

Board of Education of Saskatoon School Division No. 13

Meeting of the Saskatoon Board of Education

Tuesday, February 11, 2025

310 – 21ST Street East – 6:30 p.m. – W.B. Doyle Board Room

Please note that all public board meetings are video recorded and [live streamed](#).

AGENDA

1. Roll Call

2. Acknowledgement

3. Agenda

3.1. Adoption of Agenda

Proposed Board Motion: *Move approval of the agenda.*

3.2. Declaration of Conflict of Interest

4. Celebrating Excellence

4.1. Montessori Programming in Saskatoon Public Schools

5. Consent Items

The Chair will ask for a motion to receive the items, and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request that a consent item be removed.

Proposed Board Motion: *That the board approve the consent items as presented.*

5.1. Approval of Minutes – January 14, 2025

Proposed Board Motion (if removed from consent items): *That the board approve the minutes of the committee of the whole and regular board meetings held January 14, 2025.*

5.2. Correspondence

6. Reports from Administrative Staff

Information

6.1. City Centre School Project Update

6.2. Tariff Impact Discussion

6.3. Supports for Learning and John Dolan Financial Deficit

Decision

6.4. Strategic Plan Accountability Report: Early Learning

Proposed Board Motion: That the board approve the Strategic Plan Accountability Report: Early Learning, to be included as part of the director of education's 2024-2025 evaluation.

7. Delegation

8. Business Arising from the Minutes

9. Unfinished Business

9.1. Items Arising from the Committee of the Whole

10. Reports of Trustees

11. New Business

11.1. 2025-2026 Academic Calendar

Proposed Board Motion: That the board approve the proposed 2025-2026 school year calendar.

12. Notices of Motion

13. Questions by Trustees

14. Comments and Questions from the Public (must be related to a specific agenda item)

- Members of the public will have five minutes each to ask their question or make comments, for a total of 20 minutes per meeting.
- All comments or questions about specific agenda items must be submitted in writing by noon the day before the meeting being considered. If the Monday before the Tuesday board meeting is a statutory holiday, the request must be submitted by noon the Friday before the meeting.
- Information on the process for speaking at a board meeting can be found at [Board Meetings - Saskatoon Public Schools \(spsd.sk.ca\)](https://www.spsd.sk.ca/BoardMeetings).

15. Adjournment

Proposed Board Motion: That the board adjourn to the call of the chair or the board meeting of Tuesday, March 4, 2025.



MEETING DATE: FEBRUARY 11, 2025

TOPIC: CELEBRATING EXCELLENCE: MONTESSORI PROGRAMMING IN SASKATOON PUBLIC SCHOOLS

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

BACKGROUND

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

CURRENT STATUS

In Montessori elementary programs, the work cycle is crucial in engaging students deeply in their learning. This uninterrupted block of time enables children to set their own goals and explore subjects at their own pace using prepared Montessori materials. The principle of "follow the child" is central to this approach, as it respects each student's individual learning journey. Teachers act as guides, observing and understanding each child's interests and needs, and offering presentations as needed to support mastery of concepts and curricular outcomes.

Teacher Amber Nikolaisen will share how she uses the work cycle in her Montessori classroom to instruct and assess. A student will also be in attendance to explain how they direct their own learning, plan their daily work cycle and share how the Montessori environment and materials support and enhance their learning.

PREPARED BY	DATE	ATTACHMENTS
Charlene Scrimshaw, Deputy Director of Education Jennifer Haywood, Superintendent of Education	February 11, 2025	None



SASKATOON BOARD OF EDUCATION

5.1

MEETING DATE: FEBRUARY 11, 2025

TOPIC: APPROVAL OF MINUTES

FORUM	AGENDA ITEM	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Consent
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: Approval of Minutes	<input type="checkbox"/> Information

BACKGROUND

CURRENT STATUS

Attached are the minutes from the January 14, 2025 committee of the whole and regular board meetings.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	January 29, 2025	Minutes

RECOMMENDATION

Proposed Board Motion (if removed from consent items):

That the board approve the minutes of the committee of the whole and regular board meetings held January 14, 2025.

Minutes of the Meeting of the Board of Education of the Saskatoon School Division
No. 13 of Saskatchewan, held on Tuesday, January 14, 2025 at 2:30 p.m.

Members Present: Board Chair Kim Stranden, Trustees Angela Arneson, Donna Banks, Kirk Jones, Vernon Linklater, Tanya Napper, Jennifer Scherman, Kevin Schmidt, Ross Tait

Regrets: Anne-Marie Rollo

Following discussions in Committee of the Whole, Trustee Napper moved that the board
rise and report. CARRIED (9)

The meeting adjourned at 5:47 pm

Minutes of the Meeting of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, January 14, 2024 at 6:30 p.m.

Members Present: Board Chair Kim Stranden, Trustees Angela Arneson, Donna Banks, Kirk Jones, Vernon Linklater, Tanya Napper, Jennifer Scherman, Kevin Schmidt, Ross Tait

Regrets: Trustee Anne-Marie Rollo

1. Roll Call

2. Acknowledgement

Chair Stranden called the meeting to order, read the roll call into the minutes, acknowledged that the meeting was being held on Treaty Six territory and traditional territory of the Cree, Dene, Nakoda, Lakota, Dakota and Sauteaux nations, and the homeland of the Métis and Michif people.

3. Adoption of Agenda and Declaration of Conflict of Interest

Trustee Arneson moved approval of the agenda.

CARRIED (9)

There were no conflicts of interest declared by any board members.

4. Celebrating Excellence – High School Musicals

Deputy Director Hills introduced students Olive Forrest and Linda Gventetadze who participated in the Aden Bowman musical, The Addams Family and teacher Matt Burgess. The students talked about how drama and being a part of musicals has helped them build confidence, friendships and life skills such as time management and teamwork. Mr. Burgess touched on how the students learn skills such as responsibility, creativity and flexibility.

5. Consent Items

Trustee Jones moved that the board approve the consent items as presented.

CARRIED (9)

5.1. Approval of Minutes: Trustee Jones moved that the board approve the minutes of the committee of the whole and regular board meetings held December 10, 2024.

CARRIED (9)

6. Reports from Administrative Staff

6.1. Strategic Plan Accountability Report: Finance: Trustee Schmidt moved that the board approve the Strategic Plan Accountability Report: Finance, to be included as part of the director of education's 2024-25 evaluation. CARRIED (9)

6.2. Financial Results – Quarter 1 (September 1, 2024 to November 30, 2024) was brought to the board for information.

6.3. Ministry of Education Data Review was brought to the board for information.

7. Delegations

No delegations.

8. Business Arising from the Minutes

No business arising from the minutes.

9. Unfinished Business

9.1. Saskatoon Public Schools Foundation Audited Financial Statements: Trustee Jones moved that the board approve the audited financial statements and audit report for the year ended August 31, 2024 for the Saskatoon Public Schools Foundation Corp.

CARRIED (9)

9.2. Approval of Top Major and Minor Capital Funding Requests: Trustee Arneson moved that administration submit the following major and minor capital project funding requests to be submitted to the Ministry of Education by February 14, 2025:

Top Eight Major Capital Project Requests:

1. New Aspen Ridge Elementary School
2. Expansion of John Dolan School Capacity
3. New Kensington Elementary School
4. Infrastructure Upgrading and Infill Project at Walter Murray Collegiate
5. Infrastructure Upgrading and Renewal Project at Evan Hardy Collegiate
6. New Holmwood Elementary School
7. New West Side Collegiate
8. New Northeast Collegiate

Top Two Minor Capital Project Requests:

1. Infrastructure Upgrading Project at Queen Elizabeth School

2. Infrastructure Upgrading Project at City Park School

CARRIED (9)

9.3. Saskatoon Public Schools Foundation: Trustee Banks moved

1. That the board amend its motion of November 18, 2024 regarding the appointment of Saskatoon Public Schools Foundation board members to read: Trustee Stranden to serve on the board of Saskatoon Public Schools Foundation Corp.
2. That the board approve Wayne Brownlee to be appointed to the Saskatoon Public Schools Foundation Board of Directors for an initial three-year term.

CARRIED (9)

10. Reports of Committees and Trustees

- Trustee Arneson reported on her attendance at high school musicals in her ward.
- Trustee Schmidt reported on his attendance at the École Lakeview School band concert, the winter festival at École Alvin Buckwold School and BRIT at Bedford Road Collegiate.
- Trustee Jones reported on his attendance at the Nutana Collegiate community holiday dinner, BRIT and conveyed a compliment from a resident of Brunskill regarding the snow removal at the school.
- Board Chair Stranden reported on her attendance at BRIT.
- Trustee Scherman reported on visiting four of her schools, band concerts and BRIT.
- Trustee Banks reported on her attendance at wâhkôhtowin School Care and Share lunch, Tommy Douglas Collegiate Skit Night, a winter carnival at both Lester B. Pearson School and James L. Alexander School. She also attended Bedford Road Collegiate for the plaque unveiling and BRIT. She also visited the Newcomer Youth Engagement Program at Mount Royal Collegiate.
- Trustee Linklater reported on his attendance at the Chief Whitecap School musical.
- Trustee Napper reported on her visits to all her schools, as well as her attendance at the North Park Wilson School winter concert and the École Forest Grove School Community Council *meeting*.

11. New Business

- 11.1. Saskatchewan School Boards Association's Annual Membership Fees: Trustee Jones moved that the board authorize payment of the 2025 Saskatchewan School Boards Association membership fees of \$165,178.00 plus GST and PST, for a total amount of \$183,347.58.

CARRIED (9)

12. Notices of Motion: There were no notices of motion this evening.

13. Questions by Trustees: There were no questions from trustees this evening.

14. Comments/Concerns/Questions from the Public: There were no comments/concerns/questions from the public.
15. Adjournment

Trustee Linklater moved that the board adjourn to the call of the chair or the board meeting of Tuesday, February 11, 2025.

CARRIED (9)

The meeting adjourned at 8:24 pm.

Secretary of the School Division

Board Chair



MEETING DATE: FEBRUARY 11, 2025

TOPIC: CORRESPONDENCE

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

BACKGROUND

CURRENT STATUS

The following correspondence is included in this file for the information of the board:

- a) Correspondence from Brett Butler, Acting Assistant Deputy Minister, Infrastructure Design and Delivery regarding the Holmwood joint-use high school.
- b) Correspondence from Charlotte Schriml, Assistant Deputy Minister of Education regarding the Brighton joint-use elementary school.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education	February 11, 2025	Correspondence Documents

February 6, 2025

Shane Skjerven, Director of Education
Saskatoon Public School Division
skjervens@spsd.sk.ca

Dear Shane Skjerven:

The Ministry of SaskBuilds and Procurement is pleased to announce your school division is approved to proceed with procurement of design services for the Holmwood Joint-Use High School.

The design of this project must meet the following construction budget and design area parameters:

- Permanent building construction of 19,150 m², which includes a 90-seat childcare center at 650 m²;
- Preliminary cost estimate up to a maximum of \$101,090,000 exclusive of tax, for building construction and siteworks;
- design enrolment of 1800; and,
- opening enrolment of 1450.

This authorization does not constitute approval to proceed with tender for construction. Ministry policy for major capital projects, including requirements for subsequent approvals, can be found in Section 3 of the Capital Manual for Saskatchewan School Divisions provided upon request

If you require any clarification, please contact Kayla Braun, at 306-530-8219 or kayla.braun@gov.sk.ca.

Sincerely,



Brett Butler
Executive Director, Education Infrastructure

cc: Daniel Burke, Chief Financial Officer, Saskatoon Public School Division
Colin Levesque, Executive Director, Capital Planning, Education
Kayla Braun, Project Director, Education Infrastructure, Ministry of SaskBuilds and Procurement



January 9, 2025

Shane Skjerven, Director of Education
Saskatoon School Division
skjervens@spsd.sk.ca

Dear Shane Skjerven:

I am pleased to advise that the SaskBuilds Board has approved the Brighton Joint-Use Elementary School project between Saskatoon School Division and St. Paul's Roman Catholic Separate School Division to advance to the design phase. The scoping work showed that the schools, parking, childcare centre, and outdoor components can be accommodated within the designated 10-acre site.

This project is approved to use the unused budget from the project scoping phase for any costs incurred in the 2024-25 fiscal year. Additional funding for 2025-26 will be communicated at the end of March.

If you require any clarification, please contact Colin Levesque, Executive Director, Capital Planning Branch, at 306-530-3407 or colin.levesque2@gov.sk.ca.

Sincerely,



Charlotte Schriml
Assistant Deputy Minister

cc: Daniel Burke, Chief Financial Officer, Saskatoon School Division
Stan Laba, Superintendent of Facilities, Saskatoon School Division
Colin Levesque, Executive Director, Capital Planning, Education
Doug Daniels, A/Executive Director, Education Infrastructure, SaskBuilds and
Procurement



MEETING DATE: FEBRUARY 11, 2025

TOPIC: CITY CENTRE SCHOOL PROJECT UPDATE

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

BACKGROUND

Administration continues to provide the board with regular updates on the City Centre School Project.

CURRENT STATUS

The City Centre School Project is a consolidation of Princess Alexandra, Pleasant Hill and King George schools, on the former Princess Alexandra School site. Originally approved by the provincial government in March 2020, the new school is expected to open in 2027.

The following is a brief description of key project elements:

1. A vision centered on providing a progressive educational environment and a welcoming community gathering place that provides holistic wellness for students and families.
2. Guiding principles including innovative education, responsive and healing-centered design viewed through a holistic lens, focus on student safety, inclusivity, relationships, Indigenous culture and reconciliation.
3. Cultural design including art, plants, health and wellness, meaningful geometry, a welcoming and an inclusive environment for gathering and storytelling.
4. Extensive outreach and engagement with a variety of stakeholders, including students, staff, Indigenous advisors, educational leaders, community and neighbourhood representatives.

The following are other key project facts and figures:

1. Three-story design with space for future relocatable classrooms.
2. Designed for opening enrolment of 350 students and future enrolment of 400 students.
3. Provision for a 51-space daycare facility with a separate outdoor play area.
4. Construction budget expected to be between \$32 million and \$35 million.
5. Utilization of mass timber panels for many structural, design, and functional features, funded by a separate federal government grant.
6. Space for a pediatrician, nutrition program, and a larger gymnasium for sport, recreation and community events.
7. A variety of outdoor spaces including a central gathering space, play and recreation areas and a multi-purpose sport court.

The following are anticipated timelines for project delivery:

1. Project is currently in the pre-tender review phase.

2. Six general contractors have been prequalified to tender.
3. Tender is scheduled for March 2025.
4. Award of construction contract in April/May 2025.
5. Construction period of approximately 24 months, beginning in the summer of 2025.
6. Substantial completion prior to school opening in September 2027.

The dates and time frames indicated above are subject to market and environmental impacts, as well as provincial government review and approval at key project milestones, including:

- pre-tender review and budget updates
- tender review and approval
- construction progress reporting and substantial completion date.

Update on school naming process:

From its inception, the City Centre School Project has been grounded in community and is designed to reflect the unique strengths and aspirations of three distinct school communities. The school division remains committed to honouring the relationships forged throughout this journey and is now prepared to begin a naming process that upholds this commitment.

For more information on the City Centre School Project, please visit Saskatoon Public Schools' [website](#).

PREPARED BY	DATE	ATTACHMENTS
Stan Laba, Superintendent of Facilities Tyson Robertson, Manager of Contract Services	February 3, 2025	None



MEETING DATE: FEBRUARY 11, 2025

TOPIC: TARIFF IMPACT DISCUSSION

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

BACKGROUND

On February 1, 2025, the federal government of the United States of America (USA) announced a 25% tariff on all Canadian goods, with the exception of Canadian energy being charged a reduced rate of 10%. Canada announced retaliatory tariffs on many goods imported from the USA at the rate of 25%. Before the tariffs were to take effect on February 4, 2025, the governments agreed to a 30-day pause. Although a pause is welcome, the threat of tariffs being implemented persists.

CURRENT STATUS

Saskatoon Public Schools does not export products to the USA but does purchase many products that originate in the USA, which would be within the scope of the retaliatory Canadian tariffs. These could have a significant impact on Preventative Maintenance and Renewal (PMR) and major capital projects.

Administration is currently determining the school division's exposure to potential tariffs and will then identify mitigation strategies to reduce that exposure. In collaboration with other school divisions, this work is progressing. Although details are not yet determined, this topic will be introduced for further discussion with trustees.

Daniel Burke, chief financial officer and Tyson Robertson, manager of contract services will be in attendance to discuss this issue with trustees.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	February 4, 2025	None



MEETING DATE: FEBRUARY 11, 2025

TOPIC: SUPPPORTS FOR LEARNING AND JOHN DOLAN FINANCIAL DEFICIT

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

BACKGROUND

Each year after the completion of the school division's audited financial statements, the financial shortfall for supports for learning and for John Dolan School are calculated and reported to the board.

CURRENT STATUS

Supports for Learning

Expenditures exceeded funding by \$11.0 million in 2023-24. This compares to a shortfall of \$10.4 million in 2022-23. The shortfall increased mainly from increased expenditures for educational assistants (EAs), increased substitute costs and salary increases.

John Dolan School

Expenditures exceeded funding by \$2.7 million in 2023-24. This compares to a shortfall of \$2.4 million in 2022-23. The funding gap has grown due to increased expenditures for EAs and other support costs which has outpaced student funding.

Chief Financial Officer Daniel Burke will lead the discussion.

PREPARED BY	DATE	ATTACHMENTS
Daniel Burke, Chief Financial Officer	February 4, 2025	None



MEETING DATE: FEBRUARY 11, 2025

TOPIC: STRATEGIC PLAN ACCOUNTABILITY REPORT: EARLY LEARNING

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

BACKGROUND

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

CURRENT STATUS

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

Trish Reeve, superintendent of education and Michelle Howard, learning supports coordinator for early learning will be in attendance to present the report.

PREPARED BY	DATE	ATTACHMENTS
Charlene Scrimshaw, Deputy Director of Education Trish Reeve, Superintendent of Education	February 5, 2025	Accountability Report

RECOMMENDATION

Proposed Board Motion:

That the board approve the Strategic Plan Accountability Report: Early Learning, to be included as part of the director of education's 2024-25 evaluation.

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

We are committed to creating learning experiences that inspire all students to reach their potential.



Accountability Topic: Early Learning

Date of Board Meeting: February 11, 2025

Strategic Priorities:

<input checked="" type="checkbox"/> Academic Excellence	<input type="checkbox"/> Well-being
<input type="checkbox"/> Character	<input type="checkbox"/> Financial Stewardship
<input type="checkbox"/> Engagement	<input type="checkbox"/> Internal Business Processes

Commitments:

- Relationships (honouring diversity, welcoming and joyful spaces, and community partnerships)
- Equity (anti-racist/anti-oppressive practice, representative workforce, high expectations)
- Accountability (evidence-based practice, focus on Indigenous student success, ensuring safe, caring, and accepting learning environments)

Key Measures:

These measures are used in prekindergarten and kindergarten programs, including the Saskatoon Public Schools Foundation: Early Learning Equal Start (ELES) full-day kindergarten programs.

Prekindergarten:

- Early Years Evaluation-Direct Assessment (EYE-DA) – A direct assessment of four-year-olds in the following domains: awareness of self and environment, cognitive skills, language and communication and physical development.
- Social-Emotional Rubric (SER)– An observational assessment of four-year-olds in the following domains: self-awareness, self-worth, sense of belonging, separating from family, identifying and regulating emotions, interacting with others, perspective taking and empathy, and resolving conflicts.
- Student attendance data
- Phonological Awareness Quick Screener (PAQS) Collected at the school level

Kindergarten:

- Early Years Evaluation-Teacher Assessment (EYE-TA) – An observational assessment of five and six-year-olds in the following domains: awareness of self and environment, social skills and approaches to learning, cognitive skills, language and communication, and physical development.
- Social-Emotional Rubric (SER) – An observational assessment of five and six-year-olds in the following domains: sense of self; self-care; interpersonal skills; value, respect, and care of others; resolving conflicts; and contributing to a democratic environment.
- Alphabet knowledge – A direct assessment of uppercase and lowercase letter recognition and letter-sound knowledge.
- Student attendance data

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

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

Targets:

- A 1% increase in students exiting prekindergarten “ready to learn” in kindergarten
 - The Early Years Evaluation (EYE-DA) cognitive and language domains measure this target.
- A 1% increase in students exiting kindergarten “ready to learn” in Grade 1
 - The Early Years Evaluation (EYE-TA) measures this target.

Key Initiatives Employed:

Comprehensive Literacy Plan

During the 2023-24 school year, Saskatoon Public Schools advanced its multi-year comprehensive literacy plan to improve literacy outcomes by focusing on oral language, reading and writing instruction. The plan emphasized four core areas: collaborative instructional leadership, targeted professional development, evidence-based teaching practices/interventions and data-informed decision-making.

The division implemented the following initiatives to support academic excellence during the 2023-24 school year:

- Continued support to refine teacher practice in evidence-based literacy while prioritizing explicit, systematic, cumulative and diagnostic instruction.
- School-based data teams continued with support from centrally coordinated professional learning. These teams, consisting of school-based administrators, resource room teachers, and literacy leads, received targeted training to enhance effective data-driven decision-making. Staff development hosted three half-day professional learning sessions focused on data-driven instruction and intervention for data teams.
- Throughout the 2023-24 school year, literacy-focused professional learning was provided to prekindergarten and kindergarten teachers through various formats. The professional development opportunity emphasized strengthening foundational literacy skills, fostering evidence-based instructional practices, enhancing classroom interventions and effectively

communicating literacy progress to students, caregivers and school teams. Additionally, to improve teachers' ability to support instruction and intervention, Jamey Peavler, Program Director of the Graduate Reading Science Program at Mount St. Joseph University, served as a guest lecturer and led two division-wide staff meetings.

- Family literacy resources for kindergarten to Grade 3 students were developed to support literacy development at home. These included materials for family literacy nights, monthly literacy-themed newsletters and reading prompts to use when reading with a child.

Saskatoon Public Schools Foundation (SPSF): Full-Day Kindergarten

Saskatoon Public Schools worked with the Saskatoon Public Schools Foundation (SPSF) to support the target of 80% of students “ready for learning” in Grade 1. A key campaign initiative included having 29 full-day kindergarten programs in 25 schools.

The SPSF funding included:

- half the salary for kindergarten teachers in full day programs
- one educational assistant per program
- three speech-language pathologists
- contracted occupational therapy
- professional development and assessment dollars
- an early learning instructional consultant

Prekindergarten

Prekindergarten programs support young children's holistic development by using effective educational practices to lay the foundation for school success and lifelong learning. These programs have provided a caring, developmentally and culturally responsive environment. The focus is on the healthy development of the whole child, including social-emotional, physical, intellectual and spiritual domains.

Family members and caregivers actively participate in children's development and are invited to participate in meaningful family engagement opportunities, including social and health support, as required.

Prekindergarten is the shared responsibility of school divisions, community agencies, family members and the Ministry of Education.

For the 2023-24 school year there were 41 prekindergarten programs in 21 schools. As of September 30, 2023, 572 students were registered in prekindergarten.

Special Programs for Prekindergarten Students Requiring Intensive Supports

In Saskatoon Public Schools, 3- and 4-year-old children requiring intensive support may be eligible for specialized prekindergarten programs funded in partnership with the Ministry of Education’s Early Years Branch. These programs aim to prepare children to transition smoothly to inclusive kindergarten placements at their neighbourhood schools. Children in special education programs receive targeted support and have specific goals outlined in their Inclusion & Intervention Plans (IIPs).

- The Language Learning Preschool (LLP) at Lawson Heights School supports children who are deaf or hard of hearing in developing auditory and language skills, focusing on auditory-verbal communication. Seven students attended the LLP preschool during the 2023-24 school year.
- The Step Ahead Preschool at Silverwood Heights School supports children diagnosed with autism spectrum disorder and significant behavioural challenges. Teaching and learning opportunities are guided by Applied Behaviour Analysis (ABA) principles to prepare students for the transition to kindergarten. Ten students attended the Step Ahead preschool during the 2023-24 school year.
- The Early Learning Intensive Support (ELIS) program, available in multiple prekindergarten settings, supports children with significant developmental delays who require intensive assistance to reach their potential. ELIS provided access to individual (1:1) or shared (2:1) Educational Assistant (EA) support, enabling participation in prekindergarten classrooms. During the 2023-24 school year, 40 students were placed in the 54 available spaces.

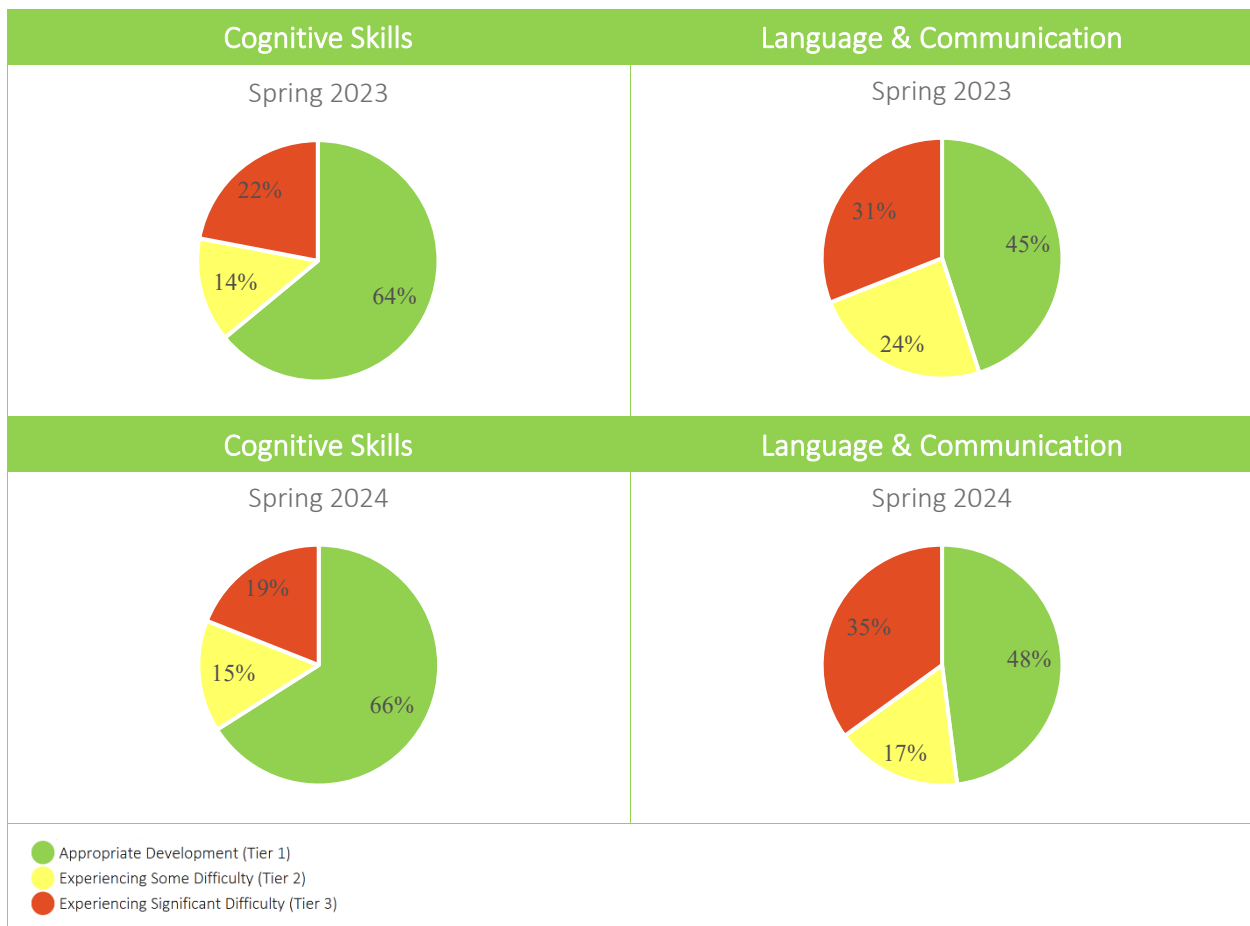
Early Learning Professional Development

The early learning department provided professional development sessions for prekindergarten teachers, kindergarten teachers, school-based administrators and educational assistants. Topics included:

- Evidence-based literacy instruction in the early years
- Developing literacies in cross-curricular areas
- Literacy blocks and daily schedules
- Oral language development
- Hanen Early Language Intervention
- Responsive instruction
- Responding to early learning assessments
- Clear communication and quality evidence of learning
- Family partnerships and engagement

Data:

Early Years Evaluation Prekindergarten Direct Assessment (EYE-DA) Exit Data 2023-24



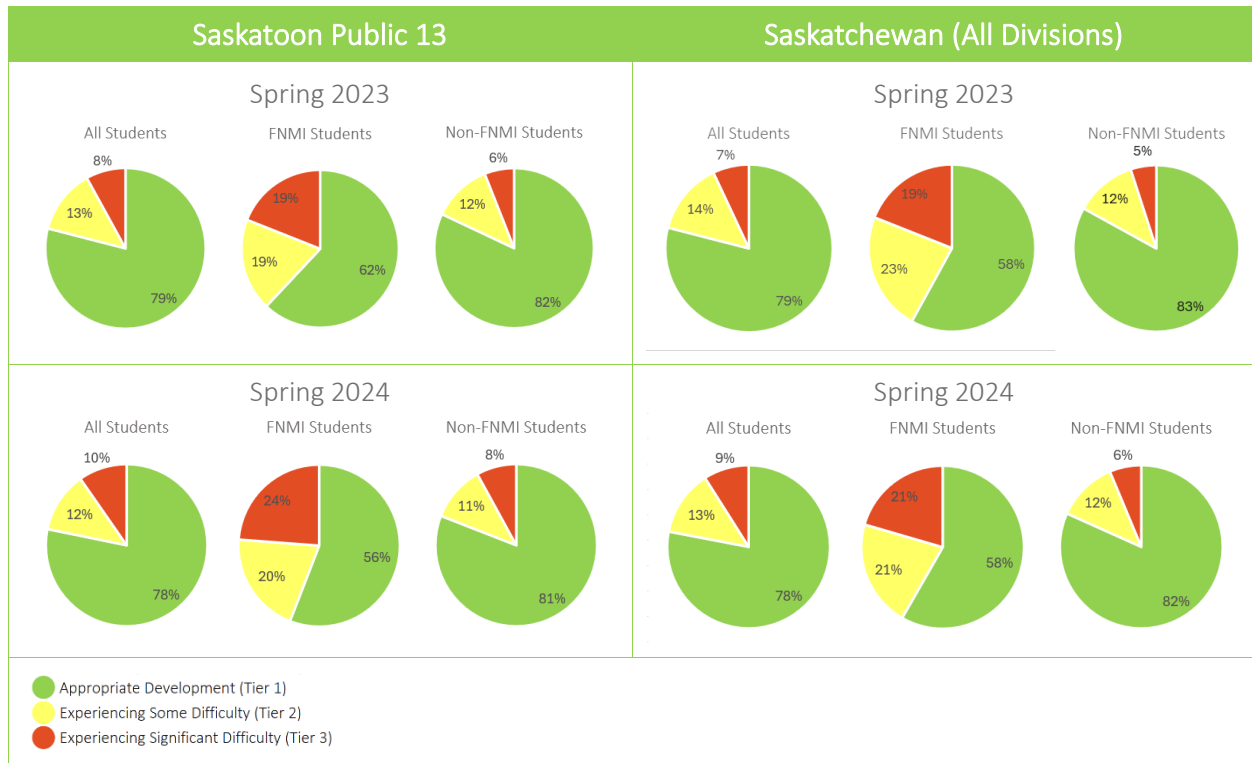
The Early Years Evaluation-Direct Assessment (EYE-DA) is a readiness screening tool that provides information about each four-year-old's development and learning. The two domains most heavily weighted from the assessment and included above are cognitive skills and language and communication.

While the EYE-DA is not a ministry-mandated assessment, Saskatoon Public Schools conducts it with four-year-old students, as the ministry does require the EYE-TA with all kindergarten students in the following year. Kindergarten teachers can view EYE-DA results for incoming students who have attended an SPS prekindergarten program.

The graphs above represent two different cohorts of students. The data shows that Saskatoon Public Schools has surpassed the target of 1% increase in cognitive and language domains, two indicators of later reading achievement. In cognitive skills, there was an increase of 2% in students showing appropriate development and an increase of 3% in students showing appropriate development in language and communication skills.

The EYE-DA is not a standardized test but provides a snapshot of a child's development. The assessment provides an overview of student strengths and challenges to support teachers in developing instruction and individualized learning plans for students.

Early Years Evaluation Kindergarten Teacher Assessment (EYE-TA) Exit Data 2023-24



The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness screening tool that provides information about each child’s development and learning, focusing on reading readiness skills. In the spring of 2024, the 1% target increase goal was not met. There was also a decrease when comparing provincial results for Indigenous students and non-Indigenous students. The school division is committed to responding to these results which will include targeted teacher and educational assistant professional development for specific schools and providing supporting resources that help to improve the understanding of the EYE assessment and ways to address areas of student need.

The EYE-TA is a subjective, non-standardized assessment tool that requires a common understanding of the evaluated criteria. Caution should be applied when interpreting EYE results from year to year as this data represents two different cohorts of students.

EYE-TA results classify students into three tiers based on instructional needs. Early identification and tiered support from kindergarten to Grade 3 can reduce reading challenges. Kindergarten screening helps schools identify and support students needing intervention, with reassessments measuring progress. Students identified in Tier 1 develop skills easily while students identified in Tiers 2 and 3 require more frequent and intensive support.

The Ministry of Education provides the following data to highlight growth for students requiring additional support.

- Tier 1 refers to students who are at an appropriate development level,
- Tier 2 refers to students experiencing some difficulty; and
- Tier 3 refers to students experiencing significant difficulty.

Effectiveness Metrics - Kindergarten	2022-23 (Previous School Year)		2023-24 (Current School Year)	
	SPSD 13	All Divisions	SPSD 13	All Divisions
Fall-identified Tier 2 students (%) who improved to Tier 1	71%	73%	75%	72%
Fall-identified Tier 3 students (%) who improved to Tier 2	37%	37%	33%	37%
Fall-identified Tier 3 students (%) who improved to Tier 1	19%	22%	25%	22%

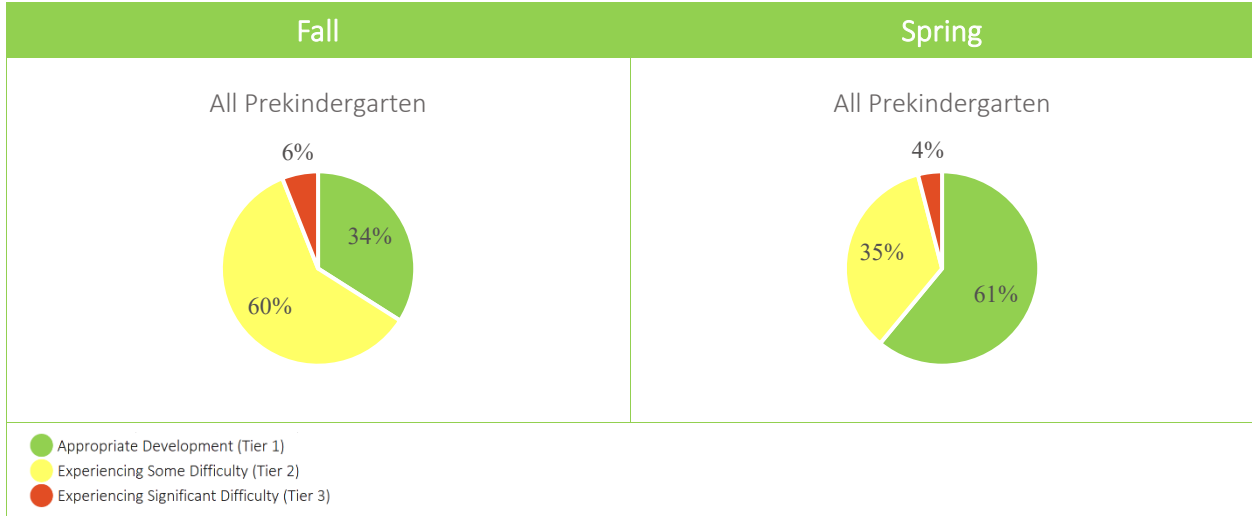
Effectiveness metrics show the percentage of students who have improved through their kindergarten year.

The chart above indicates that 75% of students identified as requiring Tier 2 support in the fall of 2023 improved to Tier 1 by spring of 2024. Additionally, 25% of students who were identified as requiring Tier 3 support in the fall of 2023 improved to Tier 1, by spring 2024, an improvement from 19% in the 2022-23 school year.

Social-Emotional Rubric (SER):

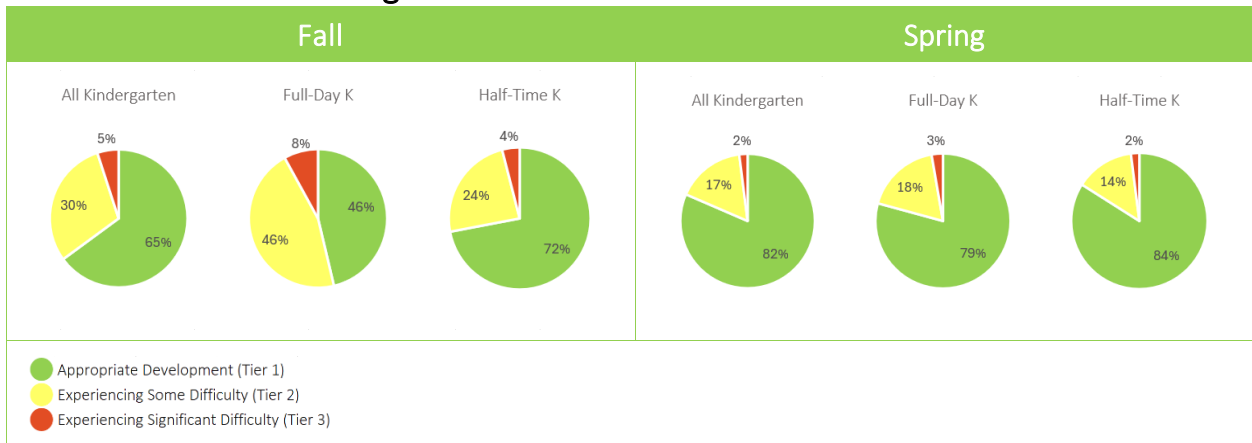
The Social-Emotional Rubric was locally developed at the beginning of the 2022-23 school year. The rubric aligns with the social-emotional domain in the Essential Learning Experiences for prekindergarten students and the kindergarten curriculum. The data below highlights the impact of early learning programs on social-emotional development.

Prekindergarten Social-Emotional Rubric 2023-24



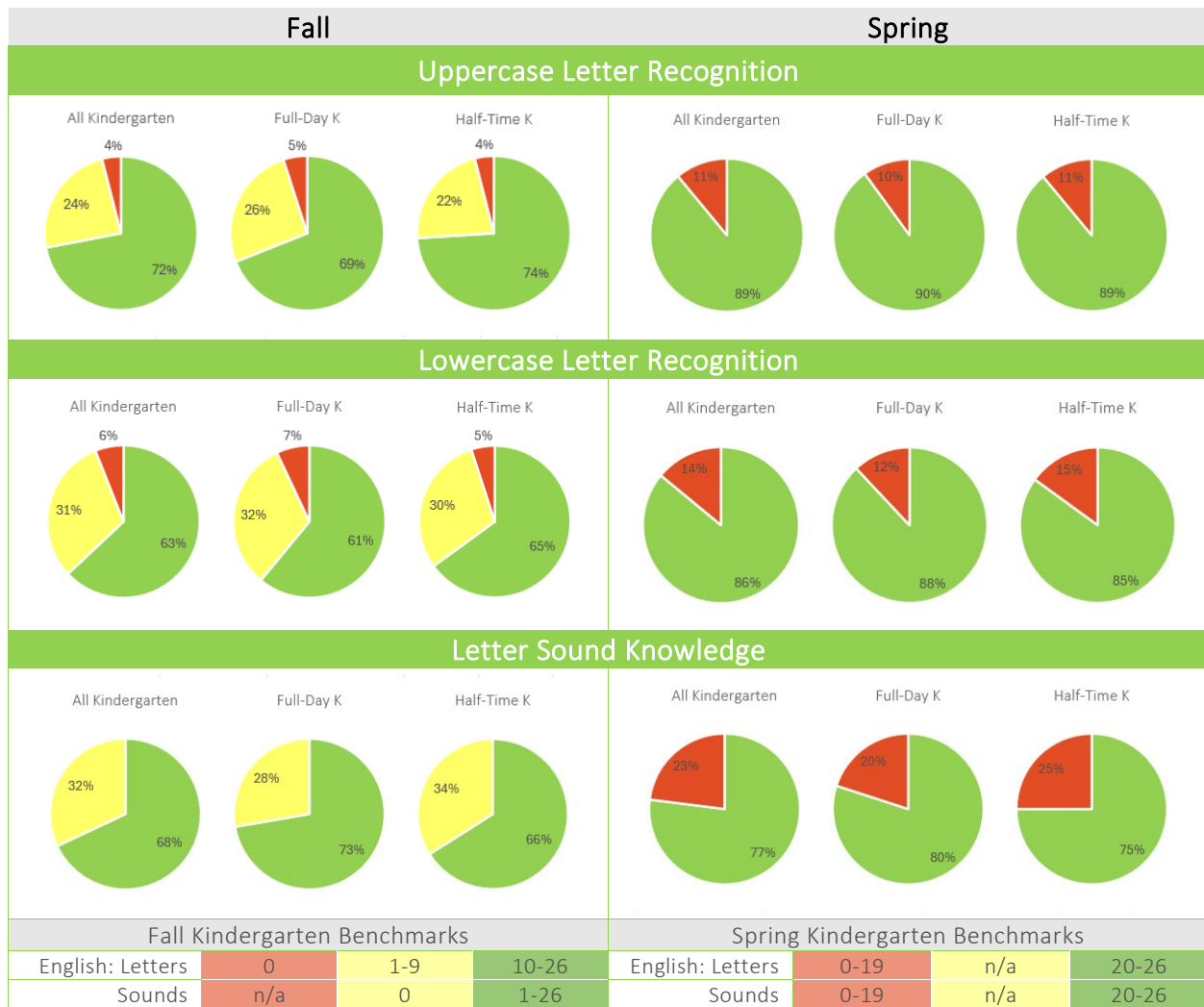
In the fall of the 2023-24 school year, 34% of prekindergarten students were identified as having appropriate social-emotional development. Through a variety of structured activities and play-based learning, this number increased to 61% by the spring.

Kindergarten Social-Emotional Rubric 2023-24



In the 2023-24 school year, there was an increase of 17% of kindergarten students, both attending full-days and half-time, that were meeting expectations as referenced by the green shaded section in the graphs above. While all groups demonstrated growth, full-day students nearly doubled the growth of their counterparts, ending the year at 79% showing appropriate development.

Kindergarten Alphabet Knowledge 2023-24



The data above reflects student knowledge of English letter names and sounds throughout the 2023-24 school year. Emphasizing letter names and sounds in kindergarten is crucial, as this skill is strongly linked to future reading proficiency. Students are not expected to know letter sounds when they begin kindergarten. However, by the end of the year, they are expected to recognize and learn the sounds of 20 to 26 letters.

Analysis

- Upper case letters – A 17% increase in students (21% for full-day students) meeting the benchmark expectation over the year
- Lower case letters – A 23% increase in students (27% for full-day students) meeting the benchmark expectation over the year
- Sound Knowledge – A 9% increase in students (7% for full-day students) meeting the benchmark expectation over the year.

Attendance 2023-24

School attendance is crucial for our youngest learners because it lays the foundation for their cognitive, social, and emotional development. Regular attendance in early learning environments fosters consistent routines, builds critical pre-literacy and numeracy skills, and supports language development, which is essential for future academic success.

In the 2023-2024 school year, the average attendance rate for prekindergarten students in Saskatoon Public Schools was 75%, compared to the provincial average of 80%. In the previous year (2022-2023), the division's prekindergarten attendance rate was 76%, while the provincial average remained 80%.

For kindergarten, the average attendance rate in 2023-2024 was 83%, while the provincial average was 87%. In 2022-2023, Saskatoon Public Schools had an average kindergarten attendance rate of 84%, with the provincial average remaining at 87%.

Risk Assessment:

Attendance Rates and Future Development:

Low attendance rates in kindergarten programs can significantly impact a child's social, emotional and academic development. Regular attendance allows students to build positive relationships with peers and educators and provides opportunities to develop their literacy, numeracy and social skills.

Full-Day vs. Half-Time Kindergarten Programming:

Limited access to full-day kindergarten creates challenges, especially for students needing additional support. Funding constraints limit these students to half-time attendance, reducing opportunities for learning and social development.

Assessment Practices and Reliability:

Non-standardized assessment tools, such as the Early Years Evaluation (EYE) and Social Emotional Rubric (SER), present potential challenges to ensure that the assessments are accurately measured and reliable. Further training and proper data interpretation are critical; however, this may not prevent misinterpretation or ineffective use.

Technology and Communication:

While platforms like Edsby enhance communication between schools and families, disparities in technology access can impede equitable engagement. Families lacking reliable internet, devices, or digital literacy may struggle to access vital updates on their child's progress or school activities. Additionally, teacher fidelity in using these platforms or other means of communication is necessary to provide quality evidence of learning to families.

Indigenous Student Success:

Indigenous student performance on the kindergarten EYE-TA reflects historical disparities between Indigenous and non-Indigenous students. Addressing systemic inequities in resources, cultural representation, and tailored support remains critical to ensuring equitable educational opportunities for all students.

Early Intervention and Resource Availability:

Delays in identifying and addressing developmental concerns like speech, language or behavioural challenges may affect students' readiness for Grade 1. Due to the number of students requiring speech-language support, Saskatoon Public Schools' speech therapy service delivery model is consultative, with limited access to assessment and therapy.

Limited Access to Early Learning Opportunities:

Children aged 0-5 face significant barriers to early learning opportunities due to a critical shortage of childcare spots. The limited availability of licensed childcare centers and early learning programs means that many families struggle to find spaces for their children, which could impact a child's social and oral language development before attending kindergarten.

Socio-Economic Factors:

Socio-economic barriers, such as financial challenges, limited access to resources, and lack of stable employment, can create obstacles to consistent participation for children in early learning settings. Challenges such as unstable housing, language barriers, lack of transportation access, and food insecurity may affect school readiness and long-term academic success.

Future Initiatives:

- Maintain a strong focus on enhancing evidence-based literacy instruction, intervention and assessment practices.
- Highlight the reading-writing connection through professional learning.
- Continue investing in literacy-focused professional development, including the support of literacy leads and school-based data teams. Initiatives include a collaborative professional learning cohort for new kindergarten teachers and implementation support for instruction and assessment strategies.
- Remain committed to helping teachers and leaders interpret and analyze ministry and early learning assessments.
- Support the continued commitment to Anti-Racist/Anti-Oppressive pedagogy using the SPS Equity Self-Reflection Guide.
- Continue working to reduce systemic inequities between Indigenous and non-Indigenous students. Offer targeted training for teachers and educational assistants to improve instruction, differentiation and inclusive teaching approaches.
- Expand the digital data dashboard to collect diagnostic literacy assessment data to support instructional planning at the class, school, and division levels.
- Ensure the consistency and effectiveness of literacy assessments through updated alphabet benchmarks, revised PAQs, and streamlined assessment flowcharts.
- Continue leveraging Edsby to enhance communication and provide quality evidence of student learning to families and caregivers.
- Continue integrating speech-language support and occupational therapy into the Early Learning Equal Start programs, with additional support from the early learning consultant.

Summary Comments:

Equitable and inclusive access to high-quality early learning programming for children aged three to six remains a cornerstone of Saskatoon Public Schools' commitment to student success. Recognizing that early literacy is a key predictor of long-term academic achievement, our programs emphasize a balance of rigorous, evidence-based instruction and assessment alongside targeted interventions, all within a nurturing environment.

This integrated approach supports the holistic development of young learners, fostering foundational skills while promoting creativity, social-emotional growth, and a love of learning. By maintaining high expectations, Saskatoon Public Schools aims to equip every child with the tools they need for success, setting a strong foundation for their social-emotional and academic journey.



MEETING DATE: FEBRUARY 11, 2025

TOPIC: 2025-2026 ACADEMIC CALENDAR

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

BACKGROUND

A calendar collaboration committee was formed, comprising of various division stakeholders to create the Saskatoon Public Schools 2025–2026 school calendar. This committee met to discuss the parameters of the school calendar with guidelines from the Ministry of Education and applicable legislation and regulations.

CURRENT STATUS

The committee met on two occasions to discuss the optimal calendar for student learning. Trustees Banks and Jones served as board representatives.

The attached proposed calendar for the 2025-2026 school year is based upon:

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

The proposed calendar represents:

- a total of 194 teacher days
- a minimum of 950 hours of instruction for all students
- September 30th as a day dedicated to honour the National Day of Truth and Reconciliation
- a 16-day winter vacation that centers around Christmas and New Year’s Day
- a nine-day February break for students and staff which includes Family Day
- a ten-day spring vacation which includes the Easter long weekend
- the last day of school for students is June 24 (high school) and June 25 (elementary)
- the last day of work for staff is June 26.

Administration recommends approval of the proposed calendar for the 2025-2026 school year.

Deputy Director Hills will provide a brief update.

PREPARED BY	DATE	ATTACHMENTS
Shane Skjerven, Director of Education Brent Hills, Deputy Director of Education	February 4, 2025	Proposed Calendar

RECOMMENDATION

Proposed Board Motion:

That the board approve the proposed 2025-2026 school year calendar.



DRAFT

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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