEETING FREQUENCY AND RENEWAL/END DATE:

Meet three times per year. This is an ongoing partnership.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Trish Reeve, Superintendent of Education



Saskatchewan
Health Authority

RECONCILIATION IN EDUCATION PARTNERSHIP AGREEMENT

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Saskatoon Tribal Council

DATE FORMED/CREATED:

June 2019

PARTNERSHIP GOAL:

The partners work toward the Truth and Reconciliation Commission's Calls to Action in supporting positive educational outcomes for First Nations children and youth in Saskatoon Public Schools. They ensure high-quality education in a context which respects individual identity and provides cultural continuity to support the transmission of First Nation language, culture, identity and connection with territory. The partnership creates a range of innovative health, culture and language programs for children and families living in Saskatoon.

INITIATIVES AND POTENTIAL IMPACT:

The partners enact a joint-governance relationship that guides programs and services with priority on Mount Royal Collegiate, wâhkôhtowin School and the new City Centre school project.

The partners share student learning resources, staff professional learning modules and in-person sessions.

Dental health support is provided through Saskatoon Tribal Council Health Bus.

Support an annual language programming and celebration with Saskatoon Tribal Council member nations and Saskatoon Public Schools.

MEETING FREQUENCY AND RENEWAL/END DATE:

Joint Operations Committee meets two times per year. Joint Leadership Working Group meets four times per year.

The renewal date is August 31, 2024.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



RESTORATIVE ACTION PROGRAM (RAP)

ORGANIZATIONS INVOLVED:

Saskatoon public Schools, all five Saskatoon Rotary Clubs, Saskatoon Police Service, Greater Saskatoon Catholic Schools, other government and community agencies, as well as businesses and individuals

DATE FORMED/CREATED:

2003

PARTNERSHIP GOAL:

The school-based program provides conflict resolution training and services; leadership development; and life skills to Saskatoon youth. The goals of RAP are guided by three core principles: prevention, intervention and reconnection.

INITIATIVES AND POTENTIAL IMPACT:

This initiative aligns with Saskatoon Public Schools' Safe, Caring and Accepting Schools core strategy. Students, staff, administration and parents/guardians work closely with RAP workers to resolve issues that have the potential to stand in the way of academic success and personal growth.

MEETING FREQUENCY AND RENEWAL/END DATE:

Meetings five times per year. This is an ongoing partnership.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Paul Janzen, Superintendent of Education



SASKATCHEWAN
HEALTH AUTHORITY
**NURSES
IN SCHOOLS
PARTNERSHIP**

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Greater Saskatoon Catholic Schools, Saskatchewan Health Authority

DATE FORMED/CREATED:

Long-standing partnership. During the COVID-19 pandemic, the partnership has been on hold as health workers were redeployed.

PARTNERSHIP GOAL:

To collaborate to support student well-being and community health.

INITIATIVES AND POTENTIAL IMPACT:

Population and Public Health embeds members of their Healthy Mother Healthy Baby/School Nurses team into Saskatoon high schools to improve accessibility to nurses for students. Nurses provide educational presentations on curricular topics and provide health advice to secondary students.

Primary Health Care embeds nurse practitioners at Nutana Collegiate and Mount Royal Collegiate. Nurse practitioners work with school teams to coordinate client-centered services for students.

MEETING FREQUENCY AND RENEWAL/END DATE:

School nurses meet with school team as needed. SHA directors meet with the superintendent with responsibility for health and nutrition partnerships as needed throughout the year. Meetings will occur this spring to confirm the resumption of the partnership as staff are reassigned from pandemic assignments.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



Saskatchewan
Health Authority

SASKATOON FIRE DEPARTMENT

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Greater Saskatoon Catholic Schools, Saskatoon Fire Department

DATE FORMED/CREATED:

This partnership is long standing

PARTNERSHIP GOAL:

Fire prevention and safety education with a particular emphasis during Fire Prevention Week. The partnership includes emergency preparedness work with Saskatoon's Emergency Management Organization, which is operated by the Saskatoon Fire Department.

INITIATIVES AND POTENTIAL IMPACT:

Students from all grade levels have benefitted from the partnership with Saskatoon Fire Department, from our youngest students who are introduced through fire hall tours and water safety program, to our Fire Introduction Recruitment Experience (FIRE) cadet program at the collegiate level. Saskatoon Fire Department also offers the Firestop program, an education-based program designed to support children and their families to stop fire play and prevent fire-related incidents. Saskatoon Public Schools has well-developed and rehearsed emergency response plans; we work closely with EMO to ensure timely and accurate communication and response to disruptive events.

MEETING FREQUENCY AND RENEWAL/END DATE:

The partnership meets annually.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



SASKATOON INDUSTRY EDUCATION COUNCIL (SIEC)

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and Saskatoon Industry Education Council (SIEC)

DATE FORMED/CREATED:

September 1998

PARTNERSHIP GOAL:

The Saskatoon Industry-Education Council bridges Saskatchewan's career opportunities to students in Saskatoon Public Schools. Through our partnership, students are provided unique hands-on career exploration events and programs, helping them find a career that connects their passion and natural talents with current and future workforce needs.

INITIATIVES AND POTENTIAL IMPACT:

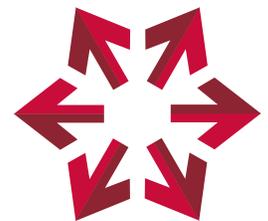
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MEETING FREQUENCY AND RENEWAL/END DATE:

The SIEC board meets six times per year. This is an ongoing partnership.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education and
Brent Hills, Deputy Director of Education



SIEC
Saskatoon Industry
Education Council

SASKATOON INDUSTRY EDUCATION COUNCIL

INITIATIVES AND POTENTIAL IMPACT:

SaskCode is an integrated technology program that introduces coding and computational thinking at a wide range of grade levels (k-12) using age-appropriate technologies. Activities are linked to existing mathematics, science and other curricula in Saskatchewan.

Contact 360 – Resources to support youth, adults, educators and career practitioners in the advancement of life and work transitions in Saskatchewan. It is a 360-degree view of career development.

Connected – A mentorship event that links female students in grades 10-12 with female mentors from a vast spectrum of career backgrounds who are willing to share their career journey. Students pursuing all post-secondary pathways—work, university, college or apprenticeship—are welcome to participate.

Sask Money is a one-stop shop for educators working to increase the financial literacy skills of their students. This program is built by teachers to provide resources and activities that connect directly to 42 modules in Saskatchewan's Financial Literacy 20/30 curriculum.

Mind Over Matters evolved as a response to the increased need for mental health education. Access professional development, a speaker series, teacher resources for k-12, parent/guardian information, as well as upcoming mental health events.

Skills Bootcamp – Students in grades 10-12 can gain hands-on skill development and career training while working alongside industry professionals. Recent boot camps include: automotive, culinary, web development, 3D printing and video game design.

Spotlight On Careers – Virtual events that provide secondary students with the opportunity to explore potential future career paths by learning about post-secondary opportunities, interacting with industry professionals and gaining hands-on experiences.

EmployABILITY – Provides students with the opportunity to help themselves stand out to potential employers through various employment skill sessions. These include resume writing, job interview skills and networking. The program also includes info and access to the Saskatchewan Youth Apprenticeship Program (SYA).

Safety At Work - In partnership with various workplace safety associations, Saskatoon Industry Education Council offers safety training certification to youth prior to entering the workplace. This includes construction, tourism and healthcare sector safety training.

HealthLink – In partnership with the Saskatchewan Health Authority, students in grades 10 and 11 explore opportunities in the health-care field through panel discussions and breakout sessions with vocational representatives from nursing, therapies, mental health and addictions, medical diagnostics and medicine.

Relevance Magazine – A yearly publication that showcases the career journeys of young people in the province of Saskatchewan. It also includes relevant career articles, post-secondary training opportunities and a job chart that outlines careers and income prospects.

Digitized – Students in grades 11 and 12 explore careers in information technology through hands-on training, seminars and workshops with the University of Saskatchewan Computer Science Department and international industry experts.

Summer Youth Internship Program - Grade 11 and 12 students experience six weeks of hands-on employment in the construction, manufacturing, information and communication technology, automotive and tourism sectors. These students are compensated for their labour and receive all relevant safety training and apprenticeship credit hours where applicable.

Newcomer Youth Engagement Program – Refugee and immigrant youth aged 17 to 21 take part in this school program focusing on language development, as well as life and work skills.



SASKATOON POLICE SERVICE

SCHOOL RESOURCE UNIT

ORGANIZATIONS INVOLVED:

Saskatoon Police Service, Saskatoon Public Schools, Greater Saskatoon Catholic Schools

DATE FORMED/CREATED:

The partnership is long standing, with the official Police/School Board Protocol revised in October 2019.

PARTNERSHIP GOAL:

The overall goal of this partnership is to work collaboratively to create safe school communities. School Resource Officers work with schools to prevent violence and foster the development of healthy relationships between youth, school communities and police. The partnership helps to proactively identify and solve problems that may arise in schools. School resource officers provide a visible presence in the school community by participating in mediation, classroom presentations, mentorship programs and larger school events.

INITIATIVES AND POTENTIAL IMPACT:

There are numerous initiatives the SROs are involved in, including assisting schools with lockdown rehearsals, Youth Police Academy, Kiss and Ride Program, A Safer You, A Safer Me, and the Cadet Orientation Police Studies Program (C.O.P.S.). School resource officers also receive specialized training through our Community Threat Assessment and Support Protocol to support students through early intervention and violence prevention.

MEETING FREQUENCY AND RENEWAL/END DATE:

The partnership meets approximately two times a year. Consultations with partner school divisions occur more frequently.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



SASKATOON PUBLIC SCHOOLS FOUNDATION (SPSF)

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and Saskatoon Public Schools Foundation

DATE FORMED/CREATED:

2009

PARTNERSHIP GOAL:

Saskatoon Public Schools Foundation (SPSF) is an independent charity working in partnership with Saskatoon Public Schools to support students, schools, and teachers with a focus on literacy, wellness, and innovation while recognizing the vital role that public education plays in our society.

INITIATIVES AND POTENTIAL IMPACT:

See next page

MEETING FREQUENCY AND RENEWAL/END DATE:

Saskatoon Public Schools Foundation Board meets 4-5 times per year

ADMINISTRATIVE COUNCIL PORTFOLIO:

Nicola Bishop-Yong, Superintendent of Education



Saskatoon Public Schools Foundation

SASKATOON PUBLIC SCHOOLS FOUNDATION

The **Early Learning, Equal Start** campaign raises funds above and beyond government funding, giving students the needed support to reach key literacy milestones and the best chance for success. The key initiatives of the campaign include:

- Full-day prekindergarten and full-day kindergarten classes are offered at 14 elementary schools as a part of the campaign.
- The Early Learner Tutor Program connects students in grades 2-3 requiring additional reading support with reading tutor specialists who build their foundational reading skills and reading confidence. Experienced tutors offer intensive one-to-one reading support to help children progress toward grade-level reading. The Early Learning Tutor Program offers 57 tutor programs to schools three times a year.
- Camp Brain Power is a one-week summer camp that prepare students to re-enter school with confidence and renewed enthusiasm. The camp targets students in grades 1-3 who require additional support to reach grade-level reading and strengthens literacy skills, well-being and physical literacy. Camp instructors are Saskatoon Public Schools' teachers with extensive literacy experience.



The **Programs of Excellence** grants are available to schools to provide funding for innovative, supplemental projects outside of regular programming.

Cheer Crates give families additional support, cheer and excitement during school breaks when there is no access to the essential programs and activities that school provides. Cheer Crates consist of food, books, hygiene items and fun activities for the family.



Nutrition Programs provide nearly 750,000 healthy meals and snacks each year to students. The nutrition



SASKATOON SECONDARY SCHOOLS ATHLETIC DIRECTORATE (SSSAD)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Greater Saskatoon Catholic Schools, Saskatchewan High Schools Athletic Association

DATE FORMED/CREATED:

1967

PARTNERSHIP GOAL:

The purpose of SSSAD is to emphasize interschool athletics as an integral part of the total education process.

Interschool athletics provide opportunities for students to develop physical, emotional and social skills; attitudes that reflect fair play; sportsmanship and citizenship.

Interschool athletic programs are an educational activity in which the measurement of success is not the tangible evidence of the victory or defeat, but rather, in the intangible personality development factors.

INITIATIVES AND POTENTIAL IMPACT:

The return to sporting activity since the pandemic has once again demonstrated the positive impact athletics has on student and staff student engagement, character and well-being.

MEETING FREQUENCY AND RENEWAL/END DATE:

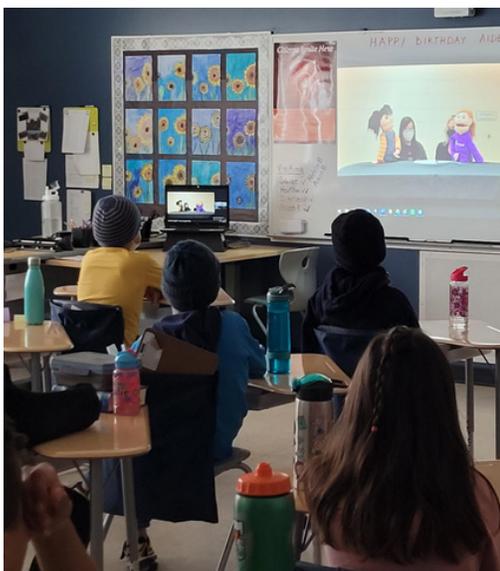
SSSAD meets every month with athletic directors from each secondary school in both school divisions. There is an annual general meeting held once a year in June.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Paul Janzen, Superintendent of Education



SASKATOON SEXUAL ASSAULT & INFORMATION CENTRE (SSAIC)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Greater Saskatoon Catholic Schools, Saskatoon Sexual Assault & Information Centre

DATE FORMED/CREATED:

Approximately 2005

PARTNERSHIP GOAL:

Personal safety education is at the heart of this partnership, with a focus on sexual violence prevention and intervention.

INITIATIVES AND POTENTIAL IMPACT:

I'm the Boss of Me is a personal safety program developed for grade 4 (and split) classrooms. Through the presentation of a puppet show, students will learn about child sexual abuse: what it is, that it is not their fault and the importance of telling a trusted adult. Through the puppet show, information is shared with students using developmental and age-appropriate language and situations.

No is a Full Sentence is a sexualized violence prevention and education program developed for grade 8 classrooms, which is being piloted in Saskatoon Public Schools since May 2022. An additional ten classrooms received the program in November/December 2022.

SSAIC staff provide age-appropriate classroom presentations related to curricular outcomes in courses like Health, Wellness and Life Transitions for students upon request. SSAIC staff provide information sessions and presentation for school-based staff on sexual abuse and sexualized violence awareness, education and prevention.

SSAIC staff work closely with school counsellors to support victims of sexual assault.

MEETING FREQUENCY AND RENEWAL/END DATE:

The partnership meets several times a year to review and plan for best practices in the programs.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education

SSAIC

Saskatoon Sexual Assault
& Information Centre

SASKATOON TRADES AND SKILLS CENTRE (STSC)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Saskatoon Trades and Skills Center, Saskatoon Tribal Council, Greater Saskatoon Catholic Schools, Saskatchewan Polytechnic, Saskatchewan Indian Institute of Technologies, and Gabriel Dumont Institute.

DATE FORMED/CREATED:

Joint-use agreement – 2007
Operations agreement – March 2017

PARTNERSHIP GOAL:

The Saskatoon Trades and Skills Centre is a not-for-profit organization that aims to equip employers with skilled workers and equip adults with the skills and jobs they need to start a rewarding career.

INITIATIVES AND POTENTIAL IMPACT:

Hundreds of skilled workers are transitioned into the Saskatoon and surrounding area workforce each year after completing training with Saskatoon Trades and Skills Centre. Programming and potential employment of Saskatoon Trades and Skills Centre participants directly impacts our students and their families from both a social and financial perspective.

MEETING FREQUENCY AND RENEWAL/END DATE:

Board of Directors meets up to four times per year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education

SCHOOL WELLNESS TEAM

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Saskatchewan Health Authority, Greater Saskatoon Catholic Schools and Ministry of Health

DATE FORMED/CREATED:

2009

PARTNERSHIP GOAL:

The School Wellness Team is an inter-professional school outreach team. The services provided by this team include a speech language pathologist, a speech language pathologist aide, an occupational therapist, a counsellor and a nurse practitioner.

INITIATIVES AND POTENTIAL IMPACT:

To work collaboratively to plan and implement an integrated, multi-disciplinary health team to address the main health needs of children and their families in two targeted schools: Westmount School and St. Maria Goretti School. Such services encompass preventative, promotive, curative, supportive and rehabilitative services.

MEETING FREQUENCY AND RENEWAL/END DATE:

Meet three times per year. This is an ongoing partnership.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Trish Reeve, Superintendent of Education



SETTLEMENT SUPPORT WORKERS IN SCHOOLS (SSWIS)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Saskatoon Open Door Society, Greater Saskatoon Catholic Schools, Prairie Spirit School Division, Conseil des écoles francophones

DATE FORMED/CREATED:

Formed in 2008. Renewed in 2010, and in 2018

PARTNERSHIP GOAL:

Settlement Support Workers in Schools is an outreach program designed to help newcomer students and their families settle in Saskatoon. Settlement Support Workers in Schools connects newly arrived families with services and resources in the school and community to promote settlement and foster student achievement.

INITIATIVES AND POTENTIAL IMPACT:

This partnership supports smooth transition of newcomers to schools, settlement support for newcomer students and their families so that students can be successful in schools, interpretation and translation services, and cultural bridging.

MEETING FREQUENCY AND RENEWAL/END DATE:

The Settlement Support Workers in Schools working group meets four times per year and the advisory group meets four times per year.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Jennifer Haywood, Superintendent of Education



STUDENT ACTION FOR A SUSTAINABLE FUTURE (SASF)

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Greater Catholic School Schools, Saskatchewan Environmental Society, City of Saskatoon, Nutrien, Sustainability Education Research Institute, Saskatoon Light & Power

DATE FORMED/CREATED:

2013

PARTNERSHIP GOAL:

To facilitate curricular student inquiry projects that result in measurable reductions in greenhouse gases, waste production, water consumption and other actions related to sustainability.

INITIATIVES AND POTENTIAL IMPACT:

Student Action for a Sustainable Future program supports curriculum-linked student inquiry that leads to sustainable actions in topic areas including energy, water, waste, transportation, food and biodiversity. The inquiry projects are grounded in curricular outcomes and expose teachers to new ways of addressing and assessing these outcomes. The project invites teachers in grades 5-8 to apply to the program and successful classrooms are connected to community partners that support student inquiry projects. The project aims for students to learn about climate change and how their everyday actions can help to reduce greenhouse gas emissions. The actions that students take to change behavior (turning off lights, active transportation) and technology (new lights or water fixtures) result in cost savings on utilities, reduction in greenhouse gasses and increase in community wellness. The project culminates in a showcase of student learning held annually in April. The results of the project are published annually and shared with Saskatoon Public Schools.

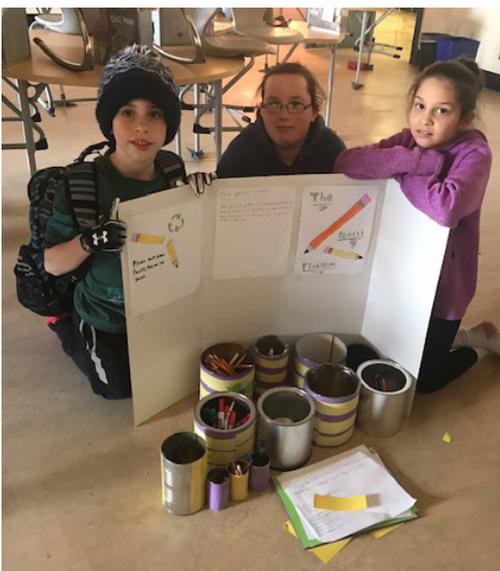
MEETING FREQUENCY AND RENEWAL/END DATE:

The SASF committee meets several times annually.

The partnership is renewed annually.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Nicola Bishop-Yong, Superintendent of Education



SUSTAINABILITY AND EDUCATION POLICY NETWORK (SEPN)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and Sustainability and Education Policy Network (based at the University of Saskatchewan)

DATE FORMED/CREATED:

January 2020 and renewed in January 2023

PARTNERSHIP GOAL:

This partnership supports initiatives to:

- Create professional learning opportunities for Saskatoon Public Schools teachers that connect Sustainability and Education Policy Network research to practice in classrooms;
- Advance the understanding of and support for sustainability and climate change education among Saskatoon Public Schools leaders, including senior administration, school administrators and citizenship education teacher leaders;
- Engage Saskatoon Public Schools students in exploring the knowledge and actions necessary for sustainable living, active citizenship and well-being; and
- Identify and support collaborative opportunities for sustainability and climate change related research.

INITIATIVES AND POTENTIAL IMPACT:

The Climate Change Educator's (CCE) Network is a professional growth network for Saskatoon Public Schools teachers interested in climate change education. The teacher network currently has 75 members and meets regularly. The network collaborates with staff development on ensuring ongoing resource development and teacher collaboration. In conjunction with citizenship education, a series of mentor texts and corresponding lessons were distributed to school libraries for use in social studies and language arts curricula. Through the CCE network, several initiatives have emerged including Nature Talks (a student voice showcase), professional book clubs (Braiding Sweetgrass and This Changes Everything) and additional partnerships with the One School, One Farm organization.

MEETING FREQUENCY AND RENEWAL/END DATE:

As the Sustainability and Education Policy Network is also connected to the Student Action for a Sustainable Future project, Saskatoon Public Schools meets 2-3 times yearly and consults as needed.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Nicola Bishop-Yong, Superintendent of Education



WĀHKŌHTOWIN TEACHER EDUCATION MODEL



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, University of Saskatchewan Indian Teacher Education Program, Greater Saskatoon Catholic Schools, Kahkewistahaw Community School

DATE FORMED/CREATED:

September 2019

PARTNERSHIP GOAL:

- To affirm and strengthen Indigenous teacher candidates' Nêhiyaw identity, self-efficacy and culturally responsive teaching practice;
- To decolonize teaching practice in a way that leads to stronger learning outcomes for Indigenous and non-Indigenous students;
- To respond to the Truth and Reconciliation Commission's Calls to Action on Education; and
- To develop recommendations for teacher education programs, policy and practice.

INITIATIVES AND POTENTIAL IMPACT:

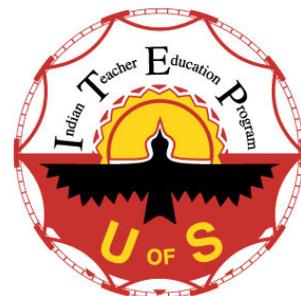
- To develop a unique Professional Development Schools model built on a foundation of Nêhiyaw culture, language, spirituality and people.
- To ensure and promote community participation, input, and consultation, such that the community and its students are always at the forefront of planning and development.
- To promote and support Nêhiyaw language and cultural components into the learning and professional development of Mount Royal and/or Bedford Road collegiate students, teachers, and staff.
- To enhance and design an array of suitable and valuable learning components and objectives for the pedagogical and practical development of pre-service teachers.

MEETING FREQUENCY AND RENEWAL/END DATE:

Meet bi-annually with leadership teams.
Renewal date is September 2025.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Brent Hills, Deputy Director of Education



WHITECAP DAKOTA FIRST NATION AND SASKATOON PUBLIC SCHOOLS REGIONAL EDUCATION AGREEMENT (REA)

ORGANIZATIONS INVOLVED:

Saskatoon Public Schools and Whitecap Dakota First Nation

DATE FORMED/CREATED:

An informal partnership between the organizations began over 25 years ago. The Alliance Agreement was signed in 2014, followed by the signing of the Regional Education Agreement in 2019.

PARTNERSHIP GOAL:

The purpose of this agreement is to ensure that all students have access to, and receive, a culturally responsive, high-quality education that advances student educational outcomes while respecting the principles of First Nation control of First Nation education.

The agreement implements a sustainable, predictable and more flexible funding model that generally follows the provincial funding model for relevant provincial public schools, with specific adaptations to meet the unique needs of students.

INITIATIVES AND POTENTIAL IMPACT:

The partnership is historic in nature, and several requests are received each year to share the agreement and the principles of the partnership that has grown over 25 years.

MEETING FREQUENCY AND RENEWAL/END DATE:

The Joint Governance Committee meets up to two times per year. The Joint Operations Committee meets up to four times per year.

The current regional education agreement will be up for renewal in 2024.

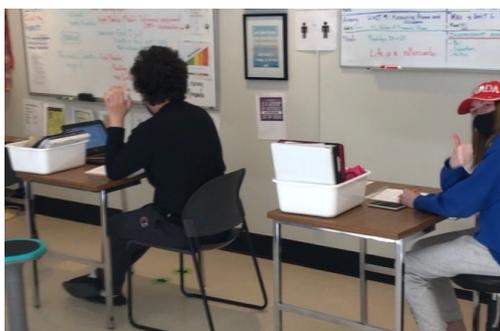
ADMINISTRATIVE COUNCIL PORTFOLIO:

Trish Reeve, Superintendent of Education

Shane Skjerven, Director of Education



YOUTH RESOURCE CENTRE (YRC)



ORGANIZATIONS INVOLVED:

Saskatoon Public Schools, Saskatchewan Health Authority, Greater Saskatoon Catholic Schools, and Prairie Spirit School Division

DATE FORMED/CREATED:

Partnership has existed for more than 25 years.

PARTNERSHIP GOAL:

Youth Resource Centre, often referred to as Day Program, is designed as a short-term assessment and intervention program to help youth reintegrate into an appropriate program. The program follows the school calendar and most youth stay for one or two semesters, depending on their needs. Through this partnership, students are provided with educational and mental health services designed to facilitate learning coping strategies to help regulate their symptoms.

INITIATIVES AND POTENTIAL IMPACT:

Youth who attend Youth Resource Centre are referred through mental health professionals actively working with the client and caregivers. The program provides a combination of multidisciplinary services addressing educational programs, social and life skill development, recreation assessment, and family therapy. The goal is to maximize adolescent mental health and well-being, including the long-term goals of encouraging participation in positive leisure activities, increasing pro-social life skills, decreasing unhealthy behaviours and relapses, increasing productivity, making healthy choices and improving social judgement.

MEETING FREQUENCY AND RENEWAL/END DATE:

Classroom teacher supported with professional learning and consultation. Consultation between Youth Resource Centre and Safe, Caring and Accepting Schools staff as needed.

ADMINISTRATIVE COUNCIL PORTFOLIO:

Colleen Norris, Superintendent of Education



Saskatchewan
Health Authority



Saskatoon Public Schools

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 youtube.com/SaskatoonPublicSchools13

 linkedin.com/company/saskatoonpublicschools



MEETING DATE: FEBRUARY 14, 2023

TOPIC: APPROVAL OF TOP MAJOR AND MINOR CAPITAL RENEWAL FUNDING REQUESTS

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 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 checked="" type="checkbox"/> Information

BACKGROUND

Major capital program funding and minor capital renewal program funding requests for the 2024-25 provincial budget year are required to be submitted to the Ministry of Education by March 8, 2023. The Ministry of Education then updates its priorities and shares this information with all school divisions.

CURRENT STATUS

The following have been identified as the top five major capital and top three minor capital project requests for submission to the Ministry of Education by March 8, 2023:

Top Five Major Capital Project Requests:

1. New east side collegiate
2. New Brighton elementary school
3. New Aspen Ridge elementary school
4. New second Brighton or Holmwood elementary school
5. Infrastructure upgrading and infill project at Walter Murray Collegiate

Top Three Minor Capital Project Requests:

1. Centennial Collegiate upgrades for enrolment growth
2. Cultural room upgrading project at wâhkôhtowin School
3. Infrastructure upgrading project at Queen Elizabeth School

PREPARED BY	DATE	ATTACHMENTS
Stan Laba, Superintendent of Facilities	February 6, 2023	None

RECOMMENDATION

Proposed Board Motion:

That administration submit the following major and minor capital renewal program funding requests to the Ministry of Education by March 8, 2023:

Top Five Major Capital Project Requests:

1. New east side collegiate
2. New Brighton elementary school
3. New Aspen Ridge elementary school
4. New second Brighton or Holmwood elementary school
5. Infrastructure upgrading and infill project at Walter Murray Collegiate

Top Three Minor Capital Project Requests:

- 1. Centennial Collegiate upgrades for enrolment growth*
- 2. Cultural room upgrading project at wâhkôhtowin School*
- 3. Infrastructure upgrading project at Queen Elizabeth School*



MEETING DATE: FEBRUARY 14, 2023
TOPIC: TRUSTEE ABSENCE REQUEST

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 checked="" type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Information

BACKGROUND

Section 10 (1) of *The School Division Administration Regulations* states that: "A member of a board of education or the conseil scolaire must vacate his or her office if any one of the following applies to him or her:..... (b) the member is absent from 3 or more consecutive meeting of the board of education or the conseil scolaire without authorization of the board of education or the conseil scolaire to do so;"....

CURRENT STATUS

It is expected that Trustee Brannen will be absent from three or more consecutive meetings of the Board of Education.

PREPARED BY	DATE	ATTACHMENTS
Colleen MacPherson, Board Chair	January 26, 2023	None

RECOMMENDATION

Proposed Board Motion:

That the board authorize the absence of Trustee Kathleen Brannen from three or more consecutive meetings of the Board of Education.



MEETING DATE: FEBRUARY 14, 2023

TOPIC: PENSION TRUSTEE COMMITTEE – TEMPORARY VOTING MEMBER

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 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

Section 4.20 of the Trust Agreement for the Pension Plan for the Non-Teaching Employees of the Saskatoon Board of Education states: “A quorum for the transaction of business at any meeting of the Pension Trustees consists of not less than three (3) Pension Trustees, one of whom must be either the Chair or the Vice-Chair, comprised of a minimum of two (2) Board Pension Trustees, in person or participating by means of a telephone conference call or as otherwise permitted by section 4.27If the Pension Trustees meet when a Pension Trustee position is vacant, the meeting is validly constituted as long as a quorum is present.”

CURRENT STATUS

Section 4.2 of the Trust Agreement for the Pension Plan for the Non-Teaching Employees of the Saskatoon Board of Education states: “Except as otherwise described herein, the three (3) Board Pension Trustees are members of the Board and are appointed by the Board, with each Board Pension Trustee appointed for an initial term of four (4) years).”

Trustees Brannen, MacPherson and Zwarych were appointed to the Board of Pension Trustees Committee November 16, 2020.

Trustee Stranden was appointed as an observer to the Board of Pension Trustees Committee November 9, 2021.

With the absence of Trustee Brannen, it becomes necessary to promote the pension trustee observer, Trustee Stranden, to the position of a voting member of the committee, until the return of Trustee Brannen.

PREPARED BY	DATE	ATTACHMENTS
Suzanne Zwarych, Chair Pension Trustees Committee	January 26, 2023	None

RECOMMENDATION

Proposed Board Motion:

That Trustee Stranden be appointed to the Board of Pension Trustees Committee as a voting member, until the return of Trustee Brannen.



MEETING DATE: FEBRUARY 14, 2023

TOPIC: SASKATCHEWAN SCHOOL BOARDS ASSOCIATION'S ANNUAL MEMBERSHIP FEES

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 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 pays an annual fee to the Saskatchewan School Boards Association (SSBA) to maintain membership.

CURRENT STATUS

Attached is the 2023 Saskatchewan School Boards Association membership fees invoice.

PREPARED BY	DATE	ATTACHMENTS
Mr. Daniel Burke, Chief Financial Officer	January 26, 2023	SSBA Invoice

RECOMMENDATION

Proposed Board Motion:

That the board authorize payment of 2023 Saskatchewan School Boards Association membership fees of \$154,440.00 plus GST, for a total amount of \$162,162.00.

DATE: January 11, 2023

TO: Saskatoon SD 13

RE: 2023 Saskatchewan School Boards Association Membership Fees

INVOICE

2023 Membership Fees

SSBA provides leadership, coordination and services to member boards of education to support student achievement. Members have access to services which include:

- Communications and Strategic Services
- Employee Benefits Plan and General Insurance Plan
- Board Development and Indigenous Education
- Employee and Labour Relations
- Legal Services

More information on the services provided can be found on the SSBA website.

Saskatoon SD 13

2022-23 SK Student Count	Weighted Student Count	2023 Membership Fee	GST	Total Amount Due
26,535	8,654	\$154,440.00	\$7,722.00	\$162,162.00

GST Registration #R107956302

For comparative purposes:

2021-22 SK Student Count	Weighted Student Count	2022 Membership Fee
25,671	8,567	\$151,407.23

Note:

PST is not applicable on SSBA membership fees or events.

Total SSBA Members (for information purposes only)

	SK Student Count	Weighted Student Count	Membership Fee
2023	187,367	116,073	\$2,376,000.00
2022	183,988	115,466	\$2,329,342.01

Membership fees are payable in full by January 31, 2023. Payment is required to remain a member and to access SSBA services.

As per Bylaw No. 2: A member who wishes to withdraw from membership in the Association shall provide at least 12 months' written notice to the Executive, and the effective date of the withdrawal from membership shall be December 31 of a year.

As per Bylaw No. 3: The annual membership fee is calculated as follows:

Membership Fee = A x B/C

A = the portion of the annual operating budget that is funded by membership fees

B = the weighted student enrolment of the member calculated using the count of students as of September 30 for the most recent year as provided by the Ministry of Education, including the student enrolment of any affiliate members

C = the sum of the weighted student enrolments calculated pursuant to B for all members, including any affiliate members

The membership fee payable shall be not less than \$20,000 and (b) not more than 6.5% of the portion of the annual operating budget that is funded by membership fees.



MEETING DATE: FEBRUARY 14, 2023

TOPIC: AMENDMENT TO THE 2022-2023 BOARD MEETING DATES

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 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 checked="" type="checkbox"/> Information

BACKGROUND

At the March 15, 2022 board meeting, the board passed the following motion:

Board Meeting Dates: 2022 – 2023 School Year: Trustee Pidwerbeski moved that the Board approve the Board meeting dates for the 2022-2023 school year.

August 30	Regular Meeting (if needed)	February 14	Regular Meeting
September 20	Regular Meeting	March 14	Regular Meeting
October 11	Regular Meeting	April 18	Regular Meeting
November 8	Inaugural Meeting (12:00 noon)	May 9	Regular Meeting
November 22	Regular Meeting	June 6	Regular Meeting
December 13	Regular Meeting	June 20	Regular Meeting
January 17	Regular Meeting		

CURRENT STATUS

Discussion took place regarding changing the March 2023 board meeting date (March 14, 2023 to March 7, 2023). An amended motion is required to make the change.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	February 7, 2023	None

RECOMMENDATION

Proposed Board Motion:

That the board amend its motion of March 15, 2022 to read: That the board approve the board meeting dates for the 2022-2023 school year.

August 30	Regular Meeting (if needed)	February 14	Regular Meeting
September 20	Regular Meeting	March 7	Regular Meeting
October 11	Regular Meeting	April 18	Regular Meeting
November 8	Inaugural Meeting (12:00 noon)	May 9	Regular Meeting
November 22	Regular Meeting	June 6	Regular Meeting
December 13	Regular Meeting	June 20	Regular Meeting
January 17	Regular Meeting		



MEETING DATE: FEBRUARY 14, 2023
TOPIC: 2023– 2024 ACADEMIC CALENDAR

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 checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Information

BACKGROUND

A calendar collaboration committee was struck including various division stakeholders to create a Saskatoon Public Schools 2023–2024 school calendar. This committee met to discuss the parameters of the school calendar with guidelines from the Ministry of Education and the provincial education act and government regulations.

CURRENT STATUS

The Saskatoon Public Schools Calendar Committee met on two occasions to discuss the optimal calendar for student learning. Trustees Arneson and Zwarych served as board representatives.

The attached proposed calendar for the 2023-2024 school year is based upon:

- consultation processes with all division employee groups represented, and
- alignment with Greater Saskatoon Catholic Schools and Prairie Spirit School Division proposed calendars.

The proposed calendar represents:

- a total of 194 teacher days;
- a total of 182 (secondary) 184 (elementary) student contact instructional days with a minimum of 950 hours of instruction for all students;
- September 29th as a day dedicated to honour the National Day of Truth and Reconciliation;
- a 16-day winter vacation that centers around Christmas and New Year’s Day;
- a nine-day February break for students and staff which includes Family Day;
- a ten-day spring vacation which includes the Easter long-weekend;
- the last day of school for students is June 26 (high School) and June 27 (elementary);
- the last day of work for staff is June 28.

Administration recommends approval of the proposed calendar for the 2023-2024 school year.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education Brent Hills, Deputy Director of Education	February 7, 2023	Proposed Calendar

RECOMMENDATION

Proposed Board Motion for the Public Board Meeting:

That the board adopt the proposed 2023-2024 school year calendar.



SCHOOL CALENDAR DRAFT

August 2023

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- Stat Holidays
- No School - Students/Teachers
- PD/Planning/Operations (K-12 No Students)
- Student First Day
- Last Day (K-8 Students)
- Last Day (9-12 Students)



MEETING DATE: FEBRUARY 14, 2023

TOPIC: RESPONSE TO TRUSTEE REQUEST FOR AN UPDATE ON THE INTERNATIONAL STUDENT PROGRAM

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: Response to Trustee Question	<input checked="" type="checkbox"/> Information

BACKGROUND

At the January 17, 2023 board meeting, Board Chair MacPherson asked administration to provide an update on the International Student Program.

CURRENT STATUS

A document entitled *Saskatoon International Education By The Numbers* is attached that provides an update on the International Student Program. From an operational lens, International Student Program Manager, Lana Elias, has developed a sound infrastructure in terms of application process, marketing, policies, relationships with agents, and the development of online assessments. This year has also had a strong focus on developing partnerships with school teams to support international students. In terms of enrolment, the international program has grown throughout the year and is projected to grow in 2023-2024. From a revenue standpoint, Chief Financial Officer, Daniel Burke, has had contact with the ministry and determined that the program is generating significantly more dollars than was originally determined.

PREPARED BY	DATE	ATTACHMENTS
Brent Hills, Deputy Director of Education Colleen Norris, Superintendent of Education	February 6, 2023	One



SASKATOON INTERNATIONAL EDUCATION 🍏

By the Numbers – February 2023

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International Students in 2022/2023

- Includes 42 new and 4 returning students from 9 countries: Iran, Mongolia, Panama, China, Korea, Saudi Arabia, Taiwan, United States of America and Vietnam
- Includes 27 high school students and 19 elementary students
- In addition, 5 students changed status from international to newcomer prior to semester 1 and 2 students (included in the 46) changed status to newcomer for semester 2
- Equals 35.25 FTE students (based on a 10-month FTE)
- 68 total new applicants in 2022/2023

Agent Agreements

- Marketing countries represented by our agents include Austria, China, Germany, Korea, Slovakia, Switzerland and Thailand.
- SIE (Saskatoon International Education) participated in 4 agent fairs: CAPS-I Virtual Thailand, CAPS-I Virtual Mexico, ICEF Virtual China and Global Eyes Europe Mission. These fairs included ~45 agent presentations, 4 student fairs and 4 school visits

20

1.4

Full-Time Equivalent Staff

- 1.0 FTE Director (started in April 2022)
- .2 FTE Consultant (started in July 2022)
- .2 FTE Secretary (started in January 2023)
- Casual EAL Assessor (supported the design and delivery of new virtual English Language Proficiency assessments for high school students prior to arrival in December and January)

New SIE Applicants for 2023/2024

- Includes 16 approved new students (tuition paid) and 11 approved new students (tuition not yet paid)
- Excludes applicants who have yet to apply. Due date is May 1
- In addition, 6 current students have paid 2023/2024 tuition. The majority of students will declare their returning status in March

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Saskatoon Public Schools
Inspiring Learning

Saskatoon International Education