



Board of Education
Regular Meeting of the Board
Monday, October 21, 2024 - 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 D. Case
- 1.4 Adoption of the Agenda
- 1.5 Declaration of Conflict of Interest

2.0 Approval of Minutes

Minutes of the September 16, 2024, Regular Meeting of the Board of Education

3.0 Delegations and Special Presentations

4.0 Post Meeting Assignments

5.0 Consent Items

The Chair will ask for a motion to receive the items, which are starred, and to approve all recommendations contained therein. Prior to approving the motion, any trustee may request a star(s) be removed.

6.0 Discussion/Decision

- 6.1 Supporting Student Learning and Assessment
 - 6.1.1 Supporting Student Learning and Assessment October 2024
 - 6.2 Premier's Board of Education Award for Innovation and Excellence in Education
 - 6.2.1 Journeying Towards Reconciliation – Treaty Medal Installation Sept. 2024
 - 6.3 2024-2025 Student Enrolment
 - 6.4 Promoting Stewardship Report
 - 6.5 2024 Remembrance Day Service
 - 6.6 Catholic School Community Councils 2024-2025 Engagement Plan
 - 6.6.1 CSCC Invite Salt of the Earth, Light of the World
 - 6.7 St. Frances Naming Report
 - 6.8 Relocatable Classroom Application
 - 6.9 Peter Ballantyne Cree Nation Tax Compensation Agreement
-

7.0 Correspondence

- 7.1 Expressions of Gratitude – posted on Bulletin Board
 - 7.2 Reading File – copies circulated at meeting
-

8.0 Reports and Good News

- 8.1 Report of the Director of Education
 - 8.2 Board Activity
 - 8.3 Board Linkage
 - 8.4 Board Linkage – Catholic School Community Councils
 - 8.5 Convention Reports
 - 8.6 Committee/Partnership Reports
 - Joint Operations – Trustees W. Stus and S. Zakreski-Werbicki
 - Together in Faith and Action – Trustees S. Zakreski-Werbicki and T. Jelinski
 - Greater Saskatoon Catholic Schools Foundation – Trustees H. Byblow and B. Elliott
 - māmawohkamātowin Partnership (Saskatoon Tribal Council) – Chair D. Boyko and Trustees D. Case and W. Stus
 - nākatēyimitowin Educational Partnership (CUMFI) – Chair D. Boyko and Trustees S. Zakreski-Werbicki and R. Boechler
 - Division Committee on Reconciliation and Healing – Chair D. Boyko and Trustee T. Jelinski
 - Columbus Bosco Homes – Trustee H. Byblow
 - 8.7 Saskatchewan Catholic School Boards Association – Trustee B. Elliott
-

9.0 Committee of the Whole

10.0 Closing Prayer – Trustee D. Case

11.0 Adjournment

12.0 Sign of Peace



Minutes of the Regular Meeting of the Board of Education for St. Paul's RCSSD #20 held in the Boardroom at 1:30 p.m. on Monday, September 16, 2024

Present: In-person: Chair Boyko, Vice-chair Boechler, Trustees Byblow, Case, Elliott, Stus and Zakreski-Werbicki; Virtually: Jelinski

Executive: Director of Education Rivard; Secretary to the Board, Superintendent Shircliff; Cardinal, Fradette, Giocoli-Clark, Hickey, Kowal, Lloyd, Vangool, and Martin

Resources: D. Kunz, Communications

The meeting was called to order by Chair Boyko at 1:51 p.m. 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 R. Boechler.

Adoption of Agenda

Motion: Moved by Trustees Wayne Stus and Dana Case that the agenda be approved as circulated.

CARRIED

Approval of Minutes

Motion: Moved by Trustees Bonita Elliot and Ron Boechler that the minutes of the regular meeting of June 24, 2024 be adopted as circulated.

CARRIED

Discussion/Decision

6.1 Financial Statements

Motion: Moved by Trustees Tim Jelinski and Dana Case that the Board of Education approves the accounts paid for the periods May 1, 2024 to May 31, 2024 and June 1, 2024 to June 30, 2024.

CARRIED

6.2 St. Frances Cree Bilingual School Construction Update

Motion: Moved by Trustees Ron Boechler and Hudson Byblow that the Board of Education receive the construction update provided on the St. Frances Cree Bilingual Replacement School project.

CARRIED

[Motion: Moved by Trustee Sharon Zakreski-Werbicki that the Board move into committee.] **CARRIED**

[Motion: Moved by Trustee Ron Boechler that the Board move out of committee.] **CARRIED**

[Motion: Moved by Trustee Wayne Stus that the Board move back into committee.] **CARRIED**

[Motion: Moved by Trustee Wayne Stus that the Board move back out of committee.] **CARRIED**

Adjournment

Motion: Moved by Trustee Ron Boechler that the meeting be adjourned at 4:15 p.m. **CARRIED**

Secretary

Chair

6.1 Supporting Student Learning and Assessment



Board Priority:

- Improving Student Learning and Achievement

Presented by: Superintendent T. Fradette,
Consultants Lori Sampson and Claire McTavish and
Teacher-on-Assignment, Katy Haynes

Background Information:

The Greater Saskatoon Catholic Schools' Student Learning Model ensures that all students have consistent and systematic access to the learning supports they require in order to help them achieve the greatest academic progress possible. The foundation of our Student Learning Model has supported how we respond when students struggle or require enrichment.

Within the Student Learning Model, we have developed a common language of Quality Core Instruction. Our Classroom Commitment defines Quality Core Instruction within the key aspects of curriculum, environment, instruction, and assessment that we strive for within each of our classrooms. Culturally responsive and relational pedagogy is connected to criteria and indicators within Quality Core Instruction. Our commitment supports the actualization of a quality learning experience for all students.

Greater Saskatoon Catholic Schools uses the Student Learning Model and Quality Core Instruction to support professional practice that is guided by current research. Throughout the year, coordinators and consultants design and deliver professional learning opportunities for teachers supporting evidence-based professional practice in literacy, mathematics and assessment.

Each year a broad-based division committee works together to review the Board Goals and Priorities, the Provincial Education Plan and division student assessment information in order to support strategic planning in the area of student learning and assessment. The committee meets four times throughout the year to review student data and collaboratively develop and monitor actions to support teachers and students.

Schools continue to engage in strategic planning aligned to board goals. School teams annually collaborate to review student data and develop Learning Improvement Plans that support student achievement. School staff reflect on quality core instructional strategies and actualize the selected strategies while monitoring the impact on student outcomes. This action research cycle is embedded within professional learning communities using short cycles of improvement called Sprints. Teacher professional learning within a job-embedded framework supports an ongoing student-centred development model.

Student achievement information is provided through a variety of assessments that support the division, school teams and teachers in monitoring student outcomes.

Student achievement in reading and mathematics is monitored using the Canadian Achievement Test 4 (CAT4) within Grade 7, providing a snapshot of how our students are doing relative to their Canadian peers at the same grade level (norm-referenced) as well as how students performed relative to pre-defined performance criteria (criterion-referenced). This assessment is administered in October each year.

Teachers use a variety of assessments within their classrooms to inform instruction throughout the year. Within reading, writing and mathematics the division collects additional information using the following assessments in June each year.

Reading – a comprehensive one-on-one assessment is used that provides teachers with valuable information regarding students’ accuracy, fluency and comprehension when reading leveled text.

Writing – a provincial writing rubric is used in Grades 4 and 7 to assess year-end student writing outcomes.

Mathematics – a provincial mathematics number strand rubric is used in Grades 2, 5 and 8 to assess year-end student mathematics outcomes within the number strand.

The report presented provides information on the division supporting student learning and assessment area of focus actions during the 2023/24 school year, including student assessment information from June 2024 and the October 2023 CAT4 assessment.

As we move forward, our current area of focus plans continue to use of evidence-based approaches with targeted supports aligned to our division’s strategic commitment to Indigenous student success.

Recommendation:

That the Board of Education receive the information as presented in the Improving Student Learning and Achievement Monitoring Report: Part 1 – Supporting Student Learning and Assessment



GREATER
SASKATOON
CATHOLIC
SCHOOLS

Supporting Student Learning and Assessment

Area of Focus Report

October 2024

By 2030, 80% of:

Grade 3 students will be at expected level in reading.

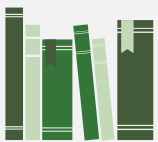
Grade 4 and 7 students will be at expected level in writing.

Grade 5 and 9 students will be at expected level in mathematics - Number Strand

Grade 4-12 students will report clarity, transparency and engagement within the assessment process.



Reading



- Reading assessments and screens
- Early and emerging literacy supports and resources
- Wrap Around Literacy Supports
- Professional learning for systematic and explicit reading instruction
- Partnerships with Foundations and United Way

Writing



- Writing rubrics and continuums for assessment
- Wrap Around Literacy Supports
- Professional learning for systematic and explicit writing instruction
- Writing resources and supports

Mathematics



- Combined grade professional learning
- Blocked job-embedded support
- Professional learning to support whole class and small group mathematics
- Focused Intervention

Assessment



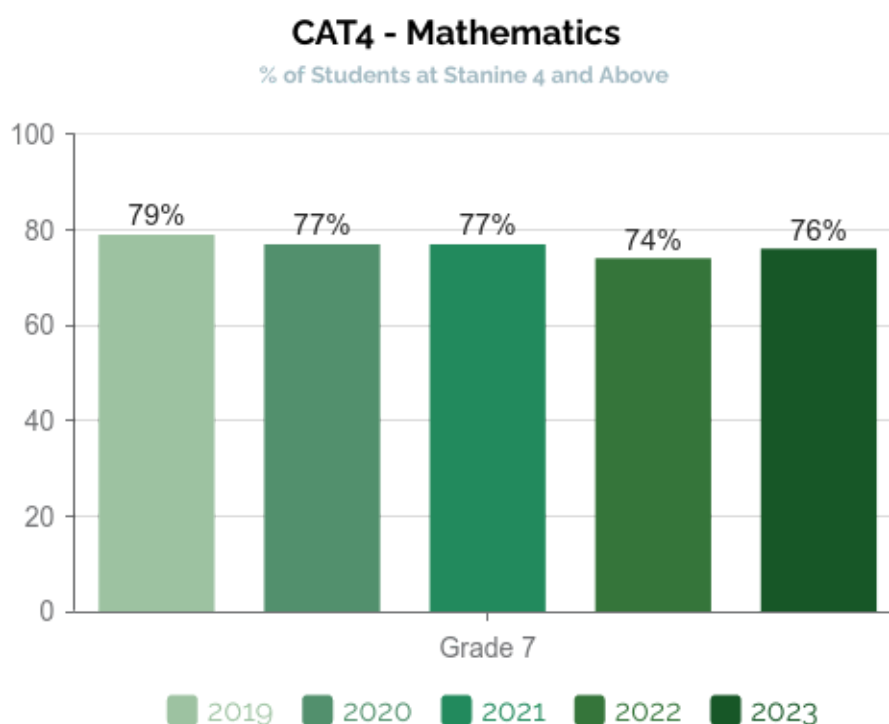
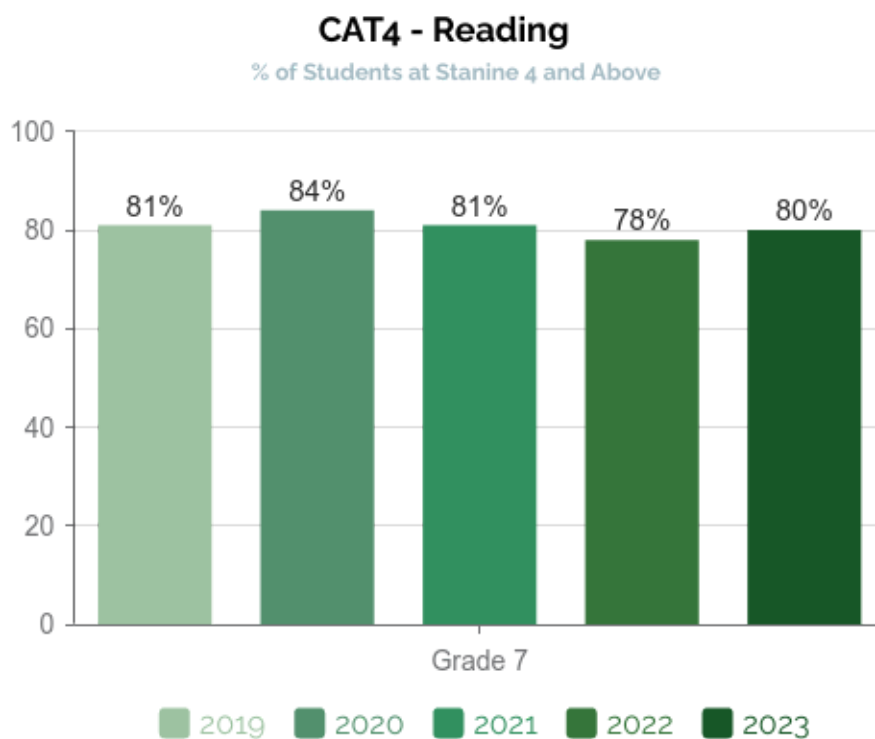
- Division Student Assessment Handbook
- Assessment professional learning
- Assessment Leads in each school
- Edsby communication of learning
- Parent/Caregiver Guide to Assessment and Reporting

CAT4 Reading and Mathematics

02

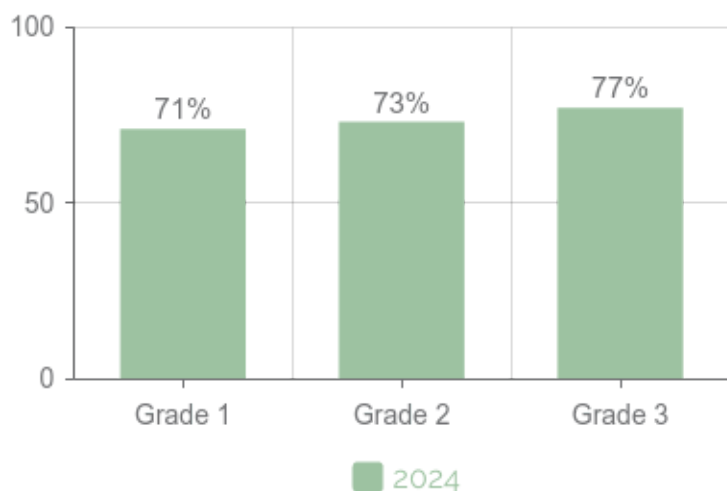
The Canadian Achievement Test 4 (CAT4) is used to monitor student achievement in reading and mathematics within Grade 7, providing a snapshot of how our students are doing relative to their Canadian peers at the same grade level (norm-referenced) as well as how students performed relative to pre-defined performance criteria (criterion-referenced).

The following charts outline the norm-referenced outcomes over the past six years.



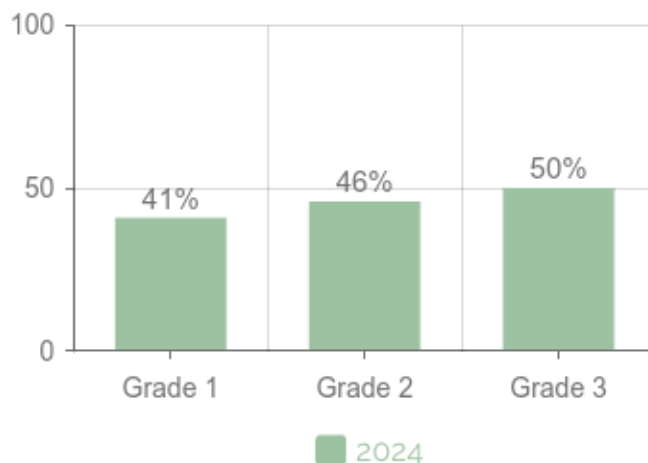
Reading - All Students

% of Students At or Above Expected Level



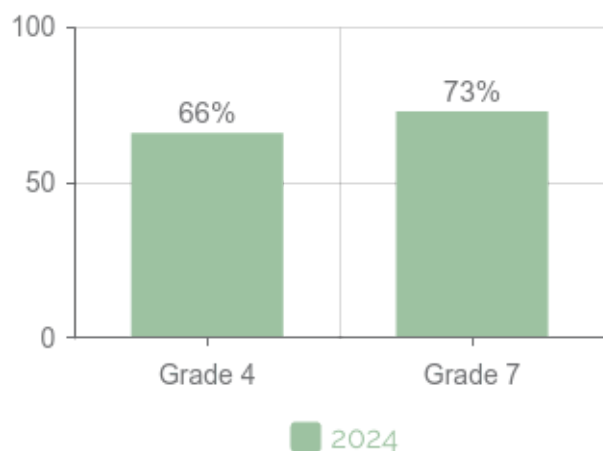
Reading - FNMI Students

% of Students At or Above Expected Level



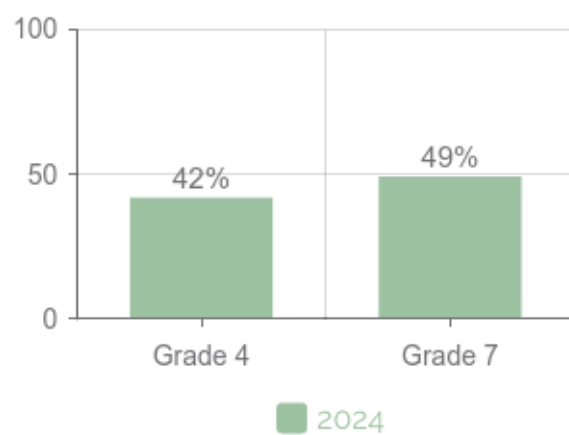
Writing - All Students

% of Students At or Above Expected Level



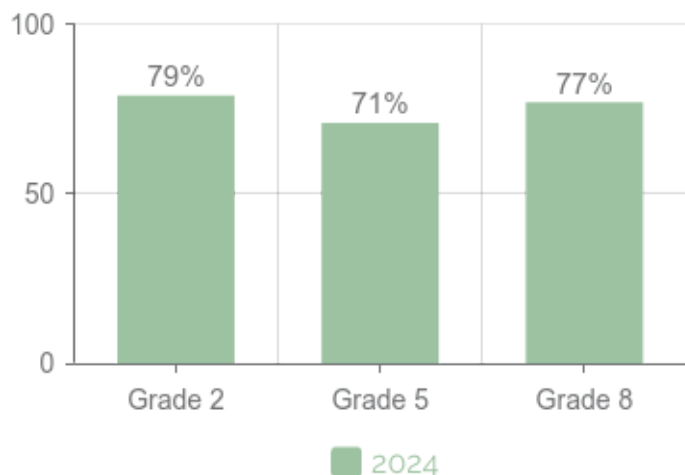
Writing - FNMI Students

% of Students At or Above Expected Level



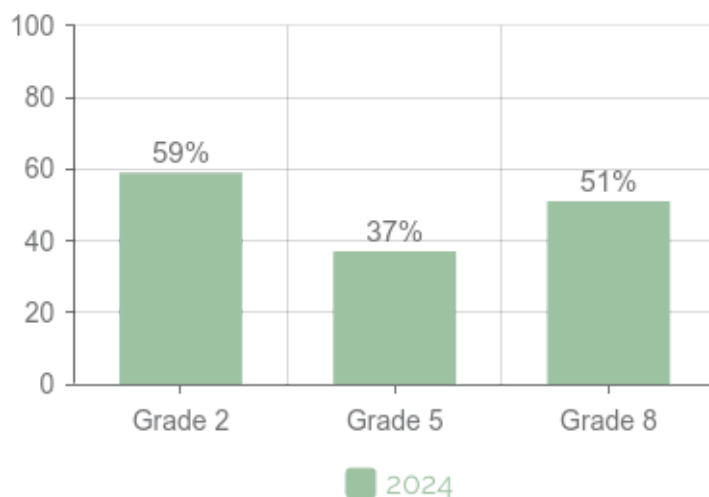
Mathematics Number Strand - All Students

% of Students At or Above Expected Level



Mathematics Number Strand - FNMI Students

% of Students At or Above Expected Level



6.2 Saskatchewan School Boards Association (SSBA): Premier's Board of Education Award for Innovation and Excellence in Education



Board Priority:

- Improving Student Learning and Achievement
- Building Relationships and Partnerships

Presented by: Superintendent K. Cardinal

Background Information:

The application for the SSBA Premier's Board of Education Award for Innovation and Excellence, highlighting the division-wide installation of treaty medals, has been successfully submitted ahead of the September 30 deadline. This initiative represents a key element of our ongoing journey toward reconciliation, with the treaty medals symbolizing each school's unique learning journey and our commitment as treaty people.

Following the September 16th board meeting, administration applied the feedback received from trustees and made the appropriate adjustments to ensure the proposal accurately reflects our collective vision. The final submission is supported by letters from the Saskatoon Tribal Council and the Central Urban Métis Federation Inc. (CUMFI), further emphasizing the project's community-driven nature.

Recommendation:

That the Board of Education approve the Saskatchewan School Boards Association Premier's Board of Education Award for Innovation and Excellence submission.



Journeying Towards Reconciliation: Treaty Medal Installations



First Nations,
Métis and Inuit
Education



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SCHOOLS



Rooted. Growing. Reaching. Transforming.

A Nomination by:

Greater Saskatoon Catholic Schools

for the

**2024 Premier's Board of Education Award for
Innovation and Excellence in Education**

September 2024

Board Chair: Diane Boyko

Director of Education: François Rivard

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"Take a moment and look around you, each person you see, everyone in this room are members of our Feehan Family. We are pleased to come together to be part of this historic event, for the installation of a Treaty medal in our school. In this moment, we have the opportunity to make a difference and to set the tone for what reconciliation means to us, the Feehan Family. We're up here today because we have power, we have voice, because we feel comfortable and we know that this is a safe space for us to express ourselves. We're proud to be a Following Their Voices school, a school that understands the sacredness of building relationship, a school that champions all students, but also focuses on the success of Indigenous youth. Installing the Treaty medal is one way of affirming our identity, and we hope it provides an opportunity for all to engage in critical thought, conversation and action.

The Treaty medal is a replica of medals originally presented to participating First Nations Chiefs in commemoration of the Treaty. It portrays a Treaty Commissioner grasping the hand of a First Nations man. Between them lies a hatchet buried in the ground. The other symbols on the medallion, the grass and the water symbolize: "...that this Treaty is to last for as long as the Sun shines, the Grass grows and the Rivers flow." While the medal is a symbol, we don't want it to be an example of tokenism, it's not just another poster on the wall. We want it to be a genuine catalyst for building relationships from this point forward. When you look at it, we hope you feel it, we hope you live it.

When you walk by the plaque, we want you to remember that we all have responsibility to respect and honor the Treaties, to understand that each day you benefit from Treaty. The land was not surrendered or given away, the agreement was that the land be shared. First Nations peoples have upheld their end of the Treaties and it's time for others to follow suit. The medal serves as a teaching tool, we have the opportunity to open our minds, educate one another, to break stereotypes, and rethink power structures. Not many schools have done what we are doing. We aim to decolonize the system, to make space for something there wasn't space for before.

We talk about reconciliation and this is one small step towards that. But reconciliation is about more than being nice, we need to acknowledge what happened, and what is still happening. We need to recognize our roles, we need you to act and to be an ally. We need to acknowledge that we are all Treaty people. I acknowledge that I am Indigenous and this is my identity. Non-Indigenous people need to acknowledge that they are settlers who do benefit from this land, and that is part of their identity too. Reconciliation cannot happen unless we tie ourselves to our history in order to move forward. While our contexts and situations are different, we want to work together. We want to build relationships and follow through on our promises, the same way we would in a family.

We are diverse, but we are inclusive and we hope to build a deeper understanding of one another. We are in this together. Thank you."

**Madeline Laframboise and Olivia Maurice
Treaty Medal Installation Speech
E. D. Feehan Catholic High School**



On a chilly spring day in 2019, grade eleven students, Madeline and Olivia, delivered this powerful message at E. D. Feehan Catholic High School's Treaty medal installation ceremony. In witness of their peers, staff, dignitaries, and the broader school community, the pair shared about the history of the Treaty medal and its significance in our lives today. *"When you look at it, we hope you feel it, we hope you live it"* they shared.

Nearly six years later, now graduates of the division, Madeline and Olivia's call to action for Indigenous and non-Indigenous peoples to come together in the spirit and intent of Treaty is truly felt and lived within the halls and classrooms of this bustling Saskatoon high school. This was always the hope expressed by Greater Saskatoon Catholic Schools' Board of Education – that all those who entered our schools would be welcomed by the Treaty medal and immediately know that this is a safe space; one where we honour what it means to be Treaty people and actively contribute to reconciliation in our community.

What has transpired since this journey began is more than anyone could have imagined. The initiative is a testament to the Board's commitment to enriching learning opportunities for Saskatchewan's children and youth, particularly through the lens of Treaty education. Treaty medal installations are not merely ceremonial; they embody a profound and dynamic approach to integrating Treaty education into the K-12 educational experience, fostering understanding, respect, and reconciliation among students, staff, families and community.

Background

Treaty education has been a key component of Saskatchewan's provincial curriculum since 2008, reflecting the importance of understanding and respecting the historical and contemporary significance of Treaties in Canada. The integration of Treaty education within the curriculum aims to illuminate the rich history and cultural heritage of First Nations and Métis peoples while addressing the historical injustices experienced by these communities, including the legacy of residential schools.

In 2015, the imperative of Treaty education was further enhanced with the release of the Truth and Reconciliation Commission of Canada's 94 Calls to Action. Contributing to reconciliation in education means that we recognize our responsibility to respond to the commission's calls to action, including:

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
 - i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identifying teacher-training needs relating to the above.¹

Greater Saskatoon Catholic Schools is situated on Treaty 6 Territory and the traditional homeland of the Métis. One of the many ways we have embraced Treaty education is through the installation of a Treaty 6 medal within each of our schools. The original inspiration for this initiative followed the Roman Catholic Diocese of Saskatoon's installation of a Treaty 6 medal in the foyer of Holy Family Cathedral. Dialogue within the division ensued about the medals impact on the Cathedral's parishioners and how we, too, could embark on a deeper learning journey within our school communities. We recognize that the presence of a Treaty medal not only symbolizes a commitment to reconciliation and honouring the Treaty relationship, but it is also a powerful teaching tool that serves as a catalyst for conversation, community engagement and continued reciprocity.

In May of 2018, École St. Paul in Saskatoon officially became the first provincial school in Saskatchewan to install a Treaty medal. With the support of Greater Saskatoon

¹ Truth and Reconciliation Commission of Canada. (2015). Calls to Action.

Catholic Schools' Board of Education and the leadership of the First Nations, Métis and Inuit Education Learning Community (FNMIELC), Treaty medals have since been installed at forty-eight of our fifty Catholic schools. We eagerly anticipate the completion of the two remaining installations following the grand opening of the new St. Frances Cree Bilingual School in the 2025-2026 school year and a thorough introduction to Treaty education at Bishop Filevich Ukrainian Bilingual School, wherein many students have recently relocated to Saskatoon due to the ongoing conflict in Ukraine.

For more information about this journey, we invite you to visit:



Process and Client Support

The resolve to install a Treaty medal within a school is a meaningful and deliberate process, requiring careful consideration and planning. It reflects a deep commitment from various client groups, starting with an information and planning session facilitated by the First Nations, Métis and Inuit Education Learning Community (FNMIELC). The school community is encouraged to thoughtfully reflect on their readiness to engage in this journey. Guiding questions such as “What is our current understanding of Treaty?” and “How has First Nations, Métis and Inuit education been integrated into our school’s learning improvement plan?” help to frame this reflection. The discernment process engages the entire school community, including Catholic School Community Councils (CSCC), parents, caregivers, students, staff and administrators. Following many reflective conversations of the significance of installing a Treaty medal and the school’s motivation for doing so, administration reconnects with the FNMIELC to collaboratively develop a year-long plan to prepare for their Treaty medal installation.

Every classroom within a school participates in this initiative, with students actively engaging in inquiry-based learning projects centered around Treaty education. Teachers and the FNMIELC collaborate to design lessons that reflect student interests and foster a deeper understanding of Treaty. This process empowers students to

develop their knowledge and understanding of their unique role in the Treaty relationship.

In addition to Treaty education in the classroom, a year-long plan will encompass learning opportunities for all client groups, including presentations at CSCC meetings, Treaty education nights, and professional development for staff. Schools are supported through a planning checklist and guidelines that follow traditional protocols, ensuring respectful engagement with partners, Elders and Knowledge Keepers.

Through significant time and effort, this collaborative journey ensures ethical and meaningful engagement within community. A Treaty medal installation represents a school's ongoing commitment to learning, reconciliation, and the Treaty relationship. The journey does not end following the Treaty medal installation ceremony. We continue to walk alongside one another, "As long as the Sun shines, the Grass grows and the Rivers flow."

Impact on Education and Community

Treaty medal installations continue to have a profound impact on the educational environment within Greater Saskatoon Catholic Schools. Each installation has transformed our approach to Treaty education, turning it from a theoretical subject into a lived experience that students and staff can see and continue to learn from. It is this tangible action within Treaty education that fosters a deeper and more personal connection to the learning material, encouraging students to meaningfully engage with the content.

The installation of a Treaty medal within a school is not just an event; they are educational experiences that bring together diverse groups to explore and discuss the significance of Treaties and the importance of our ongoing commitment to reconciliation. A Treaty medal is a continuous reminder of our responsibility to respect and honour Treaties. The learning that precedes a Treaty medal installation reinforces the original intent of Treaties - partnership and coexistence. Misconceptions are dispelled and there is a more accurate understanding of the historical and contemporary relationships between Indigenous and non-Indigenous communities.

Treaty medals also serve as catalysts for broader educational goals. They open doors for discussion and reflection within school communities, helping to break down stereotypes and rethink power structures. This aligns with the division's objective of decolonizing the educational system by prominently integrating Indigenous perspectives within the curriculum and school environment. Together, students and staff critically

engage with historical narratives, question existing power dynamics, and consider how they can contribute to meaningful change.

Finally, Treaty medals promote a school-wide ethos of respect and mutual learning. They help to create spaces where diverse cultural perspectives are recognized and valued, contributing to a more inclusive and equitable educational experience for all learners. The appreciation of First Nations and Métis cultures and traditions lends itself to greater curiosity and appreciation of other cultural backgrounds within the school community. Inclusion and respect within the school environment helps us all become more informed and empathetic community members.

Board Influence and Participation

The commitment to install a Treaty medal in each of our fifty schools was a vision brought to life by our dedicated School Board Trustees. From the initial mandate and careful planning, to where we proudly stand today with just two facilities remaining, the Board has been unwavering in its commitment to this important initiative. Standing alongside students, staff and community members at each installation ceremony, our Trustees embody the values of respect, inclusion and partnership that are at the heart of the Treaty relationship.

In addition to their presence and participation at each installation ceremony, Greater Saskatoon Catholic Schools' Board of Education extends their support through an accountability framework wherein division leadership regularly shares updates and outcomes with the Board. These accountability measures ensure reconciliation remains at the forefront of our priorities and work as a school division. Although the goal of installing a Treaty medal within each school is nearing completion, it is a longstanding Board priority for the development of reciprocal relationships with First Nations and Métis governance and organizations to contribute to improved student learning outcomes. Through program evaluation, committees of the Board, and sustainable resourcing, the Board of Education has developed a comprehensive plan to respond to the Truth and Reconciliation Commission's Calls to Action within Greater Saskatoon Catholic Schools.

Innovations

Treaty education is a core component of publicly funded education in Saskatchewan. The innovation is not our commitment to Treaty education but rather our commitment to a shared endeavor of learning that extends beyond individual classrooms. This initiative involves not only the schools but also division-level staff, service centre staff, Catholic School Community Councils, parents, caregivers, and community partners, fostering

greater participation in Treaty education and reconciliation initiatives within our community. By engaging diverse stakeholders in this journey, we are creating a unified approach that strengthens the connection between our schools, staff and families. This project answers the important question, “how do we know what Treaty land our schools are situated on?” by providing a visible and meaningful symbol in each school, and by ensuring that Treaty relationships are recognized and understood by the entire school community.

Furthermore, Greater Saskatoon Catholic Schools Treaty medal installations exemplify innovation in education through their integration of cultural and historical education into the fabric of school life. By creating a symbolic and educational installation that resonates with students and the broader community, this initiative goes beyond traditional methods of teaching to create a more engaging and impactful learning environment. Since this journey began in 2018, we have connected and shared our support and resources with many school divisions across the country who are similarly seeking to further Treaty education learning opportunities. We believe in reciprocity and are encouraged by other initiatives taking place in our local community and nation-wide.

Sustainability

The Board's efforts to ensure the sustainability of Treaty education throughout the division are comprehensive and strategically designed to generate and maintain momentum and foster long-term commitment. There is a significant and ongoing investment of both financial and human resources to support this work. This includes employing the largest First Nations, Métis and Inuit Education (FNMIE) team in the province of Saskatchewan. This dynamic group is comprised of a Coordinator, a Manager of Community and Resource Development, four FNMIE Consultants, and a Métis Education Program Leader. The FNMIE team works collaboratively with school teams to provide ongoing support and resources. We are further blessed as a division to work alongside a team of ten Elders that regularly engage with students and staff, offering cultural guidance and firsthand knowledge of Treaties. Wrap around supports for students and school teams are additionally reflected in our complement of thirteen Indigenous Student Achievement Coordinators (ISACs) who work in close collaboration with the FNMIE team, serving as advocates to support Indigenous students across the division.

In looking to the future, School Board Trustees have critically asked, “what next?” It is important for us to identify how we will continue to expand on this initiative, and build on the strong foundation created through the installation of Treaty medals. The Indigenous

Education Responsibility Framework (IERF) is one reflective tool that the Board has already embraced. The Board has engaged with the IERF to critically reflect and self-assess their progress on five critical policy goals outlined in Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework. They have approved the IERF being fully integrated into our schools via Greater Saskatoon Catholic Schools' strategic plan. This framework helps educators and staff continuously assess and grow their understanding and delivery of Indigenous education.

Partnerships

Partnerships are fundamental to this initiative, and the Board places immense value on fostering meaningful relationships in community. Success of the Treaty medal installations is a testament to the collaboration and shared commitment of all involved in understanding what it means to be Treaty people. These installations would not have been possible without the strong relationships Greater Saskatoon Catholic Schools has cultivated with local Indigenous organizations, particularly through our long-standing partnerships with the Central Urban Métis Federation Incorporated (CUMFI) and the Saskatoon Tribal Council (STC). With reconciliation at the heart of this initiative, we are proud to have had representatives from these organizations at every Treaty medal installation ceremony. Their presence, alongside the Office of The Treaty Commissioner, exemplifies reconciliation in action, as we come together to honour the learning and contributions of our school communities.

From the initial inspiration of installing a Treaty medal, to the ongoing collaboration that exists between our schools and local parishes, the Roman Catholic Diocese of Saskatoon also continues to be a strong partner in this endeavour. The Diocese is committed to healing and reconciliation between the Catholic church and Indigenous peoples and continues to demonstrate this commitment through various initiatives including the formation of the Indigenous Reconciliation Fund and Discernment Circle, continuing education for clergy and lay ministers, parish council and committee initiatives, and so much more. The ongoing support from our Diocese and clergy continues to advance truth and reconciliation within our entire Catholic faith community.

Throughout this journey, we are also grateful for the support of many municipal, provincial, and federal politicians who frequently participate in the Treaty medal installation ceremonies. Their presence and witness to the learning that is occurring within our schools has generated immense reflection on the importance of Treaty education in building strong communities. Their continued advocacy for this work will strengthen reconciliation initiatives within the education sector and beyond.

Student Achievements

Greater Saskatoon Catholic Schools has developed and implemented a Treaty education assessment for kindergarten to Grade 2, demonstrating a strong commitment to reconciliation beginning in the early years. In the 2023-2024 school year, 75% of kindergarten to grade 2 students met or exceeded their grade-level Treaty outcomes. Building on this achievement, we are currently in the process of expanding the assessment framework to include grades 3 to 8, ensuring a comprehensive and cohesive learning experience that deepens students' understanding of Treaty relationships as they progress through their education. Sample Treaty Education Assessments are accessible in Appendix D.

Conclusion

In conclusion, Treaty Medal Installations in Greater Saskatoon Catholic Schools represent a significant achievement in the realm of educational innovation and excellence. By fully integrating Treaty education within the school environment, Greater Saskatoon Catholic Schools has created a model for how educational institutions can address complex and important issues in ways that are both engaging and educational.

Treaty medal installations not only enhance the educational experience but also contribute to the broader goals of reconciliation and understanding within community. This initiative exemplifies the values of innovation, commitment, and excellence that the Premier's Board of Education Award for Innovation and Excellence in Education seeks to recognize and celebrate. Thank you for your time and consideration.



Central Urban Métis Federation Inc.
315 Ave M South
Saskatoon, SK S7M 2K5
P: (306) 975-9999
F: (306) 975-9156

September 9, 2024

Saskatchewan School Boards' Association

Re: Premier's Award submission - Treaty medal installations

To the selection committee for SSBA's Premier's Board of Education Award for Innovation and Excellence in Education

I am pleased to write this letter of support for Greater Saskatoon Catholic Schools' submission of their treaty medal installation events and process for the 2024 Premier's Board of Education Award for Innovation and Excellence in Education.

Long before treaty education became mandatory in Saskatchewan, CUMFI has been working toward education and improved learning outcomes for Indigenous students, particularly for Métis children and youth.

A long-standing partnership with GSCS—which received the Premier's Award in 2021—has been an important part of recognizing and revitalizing Métis perspectives, culture and language in Saskatoon. Learning and understanding the history and context of treaties is critical for children and youth if we are to ever achieve true reconciliation.

CUMFI members have been active participants in the learning process that goes on before schools install treaty medals, and we are encouraged with the eagerness to learn that we see in students.

At the treaty medal installation events, we are filled with pride when we hear the Métis National Anthem, see the Métis flag, or see students jig and play the spoons to demonstrate their learning and understanding.

Knowing students and staff have invested so much time and effort gives me hope for the future of our province, and most of all hope for a prosperous future for Métis children and youth.

The installation of Treaty 6 medals in all GSCS schools is a physical reminder of that hope. I think receiving the Premier's Award will encourage other school divisions to visibly demonstrate their commitment to truth and reconciliation in a similar way.

In reconciliation,

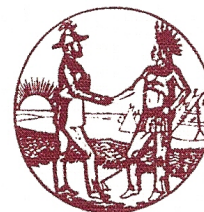
Shirley Isbister
President CUMFI



SASKATOON TRIBAL COUNCIL
ASIMAKANISEEKAN ASKIY RESERVE # 102A

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Office of the Tribal Chief



September 25, 2024

Saskatchewan School Boards' Association

Re: Premier's Award Submission - Treaty Medal Installations

To the Premier's Board of Education Award for Innovation and Excellence in Education Selection Committee:

It is my pleasure to write this letter in support of Greater Saskatoon Catholic Schools' submission for the 2024 Premier's Award.

For over 20 years, Saskatoon Tribal Council (STC) has been partnering with Greater Saskatoon Catholic Schools (GSCS) to support Indigenous students and improve learning outcomes. In addition to formal programs and partnerships such as the māmawohkamātowin Educational Alliance, the miyo mâcihowin Program, community health at St. Mary's Wellness and Education Centre, and Cree cultural and language instruction at St. Frances Cree Bilingual School, we have been active in various informal ways to support the physical needs of students and treaty education.

At STC, we are thankful that treaty education is part of the provincial curriculum in Saskatchewan. This is an important step for children and youth of this province to understand the truth of our shared history. Truth must come before reconciliation, and reconciliation is very needed in our province and country.

When I see a Treaty 6 medal installed in GSCS school, or at their board office, I see a visible sign of their commitment to that process. It gives me assurance that the students and staff have made a concerted effort to understand First Nations peoples, our customs and traditions; the history and context of treaties; the atrocities of residential schools; and the legacy of colonial practices.

Events to demonstrate and celebrate student learning help communicate the importance of such learning, not only to students and staff, but to parents, caregivers, family members, and people in the broader community too.

I believe Greater Saskatoon Catholic Schools' commitment to Treaty education, exemplified through their process to install Treaty 6 medals in all their schools and office buildings, is worthy of the Premier's Board of Education Award for Innovation and Excellence in Education.

Sincerely,

Tribal Chief Mark Arcand
Saskatoon Tribal Council

Appendix B: Sample Planning Checklist

Treaty Medal Installation Planning Checklist

Planning Team:	
Check-In Meeting(s):	
Proposed Installation Date:	

September (Preliminary Planning):

- Contact your Superintendent to dialogue intention for ceremony
- Meet with FNMIE Consultant to initiate intention and begin planning process
 - Discuss whether you intend to coordinate a Pipe Ceremony, Round Dance or Treaty Information Night as part of this process, as additional steps will need to be taken
- Commence dialogue about the intention for ceremony and the importance of Treaty education with staff, students, parents and broader school community
- Identify planning committee members
- Share intentions with your Catholic School Community Council (CSCC)
- Include intentions within the school Learning Improvement Plan (LIP)
- Support all teachers to ensure there is a plan for Treaty education within their classroom (FNMIE Consultant will assist)
- Contact facilities to arrange the physical installation of the medal
- Develop a budget with the planning committee

October:

- Create a guest list
- Create an invitation with all relevant information

November:

- Revisit and plan for Treaty enrichment within all classrooms

January:

- Share information pertaining to the Treaty medal installation ceremony in the school newsletter
- Send out invitations to guest list
 - Follow division communication protocols for invitations to dignitaries (sent on behalf of Greater Saskatoon Catholic Schools)

- Elders, Knowledge Keepers and helpers to be presented with tobacco at the time of invitation (broadcloth for pipe ceremonies – speak with your FNMIE Consultant for confirmation)
- Draft a letter of invitation to parents

February:

- Draft Treaty medal installation ceremony program
 - Confirm protocol for dignitaries and order of remarks

March:

- Send letter of invitation to parents and community members
- Confirm the guest list and RSVPs
- Prepare honoraria for Elders and Knowledge Keepers
- Ready tobacco and/or broadcloth for Elders and Knowledge Keepers

April:

- Host Treaty medal installation
- Follow-up with thank you notes to attendees
- Share photos, videos, etc. within the school newsletter, with the division, and broader community

Appendix C: Snapshots of Our Learning Journey

The below images were captured at various Treaty medal installation ceremonies and are meant to highlight the diversity of ways Greater Saskatoon Catholic Schools' staff and students share their learning journey with one another, their families, and their community.














Appendix D: Sample Treaty Education Assessments

 <h2 style="text-align: center;">K Treaty Education Rubric</h2>				
Scale	4 Exemplary I have an in-depth understanding of the complex ideas and I can apply the skills that I have learned in various situations.	3 Meeting I am achieving the intended outcome. I understand, can demonstrate and can apply the skills that I have learned.	2 Approaching I am developing my understanding and building upon the skills that I have learned.	1 Beginning I am beginning to understand the initial ideas of the concepts and skills that I am learning.
Description of what the student can do.	The student demonstrates how to apply knowledge to new situations and/or from different perspectives.	The student demonstrates complete understanding of the concept, skill or topic.	The student is understanding the basic concept, skill or topic.	The student is beginning to understand the basic concept, skill or topic and needs support at times in doing so.
Outcome Treaty Relationships TRK1: Examine the diversity of First Nations peoples living in Saskatchewan starting with the classrooms and communities in which they live.	I can share my family's languages and traditions with detail.	I can share my family's languages and traditions.	I can share some of my family's traditions.	I am beginning to share some of my family's languages or traditions.
Recognize that people come from a variety of cultures with commonalities and differences	I can recognize and describe the commonalities and differences between First Nations language groups and other cultures. <ul style="list-style-type: none"> • In my family • In the classroom • In the community 	I can recognize or describe the commonalities and differences between First Nations groups and other cultures. <ul style="list-style-type: none"> • In my family • In the classroom • In the community 	I can recognize the commonalities or differences between First Nations language groups and other cultures. <ul style="list-style-type: none"> • In my family • In the classroom • In the community 	I am beginning to recognize some commonalities and differences between First Nations language groups and other cultures. <ul style="list-style-type: none"> • In my family • In the classroom • In the community
Describe the diversity of First Nations cultures that exist within communities (e.g. Dakota/Lakota, Nakota, nēhiyawak, Dene)	I can describe in-depth and understand that there are many First Nations cultures and languages within my	I can describe and/ or understand that there are many First Nations cultures and languages within my	I can understand that there are many First Nations cultures and languages within my family, my school, and my community.	I am beginning to understand that there are many First Nations cultures and languages within my family,

	<p>family, my school and my community.</p> <ul style="list-style-type: none"> • ocetei sakowin, dakota, lakota, nakota • nahkawé (Anishnaabe) • nêhiyawak • denescûliné • Métis 	<p>family, my school, and my community.</p> <ul style="list-style-type: none"> • ocetei sakowin, dakota, lakota, nakota • nahkawé (Anishnaabe) • nêhiyawak • denescûliné • Métis 	<ul style="list-style-type: none"> • ocetei sakowin, dakota, lakota, nakota • nahkawé (Anishnaabe) • nêhiyawak • denescûliné • Métis 	<p>my school and my community.</p> <ul style="list-style-type: none"> • ocetei sakowin, dakota, lakota, nakota • nahkawé (Anishnaabe) • nêhiyawak • denescûliné • Métis
<p>Spirit and Intent SIK2: Express personal connectedness to nature and one another (circle of life, seasons, elements, weather, families and relatives)</p>	<p>I can recognize and share detailed examples of how all people are connected to one another (being a member of a family, community member and connected to all life) and to nature (how we experience nature in our lives-day and night, heartbeat, animals in nature and nature itself).</p>	<p>I can recognize and share examples of how all people are connected to one another (being a member of a family, community member and connected to all life) and to nature (how we experience nature in our lives-day and night, heartbeat, animals in nature and nature itself).</p>	<p>I can recognize and share examples of how all people are connected to one another (being a member of a family, community member and connected to all life) or to nature (how we experience nature in our lives-day and night, heartbeat, animals in nature and nature itself).</p>	<p>With support I am beginning to recognize how all people are connected to one another (being a member of a family, community member and connected to all life) or to nature (how we experience nature in our lives-day and night, heartbeat, animals in nature and nature itself).</p>
<p>Historical Context HCK 3: Explore the connection all people have to the land as expressed through stories, traditions and ceremonies.</p>	<p>I can discuss and describe in-depth how stories, traditions and ceremonies connect people to the land. (now and in the past)</p>	<p>I can discuss and describe how stories, traditions and ceremonies connect people to the land. (now and in the past)</p>	<p>I can discuss or describe how stories, or traditions or ceremonies connect people to the land. (now or in the past)</p>	<p>I am beginning to understand how stories, traditions and ceremonies connect people to the land. (now or in the past)</p>
<p>Treaty Promises and Provisions TPPK4: Examine the intent of different kinds of promises.</p>	<p>I can understand and describe in depth about my own beliefs in the importance of keeping a promise and relate it to prior knowledge.</p>	<p>I can understand and describe my own beliefs on the importance of keeping a promise.</p>	<p>I can understand or describe my own beliefs on the importance of keeping a promise.</p>	<p>I am beginning to understand the importance of keeping a promise.</p>

	I can understand and describe the different kinds of promises, importance of keeping a promise, and can name the various ways of expressing and keeping a promise.	I can understand and describe the different kinds of promises and can share examples of the ways we keep or make a promise.	I can describe the meaning and significance of keeping a promise.	I am beginning to understand the significance of keeping a promise.
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Rubrique d'Éducation sur les traités - Maternelle



Échelle	4 Exemplaire J'ai une compréhension approfondie des idées complexes et je peux appliquer les compétences que j'ai acquises dans diverses situations.	3 Au niveau des attentes I am achieving the intended outcome. Je comprends, je peux démontrer et appliquer les compétences que j'ai acquises.	2 Approche des attentes Je développe ma compréhension et m'appuie sur les compétences que j'ai acquises.	1 Commence à répondre aux attentes Je commence à comprendre les idées initiales des concepts et des compétences que j'apprends.
Description de ce que l'élève peut faire.	L'élève montre comment appliquer ses connaissances à de nouvelles situations et / ou à partir de perspectives différentes.	L'élève démontre une compréhension complète du concept, de la compétence ou du sujet.	L'élève comprend le concept, la compétence ou le sujet de base.	L'élève commence à comprendre le concept, la compétence ou le sujet de base et a parfois besoin de soutien pour le faire.
Résultat d'apprentissage Relations fondées sur les traités RTM1 : Examiner la diversité des Premières Nations vivant en Saskatchewan, à commencer par celles qui sont représentées dans sa classe et dans sa collectivité.	Je peux partager en détail les langues et les traditions de ma famille.	Je peux partager les langues et les traditions de ma famille.	Je peux partager certaines des traditions de ma famille.	Je commence à partager certaines des langues ou traditions de ma famille.
Reconnaître que les gens viennent d'une variété de cultures avec des points communs et des différences.	Je peux reconnaître et décrire les points communs et les différences entre les groupes linguistiques des Premières Nations et les autres cultures. <ul style="list-style-type: none">• Dans ma famille• Dans la classe• Dans la communauté	Je peux reconnaître ou décrire les points communs et les différences entre les groupes des Premières Nations et les autres cultures. <ul style="list-style-type: none">• Dans ma famille• Dans la classe• Dans la communauté	Je peux reconnaître les points communs ou les différences entre les groupes linguistiques des Premières Nations et les autres cultures. <ul style="list-style-type: none">• Dans ma famille• Dans la classe• Dans la communauté	Je commence à reconnaître certains points communs et différences entre les groupes linguistiques des Premières Nations et d'autres cultures. <ul style="list-style-type: none">• Dans ma famille• Dans la classe• Dans la communauté

<p>Décrire la diversité des cultures des Premières Nations qui existent au sein des communautés (exs. Dakota/Lakota, Nakota,, nehiyawak, Dene)</p>	<p>Je peux décrire en profondeur et comprendre qu'il existe de nombreuses cultures et langues des Premières Nations au sein de ma famille, de mon école et de ma communauté.</p> <ul style="list-style-type: none"> • ocetei sakowin, dakota, lakota, nakota • nahkawé • nêhiyawak • denescûliné • Métis 	<p>Je peux décrire et / ou comprendre qu'il existe de nombreuses cultures et langues des Premières Nations au sein de ma famille, de mon école et de ma communauté.</p> <ul style="list-style-type: none"> • ocetei sakowin, dakota, lakota, nakota • nahkawé • nêhiyawak • denescûliné • Métis 	<p>Je peux comprendre qu'il existe de nombreuses cultures et langues des Premières Nations au sein de ma famille, de mon école et de ma communauté.</p> <ul style="list-style-type: none"> • ocetei sakowin, dakota, lakota, nakota • nahkawé • nêhiyawak • denescûliné • Métis 	<p>Je commence à comprendre qu'il existe de nombreuses cultures et langues des Premières Nations dans ma famille, mon école et ma communauté.</p> <ul style="list-style-type: none"> • ocetei sakowin, dakota, lakota, nakota • nahkawé • nêhiyawak • denescûliné • Métis
<p>L'esprit et le sens ESM2: Exprimer l'interdépendance existant entre la nature et lui ainsi qu'entre les autres et lui (p. ex. le Cercle de vie, les saisons, les éléments, le temps qu'il fait, la famille et les proches).</p>	<p>Je peux reconnaître et partager des exemples détaillés de la façon dont toutes les personnes sont connectées les unes aux autres (être membre d'une famille, membre d'une communauté et connecté à toute vie) et à la nature (comment nous vivons la nature dans nos vies jour et nuit, battements de cœur, animaux dans la nature et la nature elle-même).</p>	<p>Je peux reconnaître et partager des exemples de la façon dont toutes les personnes sont connectées les unes aux autres (être membre d'une famille, membre de la communauté et connecté à toute vie) et à la nature (comment nous vivons la nature dans nos vies jour et nuit, battements de cœur, animaux dans la nature et la nature elle-même).</p>	<p>Je peux reconnaître et partager des exemples de la façon dont toutes les personnes sont connectées les unes aux autres (être membre d'une famille, membre de la communauté et connecté à toute vie) ou à la nature (comment nous vivons la nature dans nos vies jour et nuit, battements de cœur, animaux dans la nature et la nature elle-même).</p>	<p>Avec du soutien, je commence à reconnaître comment toutes les personnes sont connectées les unes aux autres (être membre d'une famille, membre d'une communauté et connecté à toute vie) ou à la nature (comment nous vivons la nature dans nos vies jour et nuit, battements de cœur, animaux dans la nature et la nature elle-même).</p>
<p>Le contexte historique CHM3: Explorer, à travers des récits, des traditions et des cérémonies, le lien de tous les êtres humains avec la terre.</p>	<p>Je peux discuter et décrire en profondeur comment les histoires, les traditions et les cérémonies relient les gens à la terre. (maintenant et dans le passé)</p>	<p>Je peux discuter et décrire comment les histoires, les traditions et les cérémonies relient les gens à la terre. (maintenant et dans le passé)</p>	<p>Je peux discuter ou décrire comment des histoires, des traditions ou des cérémonies relient les gens à la terre. (maintenant ou dans le passé)</p>	<p>Je commence à comprendre comment les histoires, les traditions et les cérémonies relient les gens à la terre. (maintenant ou dans le passé)</p>



<p>Les promesses et les dispositions des traités PTM4: Examiner l'intention qui préside à différentes sortes de promesses.</p>	<p>Je peux comprendre et décrire en profondeur mes propres croyances quant à l'importance de tenir une promesse et la relier à des connaissances antérieures.</p>	<p>Je peux comprendre et décrire mes propres convictions sur l'importance de tenir une promesse.</p>	<p>Je peux comprendre ou décrire mes propres convictions sur l'importance de tenir une promesse.</p>	<p>Je commence à comprendre l'importance de tenir une promesse.</p>
	<p>Je peux comprendre et décrire les différents types de promesses, l'importance de tenir une promesse et nommer les différentes façons d'exprimer et de tenir une promesse.</p>	<p>Je peux comprendre et décrire les différents types de promesses et partager des exemples de la façon dont nous tenons ou faisons une promesse.</p>	<p>Je peux décrire le sens et l'importance de tenir une promesse.</p>	<p>Je commence à comprendre l'importance de tenir une promesse.</p>



Grade One Treaty Education Rubric

Scale	4 Exemplary	3 Meeting	2 Approaching	1 Beginning
	I have an in-depth understanding of the complex ideas and I can apply the skills that I have learned in various situations.	I am achieving the intended outcome. I understand, can demonstrate and can apply the skills that I have learned.	I am developing my understanding and building upon the skills that I have learned.	I am beginning to understand the initial ideas of the concepts and skills that I am learning.
Description of what the student can do.	The student demonstrates how to apply knowledge to new situations and/or from different perspectives.	The student demonstrates complete understanding of the concept, skill or topic.	The student is understanding the basic concept, skill or topic.	The student is beginning to understand the basic concept, skill or topic and needs support at times in doing so.
Outcome Treaty Relationships TR11: Examine how sharing contributes to Treaty Relationships	I can describe in-depth how sharing occurs in families, classrooms and communities. I can understand in-depth, the views on what it means to share using my family and community as resources. I can represent how sharing was a benefit between First Nations and explorers.	I can describe how sharing occurs in families, classrooms and communities. I can understand the views on what it means to share using my family and community as resources. I can represent how sharing benefitted both First Nations and explorers.	I can understand how sharing occur in families, classrooms and communities. I can understand the views on what it means to share using my family or community as resources. I can represent the benefits of sharing between two parties.	I am beginning to understand how sharing occurs in families, classrooms and communities. I am beginning to understand the views on what it means to share using my family or community as resources. With support, I can represent the benefits of sharing.
Spirit and Intent SI12: Examine the connections between intentions and actions.	I can describe in-depth how our thoughts influence actions Ex: being thankful and expressing gratitude establishes positive patterns. I can represent how thoughts influence actions through personal examples such as; thinking of doing something	I can describe how our thoughts influence actions Ex: being thankful and expressing gratitude establishes positive patterns I can represent how thoughts influence actions through a personal example such as; thinking of doing something	I can describe how my thoughts can influence my actions example: saying thank you can establish a positive pattern. I can represent how my thoughts influence my actions through a personal	With support I can describe how a thought can influence an action. Ex: saying thank you can establish a positive patter. With support I can represent how my thought influences an action.

	nice remains an idea until I take action.	nice remains an idea until I take action.	example of thinking of something and doing it.	
Historical Context HC1 3: Explore the many ways people meet their needs from nature and the land on which they live.	<p>I can discuss and describe in-depth the various uses of buffalo, elk, moose and caribou, now and in the past.</p> <p>I can compare many ways people lived on the land in the past and present.</p> <p>I can explain in detail how people helped and continue to help each other live on this land.</p>	<p>I can discuss and describe the various uses of buffalo, elk, moose and caribou, (now and in the past)</p> <p>I can compare ways people lived on the land in the past and present.</p> <p>I can explain how people helped and continue to help each other live on this land.</p>	<p>I can discuss or describe the various uses of buffalo, elk, moose and caribou. (now or in the past)</p> <p>I can compare some of the ways people lived on the land in the past or present.</p> <p>I can explain how people helped each other live on this land.</p>	<p>With support I can describe some of the uses of buffalo, elk, moose and caribou. (now or in the past)</p> <p>With support, I can compare some of the ways people lived on the land in the past or present.</p> <p>With support, I can explain how people help each other live on this land.</p>
Treaty Promises and Provisions TPP14: Explore what is meant by We are all Treaty	<p>I can understand and describe in-depth that Treaties contain promises for all people and use examples from my personal experiences.</p> <p>I can represent how and why all Saskatchewan people are Treaty people from the time Treaty was signed, today and into the future.</p>	<p>I can understand and describe that Treaties contain promises for all people and use examples from my personal experiences.</p> <p>I can represent that all Saskatchewan People are Treaty people past, present and future.</p>	<p>I can understand or describe that Treaties contain promises.</p> <p>I can represent that we are all Treaty People in Saskatchewan.</p>	<p>I am beginning to understand that Treaties contain promises.</p> <p>With support, I can represent that we are all Treaty People.</p>

<div>  <h1>Rubrique d'Éducation sur les traités – 1^{ère} année</h1>  </div>				
	1	2	3	4
Relations fondées sur les traités Examiner comment le partage est à la base des relations fondées sur des traités.	Même avec du soutien, j'ai du mal à décrire comment le partage contribue aux relations de traité.	Avec du soutien, je peux décrire et représenter comment le partage contribue aux relations de traité.	Je peux décrire, représenter et explorer comment le partage contribue aux relations de traité.	De façon autonome, je peux décrire, représenter et explorer comment le partage contribue aux relations de traité.
L'esprit et le sens Faire le lien entre l'intention recherchée et le geste.	J'ai du mal à comprendre les liens entre les intentions et les gestes.	Je commence à comprendre les liens entre les intentions et les gestes.	Je peux décrire les liens entre les intentions et les gestes avec l'utilisation d'activités de pleine conscience (ex : cercles de parole et enseignement de la roue médicinale).	De façon autonome, je peux décrire et analyser les liens entre les intentions et les gestes grâce à l'utilisation d'activités de pleine conscience (ex : cercles de parole et enseignement de la roue médicinale).
Le contexte historique Explorer les nombreuses façons dont les êtres humains tirent de la nature et de la terre sur laquelle ils vivent de quoi répondre à leurs besoins.	Je lutte pour comprendre la conscience de la dépendance de l'homme à l'environnement naturel pour répondre aux besoins (d'où vient la nourriture, comment l'environnement naturel répond aux besoins fondamentaux de l'homme, responsabilité envers la gestion).	Avec du soutien, je peux démontrer la conscience que l'homme dépend de l'environnement naturel pour répondre à ses besoins.	Je peux démontrer la conscience que l'homme dépend de l'environnement naturel pour répondre à ses besoins.	Je peux clairement exprimer et démontrer la conscience de la dépendance de l'homme à l'environnement naturel pour répondre à ses besoins.
Les promesses et les dispositions des traités Explore ce qu'on entend par Les traités nous touchent tous.	Même avec du soutien, j'ai du mal à reconnaître les pratiques qui soutiennent le sens de «nous sommes tous des peuples des traités».	Avec du soutien, je commence à reconnaître des pratiques qui soutiennent le sens de «nous sommes tous des peuples des traités».	Je peux reconnaître des pratiques qui soutiennent le sens de «nous sommes tous des peuples des traités».	Je peux reconnaître et analyser les pratiques qui soutiennent le sens de «nous sommes tous des peuples des traités».



Grade Two Treaty Education Rubric

Scale	4 Exemplary	3 Meeting	2 Approaching	1 Beginning
	I have an in-depth understanding of the complex ideas and I can apply the skills that I have learned in various situations.	I am achieving the intended outcome. I understand, can demonstrate and can apply the skills that I have learned.	I am developing my understanding and building upon the skills that I have learned.	I am beginning to understand the initial ideas of the concepts and skills that I am learning.
Description of what the student can do.	The student demonstrates how to apply knowledge to new situations and/or from different perspectives.	The student demonstrates complete understanding of the concept, skill or topic.	The student is understanding the basic concept, skill or topic.	The student is beginning to understand the basic concept, skill or topic and needs support at times in doing so.
Outcome Treaty Relationships TR21: Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.	I can understand and discuss in-depth the importance of peace and harmony and how the concepts are expressed in people's lives I can understand in-depth, what sharing the land and resources really means to First Nations (traditional community vs. individual ownership). I can represent in-depth examples of peaceful and harmonious relationships between First Nations and others.	I can understand and discuss the importance of peace and harmony and how the concepts are expressed in people's lives. I can understand what sharing the land and resources means to First Nations (traditional community vs. individual ownership) I can represent examples of peaceful and harmonious relationships between First Nations and others.	I can understand the importance of peace and harmony in people's lives. I can understand what sharing the land or resources means to First Nations (traditional community vs. individual ownership) I can represent an example of peaceful and harmonious relationships between First Nations and others.	I am beginning to understand the importance of peace and harmony in people's lives. I am beginning to understand what sharing the land or resources means to First Nations (traditional community vs. individual ownership) With support, I can represent an example of peaceful and harmonious relationships between First Nations and others.
Spirit and Intent SI22: Recognize the importance of honesty when examining one's intentions.	I can share in-depth many examples of honesty. I can discuss in-depth the role of honesty in written and	I can share examples of honesty.	I can share an example of honesty.	With support I can share an example of honesty. With support I can discuss the role of honesty in written

	<p>verbal expressions of intention.</p> <p>I can express in-depth what happens when honesty is separated from actions.</p>	<p>I can discuss the role of honesty in written and verbal expressions of intention.</p> <p>I can express what happens when honesty is separated from actions.</p>	<p>I can discuss the role of honesty in written or verbal expressions of intention.</p> <p>I can understand what happens when honesty is separated from actions.</p>	<p>or verbal expressions of intention.</p> <p>I am beginning to understand what happens when honesty is separated from actions.</p>
<p>Historical Context HC1 3: Analyze the traditional forms of leadership that we in practice prior to European contact and in First Nations communities.</p>	<p>I can understand in-depth the traditional leadership practices of First Nations and compare past and present ways of selecting First Nation leaders.</p> <p>I can describe in depth the meaning of consensus using my own experiences. (e.g. deciding what restaurants to go to, what game to play at recess)</p> <p>I can explain in depth how decisions were made by First Nations.</p>	<p>I can understand the traditional leadership practices of First Nations and compare past and present ways of selecting First Nation leaders.</p> <p>I can describe the meaning of consensus using my own experiences. (e.g. deciding what restaurants to go to, what game to play at recess)</p> <p>I can explain how decisions were made by First Nations.</p>	<p>I can understand some of the traditional leadership practices of First Nations and compare past or present ways of selecting leaders.</p> <p>I can describe the concept of consensus using one experience. (e.g. deciding what restaurants to go to, what game to play at recess)</p> <p>I can explain how a decision was made by First Nations.</p>	<p>With support I can describe some of the uses of buffalo, elk, moose and caribou. (now or in the past)</p> <p>With support, describe the meaning of consensus using one experience. (e.g. deciding what restaurants to go to, what game to play at recess)</p> <p>With support, I can explain how a decision was made by First Nations.</p>
<p>Treaty Promises and Provisions TPP14: Develop an understanding of the Treaties as sacred promises that exist between the British Crown (eg: government) and First Nation.</p>	<p>I can explain in-depth the beliefs of FN that Treaties are special promises sealed by sacred ceremonies.</p> <p>I can recognize and share detailed examples of the symbols used by British Crown to signify its commitment to uphold the promises made in the Treaties.</p> <p>I can represent in-depth my understanding that Treaties</p>	<p>I can explain the beliefs of FN that Treaties are special promises sealed by sacred ceremonies.</p> <p>I can recognize and share examples of the symbols used by British Crown to signify its commitment to uphold the promises made in the Treaties.</p> <p>I can represent my understanding that Treaties</p>	<p>I can explain the beliefs of FN that Treaties are special promises.</p> <p>I can recognize or share an example of the symbols used by the British Crown to signify the promises made in the Treaties.</p> <p>I can represent my understanding that Treaties</p>	<p>With support I can explain the beliefs of First Nations that Treaties are special promises.</p> <p>With support, I can recognize or share an example of the symbols used by the British Crown to signify the promises made in the Treaties.</p> <p>With support, I can represent my understanding that</p>

	<p>will last as long as the sun shines, grass grows and the rivers flow. (forever)</p> <p>I can identify all the Numbered Treaties in SK and the one in which I live. (2, 4, 5, 6, 7, 8, 10)</p>	<p>will last as long as the sun shines, grass grows and the rivers flow. (forever)</p> <p>I can identify most of the numbered Treaties in SK and the one in which I live. (2, 4, 5, 6, 7, 8, 10)</p>	<p>will last forever. (Treaties will last as long as the sun shines, grass grows and the rivers flow.)</p> <p>I can identify more than one Numbered Treaty in Sk and the one in which I live. (2, 4, 5, 6, 7, 8, 10)</p>	<p>Treaties will last forever (Treaties will last as long as the sun shines, grass grows and the rivers flow).</p> <p>I can identify the Numbered Treaty in which I live. (2, 4, 5, 6, 7, 8, 10)</p>
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Rubrique d'Éducation sur les traités – 2 ^e année				
	1	2	3	4
RT2.1 : Examiner comment les traités forment la base de relations harmonieuses où la terre et ses ressources sont partagées.	Même avec du soutien, j'ai du mal à comprendre l'importance de la paix et de l'harmonie dans les relations, y compris les traités.	Je comprends parfois l'importance de la paix et de l'harmonie dans les relations, y compris les traités.	Par moi-même, je comprends l'importance de la paix et de l'harmonie dans les relations, y compris les traités.	Avec une grande perspicacité, je montre une compréhension profonde et bien développée de l'importance de la paix et de l'harmonie dans les relations, y compris les traités.
ES2.2 : Reconnaître l'importance de l'honnêteté dans l'analyse de ses propres intentions.	Même avec du soutien, j'ai du mal à comprendre l'importance d'être honnête dans mes intentions.	Je comprends parfois l'importance d'être honnête dans mes intentions.	Par moi-même, je comprends l'importance d'être honnête dans mes intentions.	Avec une grande perspicacité, je montre une compréhension profonde et bien développée de l'importance d'être honnête dans mes intentions.
CH2.3 : Analyser les formes d'autorité traditionnelles qui étaient pratique courante dans les Premières Nations avant que n'arrivent les premiers Européens.	Même avec du soutien, j'ai du mal à comprendre comment le leadership des Premières Nations était pratiqué avant le contact avec les Européens.	Je comprends parfois comment le leadership des Premières Nations était pratiqué avant le contact avec les Européens.	Par moi-même, je comprends comment le leadership des Premières Nations était pratiqué avant le contact avec les Européens.	Avec une grande perspicacité, je montre une compréhension profonde et bien développée de la façon dont le leadership des Premières Nations était pratiqué avant le contact avec les Européens.
PT2.4 : Prendre conscience que les traités sont des pactes sacrés entre la Couronne britannique d'alors (représentant l'État canadien) et les Premières Nations.	Même avec du soutien, j'ai du mal à comprendre pourquoi les symboles utilisés par la Couronne britannique et les Premières Nations sont importants dans les traités.	Avec de l'aide, je peux comprendre pourquoi les symboles utilisés par la Couronne britannique et les Premières Nations sont importants dans les traités.	Par moi-même, je comprends pourquoi les symboles utilisés par la Couronne britannique et les Premières Nations sont importants dans les traités.	Avec une grande perspicacité, je montre une compréhension profonde et bien développée de la raison pour laquelle les symboles utilisés par la Couronne britannique et les Premières Nations sont importants dans les traités.

6.3 2024-2025 Student Enrolment Report



Board Priority:

- 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, 2024. These enrolment numbers are part of the official numbers submitted to the Ministry.

Greater Saskatoon Catholic Schools had an overall enrolment of 23,009 students which is an increase of 920 students from September 30, 2023.

Saskatoon City Schools

The Saskatoon city schools have a combined enrolment of 20,871 students.

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

	Sept. 30, 2023	Sept. 30, 2024	Difference
Elementary Schools (Pre K to 8)	13,831	14,220	+389
High Schools (Grades 9 to 12)	6,202	6,651	+449
Home School	342	332	-10
Students 22 years and older	21	19	-2
SIOS	157	226	+69
Total	20,553	21,448	+895

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 1,561 students. This is an increase of 25 students year over year.

The enrolment is as follows:

	Sept. 30, 2023	Sept. 30, 2024	Difference
Elementary Schools (PreK to Grades 9)	1,536	1,561	+25

Language Program Enrolments

Area	Sept. 30, 2023	Sept. 30, 2024	Difference
French Immersion Program	3,463	3,491	+28
Cree Bilingual Program	539	509	-30
Ukrainian Bilingual Program	313	301	-12
Michif Bilingual Program	71	83	+12

In addition, Humboldt Collegiate Institute (HCI) has 429 Grade 9-12 students. This is an increase of 35 students year over 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 2024-2025 Student Enrolment report as presented.

6.4 Promoting Stewardship Monitoring Report



Board Priority:

- Promoting Stewardship

Presented by: Chief Financial Officer J. Lloyd, Superintendents K. Kowal and T. Hickey, Assistant Superintendent R. Martin, and Managers Kathryn Holmes, Kalyn Kist, and Laurier Langlois

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 GSCS (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.
- WCB premium surcharges and costs associated with injury-related 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 to facilitate more timely return to wellness for our employees.
- Continued review of historic Workers Compensation Board (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:

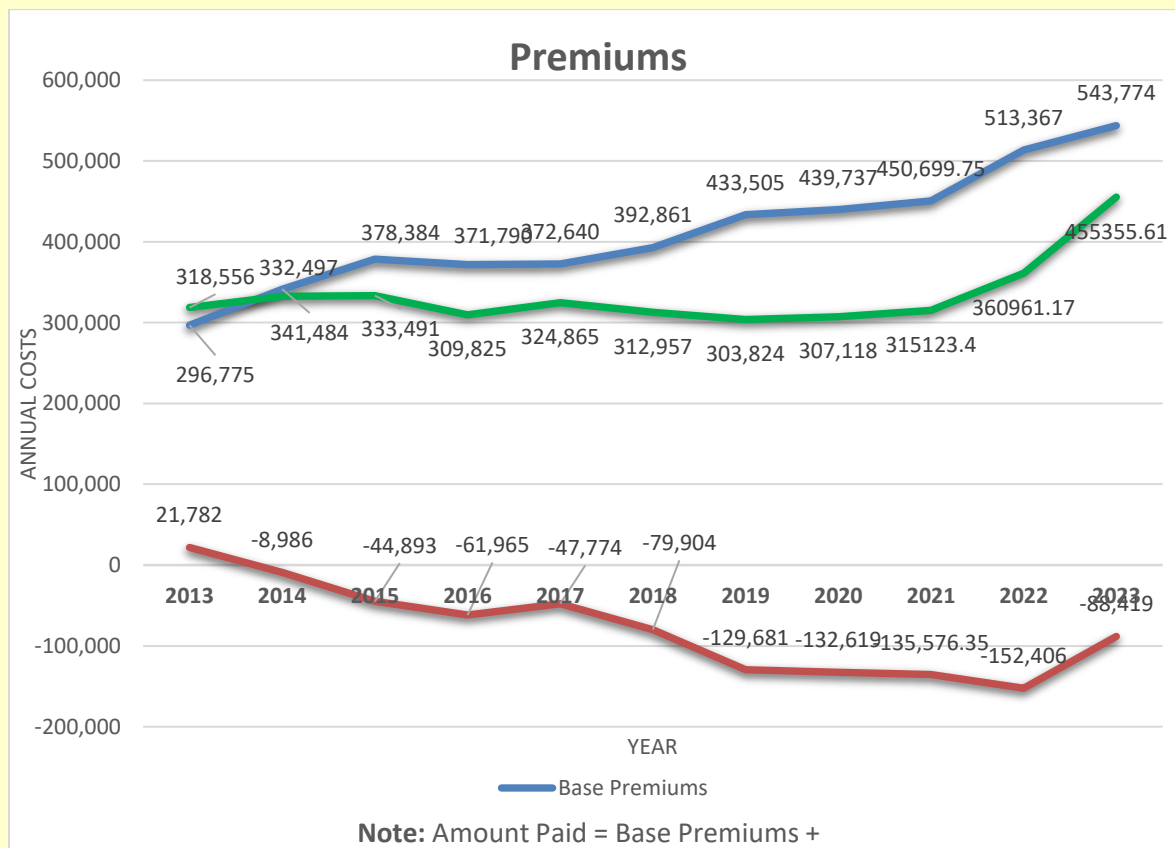
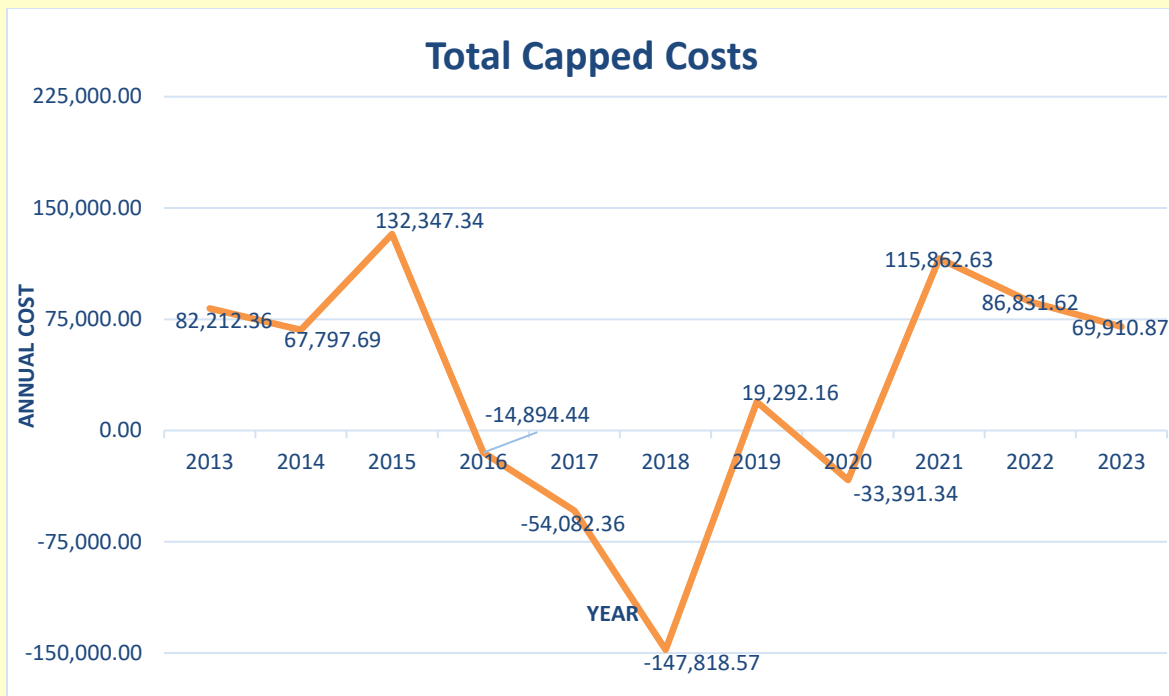
We are in a 13% premium discount position with WCB, which returned \$72,822.95 in premiums savings alone, with additional savings to be found in reduction to WCB top up as required by Collective Agreements. While only aggregate data is available for our industry code, it is fair to state that we are 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 ninth consecutive year GSCS has been in a rebate position. The graphs on the following page illustrate significant progress made in our experience ratings.

Experience determines rates. Our 2022 data influences 50% of our 2024 rate (2021 data 33%; 2020 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.



Diversity, Equity, and Inclusion Initiatives

Department Goal – GSCS will reflect the student and community population that it serves at every level of the organization.

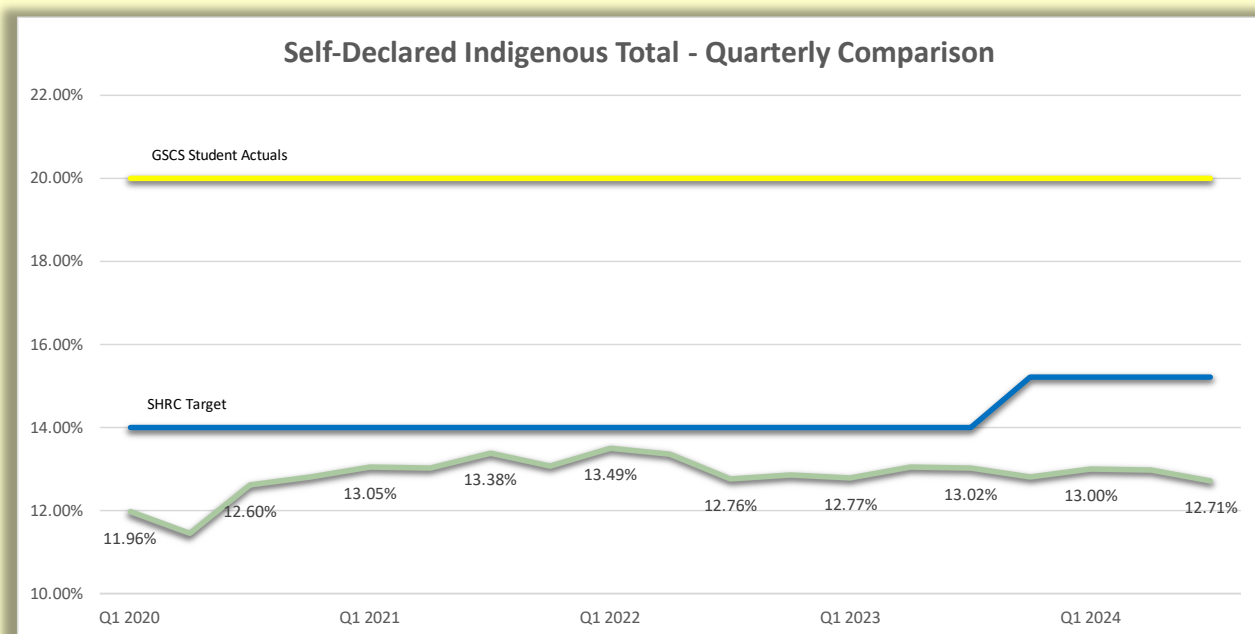
Rationale:

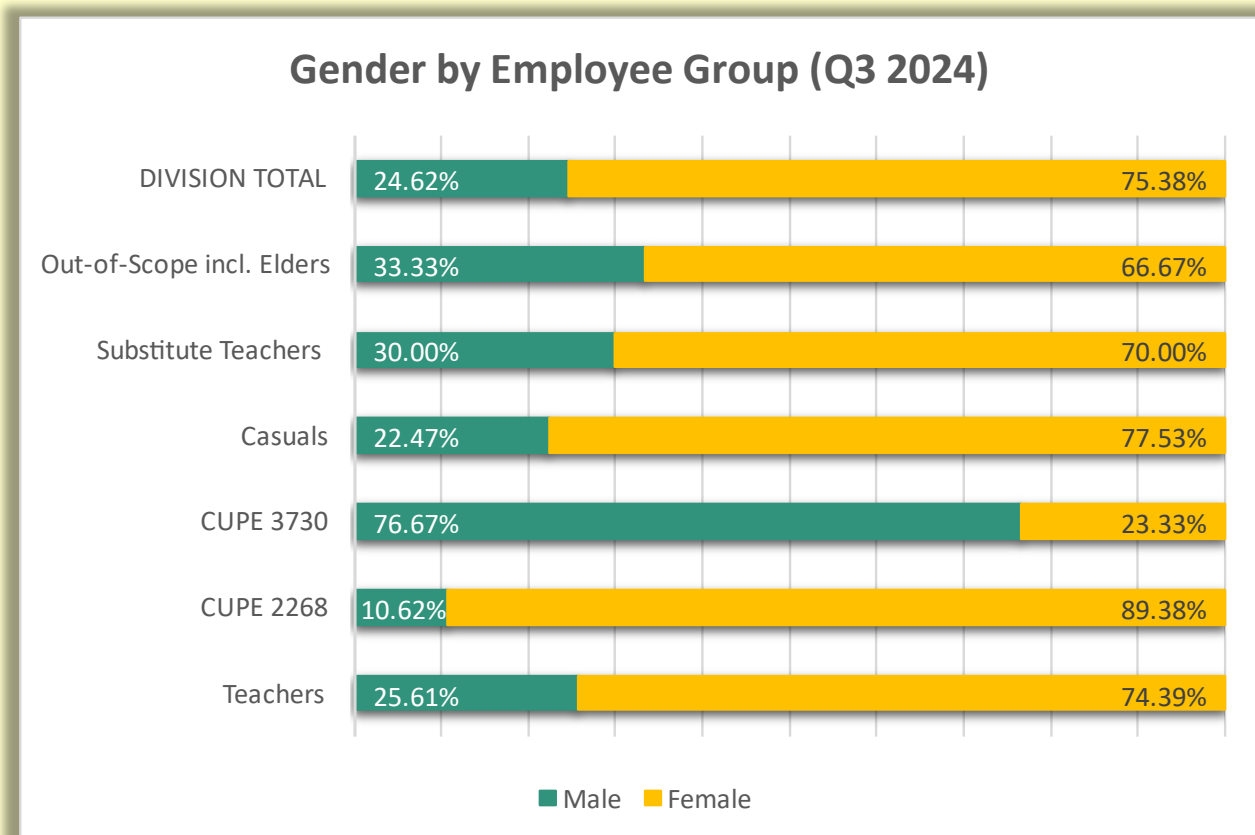
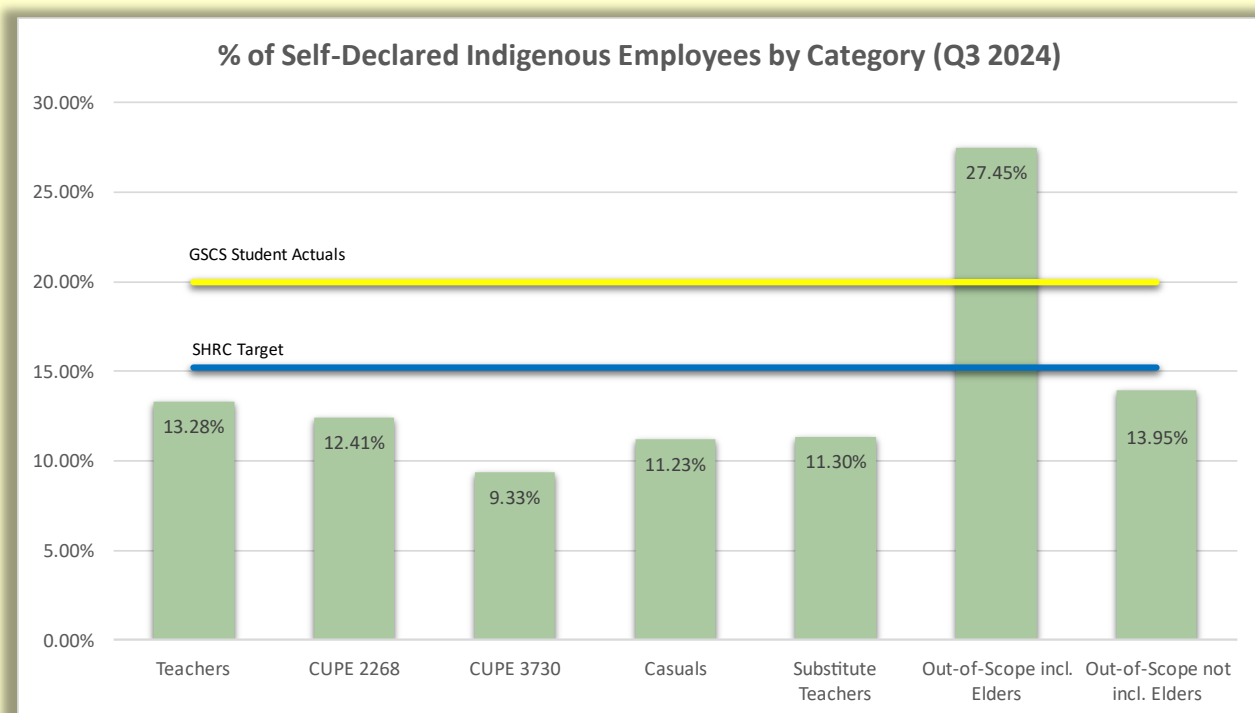
Diversity, equity and inclusion initiatives are designed to remove barriers to employment and ensure that current and prospective employees can fully participate in the many opportunities at GSCS. As one human family created in the image and likeness of God, we are committed to mobilizing diversity, 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.

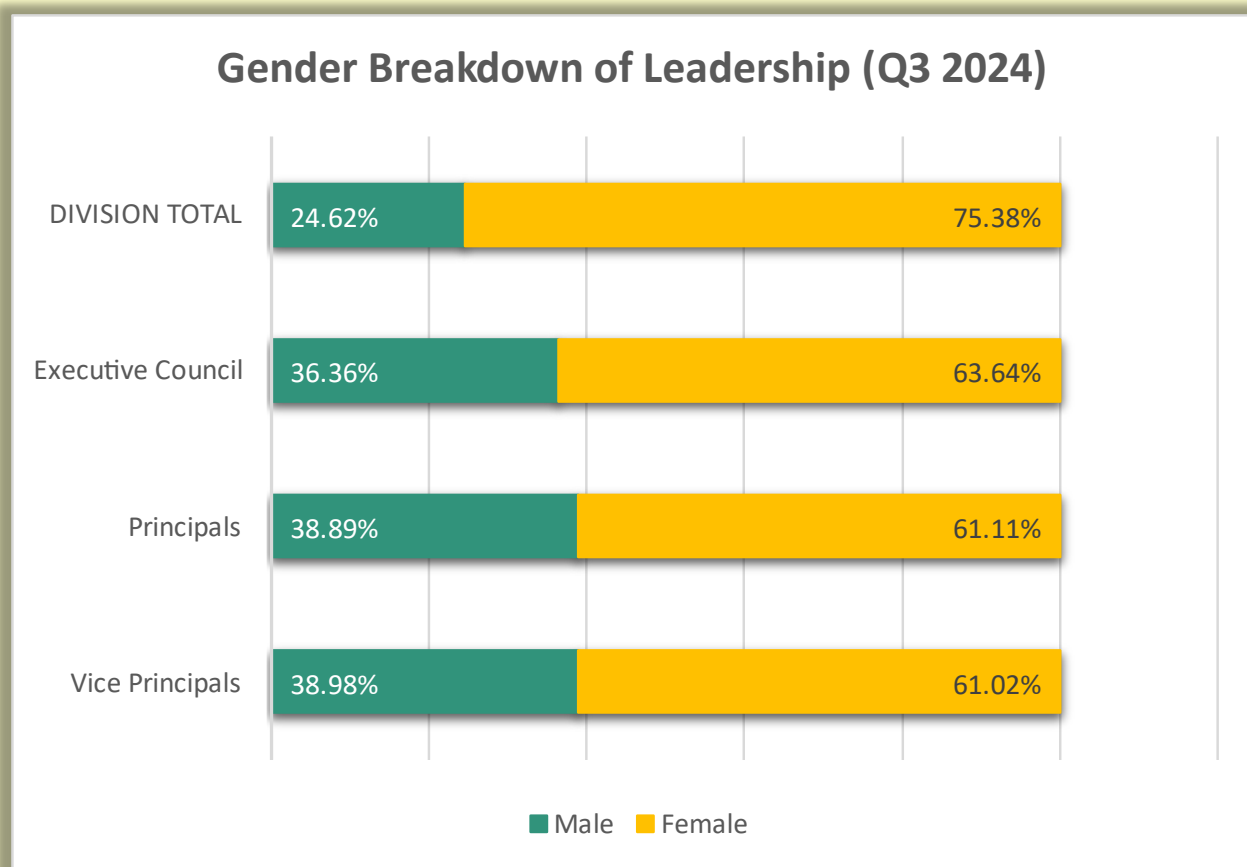
Actions:

- Completion of two Indigenous Leadership Cohort professional learning sessions in the 2023-2024 school year.
- 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 and SUNTEP graduate annually.

Our Results:







Now What...

- Continue to monitor and address barriers to employee retention.
- Begin planning for the recruitment and hiring of teachers and support staff for the opening of the new St. Frances Cree Bilingual School in the 2025-2026 school year.
- Review existing diversity, equity and inclusion initiatives and collaborate with GSCS employment partners to plan for the new 2024 SHRC target (15.2% Indigenous representation).

Leadership Formation

Department Goal: To provide opportunities for specific leadership development and capacity building within 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
- Indigenous Leadership Cohort
- 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. Seven (7) teachers received their Master of Religious Education degree at the Newman Theological Convocation on October 19, 2024.
- Two professional learning sessions completed for the Indigenous Leadership Cohort
- Administrator mentorship pairings continue to succeed in both vice-principal and principal categories.
- The Teacher mentorship program had its inaugural year in 2023-2024. Nine (9) pairings of mentors and mentees gathered for structured and self-directed professional development. While teacher mentorship has existed in a variety of unofficial ways within our schools, this was the first year of a formalized program.

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.

2. Technology Services

Board Goal: To responsibly allocate and utilize financial resources.

Bandwidth / Connectivity

GSCS implemented a successful procurement for increased connectivity. This represented a savings of approximately 48% over our former spend on bandwidth / internet connectivity. Throughout our school division, we've increased our maximum bandwidth from 10 Gbps (Gigabits per second) to 59 Gbps or an average increase of 423% across all our schools. In addition to the increase in bandwidth, it also represents a redundant connection for each location, meaning that one of our connections can go down and our backup connection will seamlessly take over.

This will allow us to install additional cost savings measures on our aging analog infrastructure, bringing us to digital based phone systems, security systems, paging systems, site servers, caching servers, etc.

This represents a 5-year savings of \$310,000 of our historical spend while increasing our performance division wide.

End of life extension devices

The information / educational technology teams are working towards an enhanced device ratio for students across the division. As of October of 2025, Microsoft will be discontinuing security updates for a large subset of devices in our division.

With space / cost constraints, we have leveraged Google ChromeOS Flex for our aging end user computers, we have extended the life of many labs, laptops, and devices in our division. We have also utilized end of life, to be recycled Apple devices to provide purpose built, strict devices to our students. This represented:

- 150 iPads being used for translation devices throughout our division for EAL / LAT usage.
- 14 Computer labs that were set for decommission representing approximately 350 devices.
- 300 laptops that were set for decommissioning to be used as Chromebook supplemental devices.
- We are continuing to find places, space allowing, to utilize the remaining 550 end of life devices.

Knowing a new device is approximately \$750 for Windows devices, this represents a total expenditure of \$60,000, with \$32,000 being spent to date. This is a cost savings of approximately \$840,000 devices by using licenses to extend life, versus purchasing new devices.

With the small footprint of ChromeOS it also allows our labs that were running with a less-than-ideal user experience, to a much faster experience. Our Apple footprint is also elevated for iPad usage where there would have been no devices. By shifting our spend and adjusting devices, GSCS was able to bring in an additional amount of critical devices such as tablets and laptop which some of our students require when communicating with others.

Wireless Connectivity

With the changing landscape of devices having faster and more capable wireless hardware, Information Technology made a long-term strategic decision to swap our infrastructure towards end user experience.

With a partnership and work from our procurement teams, we established a vendor of record relationship that has netted immediate savings of approximately \$450,000, with the long-term savings across 5 years reaching substantially more.

A successful installation project this summer of over 1,100 access points in our schools which was able to accomplish:

- A unified staff and guest experience.
- A replacement of our aging environment of up to 10-year-old devices.
- A decision to extend and decommission other aging infrastructure to provide future proof devices.
- With our Vendor of Record engagement, we were able to purchase a model 5 tiers higher than former, for the same price as former.

- This future proofs us as devices move to 5-6Ghz in the future.
- The density in our division now can support 185% more devices than if we implemented the formerly planned infrastructure.

We were able to provide public internet access for all staff, students, visitors and rental groups. These groups can now safely and securely use the enhanced GSCS Network.

Real-time Reporting

GSCS is retiring our legacy reporting architecture to align with both our educational and administrative needs. Most reports are in full production, some are actively being implemented, with a communication platform to Executive Council to utilize across our division. To date we have brought in the following reporting to help decisions and enrich a student's educational journey.

- Division Attendance
 - A historical, per student record of attendance specifically aligning with FNMI and ministry attendance initiatives.
 - This is updated daily, with 3 years of historical attendance records for students.
- Neighbourhood Analysis
 - A breakdown of our transportation needs.
 - Neighbourhood to school ratio and active school.
- Student Enrolment
 - A live breakdown of historical and current attendance numbers by school, grade, year.
- GSCS Budget
 - Drilldowns and historical breakdowns of budgets allowing administrators to analyze our data more accurately.
- Assessment Reporting
 - Dynamic and historical breakdown of all ministry alignment and GSCS assessments.
 - Allowing educators, the ability to more dynamically report and action plan for students.
- Various business reports / Education reports
 - A summary view of dashboarding, month to month costs, outstanding, dynamic AR dashboarding.
- Student Dashboard
 - Currently in development to give data at the fingertips to track a student's journey on assessment data, attendance, report cards, etc. while a student attends GSCS.

Cybersecurity implementation

We have successfully implemented and are actively working with a cybersecurity vendor to address three major core areas across our infrastructure and end user compute environment:

- **Managed Detection and Response**
 - This represents 24/7/365 monitoring of our environment with an average response time of 5 minutes to isolate any device that may be compromised by ransomware.
 - The solution monitors all logins, firewall traffic, user behaviour, on premise security changes that are alerted to our team with actionable insights.
 - We receive weekly and monthly reporting of our actionable items for GSCS and previously actioned security items.
 - This allows our department to have augmented IT security staff without the need to be available at any point during the day.
- **Managed Risk**
 - We receive daily scanning of our internal and external vulnerabilities with severity of vulnerabilities and comparison to industry scores.
 - This has changed our patching methodology at GSCS, and using our new bandwidth, to deploy fixes faster with an audit trail of actionable items.
 - To date we have patched approximately 250,000 vulnerabilities, with an average of 35,000 patches a month, compared to our historical 5,000-10,000 patches a month.
- **Managed Security Awareness**
 - Currently being piloted in the information technology department.
 - A division wide plan is being built which will include:
 - Micro user training for common attacks (phishing, USB, personal use, etc.) at a weekly or monthly cadence
 - Phishing simulations with reporting.
 - This will augment our Microsoft A5 licensing phishing reporting.
 - Tailored high priority user training

By utilizing the three stacks, with a security concierge team, we are securing and enabling our user base, and IT department without adding internal FTE. This is a benefit to risk due to training of extremely specialized staff with a high burden of cost, as well as mitigating our risks by ensuring the team supplementing our department carry compliances and training.

End-user Compute

Across the division we have now repurposed and provided new hardware to all our staff that were requiring an upgrade prior to the Windows 11 rollout. By shifting our focus to end-user compute, we have replaced approximately 1300 devices in the division including:

- | | |
|-------------------|-----------------|
| • Teacher laptops | • Libraries |
| • EAL Rooms | • Computer Labs |
| • LAT Rooms | |

All our devices are now Windows 11 compliant and can perform to meet the needs of our staff and our students.

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 24,495 transactions annually or a 7.9% increase. The number of PCards issued across the school division increased 7.1% to 585 cards.

Contracts

On-going Long-Term Contracts

- Office and Classroom Supplies – Participated in the provincial-wide school divisions collaborated RFP with a 5-year contract with Supreme Basics, an estimated annual savings of \$30,000. Annual Rebate based on annual spend was \$11,105.
- Multi-functional and high-volume digital copiers – RFP process resulted in a 5-year contract with Konica Minolta. Rebate from Konica was \$83,838.
- 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.
- Architectural Services – RFP process resulted in a 3-year contract with and a 2-year extension with Edwards Edwards McEwen Architects.
- 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 5-year extension with Concept3 Business Interiors Ltd as the primary provider resulting in annual savings estimated at 30%.
- Caretaking Supplies – RFP process (February 2018) resulted in a 5-year contract and was extended for two additional years, with Veritiv and Swish-Kemsol, with annual savings of \$20,000.
- 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.
- Filters – RFQ process (March 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.
- 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 potential 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.

New Long-Term Contracts

- 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.
- 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 \$50,000 in savings since November 15, 2023. The savings are a result of shipping discounts, and because of business prime there are no monthly charges for using the prime feature which is generally faster shipping. The minimum spend annually is \$150,000 to continue to

achieve these savings. A total of \$385,000 has been spent primarily in the areas of books, IT products, and office supplies.

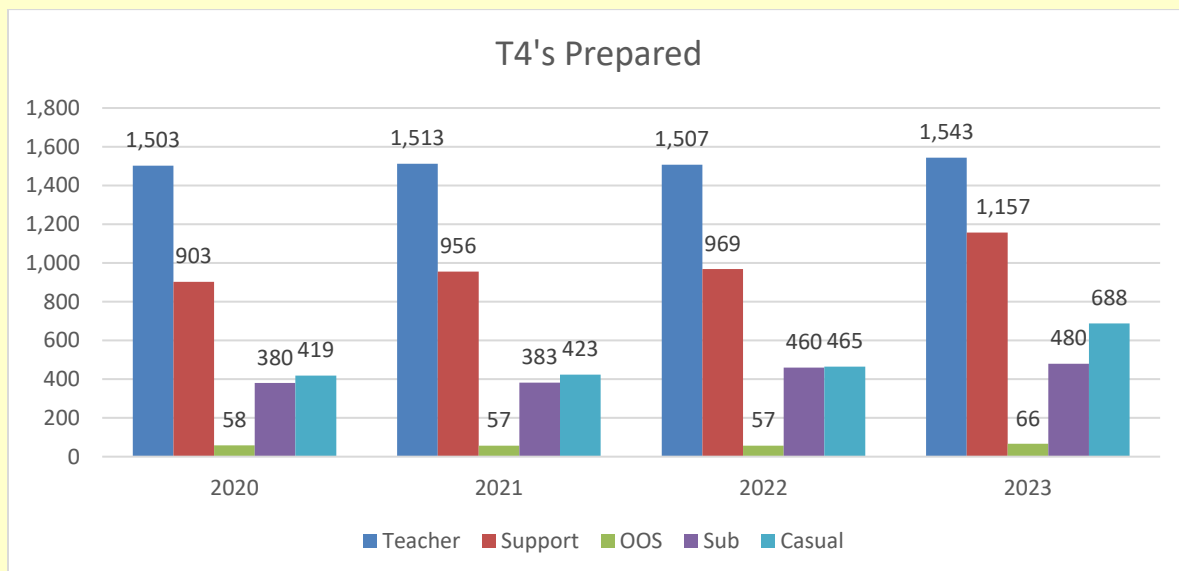
Financial Services

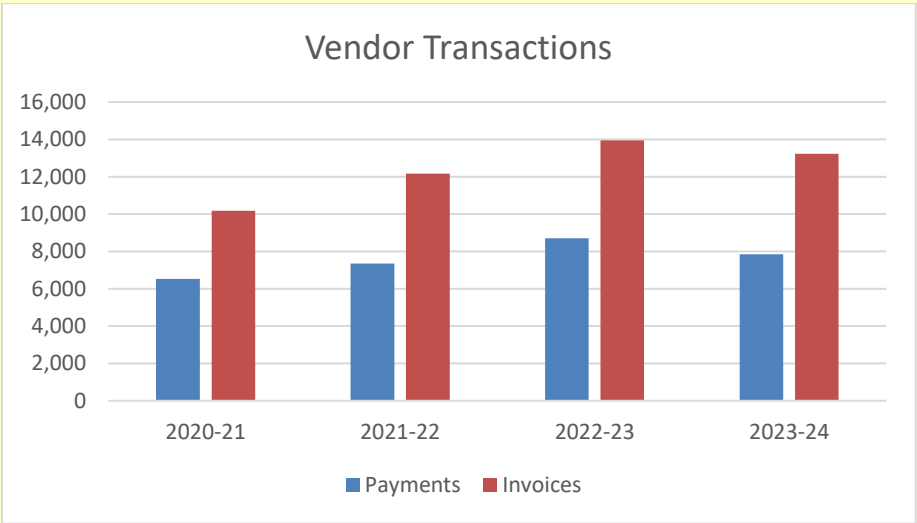
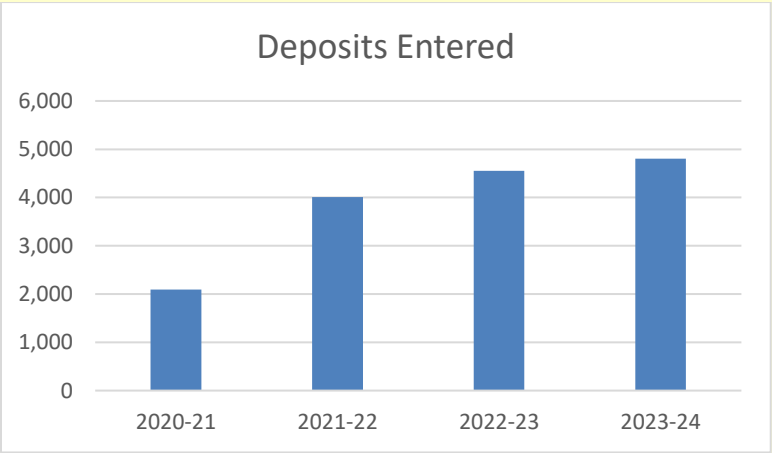
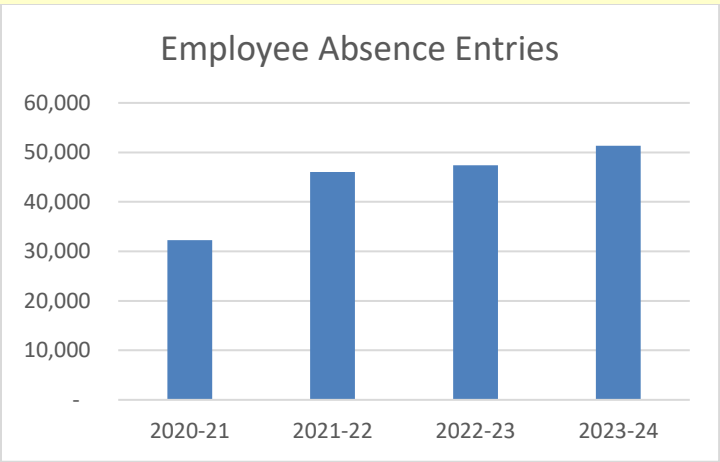
Overview

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

- Payroll – 3.5
- Absence/Dispatch Coordination – 1.0
- Accounts Payable – 2.0
- Accounting and Budget – 2.5

As the division has grown, Financial Services has worked very hard to maintain the same level of service without increasing staff. Openness to adopt new technology and processes have contributed to a higher volume of transactions processed across all areas of the department. Future upgrades to our financial accounting and payroll software will further increase the capacity of the department.





Cash Management

The division continues to pay vendors electronically to increase the security of the payments. During 2023-2024, the percentage of payments made by electronic funds transfer (EFT) remained steady 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	
		2023-24	2022-23	2023-24	2022-23
Electronic funds transfer	70.5%	70.9%	95.3%	93.0%	
Cheque	29.5%	29.1%	4.7%	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 2022-23:

Deposit Type	% of Dollar Value Received	
	2023-24	2022-23
Cash/cheques	58.7%	68.5%
Electronic (MySchoolBucks, point of sale terminals)	41.3%	32.5%

Electronic payments in high school cafeterias have continued to increase, with 62.5% (2022-23 60%) 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.

Financial Management

The school division received a clean audit opinion from both the external and provincial auditors for the fiscal year of 2022-2023, and work is currently being done on the 2023-2024 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 \$4,748 from \$3,828,252 (2023-2024) to \$3,833,000 (2024-2025).
- Our school division submitted six proposals for capital improvement projects: a Joint Use Holmwood Suburban Centre Catholic High School, a new Joint Use Catholic Middle / High School within the Martensville and Warman Region of Corman Park, a Joint Use Brighton Catholic Elementary School, a Joint Use Aspen Ridge Catholic Elementary School, a Joint Use Kensington Catholic Elementary School and a Joint Use Blairmore Suburban Centre Catholic High School.
- The Joint Use Holmwood Suburban Centre Catholic High School was approved in the March 2024 provincial budget. The project team is currently procuring a project manager for the project in collaboration with Sask Builds. The procurement of a consultant team will follow the project manager selection process.
- The new St. Frances Cree Bilingual School project was approved by the Ministry of Education in March of 2020. During the past year, the project was approved to proceed to tender and was awarded to Graham Construction. The construction ceremony took place on June 26, 2023, with construction starting June 28. The project is scheduled for completion in August 2025.

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 January 2024 allocation:

- Bethlehem High School – 4 classrooms
- Father Vachon Catholic School – 1 classroom
- Holy Cross High School – 4 classrooms
- St. Joseph High School – 4 classrooms
- Holy Trinity Catholic School – 3 classrooms
- St. Lorenzo Ruiz Catholic School – 2 classrooms
- St. Nicholas Catholic School – 5 classrooms
- St. Therese Catholic School – 5 classrooms

In addition to the relocatable classrooms that were added to the above listed schools, several spaces have been renovated by our facilities staff in order to accommodate the record growth we have experienced. In total there have been 8 unplanned room renovations successfully completed to meet the needs of our families that have chosen Catholic education.

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.

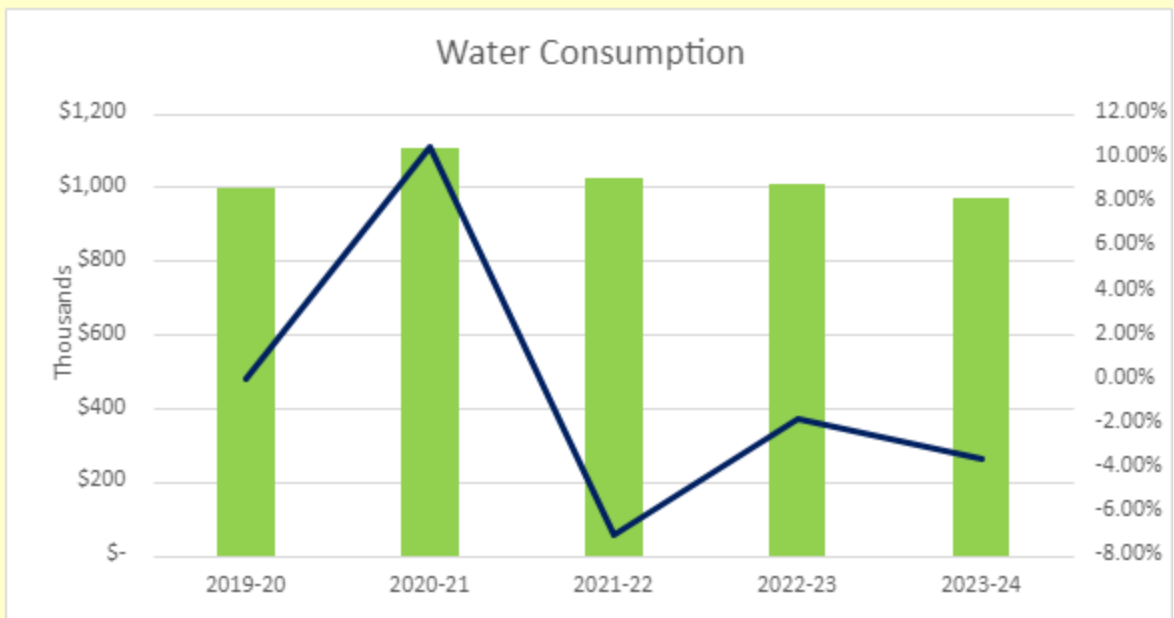
In an effort to continuously improve, Facility Services aspires to be good stewards of the resources entrusted to us. We are proud to report on the following initiatives which demonstrate our school division's commitment to sustainability.

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 are seeing 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 school-based 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.
- From September 2020 to August 2024, we have reduced our annual water consumption by over 12.4% or \$132,000. \$36,000 of the total savings was realized over the last fiscal year.



Recommendation:

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

6.5 Remembrance Day Service

Board Priority:

- Celebrating and Promoting Catholic Identity
- Building Relationships and Partnerships

Presented by: Chair D. Boyko

Background Information:

The Remembrance Day Committee of Saskatoon will be honouring our veterans on Monday, November 11, 2024, at SaskTel Centre. The Remembrance Committee invites you to honour and remember the sacrifices made by our Veterans.

At this time, a wreath has been ordered by the division and can be pre-laid by an usher at the Remembrance Day Service and our participation will be acknowledged at the service through the Teletron display or if a trustee will be in attendance to lay the wreath, they are asked to please be at SaskTel Centre by **9:20 a.m. on Monday, November 11**. Upon arrival, the trustee to lay the wreath is to check in with the organizers at the wreath table, where the trustee will be given our wreath and shown to their seat. Ushers will then escort you to the Cenotaph where our wreath will be laid. They will be escorted back to their seat for the remainder of the service.

Recommendation:

That the Board of Education receive the information as presented and determine trustee attendance at the 2024 Remembrance Day Service.

6.6 Promoting Stewardship Monitoring Report



Board Priority:

- Promoting Stewardship

Presented by: Chief Financial Officer J. Lloyd, Superintendents K. Kowal and T. Hickey, Assistant Superintendent R. Martin, and Managers Kathryn Holmes, Kalyn Kist, and Laurier Langlois

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 GSCS (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.
- WCB premium surcharges and costs associated with injury-related 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 to facilitate more timely return to wellness for our employees.
- Continued review of historic Workers Compensation Board (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:

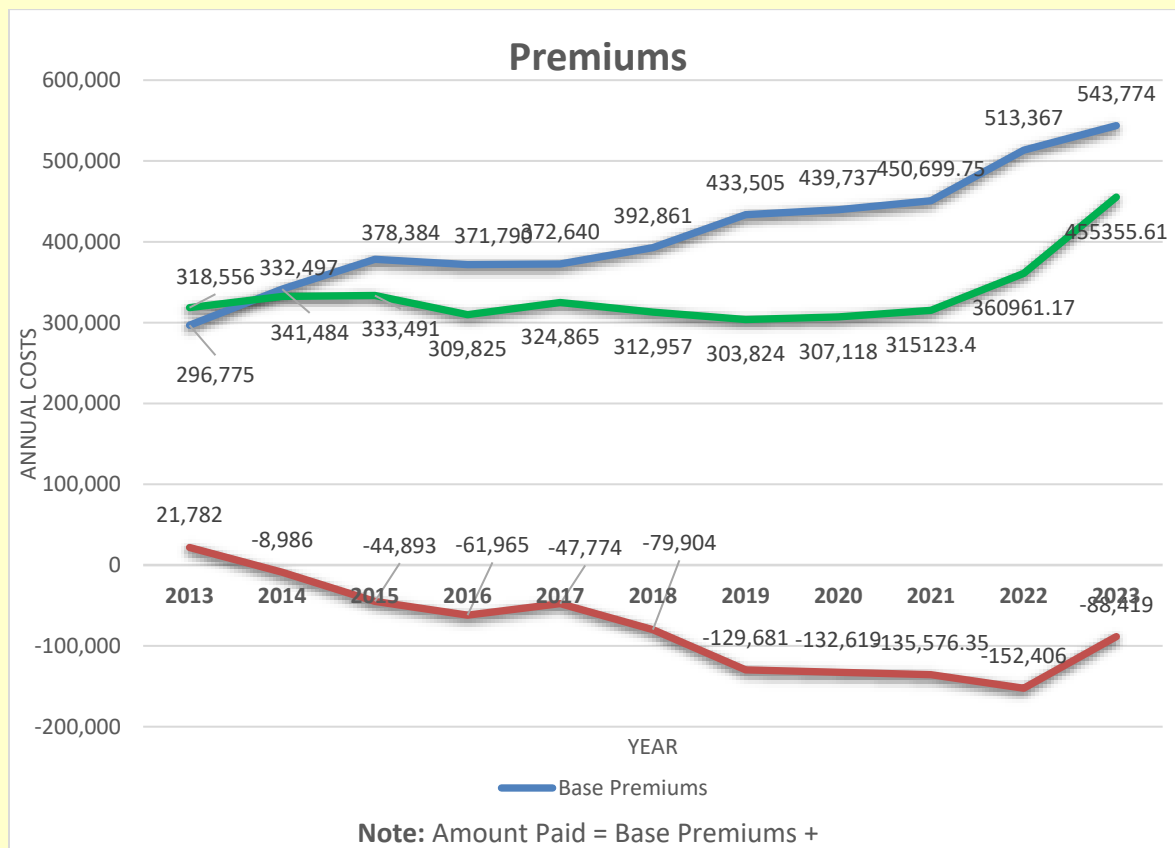
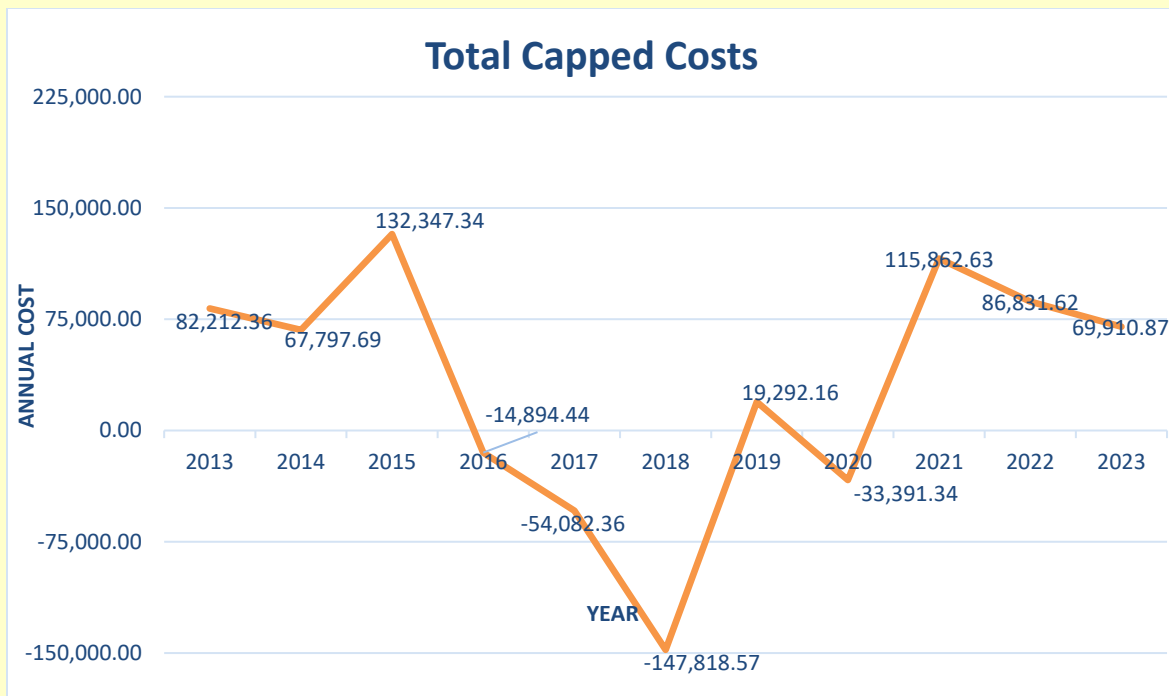
We are in a 13% premium discount position with WCB, which returned \$72,822.95 in premiums savings alone, with additional savings to be found in reduction to WCB top up as required by Collective Agreements. While only aggregate data is available for our industry code, it is fair to state that we are 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 ninth consecutive year GSCS has been in a rebate position. The graphs on the following page illustrate significant progress made in our experience ratings.

Experience determines rates. Our 2022 data influences 50% of our 2024 rate (2021 data 33%; 2020 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.



Diversity, Equity, and Inclusion Initiatives

Department Goal – GSCS will reflect the student and community population that it serves at every level of the organization.

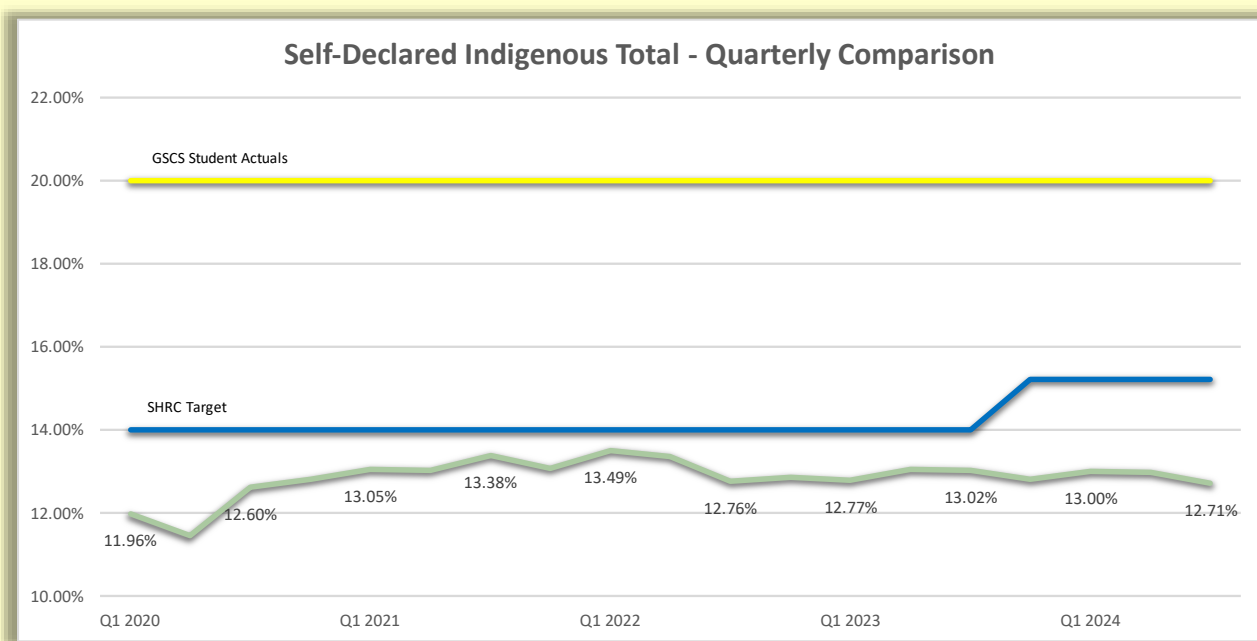
Rationale:

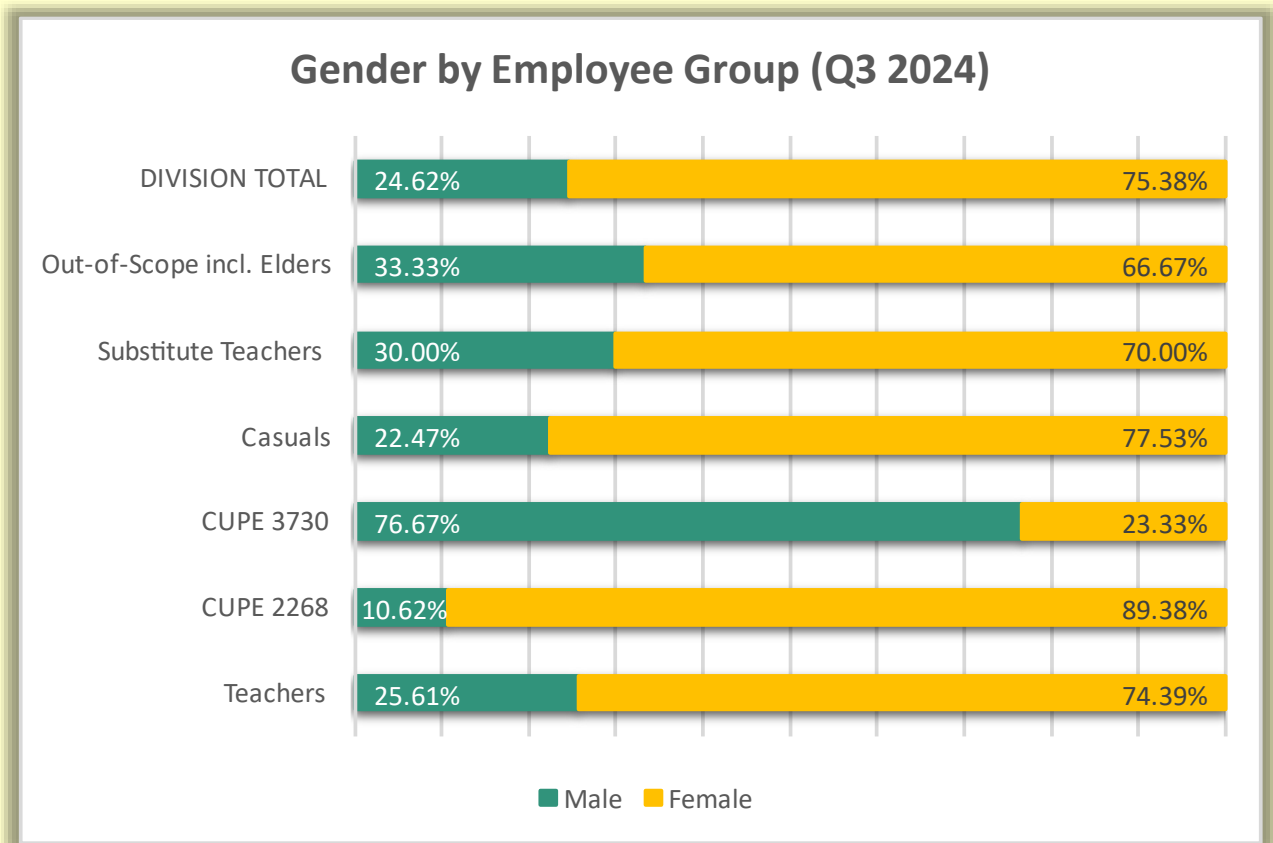
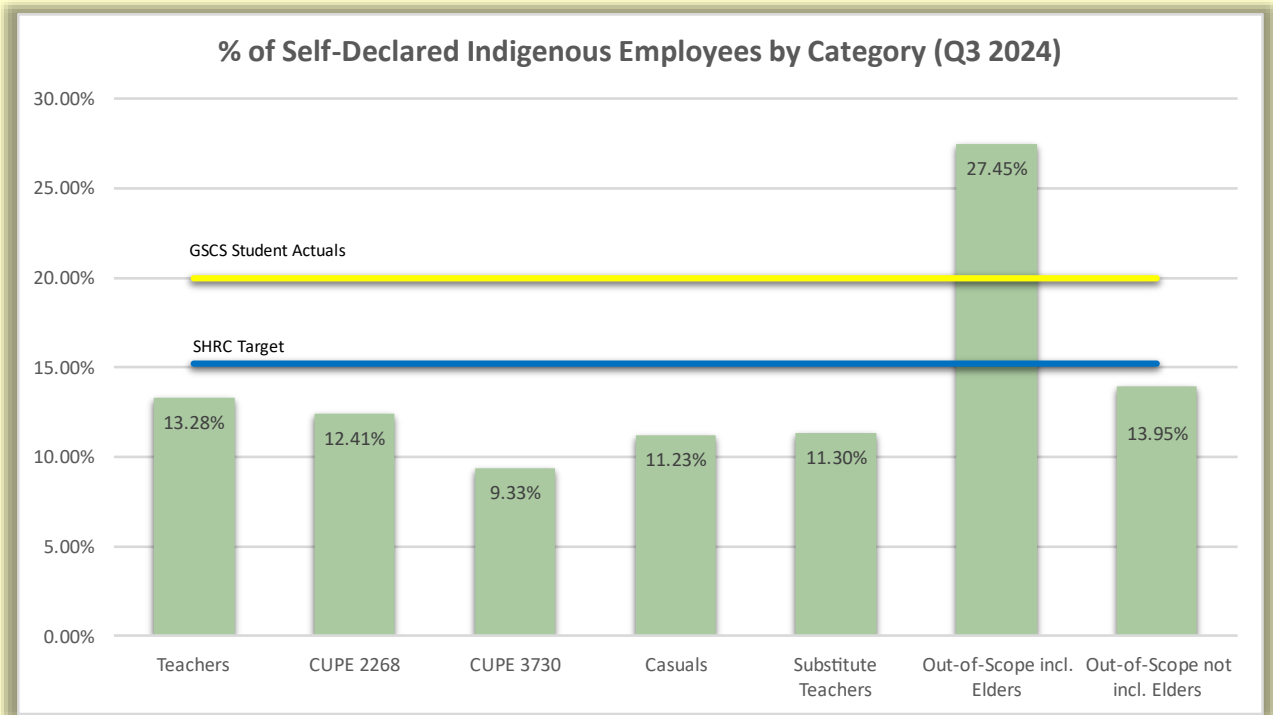
Diversity, equity and inclusion initiatives are designed to remove barriers to employment and ensure that current and prospective employees can fully participate in the many opportunities at GSCS. As one human family created in the image and likeness of God, we are committed to mobilizing diversity, 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.

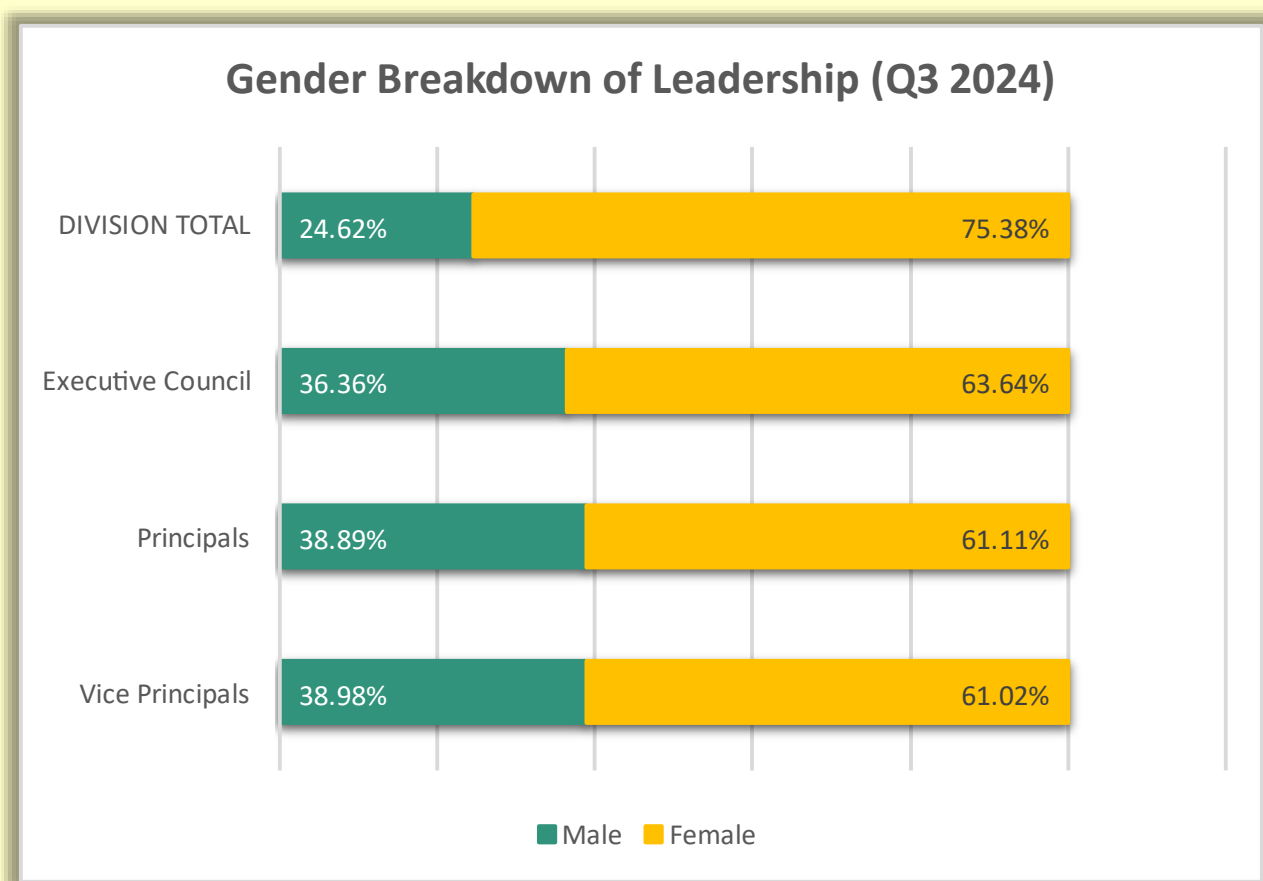
Actions:

- Completion of two Indigenous Leadership Cohort professional learning sessions in the 2023-2024 school year.
- 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 and SUNTEP graduate annually.

Our Results:







Now What...

- Continue to monitor and address barriers to employee retention.
- Begin planning for the recruitment and hiring of teachers and support staff for the opening of the new St. Frances Cree Bilingual School in the 2025-2026 school year.
- Review existing diversity, equity and inclusion initiatives and collaborate with GSCS employment partners to plan for the new 2024 SHRC target (15.2% Indigenous representation).

Leadership Formation

Department Goal: To provide opportunities for specific leadership development and capacity building within 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
- Indigenous Leadership Cohort
- 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. Seven (7) teachers received their Master of Religious Education degree at the Newman Theological Convocation on October 19, 2024.
- Two professional learning sessions completed for the Indigenous Leadership Cohort
- Administrator mentorship pairings continue to succeed in both vice-principal and principal categories.
- The Teacher mentorship program had its inaugural year in 2023-2024. Nine (9) pairings of mentors and mentees gathered for structured and self-directed professional development. While teacher mentorship has existed in a variety of unofficial ways within our schools, this was the first year of a formalized program.

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.

2. Technology Services

Board Goal: To responsibly allocate and utilize financial resources.

Bandwidth / Connectivity

GSCS implemented a successful procurement for increased connectivity. This represented a savings of approximately 48% over our former spend on bandwidth / internet connectivity. Throughout our school division, we've increased our maximum bandwidth from 10 Gbps (Gigabits per second) to 59 Gbps or an average increase of 423% across all our schools. In addition to the increase in bandwidth, it also represents a redundant connection for each location, meaning that one of our connections can go down and our backup connection will seamlessly take over.

This will allow us to install additional cost savings measures on our aging analog infrastructure, bringing us to digital based phone systems, security systems, paging systems, site servers, caching servers, etc.

This represents a 5-year savings of \$310,000 of our historical spend while increasing our performance division wide.

End of life extension devices

The information / educational technology teams are working towards an enhanced device ratio for students across the division. As of October of 2025, Microsoft will be discontinuing security updates for a large subset of devices in our division.

With space / cost constraints, we have leveraged Google ChromeOS Flex for our aging end user computers, we have extended the life of many labs, laptops, and devices in our division. We have also utilized end of life, to be recycled Apple devices to provide purpose built, strict devices to our students. This represented:

- 150 iPads being used for translation devices throughout our division for EAL / LAT usage.
- 14 Computer labs that were set for decommission representing approximately 350 devices.
- 300 laptops that were set for decommissioning to be used as Chromebook supplemental devices.
- We are continuing to find places, space allowing, to utilize the remaining 550 end of life devices.

Knowing a new device is approximately \$750 for Windows devices, this represents a total expenditure of \$60,000, with \$32,000 being spent to date. This is a cost savings of approximately \$840,000 devices by using licenses to extend life, versus purchasing new devices.

With the small footprint of ChromeOS it also allows our labs that were running with a less-than-ideal user experience, to a much faster experience. Our Apple footprint is also elevated for iPad usage where there would have been no devices. By shifting our spend and adjusting devices, GSCS was able to bring in an additional amount of critical devices such as tablets and laptop which some of our students require when communicating with others.

Wireless Connectivity

With the changing landscape of devices having faster and more capable wireless hardware, Information Technology made a long-term strategic decision to swap our infrastructure towards end user experience.

With a partnership and work from our procurement teams, we established a vendor of record relationship that has netted immediate savings of approximately \$450,000, with the long-term savings across 5 years reaching substantially more.

A successful installation project this summer of over 1,100 access points in our schools which was able to accomplish:

- A unified staff and guest experience.
- A replacement of our aging environment of up to 10-year-old devices.
- A decision to extend and decommission other aging infrastructure to provide future proof devices.
- With our Vendor of Record engagement, we were able to purchase a model 5 tiers higher than former, for the same price as former.

- This future proofs us as devices move to 5-6Ghz in the future.
- The density in our division now can support 185% more devices than if we implemented the formerly planned infrastructure.

We were able to provide public internet access for all staff, students, visitors and rental groups. These groups can now safely and securely use the enhanced GSCS Network.

Real-time Reporting

GSCS is retiring our legacy reporting architecture to align with both our educational and administrative needs. Most reports are in full production, some are actively being implemented, with a communication platform to Executive Council to utilize across our division. To date we have brought in the following reporting to help decisions and enrich a student's educational journey.

- Division Attendance
 - A historical, per student record of attendance specifically aligning with FNMI and ministry attendance initiatives.
 - This is updated daily, with 3 years of historical attendance records for students.
- Neighbourhood Analysis
 - A breakdown of our transportation needs.
 - Neighbourhood to school ratio and active school.
- Student Enrolment
 - A live breakdown of historical and current attendance numbers by school, grade, year.
- GSCS Budget
 - Drilldowns and historical breakdowns of budgets allowing administrators to analyze our data more accurately.
- Assessment Reporting
 - Dynamic and historical breakdown of all ministry alignment and GSCS assessments.
 - Allowing educators, the ability to more dynamically report and action plan for students.
- Various business reports / Education reports
 - A summary view of dashboarding, month to month costs, outstanding, dynamic AR dashboarding.
- Student Dashboard
 - Currently in development to give data at the fingertips to track a student's journey on assessment data, attendance, report cards, etc. while a student attends GSCS.

Cybersecurity implementation

We have successfully implemented and are actively working with a cybersecurity vendor to address three major core areas across our infrastructure and end user compute environment:

- **Managed Detection and Response**
 - This represents 24/7/365 monitoring of our environment with an average response time of 5 minutes to isolate any device that may be compromised by ransomware.
 - The solution monitors all logins, firewall traffic, user behaviour, on premise security changes that are alerted to our team with actionable insights.
 - We receive weekly and monthly reporting of our actionable items for GSCS and previously actioned security items.
 - This allows our department to have augmented IT security staff without the need to be available at any point during the day.
- **Managed Risk**
 - We receive daily scanning of our internal and external vulnerabilities with severity of vulnerabilities and comparison to industry scores.
 - This has changed our patching methodology at GSCS, and using our new bandwidth, to deploy fixes faster with an audit trail of actionable items.
 - To date we have patched approximately 250,000 vulnerabilities, with an average of 35,000 patches a month, compared to our historical 5,000-10,000 patches a month.
- **Managed Security Awareness**
 - Currently being piloted in the information technology department.
 - A division wide plan is being built which will include:
 - Micro user training for common attacks (phishing, USB, personal use, etc.) at a weekly or monthly cadence
 - Phishing simulations with reporting.
 - This will augment our Microsoft A5 licensing phishing reporting.
 - Tailored high priority user training

By utilizing the three stacks, with a security concierge team, we are securing and enabling our user base, and IT department without adding internal FTE. This is a benefit to risk due to training of extremely specialized staff with a high burden of cost, as well as mitigating our risks by ensuring the team supplementing our department carry compliances and training.

End-user Compute

Across the division we have now repurposed and provided new hardware to all our staff that were requiring an upgrade prior to the Windows 11 rollout. By shifting our focus to end-user compute, we have replaced approximately 1300 devices in the division including:

- | | |
|-------------------|-----------------|
| • Teacher laptops | • Libraries |
| • EAL Rooms | • Computer Labs |
| • LAT Rooms | |

All our devices are now Windows 11 compliant and can perform to meet the needs of our staff and our students.

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 24,495 transactions annually or a 7.9% increase. The number of PCards issued across the school division increased 7.1% to 585 cards.

Contracts

On-going Long-Term Contracts

- Office and Classroom Supplies – Participated in the provincial-wide school divisions collaborated RFP with a 5-year contract with Supreme Basics, an estimated annual savings of \$30,000. Annual Rebate based on annual spend was \$11,105.
- Multi-functional and high-volume digital copiers – RFP process resulted in a 5-year contract with Konica Minolta. Rebate from Konica was \$83,838.
- 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.
- Architectural Services – RFP process resulted in a 3-year contract with and a 2-year extension with Edwards Edwards McEwen Architects.
- 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 5-year extension with Concept3 Business Interiors Ltd as the primary provider resulting in annual savings estimated at 30%.
- Caretaking Supplies – RFP process (February 2018) resulted in a 5-year contract and was extended for two additional years, with Veritiv and Swish-Kemsol, with annual savings of \$20,000.
- 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.
- Filters – RFQ process (March 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.
- 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 potential 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.

New Long-Term Contracts

- 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.
- 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 \$50,000 in savings since November 15, 2023. The savings are a result of shipping discounts, and because of business prime there are no monthly charges for using the prime feature which is generally faster shipping. The minimum spend annually is \$150,000 to continue to

achieve these savings. A total of \$385,000 has been spent primarily in the areas of books, IT products, and office supplies.

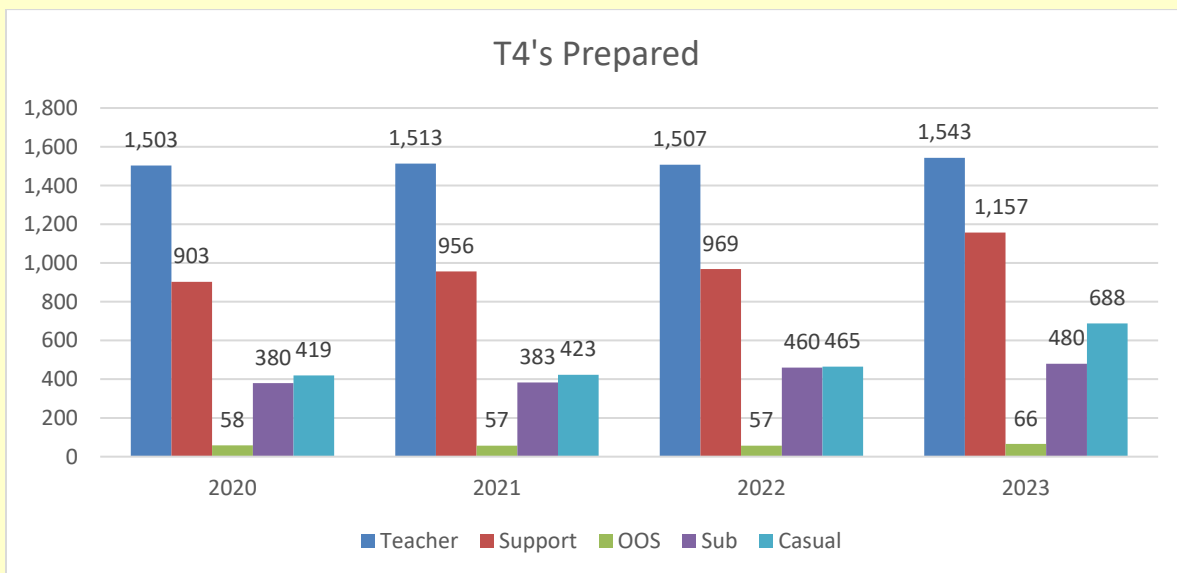
Financial Services

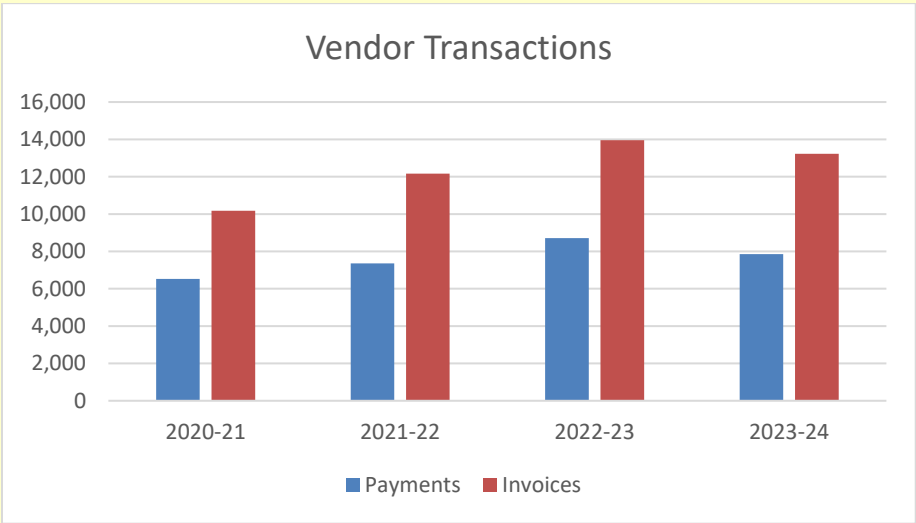
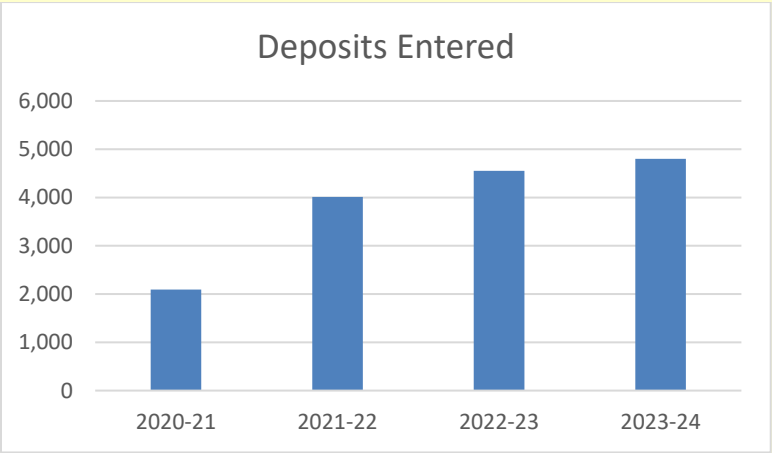
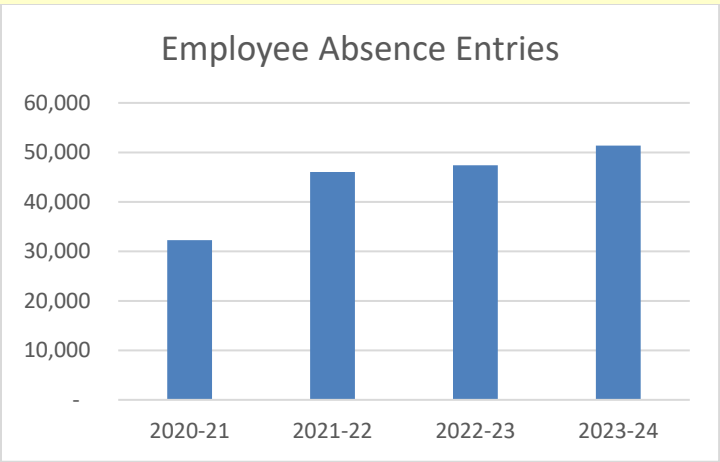
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As the division has grown, Financial Services has worked very hard to maintain the same level of service without increasing staff. Openness to adopt new technology and processes have contributed to a higher volume of transactions processed across all areas of the department. Future upgrades to our financial accounting and payroll software will further increase the capacity of the department.





Cash Management

The division continues to pay vendors electronically to increase the security of the payments. During 2023-2024, the percentage of payments made by electronic funds transfer (EFT) remained steady 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	
		2023-24	2022-23	2023-24	2022-23
Electronic funds transfer	70.5%	70.9%	95.3%	93.0%	
Cheque	29.5%	29.1%	4.7%	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 2022-23:

Deposit Type	% of Dollar Value Received	
	2023-24	2022-23
Cash/cheques	58.7%	68.5%
Electronic (MySchoolBucks, point of sale terminals)	41.3%	32.5%

Electronic payments in high school cafeterias have continued to increase, with 62.5% (2022-23 60%) 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.

Financial Management

The school division received a clean audit opinion from both the external and provincial auditors for the fiscal year of 2022-2023, and work is currently being done on the 2023-2024 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 \$4,748 from \$3,828,252 (2023-2024) to \$3,833,000 (2024-2025).
- Our school division submitted six proposals for capital improvement projects: a Joint Use Holmwood Suburban Centre Catholic High School, a new Joint Use Catholic Middle / High School within the Martensville and Warman Region of Corman Park, a Joint Use Brighton Catholic Elementary School, a Joint Use Aspen Ridge Catholic Elementary School, a Joint Use Kensington Catholic Elementary School and a Joint Use Blairmore Suburban Centre Catholic High School.
- The Joint Use Holmwood Suburban Centre Catholic High School was approved in the March 2024 provincial budget. The project team is currently procuring a project manager for the project in collaboration with Sask Builds. The procurement of a consultant team will follow the project manager selection process.
- The new St. Frances Cree Bilingual School project was approved by the Ministry of Education in March of 2020. During the past year, the project was approved to proceed to tender and was awarded to Graham Construction. The construction ceremony took place on June 26, 2023, with construction starting June 28. The project is scheduled for completion in August 2025.

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 January 2024 allocation:

- Bethlehem High School – 4 classrooms
- Father Vachon Catholic School – 1 classroom
- Holy Cross High School – 4 classrooms
- St. Joseph High School – 4 classrooms
- Holy Trinity Catholic School – 3 classrooms
- St. Lorenzo Ruiz Catholic School – 2 classrooms
- St. Nicholas Catholic School – 5 classrooms
- St. Therese Catholic School – 5 classrooms

In addition to the relocatable classrooms that were added to the above listed schools, several spaces have been renovated by our facilities staff in order to accommodate the record growth we have experienced. In total there have been 8 unplanned room renovations successfully completed to meet the needs of our families that have chosen Catholic education.

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.

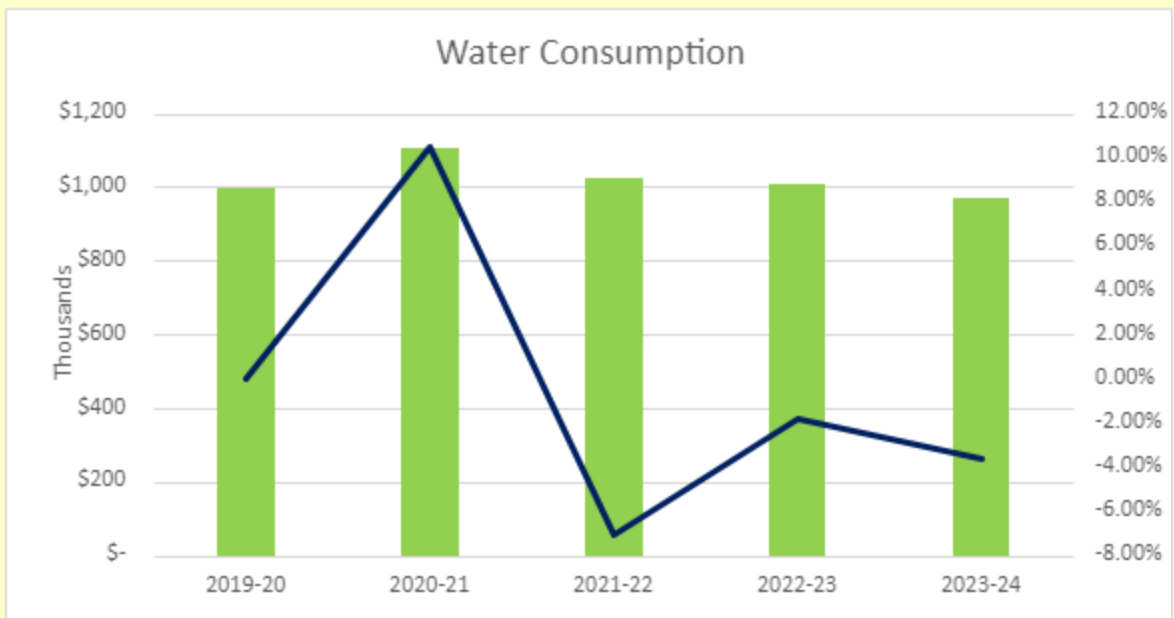
In an effort to continuously improve, Facility Services aspires to be good stewards of the resources entrusted to us. We are proud to report on the following initiatives which demonstrate our school division's commitment to sustainability.

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 are seeing 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 school-based 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.
- From September 2020 to August 2024, we have reduced our annual water consumption by over 12.4% or \$132,000. \$36,000 of the total savings was realized over the last fiscal year.



Recommendation:

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

6.5 Remembrance Day Service

Board Priority:

- Celebrating and Promoting Catholic Identity
- Building Relationships and Partnerships

Presented by: Chair D. Boyko

Background Information:

The Remembrance Day Committee of Saskatoon will be honouring our veterans on Monday, November 11, 2024, at SaskTel Centre. The Remembrance Committee invites you to honour and remember the sacrifices made by our Veterans.

At this time, a wreath has been ordered by the division and can be pre-laid by an usher at the Remembrance Day Service and our participation will be acknowledged at the service through the Teletron display or if a trustee will be in attendance to lay the wreath, they are asked to please be at SaskTel Centre by **9:20 a.m. on Monday, November 11**. Upon arrival, the trustee to lay the wreath is to check in with the organizers at the wreath table, where the trustee will be given our wreath and shown to their seat. Ushers will then escort you to the Cenotaph where our wreath will be laid. They will be escorted back to their seat for the remainder of the service.

Recommendation:

That the Board of Education receive the information as presented and determine trustee attendance at the 2024 Remembrance Day Service.

6.6 Catholic School Community Councils 2024-2025 Engagement Plan



Board Priority:

- Celebrating and Promoting Catholic Identity
- Building Relationships and Partnerships

Presented by: Superintendent J. Vangool

Background Information:

Each year, we organize two events to promote engagement between our Board of Education and our Catholic School Community Councils (CSCC). Family engagement is a priority within the Provincial Education Plan and aligns with the Board's renewed commitment to building relationships and partnerships.

For the 2024-2025 school year, due to the Municipal and School Board Elections on November 13th, the following Catholic School Community Council Plan is proposed:

1. Two Catholic School Community Council/Trustee Meetings

- **Monday, February 10th, 2025 – Georges Vanier School**
 - Speaker: Father Matthew Ramsay – "Salt of the Earth and Light of the World"
 - Area of Focus: Supporting Learning at Home and in Your Community
- **Wednesday, May 21st, 2025 – Location TBD**
 - Speaker: Father Matthew Ramsay
 - Area of Focus: 2025-2026 Budget
- **Time: 7:00 – 8:30 p.m.**

2. CSCC Workshops

- We will provide one or two additional evening workshops to offer orientation, training, and networking opportunities for CSCC members.
- CSCC members will have the opportunity to continue their learning and commitment to Truth and Reconciliation by participating in the online program *Four Seasons of Reconciliation*. Those who complete the course will receive a certificate of completion.
- CSCC members will also be invited to attend a tour and participate in sessions offered by the Saskatoon Family Resource Centre: [Saskatoon Family Centre](#).

Trustee School Liaison Program

- Trustee appointments to the Trustee School Liaison Program will remain the same as the 2023-2024 school year until the School Board Election results are publicized in November.

At Greater Saskatoon Catholic Schools, we aim for CSCCs to reflect the diverse families we serve. This includes continued collaboration with First Nations and Métis families, as well as with families who are new to Canada and have recently joined our schools. The insights, experiences, and ideas of all families who choose Catholic education are invaluable to our CSCCs, and we extend a warm welcome to all to participate. Together, we continue the path of reconciliation, remain rooted in faith, grow in knowledge, and reach out to transform the world.

Recommendation:

That the Board of Education receive the information as presented and approve the Catholic School Community Councils 2024-2025 Engagement Plan.

CSCC Trustee Liaison Meeting

Salt of the Earth. Light of the World

YOU ARE INVITED!

Each year, GSCS facilitates the opportunity for members of Catholic School Community Councils to engage with the Trustees. Our first evening will be Monday, February 10, 2025 and our second evening will be Wednesday, May 21, 2025.

LOCATION, DATE AND TIME

Monday, February 10th, 2025
Georges Vanier Catholic School - 820 Wilson Crescent
7:00 - 8:30 pm

AGENDA

Speaker: Father Matthew Ramsay - "Salt of the Earth and Light of the World"

Area of Focus: Supporting Learning at Home and in Your Community

CHILDCARE

Grade 7/8 students
will provide
childcare if needed.

RSVP

Please click [here](#) to
confirm your
attendance by
February 6th.

6.7 St. Frances Renaming Report



Board Priority:

- Building Relationships and Partnerships
- Promoting Stewardship

Presented by: Superintendent Kelley Cardinal

Background Information:

In the winter of 2024, a report was presented to the Board outlining the intent to engage in meaningful dialogue regarding the future name of St. Frances Cree Bilingual School. As a school that reflects the dreams and efforts of our entire community, Greater Saskatoon Catholic Schools has been committed to honouring the relationships built throughout this journey. In keeping with this commitment, we explored various options for the school's name, including retaining the existing name; expanding it to incorporate a community-suggested addition; or replacing the name entirely based on extensive stakeholder and community consultations. This process responds directly to the Truth and Reconciliation Commission of Canada's Call to Action #17, which emphasizes the importance of the revitalization of Indigenous languages.

Consultation Process Overview:

Throughout the discernment process, traditional nēhiyaw (Cree) protocols have been honoured and respected. Four groups were consulted in a process symbolized by the medicine wheel: parents (East), community members (South), teachers and students (West), and Elders (North).

Community engagement has been at the heart of the renaming process for St. Frances Cree Bilingual School, making it a truly meaningful and inclusive journey. The process began on May 6, 2024, with a pipe ceremony at St. Frances, attended by community donors, school staff, Elders, senior administration, and community partners. On May 10, 2024, 74 staff were invited to share their insights, contributing to the early discussions. Elders from the advisory committee were consulted on May 23, 2024, offering their feedback and suggesting additional names. On May 30, 2024, the Parent Advocacy Committee was engaged, and on the same day, teachers co-created lessons to involve all St. Frances students, from Kindergarten to Grade 9, ensuring their voices were heard in the naming process. The broader engagement culminated on June 5, 2024, with a large community consultation, where approximately 350 parents and community members participated. In total, 135 names were put forward, a testament to the community's collective vision.

The consultations have involved synthesizing feedback gathered from various stakeholders and identifying emerging themes. Elders and Knowledge Keepers were re-engaged to review these themes, ensure proper nēhiyaw grammar, and provide guidance on the meanings of proposed words and phrases. Additionally, updates on the naming process were shared with the community and donors. Throughout the process, the board remained actively involved, providing guidance and support at key stages to help shape this important decision. As part of the process, the Elder's Advisory Committee was tasked with narrowing down the list of proposed names.

A sub-committee of the Elder's Advisory Committee convened in two sessions to refine the list, resulting in a focused shortlist of names for consideration. The full Elder's Advisory Committee reviewed both the comprehensive list and the refined shortlist to ensure that the decision-making process was inclusive and aligned with traditional practices. Together, they narrowed the list to six potential names.

Elders' Advisory Committee Discernment:

After further reflection, the Elders combined two of the six suggested names together, awâsisak (children) and kê-nîmîhtocik (they dance), forming a name that emphasizes the nurturing of children's spirits, their connection to ancestors, and their journey into the future guided by cultural knowledge. This name embodies the sacredness of the spirit of children while honouring the enduring wisdom passed down through ancestral teachings.

In the Spirit of Reconciliation:

During their discussions, the Elders proposed changing the school's patron saint from St. Frances Cabrini to St. Francis of Assisi. St. Francis is widely known for his care and reverence for nature, animals, and all living things, often calling them his "brothers and sisters." This closely aligns with Indigenous beliefs in the interconnectedness of all life and the importance of living in harmony with the land. As we move forward in reconciliation, we can also draw inspiration from a pivotal moment in St. Francis' life. When he was a young man, struggling to find his purpose, he had a vision of Jesus, who told him, "Francis, go and rebuild my church, which as you see, is falling down." Initially, St. Francis believed this referred to repairing a physical church, but later realized it was a call to rebuild the Church community itself. In their conversation the Elders noted that like St. Francis, we are working together to build not only a physical school but also a community characterized by care, reconciliation, faith, and mutual respect. It will be a place where young people can thrive through the sharing of learning, culture, language, and faith. The change to St. Francis of Assisi as the patron saint honours the school's rich history and the many individuals who have been part of its journey, while also embracing its renewed identity and mission.

Thus, the new name that emerged for the school is: awâsisak kê-nîmîhtocik – St. Francis School.

On October 9, 2024, the school board trustees, and the Elders Advisory Committee gathered to further the dialogue regarding the new name for St. Frances Cree Bilingual School. This meeting provided a unique opportunity for both groups to engage in deep reflection on the importance of the name, the cultural significance it holds, and the vision it represents for the school and its community. Together, they explored how this name would honour Indigenous traditions and the mission and vision of the Catholic school division. The name would need to reflect the shared values of the entire school community, ensuring that it resonates with the diverse voices and histories represented in the school. This gathering strengthened the partnership between the Elders and the Trustees, deepening their collective commitment to reconciliation through the naming process.

Following this gathering, the Elders recommended that the potential name, awâsisak kê-nîmîhtocik – St. Francis School, be taken to the sweat lodge for ceremony. This step is an important aspect of traditional protocol, where the name will be brought forward in prayer to signal the community's intentions and to ask for spiritual guidance and blessings. This ceremony would ensure that the new name is honoured and supported in a sacred way, grounding it in both spiritual and cultural significance. On October 15, 2024, a sweat lodge ceremony was held with school board trustees, members of the parent advocacy committee and their families, St. Frances staff, division administration, and school administration, all in attendance.

Conclusion:

Historically, colonization disrupted traditional naming practices, erasing Indigenous names and imposing new ones. The renaming of St. Frances Cree Bilingual School is an opportunity for reconciliation by restoring these important traditions. This process honours the decade-long dream of establishing a Cree bilingual school, and we remain dedicated to uplifting community voices and respecting cultural protocols throughout this journey.

Recommendation:

That the Board of Education approve the new name – awâsisak kê-nîmîhtocik – St. Francis School.

6.8 Relocatable Classroom Application

Board Priority:

- Building Relationships and Partnerships
- Promoting Stewardship

Presented by: Assistant Superintendent R. Martin

Background Information:

Greater Saskatoon Catholic Schools has requested funding for 28 new relocatable classrooms and 7 relocatable moves. As was the case last year, the Ministry will now be grouping both traditional schools and P3 schools into the same request process.

The following schools have been identified as requiring additional classroom space for the 2025-2026 school year. Schools with an asterisk will be requests for relocatable moves from St. Frances.

Schools	Requested
Bethlehem High School	4
Ecole Cardinal Leger School*	2*
Ecole Father Robinson School	1
Father Vachon School*	1*
Holy Cross High School	4
Holy Family School	2
St. Angela School	1
St. Bernard School	1
St. Joseph High School	4
St. Luke School*	4*
St. Mary Community School	3
Ecole Holy Mary School	3
Holy Trinity School	1
St. Lorenzo Ruiz School	2
St. Therese School	2
Total	35

All of the relocatable requests are related to population growth in the schools that are listed. Projections for the 2025-2026 school year indicate that continued growth at these schools has created the need for additional classrooms.

We anticipate a response from the Ministry either in December 2024 or January 2025 indicating approvals.

Recommendation:

That the Board of Education approve the school division's request for new Modular Classroom Application for the 2025-2026 school year.

6.9 Peter Ballantyne Cree Nation Tax Compensation Agreement

Board Priority:

- Promoting Stewardship

Presented by: Chief Financial Officer, J. Lloyd

Background Information:

Peter Ballantyne Cree Nation owns property at 1623 and 1625 Quebec Avenue in Saskatoon. Urban reserve status is being sought for this property. Therefore, there is a requirement for a tax compensation agreement.

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.

Peter Ballantyne Cree Nation has selected option (b) listed above.

Recommendation:

That the Board of Education approve the tax compensation agreement with Peter Ballantyne Cree Nation, subject to approval by the Lieutenant Governor in Council and Peter Ballantyne Cree Nation.

Welcome Back Events

The first few weeks of the academic year were filled with a variety of family engagement events. BBQs, pancake breakfasts, and meet the staff coffee and donuts are some of the many ways schools celebrated the start of the academic year. A great big thank you to the many organizers as well as the families for joining in the celebrations.

Principal Fall Seminar

September 18-20 was our opportunity to gather for our principal fall seminar. The opportunity to gather as a leadership group is greatly appreciated. Our time together allows us to learn as a group and build relationship. Special thanks to Fr. Kevin McGee, Kari Anning and Erin Hilbig for joining us; as well as thanks to our planning committee.

Student Leadership

On September 26-27, the division was excited to host our annual student leadership conference. Student representatives from each of our elementary schools came together for the conference hosted at St. Joseph Catholic High School this year. This conference is sponsored largely by the Greater Saskatoon Catholic Schools Foundation and we extend our sincere thanks to them for their sponsorship! Additionally, this conference requires a large planning and hosting committee. Specific thanks need to go to our planning committee! They did a wonderful job once again.

National Day for Truth and Reconciliation – September 30

As students were not at school during the National Day for Truth and Reconciliation, our division took the opportunity to commemorate the day throughout the week of September 23. A variety of learning activities took place in our schools. On September 30, Greater Saskatoon Catholic Schools teaching and out of scope staff participated in a variety of reconciliation learning activities in and around Saskatoon. Part of this learning was the participation in the Grand Entries of the Saskatoon Tribal Council Pow Wow and the Central Urban Métis Federation Inc. community breakfast.