



# SASKATOON PUBLIC SCHOOLS

Report to the Community



**2018-2019**

# Saskatoon Public Schools

ADEN BOWMAN  
 BEDFORD ROAD  
 CENTENNIAL  
 EVAN HARDY  
 MARION M. GRAHAM  
 MOUNT ROYAL  
 NUTANA  
 ROYAL WEST  
 TOMMY DOUGLAS  
 WALTER MURRAY

ALVIN BUCKWOLD  
 BREVOORT PARK  
 BROWNELL  
 BRUNSKILL  
 BUENA VISTA  
 CAROLINE ROBINS  
 CASWELL  
 CHARLES RED HAWK  
 CHIEF WHITECAP  
 CITY PARK  
 COLETTE BOURGONJE  
 COLLEGE PARK  
 CONFEDERATION PARK  
 DR. JOHN G. EGNATOFF  
 DUNDONALD  
 ERNEST LINDNER  
 FAIRHAVEN  
 FOREST GROVE  
 GREYSTONE HEIGHTS  
 HENRY KELSEY  
 HOLLISTON  
 HOWARD COAD  
 HUGH CAIRNS V.C.  
 JAMES L. ALEXANDER  
 JOHN DOLAN  
 JOHN LAKE  
 KING GEORGE  
 LAKERIDGE  
 LAKEVIEW  
 LAWSON HEIGHTS  
 LESTER B. PEARSON  
 MAYFAIR  
 MONTGOMERY  
 NORTH PARK WILSON  
 PLEASANT HILL  
 PRINCE PHILIP  
 PRINCESS ALEXANDRA  
 QUEEN ELIZABETH  
 RIVER HEIGHTS  
 ROLAND MICHENER  
 SASKATOON  
 SASKATOON MISBAH  
 SILVERSPRING  
 SILVERWOOD HEIGHTS  
 SUTHERLAND  
 SYLVIA FEDORUK  
 VICTORIA  
 VINCENT MASSEY  
 WESTMOUNT  
 WILDWOOD  
 WILLOWGROVE  
 W.P. BATE





# SASKATOON PUBLIC SCHOOLS: OPEN TO ALL

We believe schools should be safe and caring places where excellence in learning is a priority. Our goal is to see all children and youth discover, develop, and act upon their potential based on the values of Respect, Excellence, Responsibility, and Joy.

## RESPECT

Diversity, inclusion, equity, compassion, and respect for one's self and others as part of an accepting school community.



## EXCELLENCE

Meeting challenges, asking questions, offering solutions, and engaging in learning opportunities to enhance academic, personal, and social growth.



## RESPONSIBILITY

A commitment to learning and recognition of the importance of citizenship, service, justice, honesty, and fairness.



## JOY

Self-fulfillment and the opportunity for students to express their curiosity, passion, and joy through learning.



# TABLE OF CONTENTS

6	Message from the Board Chair Ray Morrison
7	Message from the Director Barry MacDougall
8	Board of Trustees
10	Strategic Priorities
14	Awards
22	Facilities for Learning
25	Partnerships with our Community
42	Core Strategies
62	Arts Education
64	Athletics
70	Saskatoon Public Schools Foundation



## MESSAGE FROM THE BOARD CHAIR

I am proud to present the 2018–19 Saskatoon Public Schools Report to the Community. This academic year included its fair share of triumphs and challenges. As always, our dedicated staff members remained steadfast in educating tomorrow's community members and leaders.

Once again, our school division's enrolment rose to an all-time high of 25,747 from prekindergarten to Grade 12. That is an increase of 317 students over the previous year. There is no end in sight; our elementary schools and collegiates continuously welcome new students and families throughout the school year.

Public education is designed to serve the entire community. However, our work wouldn't be possible without the numerous community partnerships we have fostered. These collaborations have created incredible learning opportunities and supportive spaces for our students. During this school year, our school division renewed our commitment with two of our valued partners. First, Saskatoon Public Schools signed a new tripartite alliance agreement with Whitecap Dakota First Nation and the Government of Canada, which will run from 2019 to 2024. This agreement builds on the previous alliance agreement, which has supported students at Charles Red Hawk School at Whitecap and their transition to Chief Whitecap School in the city. Secondly, our school division signed the Reconciliation in Education Agreement with the Saskatoon Tribal Council. Building on our 13-year relationship, this agreement lays the groundwork for a joint governance strategy that will help us better support Indigenous students and provide programming and services to help them be successful in school.

For the fourth consecutive year, our board faced a difficult budget process. While provincial funding went up marginally, we have not recouped what the province cut two years ago. Added to that, we must meet the demands of enrolment growth, the increasing volume and complexity of student needs, additional

schools to operate, salary commitments, and growing expenses. In contemplating next year's budget, we looked to our staff and school communities for feedback and suggestions. After much deliberation, our board passed a budget that will impact our students' experiences in school. Public education must be viewed as an investment, not an expense. Our board will continue to lobby the provincial government to sufficiently fund education and invest in the future of our students and our community.

As we close the book on this academic year, we have charted a new course for our school division. In June, trustees unanimously approved the new strategic plan, which will guide our division's work for the next five years. After nearly two years of consultations, gathering feedback, and data analysis, the new strategic plan was created. The plan sets out our vision, the four goals we want every student to achieve, and our commitment as a school division. The plan states unequivocally that students are at the heart of our work. With the adoption of this new plan, our work will be changing. This includes the dissolution of our board's two strategic priorities—Literacy for Life and Collegiate Renewal. However, we will keep the lessons and accomplishments from this priority work as we move forward.

This book is overflowing with the triumphs and accomplishments of our students. Please keep in mind that every finished project, community award, and academic achievement for our students would not have been possible without a team of dedicated teachers and support and professional staff members. Through good days and bad, they remain committed to supporting the learning journey and personal development of every student. They are making a difference in the lives of our students and the future of our community.





## MESSAGE FROM THE DIRECTOR

Welcome to the 2018–19 edition of the Saskatoon Public Schools Report to the Community. Every year when we put this book together, I am amazed by the accomplishments of our students, creativity amongst our staff, and incredible experiences shared at each of our schools. The students, families, and staff members who make up our school division come from diverse cultural backgrounds, personal experiences, faiths, identities, and abilities, but they all have a place in our schools. This book is a testament to the value of public education.

There are a few big changes I want to highlight that came about this year. First is our Move to Grow Campaign that launched in September 2018. Move to Grow was introduced division-wide to encourage students and families to explore active modes of transportation for their school commute. We created the Move to Grow campaign because we wanted to help our students be better. Not just in school, but also in life. We want every student to be healthier, to be happier, to feel safe, to feel independent, to feel confident, to be engaged, and to feel a sense of belonging in the community. All of this is the payoff of adding a little more physical activity each day. Move to Grow is about moving more to grow stronger, smarter, and healthier. The campaign was warmly received not only across the division, but by many community agencies and partners in Saskatoon. In the spring, we introduced Move to Grow In The Classroom, which focuses on adding Brain-Activating Movement (BAM) twice a day in class. Three minutes is all it takes to help students self-regulate, re-energize, and re-focus on their class work. We've seen incredible uptake in this initiative, and I look forward to the continued role of Move to Grow in our school communities.

The second big change was the adoption of our new strategic plan. For nearly two years, we have surveyed our parents and staff members, held consultation sessions, and reflected on what the needs of our students will be in the next five years. This has culminated in the creation of our new strategic plan, which we

will implement starting in the 2019–20 school year. The plan sets out a new vision for our work—Every Student is Known, Valued and Believed In. The wording is simple, yet the intent is complex. We believe that instilling students with pride, a feeling of belonging, and a belief in their abilities can make a difference for every single young person who enters our classrooms. We will work to achieve this vision by focusing on our newly adopted student goals—academic excellence, character, engagement, and well-being. I'm excited about this new plan, where it will take us and, most importantly, what a difference this can make for students.

As we chart a new course for our work through the strategic plan, we will be retiring our two strategic priorities—Literacy for Life and Collegiate Renewal. Literacy for Life and Collegiate Renewal increased the achievement and engagement levels of all our students through a focus on literacy, numeracy, and improving student engagement and graduation rates. Numerous teachers, consultants, learning leaders, administrators, coordinators, and superintendents contributed to the success of these two priorities through the years. Our students are better because of their dedicated work.

I hope you enjoy the stories and celebrations that fill the pages of this report. It is a snapshot of one year in the life of our school division, but it speaks to the vast abilities and successes of our students and the dedication and innovation of our staff. Every day, I am incredibly proud to lead this division and share its good work with our community. Turn the page to find out more.

*B. MacDougall*



**BOARD OF TRUSTEES**





# 2018-19 TRUSTEE AND WARD DIRECTORY



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

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# LITERACY FOR LIFE

**GOAL:** All Kindergarten to Grade 8 students will achieve at or above grade level in reading, writing, and mathematics. They will be engaged in their learning and graduate as active participants in lifelong learning and as responsible, caring, culturally responsive citizens in the community, nation, and world. In pursuit of this goal, we will focus intensively on the engagement, achievement, and graduation rates of First Nations, Inuit and Métis students.

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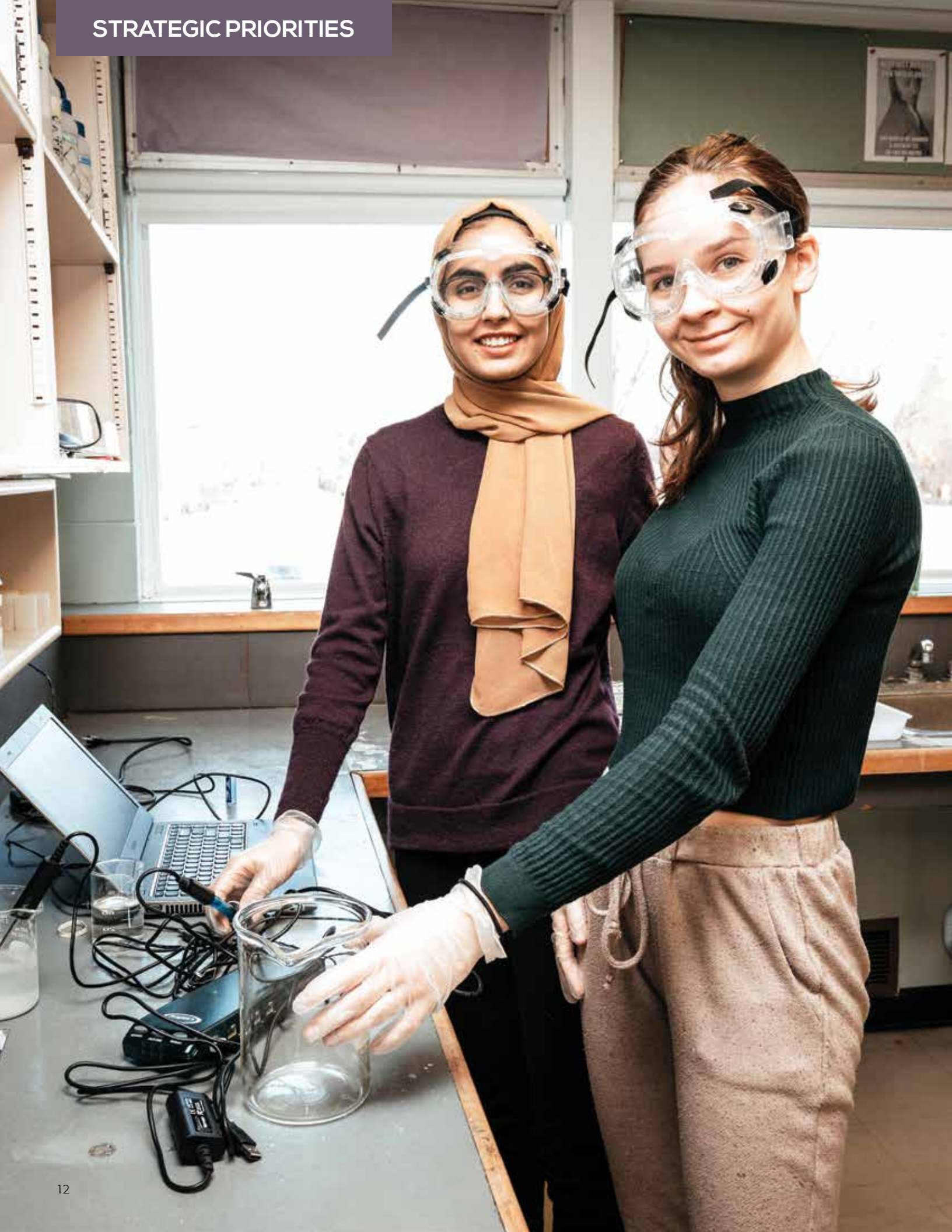
In its 14th year, Literacy for Life continued to provide students with the necessary supports to develop as readers, writers, and mathematicians. Teachers and leaders engaged in professional development focused on pursuing research-proven methods for maximizing student learning.

In the 2018–19 school year, the federally funded Early Learning Inclusion Pilot (ELIS) was expanded to include our 17 prekindergarten programs. Through the program, 33 ELIS students were placed in regular prekindergarten classrooms with appropriate support. In order to be responsive to students' diverse needs, prekindergarten teacher and educational assistant teams undertook professional learning opportunities. Along with supporting social-emotional development, teachers worked on students' language development by implementing phonological awareness opportunities and language growth strategies into daily instruction and interactions.

The Kindergarten learning community grew to include 50 English and French immersion teachers in 2018–19. The goal of the community was to strengthen collective understanding of the early literacy components, mathematics, and culturally competent teaching practices. Through explicit teaching, the use of intentional provocations, and playful learning opportunities, teachers explored how to embed these concepts throughout the Kindergarten day.

During this academic year, professional learning in mathematics was focused on achievement of curricular outcomes specific to the number strand in the Saskatchewan curriculum. The goal was to increase students' computational fluency and number sense through culturally competent instructional and assessment practices. These practices were designed to foster student reasoning, create spaces for multiple ways to demonstrate understanding, and provide opportunities for student voice and discourse.

With the adoption of the new strategic plan, Saskatoon Public Schools is retiring the Literacy for Life strategic priority. However, the school division's commitment to building foundations for young students remains strong. Literacy for Life positioned our school division as a leader in literacy and mathematics instruction. Countless teachers, administrators, consultants, and coordinators worked on Literacy for Life over the past 14 years. The legacy of their work is evident in the expertise of our teachers, the rich learning experiences of our students, and the division's ongoing commitment to world-class instructional practices in English language arts and mathematics.





# COLLEGIATE RENEWAL

**GOAL:** All collegiate students will be engaged in their learning so that they graduate as competent, active participants in lifelong learning and as responsible, caring, culturally responsive citizens in the community, nation, and world. In pursuit of this goal, we will focus intensively on the engagement, achievement, and graduation rates of First Nations, Inuit, and Métis students.

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In the 12th year of Collegiate Renewal, Saskatoon Public Schools celebrated the strategic priority's recent and historical impact and the foundation it provides for the transition to a new strategic plan.

For the 2018–19 school year, Collegiate Renewal had four expectations and commitments: teachers will accurately identify students who need more support and respond effectively and early; schools will monitor the effectiveness of their responses and try additional responses as necessary; school administrators will know which students require extra support, what support students are receiving, and ensure teachers provide instruction that is likely to lead to the student attaining the credit; and central office leaders will communicate clear expectations for instructional leadership and help school administrators achieve those expectations.

Teachers had a continued focus on outcomes-based assessment (OBA) this academic year. When teachers strategically support student learning by carefully planning assessment and instruction, thoughtfully respond to students along the way, and precisely communicate to students and their caregivers about progress, students are more likely to be engaged and successful. This year, teachers were introduced to an OBA planning template that helped them provide strategic learning opportunities that were efficient, effective, and engaging. A bold goal was established to have all teachers implement OBA practices into all courses with renewed curricula starting in the fall of the 2019–20 school year.

In our annual OurSchool survey, 64 per cent of students indicated that they knew the learning targets in most or all their classes. There was an increase of two per cent of students who reported knowing the learning target in all their classes from 27 per cent to 29 per cent. The survey also indicates that knowing these targets positively impacts student engagement by alleviating student anxiety.

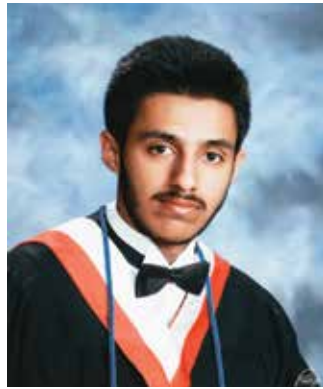
Renewal is defined as the state following a disruption. Collegiate Renewal has consistently disrupted assumptions about what is possible in a high school and challenged teachers and administrators to make the changes necessary to more fully engage Saskatoon's young people. The change has been incremental, but over time, substantial. Saskatoon Public Schools collegiates are forever impacted by the efforts of many who worked on Collegiate Renewal.

# 2018 OUTSTANDING GRADUATES

**CONGRATULATIONS** to the students from each of our collegiates who have been recognized by Saskatoon Public Schools for all-around excellence.



**Vaidehee Lanke**  
Aden Bowman Collegiate



**Adil Chatha**  
Bedford Road Collegiate



**Melody Song**  
Evan Hardy Collegiate



**Dana Wood**  
Marion M. Graham Collegiate



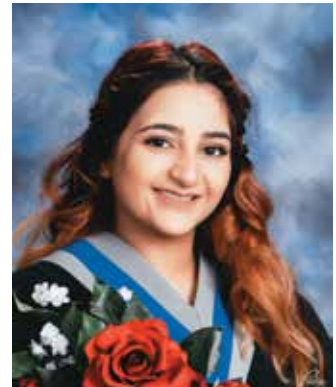
**Hawi Roba**  
Mount Royal Collegiate



**Rebecca Martens**  
Nutana Collegiate



**Torrie Carlton**  
Tommy Douglas Collegiate



**Sarah Ghezlbash**  
Walter Murray Collegiate

## AWARD OF EXCELLENCE RECIPIENT



**Catherine Sun**  
Centennial Collegiate

# SCHOLARSHIPS

Our graduates have their choice of universities and other post-secondary institutions to attend across North America and beyond. Each year, several graduates receive generous and prestigious scholarships to attend university. Here are some examples of scholarships accepted by our students in 2019.

## Morgan Beattie

Marion M. Graham Collegiate

- Schulich Leader Scholarship  
University of Saskatchewan  
\$80,000

- Katharine Quine Chancellors' Scholarship  
\$30,000

## Grace Braaten

Marion M. Graham Collegiate

- Entrance Scholarship  
University of Saskatchewan  
\$24,000

## Elizabeth DeCecco

Aden Bowman Collegiate

- University of Utah Scholarship  
(4 year)

## Esprit Farmer

Bedford Road Collegiate

- Dalhousie Scholarship  
\$20,000

## Laraib Fatima

Bedford Road Collegiate

- Best and Brightest Scholarship  
University of Saskatchewan  
\$24,000

- Ted Rogers Scholarship Fund  
\$10,000

## Sharon Jacob

Walter Murray Collegiate

- George and Marsha Ivany  
President's First and Best Scholarship  
University of Saskatchewan  
\$40,000

- Best and Brightest Scholarship  
University of Saskatchewan  
\$24,000

## Cassidy Joslin

Aden Bowman Collegiate

- Mercy Scholarship  
University of Detroit  
(4 year)

## Maria Khan

Bedford Road Collegiate

- George and Marsha Ivany  
President's First and Best Scholarship  
University of Saskatchewan  
\$40,000

## Greyson Kuan

Aden Bowman Collegiate

- Canticle Scholarship  
Quincy University  
\$14,500

- NCAA Athletic Scholarship  
\$11,400 (annually)

## Allison Kuzub

Centennial Collegiate

- Torvald and Margaret Tollefson  
Renewable Entrance Scholarship in  
Agriculture and Bioresources  
University of Saskatchewan  
\$12,000

## Hannah McCutcheon

Centennial Collegiate

- Chancellor's Award  
University of Saskatchewan  
\$30,000

## Fraser McLeod

Centennial Collegiate

- Circle of Honour Entrance Scholarship  
University of Saskatchewan  
\$24,000

## Hadia Mujahid

Walter Murray Collegiate

- Chancellor's Award  
University of Saskatchewan  
\$30,000

## Cydney Quon

Marion M. Graham Collegiate

- Excellence Scholarship  
University of Victoria  
\$26,000

## Katie Sofko

Walter Murray Collegiate

- Entrance Scholarship  
University of Saskatchewan  
\$24,000

## Micah Sollid

Aden Bowman Collegiate

- Entrance Scholarship  
University of Regina  
\$20,000

## Prankul Tuteja

Marion M. Graham Collegiate

- Ted Rogers Scholarship Fund  
University of Regina & Sask Polytechnic  
\$10,000

## Olivia Yurach

Aden Bowman Collegiate

- Entrance Scholarship  
University of Saskatchewan  
\$24,000

# STUDENT SUCCESS

## Science fair success

Saabir Yousuf and Kevin Liu, Grade 8 students at Greystone Heights School, received a bronze medal as a junior excellence award at the 2019 Canada-Wide Science Fair. Their project examined the benefits of small-scale, economically feasible desalination plants. Britney Feng, a Grade 12 student from Centennial Collegiate, and Jocelyn Pon, a Grade 10 student at Centennial, also represented the school division at the national science fair.



## Students offer solutions to environmental issues

Projects from Saskatoon Public Schools students took top spots during the annual Caring For Our Watersheds competition. First place and the \$1,000 top prize went to “No Plastic Is Fantastic: An Economically Feasible Plastic Phase Out,” by Greystone Heights School students Rafay Ahmed, Josh Bell, and Saabir Yousuf. The competition, sponsored by Partners For the Saskatchewan River Basin, asks students in Grade 7–12 to research a local watershed and provide a solution to an environmental concern. Six of the 10 projects selected as finalists were from Saskatoon Public Schools’ students.

## SaskTel Indigenous Youth Awards of Excellence

Four Saskatoon Public Schools students received awards during the 21st annual SaskTel Indigenous Youth Awards of Excellence. A total of 70 Saskatoon Public Schools students representing every collegiate were nominated. Award recipients were:

- Dylan Bauman**, Centennial—Education
- Celystin Moosomin**, Centennial—Spirit
- Liam Scramstad**, Marion M. Graham—Fine/Performing Arts
- N’Tanis Wuttunee**, Mount Royal—Leadership



## Skills Canada medalists

Two Walter Murray Collegiate students won medals at the Skills Canada National Competition. Muhammad Ahmed was second in website design while Roger Lam placed second in IT software solutions. Ewen Simms from Centennial Collegiate finished fourth in job skills demonstration. In addition to Ahmed and Lam, Saskatoon Public Schools students who won gold at the provincial level were: Emma Gingerich and Zara Goldney of Aden Bowman Collegiate for 2D character computer animation; Mount Royal Collegiate students Ismail Hossain in electronics and Victoria Anghelus in cooking; and Marion M. Graham Collegiate students Nick Tuteja in workplace safety and Josh Cote for brick masonry.

## Fashionable thinking earns top prize

A stop-animation video designed to raise awareness of the impact cheap, poor-quality clothing has on the environment earned three Centennial Collegiate students the grand prize in the Focus! Climate Change video contest sponsored by The Kimberley Foundation. “Fast Fashion,” created by Braelynn Simpson, Kayla Greig, and Jenna Read, claimed the \$5,000 top prize and earned an additional \$2,500 for acquisitions that support Centennial Collegiate’s art and science programs or library.







### Making a statement

The opportunity for three young men to wear face paint and carry traditional regalia when they walked across the stage during Aden Bowman Collegiate’s 2019 graduation ceremony was a result of the school and families working together. Vice-Principal Marnie Ross said the school worked to be responsive to the request made by students Nolan Nighthtraveller, Teddy Shingoose and Brendon Buffalo, while also being respectful of the graduation experience and expectations of others. The students wore the handprint symbol representing missing and murdered Indigenous women and girls and carried regalia that had particular significance for their family.



### Students share message of intercultural harmony

Work done by students and teachers to examine and promote intercultural harmony was recognized during the City of Saskatoon’s Living In Harmony Recognition Awards. Students received the awards March 21, the International Day for the Elimination of Racial Discrimination.

The Grade 5/6 class from Brownell School and teacher Brett Jones were recognized for sharing their learning and commitment to the values of Truth and Reconciliation with their school and the wider community.

A multicultural art project done through the lens of the school’s values, along with citizenship work led by the school’s teacher-librarian and classroom teachers, earned Chief Whitecap School recognition.

A commitment to the values of living in harmony as shown by tackling topics such as racism and transgender discrimination in art and literacy work earned the award for students at John Lake School and teacher Jeff Elliott.

### Working in synch

When students at Evan Hardy Collegiate were tasked with investigating a problem that affected Saskatchewan—selenium deficiency, especially regarding cattle and poultry—they turned to the common earthworm to help discover answers. The resulting scientific poster, Analysis of Selenium in Earthworms, was the winning project in the annual Student on the Beamlines competition held by the Canadian Light Source synchrotron. The work done by students in the school’s extracurricular Synchrotron Club, with support from University of Saskatchewan researcher Dr. Sanjukta Choudhury, was named the top project out of posters submitted by high schools from across Canada.



### Student attends Grammy Awards

Jarron Gadwa, a student at Centennial Collegiate, walked the red carpet at The Grammy Awards as a member of Young Spirit, a Cree drum band known for a contemporary take on a traditional and sacred form of music. The group’s album, Mewasinsational—Cree Round Dance Songs, was nominated for Best Regional Roots Music Album.

### Evan Hardy students sweep physics test

Students from Evan Hardy Collegiate claimed top honours during the University of Saskatchewan High School Physics Scholarship Competition. Mykyta Shvets and Yiping Xue won first prize while Lingyi Mu was second and Hannah Rajput placed third. Honourable mentions were awarded to Sebastian Bundrock, Hirokazu Miyashita, and Yanfei Zhu. The competition, organized by the Department of Physics and Engineering Physics, is based on the physics content in Saskatchewan’s Physical Science 20 and Physics 30 curricula.



### Biogenius winners

A project that analyzed 3D bioprinting to assist in regeneration of nerve tissue earned Britney Feng, a Grade 12 student from Centennial Collegiate, top prize during the Sanofi Biogenius Canada regional competition and a spot at the national event. Projects by SPS students took top spots at the regional event, with Aunum Abid of Aden Bowman Collegiate placing second and Jocelyn Pon of Centennial and Affaan Abid of Montgomery School tying for third. Dishita Emayavaramban from Greystone Heights School won the inaugural Aspiring Researcher Award. The Biogenius program pairs students with local mentors to carry out research projects in the field of biotechnology.



### Westmount School recognized for waste-reduction efforts

A commitment to environmental sustainability and keeping a watchful eye on single-use packaging resulted in Westmount Community School receiving a Saskatchewan Waste Minimization Award. The school's work in areas such as composting and garden projects, classroom participation in environmental initiatives, and partnering with SARCAN Recycling to launch a new beverage container recycling program earned recognition from the Saskatchewan Waste Reduction Council.

### Awards gala recognizes success of First Nations, Inuit and Métis students

The 35th annual Aboriginal Graduation Gala hosted by the Saskatoon Indian & Métis Friendship Centre was the largest in the history of the event with 207 Grade 12 students. There were 140 Saskatoon Public Schools students representing each of our collegiates amongst the graduates, with the following winning awards:

#### Amiskusees: Semaganis Worme Family Foundation Warrior Up Scholarship

Sadie Bowman, Marion M. Graham Collegiate  
Emily MacKay-Hikwa, Marion M. Graham Collegiate

#### Amiskusees: Semaganis Worme Family Foundation Scholarship Two Spirit Warrior

Raven Bohler, Bedford Road Collegiate

#### CUMFI Building a Strong Métis Community Scholarship

Hayden Thomson, Bedford Road Collegiate  
Desiree McCarthy, Royal West Campus

#### Saskatoon Police Service Community Justice Award

Gage Storm, Marion M. Graham Collegiate

#### Gabriel Dumont Institute Culture and Community Award

Jordan Levesque, Centennial Collegiate

#### College of Arts & Science, U of S Indigenous Student Achievement Scholarship

Raven Bohler, Bedford Road Collegiate

#### Saskatoon Public Schools Academic Achievement Award

Fraser McLeod, Centennial Collegiate

#### Saskatoon Public Schools First Nations Youth Cultural Award

Makayla Mususkapoe, Mount Royal Collegiate

#### Saskatoon Public Schools Métis Youth Cultural Award

Haley Poier, Aden Bowman Collegiate

#### Saskatoon Public Schools John Dewar Spirit and Resiliency Award

Emily McKay-Hikwa, Marion M. Graham Collegiate

#### Saskatchewan Polytechnic Future Student Award

Gage Storm, Marion M. Graham Collegiate  
McKenzie Kinniewess, Mount Royal Collegiate  
Isaiah Daniels-Waditaka, Bedford Road Collegiate  
Cruz Sandfly, Centennial Collegiate  
Shinae Morin, Mount Royal Collegiate

#### SIMFC Athletics Scholarship

Jayden Hingley, Evan Hardy Collegiate

### Golden Moment

The Evan Hardy Collegiate Senior Concert and Jazz bands traveled to Musicfest Canada in Ottawa in the spring of 2019. This is an invitation-only festival based on previous performances at regional festivals. Their performances at a local middle school and at the music festival itself were outstanding and every adjudicator for both bands awarded them gold ratings. They received an extra certificate of achievement for their excellent focus and musical responsiveness during the sight-reading and clinic portion of the festival. Because of their excellent performances, they automatically qualify for Musicfest Canada 2020 in Calgary.

**Morgan Beattie**  
Marion M. Graham Collegiate



## SCHULICH RECIPIENT

Morgan Beattie, a 2019 graduate of Marion M. Graham Collegiate, was one of 50 Canadian students to receive one of Canada's most prestigious university scholarships.

Beattie was a recipient of a Schulich Leader undergraduate scholarship valued at \$80,000 over four years. She is studying science at the University of Saskatchewan College of Arts and Science.

The scholarship is awarded to students studying science, technology, engineering, or math. Students are nominated for the award by their schools and submit a scholarship application that includes a list of the universities they wish to attend, personal achievements, a short essay, and letters of reference.

The program's 20 Canadian university partners review the student applications using their own admissions process and make direct offers to the nominees.

Six Saskatoon Public Schools students have received Schulich Leader scholarships during the past five years.

# STAFF ACHIEVEMENTS

## Math lessons adds up for Banting

Nat Banting, a mathematics teacher at Marion M. Graham Collegiate and consultant for the school division, received the Margaret Sinclair Memorial Award for "advancing the possibility of the mathematics classroom as a space for mathematical thinking and appreciation." Banting's efforts uniquely engage students and colleagues alike and he initiated popular high school math fairs, first at Tommy Douglas Collegiate and later at Marion M. Graham. He curated various division-based curriculum projects, produced classroom resources, and worked with Grade 6-12 teachers to enhance mathematical opportunities for students. The award is presented annually by Fields Institute for Research in Mathematical Sciences at the University of Toronto.



## Morrison recognized for service

A commitment to the promotion and support of public education earned Saskatoon Public Schools' Board Chair Ray Morrison the Saskatchewan Schools Boards Association's Award of Distinction. Morrison has served on the Board of Education since 2003 and as its chair since 2006. The award recognizes outstanding service and a significant contribution to enhancing education in Saskatchewan. The nomination highlighted Morrison's commitment to education not only in Saskatoon Public Schools, but throughout the province.

## Fanner a distinguished director

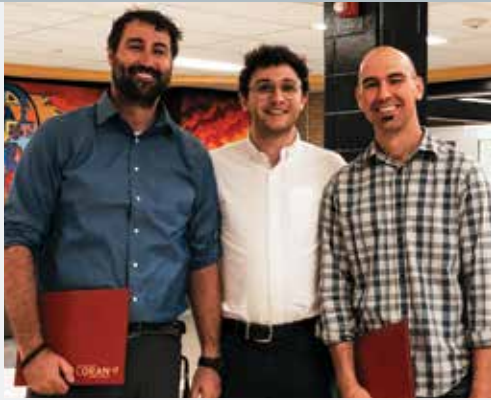
Nick Fanner received the 2019 Saskatchewan Band Association award for Distinguished Band Director. Fanner spent 31 years teaching elementary and high school band for Saskatoon Public Schools. He also has a passion for jazz, and launched the Saskatoon Youth Jazz Orchestra in February 2017. The Distinguished Band Director Award recognizes a band director who has made a significant contribution to band in Saskatchewan.



## Leadership in sustainable education

Michael Prebble, the lead teacher of the Off the Grid program at Tommy Douglas Collegiate, along with colleague Jocelyn Dupuis and College of Education professor Dianne Miller received the McDowell Foundation Research Award for their project "Off the Grid: Students Leading Positive, Sustainable Environmental Change." Off the Grid is a unique program for Grade 9 students that introduces them to issues such as climate change, sustainable living, and social justice. The program also received the Rob Dumont Education Award for Energy Conservation presented to an educational campaign or a student project designed to increase knowledge and action on energy management.





### Teachers recognized for making a difference in student's life

The difference made by teachers Kevin Shmyr of Mount Royal Collegiate and Adam Peters, now at Evan Hardy Collegiate, in the life of former student Tanner Zekonic resulted in them being selected as recipients of the Loran Scholars Foundation Teachers Building Leaders Award. "Mr. Peters and Mr. Shmyr saw something in me that I didn't see in myself, and from the first time I entered their classrooms, they helped me to reach my potential," Zekonic said. The award recognizes teachers who provide students with early inspiration, guidance, and growth opportunities. Teachers must be nominated by a former student who was chosen as a Loran Scholar. Zekonic received the \$100,000 Loran Scholar prize in 2015 and studied at McGill University.

### 2018–19 retired employees

Leanne Atchison	Cody Hanke	Michael Neufeld
Elaine Chaykowski	Yars Hawryliw	Brenda Newbigging
Judi Cherry	Deborah Hill	Doug Njaa
Ken Claffey	Laurie Hnatiuk	Patricia Payne
Robert Cowan	Randy Holfeld	Elizabeth Phipps
Donna Dixon	Shelley Hosaluk	Debbie Runge
Nilima Douglas	Kelly Humphrey	Randy Sawatsky
Jeff Elliott	Dwight Kirkpatrick	Theresa Schmidt
Layra Farmer	Terry Klein	Karen Searcy
Scott Farmer	Andrea Koehn	Dianna Seeman
Dell Franklin	Dianne Koroll	Wendy Sekulich
Lynn Fraser	Doris Lalonde	Carl Smith
Rob Friesen	Joyce Marshall	Cheryl Smith
Lynn Friske	Betty McBride	Heather Sotnikow
Valerie Garbe	Ellen McEwen	Laurie Trischuk
Joe Gelowitz	Greg Meldrum	Karen Uhrich
Koreen Geres	Therese Milen	Alison Uitti
Patricia Goshawk	Dennis Morgan	Tammy Wood
Sherry Goulden	Patricia Morgan	Sheril Wudrich
Lily Ann Grieman	Willette Neijmeijer	



### Ethier inducted into Hall of Fame

An accomplished career as a softball and hockey player earned Trevor Ethier induction into the Saskatoon Sports Hall of Fame. Ethier, an instructor with the Tiger Softball Academy at Tommy Douglas Collegiate, was a member of the hall's 2018 class of inductees. He won softball championships at levels ranging from peewee to the Pan American Games and was honoured as outstanding pitcher at senior men's nationals and MVP of the Canadian Native championship. As a hockey player, Ethier played with teams in the SJHL, WHL, USports and senior hockey ranks.



### Kurjuweit honoured with Prime Minister's Award

Michael Kurjuweit, a band and fine arts teacher at Brunskill School, received the Prime Minister's Award for Teaching Excellence certificate of achievement. Kurjuweit's nomination for the award highlighted the way in which he inspires students to make music, connects music and arts to support curricular outcomes in other areas of learning, and seeks to improve his own practice so he can be a better teacher. The Prime Minister's Award recognizes exceptional elementary and secondary school teachers in all disciplines from all across Canada.





# FACILITIES FOR LEARNING

Facilities work in the school division during 2018–19 continued to focus on creating supportive learning environments for students. It included the completion of a variety of projects at existing schools, as well as the second full year of operating four new elementary schools.

The school division has welcomed hundreds of new students in recent years and its facilities are being renovated and upgraded to meet the needs of students and to support important programming opportunities wherever possible. During 2018–19, two new portable classrooms were added to Willowgrove School, one new portable classroom was added to Ernest Lindner School, and one new portable classroom was approved to be added to École Alvin Buckwold School.

Various interior renovations and upgrades to accommodate additional classroom spaces at North Park Wilson, Dr. John G. Egnatoff, Alvin Buckwold, City Park and John Dolan schools were undertaken during the summer of 2019. These upgrades and renovations will allow the schools to provide additional programming opportunities for current and future students.

Phase 2 of the Painting Plus Program has been undertaken, with the second batch of 22 elementary schools receiving various minor renovations and upgrading during the summer and fall of 2019. It is expected that every existing school in the system will be affected positively by this program over the next two years, conditional on funding availability.

The work associated with the upgrade of the multi-purpose sports field and provision of additional parking spaces at Aden Bowman Collegiate was initiated by the City of Saskatoon during the summer of 2019. This work is part of a larger City of Saskatoon project in that part of the city to permanently address chronic local flooding issues. It is expected that the work at Aden Bowman will be completed in the next year.

The focus on healthy and safe learning environments continues to be a top priority of the school division as it invests in its existing schools, some of which are more than 100 years old and all of which are significant educational and community assets. The need for significant, ongoing infrastructure renewal work requires the selection of top priorities in this regard. Items for consideration include structural upgrading, roofing replacement, mechanical and electrical system upgrading, boiler replacement, exterior window replacement, brick and masonry repairs, as well as field and tarmac maintenance and restoration.



**David Crowell**

@davidncrowell • 14 MAY 2019



And just as quick as we could lay down our new foursquare areas, our faithful @StoonPubSchools maintenance team made them permanent with a fancy coat of paint. #moneywellspent #Move2Grow





# PARTNERSHIPS WITH OUR COMMUNITY

## MEEWASIN VALLEY AUTHORITY

Saskatoon Public Schools has partnered with Meewasin Valley Authority to collaborate on place-based learning opportunities for kindergarten to Grade 12 students. These experiences are centered in and around Saskatoon and include:

- Meewasin Valley trails;
- A tourism corridor stretching from Wanuskewin Heritage Park to Whitecap Dakota First Nation;
- Beaver Creek; and,
- Northeast Swale.

The partnership aims to provide teachers with resources and ideas directly connected to kindergarten to Grade 12 curricular outcomes.

During the 2018–19 year, Sylvia Fedoruk School opened the Swale Education Room inside its facility, which is located on the edge of the Northeast Swale. The room was made possible through partnership with Meewasin and Ducks Unlimited Canada. The room features resources and artifacts for teachers and students to learn more about the swale. The goal is to promote experiential and hands-on learning opportunities for students to encourage them to become long-term stewards of the land.




Photo: Meewasin Valley Authority

**MeewasinValley** @Meewasin  
24 June 2019

Thank you to all of the students & teachers of Greystone Heights School that helped plant for new growth at the Northeast Swale today



## GABRIEL DUMONT LOCAL 11

In supporting Michif/Métis programming, Saskatoon Public Schools has partnered with Gabriel Dumont Local 11 to create initiatives promoting the revitalization of language, culture, and identity of Michif/Métis students, staff, and families. Collaborative efforts are centered upon authentic communication of Michif/Métis histories, experiences, and contributions that improve educational outcomes.

## CENTRAL URBAN MÉTIS FEDERATION INC.

In 2018, Saskatoon Public Schools and the Central Urban Métis Federation Inc. (CUMFI) signed a memorandum of understanding (MOU) entitled, *lii Michif miyo-pimatishiwini, 'living a good Métis life.'* This MOU has continued to build on over a decade of collaboration with CUMFI in support of students and staff.

The MOU sets out numerous intended outcomes including: providing education supporting self-determination, holistic well-being and continuance of Métis people, while fostering respect for all people as equal and contributing citizens; supporting Métis students and all students in their identity development; increasing attendance and graduation rates; enhancing and designing educational supports, programs, and services for Métis students from prekindergarten to Grade 12; and increasing the knowledge of Métis history and the cultural competencies of all staff.



# WHITECAP DAKOTA FIRST NATION

Saskatoon Public Schools and Whitecap Dakota First Nation (WDFN) have a long-standing educational relationship, which was formalized in the signing of the Alliance Agreement in October 2014. The term of the first agreement concluded at the end of August 2018. After an official evaluation, WDFN and the school division signed a new tripartite alliance agreement with the Government of Canada which will run from 2019–24.

Partnership highlights for 2018–19 include:

- Continued growth of Dakota language and culture at both Charles Red Hawk and Chief Whitecap schools;
- CBC Saskatoon Morning live broadcast hosted at Chief Whitecap School, which featured interviews with Whitecap Chief Darcy Bear, Board Chair Ray Morrison, Charles Red Hawk School Principal Roberta Bear and Chief Whitecap School Principal Harold Robertson;
- Dakota Cultural Day of Learning at Chief Whitecap School in partnership with WDFN and St. Kateri Tekakwitha Catholic School;
- The second annual Dakota Language and Culture Conference in Saskatoon; and,
- The City of Saskatoon’s Living in Harmony Awards recognized Charles Red Hawk Grade 4 class and Chief Whitecap Grades 4/5 class for a collaborative art project led by artist Muveddet Al-Katib.



# SASKATOON TRADES & SKILLS CENTRE

Located on Avenue W in a state-of-the-art shared facility with Saskatoon Public Schools, the Saskatoon Trades and Skills Centre (STSC) was established in 2007 as part of a larger initiative to revitalize core neighborhoods, address the needs of area employers for skilled workers, and prepare vulnerable youth and adults for employment and career opportunities in the skilled trades.

The centre operates under four strategic pillars:

- Engage vulnerable youth and adults in entry-level skills training;
- Transition learners to meaningful, sustainable employment and future training/education opportunities;
- Build communities through partnership in Saskatoon and surrounding area; and
- Ensure organizational sustainability and accountability.

From 2008 to the 2018–19 academic year, STSC delivered 195 programs to 2,755 students. Most recently, 91 per cent of STSC students transitioning from training to the workplace are still employed after six months.

# COMMUNITY THREAT ASSESSMENT AND SUPPORT PROTOCOL

Saskatoon Public Schools, as part of its Safe, Caring and Accepting Schools core strategy, works with 22 community partners in the Saskatoon and Area Community Threat Assessment and Support Protocol (CTASP). The protocol is a major initiative in the area of violence threat risk assessment. This unique multi-agency protocol, first signed in 2011, 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.

Safe School Teams—consisting of the principal, vice-principal, school counsellor, and school resource officer—receive four days of threat assessment and intervention training, as well as two days of Traumatic Event Systems training. These teams work with families, caregivers, and community partners to provide early intervention, violence prevention, high-risk assessments, and supports.

The North American Center for Threat Assessment and Trauma Response has recognized the Saskatoon and area CTASP as a national leader in providing a community-based response to a shared goal of safer schools and communities.



## SASKATOON OPEN DOOR SOCIETY

One of our strongest and longest partnerships is with the Saskatoon Open Door Society (SODS). Saskatoon Public Schools staff appreciate the support provided to students and families by Settlement Support Workers in Schools (SSWIS). The SSWIS staff connect with families through our Newcomer Student Centre and ensure that new students and their families are provided holistic supports to ease the transition into the school community. Amongst other things, SSWIS may coordinate interpretation services, work with staff to communicate with families about important events, arrange referrals to other professional services or programs, or support teachers to learn about the cultural backgrounds and experiences of students. Learning from our valued partners helps to strengthen our work with students. The society also offers a wide variety of programming, supports, and services to newcomers outside of schools that are vital to settlement. This indirectly supports student learning in the long run, and we greatly value this work. We look forward to continuing this partnership for years to come.



## SHINE

Since 2007, the School Health Initiative with Nursing Education (SHINE) has operated at North Park Wilson School and was later expanded to Brunskill School.

While working at schools, nursing students from the University of Saskatchewan complete a senior clinical course under the guidance of a clinical instructor. The nursing students support the health of these schools by incorporating the principles of community engagement, health promotion, health education, illness and injury prevention, as well as interprofessional collaboration and capacity building within communities.



## ROOTS OF EMPATHY

In 2018–19, W.P. Bate Community School participated in the Roots of Empathy program. For several months students interacted with a newborn and its parents. The baby was welcomed into the classroom through observation, questioning, and physical contact. The founder of the Roots of Empathy program, Mary Gordon, believes that empathy development in school-age children supports a more caring, safe, and accepting society.

## AUTISM DIAGNOSTIC CLINIC

The Saskatoon Public Schools Autism Diagnostic Clinic is a partnership between health and education and offers diagnostic assessments for students attending our schools. The clinic has been operating since 2012 and, in total, 138 students have been seen at the clinic.

Pediatrician Dr. Karen Streilein provides the diagnostic service to the clinic and works collaboratively with school-based professionals. School psychologists and speech language pathologists provide assessment information to assist with the diagnostic process, and school-based teams provide supports to assist families through the process. This helps eliminate potential barriers to assessment and facilitates timely intervention to address the student's individual learning needs. This service delivery model provides an opportunity for health and education to work together in a collaborative manner to assist families in accessing diagnostic services for children who may be exhibiting signs and symptoms of autism spectrum disorder.

## JUMPSTART

For the past three years, the Jumpstart After-School Program has been supporting youth in Saskatoon by helping develop their leadership skills. A partnership with the Canadian Tire Golf Classic, Greater Saskatoon Catholic Schools, Saskatoon Public Schools and Give Kids A Chance Charity, the program is offered in seven schools—four public and three Catholic.

The program aims to give children and youth a hand up—making valuable experiences available and training them to become leaders of tomorrow. The program has two main functions: providing sport, culture, and recreation opportunities for children in Grades 4–7 who face barriers to accessing such opportunities; and allowing high school students to learn about leadership from university mentors and gain valuable work experience.

The Jumpstart program is designed to increase students' confidence and encourage their lifelong interest in healthy activities. The program is helping develop leadership skills in youth and will create a pool of young leaders and volunteers inspired to get involved in their community.



## KAMSKÉNOW

The Nutrien Kamskénow program is sparking students' interest and curiosity through unique learning opportunities in science. Offered through a partnership with the College of Arts and Science at the University of Saskatchewan, Kamskénow has grown considerably since it began in 2009 as a pilot program in one classroom at Pleasant Hill Community School. In 2018–19, the program was offered to 661 SPS students in 28 classrooms.

While Kamskénow aims to improve science literacy, its long-term goal is to increase the participation of Indigenous people in the sciences. The program employs a team of university students who lead inquiry-based sessions at schools during a 13-week program. During the final week of the program, students visit the university campus and have the opportunity to participate in hands-on activities in the teaching labs.



## SASKATOON FIRE DEPARTMENT

Students from all grade levels have benefitted from a partnership with the Saskatoon Fire Department. Our youngest learners are introduced to the operations of the fire department and to fire safety through fire hall tours. Fire prevention and safety education continues in subsequent years with presentations being made in schools year round, with a special emphasis on Fire Prevention Week.

At the collegiate level, the Fire Introduction Recruitment Experience (FIRE) Cadet program has provided career education students with hands-on training and experience in fire halls. The program is operated in three public collegiates—Bedford Road, Mount Royal and Tommy Douglas—and has gained popularity in its five years of operation. Over an eight-week training period, students attend sessions twice a week to learn a variety of firefighting and emergency response skills. This experiential learning opportunity has inspired many students to consider and pursue a career in emergency services.







## CHEP

Saskatoon Public Schools is proud to be a partner with CHEP Good Food Inc., which celebrated its 30th anniversary in 2019.

This partnership provides our schools access to healthy food as well as programs and resources such as Fresh Food for Kids, Nutrition Positive, Chefs in Training, Fresh Food Buffet, the Big Crunch, and the Centralized Kitchen. Together we focus on ensuring students have healthy food to eat at school as well as provide nutritional education.

## SASKATOON POLICE SERVICE

Building safe school communities is the focus of a long-standing partnership with the Saskatoon Police Service, which provides students and schools with leadership, learning, and support.

Leadership opportunities include the cadet program with Princess Alexandra and Westmount elementary schools. Officers become a part of the school community through weekly meetings with cadets and activities that emphasize responsibility, positive values, and community service. At the high school level, the COPS program introduces students to the skills involved in law enforcement as a career education opportunity.

The School Resource Officer (SRO) program allows police officers to serve as a daily resource to students, families, and staff and helps create safer schools and communities. SROs are an essential part of the schools. They work cooperatively with school staff to proactively identify and address school concerns, provide education on community safety issues, and build positive relationships with students and families.





## EYE SEE EYE LEARN OPTOMETRIC CLINIC

In 2015, Saskatoon Public Schools, the Saskatchewan Association of Optometrists, and Dr. Dorothy Barrie of InVision Eye Care opened the Eye See Eye Learn (ESEL) Optometric Clinic at Confederation Park Community School.

Together we are removing accessibility barriers and educating parents and students of the importance of early childhood eye examinations.

- An estimated 80 per cent of learning is visual in a child's first 12 years.
- One in four children will have some form of vision problem.
- Fewer than 45 per cent of Saskatchewan children obtain an eye examination before they enter school.

Approximately 40 per cent of children examined at the ESEL clinic have been prescribed glasses. Children who do not have benefit coverage are provided with glasses through donations.

The ESEL Clinic will positively impact hundreds of students. Poor vision among children has a long-term impact to educational costs, and lower literacy in adults has a direct impact on their employment opportunities and earning capacity.



## ST. MARY'S PEDIATRIC CLINIC

W.P. Bate Community School is a satellite location for the St. Mary's Pediatric Clinic in Saskatoon. This partnership provides comprehensive pediatric care that supports wellness for children within the community.

The supports emphasize physical, mental, social, environmental, and cultural factors that contribute to healthy lifestyles. Dr. Maryam Mehtar and her team use a multi-disciplinary approach that includes other health supports, as well as school teachers and administrators. This partnership is a valuable resource within Saskatoon Public Schools.

## SASKATCHEWAN HEALTH AUTHORITY

Saskatoon Public Schools and the Saskatchewan Health Authority partner together to provide Health Promoting Schools. In 2018–19, nine schools participated in the project that uses the Comprehensive School Community Health approach to emphasize that healthy students are better students. Schools have access to a health nurse one day a week to create conditions that support healthy school environments and improve learning outcomes for students.

The goal of the long-term project is to reduce health inequalities of students through sustainable, evidence-informed interventions. Through this partnership, students, families, and staff have gained a deeper understanding of the importance of health and well-being and its impact on student learning.

## CARE AND SHARE

Care and Share is a valued and committed stakeholder in our community schools.

Care and Share's commitment to its mission—"To ensure all children have an opportunity to develop all of their potential: in sports, in culture, and in recreation"—is evident in all of the opportunities it supports. The school mentors that partner with the various elementary community schools are key to student success. The strong commitment from the Care and Share board and the mentor organizations facilitate building a better community one child at a time. Students enjoy access to new school supplies, holiday lunches, bike safety training, babysitting courses, bowling, soccer, and enhanced literacy programs. Community school coordinators are also able to purchase items as needed for the children they work with through the dignity fund.

At Saskatoon Public Schools, we honour and value this significant partnership and are grateful for the generosity of Care and Share.



## CANADIAN RED CROSS

Saskatoon Public Schools is committed to creating safe, caring, and accepting learning and work environments. It is our goal to work together with parents/caregivers/guardians and community partners to support students as they develop moral values, display ethical conduct, and achieve to the best of their ability.

The school division works in partnership with the Canadian Red Cross to provide RespectEd training to staff and students. Beyond the Hurt: Preventing Bullying and Harassment training provides students with the leadership skills needed to provide presentations to other students on how to identify, report, and resolve bullying with adult support.

In 2018–19, the Red Cross Youth Symposium was held at Walter Murray Collegiate. Restorative Action Program workers Brittany McFadden and Teresa Michayluk organized and planned the event. “The Red Cross Healthy Youth Relationship Symposium is a great opportunity to connect young student leaders with the Red Cross program and other students within the city. Our collaboration with the Red Cross provided two engaging days of student training, leaving our students feeling empowered and excited to continue the work within their own school and community,” said McFadden and Michayluk.

The symposium unites high school students with senior elementary students through peer facilitation. This model builds skills, makes connections, and the students work together as a community to promote positive relationships.



## RESTORATIVE ACTION PROGRAM

The Restorative Action Program (RAP) was piloted at Mount Royal Collegiate in 2003 through a partnership with the Rotary Club of Saskatoon. This community partnership has expanded to seven collegiates (four public) in Saskatoon. In Saskatoon Public Schools, the program can be found in Mount Royal Collegiate, Bedford Road Collegiate, Walter Murray Collegiate, and Tommy Douglas Collegiate.

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. 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.

# SCHOOL COMMUNITY COUNCILS

School Community Councils (SCC) facilitate information sharing and encourage community building between and within a school and the school board. One important function of the SCC co-chairs is to assist in the planning of three general assembly meetings per school year. The meeting agendas are always designed in consideration of what parents and SCC members share as their priorities and their areas of interest. In 2018–19, health and wellness and the Educational Project Plan were emphasized, and three very successful and well-attended meetings occurred.

The Oct. 24, 2018, meeting was held at John Dolan School. The Active Transportation Committee from Saskatoon Public Schools presented a deeper look into the goals of the Move to Grow campaign and how families can participate. The topic resonated with many and was captured well in a short presentation by a parent whose family has seen success by simply changing their routine to include walking to and from school instead of driving. Family Service Saskatoon also presented some helpful methods and approaches to parents particularly around communication with your child/teen and helping your child/teen through anxiety and depression. Both of these presentations were only short introductions of their respective areas and feedback was that parents wanted more!

The Jan. 24, 2019, meeting was held at Tommy Douglas Collegiate with the format intended to be participatory and consultative. To set the context, Board Chair Ray Morrison provided some background on the goals of the Ministry of Education's development of the Educational Project Plan. Eight themes were introduced and provided a structure for working groups. Attending trustees and admin staff facilitated smaller group discussions each focused on one of the eight themes. The feedback collected was then submitted back to the board chair for consideration in future discussions with the ministry. The conversation at this meeting was lively and was an excellent example of where parents had a direct means of contributing to the future of education in the province.

The April 17, 2019, meeting was held at Brunskill School. This meeting summarized and updated parents on the earlier assembly meeting content, and shared the results of the school division budget decisions. Parents were presented with a short summary of how Brunskill's Home and School had recently raised the funds to build a new playground and the relationships that made it possible. An update was presented on the Move to Grow campaign including new communication approaches. The board chair presented the current state of the provincial education budget and considerations of what might be impacted. Finally, the school board's strategic plan was introduced, and parents had an opportunity to work in groups to discuss key themes, priorities, and perceived budget impacts.

Two parent co-chairs were elected for the 2019–20 year: Tanya Napper and Megan Gustafson. Tanya and Megan join Ray Morrison for another exciting year and we look forward to hearing from you.

We understand that free time is limited for most but there are many ways to engage. If you cannot commit to attending the regular meetings, consider joining the SCC and Parent Council Facebook Page that was launched at Saskatoon Public School Parents. Alternatively, you can make a point of connecting with your school community council representatives with any comments that you feel would contribute to the future of education and educational communities. We are all constituents of the greater school community—let's keep it great.

Tanya Napper, CO-CHAIR







# A DAY IN THE LIFE AT SASKATOON PUBLIC SCHOOLS

May 1, 2019





### Centennial celebration for Mayfair School

In May, Mayfair Community School celebrated 100 years of learning with a student-led assembly, the unveiling of a land-based learning project, and a barbecue and friendship dance with members of the school community. Mayfair School was constructed in 1919 and is one of several "castle-style" schools that were built in Saskatoon during the early years of the century. The first stage of the building provided 10 classrooms. Four classrooms and an auditorium were later added in 1952 and an additional four classrooms added in 1958–59.

### Rider player's handoffs benefit students

Saskatchewan Roughriders' player Jovon Johnson made a lot of handoffs during a stop at several schools. Joined by fellow player Bruce Thompson, Johnson distributed backpacks full of school supplies to students at Princess Alexandra Community School and King George Community School. They finished the day by sharing their football experience during the junior football practice at Mount Royal Collegiate.



### A blast from the past

Principal Paul Humbert of Aden Bowman Collegiate displays the Reach For the Top trophy. Reach for the Top was a televised quiz show for high school students that ran from the 1960s to mid-1980s with teams of four students representing their school. The trophy lists the annual Saskatchewan winners, with the 1984 team from Aden Bowman Collegiate the last recorded recipient. The trophy was delivered to the division by former Reach for the Top quiz master Peter Smith and is on display at Aden Bowman.



### Marion M. Graham makeover

A proposal designed to address the nutrition needs of students, teach valuable nutrition skills, and incorporate a variety of groups within the school earned Marion M. Graham Collegiate a \$10,000 award as part of the Mosaic Extreme School Makeover Challenge. The funds will be used for a community nutrition project that will include a lunch and snack program as well as the development of a communal space for growing, preparing, and distributing food.



### Growing their learning

Students at Lawson Heights School grew their knowledge with a sustainability project that investigated plant growth through the classroom garden. The students in Kyle Jantzen's Grade 4/5 class shared their learning with each other and with Mayor Charlie Clark, a special visitor to the class.





### Sticky situation

Holliston School principal Bob Braybrook found himself in a sticky situation when students taped him to the gymnasium wall. As part of a school community council initiative, students donated books and received a piece of tape for each donated book. In total, 714 books were collected for the school’s classroom libraries.



### Building social inclusion through sport

Competitors of all ages and abilities came together as part of Special Olympics Saskatchewan’s Unified sports program. Unified sports sees people with and without intellectual disabilities joining together on the same team. The experience builds social inclusion, friendship, and understanding through shared sports training and competition experiences. A Baggo—bean-bag toss—tournament held at Hugh Cairns V.C. School included approximately 100 student participants from Centennial Collegiate, Chief Whitecap School, Colette Bourgonje School, Evan Hardy Collegiate, and Hugh Cairns.

### IB students create service project with YMCA

Students in the International Baccalaureate Programme at Bedford Road Collegiate put a commitment to raising awareness of environmental and sustainability issues into action. The students partnered with the YMCA Community Action Network (YCAN), a national program that encourages young people to get involved in their community. The project was composed of environmentally friendly workshops, a pilot composting program within the school, and a school-wide litter cleanup of the surrounding community to show that Bedford Road students are environmentally conscious neighbours. Four students also attended the YCAN national conference.



### Responding to the call of the drum

When Pleasant Hill Community School decided to make its own drum, it was a hands-on learning experience. Students and staff, with the help of students from Royal West Campus, prepared, scraped, and stretched a donated moose hide in preparation for its use as a drum skin. The project is one way the school community is responding to the Truth and Reconciliation Commission of Canada’s Calls to Action that ask schools to utilize Indigenous knowledge and teaching methods in classrooms and build student capacity for intercultural understanding, empathy, and mutual respect.







# INNOVATIVE PROGRAMMING

A commitment to place-based education that examines the environment and sustainability issues is engaging students in experiential learning and earning provincial and national recognition for Saskatoon Public Schools and its unique programs.

Saskatoon Public Schools offers interdisciplinary programs at different grade levels and in a variety of contexts. These unique programs provide social and environmental sustainability education that helps students develop independence, responsibility, and respect.

The programs are: Outdoor School for Grade 11, Collective Voice and Off the Grid for Grade 9, and the Let's Lead—Nīkānētān, ScienceTrek, and Ecoquest programs for Grade 8 students. The division's Brightwater Science, Environmental, and Indigenous Learning Centre plays an important role in supporting and facilitating programming within all division schools and the wider community.

All of the programs are designed to engage learners in unique environments and embody an interdisciplinary approach to education and the benefits of place-based learning. Attention to economic, social, cultural, and environmental sustainability are at the centre of learning and students, in turn, apply their learning to their personal, home, and community life. The opportunities to gain understanding, explore, and seek solutions have impacted thousands of students over the years. As a result, many students have been inspired to action and the pursuit of careers related to the goals of education for sustainable development.

"It is critical that kindergarten to Grade 12 education focus on preparing individuals with the knowledge, understanding, and skills to sustain the well-being of all," said Samantha Gunn, educational consultant for the Brightwater Centre. "We expect this model for education will continue to inspire the formation of new programs in Saskatoon Public, and across the province. Within our province there is a focus on strategies to pursue education for social and environmental sustainability and this model for formal education offers a path forward."

During the 2018–19 school year, the school division was recognized for its overall work and support of programs that embrace sustainable education practices. It received the Education for Sustainable Development award, presented by the Regional Centre of Expertise on Education for Sustainable Development in Saskatchewan. The award recognizes innovative approaches to learning that build capacity for sustainable development and contribute to action on the United Nations' 17 goals for sustainable development.

Outdoor School, a semester-long program for Grade 11 students based at Walter Murray Collegiate, received the Outstanding K–12 Class, School, or School District Award during the Canadian Network for Environmental Education and Communication annual conference. The award recognizes innovative environmental education or communication programs that foster a greater understanding of ecological principles, environmental issues and ethics; allow students to develop their skills; and engage students in environmental action projects.

Off The Grid, a Grade 9 program at Tommy Douglas Collegiate, received the Rob Dumont Education Award for Energy Conservation presented to an educational campaign or a student project designed to increase knowledge and action on energy management.





# FIRST NATION, INUIT & MÉTIS EDUCATION

An agreement to deliver “reconciliation in education” will focus on the development of programs, services, and opportunities to revitalize the presence of First Nations' culture and language in Saskatoon Public Schools classrooms.

The five-year agreement between the school division and Saskatoon Tribal Council (STC) expands upon a long-standing relationship that established a foundation for addressing the culture, language, and needs of First Nations students. A joint leadership group for co-governance of urban Indigenous education will be established as a result of the partnership.

“For more than 13 years, Saskatoon Public Schools and the Saskatoon Tribal Council have been working together with the common goal of improving educational outcomes for Indigenous students,” said Ray Morrison, board chair for Saskatoon Public Schools.

“This marks the evolution of this partnership as we recognize the important role First Nations' governments play in education. This partnership will help us build deeper language and cultural learning opportunities for students, as well as enhanced support for families moving between our communities. Public education must be accessible to all and meet the needs of the community. Through our partnership with the Saskatoon Tribal Council, we can realize this goal.”

The working group will initially target program delivery at Mount Royal Collegiate and Confederation Park Community School, as well as special projects at the University of Saskatchewan and City Centre.

Confederation Park is home to the Nêhiyâwiwin Cree Language and Culture Program for prekindergarten to Grade 8 students. Guidance from the STC supports learners in the division's collegiates, particularly at Mount Royal where students have transitioned from the elementary Cree program. This has allowed students to continue their study of Cree language and culture, expand opportunities for exploration, and affirm their identity

“There is mounting evidence every single day of the significant, crucial impact education has had on Indigenous peoples in Canada,” said STC Tribal Chief Mark Arcand. “We view education as a tool of empowerment. Making space for First Nations' voices in education is a necessary step and this agreement will be another tool for reconciliation through education. Transformations of systems happen when there are positive, mutually beneficial relationships that are rooted in respect and recognition.”

The agreement will build connections between the school division and each of the seven STC First Nations. As students and families move between communities, it will allow for open communication and the ability to provide support to ensure smooth transitions. Over time, work will be done to develop innovative programming and facilities grounded in land-based education to best support culture and language lessons.

The partnership will help guide the school division's work to realize goals set out in its response to the Truth and Reconciliation Commission's Calls to Action by building capacity for language, culture, and land-based learning, as well as affirming the identity of Indigenous students. Saskatoon Public Schools is committed to building strong relationships between its schools and First Nations families.

**Saskatoon Public**  
@StoonPubSchools • 4 JUN 2019

The @SPSDEnsemble had 62 students this year. Of that, 31 secondary students worked to receive credit for their participation. This is the first year secondary students taking part in the ensemble can attain the Indigenous Culture 30 credit. #spslearn





# LEARNING, TEACHING & ASSESSMENT MODELS

An initiative that focuses on teacher practice to support the engagement of Indigenous students in their learning is helping guide the work of educators at Bedford Road and Mount Royal collegiates.

Following Their Voices focuses on the relationships, interactions, and environment that Indigenous students and educators experience every school day. Through the initiative, teachers are adapting their work to ensure that Indigenous students are engaged in learning, have a sense of belonging, and achieve greater educational success.

Bedford Road was one of five Saskatchewan high schools that piloted the program during the second semester of 2015, with Mount Royal coming on board at the start of the 2015–16 school year.

As one of the priorities in the provincial Education Sector Strategic Plan, Following Their Voices is a Saskatchewan-specific initiative based on research conducted with First Nations, Inuit, and Métis students, parents/caregivers, teachers, and school administrators about how schools can provide what those students need from their education. It is designed to raise the achievement and participation of Indigenous students and improve the on-time graduation rate, defined as graduation within three years of starting Grade 10.

“The ‘voices’ of these groups of people were clear about what was working and what needed to change in our education system,” says Kate Clements, a teacher with Saskatoon Public Schools. “Their words and insights—along with international research, guidance and advice from Elders, and knowledge keepers—formed the foundation of this initiative. Following Their Voices is really about educators working together to make learning more joyful and purposeful. It is about good teaching practice and listening to what the voices are telling us in regard to what works and does not work when it comes to learning.”

Mount Royal and Bedford Road have strategic change leadership teams responsible for implementation of the initiative at the school level. The team provides professional learning and facilitators work with educators to observe teaching and check for student engagement, provide feedback, develop a plan for student growth, and provide ongoing support. Educators and administrators work to create change that results in new practices and reflect on values and beliefs, recognize privilege, and engage in anti-racist/anti-oppressive pedagogy.

The initiative’s success reflects how educators create balance in the classroom by sharing the power and ensuring that students clearly understand the learning outcomes and what mastery of each looks like. Teachers are investing in learning opportunities that respond to students’ interests and needs and are using a range of teaching strategies to promote accelerated growth.

Practices that encompass caring relationships and safe, well-managed learning environments allow students to take risks in their learning, while interactions that demonstrate involvement and mastery of learning are resulting in increased student attendance, engagement, and achievement.

“Students remember the educators who greeted them with kindness, asked them meaningful questions, shared connecting stories, and had high expectations for their learning,” Clements says.

“This focus on relationships, interactions, and environment provides space for students to develop or further establish a secure personal and cultural identity. When students know who they are and where they come from, this is a strong basis for successfully navigating life. Following Their Voices schools promote advocacy in building up Indigenous student voice, all the while role modelling self-advocacy and, in turn, graduating students who can speak for themselves and make informed choices.”



@mrcmustangs



Did you know that Mount Royal is a Following Their Voices (FTV) school? “FTV is about education that accelerates learning, where learning is joyful, culture is affirmed, and students are given real choice for their future.” #mrcftv







# SPECIAL EDUCATION & STUDENT SERVICES

When students struggle with their learning, the contributions of an educational psychologist can provide the insight needed to identify a student's needs and guide the implementation of strategies that support learning.

Teachers and schools respond to the needs of individual students through a variety of supports or interventions. But when additional information is needed in order to determine how to best help a student, an assessment by an educational psychologist can identify possible learning or intellectual disabilities. The division's 10 registered psychologists are collaborative problem solvers who work with school-based teams. Their assessments are an important contribution to student learning as the results allow school and division staff to plan and provide the most appropriate services to students.

Take the case of one student who had a negative outlook on school and learning after struggling with reading and writing for much of his elementary school years. An assessment by an educational psychologist identified a classic learning disability: a student with average general ability but low scores in the key areas of processing and short-term memory. When the psychologist and teacher shared the assessment with the then-Grade 6 student and family, it was a turning point in the student's learning experience.

"It was a powerful conversation with his near immediate response of: 'So, I'm not stupid?'" Over the next two years his self-esteem visibly grew by leaps and bounds. He continued to struggle academically, but with a greatly increased sense of ability. His natural aptitude and personality started to come through and he became a leader among peers and a model for younger students whom he enjoyed mentoring," said the student's teacher.

By the time he reached Grade 8 the student knew he could succeed. Meeting with the psychologist and hearing her explain his many strengths helped the student realize he had potential.

Helping students unlock that potential is one of the ways educational psychologists contribute to student learning and engagement in our schools. Psychologists look to understand and address a student's specific needs, whether cognitive, academic, and/or social-behavioural. As part of that effort, and with informed consent, they may observe specific students as part of a consultation or assessment. Results of an assessment are discussed with the parents or guardians and school team and a report summarizes results and provides recommendations to support the student.

Psychologists also provide consultative support to teachers, administrators, and parents to address specific student needs when a full assessment may not be required and they help identify trends in student needs. They work with elementary schools to discuss the results and implications of Insight testing, which assesses cognitive ability. This testing is one of the things which guides student referral to the division's gifted education program (SAGE), as well as transition planning for Grade 8 students as they prepare for high school.

The educational psychologist's input as part of an overall team also plays a role in shaping a student's future beyond school. In the case of a student with an intellectual disability, the psychological assessment sets the stage for students and families to connect with other agencies that will support the individual both now and beyond the age of 22.

Educational psychologists play a crucial role in responding to the needs of students. Their contributions help ensure schools and families have the information, advice, and guidance needed in order to work together to strengthen the student's learning and school experience.





# MATHEMATICS

Clotheslines aren't a regular sight for many young people—unless they are in math class.

For students in many schools, a line strung across their classroom is not a chance to dry wet socks, it's an opportunity to build their number sense in a hands-on, interactive way through use of a number line. Number lines, in various forms, are one of the tools that many teachers from kindergarten to Grade 12 are using to help students better visualize the relationships between numbers and strengthen their number sense.

"The big thing about the number line is students are negotiating, they are talking, they are justifying the thinking that goes into the placement. They are having conversations about numbers and the relationships between and within them," says learning coordinator Jennifer Brokofsky.

"For us, this is about developing thinkers. These are students who can think, reason, problem-solve, justify, and debate the thinking in a mathematical context. Being able to know the relationship between numbers and use it to be flexible in their thinking is going to serve them all the way into Grade 12."

Teacher observations and student data suggested students were struggling with number sense and how to use benchmark numbers such as 50 or 100, key numbers that provide an indication of where other numbers should be placed in relation to the benchmark.

"If benchmarking is a key concept—being able to put numbers in relationship to other numbers on a continuum—what does that look like in kindergarten? What does that look like in each grade?" Brokofsky says. "We mapped it out and then we worked with each of those different (grade) groups on what it looks like in those grades. By the end of the year we had a continuum of development, but also resources that support teachers at all of those levels."

Teachers use a variety of approaches to best suit their students. In kindergarten, it's as simple as students placing numbers in one-to-one correspondence so they can see the count. Students in primary grades use tools such as vertical number lines and the string lines to position numbers in relation to each other and the benchmarks. The use of pictures, fractions, and Cree numbers are other ways in which students engage with math and build a better understanding of relationships.

At the collegiate level, the division's math consultants took the idea of number lines and number relationships to their course teams and worked with senior-level teachers on how to expand the approach into high school.

Brokofsky says students who are visual learners can sometimes be left behind with paper-and-pencil math. Tools that offer students visual, hands-on opportunities to manipulate numbers open the door for "aha" moments and a chance to discuss and work with their peers.

"In our division we really strive to strengthen opportunities for students to collaborate, to discuss, to work hands-on and to see visuals. All of those things really help students become mathematical thinkers, not just mathematical doers."

The effort began with teachers who are part of math learning communities at the various grade levels. The success of the approach in their classrooms encouraged other teachers within the schools to use the ideas and resources as part of their instruction. The simultaneous development of teacher resources to accompany the approach means it is accessible to more teachers. In-school sharing and after-school professional learning sessions allowed teachers to effectively utilize the number-line approach.

Response to the approach from both teachers and students was positive.

"We have received amazing feedback. We have teachers who talk about how their students are thinking deeper than they ever had; they are putting things together," Brokofsky says. "They talk about how it's changed the way their students think about numbers and how they are stronger mathematicians now because they are digging in to this. One of the responses from a teacher was: 'It was magical. One of the struggling students shared that he had never understood that until now!'"

"It looks different in different grades, but the idea goes all the way up and the teachers can see the relationships between the ideas and how it develops."





# CAREER & WORK EDUCATION

Opportunities that help students find a career and allow them to connect their passion and talents with current workforce needs is what the Saskatchewan Industry Education Council (SIEC) is all about.

The SIEC works with Saskatoon Public Schools and a variety of other partners to provide programs that focus on skill development, practical and applied arts, technology, and careers. The council, which marked its 20th anniversary in 2019, is guided by a board of directors with representatives from local school divisions, business, secondary and post-secondary education, government, and industry associations.

Saskatoon Public Schools' partnership with SIEC provides substantial benefits and career knowledge to our students with thousands participating in the programs and opportunities presented during the 2018–19 school year. The number of students involved grows each year as students and parents, working together with our schools' career facilitators, become increasingly aware of the value of career development.

Career-development programming offered by SIEC supports the goals of the Saskatchewan curriculum by building lifelong learners and engaged citizens who have a sense of self and community. Our schools support students in preparing for their future in their education, employment, and community. The innovative programming provided by SIEC allows them to engage in authentic, hands-on learning experiences that offer opportunities for career exploration.

Students from kindergarten to Grade 12 benefit from the SaskCode program that introduces coding and computational thinking using age-appropriate technologies, with activities linked to mathematics, science, and other curricula. Professional development opportunities provide teachers with the skills needed to engage their students in learning and digital literacy.

The popular Cardboard Boat Races project held each spring supports Grade 7 and 8 teachers in sharing the principles of structure, design, math, and science in a fun and meaningful way as students design, build, and then race cardboard boats.

At the collegiate level, programs such as Skills Bootcamp, Spotlight on Careers, the Connected mentorship program for female students, financial literacy programming, and the Summer Youth Internship offer unique opportunities for students to explore career pathways in a wide variety of fields along with employment options and hands-on skill development and training in areas such as automotive, culinary, technology, construction, and tourism.

The Newcomer Youth Engagement Program (NYEP) sees refugee and immigrant youth aged 17 to 21 take part in a school-within-a-school program at Walter Murray Collegiate. The focus of the program is language development, along with life and work skills. The NYEP follows the school-year calendar.

The contributions of the SIEC in providing students with unique experiences, post-secondary opportunities, modern job experience, and career path exploration are an important part of the learning for our elementary and high school students as they explore and discover their pathways to happiness and success in life beyond school.



**SIEC**

@saskatooniec • 27 MAY 2019



Hair nets to coding, we covered it all in this year's bootcamps! Had fun and even learned a few things! All these students are one step closer to making that future career decision. #itsallforthekids #culinary #automotive #hairstyling #gamedesign #3Dprinting





# ENGLISH AS AN ADDITIONAL LANGUAGE

The halls of Queen Elizabeth School are home to a community of all ages, cultures, and languages who learn from each other.

The school is one-of-a-kind in the way it brings together diverse communities. Kindergarten to Grade 8 students share the building with: adult learners who are part of Saskatoon Open Door Society's (SODS) language programs for new Canadians; children who attend the society's daycare program; and preschoolers who attend a neighbourhood co-operative preschool.

"It's a very strong relationship," says Principal Janet Simpson. "We have lots of parents who in the past have registered their children in our school because we have the Open Door Society. The community of Queen Elizabeth was very generous in supporting Open Door when they first came here. The school diversified and it has flourished."

"It's all about building community. We share the same building so why would we not all be doing things together? We do lots of things that open the doors, literally, between the four institutions."

One way in which the school community comes together to learn is the school's annual folk fest event. It shares the school's wide range of cultures with all students through leadership from the adult learners in the SODS programs. The event was first suggested by a group of English as an Additional Language (EAL) students and was embraced by the rest of the school population.

"For our EAL students, the benefit is that most of those cultures represented during folk fest also represented them. They could see people from their culture in sharing and leadership roles and validating who they were in sharing with the other students," explained teacher Mary Ormiston.

"For the other students, it provided those interpersonal interactions and hands-on positive experiences that create an openness to other cultures and positive feelings. They were doing things—arts and crafts and dancing—with leaders who were from all of those other cultures represented by the Open Door classes. The Open Door teachers say folk fest is such a wonderful opportunity for their students. They have to teach, to explain to all of these children how to do something. It is a great, real-life practice opportunity."

For some classes, the folk fest experience complemented work they were doing through inquiry projects. It was a chance to share what they had discovered through their research and provided an opportunity to extend the learning beyond the classroom.

A topic that engaged many students was learning how to write in Arabic. For one student who spoke multiple languages, including Arabic, it allowed him to learn to write his name in his home language for the very first time.

"All the staff and all of the students were sitting and learning together and I think that was empowering for everyone to realize that it is new to us as well," Simpson said. "When the children went back to their classrooms, they wanted to learn from each other. They wanted to know who in their class knows how to write in Arabic and who knows how to write all of the different languages. It certainly expanded the understanding of everybody that we learn in many ways, in addition to the way we do it in the classroom."

The opportunity to have all students sharing across a range of cultures is what makes school initiatives such as folk fest unique. It provides Canadian-born students with the chance to learn about their newcomer classmates, while EAL students see their culture represented and celebrated within their school, share in the culture of their classmates, and understand the value and importance of maintaining their cultural identity and language as part of the Queen Elizabeth community.



**Shauna Tilbury**  
@tilbury\_shauna • 28 NOV 2018



EAL PD today: teachers learned about the star blanket and developed a retell of their experience. Considered the same activity with EAL students and made many connections: culture, speaking, listening, retelling, use of visuals, sequencing, etc. Tks @kelleyhorn33 #spslearn

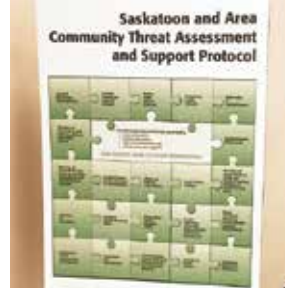
High Risk  
Assessment  
Team  
(Screeners)

Crisis  
Intervention  
Team

Classroom  
Intervention  
Team







# SAFE, CARING & ACCEPTING SCHOOLS

Saskatoon Public Schools believes in creating safe, caring, and accepting learning and work environments that respond to the changing needs of our communities. As part of that commitment, the school division trains and plans in order to support our schools and partners throughout the province when traumatic events occur.

A traumatic event, as defined by The North American Centre for Threat Assessment and Trauma Response (NACTATR), is an unexpected event that is not contained within the system where it occurs and affects multiple systems. In such instances, an organization does not have the necessary resources to respond and must rely on outside resources to respond to the magnitude of the event. The ability to predict who will be impacted is significantly diminished.

The division's response is framed by the Traumatic Event Systems (TES) model of crisis and trauma response developed by Kevin Cameron, an expert in traumatic stress and executive director of the NACTATR. The standardized practice and evidence-informed approach of psychological first aid guides this work as well. Our division ensures that senior administration and safe school teams, which consist of counsellors, administrators, and Saskatoon Police Services school resource officers, receive TES training.

The TES model incorporates systems theory with traumatic event assessment and intervention. The response is a complex and comprehensive process which requires schools and communities to address issues of traumatic aftermath in the unique context of their system's structure, function, and history. It looks at how systems (school divisions, health regions, police departments) function and examines the history, the dynamics, and the relationships within them. Understanding a system's function assists in the assessment of how it will be affected by trauma and the subsequent response.

The division's superintendent of Safe, Caring and Accepting schools is the primary contact after a traumatic event and guides the response with support of the central office team. Members of the safe school team at all of the division's schools provide leadership in response to an event by directly supporting students, families, staff, and community.

Saskatoon Public Schools is a provincial leader in trauma response and in that role assists other organizations when requested. In addition to school division resources, partners such as the Saskatoon Police Service, Saskatoon Crisis Intervention Service, Saskatoon Emergency Measures Organization, Saskatchewan Health Authority Mental Health and Addiction Services and others provide valuable support during a traumatic event.

The primary goal of a traumatic event response is to provide a safe and calm learning or work environment in order to assist those affected by the event. Having a well-communicated traumatic event response plan is key to ensuring this goal is achieved.



**Saskatoon Public**  
@StoonPubSchools • 21 JUN 2019

Today we walked #rockyourroots2019 and celebrated National Indigenous Peoples Day with more than 2,000 of our students. Tomorrow we will walk with hundreds of our students, staff & families in the Pride Parade. This is what safe, caring and accepting schools look like. #spslearn





# TECHNOLOGY FOR LEARNING

For students in the makerspace lab at Montgomery School, a puff of smoke wafting up from their robot means they are on the right track.

“Failure is a good thing, if we create a puff of smoke it’s an opportunity to learn,” says vice principal David Crowell. “If you see something like that then we have context to talk about why. It’s about providing them tools and opportunities to find problems, not just solve ones that we create. Students find a problem that they want to learn about and then they start to ask questions about how to do something or what is the best tool. How do you have that until you try and fail?”

The lab is a centre of activity for Montgomery students. It’s a place where they can put their skills to work to meet the goals of the science curriculum and it offers additional opportunities to pursue their own passions in areas such as design, computers, robots, and coding.

“Because we are a centre for excellence in science, we decided that we wanted to pursue the idea of science as an applied art,” Crowell says. “We meet all of the science curricular outcomes, and if you read the indicators a lot of time it says ‘build’ or ‘create’ or ‘model.’”

For instance, for a Grade 5 unit on weather systems saw students construct weather instruments such as a rain gauge or barometric pressure gauge. They also did projects using solar energy, including building solar ovens which were then used to bake cookies on a hot June afternoon.

Coding is one example of how students throughout Saskatoon Public Schools are applying their learning in a hands-on way through robotics kits from SaskCode. The program, offered by the Saskatoon Industry Education Council, provides expertise and learning opportunities to both students and teachers in local school divisions. Coding and robotics is integrated into a variety of curricula providing hands-on learning experiences with the goal of technological skill development and inspiring students to innovate, create, and seize on the opportunities of the modern economy.

Students aren’t writing code from scratch. Most of the code they use is pre-made, so the learning for students requires problem-solving skills and the ability to sequence blocks of code together to direct the robot to complete an assigned task or solve a challenge.

“Coding is being able to troubleshoot and problem-solve in your life. It’s a process, it’s not about the technology, and it builds resilience,” Crowell says. “The technology facilitates it but the learning process is about identifying a problem that has to be solved, coming up with a hypothesis about a possible solution, creating a theory about what you are going to do and then putting it into practice. What

we want students to be able to do is be resourceful and create a procedure to fix the problem themselves in order to build those ideas and those skills.”

The experiences and lessons learned through coding fit well with the individual makerspace opportunities offered in Montgomery’s lab. It encourages students to explore ideas and provides opportunities for learning by troubleshooting throughout the design, construction, and testing phases of their project.

“The idea is that when they get into the space most of the time they are doing something and they have a challenge that they have to meet or build. About once a week each group has some time on its own to build whatever comes to their imagination or fancy. Some of the maker activities don’t appeal to all of the kids, but when they have their own choice, they are enthusiastic. It offers an element of creative exploration and play in the upper years’ curricula,” Crowell says.

“Students will have a growth mindset, where instead of being frustrated they ask what they can learn. It gives them the experience to tackle future problems or challenges whether they be in school or in life.”



École Dundonald School  
@DundonaldSchool • 22 MAY 2019



M. Martin’s class is learning all about coding and robotics while applying their understanding of measurements and simple machines. One group even built a printer! Thank you @SaskCode for this great learning opportunity! #spslearn



## MOVE 2 GROW

The Move to Grow campaign was introduced in September 2018 to encourage students and families to pursue active transportation options such as walking or cycling for travelling to and from school. In Spring 2019, Move to Grow In The Classroom was launched to lead students through brain-activating movements to help them feel engaged and ready to learn. Move to Grow is one way in which students learn to make positive choices that will support their health and well-being. Research evidence suggests children who are more physically active do better in school and daily exercise has a multitude of benefits for our students in the classroom. Increased awareness about additional opportunities to be active every day can result in improved wellness for our students, their families and the community.



## STUDENT DESIGN RECOGNIZES ORANGE SHIRT DAY

Art created by Eileen Knox, a Grade 11 student at Marion M. Graham Collegiate, was chosen as the design for T-shirts recognizing Orange Shirt Day. Each year on Sept. 30, school division students, staff, and community members honour and remember the Indigenous children who attended residential schools. Knox's design, which was selected following a student competition, depicts a child's face with closed eyes framed by flowing hair and eagle feathers and includes the phrase Every Child Matters. The long hair and feathers speak to Indigenous culture, and the hair takes on additional significance because children had their hair cut short as one of the ways residential schools attempted to eliminate Indigenous culture.



# ARTS EDUCATION

Student designs transformed two bus shelters into pieces of art that recognize the history of the land and Indigenous people and respond to the Truth and Reconciliation Commission's Calls to Action.

Students at Aden Bowman and Nutana collegiates partnered with Saskatoon Transit to create designs used for the metal-cut walls of bus shelters located in front of Aden Bowman on Clarence Avenue and in the Broadway area near Nutana.

The shelter at Aden Bowman recognizes the Métis people who once called the site home. Designed by students in consultation with Métis Senator Nora Cummings, it is an original, timeless, and commemorative piece of art that celebrates Métis heritage, values, and memories. Students created the art using inspiration from an engagement session with Cummings, keeping in mind functionality and design of the shelter.

"Nora Cummings told us how this place used to be a community garden and how the road allowance Métis lived here," explained teacher Tamara Rusnak. "That inspired the students to create drawings of the plants—such as crocuses, bluebells, saskatoon berries—that grew in the area and which made up most of the design."

The memories Cummings shared with students are of family life, the importance of community working together, and the effort to maintain cultural identity.

For students, discovering the history of the school's location and of the Métis people who once called the site home was an important learning experience. Being able to translate that knowledge into art and share it through a public project made it more significant.

"It was something I never expected to happen within my life here at Aden Bowman. I never expected that I would be able to create something that would stay here even after I graduate," said student Brianna Painchaud, who felt a personal connection to the project because of her Métis background.

Students from Nutana Collegiate's Industry and Career Education program designed a shelter located near the intersection of 12th Street and Broadway Avenue. The students worked with First Nations Elder Harry Lafond, and his teachings about the importance of life, beauty, growth, connections, healing, regeneration, and community are reflected in the design.

"This project offered a unique way for students to represent ideas of truth and reconciliation and express themselves as young people," said teacher Nicole Stevens. "We are proud of the finished product and feel it not only represents the story of our students, but also reflects Nutana Collegiate and Saskatoon Public Schools' commitment to Truth and Reconciliation."









# ATHLETICS

For hundreds of Saskatoon Public Schools students, high school sports are an important part of their lives. But there is only one sport where students of all grades and all genders can compete together on one team.

Cheer, pom, and dance programs welcome all students and the unique combination of athletics and performance is something which gives it a special place among the 11 sports administered by the Saskatoon Secondary Schools Sports Directorate (SSSAD).

“If you have the enthusiasm, if you have the athleticism, the sportsmanship, and the dedication that you want to be a part of a team, all are welcome,” said Kristen Robertson, coach of the pom and hip hop teams at Marion M. Graham Collegiate. “As in any sport, you have to work as a team. You have to be committed to each other, you have to support each other and you become your own community and family. There is an overwhelming sense of support and encouragement.”

Extracurricular sports provide student-athletes with benefits such as increasing fitness, building skill level, and developing friendships with students from different classes and grades. Almost 3,500 Saskatoon Public Schools students took part in intercollegiate athletics during the 2018–19 school year, including more than 220 in pom and cheer.

“Pom, cheer, and hip hop in our school has become a huge sport,” Robertson said. “The skills that these students have to do requires huge athletic ability. It takes years of training to perform in front of a large audience and to be judged on technique. You perform, you train for it, and you have a season just like any other sport. The athleticism required and the whole sense of competing, as with any sport, draws interest from the students.”

Teams from Marion Graham won 2018–19 city titles in cheer and senior hip hop/jazz, while the senior pom team won city and grand champion titles. At provincials, the cheer team placed fourth, the hip hop squad first, and the pom team received provincial and grand champion honours. The teams are coached by Robertson and cheer coach Michelle Greer, along with assistant pom coach Kennedy Rosner.

The sports are unique because during competitions teams from all schools compete together in the same gym. That builds a community among not only the athletes who watch each other perform, but also the coaching staff from the all of city schools.

“The sportsmanship between the schools is amazing in how supportive and encouraging the coaches are to each other,” Robertson said. “Of course, there is the sense that you want to do your best, but when people see other groups do routines schools are cheering on other schools. It’s amazing to see that—I’ve never seen that attending another sport. People are really supportive because they all appreciate the amount of work that has gone into creating these performances. When the kids on the other teams see it, they recognize it.”

The sports often attract students with dance or gymnastics background but many come to it with no formal training, just athletic skill and a passion for artistic performance that makes cheer, pom, and dance unlike any other high school sport.

While training and competition are a big part of extracurricular athletics, Robertson says coaches of all sports know the biggest benefit of high school sports is how it offers students a place where they feel a sense of belonging and can grow as individuals and leaders in their school communities.

“As each season goes by the dedication increases as the students move up grades and they feel like this is our team. I also see the most positive role modeling—kids who are natural leaders who step up without being asked,” she said.

“These extracurricular things result in engagement in school. They make friendships, they work as a team—it’s one of those things that kids walk in the door of the school for. They may not be the most academic student, but this is the place where they shine. I have had kids say to me ‘I have never really fit in at school but this is my place, I feel comfortable here.’”



Through  
Saskatoon  
Secondary Schools  
Athletic Directorate,

Saskatoon Public Schools supports

**3,475** STUDENT  
ATHLETES

participating in **11** DIFFERENT  
SPORTS

# COMMUNITY VOICE



**Global Water Futures** @GWFutures • 3 Dec 2018

Last Friday advanced grade 6 students from Silverspring @StoonPubSchools visited the @ToxCentre to learn about the unprecedented work #GWF researchers Markus Brinkmann & John Giesy are conducting through the #GWF program.

**Charlie Clark** @charlieclarkyx • 14 Sep 2018

I love this #move2grow campaign that Saskatoon Public Schools have launched. There are so many benefits of students walking, cycling, scootering, wheeling to school. We work together to ensure safe routes.

**Venustas says** @venustassays • 13 Feb 2019

Staff lunch provided today by the John Dolan Community Council! We love our John Dolan staff and appreciate all they do! #staffappreciationweek



**James Perkins** @CodinJimmysk • 12 Sep 2018

Fitter children, fitter parents, healthier community! I arrange to walk with my child once a week to school. Best 20 min. conversations! Thx for advancing this SPS! #varsityview #grosvenorpark #yx



**SaskCatch** @SaskCatch • 23 Jun 2019

@StoonPubSchools @EHCISouls The band was awesome, well done Evan Hardy! Happy Pride! #Pride2019 #YXEPride



**Chief Troy Cooper** @Cooper\_Chief • 9 Apr 2019

Incredible public school Indigenous Ensemble performance tonight at Aden Bowman! Students performed Mika Lafond's "Otagimow" (storyteller).

**YMCA\_Saskatoon** @YMCA\_Saskatoon • 5 May 2019

So thrilled to see one of our @BRCSaskatoon-IB YCAN Ambassador in attendance at the first ever #CanadaYouthSummit in Ottawa with other YCAN delegates from across Canada! #ActionYMCA



**Jay Wilson** @j\_wilson • 20 Nov 2018

Another great @MMGCI musical tonight. So proud of all the @StoonPubSchools students who are part of the production including my boy.

**Lisa Ford** @LisaFordradio • 20 Nov 2018

Replying to @j\_wilson @MMGCI and @StoonPubSchools

Great memories of those incredible productions with our son Hayden. He's acting in Vancouver now and couldn't be doing this without @MMGCI incredible mentors.

**Lynda Oliver** @Lynda\_Oliver • 22 Mar 2019

Congratulations on the well-deserved #LivingInHarmonyAward and the great work students, artist and teachers have been doing with their artist in schools project to help end racism! #artsed #sasked #charlesredhawkschool #dakotavaluesartproject



**Saskatchewan Human Rights Commission** @SaskHumanRights • 11 Feb 2019

There's a full house here this morning at the Calls to Action Student Leadership Retreat. Thanks to @StoonPubSchools for organizing this event so that students can to get together, collaborate, and talk Truth and Reconciliation.

**Chris M. Guérette** @Chris\_Guerette • 22 Jan 2019

Dropped off Jan-Sébastien at @StoonPubSchools central office today for the start of a Creative Problem Solving program. Thankful he has access to programs to suit his needs & help him reach his potential. What a difference compared to where we were 3-4yrs ago. #thankful #momlife

**Mike San Miguel** @msanmiguel3 • 21 Mar 2019

A wonderful time @SaskatoonPolice Diversity Breakfast. Awesome message(s) from @BrevoortPark Gr 4/5. #spslearn



**Active School Travel Canada** @ActiveSchoolTC • 24 Sep 2018

Great to see students at @StoonPubSchools being encouraged to engage in healthy and sustainable school travel! Good work, and we hope to see more students walking and wheeling to school in your community.



**Jaris** @JarisSwidrovich • 29 Nov 2018

I absolutely loved being back at my former high school once again to speak with grade 12 students about some of my own story, Canada's story, and all kinds of truth and #reconciliation. Thank you for the invitation!



**Arinjay Banerjee, Ph.D.** @sci\_questions • 9 Apr 2019

It was wonderful to chat about #viruses with these curious minds at Hugh Cairns V. C. @StoonPubSchools #scicomm They even got a picture with me!!



## ARTISTIC VALUES AT NORTH PARK WILSON

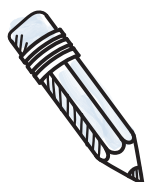
An art project that illustrates important values for North Park Wilson School brought together students to transform a neighbourhood recreation space. The boards of the skating rink were spray-painted with graffiti-style illustrations that spell out in bright colours the school's commitment to community, citizenship, collaboration, and creativity. The project encouraged youth to reflect on the creative process and how everyone plays an important role in a community. The project was led by parent and artist Josh Jacobson and funded through a grant by the Saskatoon Public Schools Foundation.

# Saskatoon Public Schools BY THE NUMBERS

**25,747** STUDENTS ENROLLED  
PreK-12 in Saskatoon Public Schools  
as of September 30, 2018

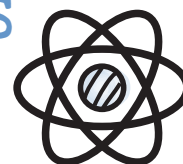
This is an  
**INCREASE**  
in enrolment of

**317** NEW STUDENTS  
in 2018-19 over the  
previous year.



**17,093** ELEMENTARY STUDENTS  
enrolled as of September 30, 2018

**8,654** SECONDARY STUDENTS  
enrolled as of September 30, 2018



**630** NEWCOMER STUDENTS  
joined SPS during the 2018-19 school year

Saskatoon Public Schools 2017-18  
TOTAL OPERATING BUDGET

**\$267.7** million

**\$10,619** INVESTED  
in each student





# SASKATOON PUBLIC SCHOOLS FOUNDATION

Celebrating its 10th anniversary, the Saskatoon Public Schools Foundation (SPSF) is an independent, non-profit charity dedicated to enhancing learning opportunities for students at Saskatoon Public Schools and celebrating the vital role that public education plays in our society. The foundation partners with committed businesses, organizations, and individuals to support high-impact programs and initiatives that go above and beyond core educational services. This year, the Saskatoon Public Schools Foundation continued to focus on its three strategic priorities:

- Literacy
- Healthy Active Schools
- Empowering Innovation

Sponsored once again by a generous anonymous donor, the foundation’s successful Early Learner Tutor Program was offered in 22 schools across the division. Over the past six years, 1,209 tutor sessions have been offered. Our ongoing partnership with READ Saskatoon provides ways of enhancing family and community engagement activities.

The Summer Reading Camps, graciously supported by the Dakota Dunes Community Development Corporation, donors Saad Rehman and Hekmat Alphin, as well as the school division’s Drive Fore Literacy Golf Tournament, are an integral part of the SPSF’s efforts to support literacy. This year, the reading camps welcomed more than 200 students for a two-week experience designed to prevent learning loss over the summer months. Camps were held in 10 elementary schools across the division and included partnerships with SaskSport, the Summer Snack Program, and SaskTel Pioneers. Further, the Saskatoon Open Door Society provided reading camps for English as an Additional Language learners at Aden Bowman and Mount Royal collegiates with SPSF support.

An important component of the foundation’s focus on healthy, active schools is its support of school-based nutrition programs through the Nutrien Food4Thought Nutrition Program. This past year, the Nutrien Food4Thought Nutrition Program helped provide more than 837,000 servings of healthy breakfasts, snacks, and lunches to students in 19 of our schools. The foundation would also like to acknowledge the significant contribution of SaskMilk to the ongoing health effort.

The SPSF furthered its focus on empowering innovation by awarding a total of \$40,000 through the Programs of Excellence Grants. These grants provide opportunities such as the Saskatoon Public Schools First Nations, Inuit and Métis Unit’s work in supporting Truth and Reconciliation initiatives and programs, the École Dundonald School language and culture inquiry, youth engagement and leadership at Centennial Collegiate, the Whitecap Dakota Transition Program, the Ernest Lindner School go green room and the Westmount School young inventor’s initiative.

Other examples of the foundation’s support for learning include:

- The Cameco Centre of Excellence in Science and Mathematics at Bedford Road Collegiate, which provides experiences for students in pneumatics, 3D modelling, robotics, and 3D manufacturing. The Cameco funds have also allowed for the development of a design lab at Caroline Robins School, the purchase of STEM-focused learning kits, professional development activities, and initiatives designed to enhance elementary school-aged children’s knowledge of careers in science and technology.



- The Nutrien Eco- Science and Indigenous Learning Centre at Brightwater welcomed approximately 4,240 students, teachers, and volunteers during the past school year. In the centre's six years of operation, more than 21,700 students, staff, and community members have experienced unique programs focused on sustainable living and Indigenous ways of knowing.
- Pursuing community-based funding from the Saskatoon Community Foundation to support such initiatives as the Saskatoon Public Schools' Indigenous Ensemble.
- In 2018, the Celebrity Roast featured notable Saskatoon Public Schools alumni Zeba Ahmad and Greg Yuel. This entertaining evening took place at Mount Royal Collegiate and raised almost \$70,000 for foundation programs. In its third year, the Drive Fore Literacy Golf Tournament, led by teachers and staff, was a remarkable success with nearly \$20,000 being raised for Summer Reading Camps thanks to the generosity of division staff and a matching donor. This year marked the second year of our Cinco de Mayo Fiesta, which raised more than \$10,000 for Summer Reading Camps with the assistance of a generous matching donation by Marla and Seth Adams. Many Saskatoon Public Schools staff also supported the foundation by choosing to donate through a payroll giving program.
- The Saskatoon Public Schools Foundation has undertaken planning for an ambitious \$20-million campaign that will result in providing extensive literacy supports to some of the school division's youngest learners. Through a private donation, the foundation will strengthen its literacy supports by offering full-day prekindergarten and a full-day, literacy-enhanced kindergarten classroom at Mayfair Community School during the 2019–20 school year.

The foundation is deeply appreciative of the support received from all donors and extends its sincere gratitude to the families, staff, and community members who come together to meet the shared goal of enhancing learning for the students of Saskatoon Public Schools.



## SASKATOON PUBLIC SCHOOLS FOUNDATION BOARD OF DIRECTORS

Stephanie Yong, PRESIDENT  
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Zeba Ahmad, EXECUTIVE DIRECTOR  
 George Rathwell, EXECUTIVE CONSULTANT  
 Avon Whittles, EXECUTIVE CONSULTANT  
 Carly Fuentealba, ADMINISTRATIVE ASSISTANT







## A PLAYGROUND FOR ALL ABILITIES

A sensory playground at John Dolan School provides a welcoming atmosphere for the school's students and children of all abilities. The play structure includes a variety of sensory panels and is designed to be fully accessible and inclusive while offering opportunities for different skill/ability levels. Other areas include interactive panels for touch, sound, and sight. A rubberized play surface allows wheelchairs and tricycles to roll easily. The playground was paid for through fundraising spearheaded by the school's parent council, including a \$25,000 contribution from Kinsmen Telemiracle.



### It's vantastic!

A new look to the Saskatoon Public Schools delivery van showcased the logos from all of our schools on the side of the vehicle. The van attracted admirers as it made its rounds throughout the city, including a stop at Holliston School where staff took advantage of the opportunity to grab a selfie right below their school's logo.



### Learning about remembrance

Students from Hugh Cairns V.C. School were part of a ceremony of remembrance to honour the memory of their school's namesake, Sgt. Hugh Cairns. Cairns died Nov. 2, 1918, just nine days before the armistice that ended the First World War. On the 100th anniversary of the end of the war, students took part in a memorial service at the statue of Cairns located in Kinsmen Park. They also showcased their learning about Cairns during a school assembly and gathering.



### Water Carrier / Fire Keeper

Every year, Saskatoon Public Schools appoints a water carrier and fire keeper to support First Nations ceremonies and activities in the school division.

Water is essential for life; without water, there cannot be life. First Nations have the shared belief that the Earth is a female who gives and nurtures life. Women have been gifted to be the carriers of the water needed to support new life. It is for this reason that women are responsible for water at many ceremonies. The water carrier (Mini Awanyan̄ke) for the 2018–19 school year was Julieanne Buckle.

Fire plays an essential role in perpetuating life by providing light, warmth, and the ability to cook. The spirit of fire is highly respected in all First Nations cultures. Each society had a fire keeper who was responsible for making and tending fires for societal ceremonies and activities. The fire keeper saves a coal from their previous fire to use to rekindle the fire when needed. The fire keeper (Pēta Awanyan̄ke) for the 2018–19 school year was Russell Munkler.



### Good neighbour policy

Sutherland School is an important part of its neighbourhood, so at Christmas time Grade 2 students and their older care partners visited their neighbours to deliver handmade holiday cards to homes in the community. The gesture was appreciated by area residents who responded with cards, emails, and gift baskets to say thank you to the students and school.

## OUR VISION

Every Student is  
Known • Valued • Believed In



### ACADEMIC EXCELLENCE

Students will achieve success in their learning goals



### CHARACTER

Students will demonstrate respect, responsibility, and perseverance



### ENGAGEMENT

Students will actively participate in relevant and meaningful learning



### WELL-BEING

Students will develop the skills to make healthy choices

## OUR COMMITMENT

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

## STRATEGIC PLAN

At the June 4, 2019, Board of Education meeting, trustees unanimously approved a new strategic plan, which will guide the division's work for the next five years. After nearly two years of consultations, gathering feedback, and data analysis, the new strategic plan was created. The plan sets out our vision, the four goals we want every student to achieve, and our commitment as a school division. The plan states unequivocally that students are at the heart of our work.



## Saskatoon Public Schools

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