The City Centre School Project will be a progressive educational environment and a welcoming community gathering place that provides holistic wellness for students and families.

Guiding Principles

Cultural Design Drivers

Innovative Education

Vision

The school will provide an education experience that encourages students to achieve success in academics, character, engagement, and well-being.

Indigenous Culture

The school will reflect the community it serves through the incorporation of culture, language, and art.

Storytelling

Learning from history, our ancestors' traditional ways, teachings from our grandmothers, how two cultures and two worlds have come together, Truth and Reconciliation, language and imagery.

Art

Students create art through hand-on learning and expression. Sewing, beading, crafts, dancing and providing spaces that support making is important to help cultivate the next generation. Art is a natural part of the building.

Responsive Design

Inspiring student excellence through

Relationships

The school will build connections with students and families through supportive programming, partnerships, and spaces.

Gathering

The school is the hub of the community and will support cultural gatherings like powwows, voyeur games, ceremonies, celebrating special days and feasts.

Animals

Incorporate animals for teaching and learning. Buffalo, Rabbit, Duck, Moose, Elk, Deer. Activities include hunting, preparing

design. The building will be responsive to community needs and provide opportunities to create a sense of belonging.

Healing-Centred Design

We recognize that students, families, and staff carry varied experiences into their daily lives. The school design will seek to provide healing using colour, configuration, program and design strategies.

Inclusivity

The building and site will be accessible to all ages and abilities and incorporate universal design principles. The facility will be a safe space for all cultures, ethnicities, religions, ages, sexual orientations and socio-economic backgrounds.

Student Safety

A safe and comfortable experience will be considered throughout the entire school day.

Holistic Lens

The school acknowledges the importance of holistic wellness and will provide a supportive environment for mental, emotional, spiritual, and physical well-being.

Reconciliation

The project will continue to build a bridge between SPS and Indigenous communities. We will honour the children of Residential Schools by coming together to build a better future for all children through this project.

Health + Wellness

Supporting holistic wellness through smudging, prayer, physical activities, and making art.

Welcoming and Inclusive

"Tinu Maku" Come in. Sit Down. The facility should make people feel welcome. The look, smell, and feel of the space will create a comfortable environment for students, teachers and families. "There's room for everyone in the medicine lodge."

animals for cultural activities, tools or meat and cooking.

Plants

Traditional medicines, plants for ceremonies, cultural activities and food. Plants as a teaching tool. Use for wellness and to create a comfortable space.

Meaningful Geometry

Circle, spiral, and Fibonacci sequence are found in the natural world and in traditional structures/tools, like the tipi, sunflower, pinecone.

Project Governance

Stakeholders

Parents/Caregivers • Teachers/Staff • Students
Residents • Service Providers • School Elders/ Traditional Knowledge Keepers (TKK) • Partners
Community Groups • SPS Senior Leadership •
SPS Facilities Management + Operations • School Community Councils • SPS Trustees • Others

Core Project Team

Design Team

Educational Advisory Committee

Principals • Teachers • SPS Facilities Management

Indigenous Cultural Guidance Committee

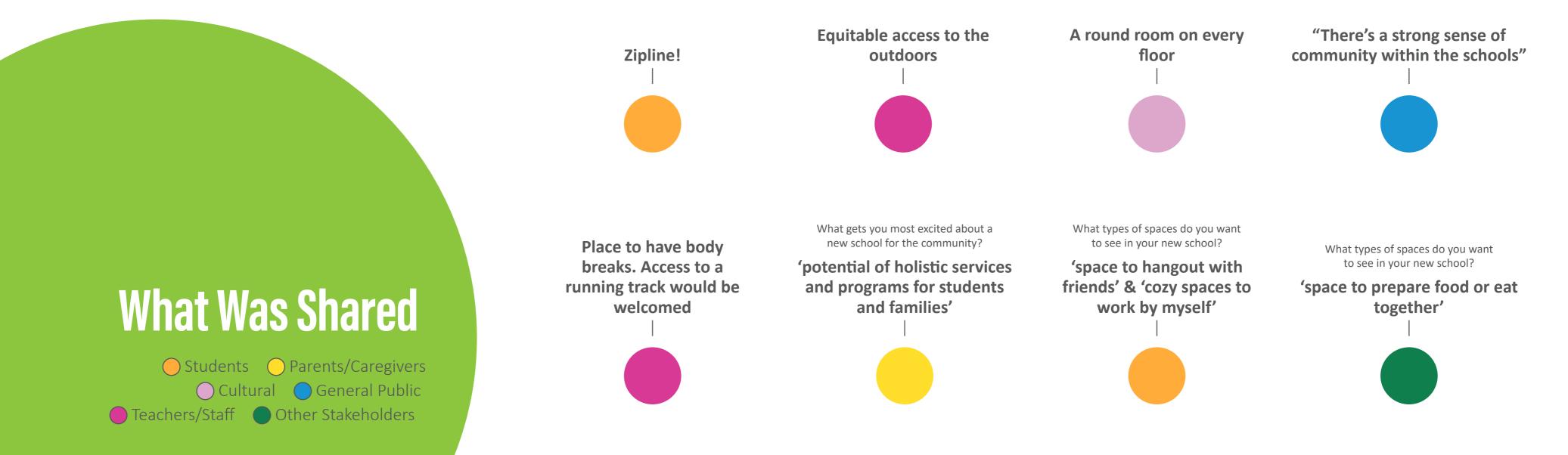
Saskatoon Tribal Council (STC) Elder(s) • Central Urban Métis Federation Inc. (CUMFI) Elder/TKK • School Elders/TKK • SPS First Nation, Inuit and Métis (FNIM) Education Unit



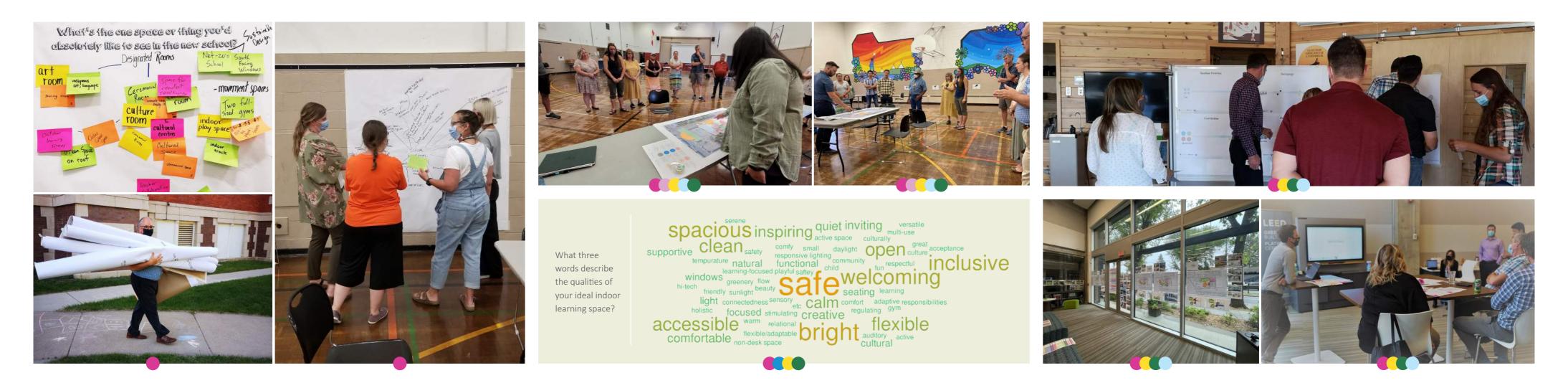


KINDRACHUK AGREY









City Centre School Project





