



2020–2021

Saskatoon Public Schools

REPORT TO THE COMMUNITY



Saskatoon Public Schools
Inspiring Learning



Bushra Elshamy

WALTER MURRAY COLLEGIATE
Photo 30

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MESSAGE FROM THE BOARD CHAIR

Colleen MacPherson

On behalf of all the trustees on the board of Saskatoon Public Schools, I'm pleased to present the *2020-21 Report to the Community*, a celebration of the past year's accomplishments and triumphs.

It is difficult to put into words the pride we all feel at the end of what was an unprecedented year. Despite the challenges created by a global pandemic, learning remained our focus. This report will show there was joy and success in our classrooms, and everyone — our students, our staff, our leadership team — brought their best to school each and every day.

We must acknowledge the local health officials who helped us navigate through a pandemic year. Saskatoon Public Schools does education really well, but we are indebted to the medical experts who provided advice and direction on how to keep our schools open for in-person learning, the very best kind of learning. At the same time, we're very proud of our online learning centres, which were an important option for many students. Read more about online learning later in this report.

While our students were champions at accepting and adapting to the safety protocols necessary to ensure everyone's safety, enormous credit goes to school staff members who faced the challenges, found fun and creative solutions, and kept close our division's vision that every student is known, valued and believed in. Your support of them was invaluable.

We learned a lot this past year about how to build relationships when we can't hug each other, about how to ensure learning happens inside and outside the traditional classroom, and about how to create unique learning experiences that inspire all students to reach their potential. And we celebrate it all in this report to you, our community.

I hope you enjoy this *Report to the Community*. It documents a year like no other. This collection of stories and photos will forever remind us of our resilience, our focus on the well-being of all members of the division's family, and our ability to ensure learning happens no matter what.

2020-21

TRUSTEE AND WARD DIRECTORY

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



Michael Pidwerbeski
WARD 1



Vernon Linklater
WARD 2



Donna Banks
WARD 3



Kim Stranden
WARD 4



Kathleen Brannen
WARD 6



Ross Tait
WARD 7



Suzanne Zwarych
WARD 8



Charmaine Bellamy
WARD 9



Angela Arneson
WARD 10



MESSAGE FROM THE DIRECTOR

Shane Skjerven

I am proud to present the *2020-21 Saskatoon Public Schools Report to the Community*. While it was a year that presented unforeseen challenges, I am humbled by the incredible resilience of our students, professionalism of our staff, and support of our school communities.

In the pages of this book, you will see the exceptional ways staff members came together to ensure learning continued for our students. From the start of the school year in September, our staff members showed incredible creativity and dedication in developing plans and procedures that supported the safe operations of schools. Over 289 days, our staff accomplished what would have seemed impossible any other year. Classes ran every day during a pandemic, except for that memorable week in November during a record-breaking snowstorm. Despite the challenges of the school year, everyone came together, and our students are better for it. Through it all, schools maintained an unwavering focus on our four student goals—academic excellence, character, engagement, and well-being—as you will read in this report.

Early in the year, the provincial government confirmed more than \$29 million in funding for the City Centre project, a new, centrally located school to serve the King George, Pleasant Hill, and Princess Alexandra school communities. This new school will be the innovative facility that students deserve and will reflect the community it serves. Design work on the project is underway and we are excited to welcome students into this new school in the future.

In the fall, the Saskatoon Public Schools Foundation (SPSF) launched the Early Learning Equal Start program, which will support full-day prekindergarten and full-day kindergarten in our community schools for the next five years, along with supportive literacy programming. It cannot be overstated—this program will change lives. This focus on the early educational journey of students in these schools will help them succeed long into the future. We are grateful for the continued generosity and commitment of the SPSF.

Our school division did incredible work during the 2020-21 school year. The work of our staff members required a new best, and they achieved it. Students learned vital lessons in leadership, empathy, and responsibility by watching the example of their teachers and school staff. I'm incredibly proud to lead this school division, now more than ever. I hope you enjoy learning more about our unique year of learning.

OUR VISION

Every Student is
Known • Valued • Believed In



OUR COMMITMENT

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

STRATEGIC PLAN

In June 2019, the Board of Education formally adopted a new strategic plan, which will guide the division's work through 2024. After nearly two years of consultations, gathering feedback, and data analysis, the new strategic plan was created. The plan sets out our vision, the four goals we want every student to achieve, and our commitment as a school division. The plan states unequivocally that students are at the heart of our work. In the 2020-21 academic year, the division continued this important work, which is reflected throughout this report.



OUR VISION

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

Ensuring every student is Known, Valued, and Believed In means recognizing students for who they are and honouring their experiences. It means appreciating their uniqueness, creating opportunities for them to see themselves in their learning, and empowering them to be themselves and reach their potential.

For students diagnosed with autism spectrum disorder (ASD), that means providing opportunities to build on their strengths and talents and supporting them with their individual challenges.

Autism spectrum disorder affects approximately 400 students in Saskatoon Public Schools. To support students with autism in reaching their full potential, it is important to listen to and honour their voice when planning relevant and meaningful long- and short-term goals.

“I don’t see autism as a disability, it’s an ability. An advantage,” says Carly*, a student at one of the division’s collegiates. “I can learn things once and it’s in my brain. Other people sometimes need repetition. It’s really cool. Some people call it a disability, but I don’t. Everyone is different.”

Students with autism may have unique needs that require specific supports. That’s particularly relevant in light of research that indicates autism impacts girls differently than boys. Girls with autism may be diagnosed later than boys and they may have multiple diagnoses or be misdiagnosed as having attention-deficit/hyperactivity disorder (ADHD) or mental health disorders (anxiety, depression, obsessive-compulsive disorder, and/or eating disorders).

And, despite a growing understanding of how autism impacts girls and boys differently, girls’ behaviours may still be inaccurately attributed to factors other than autism.

For Brittany*, another high school student, receiving an ASD diagnosis provided important insight into her life and learning. “They kind of guessed I was on the spectrum. I’ve been diagnosed and put on so many different medications throughout my life. It’s like a giant puzzle. I was really hesitant to put that final piece in. It’s difficult to get your head around. It took me a couple of months to be like, ‘why didn’t we come to this before?’ ”

Schools, teachers, and others who support students with autism embody our vision by giving students an authentic voice in their educational experience: Providing them with choice when possible; talking to them about autism and their special abilities; learning about their hopes and dreams, fears, and concerns; and creating a plan to build on their strengths and address those concerns.

Listening and providing space for students to share how they experience life as a person with autism and their unique skills offers teachers an opportunity to help students exercise their talents and support them in learning. It provides students with the knowledge that they are Known, Valued, and Believed In as members of their school and community.

**Names are pseudonyms used at the request of students*



OUR COMMITMENT

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

The motto Inspiring Learning resonated for Saskatoon Public Schools' staff during the 2020-21 school year.

As the wider community dealt with the impact of a global pandemic, our 61 schools were places where the commitment to sharing learning and opportunities that inspire students to reach their potential remained the focus of teachers and staff.

Even before the first day of school, plans were in place to welcome students back to learning and restore some normalcy after schools were shuttered the previous March in response to the pandemic. The initiatives developed and implemented by the division's staff included new ways of learning such as online classes for elementary students, facility modifications designed to inhibit spread of COVID-19, and methods of communicating time-sensitive information to families.

Once classes began, and throughout the rest of the year, the commitment to students and school communities shone. Classrooms were safe and engaging places for learning. The efforts of teachers and school-based staff, alongside the structure of daily learning and opportunities for social interaction at school, offered an important level of stability for students.

Learning went outside more often, with outdoor classrooms sprouting up at elementary schools across the city. Virtual gatherings to explore issues such as racism and the environment still brought students together for

the sharing and collaboration usually done in person. A project to revitalize the library collection at École Henry Kelsey involved not only families of in-class learners, but also families connected to the school who had instead chosen online learning for the year.

Whether learning took place at school or online at home, the school division's parents, caregivers, and students shared stories of how staff created inspiring and safe places for students.

"Somehow, they have managed to make our very large school feel not only safe, but also fun. Despite all of the barriers put into place by COVID, my kids are thriving back at school."
— parent/caregiver

"He always arrives at the school early and prepares for students' arrival. During the day he keeps the school extra clean (especially with COVID-19) and maintains a safe place for me and my friends to be."— student

"She keeps the kids engaged and learning all day even though they are online and in Grade 1. My daughter is doing excellent and is excited to learn each day."— parent/caregiver

The challenges presented by the pandemic inspired staff and their students to create opportunities that embraced new ways of experiencing and sharing the learning journey and established our classrooms and schools as innovative and adaptive learning communities.



ACADEMIC EXCELLENCE

Students will achieve success in their learning goals. For many, this will be achieving curricular outcomes. For some, it will mean exploring more advanced disciplines. For others, it will mean accomplishing hard-fought physical and intellectual achievements. We value our students' abilities and believe in them to achieve their individual goals.

Saskatoon Public Schools' largest elementary school became a reality in just four weeks during the summer of 2020.

Guided by the community's interest for online learning opportunities during the COVID-19 pandemic, Saskatoon Public Schools created the Online Learning Elementary (OLE) to provide full-time online learning for kindergarten to Grade 8 students and reallocated resources to expand capacity in existing online programs for secondary students.

Registration opened in early August, and by the first day of classes one month later nearly 2,100 students were registered with the OLE with an additional 400-plus elementary students enrolled in elementary French immersion programming. Add in almost 1,000 full-time high school students—triple the number from the previous school year—and students registered for online learning accounted for approximately 13 per cent of the school division's enrolment.

Providing full-time online learning for elementary students for the first time ever is one way that Saskatoon Public Schools embodies its commitment to academic excellence and creating learning experiences that inspire all students to achieve success in their curricular outcomes and reach their potential.

"The rapid and successful transition of staff and students to full-time online learning, particularly at the elementary level, is a remarkable story in what was an unprecedented year for Saskatoon Public Schools," said Colleen Norris,

superintendent of education responsible online learning. "Responding to the challenge created by the pandemic has opened doors to new learning opportunities for students and families. It allowed the division to build capacity for online instruction in order to meet the needs of our community now and in the future."

A significant demand for elementary online learning had been expected because of the reality of the pandemic and feedback from families. Planning for school reopening began in June and continued throughout the summer, including a digital resource writing project that saw 25 teachers develop kindergarten to Grade 9 resources for online educators.

A flood of student registrations led to the creation of a formal online elementary school complete with its own principal, vice principal, and administrative assistant. Staffing to meet the needs of students and families included more than 50 classroom teachers, as well as teachers for resource programs, functional life skills, and English as an Additional Language. There was also teacher support in the areas of technology, arts education, and physical education. To facilitate the transition from in-class to online, staff took part in professional learning in areas such as curriculum integration, online instruction, and Google Classroom management.

At the secondary level, the number of teachers assigned to online learning doubled and additional support in the areas of technology, resource EAL, alternate education work study, and counselling was added to support the learning of the nearly 1,000 Grade 9-12 students.



CHARACTER

Students will demonstrate respect, responsibility, and perseverance. We want to acknowledge who they are now and the role they can play as citizens in their community. Teaching respect, understanding responsibility, and fostering perseverance will develop our students' ability to not only exist in our world but thrive as action-oriented community members into the future.

Stories and encouragement shared through an exchange of letters between students at Brunskill School and residents of Luther Tower brought youth and seniors close during a time of social distancing.

The pen-pal relationship between students and the residents of the nearby enriched living facility was one of many school-supported opportunities that allowed students to take action and explore responsibility and leadership as citizens within the wider community

Providing opportunities for students to strengthen their understanding of others and offer support with respect and empathy is an important part of Saskatoon Public Schools' work to help develop character, responsibility, and citizenship among society's next generation of leaders.

The story of a young girl's ribbon skirt is one example of how schools were able to connect current events and issues with curriculum and citizenship education. Ribbon Skirt Day, which took place at many schools, offered learning about Indigenous cultural teachings through the creation and wearing of ribbon skirts. The skirts honour the heritage, spirit, and identity of Indigenous women and girls.

"Our families who were new to these teachings expressed that they were proud of the important work we were engaging in as a school to bring attention to relevant, real-world issues," said Chantelle Balicki, principal of Brevoort Park School. "Our families who are already deeply connected to these teachings expressed how a ribbon skirt day allowed their children to be seen, heard, and acknowledged."

Students and schools reached out to the community in many ways. Student art from Hugh Cairns V.C. School that thanked health-care workers adorned hospital bulletin boards, while letters of appreciation from students at Lawson Heights School offered support to those working in hospitals and care homes.

"As a class we discussed how the pandemic is affecting families and students locally and provincially," said Lawson Heights teacher Jenn Kerr. "Students started sharing that many have parents working in health care. Many are seeing first hand the stress our health-care workers are under, and they are very aware of the impact it is having on us all."

At Chief Whitecap School, donation drives led by the student social action club gathered personal hygiene items for those in need. The students hoped the initiative would make a difference for individuals in the community and would raise awareness within the school about the importance of helping others.

"We made the people around us feel grateful for what they have and feel empathy for the people who did not have as much. This experience gave us a learning opportunity to educate ourselves about the steps we need to take to make change happen and the work we have to put in to help the community."

A commitment to playing an active role in community, showing respect and empathy for the needs of others, and the youthful energy to put their beliefs into action are shaping the lives of Saskatoon Public Schools' students as citizens within their schools, neighbourhoods, and city.



ENGAGEMENT

Students will actively participate in relevant and meaningful learning. Education is not one size fits all. We must adapt and innovate to engage and challenge students. Lessons in the classroom should be collaborative, appealing, and joyful.

A global pandemic changed the way learning looked during the 2020-21 school year — classroom cohorts, masks for students and teachers, and altered schedules.

But adaptation and innovation kept students engaged and challenged while learning — whether they were in school or online. During a school year defined by a pandemic, the commitment of Saskatoon Public Schools' teachers and staff to creating learning experiences that are collaborative, appealing, and joyful never sounded better.

Measures put in place in response to COVID-19 couldn't silence the music. Marion M. Graham Collegiate's music program combined physically distanced band performances, drumming, and vocals for a re-worded version of the K-OS song "Crabucket" that included such lines as "COVID you cannot stop our band" and "we're playing music from the homes that we reside in." The resulting video went viral with more than 150,000 views.

At Nutana Collegiate, the band and songwriting program went largely virtual, but students still managed to write and record dozens of songs during a time of personal and societal upheaval. They were songs that gave voice to personal emotions and worldview and shared the experience of youth living in the midst of a pandemic.

"These are young people eager for the opportunity to channel the complicated emotions of the time into something positive and productive," explained teacher Bret Balon. "I am so proud of them. They are saying 'Let's go, let's run with it, let's make stuff.' It's pretty awesome."

There were similar stories across the division of staff and students working together to adapt, innovate, and expand the approaches to learning together.

Students grew prairie plants from seed as part of a grasslands restoration project. A collection of Indigenous dance videos produced by division staff shared traditional approaches and understandings with educators and students at a time when powwows, round dances, and other in-person programs were not possible. A bike bus at Lakeridge School brought students together to ride their bikes to school.

"I could see a sense of community among the students who joined across the grades," said teacher and cyclist Kent Ritchie. "There were even a couple of classes outside waiting and cheering us on as we rolled into the schoolyard. The kids really felt proud."

At Mount Royal Collegiate, a multi-layered art installation created by students in photography, construction, and clothing courses brought unique awareness to Orange Shirt Day. "We participate in Orange Shirt Day to . . . share our collective resilience as Indigenous people — especially the amazing youth we have the privilege of teaching," said teacher Jody Lerat.

Learning remained at the centre of the 2020-21 school year. Teachers, staff, and schools innovated strategically and in response to immediate needs. The experience and knowledge gathered while ensuring the continuation of relevant and meaningful learning to inform and strengthen Saskatoon Public Schools' commitment to students and families as schools move forward.



WELL-BEING

Students will develop the skills to make healthy choices. We want to equip each student, so they know how to take care of themselves. We want our students to be physically, emotionally, mentally and spiritually strong.

A project to engage students in understanding their own mental health and wellness through art had a positive impact on students at three elementary schools during the 2020-21 school year.

The Mental Health, Regulation and the Power of Art Project was a creative, fun, safe, and strengths-based approach to exploring mental health and wellness for students and staff at Howard Coad, King George and Pleasant Hill schools.

The project, guided by counsellors Marnie Carlson and Jason Johnson, offered an embedded counselling model that included senior students at the schools. It involved weekly classroom presentations and art opportunities during the course of the school year as part of a holistic approach to exploring mental health and wellness.

“As elementary school counsellors supporting the mental health and wellness of the students and staff within our respective schools, we wanted to incorporate art as a strategy for building self-regulation and emotional safety and well-being,” Carlson said. “Given the complexity of the COVID-19 pandemic this school year, supporting the social/emotional, mental, spiritual, and physical safety of our students and staff was paramount.”

A focus on well-being and helping students develop skills to make healthy choices as they learn to care for themselves is a pillar of Saskatoon Public Schools’ strategic plan.

The use of expressive arts as therapeutic strategies is an effective intervention to support students who have experienced or been impacted by trauma. It has helped students build self-regulation and coping strategies, which in turn builds their capacity to be successful at school.

The project allowed students to look at identity, self, mental and physical wellness, emotional literacy, and emotional safety. Through the project’s creative aspect, students engaged in understanding of individual identity in relation to peer connections, as well as the impact of health and wellness within the wider community.

Reflections from teachers whose students took part highlighted the opportunity for students to talk about and learn ways to share and deal with strong emotions. It created a safe space to show students that everyone experiences similar behaviours and emotions and allowed them to feel cared for and heard. A calming and reflective approach to learning brought down emotional levels in the classroom and promoted a creative atmosphere where students could make mistakes and be artistic.

“Exploring mental health and wellness through different mediums of art provided students with diverse opportunities to build regulation, resilience, and reflection,” Johnson said. “The project provided enhancement within the curriculum through building on cross-curricular connections through the medium of art. Students created meaningful art within all of the topics explored over the course of the school year.”

FACILITIES

Facilities work in the school division during 2020–21 continued to focus on creating supportive learning environments for students. It included the completion of a variety of projects at many existing schools, as well as the fourth full year of operating four joint-use elementary schools.

The school division has welcomed hundreds of new students in recent years and its facilities are being renovated and upgraded to meet their needs and to support important programming opportunities whenever possible. One new relocatable classroom was installed at Ernest Lindner School and opened for students in September 2021.

Partial roofing replacement and repair work at various locations, including Alvin Buckwold, Greystone Heights, Lester B. Pearson, North Park Wilson, and River Heights schools, as well as Aden Bowman and Evan Hardy collegiates, began during the 2020–21 year. Significant interior and exterior renovation work was undertaken at a number of schools, including Aden Bowman, which had its street-side exterior window wall replaced and its home economics room upgraded, together with several other mechanical and electrical upgrades. At Walter Murray Collegiate, washrooms and changerooms were upgraded and a gender-neutral washroom was added. The front entrance lobby and forecourt areas were refreshed, and several other mechanical and electrical upgrades were completed. At Greystone Heights, the first phase of exterior window replacement was undertaken, together with some interior mechanical and electrical work and other related improvements. At wâhkôhtowin School, washrooms were upgraded, along with several mechanical and building system upgrades.

Work on the new City Centre Project continues. This landmark project will bring together three existing schools — King George, Pleasant Hill and Princess Alexandra — into a new multi-use facility with partners to serve the students and families of all three core communities. The final location of this facility has been confirmed to be the Princess Alexandra site. Programming and preliminary design work is well underway and will continue through fall 2021 based on consultations with key stakeholders including staff, students, parents, elders, community members, and partner representatives. It is expected that the final design of the new school will be approved by the end of December 2021. Preliminary discussions regarding the future of King George and Pleasant Hill school buildings have begun and will continue in the future.

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



2020 OUTSTANDING GRADUATES

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



AWARD OF EXCELLENCE RECIPIENT

Jordan Friesen TOMMY DOUGLAS COLLEGIATE



Millie Jamieson
ADEN BOWMAN
COLLEGIATE



Abdullah Qureshi
BEDFORD ROAD
COLLEGIATE



Seba El-Baroudy
CENTENNIAL
COLLEGIATE



Yiping Xue
EVAN HARDY
COLLEGIATE



Eileen Knox
MARION M. GRAHAM
COLLEGIATE



Alexander Shipowich
MOUNT ROYAL
COLLEGIATE



Andrey Caswell
NUTANA
COLLEGIATE



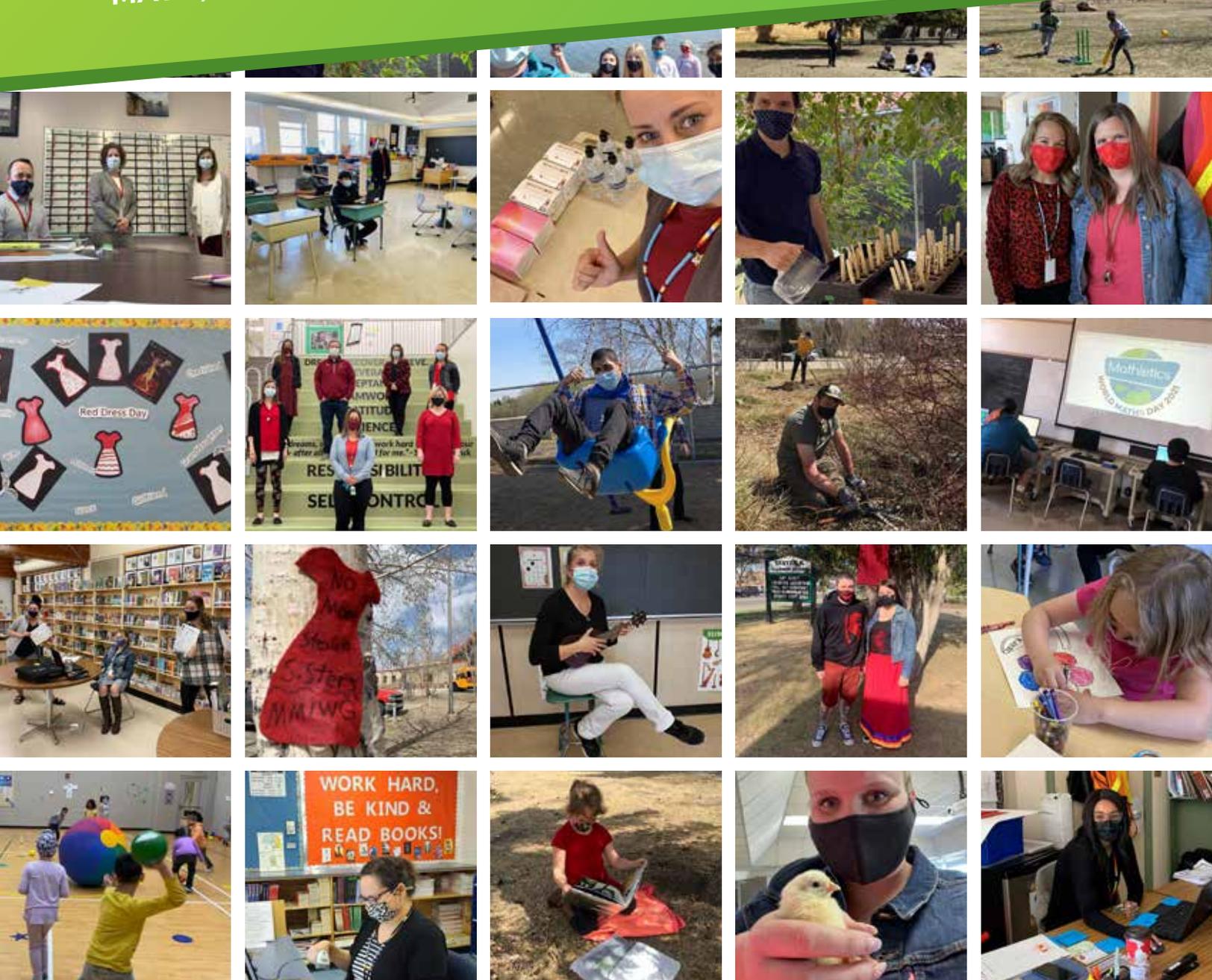
Shane Murphy
WALTER MURRAY
COLLEGIATE





A DAY IN THE LIFE

MAY 5, 2021





SASKATOON PUBLIC SCHOOLS FOUNDATION





Saskatoon Public Schools Foundation

Through the generosity of donors, Saskatoon Public Schools Foundation (SPSF) works in partnership with Saskatoon Public Schools to support students, schools, and teachers with a focus on **literacy, wellness and innovation**, while recognizing the vital role that public education plays in our society.

It is important to take this opportunity to acknowledge the efforts of SPS teachers, staff, students, and families for making learning a priority through a very challenging year.

Early Learning Equal Start (ELES) officially launched in November 2020, with a \$10-million gift from the Brownlee Family Foundation. Pilot projects including full-day prekindergarten and kindergarten took place in five schools to help prepare for the full roll-out in 15 community schools in 2021-22. Full-day programs showed an increase in student readiness to support transitioning to the next school year. The gift of time and increase in attendance allowed for engaged social and emotional development and rich learning opportunities.

Thank you to our many ELES donors who recognize the value of investing in our youngest learners to ensure all students can reach Grade 3 level literacy in Grade 3.

Thank you to Nutrien for the Food4Thought nutrition funding, which provides over 3,000 breakfasts, snacks, and lunches daily in 20 Saskatoon Public Schools. Donations from Second Harvest, Saskatchewan Egg Producers, and SaskMilk also support important nutrition programs.

SPSF awarded \$48,000 to 10 schools to test innovative projects within their classrooms. Projects benefitting elementary and high schools included outdoor classrooms, mental health projects, and robotics. The foundation was also able to help the Move2Grow program purchase a bike trailer, bikes, and helmets for use across many schools.

In its eighth year, the Early Learner Tutor Program expanded to successfully support 321 students from Grades 1 to 4 in 26 schools. The goal of the program is to help young learners achieve grade-level reading ability. Sixty-one per cent of students who took part achieved or exceeded grade-level reading ability by the end of the seven-week tutor session.



“We have seen R improve immensely with his reading and thinking abilities. With that, we have seen his confidence grow and flourish.”

— Parent of Early Learner Tutor Program Student.

The SPSF continued the Cheer Crate Campaign throughout 2020-21 to help address challenges facing many families in the school division during the COVID-19 pandemic, especially over school breaks. Cheer Crates were delivered in September, December, and June, thanks to many generous individuals, businesses, and organizations. Through the work of SPS staff, community school coordinators, and volunteers, more than 1,700 families from over 40 schools benefited from this support.

Summer Reading Camps took place in August in 13 schools with more than 225 students from across Saskatoon Public Schools participating. This two-week program for children in Grades 1 to 3 helps prevent summer learning loss and provides additional support to help students reach grade-level reading.

The SPSF invites you to imagine a Saskatchewan where all students can realize their full potential. Together, we can make a difference.

To learn more, visit www.SPSFoundation.ca



EARLY LEARNING EQUAL START



In November 2020, the Saskatoon Public Schools Foundation (SPSF) announced a transformative \$10-million donation to the Early Learning Equal Start program from the Brownlee Family Foundation. This generous gift realizes half of the \$20-million fundraising goal and is the largest single donation the SPSF has ever received. It is the largest known gift to support education in Saskatchewan by a family foundation.

Every year, 28% of students in Saskatoon Public Schools have not achieved Grade 3 reading level by Grade 3. Many students face challenges beyond their control, and it is incumbent on the community to support these students.

Early Learning Equal Start focuses on increasing the accessibility to education for children through full-day prekindergarten, full-day kindergarten, Summer Reading Camps, and literacy tutor programs. Supporting these initiatives are programs that address additional barriers to finding educational success for early learners, including nutrition, speech language pathology, and other classroom supports, which lay the groundwork for students to fully engage in their learning.

Achieving Grade 3 reading proficiency positively impacts a student's ability to graduate, their health, and their employability. Early Learning Equal Start will give 2,500 students an opportunity to reach this critical milestone, and strengthen our schools, our community, and our province.

To donate visit earlylearningequalstart.ca



COMMUNITY PARTNERSHIPS

Thanks to the gracious contributions and support of our partners, Saskatoon Public Schools can provide comprehensive educational, cultural, and community opportunities to students that contribute to their success in school and in life.

One of these vital partnerships is with Whitecap Dakota First Nation (WDFN). In fall 2020, a renewed agreement between the school division, WDFN, and the Government of Canada was signed, continuing a historic education partnership. The agreement established a sustainable, predictable, and flexible funding model to support student learning and achievement for the next five years.

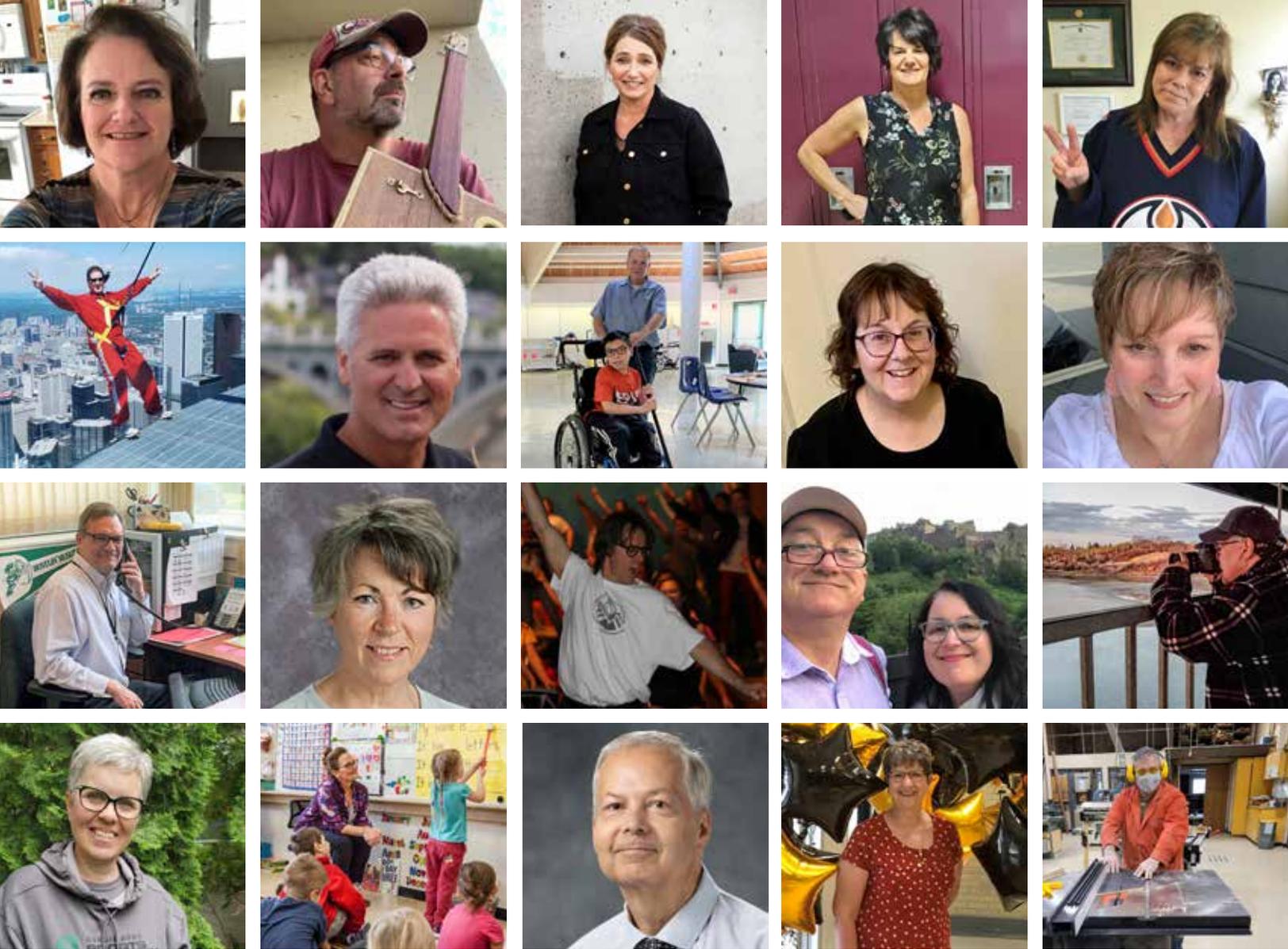
Through the partnership, Charles Red Hawk Elementary School located on Whitecap is an alliance school with Saskatoon Public Schools – the first on-reserve school to be a part of a Saskatchewan school division. The partnership also enabled innovative investments by the federal government to support Chief Whitecap School, becoming WDFN’s designated school for its Grade 5–8 students.

Also, the Whitecap Dakota First Nation Education Partnership Memorandum of Agreement was extended for another five years. First signed in 2014, the agreement recognizes and respects Whitecap’s inherent jurisdiction over education of its members and continues the co-governance model previously created to oversee school operations. That agreement, together with the new Tripartite Agreement signed with the Government of Canada, provides WDFN and the school division with a sound funding model to support the goals of their education partnership.

For years, the Saskatchewan Health Authority (SHA) has provided support for our students and families through initiatives such as public health nurses in community schools and wellness programming. However, the partnership between the school division and the SHA became critically important during the pandemic. With student and staff safety a priority as schools reopened, the SHA provided invaluable direction and expert advice. While meetings were held regularly with local medical health officers, there were daily interactions with nurses and staff working in public health as schools navigated COVID-19 cases and the numerous questions that arose. This constant support was irreplaceable during a tumultuous year and contributed to the success of our schools.

For each of our schools, the relationship with its School Community Council (SCC) is paramount. Comprised of elected individuals from the community, SCCs ensure our community has a role in the operational direction and learning priorities of the school. SCCs strengthen the daily work our schools do with students and families.





2020–21 RETIRED EMPLOYEES

Bev Adolph
 Cheryl Anderson
 Rick Armbruster
 Scott Barrett
 Garry Benning
 Sharon Biss
 Brenda Bornyk
 Brenda Bradley
 Dave Bradley
 Robert Braybrook
 Janet Christ

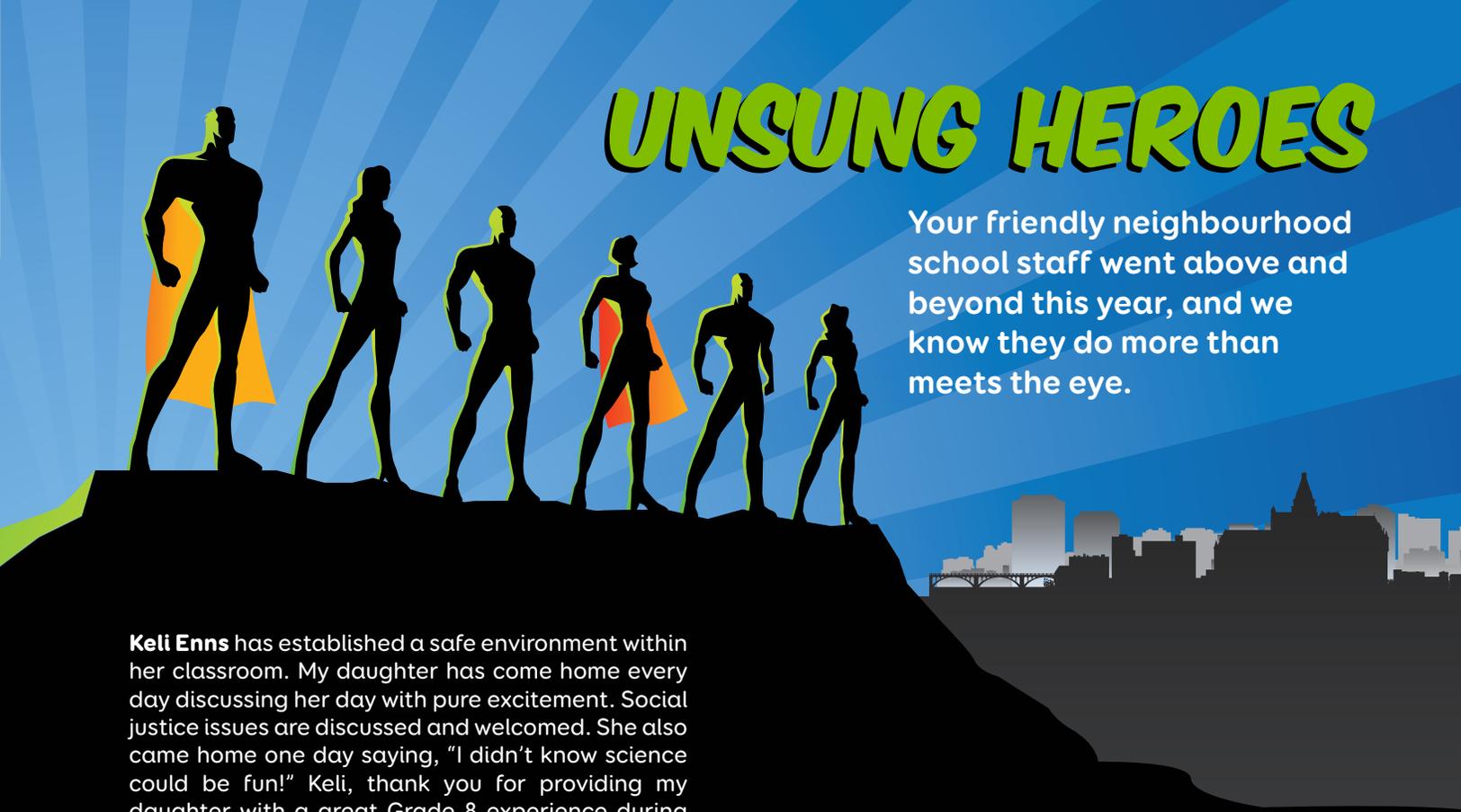
Don Crawford
 Marilyn Donaldson
 Edward Erickson
 Deb Firus
 Diane Fluter
 David Forbes
 Robert Fraser
 Tammy Gordon-Dirks
 Catherine Greer
 Cindilee Hayden
 Jean Kobialka

Guylaine Krozser
 Dianne Kunaman
 Valerie Labe
 Diana Lucier
 Bradley Macintosh
 Wendy Mason
 Donald McBean
 Lance McQueen
 Alison Middleton
 Lesley Miller
 Randy Nelson

Terry Nelson
 Sonya Nyborg
 Daniel Ouellet
 Wendy Petrishen
 Rhonda Pidwerbeski
 Donald Shepherd
 Jeff Soucy
 Dave Spence
 Betty Stephan
 Kathleen Underwood
 Janet Weaver

UNSUNG HEROES

Your friendly neighbourhood school staff went above and beyond this year, and we know they do more than meets the eye.



Keli Enns has established a safe environment within her classroom. My daughter has come home every day discussing her day with pure excitement. Social justice issues are discussed and welcomed. She also came home one day saying, "I didn't know science could be fun!" Keli, thank you for providing my daughter with a great Grade 8 experience during the challenge of a pandemic!

PARENT JOHN LAKE SCHOOL

Mr. Sieffert and his crew play an integral role in ensuring Egnatoff Eagles can continue their education while remaining safe and healthy.

PARENT/CAREGIVER DR. JOHN G. EGNATOFF SCHOOL

Mme Theriault... you have gone above this year! Your commitment to communication with parents is appreciated beyond words. You have adapted to ever changing rules, you have treated the students with kindness and respect and your positive attitude has endured through it all. We know the extra hours you have put in has not been easy but it's known through the quality education you give. Thank you!

PARENT ÉCOLE ALVIN BUCKWOLD SCHOOL

Mrs. Scrivens—BEST. TEACHER. EVER. She is such an awesome teacher. She goes above and beyond every day, and helps keep me on track with my classes. She even offers to make time for me at school on my non school days. She zoom calls me to review lessons, assignments and homework. She is kind, helpful every day and takes the stress out of a challenging year. 100% because of Mrs. Scrivens - I am doing well in my classes and am able to enjoy school despite this crazy year. I am really grateful for this as I know this is a hard year for teachers too. THANK YOU Mrs. Scrivens.

STUDENT CENTENNIAL COLLEGIATE

Ms. Loewen—she is the nicest person ever and she's so funny. thank u msloewen ur awesome. You're so nice and have the best advice.

STUDENT HOWARD COAD. SCHOOL

Mr. Kevin Nelson teaches a grade 2/3 class at Hugh Cairns. While, like many, we weren't sure what to expect school to look like this year with the many covid precautions in place, my son wasn't phased by it. One of the reasons he has enjoyed going to school is due to Mr. Nelson who has fun with the kids while teaching. You can tell he loves what he does. I'm so happy my son is in Mr. Nelson's class. Thanks for being a fantastic teacher, Mr. Nelson!

PARENT/CAREGIVER HUGH CAIRNS V.C. SCHOOL

Lisa Shotton, Grade 2 teacher—Online Learning Elementary English, is an unsung hero. She goes above and beyond in her zoom lessons and independent work assignments. She provides fun and engaging google slides and has excelled at teaching the class how to master google classroom and zoom. She quickly made any concerns we had with online learning disappear!

PARENT ONLINE LEARNING ELEMENTARY

Mr. Hamilton & Mr. Crowell they have been amazing through the pandemic, keeping kids safe but also being honest about what it was like for them and what we can do to support each other.

PARENT MONTGOMERY SCHOOL



Saskatoon Public Schools

310 - 21st Street East
Saskatoon, Saskatchewan
Canada S7K 1M7

 306.683.8200

 spsdinfo@spsd.sk.ca

 saskatoonpublicschools.ca

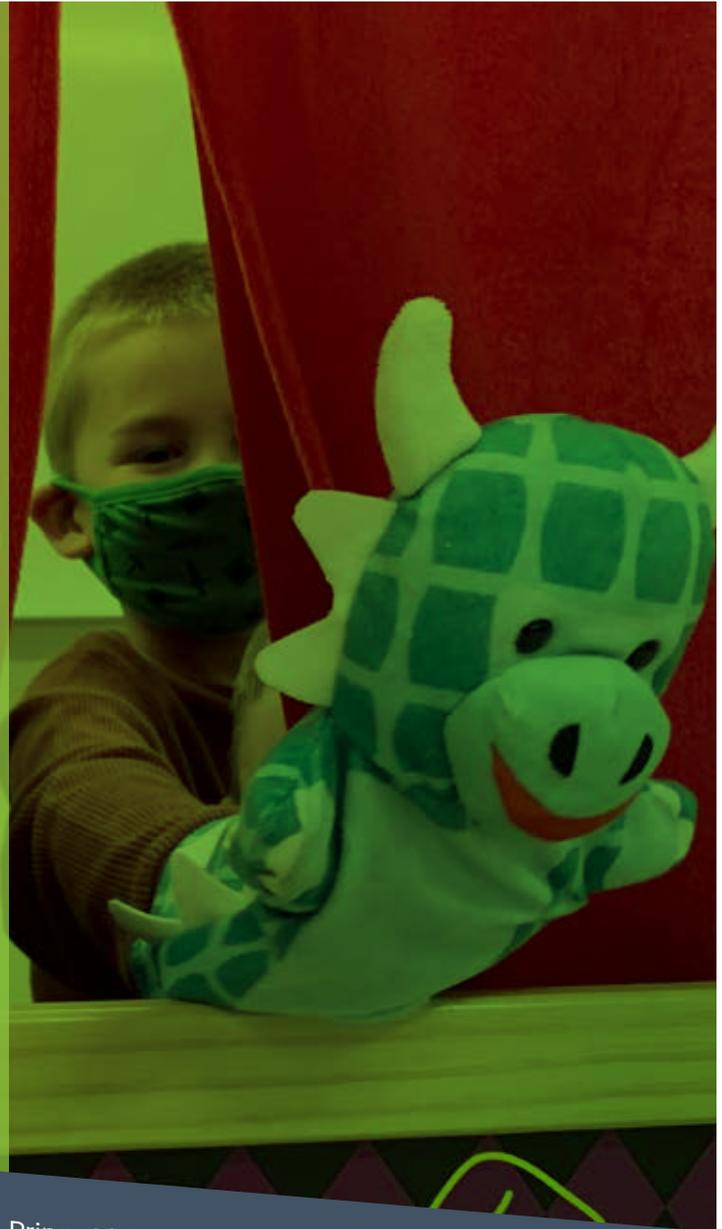
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