

Board of Education

Regular Meeting of the Board

Monday, October 6, 2025 - 1:30 p.m. Boardroom (420 22nd Street East)

AGENDA

1.0	Welcome				
	1.1	Call to Order – Chair			
	1.2	Land Acknowledgement			
	1.3	Opening Prayer – Trustee K. Day			
	1.4	Adoption of the Agenda			
	1.5	Declaration of Conflict of Interest			
2.0	Approval of Minutes				
	Minu	tes of the September 8, 2025, Regular Meeting of the Board of Education			
3.0	Dele	Delegations and Special Presentations			
4.0	Post	Meeting Assignments			
5.0	Consent Items				
	all re	Chair will ask for a motion to receive the items, which are starred, and to approve commendations contained therein. Prior to approving the motion, any trustee may est a star(s) be removed.			
6.0	Discussion/Decision				
	6.1	Area of Focus Report: Transitions			
		6.1.1 Area of Focus Transitions Presentation			
		6.1.2 Early Learning Intensive Support Pilot Brochure			
		6.1.3 Care as a Bridge Between Us Video Services Brochure			
	6.2	Lieutenant Governor's Board of Education Award for Innovation and Excellence			
		in Education (SSBA)			
		6.2.1 Joint Nomination Submission with Prairie Spirit and Saskatoon Public			
	6.3	Promoting Stewardship Report			
	6.4	Nitōhtem Partnership Renewal			
		6.4.1 Draft Memorandum of Understanding with Wanuskewin Heritage Park Authority (WHPA)			
	6.5	2025-2026 Student Enrolment			
	6.6	Relocatable Classroom Application			

	6.7	Lac La Ronge Indian Band Tax Compensation Agreements 6.7.1 Tax Compensation Agreement – 319/321 – 21st Street East
		6.7.2 Tax Compensation Agreement – 319/321 – 21st Street East
	6.8	Provision of Waste Management
	6.9	Unified Cloud Security and Connectivity Platform
	6.10	2025 Remembrance Day Service
	6.11	Notice of Motion
6.0	Correspo	ondence
	7.1 7.2	Expressions of Gratitude – posted on Bulletin Board Reading File – copies circulated at meeting
8.0	Repor	ts and Good News
	8.1 8.2 8.3 8.4 8.5 8.6	Report of the Director of Education Board Activity Board Linkage Board Linkage – Catholic School Community Councils Convention Reports Committee/Partnership Reports > Joint Operations – Trustees F. Possberg and T. Jelinski > Together in Faith and Action – Trustees S. Zakreski-Werbicki and M. Christopher > Greater Saskatoon Catholic Schools Foundation – Trustees B. Elliott and T. Jelinski > māmawohkamātowin Partnership (Saskatoon Tribal Council) – Chair D. Boyko and Trustees O. Fortosky and S. Zakreski-Werbicki > nākatēyimitowin Educational Partnership (CUMFI) – Chair D. Boyko and Trustees K. Day and R. Boechler > Division Committee on Reconciliation and Healing – Chair D. Boyko and Trustee K. Day > Columbus Bosco Homes – Trustee M. Raney 8.7 Saskatchewan Catholic School Boards Association (SCSBA) - Trustee B. Elliott
		8.8 Saskatchewan School Boards Association (SSBA)
9.0	Comn	nittee of the Whole
10.0	Closin	g Prayer – Trustee K. Day
11.0	Adjou	rnment
12.0	Sign o	f Peace



Regular Meeting of the Board of Education for St. Paul's RCSSD #20 held in Saskatoon, Saskatchewan, at 1:30 p.m. on Monday, September 8, 2025.

Board Office - 420 22nd Street East - Boardroom A and B.

Present In-person: Chair D. Boyko, Trustees M. Christopher, K. Day, B. Elliott, O. Fortosky, T.

Jelinski, F. Possberg, M. Raney, and S. Zakreski-Werbicki.

Present Virtually: Vice-Chair R. Boechler

Executive In-person: Director of Education F. Rivard; Secretary to the Board, Superintendent

T. Shircliff; Deputy Director of Operations / Chief Financial Officer, J. Lloyd; Superintendents K. Cardinal, T. Fradette, L. Giocoli Clark, T.

Hickey, K. Kowal, J. Vangool, S. Gessler, and R. Martin.

Resources: D. Kunz, Communications Consultant.

The meeting was called to order by Chair Boyko at [1:30pm] and began by acknowledging that we are on Treaty 6 Territory—traditional territories of First Nations including Cree, Dene, Nakota, Lakota, Dakota and Saulteaux—and homeland of the Métis Nation. We pay our respect to the First Nation and Métis ancestors of this place, and we reaffirm our relationship with one another in the spirit of Reconciliation.

The opening prayer was led by Trustee S. Zakreski-Werbicki

Adoption of Agenda

Motion: Moved by Trustees T. Jelinski and M. Christopher, that the agenda be approved as

circulated.

All in favour/none opposed/no abstention CARRIED UNANIMOUS

Declaration of Conflict of Interest – None Declared

• The Chair called for any declaration of conflict of interest based on the materials provided for this meeting. No conflicts of interest were noted.

Approval of Minutes

Motion: Moved by Trustees [B. Elliot] and [F. Possberg] that the minutes of the regular meeting of

June 23, 2025, be adopted as presented.

All in favour/none opposed/no abstention CARRIED UNANIMOUS

Discussion/Decision

6.0 Discussion/Decision

- 6.1 <u>Building Intercultural Resiliency Mentorship (BIRM) Program MOU between Oskāyak</u> <u>High School and the University of Saskatchewan</u>
 - With the discussion that approved the motion, confirmation was provided that the signing of the official signing of the Memorandum of Understanding (MOU) for the Building Intercultural Resilience Mentorship (BIRM) program between Greater Saskatoon Catholic Schools, USask and the Oskāyak Kitōtēminawak Council of Oskāyak High School will occur at an event/signing ceremony to be organized at a future date and time so that community members and Oskāyak staff may be included at the event.

Motion: Moved by Trustees M. Christopher and K. Day, that the Board of Education approves the signing of a Memorandum of Understanding with the

University of Saskatchewan and the Oskāyak Kitōtēminawak Council on the Building Intercultural Resilience Mentorship program (BIRM) initiative and supports the Building Intercultural Resilience Mentorship program (BIRM)

to be implemented at Oskāyak High School.

All in favour/none opposed/no abstention CARRIED UNANIMOUS

6.2 <u>Financial Statements</u>

 Based on the materials and the further details provided by the Deputy Director of Operations / Chief Financial Officer, J. Lloyd, no questions or comments came forward from trustees regarding the approval of the financial statements.

Motion: Moved by Trustees [M. Raney] and [B. Elliot] That the Board of Education

approves the accounts paid for the periods May 1, 2025 to May 31, 2025

and June 1, 2025 to June 30, 2025;

AND

That the Board of Education receives the financial statements for the period

ended June 30, 2025.

All in favour/none opposed/no abstention CARRIED UNANIMOUS

6.3 Grand Opening of Opening of awâsisak kâ-nîmîhtocik St. Francis School

- The review of the plans for the grand opening of awasisak ka-nîmîhtocik St. Francis School noted that Bishop M. Hagemoen is unable to attend the grand opening event taking place on October 3rd, therefore, a separate tour has been arranged for his viewing on September 19, 2025.
- Confirmation was provided that media have been invited to the event.

Motion: Moved by Trustees [K. Day] and [R. Boechler] *That the Board approves*

the plans for the grand opening of awâsisak kâ-nîmîhtocik St. Francis

School.

All in favour/none opposed/no abstention CARRIED UNANIMOUS

6.4 Brighton and Aspen Ridge Joint Use Elementary Schools Design Services

 Based on the materials provided, no questions or comments came forward from trustees regarding the design services contract approval item for the new joint-use elementary schools.

Motion: Moved by Trustees [S. Zakreski-Werbicki] and [R. Boechler] that the

Board of Education approve the Contract for Design Services for the New

CARRIED

Joint-Use Elementary Schools in Brighton and Aspen Ridge for

\$10,452,660.00, inclusive of taxes.

All in favour/none opposed/no abstention

All in favour/none opposed/no abstention

CARRIED UNANIMOUS

UNANIMOUS

Motion: Moved by Trustee K. Day that the Board move into committee at 12:00 p.m.

Motion: Moved by Trustee S. Zakreski-Werbicki that the Board move out of committee at 1:25 p.m.

All in favour/none opposed/no abstention CARRIED UNANIMOUS

Motion: Moved by Trustee M. Christopher that the Board move into committee at 2:15 p.m.

All in favour/none opposed/no abstention CARRIED UNANIMOUS

Motion: Moved by Trustee M. Raney that the Board move out of committee at 3:15 p.m.

All in favour/none opposed/no abstention CARRIED UNANIMOUS

Adjournn	nent
Motion:	Moved by Trustee M. Raney that the meeting be adjourned at 3:15 p.m.
The closir	ng prayer was led by Trustee S. Zakreski-Werbicki.
Secretar	y Chair
Date of	approval and signing:



Board Priority:

Improving Student Learning and Achievement

Presented by: Superintendent J. Vangool and Superintendent T. Hickey, along with

B. Boutin, K. Mamchur, R. Roesch; Consultants H. Ale, K. Troesch

And A. Petite

Background Information:

The Provincial Education Plan (PEP) is guiding Saskatchewan's education system through 2030, focusing on four pillars: **Learning and Assessment, Mental Health and Wellbeing, Inspiring Success, and Student Transitions.** Greater Saskatoon Catholic Schools (GSCS) has added a fifth pillar: **Religious Education and Faith Formation.**

This report highlights the **Transitions Area of Focus**, which is dedicated to supporting students as they move from early learning through to graduation and into their next stages of life. Our goal is to ensure every learner is well-prepared for future education, work, and community contributions.

Transitions are critical periods of change, whether entering kindergarten, moving to middle years, adjusting to high school, or preparing for post-secondary pathways. When students and families are supported in these moments, long-term success is strengthened.

Milestones and Implementation

Greater Saskatoon Catholic Schools (GSCS) continues to advance the Transitions Area of Focus through **four key milestones**:

1. Family Engagement (PreK-Grade 12)

- Over 65 classrooms implemented the *Honouring Our Voices* structure, embedding authentic family perspectives into teaching and learning.
- Catholic School Community Councils (CSCCs) and trustee liaison meetings deepened reciprocal relationships between schools, trustees, and families.
- Families engaged in tutoring initiatives and new opportunities were developed to strengthen parent and caregiver involvement at the high school level.

2. Partnering with Families and Early Learning Providers

- Staff completed 60+ home visits with families of children accessing Early Learning Intensive Needs Supports (ELIS), co-creating personalized transition plans.
- A *Transition to Home Visits Guide* was created to support teachers with scripts and strategies.
- The *Community Connections* event and Community Mapping positioned GSCS as a provincial leader in collaborative early learning partnerships.

3. Student Engagement at Key Transition Points

- We implemented a new Attendance Policy and Attendance Support Plan with toolkits, scripts, and data dashboards through Power BI attendance platform to monitor and reengage students.
- The *Building Bridges* project expanded to reduce transportation barriers for Grade 8 students moving into high school.
- Provincial pilots such as ClarifyEd supported new strategies for student engagement.
- A draft Family Guide to High School was created with feedback from families and staff.

4. Pathways for Career, Life, and Education

- myBlueprint expanded, with more students mapping future learning and career pathways from middle years onward.
- Partnerships with Saskatoon Industry Education Council (SIEC), Saskatoon Tribal Council (STC), and community groups offered career bootcamps, spotlight events, and mentorship programs.
- The *Pathways Program* celebrated its third graduating class, with over 150 GSCS students now graduated through this innovative model that integrates academics, mentorship, land-based learning, and cultural supports.

The accompanying presentation, provided as Attachment 6.1.1, will highlight four key data sets:

Early Learning Readiness

- In Fall 2024, 61% of kindergarten students entered school ready to learn (Tier I). By Spring 2025, 79% were ready for Grade 1—a 17.7-point gain.
- For First Nations, Métis and Inuit (FNMI) students: readiness rose from 21% in Fall to 50% in Spring, a 29-point improvement, but a 32-point gap remains compared to non-FNMI peers (83% ready).
- Targeted supports and full-day kindergarten in two high-needs schools contributed to progress, but readiness rates have not yet reached the 90% goal.

Attendance

- 81% of students maintained at least 80% attendance (up slightly from 2023–24).
- 64% reached 90% or higher attendance, though adolescent attendance remains a concern (75% of Grades 10–12).
- FNMI attendance improved slightly to 54% at 80% or higher, but significant gaps persist.

Credit Attainment (Grades 10–12)

- 71% of students earned 8+ credits (10 points above provincial average).
- FNMI students: 45% attained 8+ credits (13 points above provincial average, and 15 points higher than GSCS results a decade ago).
- Non-FNMI students: 76% attained 8+ credits, also ahead of provincial peers.

Graduation Rates:

 83% of GSCS students graduate within three years, exceeding the provincial average of 79%. Extended graduation rates show 92% of GSCS students graduate, including 82% of FNMI students—15 percentage points higher than the provincial average and 10% higher than last year's extended graduation rate for FNMI students.

Supplemental Information:

- ➤ Attachment 6.1.2 Early Learning Intensive Support Pilot Brochure
- > Attachment 6.1.3 Care as a Bridge Between Us: Video Series Brochure
- > Attachment 6.1.4 Pre-kindergarten Map

Conclusion

The Transitions Area of Focus is central to GSCS's mission of preparing students for learning, life, and faith-filled citizenship. With strengthened family engagement, innovative early learning supports, consistent attendance monitoring, and expanding career pathways, GSCS continues to build bridges that carry students from their earliest years into successful futures.

Recommendation:

That the Board of Education receive the information as presented in the Area of Focus: Transitions, Improving Student Learning and Achievement – Transitions Monitoring Report.



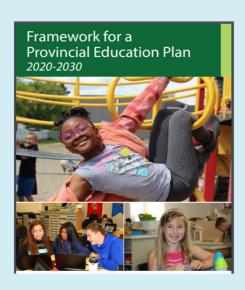
Student Transitions Area of Focus

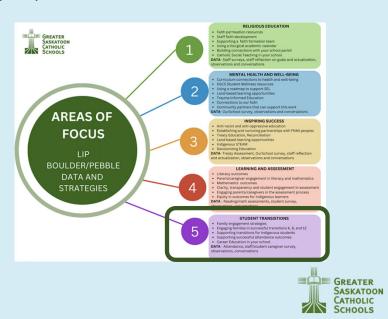
Board Report October 6, 2025



1

Provincial Education Plan (PEP) 2030 and GSCS Area of Focus





Background Information

Transition Priority Action

Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation and determine a life pathway.



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The Current Landscape

A look at our 2024-2025 data

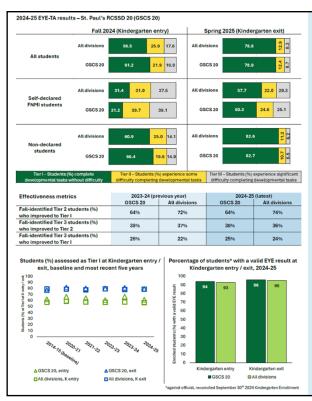
EYE
Attendance
Credit Attainment
3 and 5 year Grad Rates







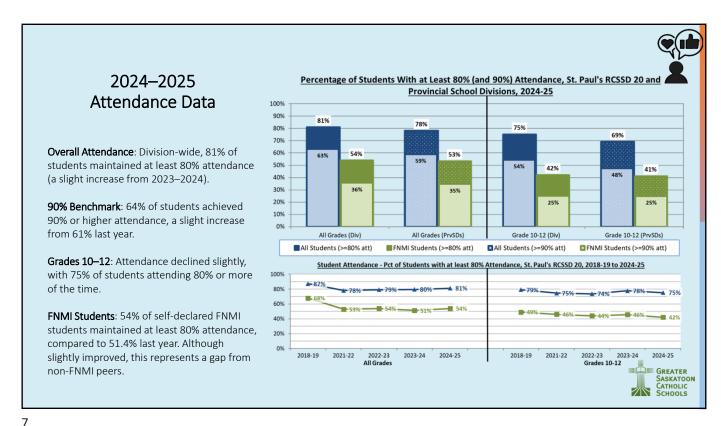
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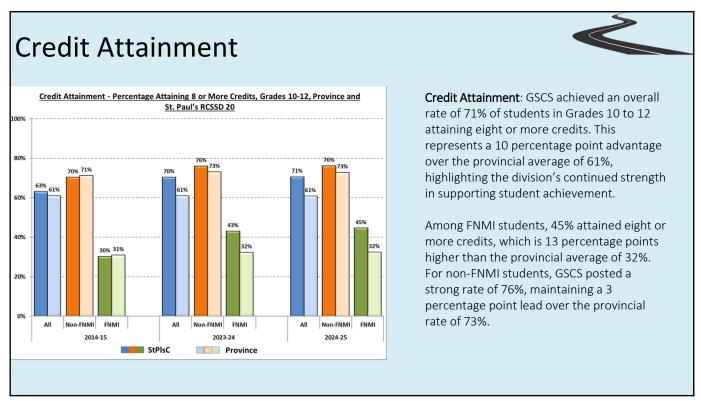
EYE Data

- Kindergarten Readiness 79% of students were ready for primary learning by year-end.
- FNMI Student Progress: At entry, 21% were ready for school, while 40% were in Tier II and 39% in Tier III. By spring, just over half (50%) exited Kindergarten ready for Grade 1, a 29-percentage point improvement; yet a quarter still remained at significant risk.
- Provincially: Overall, GSCS results align with provincial outcomes, with gains in reducing Tier III vulnerabilities. However, FNMI students continue to trail their peers, underscoring the need for sustained supports and additional targeted supports.
- Focus on Early Learning: GSCS will continue to advocate for expanded full-time Kindergarten in targeted schools and remains committed to assessment-informed instruction, family partnerships, and smooth transitions into Grade 1 to ensure every child begins with the strongest possible foundation.

 GREATER SASKATOON CATHOLIC

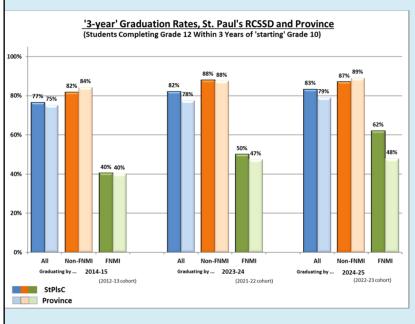


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Grad Rates (3-year)





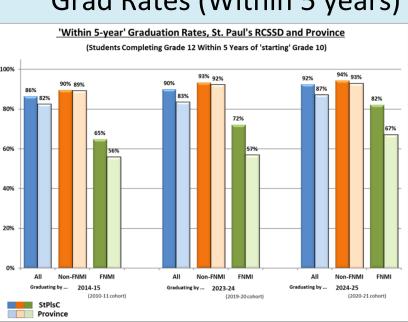
Graduation Rate Success: GSCS achieved an overall on-time graduation rate of 83%, which is 4 percentage points higher than the provincial average of 79%. This marks a continued upward trend from recent years and positions the division above its longterm performance levels.

FNMI Program Support: GSCS graduation rate rose sharply to 62%, outperforming the provincial average of 48% by 14 percentage points. This is a notable improvement from the previous year's FNMI result of 50%, signaling that targeted supports are having a significant impact in reducing achievement gaps.



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Grad Rates (Within 5 years)



Extended Graduation Rate Success: GSCS achieved an overall extended-time graduation rate of 92%, which is 5 percentage points higher than the provincial average of 87%. This reflects steady progress and a continuation of the division's strong performance relative to the province.

FNMI Student Progress: For FNMI students, GSCS recorded a graduation rate of 82%, a significant improvement from 72% the previous year and 15 percentage points higher than the provincial FNMI average of 67%.



This type of year-over-year growth highlights the effectiveness of targeted supports and focused initiatives to close long-standing achievement gap.

Student Transitions

Four Milestones



1. Family engagement



2. Partner with families and providers of Early Learning



3. Student engagement



4. Diverse career and life pathways



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Milestone 1

Family Engagement (PreK- Grade 12)





Honouring Family Voice in a Safe Space

The WHY...

Strengthening the connection between parents and schools fosters a positive, responsive, and family-centered approach. By valuing authentic family voices, we create meaningful opportunities for engagement that nurture belonging, identity, and reciprocal relationships among children, families, and educators.

Relationship, connection, family, belonging, kehtawisowin, nakateyimitowin

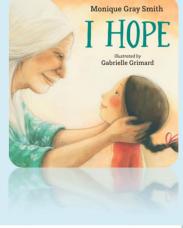


Honouring Family Hopes & Dreams

"Every family carries unique hopes and dreams for their children. By listening, learning, and building relationships, we create pathways that honour their voices and nurture each child's future."

















Family Learning Opportunities elcome to "This Week at Home", engaging multimedia content from your child's Religion program, Growing in Faith, Growing in Christ. This content has been carefully selected to correspond to the liturgical year. We hope that the selections here will help you and your family learn about your faith together and with your school and church communities. Ordinary Time: September 3-November 30 · Palm Sunday: April 13 • Advent: December 1-24 Holy Week: April 14-19 Ordinary Time: January 13-March 4 • Easter Sunday: April 20 • Lent: March 5-April 13 • Easter: April 20-June 7 Ash Wednesday: March 5 • Pentecost: June 8 • First Sunday of Lent: March 9 Please note that all dates are approximate and the number of weeks may vary Week 5 Week 1 Week 2 Week 3 Week 4 October Week 6 Week 7 Week 8 Week 9 November Week 10 Week 11 Week 12 Week 13 December Week 14 Week 15 Week 16 Christmas Winter Break Week 17 Week 19 February Week 21 Week 22 Week 23 Week 24 March Week 25 March Break Week 26 Week 27 Week 28 SASKATOO CATHOLIC SCHOOLS

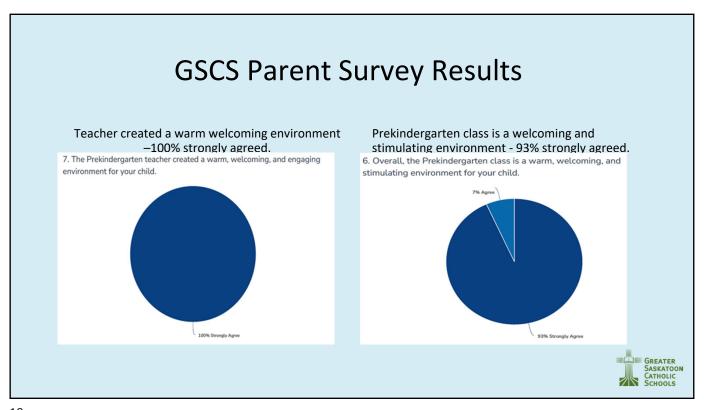
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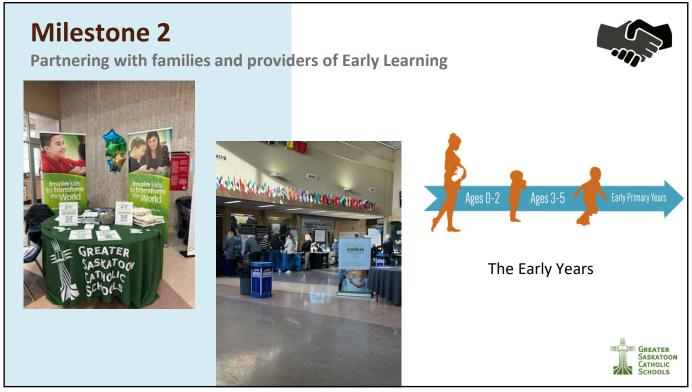


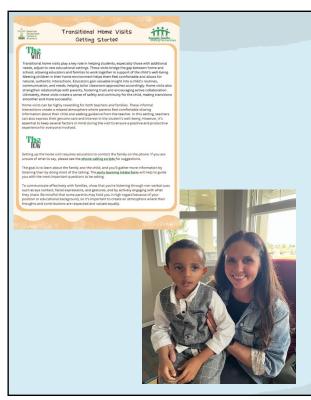
Vision

- Every child and their family will have the opportunity to participate in a successful school transition plan.
- Families are supported and valued as children transition toward and into school.
- I can successfully transition to school because my caregivers, service providers, and teachers work together to learn all about me!



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Transitional Home Visits



"What if every teacher in our division chose just one student this year—one child they wanted to connect with more deeply, support more fully, or understand more completely—and made time for a home visit?

I truly believe it could change everything.

It would change how we teach.

It would change how we connect.

And most importantly, it would change how our students feel at school.

In all my years of teaching, I've never met a colleague who did a home visit and wasn't transformed by the experience. Every teacher I know who has taken that step returned with a renewed sense of purpose and a deeper connection to their students."

Amy Findlay, Kindergarten Teacher







Saskatoon West 209 Fairmont Drive

Saskatoon East 163 Gibson Bend

Martensville/Warman
7-7 Centennial Dr. N., Martensville

Humboldt 1605 8th Avenue

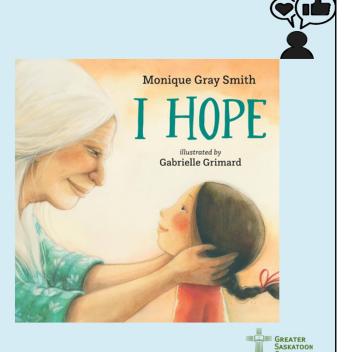
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Milestone 3

Student Engagement at Key Transition Points

- · 0-5 yrs. to warm handoff at PreK or K
- Kindergarten to Grade 1
- Middle Years
- · Grade 9 to Highschool
- Grade 9 to grade 10
- · Grade 12 to postsecondary or career path





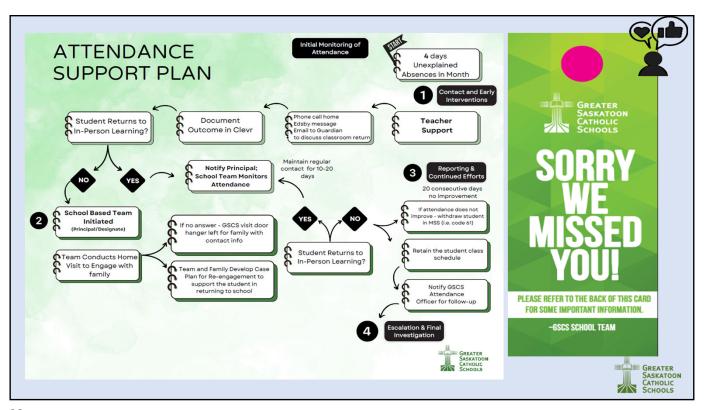


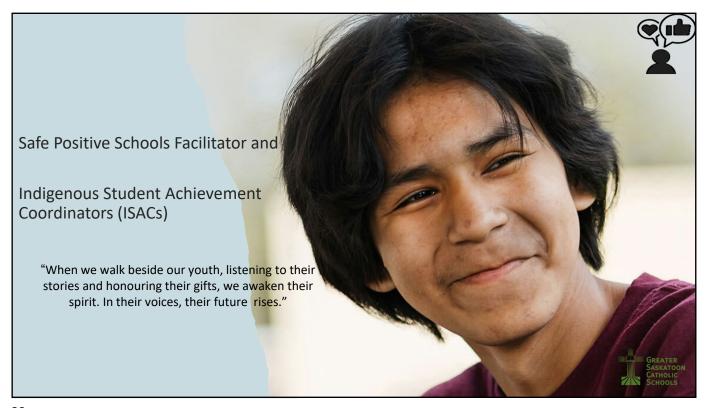
Community Mapping-Supports for children 0-5 years

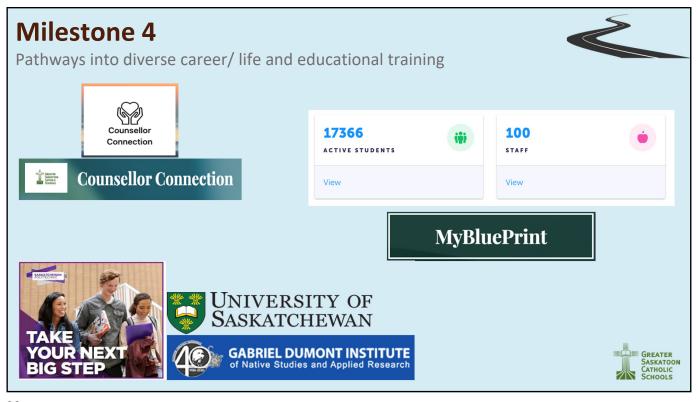














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Indigenous Student Supports
And Inspiring Success

Goal Posts and Future work

Milestone 1- Family Engagement- improved attendance and engagement

- · Honoring Family Voice- Engaging Families upon entry
- CSCC Trustee/Liaison meetings
- Partnerships and Community Engagement
- Power BI- Attendance Strategy and implementation of extended absence protocol
- · Expand Student engagement Field Test

Milestone 2- O-5 Roadmap- warm hand off with several touch points

- Home visits with ELIS families
- Complete Community Mapping
- Community Connections

Milestone 3- Key Transition Points-smooth transitions

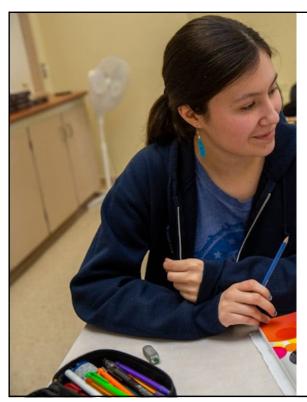
- Tracking students through CLEVR
- Building Bridges expansion (High School)
- Engage family voice at middle years and HS transition processes

Milestone 4- Pathways-higher grad rates and a plan for the future

- My Blueprint- extended to grade 6-12
- SIIC Partnership
- Pathways Program STC partnership







Questions or Wonders?



Early Learning Intensive Support Pilot Support Pilot

Information for Families

The Early Learning Intensive Support Pilot

is a program for young children who require intensive supports to meet their potential.

Presently, programs are being offered in Regina and Saskatoon.

Prekindergarten is a high quality, half-time early learning program available in some schools. Each PreK program accepts sixteen children who are living in vulnerable circumstances. Selection criteria (low socio-economic status, referral from a government of community-based agency, social isolation or not having access to early learning programs, family health care challenges, exposure to family trauma and delays in the child's development) are used to identify the children with the greatest need.



The Early Learning Intensive Support Pilot

provides additional spaces in a limited number of Prekindergarten programs to provide opportunities for children to engage in inclusive learning with other children the same age. Support will be provided through a collaborative team approach to meet individualized needs, and to promote strengths from learning and participation. The unique needs and circumstances of the child, the class and facility will be considered for each situation.



Can my child access this support?

The Early Learning Intensive Support Pilot is for children who live in either Regina or Saskatoon and have significant developmental delays, requiring intensive support to meet their potential. This may include but is not restricted to children with visual impairments, who are deaf or hard of hearing, have autism spectrum disorder or complex medical needs. A medical diagnosis is not required to qualify but there are a limited number of spaces available so not all children will be accepted to receive this support. Factors such as the age of the child and other available services may impact which child is given priority. The school division determines which programs will provide early learning intensive supports. Factors considered include the unique needs and circumstances of the child, the class and the school.

How old does my child have to be to attend?

Children who are three or four years of age can attend the program, although priority will be given to four year olds.

What kind of support will my child have in the classroom?

The Prekindergarten program is led by a teacher with the support of a prekindergarten associate. An educational assistant will also be assigned to the program who will assist the teacher to support meaningful participation of all children in the early learning program through interactions with peers, the development of play skills and incorporating individualized goals. An Inclusion and Intervention Plan (IIP) will be created for children requiring intensive supports. IIPs are planning documents that describe a child's unique individualized plan. These plans are created by parents/guardians, teachers and others who may support the child and will outline the supports and services your child will receive.

What if my child is also attending another early learning program?

Preference will be given to children who are not enrolled in another early learning program where intensive supports are being provided, including licensed child care. This is to reduce transitions for the child throughout the day, match family care needs with program hours and to ensure that the maximum number of children have access to an early learning program. Note: In licensed child care facilities, families may qualify for an enhanced accessibility grant which the centre can use to hire additional staff to support the integration and achievement of the child's individual goals in the early learning program.

What is the role of family in the Early Learning Intensive Support Pilot?

Family engagement is an integral part of Prekindergarten. Many opportunities will exist to participate and support your child's learning experiences in meaningful ways within the program. In addition, you will be part of the collaborative team, identifying and planning individualized goals, planning for transitions and problem solving together.

How do I apply for Early Learning Intensive Supports?

Contact your school division for an application form and more information.



Inclusionary Philosophy and Beliefs

An inclusive attitude, belief and approach, are embedded in the document, *Actualizing a Needs-based Model* (2015) which outlines the following inclusionary philosophy and beliefs:

- Focusing on the strengths, needs and interests of the student;
- Emphasizing the supports that the student requires and the elimination of barriers;
- Nurturing independence and interdependence by providing opportunities that promote the development of personal empowerment and self-determination;
- Maintaining a view that the student is an active participant within the immediate community and wider society;
- Embracing the belief that students are parts of an evolving society that believes all individuals belong in and are valued members of a diverse society; and,
- Fostering an attitude of respect, appreciation and acceptance of diversity.

For more information on inclusive education in Saskatchewan please refer to the following documents and resources:

- Actualizing a Needs Based Model
- Inclusive Education
- Supports for All Learners



Attachment 6.1.3 Video Services Brochure GSCS Gegulatre the ars a Bridge Between Us:

Living a Philosophy and Pedagogy of Parent and Teacher Engagement

A Video Series on Parent Engagment in the Early Years Debbie Pushor & The Parent Engagement Collaborative III

Purpose

- To invite sustained learning & reflection about parent & family engagement as a philosophy & a pedagogy
- To share teacher & parent stories which exemplify engagement, learning journeys, & effective practices of possibility
- To provide resources for continued professional learning

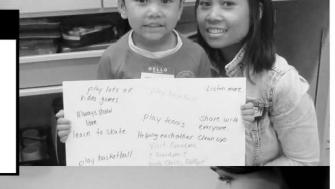




 Educators, Teachers, Parents, SCCs, School Division Leads, Consultants, Administrators & Directors

Format for each video

- Purpose for viewing
- Video clip(s) that present educators'/parents' stories
- Questions that invite an unpacking of the stories
- Reflective activities to promote a move to action
- Further references for deepening learning



Videos

Introductory Video (9:16)

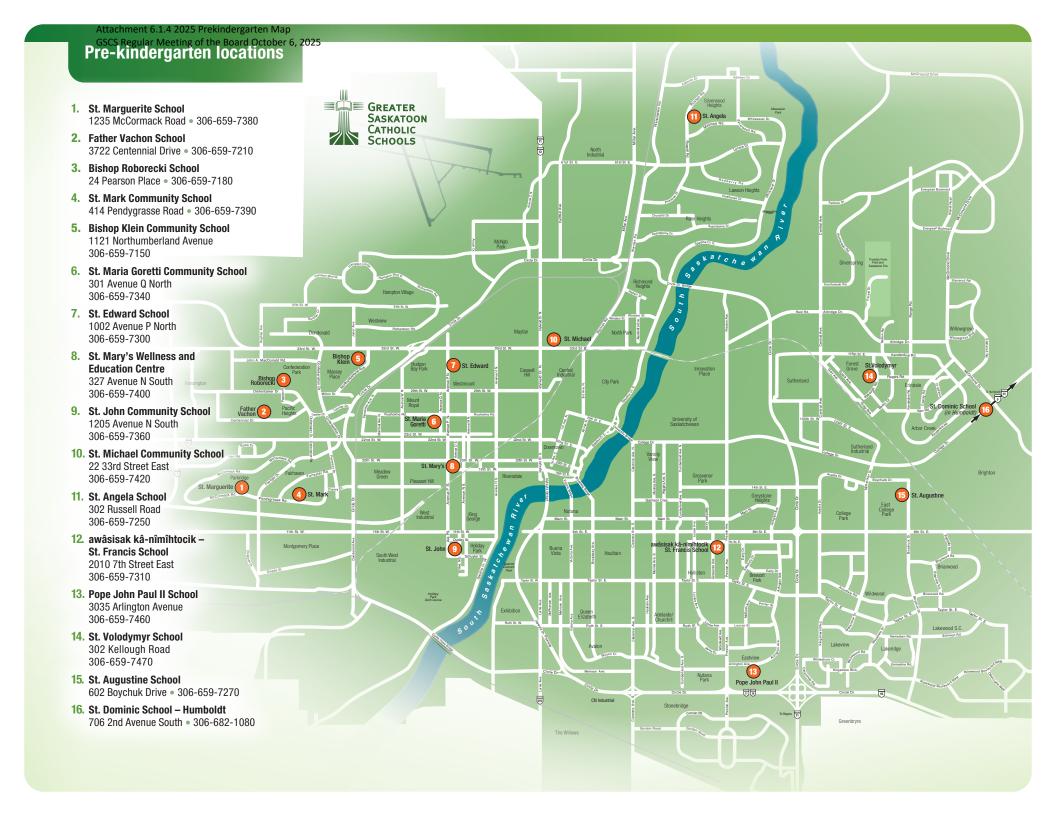
- I. Examining Beliefs and Assumptions (30:30)
- II. Building Relationships: Learning With and From Parents (27:58)
- III. Relational Home Visits (42:10)
- IV. New Ways of Sharing Learning with Parents and Families (33:20)
- V. Co-Constructing Teaching and Learning with Parents (37:18)
- VI. Systematic Parent Engagement (35:27)
- VII. Engaging with Individual Parents (21:36)
- Closing Video (3:02)



Videos Produced by Miror Video Productions

Music by Garnet Lindsay & Shelly Balbar

Our thanks to the Government of Saskatchewan for their support.



6.2 Lieutenant Governor's Board of Education Award for Innovation and Excellence In Education



Board Priority:

- Building Relationships and Partnerships
- Improving Student Learning and Achievement

Presented by: Executive Council

The Lieutenant Governor's Board of Education Award for Innovation and Excellence in Education, administered by the Saskatchewan School Boards Association, recognizes innovative practices advanced by boards of education that improve student achievement. The Boards of Greater Saskatoon Catholic Schools, Saskatoon Public Schools, and Prairie Spirit School Division are pleased to jointly nominate the Saskatoon Industry Education Council (SIEC) for its leadership in connecting students with meaningful career pathways. Since 1998, this partnership has grown steadily, strengthening ties between education and industry and preparing youth for success in Saskatchewan's workforce.

The Greater Saskatoon Catholic Schools Board of Education extends sincere thanks to the Saskatoon Industry Education Council, our partner boards, community organizations, employers, and educators who contribute to this work. Their commitment has made it possible for thousands of students to explore pathways, develop skills, and gain confidence for their futures. We are proud to bring forward this nomination in recognition of their collective effort and dedication to students across Saskatchewan.

Attachment 6.2 provides the Lieutenant Governor's Award submission for review.

Recommendation:

That the Board of Education receive the information as presented and approve the submission for the Lieutenant Governor's Board of Education Award for Innovation and Excellence in Education.

Lieutenant Governor's Board Of Education Award for Innovation and Excellence In Education

Nomination:



Career Exploration ● Skill Development ● Experiential Learning

Helping students discover their strengths, explore career paths, and build real-world skills to thrive in tomorrow's workforce.

By connecting education, industry, and community, the Saskatoon Industry Education Council (SIEC) creates powerful experiences that help students see and seize their future. Through hands-on learning, career exploration, and mentorship, students gain real-world exposure to high-demand fields, build essential skills, and develop the confidence to pursue meaningful, sustainable careers right here in Saskatchewan.

SIEC is not just preparing youth for jobs—it's helping them discover their purpose. And in doing so, it's building a future where young people stay, thrive, and lead in the communities they call home.

Vision: The SIEC connects students, educators and employers through innovative career development, and experiential learning opportunities.

Mission: The SIEC envisions a future where every student has access to meaningful experiential learning and career development opportunities.

Home - Saskatoon Industry Education Council

Joint nomination by:



Kate Kading, Board Chair Tracey Young, Director of Education www.spiritsd.ca



Diane Boyko, Board Chair François Rivard, Director of Education www.gscs.ca



Kim Stranden, Board Chair Shane Skjerven, Director of Education <u>www.spsd.sk.ca</u>

Introduction

The Saskatoon Industry Education Council (SIEC) was incorporated in 1998 as a non-profit organization, partnering with Greater Saskatoon Catholic Schools, Saskatoon Public Schools, Prairie Spirit School Division, and federal schools through the Saskatoon Tribal Council, representing seven First Nations.

SIEC offers hands-on career exploration and skill development programs designed and delivered for students from Kindergarten to Grade 12.

SIEC programs are grounded in three key pillars:

- Career Exploration: Industry-led sessions like Spotlight on Careers offer programs like HealthLink, ManuQuest and Digitized to help students discover what's possible.
- **Skill Development:** Practical programs such as Skills Bootcamps, Skill Sets, employABILITY and Safety@Work give students a head start on workplace readiness.
- **Experiential Learning:** Internships, job shadowing, and mentorships, especially through the Saskatchewan Youth Internship Program (SYIP), connect students to real work experiences and future opportunities.

Program Goals

One of the priority areas of the Provincial Education Plan is "Student Transitions":

Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway. <u>Provincial Education Plan | PreK-12 Education, Early Learning and Schools | Government of Saskatchewan</u>

The SIEC plays an important role in preparing students for the transitions in their future: in education, in employment, in their community and in life.

Through innovative programming, students find their passion while engaging in authentic learning experiences that provide them with opportunities for career exploration and, in some cases, credits toward graduation. These learning opportunities support the province, school divisions, and school level goals to improve graduation rate outcomes for all students.

Career-development programming supported by SIEC supports the goals of the Saskatchewan curriculum by building lifelong learners, building a sense of self and community, and building engaged citizens. As students explore various careers, they develop a curiosity about their future, motivating them to identify and further their personal interests.

Through a variety of opportunities, students reflect on their work experiences and how those experiences connect them to their community. The knowledge and skills that students gain through hands-on activities provides the opportunity to engage as citizens, not only through paid work, but also by obtaining transferable skills through volunteer opportunities.

Innovative nature of the program or project

Through strong partnerships among business, K - 12 education, and post-secondary institutions, SIEC delivers hands-on career exploration and experiential learning programs that connect youth interests and passions with the province's workforce needs.

This includes the Newcomer Youth Engagement Program, Spotlights, Bootcamps, Safety@Work, employABILITY, Skill Sets, Connected: Young Women Exploring Careers and the Saskatchewan Youth Internship Program.

Province-wide, SIEC delivers SaskMoney (financial literacy) and SaskCode (coding, robotics, and computational thinking). The Mind Over Matters mental health program now reaches beyond Saskatoon, while Relevance Magazine and the Contact Conference remain cornerstone initiatives.

In the past year, SIEC engaged over 62,000 students, 7,000 educators, and 980 business, community, and post-secondary representatives, co-creating 40 programs across sectors such as manufacturing, construction, healthcare, information communications technology, green technology, agriculture, mining, entrepreneurship, and public service, showcasing career pathways, post-secondary options, and essential skills.

Guided by a Board of Directors representing education, industry, and community leaders, SIEC is ready to expand its reach, strengthen programming, and inspire Saskatchewan's next generation to dream bigger, learn more, and step confidently into the future.

Career readiness is emerging as the new frontier for education. Career-ready students are prepared for success in life after high school, whether that includes post-secondary education or modern jobs and career paths. Increasingly, stakeholders are recognizing that the purpose of, and success in, publicly funded K-12 education goes beyond test scores or graduation rates.



Defining the success of secondary school must include building the knowledge, skills, and attitudes (global competencies) that students need to flourish as mature citizens. A high school diploma, in this view, should certify readiness for post-graduation jobs and learning experiences, rather than merely mark the completion of secondary school.

Increased focus on career readiness is triggering a paradigm shift in education. Personalized, project- based, work-based, experiential learning helps students explore and test career pathways at all levels while learning academic subjects in real-life scenarios. Rather than forcing educators to choose between preparing students academically or preparing them for life beyond formal education, this model underscores the relevance of academic learning, increases student engagement and personalization of learning.

Evidence of direct Board influence and participation in the innovation

The Boards of Education for Saskatoon Public Schools, Greater Saskatoon Catholic Schools, Prairie Spirit School Division and the Saskatoon Tribal Council support career education and exploration for students as they transition beyond Grade 12. These partners are invested in the innovative programming provided through the Saskatoon Industry Education Council.

Each board has identified the transition to post-secondary and the workplace as a priority and outlined goals that are supported through the partnership with SIEC, including regular reports to their respective boards.

Greater Saskatoon Catholic Schools Board of Education has identified the following goal within the priority of Improving Student Learning and Achievement:

• To support all students from early learning to the completion of high school in successfully navigating the various transitions, and in discerning their pathways in life.

Saskatoon Public Schools Board of Education has identified the following strategic priority:

Saskatoon Public Schools' goal is to inspire every student to reach their potential by fostering academic
excellence, character, engagement, and well-being through strong relationships, equity, and accountability.

Prairie Spirit School Division Board of Education has identified the following goals for Prairie Spirit graduates:

- Have real choice after high school because they can collaborate, communicate, be creative, solve problems and engage as contributing citizens.
- Are confident to make choices for their future based on the broad areas of knowledge and learning skills they have acquired.

Saskatoon Tribal Council has identified the following goal:

• Enhance students' academic success and overall wellbeing by supporting access to social and community programs that improve quality of life for families.

Each year, financial and in-kind contributions are provided to SIEC through Boards of Education to support the

career opportunities provided to students. The cost of a full-time coordinator is shared by the three school divisions. The coordinator position has been critical in supporting the programming within schools and designing programming that meets the unique needs of both the students and the various industry and post-secondary partners.

Additionally, the SIEC's Mind Over Matters program is cost shared with the divisions. All other educator positions are funded through various provincial and federal funding. Funding and sponsorship for programming are sourced through industry, business, charities, and government to gives the SIEC the ability to provide innovative and impactful opportunities free of charge for students.



Board Support for SIEC:

"Our partnership with SIEC shows what is possible when schools, business, and industry work together. Through Spotlight events, Boot Camps, internships, and mentorship programs, Greater Saskatoon Catholic Schools provides students with real career experiences and hands-on learning opportunities.

Students get real-world experience as they explore where they may fit into the workforce of the future. Year after year, we see students grow in confidence, gain valuable insight, and take steps toward a fulfilling career. At the heart of our work is the belief that there's opportunity for every student. Our partnership with SIEC makes that belief a reality as we build it together."

- Diane Boyko, Chair, Greater Saskatoon Catholic Schools Board of Education

"Saskatoon Public Schools is proud to partner with the Saskatoon Industry Education Council to help our students explore meaningful career pathways and develop real-world skills.

The SIEC's exceptional programs connect classrooms with industry experts, inspiring young people to discover their strengths and imagine their futures. This partnership reflects our shared commitment to preparing students not only for graduation, but for life beyond school."

- Kim Stranden, Chair, Saskatoon Public Schools Board of Education

"Our partnership with SIEC is a different level of opportunity for students in our division. Their programs create possibility and dreams where they may not have been before. With each success story, we see not only excited, thriving young people ready for their chosen field, we see endless possibility. SIEC is a gift in this province and Prairie Spirit is so proud to continue to support their programs and initiatives."

- Kate Kading, Chair, Prairie Spirit Board of Education

"SIEC is a valued partner in helping to close gaps in education for Indigenous youth and supporting increased Indigenous participation in the labour force by offering learning opportunities that promote achievement and help young people reach their potential."

- Mark Arcand, Tribal Chief

Sustainability of the innovation within the present system

The sustainability and growth of SIEC can be attributed to the many ways that the organization works to gather the voice of their stakeholders to inform, adapt and innovate the programming provided. The growth of the board, SIEC staff, partnerships and programming are a direct result of the responsive and exemplary career exploration opportunities that this partnership provides for students in Saskatoon and surrounding areas.

A strong and visionary board of directors governs the SIEC, with representatives from business, secondary and post-secondary education, governments, and industry associations. Committees with similar representation imagine and help implement opportunities for partnership-based career exploration and development. SIEC continues to see growth in the variety and amount of programming that is accessed by students.



In 2002, SIEC facilitated two programs. Over the years, that has

grown to over 40 programs through additional support from the school divisions, industry and business partners, post-secondary programs, and government funding from both provincial (Ministry of Immigration and Career Training) and federal governments (Innovation, Science and Economic Development and Immigration, Refugee Citizenship Canada).

The sustainability of this partnership and its programming can be summarized by the commitment of the organizations that work together to provide second-to-none career development opportunities for students.

Client support for the innovation

SIEC programs are on an application basis and are in high demand within schools. Students must outline their rationale for wanting to participate in the program. Program participation is free for all students. Typically, there are two or three times the number of applications available spots in all p rograms. For example, this past year the Saskatchewan Youth Internship Program had 249 student applications for 109 positions with over 59 companies. This number continually grows, especially with the opportunity to earn high school credits at the same time.

It should be noted that over 117 high school apprenticeship credits were earned in summer 2025. As many of the programs are for an individual, it should be noted that attendance is over 90 per cent for those accepted applicants.

Student feedback - Spotlight on Careers:

- "Over the four years of high school, I have attended five events through SIEC, including three Spotlight on Law Enforcement and two Connected Events. I am now entering a policing-based postsecondary program and am on track for a career with the RCMP."
- "This Spotlight on Careers event really confirmed my vision of my future, which I'm grateful for. I'm continuing to plan for postsecondary education."
- "This Spotlight on Careers event was a fantastic opportunity to help me pursue my passion and (with a little hard work) future career. I want to thank all the student volunteers who did an exceptional and inspiring job explaining their passions and skills to us in an engaging and creative manner. I would also like to thank the Dean for taking the time to visit and inspire the next generation of prospective graduates from his college. I was honoured to be a part of this opportunity and deeply appreciate everyone involved with it. I wish to work with those I met at this spotlight in my future, and look forward to applying for Law in the coming years."
- "The SIEC made me feel successful and accomplished about my current career exploration journey and helped me develop the confidence to overcome upcoming difficult life stages."

Student feedback - Saskatchewan Youth Internship Program - SYIP:

- "The SYIP Program has helped me gain experience and something I can put on my resume. And this program is not just a summer investment but a lifetime investment."
- "The SYIP helped me decide to pursue the trades because I was able to have hands-on experience in the trade that I was interested in. That experience was invaluable in helping me make a decision on my post-secondary education exiting high school. When I started the electrical trade, I found that time just flew by... as the saying goes "Time flies when you're having fun!" I was doing something that I enjoyed and learned new things daily."

Student feedback - Bootcamps:

- "I found the staff to be very friendly and knowledgeable. They were very helpful and encouraged us to expand our projects."
- "Awesome class, I really expanded my knowledge of both the workforce & welding, and enjoyed every minute I was there."
- "It was a great experience and was very informative. Would recommend to others to learn and gain knowledge about culinary."
- "This was a wonderful experiment that allowed me to gain knowledge and skills that will help me in my future. I had so much fun, thank you!"

Educator feedback:

- "Through working with the SIEC, I can inform better and connect students to hands-on experiences in areas of interest to them."
- "The SIEC is continuously evolving to offer the most comprehensive events for students."
- "Teachers are enthusiastic about the SaskMoney website and appreciate how clearly and logically it
 organizes resources to support the Financial Literacy 10 curriculum. You and your organization should be
 very proud of this accomplishment. Thank you for your efforts in making this valuable resource available
 to all educators."

- "Thank you for the well-organized opportunity for professional development. You were generous with your time and sharing your efforts. I will be implementing a lot from your new website the thing I'm most excited about is how organized it is. I really like the setup and high quality."
- "I have been using your website a lot for its materials! It is a great resource."

Employer feedback - Saskatchewan Youth Internship Program - SYIP:

- "The Saskatchewan Youth Internship Program is a vital part of the industry within Saskatchewan; providing this program helps the young workforce get an idea of what the real world is all about."
- "Our experience of the SYIP has been that it is an excellent way to put motivated young people with an interest in the trades in touch with employers who can give them the experience they need to get started in the workforce and to make a more informed decision regarding their post-graduation plans. Loraas has had successful results recruiting quality employees through the program, who have then moved into apprenticeship programs and stayed with the company. Even in cases where the employment relationship did not continue after the summer, both the students involved and the employer benefited from the experience. Loraas is proud to support this program, which both benefits the Saskatoon community youth and continued growth within the Saskatchewan trades sector."
- "Humboldt Electric strongly believes in sponsoring the Saskatchewan Youth Internship Program each year as a means to invest in the future of our industry and to tap into the large talent pool of young people looking for career opportunities. Through this program we are able to provide students with the opportunity to gain hands-on experience, as well as a clear understanding of their chosen trade industry. After 22 years, Humboldt Electric is proud of the success we have had in partnering with the SYIP and are happy to currently have several valued employees as a result of this program."
- "The SYIP is such a great program to bridge that gap and give those students an opportunity to try out a
 career and understand what the skilled trades are in a safe and supported environment. It's been
 extremely beneficial as a contractor and I know it's extremely beneficial as a student."

Partnerships in support of the innovation

SIEC has built a culture of community through shared responsibility over the years. This has been made possible through a growing list of participating youth and collaborators from education, industry, and government who contribute to the development of youth through investment of time, talent, goods, services, and finances.

Over the years, the SIEC has worked with over 980 partners to create opportunities for students. Current SIEC partners can be found at the following link: About - Saskatoon Industry Education Council

Over the past 20 years, the success of SIEC has been founded in unique partnerships with industry, post-secondary institutions, provincial and federal government ministries and K-12 educational authorities. This includes funding specific projects through in-kind contributions of space and human resources, as well as sponsorship and contract dollars.

Evidence of Improved Student Achievement

The impact that SIEC has on student achievement can be measured through the numbers of students accessing programming, growth in the variety and number of programs and credits achieved.

An example of this success is through the Saskatchewan Youth Internship Program (SYIP). In 2025, 109 students and 59 employers joined together to provide apprenticeship opportunities and immersion in the workplace. Many of these students remain engaged in the trade or industry of their choice. Built into this program is the opportunity for apprenticeship credits and completion of the Saskatchewan Youth Apprenticeship (SYA) Program certificate.

Over the past five years, 385 students have completed SYIP programming, providing students 244 credits towards graduation. Students have received 210 job offers to continue with their company and offered the opportunity to become apprentices.

The immeasurable evidence of success includes the qualitative feedback from students, staff and partners. Students who participate in SIEC programming are provided opportunities to explore their interests and develop career-ready skills and knowledge.

At times, students are affirmed by their selection and engagement within programming. Other times, they are surprised by the realization that what they explored and were previously interested in may not be for them. In both scenarios, the goals of career exploration were achieved as students are learning more about themselves and their own personal journey to happiness and success in life.

Conclusion

SIEC has valued partnerships connecting elementary and secondary students with post-secondary opportunities, modern job experiences and career path exploration. The vast partnerships fostered through SIEC provide a variety of authentic learning programs, supporting students in finding themselves while developing the skills and knowledge to be successful in life, both in and out of a formal school setting.

vorking With Over
< 145,000+ Students >
In
< 5,700+ Classrooms >
with
< 8,800+ Teachers >

6.3 Promoting Stewardship Monitoring Report



Board Priority:

Promoting Stewardship

Presented by: Deputy Director / Chief Financial Officer J. Lloyd, Superintendents K.

Kowal, T. Hickey and R. Martin, and Managers K. Holmes and L. Langlois,

and Chief Information Officer, K. Kist

Background Information:

Our board priority of promoting stewardship and subsequent goals guides our work in various areas. To report on our progress, the information included in this report is aligned to goals that are defined under this priority:

Rationale: Catholic education includes a calling to take care of God's abundant gifts. As stewards, board members are entrusted with the gifts of people, financial resources, facilities and the environment. We seek to receive these gifts gratefully and tend to them responsibly so that our work contributes to the greater good of the school division, our communities, and our world. The Board of Education will continue to define and implement practices to achieve and sustain excellent board governance.

1. Human Resource Services

Board Goal: To support and nurture all of God's people who minister in Catholic education within Greater Saskatoon Catholic Schools (GSCS).

Department Goal: Healthy and safe workplaces where a culture of safety and wellness is embraced.

Rationale:

- When our employees are healthy, well, and at work, they, their families, our students and our school division benefit.
- Student outcomes are enhanced by consistent staff presence.
- Staff morale is enhanced.
- Workers' Compensation Board (WCB) premium surcharges and costs associated with injuryrelated absenteeism detract from our ability to better resource the learning program and needs of our classrooms.

Actions:

- Creating a safety culture is a priority of our division and has been supported from every level of our organization.
- Injuries and near misses are investigated with the intention of correction and future injury prevention.

- Return-to-work plans emphasize the safe and timely return to work with a wide range of accommodations made available.
- We have secured priority physical and occupational therapy access (when desired) to facilitate more timely return to wellness for our employees.
- Continued review of historic WCB files to ensure appropriateness of determination with request for appeals/reconsideration/cost relief as appropriate.
- Active WCB claims management and advocacy to ensure fair determinations and claims management including progressive return to work planning.
- Division-wide Workplace Safety Committee continues to meet to direct and support overall employee well-being.
- Our Employee and Family Assistance Plan (EFAP) continues to be well utilized with very
 positive feedback from employees. Our plan provisions provide for professional counselling
 support to our employees and their immediate families and is the most generous within the
 province. We have three providers available: Navera Community Connections (formerly
 Catholic Family Services), PPC (Professional Psychologists and Counsellors), and Alma
 Counselling Place.

Our Results:

We are in a 16% premium discount position with WCB, which returned over \$70,000 in premiums savings alone, with additional savings to be found in reduction to WCB top up as required by Collective Agreements. While only aggregate data is available for our industry code, it is fair to state that we are amongst the leaders of school divisions in this province in this regard.

Furthermore, our experience rating would positively impact the provincial average/industry code, so our rating is perhaps even more impressive given this fact. This is the tenth consecutive year GSCS has been in a rebate position. The graphs on the following page illustrate significant progress made in our experience ratings. Unfortunately, 2024 proved to be a year with several long claims resulting in our highest total capped costs in over a decade.

Experience determines rates. Our 2023 data influences 50% of our 2025 rate (2022 data 33%; 2021 data 17%). Our diligence and consistency have allowed our rebate position to be our new normal.

Now What...

- Continue to develop and promote a safety culture that emphasizes the fact that every injury
 is preventable. Continue to encourage and educate employees regarding the importance of
 timely reporting. While returning employees to work quickly and safely following an injury is
 laudable, we need to be even better in our efforts to be pro-active to prevent injuries from
 occurring in the first place.
- Continue supporting and encouraging occupational health care services to facilitate wellness and return-to-work.
- Increased focus on practices to support and encourage mental and emotional wellness for employees and their families through utilization of EFAP offerings.

 Hope for positive response and impact from initiatives from our Staff Mental Health & Well-Being Committee.





Diversity, Equity, and Inclusion Initiatives

Department Goal: Greater Saskatoon Catholic Schools (GSCS) will reflect the student and community population that it serves at every level of the organization.

Rationale:

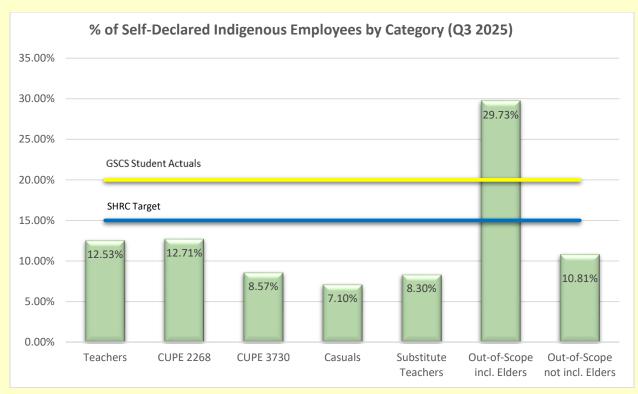
Diversity, equity and inclusion initiatives are designed to remove barriers to employment and ensure that current and prospective employees can fully participate in the many opportunities at GSCS. As one human family created in the image and likeness of God, we are committed to mobilizing diversity, equity and inclusion initiatives and to partnership with community as we foster an environment that promotes belonging and the success of all students and employees.

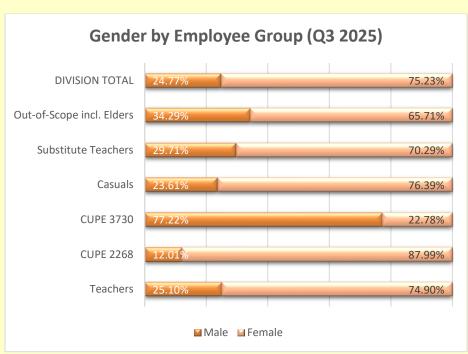
Actions:

- Continued collaboration with community and organizational partners including SaskAbilities, Saskatoon Tribal Council Employment Training Services, Saskatoon Open Door Society, and International Women of Saskatoon, to connect with job seekers.
- Partnership with the Gabriel Dumont Institute Work Experience Program to employ a Métis post-secondary student on the summer yard maintenance crew.
- Expansion of the accomplished intern bursary initiative to recognize an ITEP (Indian Teacher Education Program) and SUNTEP (Saskatchewan Urban Native Teacher Education Program) graduate annually.
- Expand data and reporting to include visible minorities.

Our Results:









Now What...

- Continue to monitor and address barriers to employee retention.
- Review existing diversity, equity and inclusion initiatives and collaborate with GSCS
 employment partners to continue to strive to build a truly representative workforce
 reflecting the communities we serve.

Leadership Formation

Department Goal: To provide opportunities for specific leadership development and capacity building within Greater Saskatoon Catholic Schools (GSCS).

Rationale:

Leadership matters and enhances student outcomes. Leadership in Catholic education is unique, and we are called to provide leadership development opportunities for our staff.

Actions:

With board support, GSCS has been able to provide the following leadership development opportunities for our staff:

- Newman Theological College Program
- > Administrator Mentorship Program
- > Teacher Mentorship Program

Results:

- GSCS' teacher participation continues in the Newman Theological College Program.
 Teachers continue to grow in their personal faith journeys and are exhibiting faith leadership in formal and informal ways.
- Administrator mentorship pairings continue to succeed in both vice-principal and principal categories.
- The Teacher Mentorship Program completed its second year in 2024-2025. 26 mentees
 were paired with a mentor (there were 20 mentors a few were assigned two mentees).
 Mentors and mentees gathered for structured and self-directed professional development.
 We continue to receive very positive feedback regarding the value the program brings to
 both mentees and mentors.
- The Indigenous Leadership Cohort was paused for the 2024-2025 school year as we 'graduated' our inaugural cohort.

Now What....

- Continued priority, support, and promotion of the Newman Theological College Program.
- Continued refinement of our 'in-house' Leadership Development Programs to ensure currency both in terms of content and participant need.
- Continued offering of the Teacher Mentorship Program
- Recruit a new group for the Indigenous Leadership Cohort

2. Technology Services

Board Goal: To responsibly allocate and utilize financial resources.

Service Desk Enhancements – A Major Win

Over the past year, we've made significant strides in improving support services after our migration to a modern support platform:

- Ticket Management / Resolution Time: Closed 7,448 tickets since February 2025, supported by improved processes and automation, this works out to approximately 45 tickets per day with an average closure time of 3.68 days. Compared against our 2023 numbers, 3,700 tickets closed in same time range with an average closure time of 12.56 days.
- Knowledge Base Expansion: Published 600 help articles, now integrated with ticket responses to empower users with self-service solutions.
- Virtual Agent Success: Our virtual agent resolved 245 tickets in the last six months with a 92% user satisfaction rate, utilizing our internal knowledge base.
- Next Phase: We are introducing ticket reclassification and Service Level Agreement to
 ensure timely responses and better prioritization, while also capturing project-based
 tickets for accurate reporting as some tickets are a long running project.

These improvements position us to deliver faster resolutions, enhance user experience, and maintain strong service quality as demand grows.

Network Modernization - Delivering on Our Vision

In August 2023, we launched a comprehensive network upgrade to modernize our infrastructure. At the start, only 10% of our network hardware was current (within one year), and most equipment was >7 years old and entering end-of-life.

By the end of first quarter of 2025, we will complete upgrades to all firewalls, switches, and access points, transitioning to a bandwidth-optimized, wireless-first architecture. This approach allowed us to reduce our switch footprint by 40%, improving efficiency and scalability.

Upon completion our state will be:

• Firewalls & Routers: ≤ 4 years old

Access Points: ≤ 3 years old

• Switches: ≤ 3 years old

We are also finalizing a forecasted refresh cycle to keep our network current and aligned with the division's strategic initiatives and prevent surprise capital expenditures and get the most possible lifetime out of our hardware.

<u>Data Center & Platform Consolidation – Driving Efficiency and Resilience</u>

We are transitioning from an N+2 redundancy model - which required maintaining two fully redundant data centers plus additional capacity (a costly approach), to a single primary data center with disaster recovery for critical services. This shift significantly reduces complexity and cost while maintaining high availability.

Key achievements and benefits:

- Platform Consolidation: Moving from five platforms to one, delivering redundancy and uptime within a single, modernized environment.
- Cost Optimization: By switching hypervisor vendors and leveraging Microsoft Education licensing, we've reduced renewal costs by ~92%.
- Hardware Refresh: Replacing end-of-support equipment with four new servers and a storage appliance, ensuring performance and reliability.
- Load Balancer Modernization: Migrating from aging hardware to a SaaS solution, eliminating hardware and software renewal costs.
- Security & Zero Trust: Consolidating into a cloud-based, zero-trust architecture at the same OpEx as current renewals, adding:
 - Remote gateways for secure offsite access.
 - Extended firewall policies and advanced protection layers at every location.
 - Web firewalls for internal and external apps.

This strategy ensures greater resilience, lower CapEx/OpEx, and a future-ready infrastructure aligned with our division's digital initiatives. This will also allow us to extend our firewall lifetime by years while greatly increasing our web filtering and security for our staff and students while being online at every location.

Unified Communications – Expanding Flexibility and Responsiveness

We are leveraging our Microsoft A5 licensing to enable staff to make and receive calls from their office numbers anywhere, with voicemail accessible across devices while bridging to our current system.

Key advancements:

- Teams Calling Adoption: Continued migration from legacy systems to Microsoft Teams, providing seamless communication across locations.
- Hardware Modernization: Converting outdated desk phones to Teams-certified devices, reducing maintenance and improving user experience.
- Enhanced Responsiveness: Implemented call queueing features for the helpdesk / pilot schools and administration offices.

These improvements deliver greater mobility, reduced hardware dependency, and improved service responsiveness, aligning with our digital transformation goals.

Backup Modernization – Simplifying and Securing Our Data

We are implementing a new backup platform to replace costly appliances and virtual machines, significantly reducing complexity in our hardware stack. This solution will centralize backups for all staff, covering both on-premises systems and Microsoft cloud services, and utilize immutable, air-gapped storage located in Canada, aligning with our data center strategy.

Key benefits:

- Comprehensive Coverage: Expanding from selective backups to all staff data, ensuring full protection of OneDrive, E-mail, SharePoint and Teams.
- Reduced Complexity: Eliminating multiple legacy systems and appliances for a streamlined, single-platform approach.
- Enhanced Security: Immutable, air-gapped storage mitigates ransomware risks and ensures compliance.
- Cost Efficiency: Lower CapEx and OpEx by retiring expensive hardware and maintenanceheavy solutions.

This modernization strengthens our resilience, simplifies operations, and positions us for a sustainable, future-ready backup strategy.

3. Administrative Services

Board Goal: To responsibly allocate, protect, and use financial resources in the most efficient way possible.

Purchase Card (PCard)

The BMO PCard Program for the past school year returned to the increase of usage by existing card holders, ghost cards, and the addition of new internal card holders. Rebate revenues this year resulted in almost \$49,005 in annual revenue which is a decrease of 32.4%.

The overall number of transactions saw an increase from the prior year to approximately 29,300 transactions annually or a 19.7% increase. The number of PCards issued across the school division increased 7.3% to 628 cards.

Contracts

On-going Long-Term Contracts

- Building Appraisal Services RFP process resulted in a 5-year contract with Loss Control Consultants Ltd. The estimated savings is \$4,000 annually.
- Fire Safety Systems Inspections Request for Proposal (RFP) process resulted in a 5-year contract with \$4,600 annual savings.
- Transportation RFP process resulted in a 7-year joint agreement with First Student and Saskatoon Public Schools. The new agreement includes installation of GPS in all buses to assist with efficient route management, and implementation of key performance indicators to assess company performance throughout the life of the Contract. The projected savings of the joint tender is \$500,000 annually for the school division.
- Reactive Maintenance Services for building controls, HVAC and mechanical RFP process resulted in a 5-year contract and a potential 5-year extension with Peak Mechanical.
- Student Furniture RFP process resulted in a 5-year contract with a potential of five oneyear extensions with Concept3 Business Interiors Ltd as the primary provider resulting in annual savings estimated at 30%.
- Cisco Vendor of Record 3-year contract to October 2023, with a potential 2-year extension with Charter Telecom Inc. with an estimated savings of \$5,000 annually.
- Audit Services RFP process resulting in a 3-year contract extended to June 2024 with MNP with an estimated annual savings of \$6,000,
- Snow Removal Services Request for Quotation (RFQ) process (October 2020) resulted in a 3-year contract and was extended one-year with Custom Snow Removal Services.
- Change Air Unit Retrofit RFQ process (March 2020) resulting in a 5-year contract with Charter Mechanical Ltd. With an estimated savings of \$77,000 annually.
- Transportation RFP process resulted in a 7-year joint agreement with Hertz Northern Bus and Saskatoon Public Schools. The new agreement includes installation of GPS in all buses to assist with efficient route management, a parent communication app and implementation of key performance indicators to assess company performance throughout the life of the Contract. The projected savings of the joint tender is \$400,000 annually for the school division.
- Banking Services RFP process resulted in a 5-year contact with CIBC with a potential 5-year extension.
- School Photographic Services RFP process (June 2023) with a potential two-year extension, resulted in a 3-year agreement with Edge Imaging Inc. This new agreement includes quality photos, high service levels, and equity for all schools within the school division.
- Building Security and Monitoring RFQ process (June 2023) resulted in a 3-year contact and a potential two-year extension, with an estimated savings of \$7,500 annually. Shadow Integrated Systems was awarded the Contract.

- Gymnasium Floor Refinishing RFQ process (March 2023) resulted in a 3-year contract and a two-year extension, with an estimated savings of \$26,000 per year with Wild Rose Sports Flooring Ltd.
- Fire Extinguisher Inspections RFQ process (July 2022) resulted in a 3-year contract with a 2-year option with Everguard Fire Safety with an estimated \$5,000 annual savings.
- Driver Education Services RFP process (June 2024) resulted in 3-year contracts with Alert Driving School, Klassen Driving School, Infiniti Driving, and LEAP Professional Driving School.
- Natural Gas RFQ process resulted in a 1-year agreement with a fixed rate of \$2.69 per gigajoule until October 2025.
- Juniper Vendor of Record RFQ Process (April 2024), resulted in a 3-year contract and a 2-year potential extension with Charter Telecom Inc. with an estimated annual savings of \$275,000.
- Filters RFQ process (2020) resulting in a 3-year contract and was extended 2 years, with Cypress Sales Partnership and DAFCO Filtration Group with an estimated savings of \$11,200 annually.
- Cyber Security RFP process (March 2024) resulted in a 3-year contract with Sasktel.
- Connectivity RFQ process (May 2024) resulted in a 5- year contact with Sasktel with an annual estimated savings of \$62,000.
- Amazon Business Prime Entered into an agreement with Amazon to create business prime
 accounts for all school division staff who purchase products from Amazon for business
 purposes. The move from the retail site to the business site have generated approximately
 \$113,000 in savings in 2024-25. The savings are a result of product discounts and shipping
 discounts. A total of approximately \$761,000 has been spent primarily in the areas of books,
 IT products, and office supplies.

New Long-Term Contracts

- Multi-functional and high-volume digital copiers RFP process resulted in a 5-year contract with Toshiba TEC Canada Business Solutions Inc. Approximate savings of \$250,000 over 5 years.
- Office and Classroom Supplies Participated in the provincial-wide school divisions RFP with a 5-year contract awarded to Hamster (brand of Novexco inc.) with a potential two additional one-year extensions, with an estimated annual savings of \$100,000. A rebate coupon programs provides a direct rebate to the schools.
- Caretaking Supplies RFP process resulted in a 5-year contract and was extended for two additional years, with Veritiv and Swish-Kemsol, with annual savings of \$35,000.
- Unified Hybrid Backup Solution RFP process resulted in a 3-year contract with Sasktel.

Financial Services

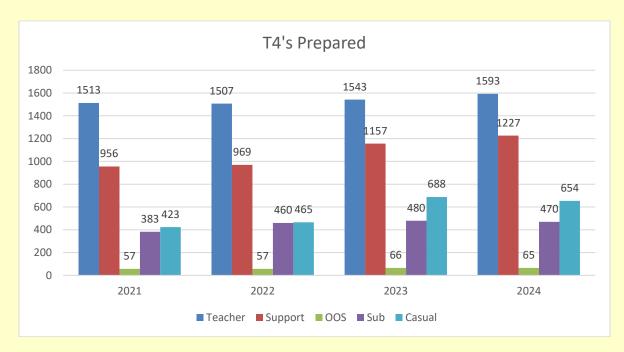
Overview

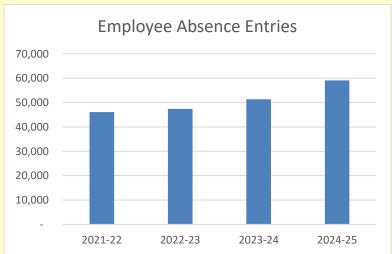
The Financial Services department is made up of nine full-time equivalent (FTE) staff members in the following areas:

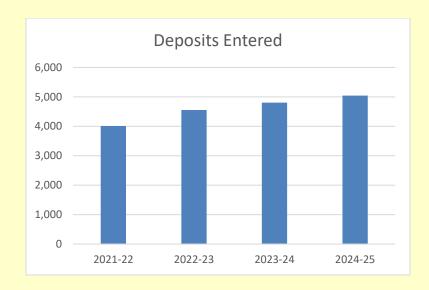
• Payroll – 3.75 (prior year 3.5)

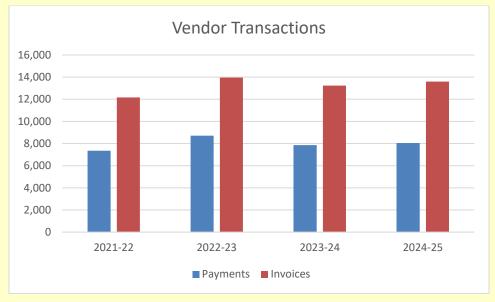
- Absence/Dispatch Coordination 1.0
- Accounts Payable 2.0
- Accounting and Budget 2.25 (prior year 2.5)

The volume of data processed in 2024-25 by the Financial Services department increased over the prior year. We continue to monitor workloads and ability to respond to the needs of the division.









Cash Management

The division continues to pay vendors electronically to increase the security of the payments. During 2024-25, the percentage of payments made by electronic funds transfer (EFT) increased slightly compared to prior years. The division will never reach 100% electronic payments due to the number of small dollar value one-time payments that are made, but we continue to reach out to new repeat and high dollar vendors to set them up to receive EFT payments.

Payment Type	% of Payments		% of Total Dollar Value Paid	
	2024-25	2023-24	2024-25	2023-24
Electronic funds transfer	71.8%	70.5%	93.2%	93.0%
Cheque	28.2%	29.5%	6.8%	7.0%

Since September 2020, the school division has also been using electronic means to collect funds at the school level. Here is the breakdown for 2024-25:

Deposit Type	% of Dollar Value Received	
	2024-25	2023-24
Cash/cheques	58.8%	58.7%
Electronic (MySchoolBucks, point of sale terminals)	41.2%	41.3%

Electronic payments in high school cafeterias have held steady 62.5% (2023-24 62.5%) of payments collected electronically. This reduces the chances of incorrect change being given in a high paced environment. The alternative payment method has also increased sales. The value of electronic funds received across the school division should continue to increase as elementary schools continue to adopt MySchoolBucks for their in-school collections.

Looking Forward

In March 2025, Financial Services began working on an accounting and payroll software upgrade with GSCS' Information Technology department. Leading this work ourselves will ensure stability, flexibility, and responsiveness to change in the future. Our goal is to improve efficiency, accuracy and improve service to our customer, the staff and vendors of GSCS. We are currently on target for a January 1, 2026, implementation date.

Financial Management

The school division received a clean audit opinion from both the external and provincial auditors for the fiscal year of 2023-2024, and work is currently being done on the 2024-2025 audit. The audit ensures administration is properly reporting financial information to the board and the stakeholders of the school division. Internal controls that protect the school division assets are tested during the audit to ensure sufficient risk mitigation.

4. Facility Services

Board Goal: To proactively maintain, plan and advocate for student-centred facilities to meet our division's current and future needs.

Advocacy

Our school division continues to advocate for appropriate funding to maintain, renew, and expand our facilities. Highlights over the past year include the following:

- Working with all school divisions and the ministry to demonstrate the ongoing need for maintenance funding, our Preventative Maintenance and Renewal (PMR) funding was increased by \$1,116,000 from \$3,833,000 (2024-2025) to \$4,949,000 (2025-2026).
- Our school division submitted five proposals for capital improvement projects: a new Joint Use Catholic Middle / High School within the Martensville and Warman Region of Corman Park, a Joint Use Aspen Ridge Catholic Elementary School, a Joint Use Kensington Catholic

- Elementary School, a Joint Use Blairmore Suburban Centre Catholic High School and consolidation considerations.
- awâsisak kâ-nîmîtohcik St. Francis School project was substantially complete in July 2025 and welcomed students for the 2025-26 school year. The grand opening ceremony and celebration is scheduled for October 3, 2025.
- The Holmwood Joint Use High Schools were approved in the March 2024 provincial budget. The project team has procured JPH Consulting as the project manager for the project and Kindrachuk Agrey Architecture as prime consultant. Both procurements were completed in collaboration with Sask Builds and Saskatoon Public Schools.
- The Brighton Joint Use Elementary Schools were approved in the March 2024 provincial budget. The project team has procured JPH Consulting as the project manager for the project and Kindrachuk Agrey Architecture as prime consultant. Both procurements were completed in collaboration with Sask Builds and Saskatoon Public Schools.
- The Aspen Ridge Joint Use Elementary Schools were approved in the March 2025 provincial budget for pre- planning studies. The Ministry of Education has provided approval to complete the planning and design for Aspen Ridge concurrently with the Brighton project.
- The Kensington Joint Use Elementary Schools were approved in the March 2025 provincial budget for pre- planning studies. Planning for this elementary school is currently on hold until land is made available for three elementary schools in this community. Greater Saskatoon Catholic Schools, Saskatoon Public Schools and Conseil des écoles fransaskoises will all have elementary schools in Kensington.

Maintenance

Our school division utilizes PMR funds to maintain our 54 sites. The majority of these funds were spent on the renewal of roofing systems and mechanical upgrades. A detailed report on this is provided to the board each fall.

Planning for our Future – Expansion and Renewal

Advocacy continues to ensure our facilities will meet the demands of future growth. The following schools received relocatable classrooms as part of the 2024-25 relocatable classroom funding allocations:

- Bethlehem High School 4 classrooms
- École Cardinal Leger School 2 classrooms (Relocated from St. Frances McPherson)
- École Holy Mary School 3 classrooms
- Father Robinson School 1 classroom
- Father Vachon Catholic School 1 classroom (Relocated from St. Frances McPherson)
- Holy Cross High School 4 classrooms
- Holy Trinity Catholic School 1 classroom
- St. Angela Catholic School 1 classroom
- St. Bernard Catholic School 1 classroom
- St. Joseph High School 4 classrooms
- St. Lorenzo Ruiz Catholic School 2 classrooms
- St. Luke Catholic School 4 classrooms (Relocated from St. Frances McPherson)
- St. Mark Catholic School 1 classroom

- St. Mary Community School 3 classrooms
- St. Therese Catholic School 2 classrooms

Our project delivery method for relocatable classrooms continues to meet the needs of the division while demonstrating the fiscal responsibility of our Board. In 2023-24, we were able to return nearly \$300,000 to the Ministry of Education of the \$7,800,000 funding allocation received. The 2024-25 project costs are not final, but we anticipate the ability to return a similar amount this year. In addition to being good financial stewards of the resources entrusted to the division, we will continue to explore opportunities to improve construction schedules for relocatable classroom projects.

Stewardship and Sustainability

Board Goal: To support school communities as they help students learn to care for God's creation through sustainable stewardship of the land.

In an effort to continuously improve, Facility Services aspires to be good stewards of the resources entrusted to us. We are proud to report on the following initiatives which demonstrate our school division's commitment to sustainability.

Heating, Ventilation and Air Conditioning (HVAC) Digital Control Upgrades

- Replacement of standalone pneumatic HVAC controls has been a long-standing priority of Facility Services
- Upgrading from pneumatic controls to centralized digital controls (Building Management Software (BMS) offers many benefits including more precise scheduling of air handling equipment which results in utility cost savings.
- The overall health of a facility's mechanical system can be viewed through a series of graphics without having to visit a facility.
- School based caretaking staff can be provided with support remotely as HVAC technicians can see what the school is experiencing in real time.
- Alarms are generated through the BMS when issues arise which signals that further investigation is required.
- This has led to an overall improvement in the quality of the learning and working environments for our staff, students and communities due to issues being identified and corrected in a shorter time frame.
- GSCS now has 19 facilities on centralized BMS servers with a goal of adding additional facilities annually.

Water Utility Savings

- Reducing our water consumption as a school division has been a focus now for several years and we continue to see the benefits of this work.
- Replacement of antiquated urinal flush tank systems and high-water volume toilets has been part of this work.
- Process has been developed to identify any schools that are showing signs of higher than normal water consumption. This triggers a site visit the school to meet with our schoolbased caretaking teams to review the facility. Reasons for higher than normal water

consumption may not immediately present themselves and we want to support our school based teams in this investigation.

• During the 2024-25 fiscal year, we have further reduced our annual water consumption by the equivalent of \$32,000.



Recommendation:

That the Board of Education receive the information as presented in the Promoting Stewardship Monitoring Report.



- Improving Student Learning and Achievement
- Promoting Stewardship

Presented by: Superintendent, K. Cardinal

Background Information:

On May 31, 2021, Greater Saskatoon Catholic Schools (GSCS) and Wanuskewin Heritage Park Authority (WHPA) signed a historic Memorandum of Understanding (MOU) titled *Nitōhtem*, meaning "my friend." This MOU was created to support collaboration in First Nations landbased learning and promote innovative teaching practices.

Currently, Wanuskewin does not have an active archaeologist on site, and GSCS students and staff are not participating in archaeological research conducted by the University of Saskatchewan. Despite this, the renewal of the MOU will continue to uphold and strengthen the commitment to collaborative programming that is grounded in Indigenous knowledge systems and land-based learning practices.

Strengthening the Partnership

The Memorandum of Understanding includes both financial and logistical supports that enhance access to land-based learning opportunities. These supports include subsidized bussing for GSCS students and reduced programming fees, helping to eliminate barriers and increase participation in educational experiences offered through Wanuskewin Heritage Park.

This partnership is a meaningful step on our reconciliation journey. It creates space for students to learn from the land and from Indigenous knowledge keepers, while building stronger relationships with our community partners. By reducing barriers like cost and transportation, we're helping more students connect in real, respectful, and lasting ways.

Recommendation

That the Board approve the renewal and signing of the revised Nitōhtem Memorandum of Understanding with Wanuskewin Heritage Park Authority.



- Celebrating and Promoting Catholic Identity
- > Improving Student Learning and Achievement

Presented by: Superintendent L. Giocoli Clark

Background Information:

The following enrolment report is based on actual students served as of September 30, 2025. These enrolment numbers are part of the official numbers submitted to the Ministry.

Greater Saskatoon Catholic Schools had an overall enrolment of 23,051 students which is an increase of 42 students from September 30, 2024.

Saskatoon City Schools

The Saskatoon city elementary and high schools have a combined enrolment of 21,154 students.

The breakdown, plus other categories of the enrolment, is as follows:

	Sept. 30, 2024	Sept. 30, 2025	Difference
Elementary Schools (Pre K to 8)	14,220	14,157	-63
High Schools (Grades 9 to 12)	6,651	6,997	+346
Students 22 years and older	(19)	(17)	(-2)
Home School (Kinder to Gr. 12)	332	361	+29
SIOS	226	0	-226
Total	21,429	21,515	+86

Greater Saskatoon Area Schools

Greater Saskatoon Catholic Schools operates five schools surrounding the city of Saskatoon. St. Augustine (Humboldt), St. Dominic (Humboldt), St. Gabriel (Biggar), École Holy Mary (Martensville), and Holy Trinity (Warman) have a combined enrolment of 1,536 students. This is a decrease of 25 students year over year.

The enrolment is as follows:

	Sept. 30, 2024	Sept. 30, 2025	Difference
Elementary Schools (PreK to Grades 9)	1,561	1,536	-25

Language Program Enrolments

Area	Sept. 30, 2024	Sept. 30, 2025	Difference
French Immersion Program	3,491	3,487	-4
Cree Bilingual Program	509	655	+146
Ukrainian Bilingual Program	301	231	-70
Michif Bilingual Program	83	95	+12

In addition, Humboldt Collegiate Institute (HCI) has 431 Grade 9-12 students. This is an increase of two (2) students over last year. Humboldt Collegiate Institute is a jointly run school between Horizon School Division and Greater Saskatoon Catholic Schools. This total is not factored into our overall division enrolment.

Recommendation:

That the Board of Education approve the 2025-2026 Student Enrolment report as presented.

6.6 Relocatable Classroom Application



Board Priority:

- Building Relationships and Partnerships
- Promoting Stewardship

Presented by: Superintendent R. Martin

Background Information:

Administration is requesting approval to apply for funding for 19 new relocatable classrooms. Applications for relocatable classroom funding are due to the Ministry of Education no later than October 24, 2025.

The following schools have been identified as requiring additional classroom space for the 2026-2027 school year based on enrollment projections.

Schools	Requested
Bethlehem High School	4
École Father Robinson School	3
École St. Luke School	1
Father Vachon School	1
Holy Cross High School	4
St. Angela School	1
St. Bernard School	1
St. Joseph High School	4
Total	19

All of the relocatable requests are related to population growth in the schools that are listed.

We anticipate a response from the Ministry of Education either in December 2025 or January 2026 indicating approvals.

Recommendation:

That the Board of Education approve that administration completes the required application requests to the Ministry of Education for nineteen new relocatable classrooms for the 2026-2027 school year, as outlined in the report provided.



Promoting Stewardship

Presented by: Deputy Director / Chief Financial Officer J. Lloyd

Background Information:

Urban reserve status allows a First Nation to convert land it owns within or near a city into reserve land under federal jurisdiction. This status is often pursued for strategic reasons such as economic development, access to services and markets, community support and reconciliation and inclusion. When land within a school division becomes an urban reserve, it is no longer subject to municipal or provincial property taxes. This can affect the funding model for local schools, which often rely on property tax revenue. To address this, education tax loss agreements, being agreements to compensate the school division for the loss of property tax revenues, ensure schools continue to receive adequate funding despite the change in land status.

The Lac La Ronge Indian Band owns two properties which are situated within the limits of our Greater Saskatoon Catholic school division and located at the following addresses:

- 1. 319 / 321- 21st Street East, Saskatoon, SK; and
- 2. 211 Wheeler Street, Saskatoon, SK.

Both properties are in Saskatoon and urban reserve status is being sought for these properties. Therefore, there is a requirement for a separate tax compensation agreement for each property.

Two types of school division agreements have been used in the past when establishing urban reserves:

- a) To pay grants in lieu on a yearly basis.
- b) To pay a lump sum based on a formula.

Lac La Ronge Indian Band has selected option (a) listed above for both properties.

Recommendation:

That the Board of Education approve the signing of the tax compensation agreements with Lac La Ronge Indian Band for the properties located at:

1. 319 / 321- 21st Street East, Saskatoon, SK;

AND

2. 211 Wheeler Street, Saskatoon, SK.

with the knowledge that each tax agreement is subject to approval by the Lieutenant Governor in Council and the Lac La Ronge Indian Band.



Building Relationships and Partnerships

Promoting Stewardship

Presented by: Deputy Director/Chief Financial Officer J. Lloyd and

Superintendent of Facilities R. Martin

Background Information:

On August 18, 2025, Greater Saskatoon Catholic Schools and Saskatoon Public Schools, issued a joint Request for Tender (RFT) for the Provision of Waste Management. The RFT was posted on SaskTenders to satisfy the requirements of the New West Trade Partnership Agreement, the Canadian Free Trade Agreement, and the Comprehensive Economic and Trade Agreement.

The term of the Contract is (3) three years with an option to extend for two additional one (1) year terms.

The RFT close date was September 8, 2025, at which time three proposal responses were received. The evaluation committee consisted of Nelson Slusar, Purchasing Manager – Saskatoon Public Schools, Brenda Thibodeau, Manager of Operations – Saskatoon Public Schools, Kathryn Holmes, Manager of Financial Services, and Laurier Langlois, Manager of Corporate Services.

1) EVALUATION PROCESS

The following weighted evaluation criteria were used in the evaluation process:

Item	Criteria	% Weighting
1	Experience and Qualifications	50
2	References	10
3	Pricing	40
	Total Points	100%

GFL Environmental Inc. scored the highest for the RFT with an overall score of 94.17% out of a possible 100%. GFL Environmental Inc. is a North American company with headquarters located in Vaughan, Ontario who provides waste management services for 34 school divisions across the country including Edmonton Catholic school division.

The cost increase from the past contract will see an increase of approximately 15% in overall pricing from last year.

Recommendation:

That the Board of Education award the Contract for the Provision of Waste Management to GFL Environmental Inc.



Building Relationships and Partnerships

Promoting Stewardship

Presented by: Deputy Director/Chief Financial Officer, J. Lloyd and

Chief Information Officer Kalyn Kist

Background Information:

September 5, 2025, Greater Saskatoon Catholic Schools, issued a Request for Proposal (RFP) for a Unified Cloud Security and Connectivity Platform.

This RFP was posted on SaskTenders to satisfy the requirements of the New West Trade Partnership Agreement and the Canadian Free Trade Agreement.

The term of the contract is (3) three years with an option to extend it to (5) five years.

The RFP close date was September 29, 2025, at which time GSCS received seven proposal responses. The evaluation committee consisted of Kalyn Kist - Chief Information Officer, Robert McGratten – Information Technology (IT) Infrastructure Lead, Devon Joyce – System Support Specialist, and Laurier Langlois - Manager of Corporate Services with varying input levels from the Information Technology team.

1) EVALUATION PROCESS

The following weighted evaluation criteria were used in the evaluation process:

Item	Criteria	% Weighting
1	Technical and Management Plan	45.00%
2	Service Plan and Proponent Qualifications	10.00%
3	Cost	40.00%
4	Proposal	5.00%
	Total Points	100.00%

Sasktel scored the highest for the RFP with an overall score of 96.50% out of a possible 100%.

Administration recommends adopting a unified, software-driven security and connectivity platform. This solution is designed to support our schools' transition to a resilient, future-ready digital environment.

While the annual cost is approximately 25% more than the current expenditure, this cost will be offset by operational efficiencies and avoids the complexity of maintaining multiple systems which comes at a significant amount of management. Achieving the same security and functionality using our current infrastructure and software would cost approximately four times more than this RFP cost.

Why this model for GSCS versus traditional legacy models

Traditional head-end network models route all school traffic through a central gateway before reaching the internet or cloud services. While this approach was once standard, it creates bottlenecks and potentially introduces single points of failure. If the central gateway experiences issues, connectivity for all schools can be disrupted.

This proposed model eliminates several weaknesses by leveraging a cloud-first approach. Instead of funnelling traffic through a single location, each school connects directly to the cloud via a global edge network. This means:

- **Best connection:** Direct connections to major datacenters (Microsoft, Google, Amazon, and more) ensure faster access to learning tools and resources.
- **No single point of failure:** Each site operates independently, so issues at one location do not affect others.
- **Greater resiliency:** Redundant connections at each school mean that if one link fails, another can take over, minimising downtime.
- Consistent security: Zero Trust policies / full firewall licensing at all of our schools not
 just the head-end protect staff and students wherever they are, whether on school
 premises or working remotely.

Building on the current stepping stones

The school division has already invested in providing each school with its own separate, redundant internet connection and substantial bandwidth. The new platform builds on this foundation, integrating these connections into a unified system that offers advanced security, simplified management, and direct access to cloud services.

Key benefits of the proposed solution

- **Unified Security and Connectivity:** Combines multiple security tools and network services into a single platform, reducing complexity and administrative workload.
- **Direct-to-Cloud Routing:** Improves classroom experiences by providing faster, more reliable access to essential educational resources.
- **Scalable and Future-Proof:** Designed to support all GSCS locations, thousands of devices, and high volumes of internet traffic.
- **Operational Efficiency:** Automated management of security policies, DNS (Doman Name System), and certificates reduces the burden on IT staff.
- Cost-Effectiveness: While the new solution represents a modest increase in annual
 costs, it replaces five separate products with one, fixed-cost software platform.
 Attempting to match these capabilities with legacy infrastructure would cost more to
 manage and more to license.

Recommendation:

That the Board of Education award the Contract for the Unified Cloud Security and Connectivity Platform to SaskTel for the proposal three-year total price of \$662,597.70 plus applicable taxes.



- Celebrating and Promoting Catholic Identity
- Building Relationships and Partnerships

Presented by: Chair D. Boyko

Background Information:

The Remembrance Day Committee of the Saskatoon Legion will be honouring our veterans on Tuesday, November 11, 2025, at SaskTel Centre. The service is free to attend and open to the public, with doors opening at 8:45 a.m. Musical performances begin at 9:30 a.m., the program starts at 10:00 a.m. and the moment of silence is held at 11:00 a.m., followed by the wreath laying ceremony.

As occurs annually, the Remembrance Day Committee invites everyone to honour and remember the sacrifices made by our Veterans through laying a wreath at the Remembrance Day Service. Once again, a wreath has been ordered by our school division and the options for the presentation of this wreath are two-fold:

- 1. The wreath can be pre-laid by an usher at the Remembrance Day Service.
- 2. A representative from GSCS who is in attendance at the service will be given the wreath and assigned a seat. Ushers will then escort this person to the Cenotaph where the wreath will be laid prior to the start of the service then the person would be escorted back to their seat for the service. If there is a representative attending in-person to lay the wreath, they are asked to please be at SaskTel Centre by no later than 9:20 a.m. on Monday, November 11.

With either option, the participation of GSCS will be acknowledged at the service through the Teletron display.

Recommendation:

That the Board of Education receive the information as presented and determine trustee attendance and/or Greater Saskatoon Catholic Schools representation at the November 11, 2025, Remembrance Day Service.



- Celebrating and Promoting Catholic Identity
- Promoting Stewardship

Presented by: Trustee, O. Fortosky

Background Information:

In alignment with our commitment to transparency, collaboration, and the mission of Catholic education in Saskatchewan, this report serves to formally introduce a Notice of Motion to be presented at the upcoming public meeting of the Board of Education.

Motion:

At the public meeting of the Board of Education for Greater Saskatoon Catholic Schools to be held on October 6, 2025, it is my intention to present the following Notice of Motion:

Whereas Greater Saskatoon Catholic Schools has grown exponentially in step with the City of Saskatoon; and

Whereas the City of Saskatoon has the expertise in Civic Elections through a Ward System; and

Whereas the three trustees elected in Biggar, Humboldt, and Martensville/Warman are elected in de-facto wards; and

Whereas the At-Large electoral model may not fully reflect the diverse needs and voices of communities served by our division; and

Whereas a Ward System has the potential to strengthen local representation, ensure equitable trustee accountability, and foster deeper connections between trustees and the constituents they serve; and

Whereas initiating a thoughtful and informed exploration of this governance model in alignment with our commitment to transparency, stewardship, and Catholic values,

That the administration prepares and presents a report outlining the implications, benefits, challenges, and procedural requirements associated with transitioning from the current At-Large electoral process to a Ward System electoral process for the 2028 Civic Election.



October 6, 2025

Columbus Bosco Homes Corn Roast

On September 11th, Columbus Bosco Homes hosted its annual Corn Roast Fundraiser. This longstanding event continues to highlight the strong partnership between Greater Saskatoon Catholic Schools (GSCS) and Columbus Bosco Homes. It was a joyful evening celebrating the collaboration among students, staff, and the broader community.

St. Thomas More Academic Mass

On September 18th, St. Thomas More College held its Annual Academic Mass, an important tradition that officially marks the beginning of the academic year. The celebration brought together students, staff, and leaders from across the Saskatoon Catholic community, affirming our shared mission to integrate faith and learning.

St. John School 70th Anniversary

St. John School commemorated its 70th Anniversary with a community celebration organized by Principal Jen Meikle and the school staff. The event on September 18th welcomed current and former students, staff, and community members. Festivities included carnival games, a community barbecue, and historical displays, which together celebrated the legacy and impact of Catholic education at St. John School.

Principal Fall Seminar

From September 24 to 26th, members of Executive Council gathered with school principals for the annual Principal Fall Seminar. This gathering is an invaluable opportunity to strengthen our leadership community, to pray together, and to engage in professional learning. This year's seminar focused on trauma-informed teaching, relational pedagogy, and adult faith formation, reflecting our ongoing commitment to nurturing both the academic and spiritual development of our students and staff.

National Day for Truth and Reconciliation

As students were not in school on the National Day for Truth and Reconciliation (September 30), GSCS schools marked the occasion on September 29th through a variety of learning activities. On September 30, many GSCS staff participated in reconciliation-focused events across Saskatoon, including the Saskatoon Tribal Council (STC) Pow Wow, Wanuskewin Heritage Park programs, the Central Urban Métis Federation Inc. (CUMFI) community breakfast, awâsisak kâ-nîmîhtocik St. Francis School tours, the Orange Shirt Day Run, and ribbon skirt and shirt-making, as well as beading workshops. We extend sincere thanks to our First Nations, Métis, and Inuit (FNMI) Education Team for their leadership in preparing resources and providing opportunities for meaningful reflection and learning.

Student Leadership Conference

On October 1st and 2nd, GSCS hosted our annual Student Leadership Conference in an exciting new hybrid format. For the first time, the event brought together all Grade 8 students alongside high school student leaders, uniting over 1,800 students to celebrate the theme "Pilgrims of Hope." This conference was made possible through the generous sponsorship of the Greater Saskatoon Catholic Schools Foundation and the dedication of the organizing and hosting committees. Special thanks go to the planning committee for their exceptional work in delivering an engaging and inspiring experience for our students.

Regular Meeting of the Board: October 6, 2025

The Sound of Reconciliation

On October 2nd, the Saskatoon Nutana Rotary Club hosted The Sound of Reconciliation in support of the cultural arts at awâsisak kâ-nîmîhtocik St. Francis School. The evening showcased a vibrant blend of performing arts, music, traditional Indigenous drumming, and contemporary concert band performances. The event was a powerful celebration of reconciliation and cultural expression in support of our students.

CUMFI Métis Cultural Days

From October 2–4th, GSCS was honoured to participate in the annual Métis Cultural Days hosted at the Western Development Museum. The event promotes appreciation for Métis artistic and cultural traditions and fosters understanding between Métis and non-Métis communities. A highlight of the celebrations was the Community Awards Dinner, where GSCS joined in recognizing individuals who have made significant contributions in cultural and leadership roles.