

FOLLOWING THEIR VOICES

Year 10 Implementation Report

2024-25



A Message from the Following Their Voices Priority Owner

The 2024-25 school year was the tenth year of implementation of the Following Their Voices (FTV) initiative. This report provides an overview of implementation and the impact the initiative had on teacher practice, student engagement, attendance and achievement.

Year 10 was marked by the initiative-wide use of the Check-in, Clarity Packs and the Peer Observation Tool. These online tools were field tested in several schools over the previous school year and the opportunity to access and use these tools was extended to all FTV schools.

Saskatoon Public Schools continued as the accountable partner, distributing and managing funding. Their ongoing commitment is much appreciated.

Thanks to the team of Provincial Facilitators who provided guidance and steadfast support to all participating schools. The Provincial Facilitators were:

- Richelle Ackerman
- Carla Bernier
- Scott Hepworth
- Curtis Howie
- Elisa Hryniuk
- Trent Marsh
- Lacey Primeau

The FTV Leadership Team continued to provide oversight, advice and direction to implementation. Your dedication is appreciated. Members included:

- Mary Lee, Elder
- Davin Hildebrand, Deputy Director of Education, Northwest School Division
- Brent Hills, Deputy Director of Education, Saskatoon Public Schools
- Jennifer Hingley, Superintendent of Schools, Saskatchewan Rivers Public School Division
- Angella Pinay, Superintendent of Indigenous Education, Good Spirit School Division
- Sheila Pocha, Program Head, SUNTEP/Gabriel Dumont Institute
- Tim Caleval, Executive Director, Priority Action Team, Ministry of Education

The FTV Elders and Knowledge Keepers Council continued to support ad hoc committee work and the development and delivery of provincial professional learning and development. Thank you to the council for their ongoing commitment to the initiative.

Last, I would like to express my appreciation to Treaty Six Education Council for their ongoing support for me to continue as the Lead of FTV.

Respectively submitted,

A handwritten signature in black ink, appearing to be 'P. Bugler', written on a light blue background.

Pat Bugler, Director of Education, Treaty Six Education Council
Following Their Voices Lead

**Following Their Voices
Year 10 Implementation Report
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*Education that promotes accelerated learning for
First Nations, Métis and Inuit students where
learning is joyful, culture is affirmed and students
are given real choice for their future.*

Background

Following Their Voices (FTV) was established in 2013 following research into what Indigenous students need to succeed in school. The study identified three areas for improvement:

- strengthening relationships between students and teachers;
- improving teacher instructional practices; and,
- creating safe, well-managed learning environments.

To lead implementation, the Priority Action Team was created. Guided by sector leadership and the Ministry of Education, the team has supported implementation in provincial and First Nation schools for a decade.

Collegial Practices

FTV staff work directly with school-based Strategic Change Leadership Teams (SCLT), to improve teachers' relational and culturally responsive pedagogy and student achievement. Professional learning and development is embedded into teachers' daily work and includes:

- building understanding of the FTV improvement framework;
- classroom observation and feedback;
- support for planning and delivering lessons using high impact instructional practices;

- use of student feedback to guide instructional decisions;
- setting individual goals and school-wide goals and action plans;
- reflecting on progress towards goals; and,
- using data to inform decision-making.

A key component of FTV is developing *teacher collective efficacy* – the shared belief that teachers can improve student outcomes through collective actions. FTV uses a train-the-trainer model in which SCLTs, consisting of a system leader, principal, School-based Facilitator and Lead Teacher, receive intensive professional learning and development and then support implementation within their schools.

Schools receive intensive support during the early stages of implementation , which gradually decreases as local capacity develops. *School-based Facilitators* play a critical role by working directly with teachers to strengthen relational and culturally responsive pedagogy and student achievement.

Provincial Facilitators support SCLTs by building their capacity to implement FTV with fidelity. These facilitators, who are a combination of ministry staff and *seconded teachers*, serve as the primary link between schools and the initiative. They work regularly with SCLTs to ensure that tools, data and processes are being used effectively to improve outcomes.

Secondments also strengthen system capacity. Teachers who serve as Provincial Facilitators gain an in-depth implementation experience and return to their divisions with the skills and knowledge need to support local implementation efforts.

Capacity Building

FTV focuses on strengthening schools' capacity to improve outcomes for First Nations, Métis and Inuit students. Through ongoing professional learning and development, teachers deepen their understanding and application of relational and culturally responsive pedagogy while schools receive support to set, manage and achieve improvement goals.

Professional Learning and Development

Provincial *professional learning and development* provides opportunities for FTV staff and SCLTs to build the knowledge and skills needed to implement the initiative effectively. FTV has established learning outcomes and a scope and sequence for all provincial professional learning and development.

Participating school teams attend a combination of virtual and face-to-face professional learning and development sessions each year, with requirements varying based on their stage of implementation. Provincial Facilitators lead the planning, development and facilitation of these sessions.

The *Saskatchewan Teachers' Federation Professional Learning* is a partner in the development and delivery of provincial professional learning and development, specifically supporting the development of *Seekers*.

Seekers are teachers from participating schools who apply to participate in the design and delivery of provincial professional learning and development. Seekers gain expertise in planning and facilitation and develop a deep understanding of the initiative, which they are able to apply back in their home schools. Each year, FTV delivers at least 40 provincial professional learning and development days to over 900 teachers.



Elders

Elders and Traditional Knowledge Keepers have played an integral role in FTV since inception. The *FTV Elders' Council* provides advice and guidance to the initiative and includes representatives from all Indigenous language groups in Saskatchewan. Council members contribute through committee work and involvement in the planning and delivery of all provincial professional learning and development. They ensure the initiative remains grounded in Indigenous knowledge and perspectives.



Professional Reading Series

The Professional Reading Series provides opportunities for school-based teams to explore research and literature that supports the goals of FTV. Participants engage in online discussions that connect research to local implementation and strengthen their understanding of relational and culturally responsive pedagogy. This series also fosters collaboration and professional relationships among teachers across the province.

Pre-FTV

Schools with high proportions of self-declared First Nations, Métis and Inuit students may participate in professional learning and development before formally joining FTV. School teams review research that informs the FTV improvement framework and engage in discussion, reflection and self-assessment to determine readiness and commitment to implementation.

Information Technology Infrastructure

The *FTV website* (<https://www.followingtheirvoices.ca/>) serves as the central hub for the initiative, providing public and secure access. The *public-facing site* provides background information, participation statistics, research and reports. The *secure site* provides role-based access to online tools, real-time reports, resources and a calendar. All FTV tools are supported by reporting features designed to inform decision-making and improve outcomes. Users can access implementation resources and register for events through an integrated calendar system that distributes invitations and materials electronically.

Critical Learning Cycle

The Critical Learning Cycle is the process teachers engage in to improve their relational and culturally responsive pedagogy and First Nations, Métis and Inuit students' engagement, progress and achievement. Participating teachers are encouraged to use FTV tools to gather teacher and student data to set individual, co-constructed and school-wide goals and action plans and monitor progress.

In order to monitor progress, schools establish weekly Huddles, short meetings where small groups of teachers discuss progress on goals and action plans. Discussion focuses on the actions teachers have taken toward their goals, the impact actions have had on First Nations, Métis and Inuit students' engagement progress and achievement and what teachers intend to do next to achieve their goals.



Following Their Voices Surveys

FTV schools administer surveys to students, teachers, parents or caregivers, and school-based team members to share their perceptions through a short, anonymous survey. Survey data are indicative evidence that provides schools with insight into how respondent groups feel about the school's efforts to improve teaching and learning. Survey reporting allows teachers and SCLTs to see trends over time and see how perceptions of students, teachers, administration and families are similar or different. Data informs the development of action plans to improve relationships, the school environment and interactions between students and teachers.

There are three survey windows every year to allow schools to track perceptions over time and continue or modify action plans based on this perceptual data. The table shows completion rates of the different FTV surveys over the 2024-25 school year.

Survey Usage	
Survey Types	2024-25 School Year
Student Survey (Grades 3-5)	2,185
Student Survey (Grades 6-12)	8,532
Parent Survey	1,260
Teacher Survey	1,301
Strategic Change Leadership Team Survey	271
TOTAL	18,192

Source: Following Their Voices website

Teacher Practice

The suite of online tools used in FTV supports teachers' professional growth, captures student feedback and improves learning outcomes for First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students. These tools work together to support clear lesson design, provide continuous feedback on learning intentions and promote collaborative professional growth among teachers. Additionally, artificial intelligence is used in these tools to provide accurate and immediate feedback to teachers and students to inform teaching and learning.

- Clarity Packs support teachers by helping to create curriculum-aligned learning intentions, customizable rubrics (learning progressions), key vocabulary, bump-it-up questions to help students move from one level to another on the learning progression and suggested teaching strategies and learning activities to enhance lessons.
- The student Check-in Tool measures the extent to which a teacher's lessons, including the teaching practices used, have an impact on students' learning and well-being in real time.
- The Peer Observation Tool allows teachers to watch one another teach, develop a goal, create an action plan and later reflect on the degree to which the goal was achieved.

Over the 2024-25 school year, FTV teachers created 7,571 Clarity Packs, ran 2,312 Check-ins, receiving immediate feedback from 11,633 students. These students provided 25,069 responses to teachers. Teachers completed 986 peer observations.

Check-in Tool data support individual teacher and school-wide goal setting processes, including Huddles and Co-construction Meetings. Check-in Tool data are consistent and accessible, enhancing schools' use of student voice and experience data to adjust teaching practice and action planning.

The student Check-in Tool provides students with the opportunity to reflect on their learning and give feedback that helps teachers make informed instructional decisions. The tool includes four prompts.

The first prompt, "*We are learning to ...*" asks students to describe their understanding of the lesson's learning intention. The table below compares the number of students who could clearly explain what they were learning at the beginning of the school year with the number who could do so at the end of the year, highlighting growth in students' understanding of the learning intention.

Student Check-in Tool Data, 2024-25					
Percentage of students who can clearly explain what they are learning					
All Students			FNMI Students		
October	February to June	% Change	October	February to June	% Change
24%	40%	16% ↑	22%	36%	14% ↑

Source: Following Their Voices website. Data from July 2025.

Learning intentions describe what students are expected to learn during a lesson and help provide a clear pathway to success. When students understand the purpose of their learning, they are more likely to be engaged, make connections to prior knowledge and develop a deeper understanding of new concepts. The student Check-in Tool provides teachers with timely feedback that can be used to adjust instruction and strengthen student understanding. The data shows positive growth during the first year of implementation, with an increase in the percentage of both all students and First Nations, Métis and Inuit students who could clearly explain what they were learning.

The second prompt, "*Where are you on your learning journey?*" asks students to reflect on their learning by selecting the statement that best describes their current level of understanding using a slider. Students choose from the following descriptions:

- *I've just started my learning journey.*
- *I can confidently share one new idea I've learned in today's lesson.*
- *I can list several new ideas but I'm not yet sure how they are all connected.*

- *I can list several ideas and can use examples to explain how they are connected.*
- *I can demonstrate how the main ideas are connected and I can give examples of how they are connected to things I have learned before.*

Students are then asked to provide evidence to support their self-assessment in a text box. This prompt provides insight into each student's ability to monitor their own learning in relation to the learning intention. The table below compares the percentage of students who could use appropriate vocabulary to accurately self-assess their learning at the beginning of the year then later on in the year.

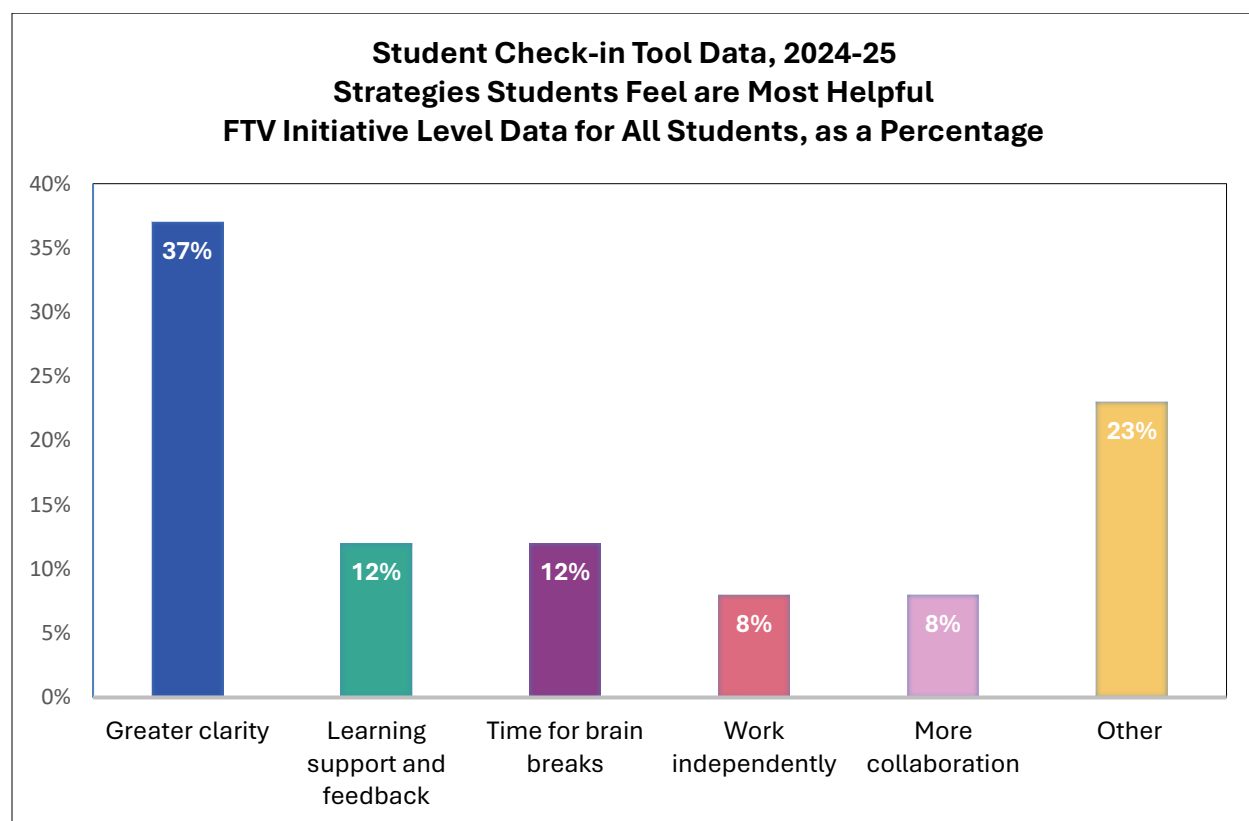
Student Check-in Tool Data, 2024-25					
Percentage of students who can use appropriate vocabulary self-assess their learning					
All Students			FNMI Students		
October	February to June	% Change	October	February to June	% Change
8%	16%	8% ↑	7%	14%	7% ↑

Source: Following Their Voices website. Data from July 2025.

Self-assessment is an important component of student learning because it encourages students to reflect on their progress, identify next steps and take greater ownership of their learning. It helps students develop the language and skills needed to understand where they are in relation to the learning intention and what they need to do to improve.

The data from the Student Check-in Tool also provides teachers with valuable insight into how students perceive their own learning. This information can be used to guide conversations, provide targeted feedback and support students in developing more accurate self-assessment skills. While the percentage of students able to effectively self-assess remains relatively low, the data shows measurable growth during the first year of implementation for both all students and First Nations, Métis and Inuit students. This reflects the challenging nature of developing self-assessment skills and highlights the importance of continued focus on this aspect of learning.

The third prompt, “*What could we do differently next time?*” invites students to provide feedback on the teaching practices that support their learning most effectively. Students can select a response from a dropdown menu or provide their own feedback in a text box. The graph below shows the teaching practices students identified as most helpful throughout the 2024–25 school year.



Source: Following Their Voices website. Data from July 2025.

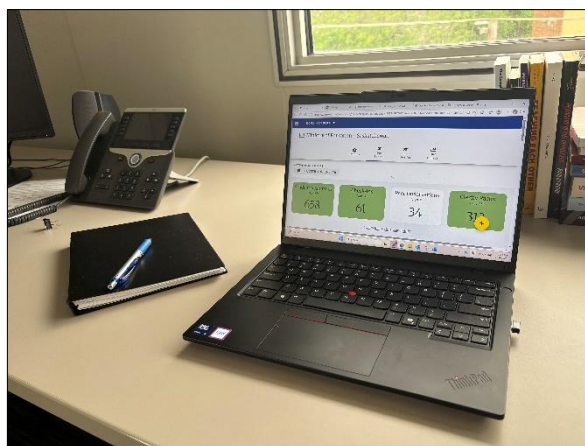
Over the course of the year, more than one-third of students identified greater teacher clarity as the instructional practice that helped them learn most effectively. The second most selected response was “Other,” which allowed students to provide specific feedback about teaching strategies and classroom practices that supported their learning.

Teacher clarity includes clearly communicating learning goals, providing explicit instructions, using examples, models and visuals to support understanding, and creating opportunities for students to think, discuss, ask questions and receive feedback. These practices help students understand the purpose of their learning and what is expected of them. When students have a clear understanding of the learning goal, they are more likely to be engaged, participate actively and remain focused on learning tasks. Conversely, a lack of clarity can lead to confusion, frustration and disengagement.

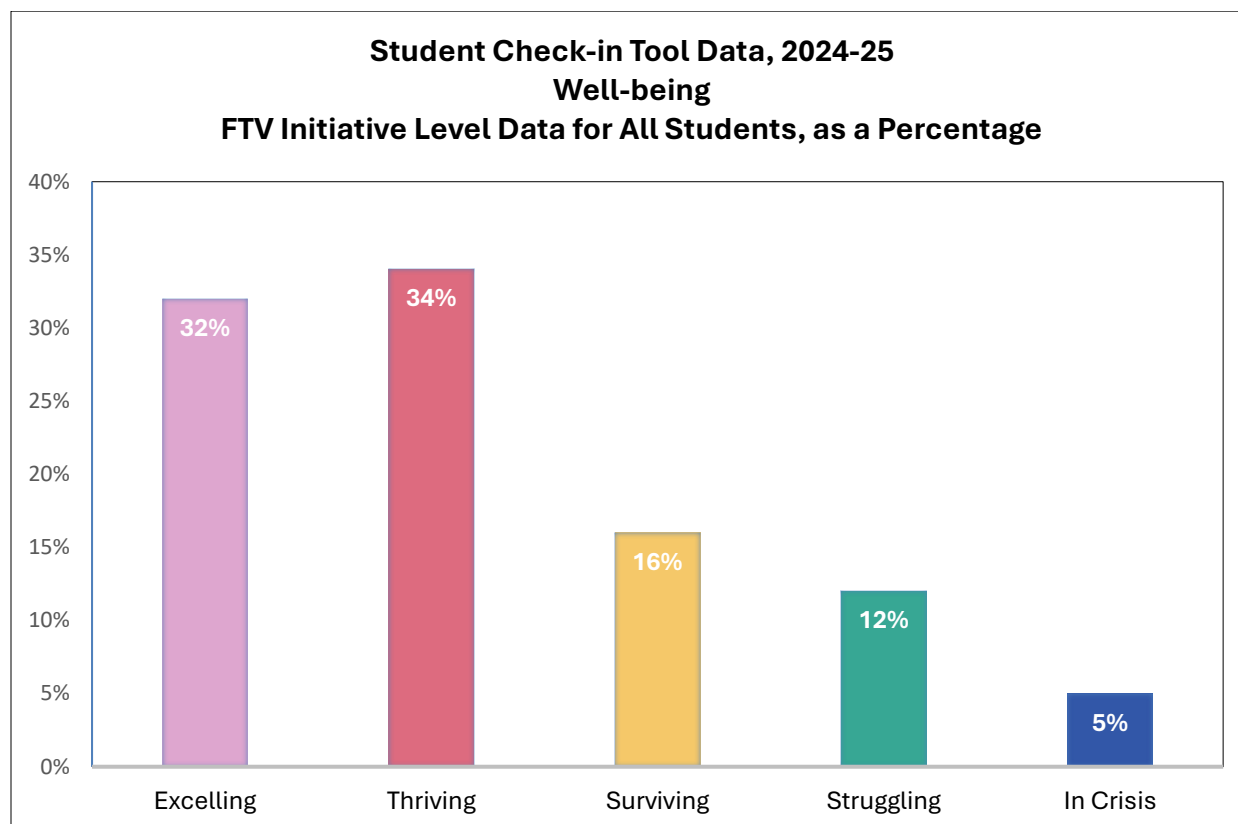
This feedback provides valuable insight into the instructional approaches that students find most effective. By understanding which teaching practices students perceive as most supportive, teachers can make informed adjustments to their instruction and create learning environments that better meet student needs. The strong emphasis on teacher clarity reinforces the importance of clearly communicating learning intentions and success criteria as a foundation for student engagement and achievement.

The final prompt, *“How are you feeling about today’s learning?”* asks students to select the adjective that best describes how they feel about the day’s learning experience. The list of adjectives is designed to capture aspects of both students’ emotional and cognitive well-being. Student responses often reflect their level of understanding and engagement with the lesson. Students who have a clearer understanding of what they are learning are more likely to report positive feelings about their learning experience. For reporting purposes, student responses are coded into five levels:

- Excelling;
- Thriving;
- Surviving;
- Struggling; and,
- In Crisis.



The graph below illustrates student well-being as reported through the student Check-in Tool during the 2024-25 school year.



Source: Following Their Voices website. Data from July 2025.

Monitoring student well-being is an important component of effective teaching and learning. This prompt provides teachers with valuable insight into how students are feeling following a lesson and can help identify students who may require additional support.

When reviewed alongside the other Check-in Tool prompts, these data help teachers understand the relationship between student well-being, engagement and learning. The information can be used to guide follow-up conversations, inform instructional decisions and ensure that students receive the support they need to be successful learners.

Student Attendance

The table below presents year-to-date (as of June) average annual attendance data for non-First Nations, Métis and Inuit students and First Nations, Métis and Inuit students at both the provincial level and initiative level. The table displays data from the 2023-24 school year and the 2024-25 school year.

Average Annual Attendance						
Measures	Non-FNMI Students			FNMI Students		
	2023-24	2024-25	% Change	2023-24	2024-25	% Change
Province	89%	89%	No Change	73%	73%	No Change
FTV Schools	85% (n=6,296)	84% (n=6,271)	1% ↓	66% (n=7,042)	66% (n=6,782)	No Change

Source: Student Data System. Data from June 2026.

Data indicates little change in year-over-year average attendance in all measures. First Nations, Métis and Inuit students' year-to-date average annual attendance remained the same for 2023-24 and 2024-25, at 66 per cent. This is below the province's average annual attendance for First Nations, Métis and Inuit students in both years at 73 per cent.

Student Achievement

The tables below show 3-year graduation rates, 5-year graduation rates and the percentage of students attaining eight or more credits per year for non-First Nations, Métis and Inuit students and First Nations, Métis and Inuit students at the provincial level and initiative level. The tables display data from the 2012-13 baseline school year and the 2024-25 school year. Results from the baseline year are compared to the 2024-25 school year results, which are displayed as a percentage change over time.

Percentage of Students Graduating Within 3 Years From Baseline to Last School Year						
Measures	Non-FNMI Students			FNMI Students		
	2012-13 Baseline	2024-25	% Change	2012-13 Baseline	2024-25	% Change
Province	85%	89%	4% ↑	38%	48%	10% ↑
FTV Schools	76% (n=958)	84% (n=1,016)	8% ↑	32% (n=713)	45% (n=995)	13% ↑

Source: Student Data System. Data from June 2026.

There are 220 more First Nations, Métis and Inuit students that graduated within three years in FTV schools compared to baseline data from 2012-13. FTV schools are experiencing increases in graduation rates greater than that of the provincial rate over the same time. Non-First Nations, Métis and Inuit students' graduation rates increased at a higher rate than that of the province over the same time.

Percentage of Students Graduating Within 5 Years From Baseline to Last School Year						
Measures	Non-FNMI Students			FNMI Students		
	2012-13 Baseline	2024-25	% Change	2012-13 Baseline	2024-25	% Change
Province	87%	93%	6% ↑	51%	67%	16% ↑
FTV Schools	79% (n=1,038)	91% (n=899)	12% ↑	51% (n=733)	65% (n=809)	14% ↑

Source: Student Data System. Data from June 2026.

There are 152 more First Nations, Métis and Inuit students that graduated within five years in FTV schools compared to baseline data from 2012-13. FTV schools' five-year graduation rates for First Nations, Métis and Inuit students are similar, but slightly lower than that of the province over the same time. Non-First Nations, Métis and Inuit students in FTV schools experienced an increase in 5-year graduation rates double that of the province over the same time.

Percentage of Students Attaining 8 or More Credits a Year, Grade 10-12 From Baseline to the Last School Year						
Measures	Non-FNMI Students			FNMI Students		
	2012-13 Baseline	2024-25	% Change	2012-13 Baseline	2024-25	% Change
Province	71%	73%	2% ↑	30%	32%	2% ↑
FTV Schools	59% (n=3,310)	69% (n=3,870)	10% ↑	24% (n=3,679)	31% (n=4,516)	7% ↑

Source: Student Data System. Data from June 2026.

There are 517 more First Nations, Métis and Inuit students that attained 8 or more credits per year compared to baseline data from 2012-13. There were also 718 more non-First Nations, Métis and Inuit students that attained 8 or more credits per year compared to baseline data in 2012-13. Provincial data for both First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students over this time is relatively flat, whereas data from FTV schools demonstrates steady, incremental growth.

Findings and Next Steps

The findings from the 2024-25 school year demonstrate that the impact of the FTV tools is directly related to the consistency and quality of their implementation. Schools that used the Student Check-in Tool, Clarity Packs and Peer Observation Tool regularly demonstrated stronger student learning and engagement outcomes. To maximize the potential of these tools, schools must maintain focus on consistent implementation, strong leadership, data-informed decision making and a clear understanding of how the tools support culturally responsive teaching and learning.

Establish Consistent Use Throughout the School Year

To achieve the greatest impact, schools need to continue prioritizing the use of FTV tools from the beginning of the school year and maintain regular use throughout the year. Teachers require support early on to establish routines that make tool use both manageable and meaningful. Students also benefit from regular opportunities to engage with the tools, becoming more comfortable providing feedback and reflecting on their learning.

Consistent use is particularly important for the Student Check-in Tool. When students regularly share their experiences and see evidence that their feedback informs instructional decisions, they become more engaged in their learning and more likely to view themselves as active participants in the learning process.

Strengthen Leadership and Accountability

SCLTs play a critical role in ensuring successful implementation. Leadership teams must focus on establishing clear expectations early on for tool use and regularly monitor implementation across classrooms and schools. This includes tracking:

- Frequency of tool use
- Student participation rates
- Representation among respondents
- How data informs lesson planning



- How data supports goal setting
- How data influences instructional decisions

Regular review of implementation data helps maintain momentum throughout the school year and ensures that the tools are being used to improve teaching and learning rather than simply being completed as a compliance activity.

Use Data to Inform Teaching and Learning

The data generated through FTV tools helps inform instructional decision making at the classroom, school and system levels. Huddles and Co-construction Meetings provide valuable opportunities for teachers to analyze evidence of student learning, identify challenges and determine next steps.

Data from Student Check-ins, peer observations and Clarity Packs are readily accessible and connected to individual students and classrooms. SCLTs should continue to encourage teachers to bring data from these tools to professional learning conversations and use them to guide collaborative problem solving, instructional planning and targeted interventions.

Similarly, school and system goals are best informed by the evidence generated through the tools. For example, if Check-in data identifies a need for greater instructional clarity, professional learning and development, shadow coaching and action plans can be established to address that specific area of need.

Maintain a Focus on Student Achievement

While the tools can be applied across subject areas, it is recommended that schools prioritize their use in language arts, mathematics and science, given the importance of these subjects to student achievement. At the same time, teachers are encouraged to apply the tools wherever they can support increased engagement, clarity and achievement.

The purpose of collecting data is not simply to measure implementation. Rather, it is to better understand the impact of teaching practices on student learning and to identify opportunities for continuous improvement.

Align Classroom, School and System Priorities

Successful implementation occurs when there is strong alignment between teacher practice, school improvement efforts and system-wide priorities. In divisions where improving outcomes for First Nations, Métis and Inuit students is a strategic focus, leaders are encouraged to ensure that the work occurring in classrooms is connected to broader school and division goals.

Beginning in the 2025-26 school year, FTV Power BI reports will be distributed to school and division leaders every three weeks. These reports provide timely insight into implementation activities and their impact on First Nations, Métis and Inuit student success. Regular review of this data can help leaders identify areas of success, address barriers to implementation and ensure schools remain focused on priority outcomes. Experience has consistently shown that schools are more successful when both school and system leaders are actively engaged in supporting implementation.

Establish Clear Instructional Expectations

Schools are encouraged to establish a common set of instructional expectations that reflect FTV's commitment to relational and culturally responsive pedagogy. Regardless of grade level or subject area, lessons need to:

- Connect to students' prior knowledge, experiences and identities.
- Include a clear, student-friendly learning intention.
- Reference the learning intention throughout the lesson.
- Incorporate high-impact instructional strategies aligned with FTV's discursive and culturally responsive practices.
- Select instructional strategies based on the learning context and student feedback.
- Provide opportunities for students to reflect on their learning and progress.

These practices help create learning environments where students understand what they are learning, why they are learning it and how they can be successful.

Ensure Understanding of the Purpose of the Tools

Strategic Change Leadership Teams are best positioned to ensure that teachers clearly understand the purpose of the Student Check-in Tool, Clarity Packs and the Peer Observation Tool. The Critical Learning Cycle remains the foundation of FTV

implementation. These tools are intended to strengthen and enhance existing practices, not replace them.

The Peer Observation Tool continues to support teachers in establishing goals, implementing action plans and reflecting on efforts to improve relational and culturally responsive pedagogy. The Student Check-in Tool amplifies student voice by providing regular feedback on learning experiences and instructional practices. Clarity Packs support teachers in designing lessons that improve instructional clarity, student engagement and learning outcomes.

Together, these tools provide the structure, feedback and evidence necessary to strengthen both relationships and instructional practice. By using them consistently and purposefully, schools can create more culturally responsive learning environments and improve outcomes for First Nations, Métis and Inuit students. Ultimately, the goal is not simply increased tool use, but improved teaching, stronger student engagement and greater success for all learners.

APPENDIX A: Participating and Non-participating Schools (year of inception)

Participating Schools

Provincial Schools (funded)

1. Archbishop M. C. O'Neill High School – Regina Catholic Schools (2022-23)
2. Balfour Collegiate – Regina Public Schools (2018-19)
3. Bedford Road Collegiate – Saskatoon Public Schools (2015-16)
4. Bishop Murray High School – Greater Saskatoon Catholic School Division (2018-19)
5. Carlton Comprehensive Public High School – Saskatchewan Rivers Public School Division (2017-18)
6. Carpenter High School – Northwest School Division (2018-19)
7. Churchill Community High School – Northern Lights School Division (2017-18)
8. Cut Knife School – Living Sky School Division (2020-21)
9. École Arthur Pechey Public School – Saskatchewan Rivers Public School Division (2020-21)
10. E.D. Feehan Catholic High School – Greater Saskatoon Catholic School Division (2015-16)
11. Gateway Middle School – Northwest School Division (2020-21)
12. John Paul II Collegiate – Light of Christ Catholic School Division (2017-18)
13. Jonas Samson Middle School – Northwest School Division (2020-21)
14. Jubilee Elementary School – Northwest School Division (2021-22)
15. King George Community School – Saskatoon Public Schools (2021-22)
16. Kinistino Public School – Saskatchewan Rivers School Division (2022-23)
17. Lakeview Elementary School – Northwest School Division (2021-22)
18. L. P. Miller Comprehensive School – North East School Division (2018-19)
19. Mount Royal Collegiate – Saskatoon Public Schools (2015-16)
20. North Battleford Comprehensive High School – Living Sky School Division (2018-19)
21. Oskayak High School – Greater Saskatoon Catholic School Division (2020-21)
22. Prince Albert Collegiate Institute – Saskatchewan Rivers Public School Division (2020-21)
23. Queen Mary Public School – Saskatchewan Rivers Public School Division (2021-22)
24. Rossignol High School – Ile-a-la-Crosse School Division (2017-18)
25. Scott Collegiate – Regina Public Schools (2015-16)
26. Spiritwood High School – Living Sky School Division (2021-22)
27. St. Louis Public School – Saskatchewan Rivers Public School Division (2021-22)
28. St. Mary School – Light of Christ Roman Catholic Separate School Division (2021-22)
29. Transition Place Education Centre – Northwest School Division (2021-22)

30. Turtleford Community School – Northwest School Division (2022-23)
31. Wesmor Community High School – Saskatchewan Rivers Public School Division (2015-16)

First Nation Schools (funded):

1. Kakisiwew School – Ochapowace First Nation (2021-22)
2. Canoe Lake Miksiw School – Canoe Lake Cree First Nation (2017-18)

Joint Provincial and Federal School (funded):

1. Sakewew High School – Battlefords First Nations High School Joint Board of Education (2017-18)

Independent School (funded)

1. Cornwall Alternative School – Independent alternative school in Regina (2022-23)

Schools No Longer Participating

Provincial Schools

1. Balcarres Community School – Prairie Valley School Division (2018-19)
2. Bert Fox Community School – Prairie Valley School Division (2015-16)
3. Blaine Lake Composite School – Prairie Spirit School Division (2015-16)
4. Cando Community School – Living Sky School Division (2015-16)
5. Charlebois Community School – Northern Lights School Division (2015-16)
6. Ducharme Elementary School – Northern Lights School Division (2017-18)
7. Kamsack Comprehensive Institute – Good Spirit School Division (2015-16)
8. Minahik Waskahigan High School – Northern Lights School Division (2015-16)
9. Pleasant Hill Community School – Saskatoon Public Schools (2020-21)
10. Punnichy Community Elementary School – Horizon School Division (2021-22)
11. Punnichy Community School – Horizon School Division (2018-19)
12. Raymore School – Horizon School Division (2015-16)
13. Stobart Community High School – Prairie Spirit School Division (2017-18)
14. Valley View Community School – Northern Lights School Division (2018-19)

First Nation Schools

1. Ahtahkakoop School – Treaty Six Education Council (2018-19)
2. Birch Narrows Dene Community School – Meadow Lake Tribal Council, Birch Narrows Dene Nation (2018-19)
3. Chief Gabriel Cote Education Centre – Cote First Nation (2017-18)
4. Constable Robin Cameron Education Complex – Beardsy's and Okemasis First Nation (2015-16)
5. Cowessess Community Education Centre – Cowessess First Nation (2017-18)
6. Eagleview Comprehensive School – Onion Lake First Nation (2015-16)
7. Keeseekoosie Chiefs' Education Centre – Yorkton Tribal Council (2017-18)
8. Makwa Sahgaiehcan First Nation School – Makwa Sahgaiehcan First Nation (2018-19)
9. Mistawasis Nêhiyawak High School – Mistawasis Nêhiyawak Nation (2020-21)
10. Pelican Lake First Nation School – Agency Chiefs Tribal Council (2018-19)
11. Senator Myles Venne School – Lac La Ronge Indian Band (2018-19)
12. St. Louis School – English River First Nation (2015-16)
13. Sturgeon Lake Central School – Sturgeon Lake First Nation (2015-16)