SASKATOON PUBLIC SCHOOLS IS OPEN TO ALL.

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

RESPONSIBILITY
A commitment to learning and recognition of the importance of citizenship, service, justice, honesty, and fairness.
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 upon the values of Respect, Excellence, Responsibility, and Joy.

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

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

8 French Immersion Schools
ALVIN BUCKWOLD
COLLEGE PARK
DUNDONALD
FOREST GROVE
HENRY KELSEY
LAKEVIEW
RIVER HEIGHTS
VICTORIA

1 Grade 1-12 School
CITY PARK

4 New Schools (Opened Sept. 2017)
CHIEF WHITECAP
COLETTE BOURGONJE
ERNEST LINDNER
SYLVIA FEDORUK

10 Collegiates

4 French Immersion
CENTENNIAL
MARION M. GRAHAM
TOMMY DOUGLAS
WALTER MURRAY

&

ADEN BOWMAN
BEDFORD ROAD
EVAN HARDY

MOUNT ROYAL
NUTANA
ROYAL WEST

1 Alliance School
CHARLES RED HAWK

2 Associate Schools
SASKATOON CHRISTIAN
SASKATOON MISBAH

= 62 SCHOOLS
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   Ray Morrison

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I am pleased to present the 2016-17 Saskatoon Public Schools Report to the Community. As you will read in this book, it was another bustling year for our school division. While we maneuvered some difficult times, we have much to be proud of and celebrate.

Continuing the trend of the past several years, our school division continued to grow, reaching a new record enrolment of 24,919. The diversity of our students continues to expand as we welcomed over 850 new Canadians. School and division staff members are steadfast in their commitment to providing inclusive environments for all students.

Our board continued its commitment to our two learning priorities: Literacy for Life and Collegiate Renewal. Both of these priorities—covering our youngest learners to those on the cusp of graduating—are helping students build the foundations of their education and develop the skills they will need in the future.

This fall, we opened the doors of our four new elementary schools in Evergreen, Hampton Village, Rosewood, and Stonebridge. During the 2016-17 school year, our board decided to name the four schools after people who have made a mark on our community, province and country. Chief Whitecap, Colette Bourgonje, Ernest Lindner and Sylvia Fedoruk represent the variety of backgrounds, skills and accomplishments that we know will inspire our students.

Our Board of Education welcomed three new trustees following the October municipal election. Cameron Scott (Ward 4), Ross Tait (Ward 7), and Suzanne Zwarych (Ward 8) bring diverse experiences and fresh viewpoints to the board table. We are grateful for the public service and dedication of former trustees Dan Danielson, Bronwyn Eyre, and Darrell Utley.

Our board was challenged by a difficult budget, unlike any we have seen in recent memory. Facing a significant shortfall in provincial funding, hard decisions were made at the board table. These decisions impacted several staff positions and the effects will be felt across the division. However, trustees stayed true to our commitment to not touch the classroom. We are grateful for the insights provided by staff during our budget consultations. We are thankful to families and school communities for their understanding and support.

While continuing to be fiscally responsible, our school division is adapting to meet the needs of students in the 21st century. This includes using technology to support learning in the classroom, whether through new programs or learning new skills such as coding. This means not using technology for the sake of something new but instead understanding how it can support lessons in order to achieve learning outcomes. While building our students understanding of technology, we are also providing the guidance they need to be positive digital citizens.

The 2017-18 school year will be filled with excitement and greater achievements. As we open the doors on four new schools, we are broadening our role in Saskatoon while continuing to meet the needs of all our students. Public education means being open to all and that is a cornerstone of our work at Saskatoon Public Schools. We will continue to meet the challenges ahead and reach greater heights together.
I am proud to present the Saskatoon Public Schools Report to the Community for the 2016-17 school year. This book shines a light on the tremendous work being done in our schools every day. I hope it will enlighten and inspire you as we share how we are preparing students today to be tomorrow’s leaders.

The foundation for all of our work derives from our two strategic learning priorities set out by the Board of Education: Literacy for Life and Collegiate Renewal. Literacy for Life aims to build literacy skills starting with our youngest students. It not only focuses on reading and writing but also on math literacy, all of which provide a solid grounding for students to build their skills and knowledge. Collegiate Renewal focuses on assisting young people to develop into engaged citizens who understand their place in the world and how they can shape it for themselves and others.

We know the education of our young people is not something we can do alone. Over several pages in this book you will see examples of community partnerships we have developed. This is just a small sample of the innumerable organizations, agencies, and businesses that support our work. All of our partners understand that it takes a community to educate a child. Through these collaborations, we are able to introduce our students to opportunities that were previously untapped. We are also able to support the whole child and help address their needs not only in the classroom, but also outside of school and in the community.

Our school division continues to rise to the challenge of meeting all students’ needs. In the classroom, this not only means providing the appropriate instruction and feedback for all students to achieve outcomes, but challenging students who have the capacity to go beyond the curriculum. As the largest school division in the province, we are able to provide the type of innovative and stimulating programming that captures students’ attention. With the expansion of division-wide offerings such as French Immersion to the growth of school-based programs such as FLEX at City Park School, our division is meeting learners where they are at and providing the means for them to excel.

The 2016-17 academic year was our school division’s first following the adoption of our response to the Truth and Reconciliation Commission’s Calls to Action. Our teachers and administrators took up the challenge to educate students about Canada’s colonial past and how they can bring about change for the future. The list of activities, assignments, lessons, and experiences implemented in all of our schools during the year was inspiring. Our educators discovered truly enlightening, motivating, and creative ways to incorporate these lessons for all our students across multiple disciplines. If education is the catalyst for changing minds for the future, our teachers are at the forefront. Their ingenuity and passion in bringing this important work to our students is commendable. But this was only the first year; this work will grow and evolve as we continue our focus on reconciliation for years to come.

While our teachers lead the way in the classroom, our school division would not operate day-to-day without hundreds of staff members that work behind the scenes to assist students and families. From building operators, educational assistants, and administrative staff to curriculum, technology, and special education support, our school division proudly employs more than 2,400 educational and professional staff members. Every person is vital to the daily work we do in the classroom for our students. I am grateful for the opportunity to lead this strong, principled institution towards our common goal of inspiring learning in all our students.

B. MacDougall
Our Board of Trustees is a group of dedicated, hard-working members of the Saskatoon 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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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.

Literacy for Life is a strategic priority of the Board of Education. By building the foundation of reading, writing, and mathematics, students are better prepared for future learning and achieve greater success.

Each early year grade is important to students’ development. Students should leave Kindergarten knowing all alphabet letters and sounds, helping them to become confident readers in Grade 1. From Kindergarten to Grade 2, the Picture Word Inductive Model (PWIM) is used to help students with word recognition and understanding. Students who read by Grade 3 will be more successful in middle years’ classrooms.

Division data shows this focus on building students’ literacy is having a positive impact. By Grade 3, 76 per cent of students were reading at or above grade level. Teachers and division staff are collaborating to explore and implement learning strategies that contribute to student growth.

For mathematical literacy, the focus during 2016-17 was on professional supports to enhance computational fluency. The goal was to improve students’ ability to add, subtract, multiply, and divide grade-appropriate computations through the use of research-based instructional practices. Also, the division-developed math quick screeners assessment is helping teachers get a profile of each student’s strengths and needs, allowing teachers to target instruction for young mathematicians.

Family support for developing a student’s literacy is imperative. Having families encourage and foster learning builds reading stamina and a love of reading. Schools are working together with families to further develop student skills and enhance their literacy success.

In the spring, the division hosted the 12th annual Literacy for Life Conference with the theme, Saskatchewan Stories. Governor General’s Award winner Dr. Bill Waiser provided the keynote address at the annual gala. Thousands of students gathered at the University of Saskatchewan over two days to learn from and be inspired by Saskatchewan authors, illustrators, musicians, and storytellers. As part of the conference, Ecole Forest Grove School hosted the Willow Awards Gala, the book awards voted on by Saskatchewan’s young readers.
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 Nation, Inuit, and Métis students.

Collegiate Renewal had another strong year of supporting student learning in our high schools. To support their students, teachers have grown their ability to utilize formative assessment and responsive instruction to identify and address individual needs. Secondary teachers check often in each class to see how each learner is doing and then adapt instruction to be more effective for specific students.

All high school teachers in the division are committed to ensuring our Indigenous students are engaged and successful in their learning. Our teachers get to know each of their Indigenous students, build relationships with them, and provide students with opportunities for voice and choice in the learning process. They support students to achieve high standards by creating relevance in learning through instruction that is adapted to maximize students’ strengths and interests.

Student success in secondary mathematics builds on the work that our math learning communities and learning coordinators have been doing to help teachers implement effective practices: formative assessment (using our newly developed SPS math screeners), interactive instruction, and purposeful practice activities. Collegiate mathematics departments have enhanced the design of many courses and have developed instructional approaches to differentiate support for students based on their learning needs.

Our continued literacy work focused on assessing the reading skills that students need to be effective readers in core subject areas at the high school level. Through the use of a locally developed assessment tool, teachers have learned what students need: experiences that build on prior knowledge; assistance in making connections; and support in reflecting on strategic learning habits. In addition to fostering reading skills, teachers focused on growing Grade 9 writers using the newly developed provincial guide for writing.

78.1% of First Nation, Inuit & Métis Achievement Program participants SUCCESSFULLY OBTAINED the credit they were working towards.
2016 OUTSTANDING GRADUATES

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

AWARD OF EXCELLENCE RECIPIENTS

Prapti Patel
Marion M. Graham Collegiate

Shayna Uhryn
Tommy Douglas Collegiate

Olivia Woo
Aden Bowman Collegiate

Caitlyn Kirkpatrick
Bedford Road Collegiate

Justin Just
Centennial Collegiate

Peter Zhai
Evan Hardy Collegiate

Jesse Selin
Mount Royal Collegiate

Anh Tong
Nutana Collegiate

Godwin Friesen
Walter Murray 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 2017.

Tania Alazawi  
Walter Murray Collegiate  
- University of Saskatchewan  
  $24,000

Sean den Hollander  
Bedford Road Collegiate  
- National Achievement Scholarship  
  University of Alberta  
  $30,000

Emma Dewald  
Tommy Douglas Collegiate  
- SaskTel Indigenous Award for Innovation  
  One year’s tuition to Saskatchewan Polytechnic

Rachel Dignean  
Marion M. Graham Collegiate  
- University Scholarship  
  Seton Hall University  
  $88,000  
- Summer Scholarship  
  Seton Hall University  
  $4,500

Nara Elia  
Marion M. Graham Collegiate  
- Athletic Scholarship  
  Boston University  
  $83,134 per year

Sydney Ens  
Walter Murray Collegiate  
- National Achievement Scholarship  
  University of Alberta  
  $30,000

Kendra Farmer  
Centennial Collegiate  
- Chancellors’ Scholarship  
  University of Saskatchewan  
  $30,000

Amna Khan  
Bedford Road Collegiate  
- Best and Brightest Scholarship  
  University of Saskatchewan  
  $40,000

Rafi Khan  
Bedford Road Collegiate  
- Entrance Scholarship  
  Carleton University  
  $19,000

Anthony Lapierre  
Evan Hardy Collegiate  
- National Achievement Scholarship  
  University of Alberta  
  $30,000

Joshua McBride  
Centennial Collegiate  
- College of Agriculture and Bioresources Renewable Entrance Scholarship  
  University of Saskatchewan  
  $12,000

Sid Pahwa  
Walter Murray Collegiate  
- University of Saskatchewan  
  $24,000

Sidney Shacter  
Evan Hardy Collegiate  
- George & Marsha Ivany President’s First and Best Scholarship  
  University of Saskatchewan  
  $40,000  
- Edwards School of Business Undergraduate Scholarship  
  University of Saskatchewan  
  $24,000

Jay Shah  
Marion M. Graham Collegiate  
- George & Marsha Ivany President’s First and Best Scholarship  
  University of Saskatchewan  
  $40,000

Jordan Silzer  
Centennial Collegiate  
- Chancellors’ Scholarship  
  University of Saskatchewan  
  $30,000

Treyton Zary  
Aden Bowman Collegiate  
- Entrance Scholarship  
  University of Saskatchewan  
  $3,000  
- Lloyd Carr-Harris Foundation Scholarship  
  University of Saskatchewan  
  Tuition over 4 years  
- Edwards School of Business Undergraduate Scholarship  
  University of Saskatchewan  
  $24,000
SaskTel Indigenous Youth Awards of Excellence

The 19th annual SaskTel Indigenous Youth Awards of Excellence was a special evening for Saskatoon Public Schools as our students claimed 10 of the 12 major awards. Thank you to all SPS staff who were involved in the nomination of 47 SPS students. With more than half of the 92 nominated students coming from SPS secondary schools, (representing every collegiate) it was a wonderful showcase of the work of our students and staff.

Congratulations to all of our nominees and the following award recipients:

- **Kennedy Kewistep**, Aden Bowman—Community Service
- **BlueJay Linklater**, Mount Royal—Culture
- **Aiyanna Glenister**, Bedford Road—Fine/Performing Arts
- **Emma Dewald**, Tommy Douglas—Innovation
- **Lockhart Jahnke**, Centennial—Leadership
- **Sidney Shacter**, Evan Hardy—Outstanding Achievement (Female)
- **Brayden Storm**, Marion M. Graham—Outstanding Achievement (Male)
- **Joshua Bear**, Mount Royal—Spirit
- **Camryn Scarfe**, Marion M. Graham—Sports/Recreation (Female)
- **Deserae Goodhand**, Mount Royal—Technology/Science

Willowgrove School recognized for community contributions

The contributions made by a group of Willowgrove School students and staff to the Friendship Inn received special recognition. Staff members Kristen Kobylik, Ryan Dignean, and Katherine Luciuk, along with their students, were recognized with a 2016 Youth in Philanthropy Award for their volunteer and donation efforts in support of the Friendship Inn. Students in Grade 1 and their Grade 6 care partners worked together to contribute to the Friendship Inn and share in the experience of learning more about the community in which they live.

Art benefits understanding

The work of Maha Abbas, an Advanced Placement art student at Evan Hardy Collegiate, received honourable mention recognition in the Saskatchewan Youth Visual Art Project—Celebrating Art, Faith and Spirituality. The project saw submissions from all over Saskatchewan and Abbas’ work is one of 17 pieces that will tour the province to further the aims of Multifaith Saskatchewan. Abbas received a medal and certificate of recognition for her work and contribution to the project.

Caswell students take action for energy conservation

Delivering the message that “it’s cool to be an eco-school” paid off for a group of Grade 8 students at Caswell Community School. When it seemed as if their fellow students didn’t care enough about the environment to do the “simple things” such as recycling and powering down, four students took on a leadership role within the school to inform and inspire others through their Sustainable Schools project. The result was a more sustainable school, as well as the $1,000 top prize in the 25 Acts of Energy Conservation contest organized by the Saskatchewan Environmental Society and Saskatchewan Science Centre.
Evan Hardy students on international stage

Two students from Evan Hardy Collegiate were among only seven high school students chosen to represent Canada at the 2017 Intel International Science and Engineering Fair in Los Angeles. Harkirat Bhullar and Melody Song were selected as members of Team Canada-ISF by Youth Science Canada through a competitive national selection process that began in October and concluded in March 2017. Team members were chosen by a panel of 20 university faculty, industry researchers, educators, and Team Canada alumni.

Bhullar was also recognized with the Duke of Edinburgh International Award. The award recognizes students who set and achieve goals in a variety of areas. Among his achievements, Bhullar created a program to match newcomers with established students and organized a talent show for young people with autism.

Putting sustainability into action

Students from École Alvin Buckwold School examined their own behaviour as part of the Student Action for a Sustainable Future program. Students focused on energy use and waste within the classroom and around the community. They made changes within their classroom and homes to create a more energy efficient plan and presented their data to their peers and parents. Other SPS schools that took part in the program were Brownell, King George, Henry Kelsey, Greystone Heights, and Mount Royal Collegiate. The Student Action for a Sustainable Future program is a partnership between the City of Saskatoon, University of Saskatchewan Sustainability Education Research Institute, and the city’s school divisions.

Student poster competition highlights UN Global Goals

Students in Saskatoon Public Schools elementary schools shared their learning about the United Nations 17 Global Goals for Sustainable Development through a division-wide poster competition. Students were invited to create a poster highlighting one of the goals along with a summary of why the goal is important to them. Submissions were received from Grade 7 and 8 students from 14 schools and the top 17 posters—one for each goal—were chosen. A poster by Jordyn Guan of Roland Michener School highlighting the goal of Quality Education was the overall winner.
STAFF ACHIEVEMENTS

Mason’s volunteer contributions enrich both school, community life

A commitment to students and community resulted in Wendy Mason (centre) of Mount Royal Collegiate receiving the Silver Spoon Dinner’s Sterling Award for 2017. Mason’s 29 years of volunteer involvement with the school’s cheerleading team touched the lives of hundreds of students. The Sterling Award recognizes a woman who has enhanced the community’s quality of life by her ongoing contributions and service.

Rossmo-Wiegears recognized for contributions to school libraries

Teacher-librarian Denise Rossmo-Wiegears was recognized with the 2017 Saskatchewan School Library Association’s Connie Acton Award of Merit for her significant contributions to school library programs. Her efforts benefitted hundreds of students and staff during a 34-year teaching career at schools including Wildwood, Roland Michener, Silverspring, and Lawson Heights.

Division staff receive Shield Award for support of FIRE Cadet Program

Dean Brooman and Diane Newton of Bedford Road Collegiate, Jeff Kenney of Mount Royal Collegiate, and Lori Carter of Tommy Douglas Collegiate received the 2017 Shield Award from the Saskatoon Fire Department in recognition of their support of the Fire Introduction Recruitment Experience (FIRE) Cadet Program. The recipients were recognized for their important role in identifying and encouraging students who would benefit from the program and in helping students overcome obstacles and challenges that surface during the course of the experience.

Barr encourages students to be engaged in community

Nancy Barr, a teacher at Brevoort Park School, was honoured by the Saskatchewan Human Rights Commission and the Think Good Do Good organization as a teacher who embodies qualities of understanding, compassion, and leadership in the classroom and who believes in the importance of students being engaged in their school and the wider community.

Inspiring French-language learning

Lezlie Goudie-Cloutier, who retired in 2016 after a 32-year career in education, received the 2016 Inspiring Teacher Award from Canadian Parents for French—Saskatchewan. The award recognizes the contributions of a teacher who promotes French second-language education and inspires students of all abilities and backgrounds to learn French. The nomination for the award describes Goudie-Cloutier as “a lifetime promoter and advocate of French-language learning who has inspired and supported numerous students and teachers.”
Lakeview exchange creates cultural connections

École Lakeview School and former teacher Kirsten Riebot were selected as the recipient of the 2016 Experiences Canada History Award. While teaching at Lakeview, Riebot organized an exchange with students from Quebec through Experiences Canada’s Youth Canada Exchanges Program. The exchange helped participants develop their second language skills and introduced the Quebec visitors to Saskatchewan’s rich and diverse history. The award was presented to Riebot in Ottawa by Gov. Gen. David Johnston.

Honour on a national stage

Don Speidel, cultural resource liaison for SPS, was part of the ceremony as Gord Downie, lead singer of the Tragically Hip and an advocate for First Nations people, was honoured during an Assembly of First Nations gathering in December 2016. Speidel and AFN national Chief Perry Bellegarde presented an emotional Downie with an eagle feather. Downie, who died in October 2017, was given the Lakota spirit name, Wicapi Omani, which can be roughly translated as “Man who walks among the stars.”

iGen teacher’s leadership recognized nationally

Keri Albert, lead teacher of the iGen program at Sherbrooke Community Centre, received a Me to We Award in the educator category during the 2016 We Day Family event in Toronto. The award is presented by Canadian Living magazine and Me to We to recognize individuals who are making an extraordinary impact in the world. Albert led the development of the iGen program for Grade 6 students and helped create the partnership between Saskatoon Public Schools and Sherbrooke.

Workplace diversity celebrated

Saskatoon Public Schools was proud to receive the Saskatoon Open Door Society’s Diversity Award for 2017. The award recognizes employers who promote diversity and demonstrate an inclusive and diverse workplace culture. The school division has worked to develop partnerships with the Open Door Society and others, provides information and support to assist newcomers in becoming a part of the division’s workforce, and celebrates cultural diversity and inclusiveness.

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**Educators support students, community after tragedy**

A number of current and former Saskatoon Public Schools staff members were recognized for their service in assisting the school and community of La Loche following a tragic shooting in 2016. Brett Adams, Mischa Davison, Ev Devlin, Pamela Goulden-McLeod, Paul Janzen, Jason Johnson, Jeff Martin and Patricia Prowse were among the educators who were contributors to a group that received the Premier’s Award for Excellence in the Public Service under Education.

**2016-17 retired employees**

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<tr>
<th>Donna Arthur</th>
<th>Brenda Johnson</th>
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<td>Darlene Balfour</td>
<td>Garry Judd</td>
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<td>Randi Barker</td>
<td>Bill Kapphahn</td>
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<td>Dawn Driedger</td>
<td>Joel Nostbakken</td>
<td>Marilyn Vaughan</td>
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<td>Eugene O’Leary</td>
<td>Marilyn Wegren-Wiggins</td>
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<td>Cheryl Olson</td>
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<td>Anne Hrytsak</td>
<td>Denise Rossmo-Wiegars</td>
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<td>Lynn Hubbs</td>
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<td>Lorne Isaak</td>
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**An advocate for acceptance**

Patti Rowley, a teacher at Walter Murray Collegiate, was recognized for her leadership in creating accepting learning environments with a nomination for the YWCA Saskatoon Women of Distinction Award in Education. Rowley has been an advocate and ally for gender and sexually diverse students throughout her career and established the province’s first Gay Straight Alliance group at Mount Royal Collegiate in 2001. Her work influenced a cultural change in education that saw a move from tolerance to acceptance to celebration of gender and sexual diversity.

**Librarian leaders**

Three Saskatoon Public Schools teacher-librarians were recognized for their contributions to the Saskatchewan School Library Association (SSLA). Carlene Walter received recognition for 10 years in a leadership role, including the position of past president. Jana Scott Lindsay served as publications councillor and Megan Hernberg as the organization’s professional development councillor. The SSLA provides leadership for the development, promotion, and improvement in school libraries in order to enhance student learning.

**Inspiring teachers**

Evan Hardy Collegiate teachers Bill Mantyka and Deborah Flynn were among 29 teachers from across Canada to be recognized with a Loran Teachers Building Leaders Award. The award recognizes teachers who provide inspiration, guidance, and growth opportunities for students who become Loran Scholars. Mantyka teaches physics and junior science while Flynn instructs band and choir.
Through a new lens

Silverspring School students from Kindergarten to Grade 8 experienced the Saskatoon Natural Grasslands with mentorship from a nature photographer, artists, scientists, and a traditional knowledge keeper. The students participated in class presentations, art and photography classes, Indigenous stories, and activities connected to the land as they explored the grasslands from both a scientific and artistic perspective. The result was a portfolio of student work entitled Through a New Lens. Silverspring School is located near the grasslands and students embrace a stewardship role.
Facilities work in the school division during 2016-17 continued to focus on creating supportive learning environments for all students. It included the completion of a wide variety of projects at existing schools, as well as finishing our four new elementary schools.

Construction work on Sylvia Fedoruk School in Evergreen, Ernest Lindner School in Hampton Village, Colette Bourgonje School in Rosewood, and Chief Whitecap School in Stonebridge wrapped up in the summer of 2017 with possession handed over to the school division July 1. Construction began in the fall of 2015 and the facilities opened to students on September 5, 2017. These schools have established new benchmarks for exemplary student learning environments and will serve as important centres for the residents of their respective communities and the general public for many years to come.

The school division has welcomed thousands of new students in recent years and its facilities have been renovated and upgraded to meet their needs and to support important programming opportunities. During the 2016-17 year, four portable classrooms were added to Centennial Collegiate and preparatory work was undertaken to allow additional portable classrooms to be added in the future.

The Phase II repurposing of City Park School began during the summer of 2017. The project was expected to be completed by November 2017. Phase II work includes renovations to make the facility more accessible to the physically challenged, including a new exterior ramp at the front entrance, a vertical lift to access all main floors of the facility, and accessible washrooms. The renovation/addition of three new classrooms and two existing classrooms to accommodate the division’s growing Montessori elementary program, as well as related infrastructure improvements, have been undertaken as part of this project.

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, seven of which are more than 100 years old and all of which are significant educational and community assets. Ongoing infrastructure renewal work across the division includes structural upgrading, roofing replacement, mechanical and electrical system upgrading, boiler replacement, exterior window replacement, interior and exterior painting, as well as field and tarmac maintenance and restoration.
NAMES CHOSEN FOR NEW PUBLIC ELEMENTARY SCHOOLS

In October 2016, the Saskatoon Board of Education chose the names for the four new public elementary schools in Saskatoon.

“Our board of trustees has chosen to honour four admirable individuals who have made incredible contributions to our community. The legacy of each of these four individuals represents the priorities of our school division, not to mention that they set an inspiring example for the students who will learn and grow in these new schools,” said Board Chair Ray Morrison.

Public consultation with the new school communities resulted in many names being suggested, along with written and oral submissions from the public. Following research by division administration, board members deliberated and chose the four names.

“Sylvia Fedoruk was not only a pioneering female physicist, but also a selfless community advocate and successful athlete. Ernest Lindner is the father of arts education in Saskatoon Public Schools and a nationally recognized artist. Colette Bourgonje is the epitome of perseverance, having won 10 Paralympic medals and completing much of her training while a teacher with Saskatoon Public Schools. Chief Whitecap was one of the founders of Saskatoon and now, along with John Lake School, both founders are rightfully honoured,” said Morrison.

“As advocates for public education being open to all, we feel these four names represent the diversity, strength, and richness we value so much in our students.”
**Alvin Buckwold mural honours community, history**

École Alvin Buckwold School celebrated its 50th anniversary by working with artist Kevin Peeace in the creation of a mural that shares the school’s story. Located in the main foyer, the mural is done in Peeace’s distinctive style but the mural’s components honour the bond between students and staff and illustrate the story of the school’s goals, its history, and its diverse community. “We talk a lot about adults working with children and co-operative teamwork so that is why they are holding hands,” says Principal Jenifer Haywood. “To us, respect is shown in the picture and responsibility in that they are taking care of each other.”

**Creating a place for learning in nature**

The front entrance of École Henry Kelsey welcomes nature as well as students thanks to a garden project that created an environment for native plant, animal, and insect species. The permaculture garden brings nature into the school yard in a sustainable manner and provides a unique learning environment for students. The plan for the garden grew out of work done by students who participated in the Student Action for a Sustainable Future program and their project that focused on water and biodiversity.

**A commitment to reconciliation**

Walter Murray Collegiate welcomes students and the community to the building with visible recognition of the school’s commitment to reconciliation. Images above the front door signify the school’s presence on Treaty 6 territory and the homeland of the Métis people. The images are one of the ways in which Walter Murray illustrates its response to the Truth and Reconciliation Commission’s Calls to Action.

**W.B. Doyle Board Room**

The board room of the Saskatoon Board of Education was dedicated in September 2016 to the memory and leadership of William Benjamin Doyle (b. 1875, d. 1942), a long-time trustee and chair of the board. W.B. Doyle served as a member of the Board of Education for 21 years beginning in 1920, including 20 consecutive years as board chair from 1921 until his retirement as a trustee in 1940.

Doyle’s leadership of the Board of Education includes a legacy of financial stewardship. He played an important role in steering the school system during a time of significant growth in both the city and the school division during the turbulent decade of the 1920s and throughout the years of the Great Depression.

**A recipe for student success**

New kitchen equipment and enhanced support for parent and community volunteers is part of the recipe for the student nutrition program at Sutherland School. The school was one of 10 Saskatchewan schools to receive a $10,000 Mosaic Extreme School Makeover grant through the partnership of The Mosaic Company and the Saskatchewan School Boards Association. The funds allowed for the purchase of commercial-grade kitchen equipment and the provision of food safety certification to the parents and community volunteers who support the nutrition program.
PARTNERSHIPS WITH OUR COMMUNITY

SASKATOON POLICE SERVICE

A long-standing partnership with the Saskatoon Police Service provides students and schools with leadership and learning and helps to build safe school communities.

Leadership opportunities include cadet programs at 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 Cadet Orientation Police Studies (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, parents, and staff and helps create safer schools and communities. The officers are an essential part of the schools. They work co-operatively with school staff to proactively identify and address school concerns, provide education on community safety issues and build positive relationships with students and families.

SASKATOON FIRE DEPARTMENT

Students of all grade levels have benefitted from Saskatoon Public Schools partnership with the Saskatoon Fire Department. Starting with our youngest learners, students are introduced to the operations of the fire department and to fire safety through fire hall tours. Fire prevention and safety education continues with year-round presentations in schools and a special emphasis during 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 offered in three public collegiates—Bedford Road, Mount Royal and Tommy Douglas—and has gained popularity during its three years of operation. This experiential learning opportunity has inspired many students to consider and pursue a career in emergency services.

The Saskatoon Fire Department also offers the Firestop program, a voluntary, education-based program that is designed to work with children and their families to stop fire play and prevent fire-related incidents. Trained fire personnel meet with individual students and families to teach students about fire safety and responsible behaviours.
MÉTIS CULTURAL PROGRAM

The support of the Central Urban Métis Federation Inc. and Gabriel Dumont Institute plays an essential role in the ongoing success of the Métis Cultural Program at Westmount Community School.

The goal of the program is to preserve, strengthen, and transmit Métis culture and traditions in Saskatchewan. The program engages students from Kindergarten to Grade 8 and is delivered from the Métis perspective. It aligns with Saskatchewan curricula and meets arts education, English language arts, and social studies outcomes. Students are engaged in building Métis cultural leadership skills and experience inter-generational learning opportunities.

Each year, Westmount hosts its Métis Day of Learning celebration. The day-long event welcomes hundreds of students from several public schools to take part in cultural activities and learn more about Métis history. The day begins with the raising of the Métis flag in front of Westmount, the only school in the division to fly the Métis flag every day.
WHITECAP DAKOTA FIRST NATION

Saskatoon Public Schools and Whitecap Dakota First Nation continue to build upon a long-standing relationship to support student learning. Formalized with the signing of an alliance agreement in 2014, the partnership’s approach to shared education is an excellent example of a First Nation and a large urban public school division collaborating to best support student success.

The new Chief Whitecap School is a symbol of the partnership between the school division and First Nation and honours the role of Chief Whitecap as one of Saskatoon’s co-founders. The school serves residents of the Stonebridge neighbourhood and Whitecap students attend beginning in Grade 5. Included in this innovative facility is an elder’s space, cultural room, and archives room, which will house Dakota language and culture resources.

Charles Red Hawk Elementary School, located on the First Nation south of Saskatoon, is an alliance school that serves Kindergarten to Grade 4 students in the community.

SASKATOON TRIBAL COUNCIL

Saskatoon Public Schools has benefitted from a long-term, collaborative relationship with the Saskatoon Tribal Council (STC). Formally recognized in the Okiciyapi partnership, the school division and STC have worked together for increased educational opportunities for students and professional support for staff members.

The school division has worked with STC, as well as Greater Saskatoon Catholic Schools, Saskatchewan Indigenous Cultural Centre, and Sask Culture, to present the annual Indigenous Language Celebration. The event brings together students, community members, cultural leaders, and elders in a one-day event designed to provide hands-on, experiential learning for youth, while working to sustain the seven languages that are the fabric of our Indigenous community. Our school division also provides professional development opportunities and support for teachers and staff members working in STC schools. STC is a valued partner in providing direction and support for the Nêhiyâwewin Cree Language and Culture Program at Confederation Park Community School.

By working together, the school division and STC are focused on providing equitable opportunities and successful outcomes for all students.
COMMUNITY THREAT ASSESSMENT AND SUPPORT PROTOCOL

Saskatoon Public Schools, as part of its Safe, Caring, and Accepting Schools core strategy, works with 19 community partners in the Saskatoon and Area Community Threat Assessment and Support Protocol. The protocol is a major initiative in the area of violence threat risk assessment. This unique, multi-agency protocol, first signed in August 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 training in assessing and intervening when a threat is made. These teams work with families and community partners to provide early intervention, violence prevention, high-risk assessments, and supports.

The Canadian Centre 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 HEALTH REGION

Saskatoon Public Schools and the Saskatoon Health Region have been working together to create Health Promoting Schools (HPS) using the Comprehensive School Community Health approach. The HPS partnership with the health region is a “whole-school” approach based on the conviction that healthy students are better learners.

In 2016-17, nine schools had access to a health nurse that worked in the school one day per week. The focus for the nurse’s work was to promote healthy living through direct collaboration with staff, students, and the community. Each school worked with the health nurse to identify the focus for their school. Through the HPS relationships and promotion, school families and students were able to develop deeper knowledge, skills, and understanding of the many attributes that support healthy living and, consequently, student learning.
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 with the Canadian Red Cross to provide RespectEd training to staff and students.

In partnership with the Red Cross, more than 200 Saskatoon Public Schools students have been trained as Beyond the Hurt Bullying Prevention Educators. These students are leaders in their schools and provide presentations to other students on how to identify, report, and resolve bullying with adult support. They take a leadership role in planning Day of Pink events and work to be upstanders in their schools.

Red Cross Youth Symposium 2016 participant Olivia Scrimshaw said that the symposium “has given me useful tools that I can utilize in everyday life. The most important thing we learned was about healthy and effective communication. In many instances, the connection between what we need and what we say is quite different. Robust communication is an important thing that most people really have trouble developing or using efficiently in a healthy and direct way.”

The partnership with the Red Cross has also provided schools with the opportunity to have Travis Price, co-founder of Pink Day, present to their students. Travis shares his story of how one small action is all it takes to be an upstander. Students learn that each of them share a responsibility in creating safe schools and that small, positive actions can have a powerful effect.
SASKATOON INDUSTRY-EDUCATION COUNCIL

The Saskatoon Industry-Education Council (SIEC) is a bridge between Saskatchewan’s career opportunities and Saskatoon and area youth. Through partnerships with business, industry, and post-secondary institutions, the SIEC designs and delivers unique, hands-on career exploration events and programs to students. These opportunities help young people find a career that connects their passion and natural talents with current and future workforce needs.

Saskatoon Public Schools values its partnership with the SIEC and appreciates the substantial benefits and career knowledge this partnership brings to students and educators.

During the 2016-17 school year, more than 5,000 students participated in SIEC events. This number continues to grow as students, parents, education, and the business community work collaboratively to provide experiential opportunities.

Current programming includes: Spotlight on Careers, boot camps, Cardboard Boat Race Challenge, Mining 4 Society, Digitized, Manuquest, Healthlink, and the Summer Youth Internship Program.

PARTNERSHIPS
The Saskatoon Trades and Skills Centre (STSC) is a unique educational partnership that expands the career horizon for students in a variety of fields.

The centre operates under four basic pillars: Engage vulnerable youth and adults in entry-level skill training; transition learners to meaningful employment; build communities through partnerships; and ensure organizational stability and accountability.

The STSC assists all people with an opportunity for employment based on skills acquired. The facility is second to none in providing building programs and space for learning. Each year there is an increase in the number of trained, skilled labourers for whom the centre is able to help secure jobs.

Saskatoon Public Schools is one of the key partners that works with STSC in helping with growth and prosperity for many young adults. The centre’s Avenue W campus is attached to Mount Royal Collegiate, a hub for technical and trades education within the school division.

The Aboriginal Youth Entrepreneurship Program (AYEP) is designed to introduce Indigenous students in Grades 11 and 12 to the wide range of business opportunities available within the Canadian economy. The curriculum teaches students how entrepreneurs and other businesspeople recognize opportunities, generate ideas, and organize resources to plan successful ventures. Indigenous youth learn the perspective and skills required to achieve success in secondary school, the workplace, post-secondary education or training programs, and in daily life. AYEP is currently offered at Nutana Collegiate.

AYEP’s curriculum is based on the requirements of provincial business courses but is presented through an Indigenous lens by providing case studies and examples of successful First Nations, Inuit and Métis business leaders. The curriculum teaches students to develop entrepreneurial opportunities that can lead to business ownership. Students are mentored by established business people, including Indigenous business owners, throughout the planning process. This introduction to the world of business helps prepare students for the working world regardless of their career.
In the fall of 2016, the Jumpstart After-School Program began in Saskatoon. Developed in 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 helps develop leadership skills in youth and will create a pool of young leaders and volunteers inspired to get involved in their community.
SASKATOON OPEN DOOR SOCIETY

The partnership between Saskatoon Public Schools and Saskatoon Open Door Society has been in place for many years, and we continue to collaborate to make the transition to school a positive one for newcomer students. Settlement Support Workers in Schools (SSWIS) play a number of critical roles in supporting newcomer students and families. That support includes providing information at the Newcomer Student Centre during the welcome process, offering youth programming to ensure newcomer engagement in the community, providing interpretation services when needed, connecting family members to employment and other supports, and acting as a sounding board and source of information for teachers. The connection to Saskatoon Open Door Society allows the school division the opportunity to support newcomer students in a holistic manner, which in turn enables students and families to thrive.

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.

KAMSKÉNOW

The PotashCorp Kamskénow program is a science and mathematics outreach program led by University of Saskatchewan students. Named after the Cree word meaning “to find or to learn together,” the program offers hands-on, inquiry-based science and math activities in a program for schools. Kamskénow was offered in 13 public schools during the 2016-17 school year.

Weekly instruction is provided during a 13-week period in the classroom. The goal of the program is to increase science literacy while working to engage more Indigenous students in STEM (science, technology, engineering, mathematics) disciplines over the long term.

Since taking part in the program, 88 per cent of student participants said they like science more and 66 per cent said they are more likely to choose a career involving math or science because of Kamskénow.
A DAY IN THE LIFE AT SASKATOON PUBLIC SCHOOLS

June 1, 2017
School Community Councils (SCC) provide valuable input and support to the Saskatoon Public Schools (SPS) community. Three times each year, SCC members from each of the division’s schools gather for a city-wide SCC assembly to learn more about the school division, discuss topics related to schools and student learning, and provide feedback and suggestions to the Board of Education and administration.

The first meeting of the 2016-17 school year took place in November at Mount Royal Collegiate, beginning with a SCC newcomer orientation provided by superintendents Donnalee Weinmaster and Withman Jaigobin to a large number of new SCC members in attendance. The main meeting saw speakers from SPS as well as some SCC parents address a variety of topics including: Safe, Caring and Accepting Schools; parental engagement and community partnerships; First Nations, Inuit and Métis student success; and student support services. Feedback from the discussion was very positive and more of these type of sessions will be held in the future. The SPS Foundation also presented its new strategic plan and further explained the key areas of focus for the foundation, which supports the goals and strategies of the school division.

The January 2017 meeting at Lakeridge School focused on understanding the Dan Perrins report on school board governance and the position of the Board of Education, which was presented by Trustee Colleen MacPherson. Parents had the opportunity to ask questions with respect to the report and its recommendations, the impact on our children, and ways parents could have their voices heard.

The final meeting was in April 2017 at Silverwood Heights School with Judge David Arnot as guest speaker. Judge Arnot focused on his latest work on citizenship education and highlighted the responsibilities that go along with the rights of a Canadian citizen. He said harmony in the community begins with respect and requires understanding and this leads to knowledge and education. He believes that we need to intentionally teach students what it means to be a Canadian citizen and hopes that the community and government will support the implementation of the citizen education program as part of the curriculum in all schools in the province and, eventually, throughout Canada. A question and answer session saw parents ask how SCCs can support this program and how it might be implemented in our schools. The evening concluded with Director of Education Barry MacDougall and Board Chair Ray Morrison providing very insightful and honest updates about the division and board and answering questions from parents about the impact of the provincial budget shortfall on students and changes to Bill 63. Details of all SCC assembly meetings and discussions are found in the minutes, which are sent to school SCC chairs following each meeting.

Along with my SCC assembly co-chairs, Deborah Whittingstall and Ray Morrison, I’d like to express my appreciation for the hospitality and warmth of the schools that hosted meetings during 2016-17. Thanks as well to the division’s leadership, superintendents, and trustees who continue to support the parents by attending these meetings and engaging in valuable discussions with the wider school community.

Catherine Weenk
School Community Council (SCC) Co-Chair
Summer Cultural Camp

Princess Alexandra Community School partnered with Camponi Housing to host a week-long cultural camp. The opportunity to attend the camp was offered to Princess Alexandra students and children living in Camponi buildings. The camp included teachings from Elders about storytelling, tipi raising, games, and cultural dress. Four practicum students also led participants in a group art project, which wove together the camp’s lessons. The camp was made possible through the partnership with Camponi and a grant from Sask Culture.
Camping and community

Students and Elders share their experiences everyday as part of the iGen program based at Sherbrooke Community Centre. For three days each year they also share a camp experience at Camp Easter Seal. Students have the opportunity to explore their learning through activities in an outdoor setting alongside Sherbrooke Elders. The experience underlines the close, day-to-day connection between students and Elders that is at the heart of iGen and is a culmination of the program’s work in building a unique community each school year.

King George remembers Mr. Hockey

On the day that Saskatoon said farewell to one of its favourite sons, King George Community School recognized its connection to hockey legend Gordie Howe by welcoming Howe’s children Cathy, Marty, Mark, and Murray to the school. Howe attended King George as a child and maintained a lifelong connection with the school, visiting regularly throughout his life. Sept. 25, 2016, was declared Thank You Mr. Hockey Day in Saskatoon as Howe’s cremated remains, along with those of his wife, Colleen, were interred at the base of Howe’s statue outside SaskTel Centre.

Waste not, want not

A commitment to waste reduction, recycling, and leadership in their school earned Grade 8 students at Hugh Cairns V.C. School worthy recognition. The class won the 2016 Waste Reduction Classroom Challenge thanks to their use of a variety of waste reduction efforts—including composting, use of a water bottle filling station, and the removal of their classroom garbage can—to become more aware of their waste habits. The annual challenge is supported by the Saskatchewan Waste Reduction Council and Loraas Recycle.

Learning by the book

When it was suggested to Grade 5 students at Lakeridge School that they publish a book of stories, their eyes lit up. The result of that excitement was Why the Coyote Yelps: Fifth Grade Pourquoi Tales, a compilation of stories that each answer a question. As part of the curricular goals students learned the writing process—creating a rough draft, editing, and revisions—and then had the opportunity to discover how a book is designed, illustrated, and published.

Dramatic moments

A Syrian folk tale came to life with the help of a Grade 2 classroom at W.P. Bate Community School. The students in the class of teacher Christine Campbell had the opportunity to work with Sum Theatre’s Heather Morrison on the adaption of the story that became The Woodcutter and The Lion, the theatre company’s production that was staged in city parks during the summer. Raed Al Jamous, an educational assistant at W.P. Bate, collaborated with Morrison to write the script.
Exchange experience for students

The Japanese Exchange Program offers students from Saskatoon Public Schools the unique opportunity to experience Japanese culture not as a tourist, but through immersion in Japanese family and school life. A group of students from several collegiates showed their SPS spirit during a two-week trip that included a visit to the Nijo Castle Gate in Kyoto and the Sangano bamboo grove in Kyoto. Saskatoon students return the experience by hosting students from Japanese partner schools.

Who’s the boss?

Lakeridge School principal Kevin Epp and vice-principal Stacey Salter seemed to be everywhere on the final day of the 2016-17 school year as students donned oversize masks of the school’s administrative team.

Reading creates cultural connections

Students at Princess Alexandra Community School see themselves in the characters of the books they read thanks to a partnership with Cameco Corp. that purchased books for classroom libraries. A $7,500 grant from Cameco’s Energizing Our Community program allowed the school to buy a wide range of books tailored to students’ interests. Classroom libraries also received books designed to help engage First Nations, Métis, and Muslim students in reading through material that speaks to the students’ culture and experiences and reflects who they are as individuals.

Indigenous day of learning

Students at Lawson Heights School took part in an Indigenous Day of Learning. With the support of the division’s First Nations, Inuit, and Métis Education Unit, students in Kindergarten to Grade 8 participated in learning experiences, which broadened their understanding of First Nations and Métis cultures. The day ended with a potluck celebration and performance by the Saskatoon Public Schools Indigenous Ensemble.

Program brings youth together

A unique program at Fairhaven School builds relationships between younger and older students. Fairhaven Care Partners was created thanks to the leadership of Maham Fatima, a Grade 11 student at Tommy Douglas Collegiate, who volunteers as a tutor at Fairhaven. The program offers students across grade levels an opportunity to get to know one another and discover common interests and experiences. Activities have included the making of friendship bracelets, playing games together, and heading into the community to perform random acts of kindness.
The work done by Saskatoon Public Schools in creating safe, caring, and accepting environments for learning takes place every day in schools, in classrooms, and on an individual basis.

As part of its pledge to be open to all, the school division is committed to better education for students and staff to ensure all members of the school community feel respected and accepted. One way of recognizing that commitment and putting it into action included the first-ever division-wide participation in the Saskatoon Pride parade in June 2017.

School groups and individuals have participated in the parade in past years, however the decision to gather together behind the Saskatoon Public Schools banner is significant, according to Pamela Goulden-McLeod, the division’s consultant for Safe, Caring, and Accepting Schools.

“What struck me during Pride Week is how, as a division, we gave a visual representation to our community and our students of our commitment to supporting gender and sexually diverse students and staff,” Goulden-McLeod says, adding that the importance of such a show of support is not lost on students.

“Gender and sexually diverse students have told us they assume that adults won’t be supportive of them unless they see a visual representation or unless the adult says something that indicates they will support those students. This was a way for us to indicate to all of our students and their families that we support them and that our job is to ensure safe learning environments so they can learn to the best of their ability.”

The commitment to diversity and inclusion is a core belief of Saskatoon Public Schools. As a welcoming school community it is important to ensure that all students—from Kindergarten to Grade 12—see themselves reflected in the curriculum and their school community and are able to see their family and life experience as part of their learning.

The work done by the school division supports the provincial Ministry of Education perspective that education in Saskatchewan is founded on a principle of respect for the diversity of all students and families, and that areas of study should provide opportunities to develop students’ understanding of gender and sexual diversity and respect for themselves and others.

While participation in the Pride Parade is a visible indicator to illustrate the division’s commitment to being open to all, it’s just one piece of the on-going effort to support inclusive learning. School staff receive training on gender and sexual diversity and work to ensure that students feel accepted.

The majority of the division’s high schools have GSAs—gender and sexual diversity alliances—and students are leading the action and discussion about all forms of inclusion and diversity at the school level with the support of school staff and the division as a whole.
The efforts of staff at Mount Royal Collegiate and the focus on assessment and student engagement embodied in the values of Saskatoon Public Schools’ Collegiate Renewal learning priority is putting more students on track for an on-time graduation.

Grade 10 is a pivotal year as students begin work toward the 24 credits required for graduation. However, as school work becomes more challenging, some students may not be able to maintain a full course load, may fall behind in attaining credit or, most significantly, may drop out by as early as Christmas.

Wendy James, coordinator for Collegiate Renewal and high school curriculum and instruction, says the focus on credit attainment and student engagement through Collegiate Renewal is showing positive results for Saskatoon Public Schools.

Each collegiate has a team that tracks student achievement data throughout the semester. That allows for early identification of students who may need additional support and the opportunity to provide those supports in order to help students succeed.

Mount Royal is one school where early intervention is paying dividends for students. Student results are reviewed early in each semester and once a student is identified as needing support a chain of response is activated among administration and teachers to ensure the student receives the help they require and to bring parents or caregivers into the discussion.

The focus on students who are not achieving expected outcomes continues throughout the semester. As the end of the semester approaches, the additional efforts made by teachers to encourage the completion of assignments and ensure outcomes are being met has resulted in an increase in credit attainment, according to Principal Scott Farmer.

“The question we are working on is: when we look at students who struggle, do we take a punitive approach or do we take a supportive approach? I think we have seen some real progress here. Where that leads us is what we are working on right now, which is professional collaboration through the best assessment techniques and with understanding.”

A significant step for Mount Royal was a move to have Grade 10 students who may need additional support tackle traditional academic courses such as math, English, science, and history or native studies during the first semester. Providing students with the opportunity and supports to succeed and gather credits toward graduation early on can build momentum for the rest of the school year and throughout their high school career.

The work being done at Mount Royal fits with the vision of Collegiate Renewal to make high schools places where learning is constant and the programming and support are tailored to meet the needs of students so each student has the chance to be successful.
TECHNOLOGY FOR LEARNING

Programming a pair of miniature robots to dance is one way in which students in Saskatoon Public Schools are using technology to meet curricular goals through an integrated approach to learning.

For students learning about Métis culture, the opportunity to wrap up their project by programming tiny Ozobots to perform the crochet dance helped represent their learning in a unique, hands-on manner.

“They learned how to do the crochet dance with their bodies, but then we looked at what symbolism is in that dance, the interwoveness of the Métis flag and the infinity symbol, and the never-ending story at the core of Métis culture that is expressed in the dance,” explains instructional consultant Russell Munkler. “Then we had them use the robots to recreate that dance. In that way they can visually see the interwovenness of the robots as they go around each other and create that pattern, while also learning a little bit about coding.”

Applying technology to support curricular goals provides the opportunity for a deeper approach to learning and allows students to share what they have learned in new ways. The use of technology in the classroom—in forms ranging from robots, to video production to apps—helps support the broad areas of student learning, cross-curricular competencies, and the common essential learnings that are at the heart of education and instruction.

While terms such as coding and programming specifically reference technology, the skills and thought process they embody are an extension of traditional learning goals that guide students toward developing understanding and knowledge of how to tackle a question or problem in any area of study and discover a unique solution.

Bee-Bots for early learners, Ozobots for those in Grade 3-4, and Edison programmable robots for Grade 5-6 are interactive tools that introduce students to technology and programming. Platforms such as Arduino and HyperDuino enhance learning for senior elementary and high school students.

Students acquire knowledge about specific aspects of technology through robotics but that knowledge is then applied to activities that highlight and help them explore other curricular content at a deeper level.

For Grade 1 students that can mean retelling a story in a step-by-step manner by programming the path of a Bee-Bot to correctly follow a sequence of pictures that tell the story. If their robot makes a wrong turn, then it’s up to the students to debug the program by retracing their commands and making the correction.

For older students, Arduinos or HyperDuinos provide the opportunity to create interactive presentations that bring traditional research to life by combining aspects such as maps, audio, and video.

Saskatoon Public Schools
BY THE NUMBERS

7,097 Student Computers
2,276 Tablets/iPads
130 Assigned Technology for Special Needs Students
123,000 inbound emails/day to 3,850 addresses (115,220, or 93.7%, of daily messages are spam)
10,000 Average number of user logons per day via division devices
6,450 non-SPS devices connected per day
CORE STRATEGIES
Opportunities for daily physical activity are important for all students, and those who are a part of Saskatoon Public Schools Functional Life Skills (FLS) and Autism Support programs are no exception.

During the 2016-17 school year, professional learning opportunities introduced the importance of inclusive physical literacy to the teachers and educational assistants who work with students ranging in age from six to 15 who have moderate to severe cognitive and physical disabilities.

The vision is based on a strong belief that students need and deserve the skills and understanding that will enrich all aspects of their lives through movement. The goal is to help students become as physically literate as possible so they may safely and joyfully navigate a variety of activities and environments, including recreation, sport, and the workplace.

A partnership with Dr. Keri Staples of the University of Regina saw school-based staff take part in physical literacy workshops as well as follow-up sessions in the division’s junior and intermediate FLS classrooms and the autism support program at Prince Philip School. A subsequent relationship created with the recreation therapy program at Saskatchewan Polytechnic will see Polytechnic students participate in future classroom practicums and collaborate on special events for students.

The opportunity to learn more about making quality physical education a part of the school day provided teachers and educational assistants with increased awareness and ability when it came to incorporating activities aimed at boosting student engagement and success.

As a result, teachers are better prepared to deliver quality movement experiences competently and confidently. Higher levels of physical activity due to improved movement skills, increasing independence, and better social behaviours can be attributed to students being exposed to developmentally appropriate activities and the use of adapted equipment.

A focus on physical literacy and movement helps students become as independent as possible in their daily lives. In order to integrate in their communities and maintain healthy lifestyles it is important that fundamental movement skills be seen as functional life skills and that quality movement and fitness programming are an integral part of these programs.

The opportunity was supported by initial funding of $8,730 from the Goodlife Kids Foundation and a subsequent $5,000 impact grant, as well as school division funding. The GoodLife funding provided opportunities such as swimming or dance instruction. It also allowed students from various schools to participate together in Special Olympics-type activities, something that provided some students with their only opportunity to take part in that kind of extracurricular activity.

The professional learning offered to staff has resulted in improved classroom practice, which in turn translated to a corresponding increase in student participation and engagement.

In addition to the learning community that includes the school division’s physical education and special education leaders, community partnerships formed with Special Olympics, the Faculty of Kinesiology and Health Studies at the University of Regina, and the recreation therapy program at Saskatchewan Polytechnic will contribute to increased understanding and access to appropriate equipment, support resources, and community events for students to apply their growing physical literacy.

In 2016-17, $172,190 was spent on technical aids (such as cochlear implants and special furniture) for students requiring intensive supports.
The first mathematical test for students organizing the Tommy Douglas Collegiate Math Fair is determining whether the school has enough tables to set up stations for the hundreds of elementary students who attend the annual event.

Organized by teacher Nat Banting and students in his Grade 9 enriched mathematics class, the 2017 edition of the math fair involved students in every step of planning and logistics, from determining the scale of the gym, creating problems for each of the stations, and even budgeting for the 50 dozen doughnuts served to participants.

Banting says bringing together elementary and high school students to explore math and share in learning is a positive experience for all involved and planning the event is an eagerly anticipated major project for his students.

“It’s a cool, connective thing; this is a community building event,” he said. “At the very beginning of Math 9, students ask ‘What about this math fair?’ About 60 per cent of the students who are now my Grade 9 students were at a math fair so we are building that human capital.”

The first math fair in 2015 was a spur-of-the-moment event that attracted 70 students from two schools. In 2017, there were almost 470 students from seven schools, as well as 50 volunteer student leaders.

Niya Saycocie attended the math fair as an elementary student. Now in high school, she led a group of students through the stations and encouraged them to explore and be creative with math.

“I was really surprised how big everything could get. We have five groups (stations) and each of them focus on a main perspective of our mathematics. In Grade 9 math you have to think outside of the box,” said Saycocie, who hopes the experience provided visiting students with a new perspective on math.

The way in which Tommy Douglas students shared their learning and assume a leadership role in working with younger students was an empowering experience, according to Banting.

“When you ask them: What if one of your students does this, their mindset switches from problem-solver to problem generator. What is the best way that they can prompt that student to have a rich mathematical experience? In that sense they are really interrogating how they learn and they are entertaining suggestions and opportunities on how other people learn.”

While the focus of the event is math, it also provides a glimpse of the high school experience for the Grade 7 and 8 students in attendance and plays a role in promoting a smooth transition for students moving from elementary school to high school.

“It gets people comfortable with the high school students,” said Tommy Douglas student Jordan Friesen. “It brings them the realization that we are not as scary. For sure I thought that high schoolers were a whole step above, but it’s not that different.”

Banting says the event builds both learning and social connections for students even before they reach high school.

“The mathematics has been really profitable . . . but to tie this explicitly to their future experience at Tommy Douglas has been really beneficial and teachers have mentioned that transitional benefit,” he said. “Kids may not have seen or had the licence to think about mathematics like this before. When you chuck it into a gym with 300 other people, the energy is infectious.”
FIRST NATION, INUIT & MÉTIS EDUCATION

An opportunity to create a unique outdoor space while engaging in meaningful learning and conversations about Indigenous culture and history was embodied in a tipi created by students at École River Heights School.

The tipi was designed, painted and installed at the school during the 2016-17 school year through leadership from students in a Grade 7/8 class, staff members, and Saskatoon Public Schools First Nation, Inuit and Mètis Education Unit. Principal Mickey Jutras said the project was a significant learning opportunity for both the school and the wider community.

“The initial conversations were really about could this be an opportunity to create a wonderful outdoor classroom space where we can do some really rich cultural learning and have a significant impact on our building overall,” he said. “Being that it is a tipi, it raises the opportunity for us to have that quality Indigenous learning infused into our school. It acted as a catalyst and created great conversation around the possibilities.”

Jutras says the tipi is a tangible response to the Truth and Reconciliation Commission’s Calls to Action. The presence of a tipi—particularly one in which students played a significant role in creating—represents one way to address the calls by honouring Indigenous identity and creating authentic opportunities for incorporating Indigenous ways of knowing into student learning.

The project was led by students in teacher Jamie Van Olst’s classroom. Fuelled by their research and discussion about the importance and role of the tipi in First Nation culture, the students helped to design and then paint the canvas. Van Olst said the response of students to the integrated approach to learning and the curricular connections encompassed as part of the project’s scope was gratifying.

“It supports our curriculum 110 per cent,” she said. “Science, social studies, language arts—we are hitting all of our outcomes and it is actually bringing it to life. It’s making students understand what First Nation culture and way of life is like. The other interesting part of it for me is seeing students who were not engaged at the beginning—who had lots of really tough questions and lots of wonders about why we would be doing this—flip their thinking process. They now understand the importance of why we are doing this and how it is important to our community, how it is important to our learning and how it is important to our future.”

Don Spiedel, a cultural resource liaison with the First Nation, Inuit and Mètis Education Unit, says the work being done by Saskatoon Public Schools to engage students, regardless of their ancestry, in Indigenous learning is a way of reclaiming history. The tipi created by the River Heights students is a symbol of that reclaiming and a recognition of the school division’s commitment to culturally responsive education.

“We put up tipis and we see tipis at gatherings as a prominent First Nation and Indigenous symbol. But when people are hands-on—to paint, to be part of ceremony, to be part of the rights of passage—those are indicators that we are trying to not just do small, incremental learnings or just doing one-off stuff,” he said. “We are creating this piece so we are deepening the learning.”
ENGLISH AS AN ADDITIONAL LANGUAGE

From Syria, from Vietnam, from Eritrea, from Philippines. Each of the hundreds of students who have arrived in Saskatoon as immigrants or refugees in recent years has their own story but when it comes to why they feel welcome in Canada, the response is unanimous—their school and their classmates.

During the 2016-17 school year English as an Additional Language (EAL) students from École Alvin Buckwold School and Walter Murray Collegiate shared their welcome to Canada experience in a video entitled With Arms Wide Open, a production that received first place at the Yorkton Film Festival Children’s and Youth Film Competition.

The three-minute film features students sharing their answer to the question: What made you feel welcome when you came to Canada? Almost without exception their replies echo the words of Eiram, a Grade 8 student.

“I felt welcome to Canada because of my school Alvin Buckwold and also because of my classmates. They were really nice to me and they welcomed me to Canada,” he says in the video.

EAL classrooms and teachers are an integral part of creating a welcoming school community for students, with more than 1,800 elementary and 800 high school students receiving support to learn English during the school year. Language and communication are a primary focus for EAL, but the classroom also provides a home base as students learn to navigate not only their school and city but also Canadian culture.

“We our students come in and they are so excited to be with us in EAL,” Dutertre says. “It is their safe place; they have their peers who may speak the same language or have the same religion. We get to teach them for multiple years and we get to know the families.”

Jorgenson and Dutertre hope those who view the video understand how appreciative the students and their families are to be in Canada.

“I hope that they take away that the newcomers to this country are extremely thankful and genuine about being here and that our schools are doing a good job of making these kids and their families feel welcome,” Jorgenson said. “We are doing a good job of setting Canada up for success if we have kids like these that are genuine and really trusting and thankful. They really want to be a part of it.”

The video can be viewed on the Saskatoon Public Schools YouTube channel at youtube.com/SaskatoonPublicSchools13
CAREER & WORK EDUCATION

Career education programs in Saskatoon Public Schools provide students with the opportunity to investigate and experience career options in order to inform their future learning. For some students, learning about potential careers can require a leap of faith but for others the experience involves stepping off a ledge and dangling in mid-air.

The Cadet Orientation Police Studies (COPS) program is a partnership with the Saskatoon Police Service. It introduces students to career opportunities in law enforcement through an intensive program that engages students in hands-on, experiential learning—including the opportunity to rappel down a stairwell during training with the police service’s tactical support unit.

The COPS program is the first of its kind in Saskatchewan and was offered during 2017 as a pilot program for Grade 11 and 12 students at high schools including Bedford Road and Mount Royal collegiates. Students apply to be a part of the program in order to fulfill the work placement hours required as part of their career education class. They receive high school credit for the successful completion of both classroom and work placement portions of the course.

The program is geared towards providing an overview of the police service. The values and experience students gain from the program are designed to enhance their strengths and abilities, develop a new skill set, and provide a strong knowledge base of law enforcement.

The class met three days per week during an eight-week course with students gaining experience in a variety of policing skills. They were exposed to the police service’s operation through instruction, scenario-based training, a ride-along opportunity, and other experiences. Students also made safety presentations to schools to emphasize the value and benefits of ongoing education and proactive policing.

In addition to opening the door to a career possibility for students, the program provided an opportunity for the police service to highlight the duties and responsibilities of a police officer, build stronger relationships with youth, and bridge ethnic and socioeconomic gaps within the community.

The COPS program is a partnership between the police service and the city’s two school divisions and is supported through the assistance of the Kiwanis Club of Saskatoon.

689 SECONDARY STUDENTS enrolled in CAREER WORK EDUCATION courses in 2016-17
Saskatoon Public Schools
BY THE NUMBERS

24,919 STUDENTS ENROLLED in Saskatoon Public Schools as of September 30, 2016

This is an INCREASE in enrolment of 896 NEW STUDENTS in 2016-17 over the previous year.

852 NEW CANADIAN STUDENTS joined SPS during the 2016-17 school year (and more than 5,400 since 2011-12)

Saskatoon Public Schools 2016-17 TOTAL OPERATING BUDGET $260.2 million

$10,954 INVESTED in each student

16,398 ELEMENTARY STUDENTS enrolled as of September 30, 2016

8,521 SECONDARY STUDENTS enrolled as of September 30, 2016
Collegiate Photography

Digital photography programs at our collegiates give students the opportunity to learn basic and intermediate camera operation, elements of composition, and digital editing techniques with students being challenged to express their skills creatively within the studio and the community. Students focus on independent projects and the creation of a portfolio of work. Consultation and critique within the class is a continuous process.
ARTS EDUCATION

Failure can be a difficult experience for students, but providing them with the opportunity to do so in a supportive learning environment can create an even greater opportunity for growth.

Lisa Aune, a teacher and co-director of Bedford Road Collegiate’s 2016-17 musical production of The Lion King, says encouraging students to go beyond their personal expectations results in students who are resilient when faced with challenge and are more engaged in their learning.

“The experience of preparing The Lion King teaches our students to fail, and fail, and fail again—loudly, in front of everyone. Failing is a big part of learning to be excellent,” Aune says. “Because the musical theatre course is a mix of students, they don’t let each other give up. They become engaged in the process as a team.”

Kara Helms, arts education consultant for Saskatoon Public Schools, says the arts curriculum—whether music, drama, dance or visual art—as well as student participation in extracurricular arts programs helps to build relationships and provides an opportunity for all students to explore their talents.

“They may also be gifted in other areas—academically or athletically—but sometimes there are students who need that one place to shine and break out of the every day learning that takes place in a classroom. That place is the arts,” Helms says.

Public education provides important opportunities for all students to experience the arts. Arts education in Saskatoon Public Schools gives elementary students an opportunity to explore a variety of areas and, once in high school, students can focus on specific areas of interest, both curricular and extracurricular. For some students, Helms says, the arts provides them with the best medium to share their learning.

“There is literacy in it, it just looks different then when you are doing spelling or math or reading or writing,” she explains. “We are becoming more aware that there are a variety of ways to be literate and for students to be engaged in school and to continue that learning as a lifelong learner and the arts can be in the foreground of that.”

In Aune’s experience, a real measure of success for arts education is seeing students embrace the opportunity to learn, to discover their talents, and to be part of a tight-knit, supportive community within their school.

“I believe the performing arts helps students define themselves, teaches them to be resilient, and engages them in their school and their community. We all know the value of finding that thing you are good at—especially if you have never had a ‘thing’ before.”

Almost 1,300 grade 6 students had the opportunity to learn an instrument as a member of a beginner band during the 2016-17 school year.
ATHLETICS

Education and athletics go hand-in-hand for thousands of students in Saskatoon Public Schools.

More than 3,600 athletes compete in the 12 sports offered by the Saskatoon Secondary Schools Athletic Directorate (SSSAD), taking advantage of the opportunity to hone their skills, compete for their school, and round out their high school experience.

“As schools we talk a lot about student engagement and in my mind there is no better way to engage students than high school athletics,” says Brian Thorstad, SSSAD’s athletic consultant. “There are many students who enjoy coming to school a lot more because they are on teams and they are involved in athletics.”

The wide range of sports offered by SSSAD includes football, volleyball, soccer, and cross country in the fall. Winter sports include basketball, wrestling, curling, badminton and cheer/dance. In the spring, athletes compete in track and field, golf, and spring soccer.

Competition drives high school athletics programs, but participation is emphasized. Many sports do their best to keep students involved and the wide range of sports offers something for every athlete, with different levels of competition available in many sports. In recent years, SSSAD has created a Division 2 and 3 playoff in football to go along with the 3A and 4A playoffs that lead to city and provincial championships, a basketball league with two levels of play, consolation playoffs in volleyball, an open B curling league, and a spring soccer league. These initiatives have helped increase the number of students involved in high school sport.

At the elementary school level, many students receive their first introduction to sports through school track and field days, cross country running, sports such as volleyball and basketball and other opportunities. An annual highlight are the city-wide elementary school track and field meets that give hundreds of students the chance to compete and succeed as athletes.

Intercollegiate sports are one of the many extracurricular programs that complement the educational experience at the high school level. Thorstad says being part of a team and the leadership and support provided by the hundreds of teacher-coaches has a significant impact on the way in which students participate in their learning and make a commitment to school.

“The coaches’ role is to encourage students to keep working hard in school and attend class every day. Our coaches do an incredible job of volunteering their time to coach high school athletes. They have a big influence on our young athletes and help make them into better citizens.”

The SSSAD motto is ‘Education Through Athletics’ and coaches take great pride in the important work they do for student-athletes. SSSAD recently celebrated its 50th anniversary and invited retired coaches to its annual coaches’ appreciation luncheon in recognition of the influence they had on high school sport in Saskatoon and the profound impact they had on the lives of so many students.

Student-athletes make connections and often establish lifelong relationships with others in their school through athletics. Competition against other schools provides students with the opportunity to be challenged as an individual athlete or team while also learning the value of sport and respect for their opponents.

Beyond athletic participation, sports programs build school spirit and participation. Students support their school’s teams as spectators and at events such as pep rallies. Major events such as tournaments galvanize students and staff as volunteers to fill the many roles required to make those events a success and contribute to a positive profile for the school within the community.
Thanks to Coach Barry and the Marauders for hosting a great wrestling t’ment! We appreciated the chance to compete. @StoonPubSchools #scchs

Very cool @ehcisynchrotron! Good luck - can’t wait to see the results. @StoonPubSchools @CanLightSource

Thx to City Park School student actors who helped film a future COTW featuring bullying @ctvsaskatoon.

So awesome to see @StoonPubSchools march in the #yxe Pride Parade! Makes a fellow teacher proud! Thank you! 🌈

Well that’s a wrap here in Saskatoon, 123 more kids trained in @RedCrossSK Beyond the Hurt and Healthy Youth Relationships. Welcome to the team!

Thanks to the grade 8 students from Brownell Elementary today for stopping by @ctvsaskatoon #yxe

Thank you grade 4/5 class of River Heights for helping us with your enthusiasm and bake sale 🍪 #kidsthesedays

Thanks to Coach Barry and the Marauders for hosting a great wrestling t’ment! We appreciated the chance to compete. @StoonPubSchools #scchs
Alex Stoddart @Al_stods • 24 Feb 2017
Kudos @StoonPubSchools teachers for promoting #Outdoorplay So important to develop the whole child!

Heather Hedstrom @hnhedstrom • 27 Oct 2016
That’s my boy! I’m loving the experience Isaac is receiving with EcoQuest

Charlie Clark @charliedarkyxe • 8 Nov 2016
Love love love seeing students outside treating the whole City as their classroom! @chantellekurtz @StoonPubSchools @Wildwood_School #yxe

Brent Hills @hillsb1 • 16 Sep 2016
Happy 60th Birthday Montgomery School!! #spslearn What an amazing community. #stoonpubschools

Saskatoon Fire @SaskatoonFire • 15 Feb 2017
#HappyWednesday & Happy Teacher/Staff Appreciation Wk! Thx for all u do for our future leaders (firefighters 🚒)! @StoonPubSchools @GCSNews

SIEC @saskatooniec • 15 Dec 2016
Automotive boot camp! 10 weeks and these kids can do it all! Kidding, but they can do a lot. @StoonPubSchools

yxesiforme @kdloewen • 12 Oct 2016
Congrats to @StoonPubSchools for these superb name choices for new schools!! #Indigenous #athletics #science #arts #thingsthatmatter

Chad London @chad_london • 4 May 2017
Had a great time joining @LeahFerguson for a visit to the Indigenous Youth Mentorship Program at Bedford Road Collegiate and Caswell School.

Sask Enviro Society @skenvsociety • 1 Jun 2017
Big congrats to Caswell School for winning $1000 to put towards conservation efforts in their school! 25acts.ca
SASKATOON PUBLIC SCHOOLS FOUNDATION

Saskatoon Public Schools Foundation is an independent 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 and brings school communities together to support programs and initiatives that go above and beyond the division’s mandate and regular operations.

During 2016-17, the foundation focused on renewal and growth, beginning with the launch of an exciting new strategic plan featuring three key focus areas:

- Literacy: Essential skills that help us understand, belong, and contribute to our communities
- Healthy Active Schools: Learning environments that promote physical activity and student wellness

The foundation’s renewed emphasis on literacy saw the expansion of the successful Early Learner Tutor Program to 18 schools across the division. The tutor program pairs struggling readers in Grades 1-3 with an experienced tutor to help them progress toward grade-level reading. Students benefit from 20 hours of one-on-one support, family engagement, and books at their reading level to read at home. Over the past four years, 684 tutor sessions have been offered, totaling 13,680 hours of one-to-one student support provided in the program’s history. This year, a new partnership with READ Saskatoon was introduced as a way of enhancing family and community engagement activities.

Summer Reading Camps are another key part of the foundation’s efforts to support literacy. These camps welcomed more than 200 students for a two-week experience designed to prevent learning loss over the summer months. Camps were held in 14 schools across Saskatoon and included three math camps and partnerships with Sask Sport’s Dream Brokers initiative and the Summer Snack Program.

A big part of the foundation’s focus on healthy, active schools is its support of school-based nutrition programs through the PotashCorp Food4Thought Nutrition Program. PotashCorp’s generous contribution of $150,000 was celebrated with an indoor picnic at Caroline Robins Community School. Over the year, the program helped provide more than 855,000 servings of healthy breakfasts, snacks, and lunches to students in 19 public schools.

Additional supports to school-based nutrition programs included a generous gift of $5,000 from Danae’s Foundation to help ensure students at Tommy Douglas Collegiate have access to culturally appropriate foods.

The foundation furthered its focus on empowering innovation by awarding a total of $40,000 through the Programs of Excellence Grants, an opportunity for schools to test or scale creative initiatives. The projects supported include the Bedtime Book Club at Mayfair School, Physical Literacy Backpacks for Kindergarten to Grade 8, art and song by the division’s Indigenous Ensemble, Tommy Douglas Collegiate eco-club’s solar power project, innovative supports for students with sensory issues at Holliston School, a sensory room at Hugh Cairns V.C. School, and a unique initiative to repurpose plastic at City Park School.

The Eye See Eye Learn Optometric Clinic opened at Confederation Park Community School thanks to a $30,000 contribution from the foundation and a partnership with the Saskatchewan Association of Optometrists. This year, 169 children received eye examinations and approximately one-third of them were recommended to wear glasses.
Centres of innovation benefiting from support of the foundation continued to grow. The Cameco Centre of Excellence completed its third year of programming at Bedford Road Collegiate. Thanks to the generous support from Cameco, students had opportunities to be trained in pneumatics, 3D modelling, microcontrollers, robotics, electrical circuits, computer control, drafting, and 3D manufacturing.

The PotashCorp Eco-Science and Indigenous Learning Centre at Brightwater welcomed nearly 4,000 students, teachers, and volunteers. During the centre’s four years of operation more than 15,000 visitors have experienced its unique programs focused on sustainable living and Indigenous ways of knowing.

The foundation facilitated numerous donor-directed gifts. A generous donation of $100,000 was directed to Pleasant Hill Community School by the estate of Mr. Durward Seafoot. Because of this contribution, students attending Pleasant Hill will benefit from opportunities that go above and beyond the core services provided by the school for years to come.

Foundation programs and initiatives are funded entirely by the support of donations. The foundation’s major fundraiser, the Autumn Social & Celebrity Roast, featured notable Saskatoon Public Schools alumni Pat Atkinson and Spencer Early. This entertaining evening took place at historic Nutana Collegiate and raised approximately $40,000 for foundation programs. A new initiative, the Drive Fore Literacy Golf Tournament, was spearheaded and organized by teachers and staff from Saskatoon Public Schools. The event was a remarkable success, raising nearly $20,000 for Summer Reading Camps. Many Saskatoon Public Schools staff also supported the foundation by choosing to donate through a payroll giving program.

The foundation is deeply appreciative of the support it receives from donors and is inspired by the excellent work that teachers and students put forth in the programs it funds. The foundation extends its sincerest gratitude to the families, schools, and communities who come together to meet the shared goal of enhancing education for Saskatoon Public Schools students.
Saskatoon Public Schools recognizes September 30 as Orange Shirt Day—a day to honour the Indigenous children who survived residential schools and remember those who didn’t. Students and staff were encouraged to wear orange on that day and schools offered activities and lessons to help foster students’ understanding of the impact of residential schools. Orange Shirt Day is one of many actions Saskatoon Public Schools is undertaking as part of the school division’s response to the Truth and Reconciliation Commission’s Calls to Action.
Care & Share

For several years, Care and Share has been an irreplaceable support to our community schools. The Care and Share board and the mentor organizations that partner with schools are truly building a better community one child at a time. Thanks to Care and Share, students receive access to new school supplies, holiday lunches, bike safety training, babysitting courses, yoga, bowling, soccer, and enhanced literacy programs.

Mystery Monday with the Mayor

Allison Kershaw hosts Mystery Monday in her Grade 1 class at École Lakeview School, inviting in a member of the community to read their favourite book to students. Mayor Charlie Clark made a Monday appearance to talk about why he loves to read, some of the decisions he has to make as mayor, how he was elected, and how he works with city council.

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 Awananyake) for the 2016-17 school year was Chantelle Balicki.

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 kept a coal from their previous fire to use to rekindle the fire when needed. The fire keeper (Peta Awanyanke) for the 2016-17 school year was Charles Paul Bazin Webster.

Sensory room prepares students for learning

The creation of a dedicated sensory room at Greystone Heights School provides a calming environment to prepare students for learning and offers a place for breaks during the day. Difficulty with sensory regulation is common in many students with intellectual disabilities, Autism Spectrum Disorder, anxiety, and other challenges. The room provides a variety of tools to help students meet their needs in order to optimize learning. A $7,500 contribution from the Angels & Friends Foundation helped the school develop and outfit the room.
North Park Wilson School Mural Project

Students and teachers at North Park Wilson School find unique ways to learn through the arts. During the fall of 2016, students, staff, and community members painted individual tiles with their answer to the question “Who am I as a treaty person?” as part of a mural project. The students learned that all people in Canada are treaty people because of the treaty commitment to share the land “as long as the sun shines, the grasses grow and the rivers flow.” The mural, which is on permanent display at the school, was part of the Canada 150 Mosaic project that saw 150 murals created across Canada to celebrate the country’s 150th anniversary in 2017.