

Prairie South Schools
BOARD OF EDUCATION

May 12, 2026

1:30 pm

Central Office, 1075 9th Avenue NW

Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1. Regular Board Meeting April 14, 2026
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
 - 5.1. Approval of the 2027-2029 Preventative Maintenance Renewal Plan
 - 5.2. Proposed 2026-2027 Budget
 - 5.3. Director of Education Evaluation
 - 5.4. Sale of Surplus Land
 - 5.5. Monthly Tender Report
- 6. Delegations and Presentation**
 - 6.1. Indigenous Ways of Knowing, Jill Tressel and Melissa Brooks (2:00 pm)
- 7. Information Items - NONE**
- 8. Committee Reports**
 - 8.1. Business, Infrastructure and Governance
 - 8.2. Human Resources
 - 8.3. Partnerships and Teambuilding
 - 8.4. Student Outcomes
 - 8.5. Transportation
- 9. Provincial Matters**
- 10. Celebration Items**

- 11. Identification of Items for Next Meeting Agenda**
 - 11.1. Notice of Motions
 - 11.2. Inquiries
- 12. Meeting Review**
- 13. Adjournment**

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on April 14, 2026.

Attendance:

Mr. R. Bachmann; Mr. P. Boyle; Mr. J. Bumbac; Dr. S. Davidson; Mr. B. Hagan; Ms. M. Jukes; Dr. T. McLeod; Ms. D. Pryor; Ms. G. Wilson; Mr. L. Young; D. Huschi, Superintendent of School Operations; D. Swanson, Superintendent of School Operations; J. Prokopetz, Superintendent of School Operations; A. Olson, Superintendent of Learning; A. Johnson, Superintendent of Human Resources; R. Boughen, Director of Education; R. Purdy, Superintendent of Business; H. Boese, Board Assistant

Delegations and Presentations:

- Supporting Student Well-Being in Prairie South Schools, Amanda Olson

Motions:

- | | | |
|-------------------|---|---------|
| 2026-04-14 – 4226 | Giselle Wilson took the chair and called the meeting to order at 1:30 pm. | |
| 2026-04-14 – 4227 | That the Board approve the agenda as presented.
- Bachmann | Carried |
| 2026-04-14 – 4228 | That the Board adopt the minutes of the March 3, 2026 Regular Board Meeting as presented.
- Boyle | Carried |
| 2026-04-14 – 4229 | That the Board adopt the minutes of the March 20, 2026 Special Board Meeting as presented.
- Jukes | Carried |
| 2026-04-14 – 4230 | That the Board approve A.E. Peacock Collegiate's Grade 9-12 Band trip to Banff, Alberta on April 30-May 3, 2026.
- Boyle | Carried |
| 2026-04-14 – 4231 | That the Board approve Glentworth Central School's Grade 9-10 field trip to Drumheller, Alberta on May 20-22, 2026.
- McLeod | Carried |
| 2026-04-14 – 4232 | That the Board approve Assiniboia Composite High School's trip to Winnipeg, Manitoba on April 30-May 2, 2026.
- Bumbac | Carried |
| 2026-04-14 – 4233 | That the Board receive and file the tender report as presented.
- Jukes | Carried |
| 2026-04-14 – 4234 | That the meeting be adjourned at 2:09 pm.
- Bumbac | Carried |

G. Wilson
Chairperson

R. Purdy
Superintendent of Business

Next Regular Board Meeting:

May 12, 2026

Prairie South School Division Office, Moose Jaw

Draft

AGENDA ITEM

Meeting Date:	May 12, 2026	Agenda Item #:	5.1
Topic:	Approval of the 2027-2029 Preventative Maintenance Renewal Plan		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	Prairie South manages a multi-year Preventative Maintenance Renewal (PMR) Plan. The Ministry requires that an annual updated plan, approved by the Board of Education, be submitted by May 31.
Current Status:	The 2027-2029 PMR Plan was presented to the Business, Infrastructure, and Governance Board Committee on March 2, 2026. Any amendments to the current plan require Board approval prior to submitting the revised amendment form.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Trevor Payne	April 13, 2025	<ul style="list-style-type: none"> 2027-2029 Preventative Maintenance Renewal Amendment Plan

Recommendation:

That the Board approve the 2027-2029 Preventative Maintenance Renewal Plan.

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR010246	871.001		510262	921002	Assiniboia Composite High	Assiniboia Composite High Paving / Concrete Replacement	Site	2027-09-01	\$300,000
FR013243	975.001		510813	921024	Mossbank School	Mossbank Security Cameras and Wiring 2026	Electrical Systems - Specialty	2027-09-01	\$70,000
FR013255	984.001		2250601	921019	King George School	Roof Replacement sec 2/7 King George	Architectural Systems - Roofing	2027-09-01	\$400,000
FR013278	987.001		3110413	921012	Craik School	Phase 1 Air Conditioning Craik 2027	Mechanical Systems - HVAC	2027-09-01	\$450,000
FR013612	999.001		2251402	921009	Central Collegiate	Home Ec Lab Upgrade 2028 CCI	Architectural Systems - Interior Finishes	2027-09-01	\$100,000
FR014508	1016.001		410113	921006	Bengough School	Need to do a flooring Upgrade to the Gym at this school	Architectural Systems - Interior Finishes	2027-09-01	\$120,000
FR014509	1021.001			921017	Ecole Gravelbourg	Roof section #1 is at end of life and needs to be replaced This roof was installed in 1996	Architectural Systems - Roofing	2027-09-01	\$750,000
FR014510	1022.001			921017	Ecole Gravelbourg	Roof section #2 is at end of life and needs to be replaced This roof was installed in 1996	Architectural Systems - Roofing	2027-09-01	\$525,000
FR014513	1023.001		2251502	921027	Riverview Collegiate Institute	Retube the boiler on boiler #2	Mechanical Systems - HVAC	2027-09-01	\$50,000
FR014504	1024.001		2211013	921029	Rouleau School	Rouleau security cameras & wiring	Electrical Systems - Specialty	2027-09-01	\$30,000
FR014514	1031.001			921017	Ecole Gravelbourg	We need to add fencing between the old school and our current school (south Side)	Site	2027-09-01	\$70,000
FR014511	1032.001		510262	921002	Assiniboia Composite High	Student washroom upgrades ACHS	Mechanical Systems - Plumbing	2027-09-01	\$200,000
FR014512	1039.001		610813	921022	Mankota School	please remove the 9x9 tile out of the last 2 rooms in Mankota	Architectural Systems - Interior Construction	2027-09-01	\$100,000
								Total:	\$3,165,000

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR006341	715.001		2251304	921001	Albert E. Peacock Collegiate	Roof Replacement Section 4 Peacock	Architectural Systems - Roofing	2028-09-01	\$450,000
FR006372	735.001		410313	921011	Coronach School	Flooring Upgrades	Architectural Systems - Interior Finishes	2028-09-01	\$100,000
FR010267	874.001		410313	921011	Coronach School	Home Ec Lab Upgrade	Architectural Systems - Interior Construction	2028-09-01	\$200,000
FR013240	941.001		2210711	921021	Lindale School	Lindale Crawlspace Remediation	Architectural Systems - Building Envelope	2028-09-01	\$500,000
FR013251	982.001		610513	921015	Glentworth Central School	Glentworth Crawlspace Remediation 2028	Architectural Systems - Building Envelope	2028-09-01	\$100,000
FR013254	983.001	56	610713	921020	Lafleche Central School	Crawlspace Remediation Project 2028 - design completed see notes	Architectural Systems - Building Envelope	2028-09-01	\$250,000
FR013277	986.001		410113	921006	Bengough School	Phase 1 Air Conditioning Bengough	Mechanical Systems - HVAC	2028-09-01	\$450,000
FR013613	1000.001		2251502	921027	Riverview Collegiate Institute	Roof Replacement damaged areas. RVCi section 5	Architectural Systems - Roofing	2028-09-01	\$150,000
FR013614	1001.001		2251201	921032	William Grayson School	Roof Replacement Section 5	Architectural Systems - Roofing	2028-09-01	\$225,000
FR013615	1002.001			921017	Ecole Gravelbourg	Air Conditioning -Main Chiller Ecole Gravelbourg	Mechanical Systems - HVAC	2028-09-01	\$600,000
FR013616	1003.001			921017	Ecole Gravelbourg	Air Conditioning Gym Air Handler 2028	Mechanical Systems - HVAC	2028-09-01	\$200,000
FR013617	1004.001		2310123	921008	Central Butte School	Office Relocation 2028	Architectural Systems - Interior Construction	2028-09-01	\$100,000
FR013618	1006.001		2250701	921025	Palliser Heights School	Security Camera Upgrade 2028	Electrical Systems - Specialty	2028-09-01	\$20,000
FR013619	1007.001		2251201	921032	William Grayson School	Security Camera Upgrade 2027	Electrical Systems - Specialty	2028-09-01	\$20,000
FR013621	1009.001		3110413	921012	Craik School	Security camera upgrade Craik	Electrical Systems - Specialty	2028-09-01	\$55,000
								Total:	\$3,420,000

Request	Project	Audit	Facility #	IBN	Facility Name	Summary	Activity Type	Construction Start	Cost
FR000732	397.001	48	410113	921006	Bengough School	HVAC phase 2	Mechanical Systems - HVAC	2029-09-01	\$1,000,000
FR000744	408.001	55	2211013	921029	Rouleau School	interior door and frame replacement	Architectural Systems - Interior Construction	2029-09-01	\$75,000
FR000797	422.001	51	610513	921015	Glentworth Central School	upgrade student and staff washrooms in the center of the facility .	Architectural Systems - Interior Construction	2029-09-01	\$380,000
FR000849	433.001	58	3110413	921012	Craik School	Final Phase HVAC / lighting upgrade	Mechanical Systems - HVAC	2029-09-01	\$265,000
FR003530	503.001	57	3110613	921014	Eyebrow School	Flooring Replacement -Asbestos Phase 1	Architectural Systems - Interior Construction	2029-09-01	\$80,000
FR006347	721.001		2210311	921007	Caronport Elementary School	Flooring upgrades	Architectural Systems - Interior Construction	2029-09-01	\$200,000
FR006384	747.001	65	2251502	921027	Riverview Collegiate Institute	Lighting Upgrade	Electrical Systems - Secondary Electrical	2029-09-01	\$200,000
FR012008	944.001		2251304	921001	Albert E. Peacock Collegiate	Roof Replacement section 6/7	Architectural Systems - Roofing	2029-09-01	\$450,000
FR013250	981.001		3110613	921014	Eyebrow School	Eyebrow Security Cameras and Wiring	Electrical Systems - Specialty	2029-09-01	\$45,000
FR013279	988.001		410313	921011	Coronach School	Phase 1 Air Conditioning Coronach 2027	Mechanical Systems - HVAC	2029-09-01	\$450,000
FR013620	1008.001		2250601	921019	King George School	Camera Upgrade King George 2027	Electrical Systems - Specialty	2029-09-01	\$20,000
FR014519	1042.001		1210113	921005	Avonlea School	Shingles on sections 5 W are at end of life and need to be replaced. they were originally installed in 1998	Architectural Systems - Roofing	2029-09-01	\$100,000
								Total:	\$3,265,000

AGENDA ITEM

Meeting Date:	May 12, 2026	Agenda Item #:	5.2
Topic:	Proposed 2026-2027 Budget		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	The Board of Education provides strategic direction during the budget development process and has reviewed the proposed budget for the 2026-2027 fiscal year. The Ministry asks for a motion that passes the budget subject to minor changes. With the increase in grant, the Division was able to maintain services, maintain the PTR, and also reduce the cash draw to near balance.
Current Status:	The Ministry of Education requires that the Board of Education submit their 2026-2027 budget for approval by June 30, 2026.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	In accordance with <i>The Education Act 1995</i> , the Minister of Education must approve the School Division budget before it is implemented.
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	May 5, 2026	Budget Schedule

Recommendation:

The Board of Education of the Prairie South School Division #210 approves the 2026-2027 budget as presented with revenue of \$109,180,690, operating expenses of \$111,850,677, capital purchases of \$2,520,300 and a cash draw of \$67,473 subject to minor changes made after the Ministry's review and approval.

SCHOOL DIVISION: Prairie South School Division No. 210
CASH BUDGET
For the period ending August 31, 2027

Chart of Accounts	Description	Budget 2026-27	Budget 2025-26
REVENUES			
1-1-01-000-000	Property Taxes and Other Related	-	-
1-1-02-000-000	Grants	100,682,261	103,167,209
1-1-03-000-000	Tuition and Related Fees	423,000	328,000
1-1-04-000-000	School Generated Funds	1,379,662	1,284,014
1-1-07-000-000	Complementary Services	1,100,611	835,374
1-1-08-000-000	External Services	4,746,191	4,296,884
	Restructuring	-	-
1-1-05-000-000	Other Revenue	848,965	847,900
	Total Revenues	109,180,690	110,759,381
EXPENDITURES			
1-2-10-000-000	Governance	446,934	454,067
1-2-11-000-000	Administration	3,345,814	3,144,868
1-2-12-000-000	Instruction	74,663,524	73,354,147
1-2-13-000-000	Plant	16,624,267	16,203,453
1-2-14-000-000	Transportation	8,301,202	7,997,624
1-2-15-000-000	Tuition and Related Fees	-	-
1-2-16-000-000	School Generated Funds	1,402,220	1,284,012
1-2-21-000-000	Complementary Services	2,106,898	1,834,080
1-2-22-000-000	External Services	4,935,818	4,468,288
	Restructuring	-	-
1-2-17-000-000	Other Expenses	24,000	24,000
	Total Expenditures	111,850,677	108,764,539
	Excess (Deficit) for the year	(2,669,987)	1,994,842
Tangible Capital Assets (1):			
(-) Purchases	Schedule 1	2,520,300	7,205,800
(+) Proceeds from disposals	Schedule 1	-	-
Long Term Debt, including capital leases (2):			
(-) Repayments of the year	Schedule 2	-	-
(+) Debt issued during the year	Schedule 2	-	-
NON-CASH GAIN/EXPENSES (3):			
(+) Amortization expense	Schedule 1	5,137,014	4,796,191
(+) Accretion expense	Data Entry- Chart of Accts	-	-
(-) Gain on disposals of tangible	Schedule 1	-	-
(+) Employee Future Benefits	Actuarial Report	317,500	319,600
OTHER CASH REQUIREMENTS:			
(-) Employee Future Benefits	Actuarial Report	331,700	340,700
NET EXCESS (DEFICIT) CASH OF THE YEAR		(67,473)	(435,867)
FINAL DEFICIT/EXCESS POSITION WILL BE COVERED BY/ALLOCATED TO:			
S.286 /Federal Capital Tuition Reserves		-	-
Unused PMR funding from previous years		-	-
Designated Assets		67,473	435,867
Unrestricted Surplus		-	-
Other		-	-
REVISED CASH POSITION		-	-

AGENDA ITEM

Meeting Date:	May 12, 2026	Agenda Item #:	5.3
Topic:	Director of Education Evaluation		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	A facilitated process was completed during the Board Planning Meeting on April 28, 2026. During this meeting, the Board discussed the Director’s performance related to the Role Expectation statements found in Board Policy 12.
Current Status:	A Director Evaluation Report was reviewed by the Board and the Director of Education, and a copy will be placed in his personnel file.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	Board Policy 2 requires the Board to make provision for the regular evaluation of the Director of Education and make provision for the regular review of Director of Education’s compensation. Board Policy 12 includes provision for the next full performance appraisal of the Director of Education to occur in the spring of 2027.
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ryan Boughen	May 4, 2026	n/a

Recommendation:

That the Board confirm the Director Evaluation Report and authorize the Board Chair to monitor progress on goals during the 2026-2027 school year.

AGENDA ITEM

Meeting Date:	May 12, 2026	Agenda Item #:	5.4
Topic:	Sale of Surplus Land		
Intent:	<input checked="" type="checkbox"/> Decision <input type="checkbox"/> Discussion <input type="checkbox"/> Information		

Background:	It was determined that there are several properties not used in the operations of the school division that are still owned by the school division. A decision was made to dispose of these properties.
Current Status:	For this meeting there are four parcels of surplus land for consideration: <ul style="list-style-type: none"> Transfer of parcel of land to RM of Auvergne Transfer of parcel of land to RM of Craik Transfer of parcel of land to RM of Enfield Transfer of parcel of land to RM of Poplar Valley Transfer of parcel of land to RM of Marquis
Pros and Cons:	Pros: <ul style="list-style-type: none"> We dispose of more parcels of land which are of no value to us. Cons:
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	April 28, 2026	N/A

Recommendations:

That the Board approve the transfer of parcels 141956770 and 161842248 to RM of Auvergne No. 76, 104795860 to RM of Craik, 151153938 to RM of Enfield No. 194, 104662290 to RM of Poplar Valley No. 12, and 111473816 to RM of Marquis No. 191.

AGENDA ITEM

Meeting Date:	May 12, 2026	Agenda Item #:	5.5
Topic:	Monthly Tender Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	<p>The Board has requested a monthly update regarding tenders awarded. AP 513 details limits where formal competitive bids are required. The procedure is as follows:</p> <ul style="list-style-type: none"> • The Board has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report on the tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting. • Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000.
Current Status:	<p>This tender report covers the period from April 8, 2026 to May 1, 2026. The following competitive bids were awarded during the reporting period:</p> <ul style="list-style-type: none"> • A Tender was posted to SaskTenders for Computer Hardware. The award was split between: <ul style="list-style-type: none"> ○ Catan Technologies Inc – SFF PCs for \$22,433 ○ Elco Systems – Notebooks and Interactive TVs for \$124,131 ○ GenX Solutions – 14” Chromebooks for \$11,257 ○ M&A It Tech Inc – Chrome OS licenses and Charging Carts for \$28,761 ○ PC Corp – 11.6” Chromebooks for \$106,685 ○ PC Place Ltd – Monitors for \$2,704 ○ Staples Professional – iPads for \$75,116 • Quotes were received for Ruckus Access Points. The Order was awarded to Anchor Managed Solutions for \$39,733. • A Tender was posted to SaskTenders for Section 8 Roof Repairs at A.E Peacock Collegiate. The tender was awarded to Duncan Roofing for \$309,000.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Ron Purdy	May 1, 2026	<ul style="list-style-type: none">• n/a

Recommendation:

That the Board receive and file the tender report as presented.

**From Awareness
To Action:**

**Our Journey
Toward
Reconciliation**



WE ARE ALL TREATY PEOPLE

Prairie South Schools

Taking Meaningful Small Steps:

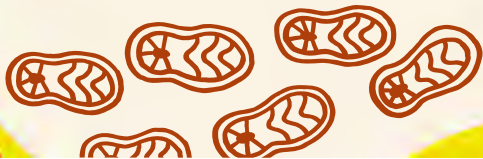
What action can look like:

Starting with ourselves and our
interactions.

- 🍃 Being willing to have honest, sometimes difficult conversations.
- 🍃 Showing respect for different perspectives.

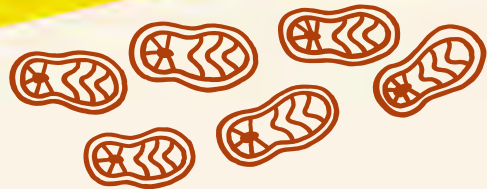


**The Healing Circle
2022**



Learning with Our First Tipi

Small Tipi Raising
September 2023



Tipi Raising

In September, our school engaged in a Tipi Raising. This event provided a valuable learning opportunity for students to understand the cultural significance of the tipi and witness firsthand the process of setting up a tipi in real-time.

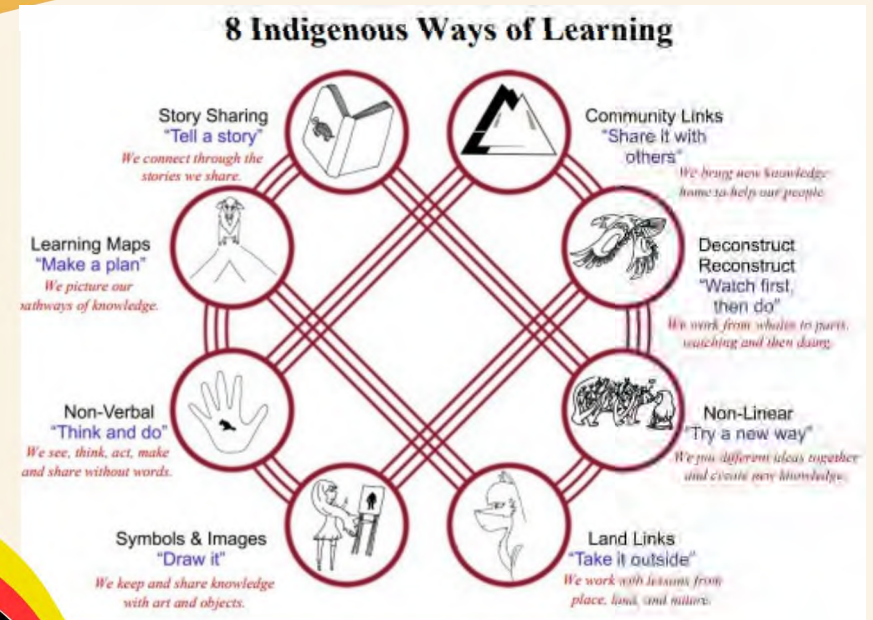




Continuing to Learn as a Staff

Reflecting on our own biases and assumptions and being open to discomfort and growth.

Indigenous Ways of Learning staff professional development with the STF.
February 2023



Expanding our Meaningful Steps for Wider Impact

**Creating space for Indigenous Ways of
Knowing and Learning.**

**The Tipi Outdoor
Classroom
May 2024**



Building the Base



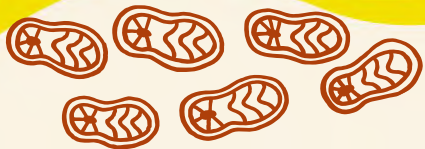
The Poles Arrive





Small Actions, Big Impact:

Using correct terminology and respectful language.



FYI:
The Poles are
35 feet tall and
very heavy!



Community Connection

Learning with and from community, building respectful relationships beyond the classroom.

**Outdoor Classroom
Grand Opening
June 2024**



Land Acknowledgement

We acknowledge that we are on Treaty 4 territory, the traditional lands of the Cree (Plains and Blackfoot), the Dakota, Lakota, Saukteaux Nations, and the homeland of the Metis; these nations stewarded the land from time immemorial. In honour of true Truth and Reconciliation, we recognize the hurts and mistakes of the past and will work towards transforming our words into actions to change the future by sharing our history to ensure it does not repeat itself. We will work together to reconcile and build relationships with all treaty people and the land. We would also like to acknowledge the traditional languages and ways of all Indigenous people that are important to their culture and identity and what an honour it is to learn from them as it helps us all, as treaty people learn and grow. We are thankful for the privilege of sharing this land and for the opportunity to grow, learn, live, and play here on Treaty 4 land together as a community of treaty people.

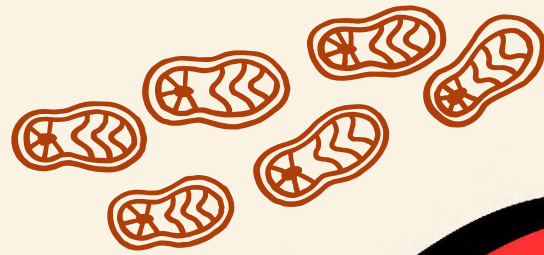
Mrs Haug's grade 6 class 2024



WE ARE ALL TREATY PEOPLE

Prairie South Schools

Moving Toward Larger Actions



Amplifying Indigenous voices rather than speaking for them.

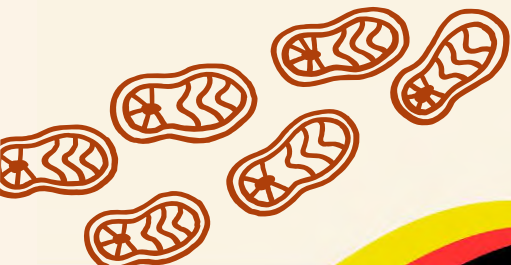
Building relationships with local Indigenous communities.





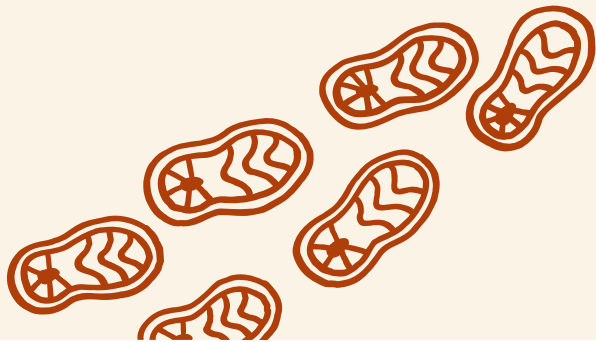
Small Actions, Big Impact in our Classrooms

- 🍃 Authentic Learning: Engaging in real, meaningful experiences rather than surface-level activities.
- 🍃 Building inclusive environments where all feel seen.



Moving Toward Larger Actions: Connecting and Sharing with Others

Valuing and honouring
Indigenous Ways of
Learning as ways that
connect to how all
people learn.



Indigenous Ways of Learning

June 11, 2025

photo credit: Art by Sofia Huynh

Eight Indigenous Ways of Learning

Story Sharing “Tell a Story”

We connect through the stories we share.

Stations: #1, #4, #13

Non-Verbal “Think and Do”

We see, think, act, make and share without words.

Stations: #3, #6, #7, #11, #12

Symbols & Images “Draw It”

We keep and share knowledge with art and objects.

Stations: #3, #5, #9, #10, #13

Land Links “Take it Outside”

We work with lessons from place, land, and nature.

Stations: #1, #2, #3, #4, #5, #7, #8, #11, #12

Non-Linear “Try a New Way”

We put different ideas together and create new knowledge

Stations: All

Deconstruct/Reconstruct “Watch first then do”

We work from wholes to parts, watching and then doing.

Stations: #7, #8, #9, #11

Community Links “Share it with others”

We bring new knowledge home to help our people.

Stations: All



Station #1: In
the Tipi
The Seven Sacred
Teachings



Station #2: North
West Field
Welcome to the
Trapper's Tent



Station #3: Northeast
Field
Sage Planting and
Medicine Bag



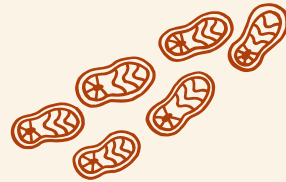
Station #4: At The
Healing Circle
Talking Circle



Station #5: Picnic Tables Cree Story and Activity



Station #6: In the Gym Buffalo Boys Drum Group



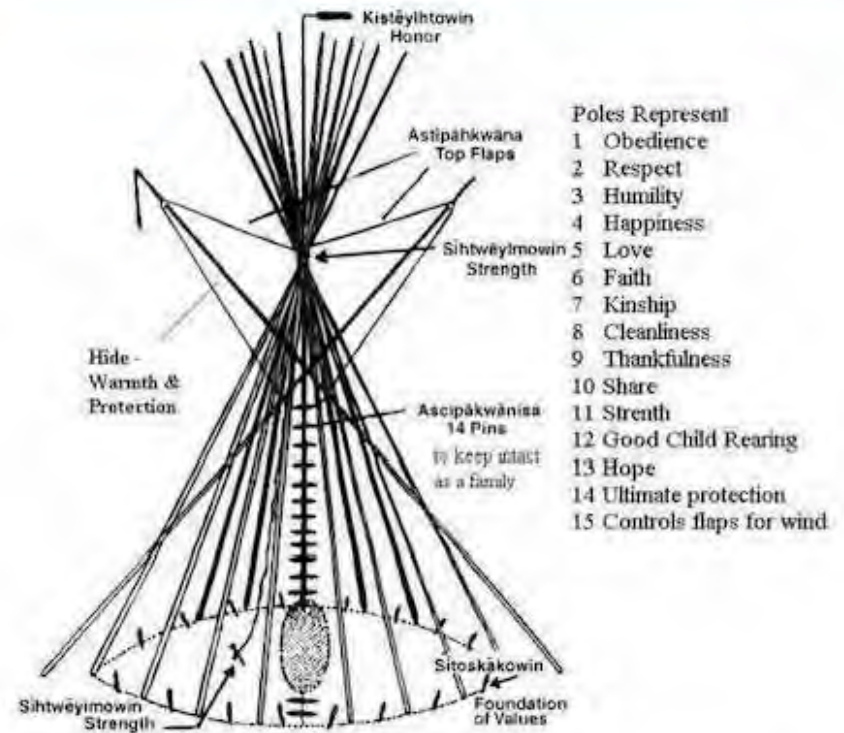
Station #7: South Field

Tipi Raising



Tipi Pole Teachings

The 13 poles in a tipi, particularly within the context of Cree teachings, represent a variety of interconnected concepts including the nations of people living on Earth, the Circle of Life and various virtues to be honoured. The number 13 can also symbolize the 13 moons, representing the full cycle of the year. Additionally, each pole embodies a specific teaching or value, such as respect, obedience, humility, and strength.



Station #8:
Southwest Doors
Bannock Making



Station #9: Room 17
Birch Bark Biting Art



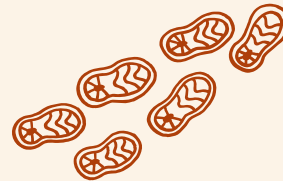
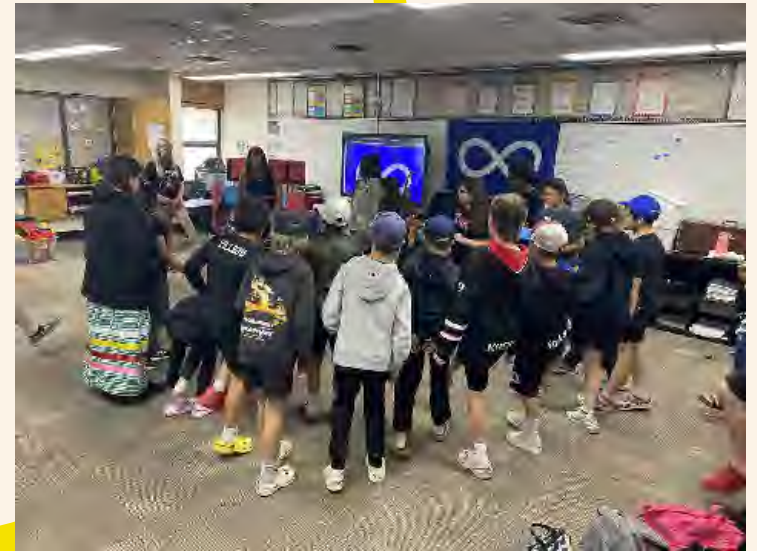
Station #10: Library

Trappers and Traders Game



Station #11: Band Room

Metis Jigging



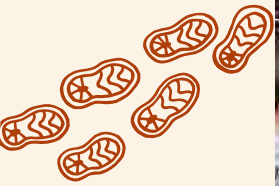
Station #12: South West Field Jingle Dancing



Station #13: East Tarmac Metis Visual Story



Closing Ceremony Round Dance



*As long as The Sun Shines,
The Grass Grows, and The
Rivers Flow.*



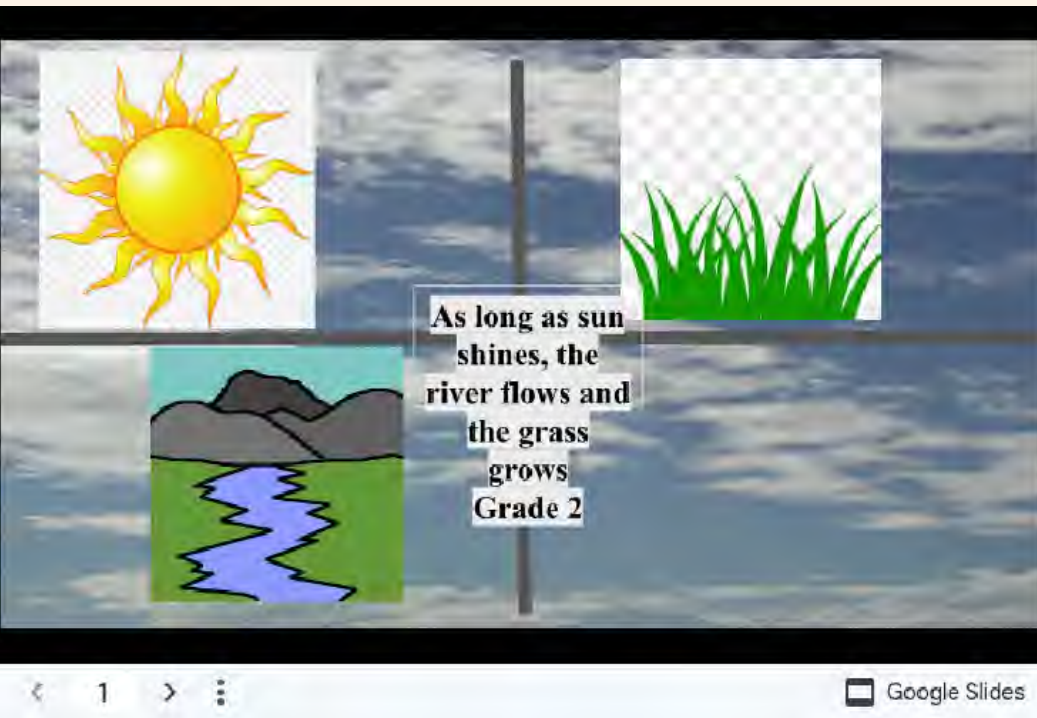
Reprinted from the Treaty 4
Historical Society

Including Indigenous Content in Authentic and Respectful Ways in our Classrooms

“A Living Project”

**Grade 1 to 8 Digital
Portfolios Addressing
Indigenous Outcomes**





Matthew D. Presentation

Grade 3



Rooney S. Presentation

Grade 3

SI 3: *Examine how various teachings people have about the natural world guide behaviour and actions.*



Indigenous People: All About Treaties And Symbols.
Grade 5



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Google Slides

Indigenous Peoples: All about the Treaties and Symbols - Grade 5



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Google Slides

Annah R. Presentation

Grade 6



Miah D. Presentation


Grade 6


Grade Six and Grade Three: Knowledge Partners



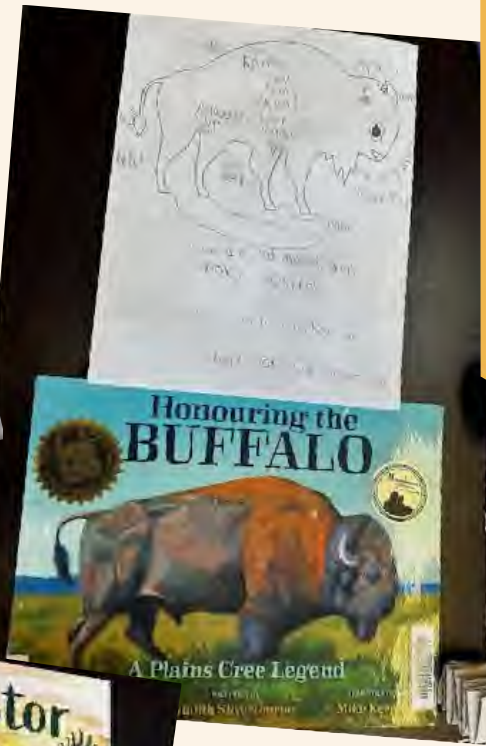
Indigenous Leadership Circle for Students: Empowering Students Through Action



 Encouraging students to become teachers - sharing knowledge with peers, staff, and community

 Building meaningful connections with local Indigenous communities through collaboration and engagement





26 students from 3 schools meet monthly at KG. Cassidy Budd provides knowledge, guidance, and leadership for this group.

Some of the experiences so far:

- 🌿 Learned about ancestors and the importance of life then and now.
- 🌿 Made orange hearts filled with sage to give to someone as a sign of respect and trust.
- 🌿 Learned about the Buffalo and its teachings. Studied the use of tipis as homes
- 🌿 Made and sold Bannock at each school as a fundraiser for Indigenous Ways of Learning Days.

KG in the News



Prairie South and Caronport students come together for Indigenous Ways day

About 500 elementary students from Moose Jaw and beyond took part in a full-day celebration of Indigenous culture and knowledge this week, during the 'Indigenous Ways of Learning' event hosted by King George Elementary School. The event...



'We came together':
Moose Jaw school
shows off tipi
classroom - CTV News

Rooted in Connection: A
Journey to Inspire Indigenous
Ways of Learning -
Saskatchewan Teachers'
Federation



Tipi raising at King George School

A tipi raising and community gathering took place at King George School on Thursday for the Kindergarten through Grade 8 students. The Cree-style tipi, constructed for King George's Outdoor Classroom Project, was constructed with...



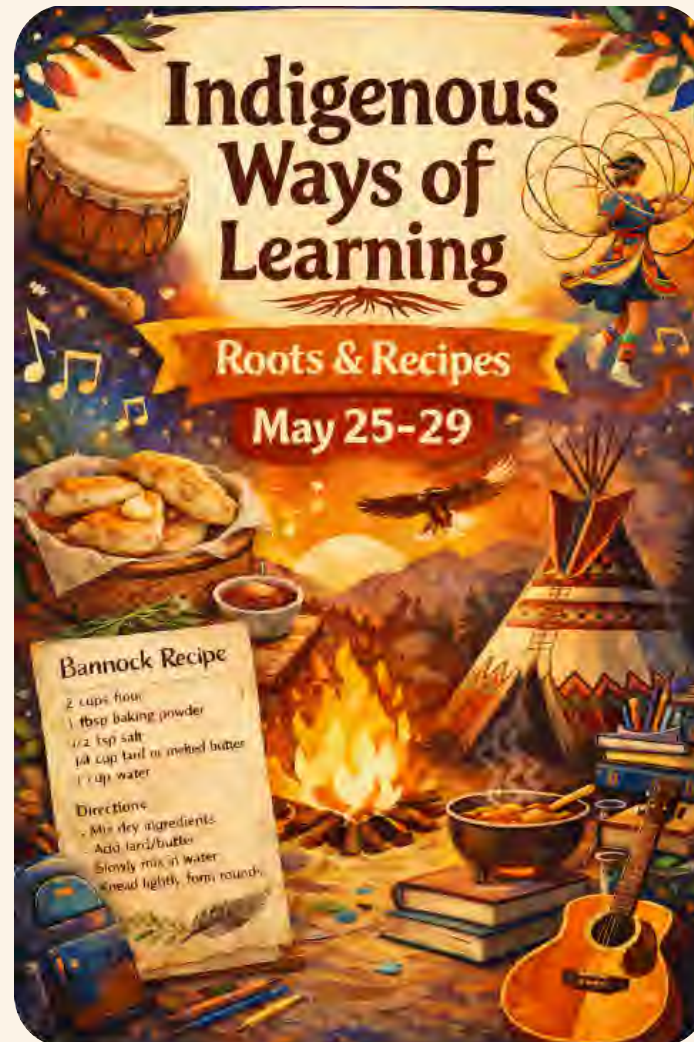
Buffalo Boys Drum Group brings history to life via song at King George Elementary School.

The Buffalo Boys Drum Group visited King George Elementary School yesterday to perform a series of educational shows to teach students about Indigenous culture ahead of Canada's National Day for Truth and Reconciliation. It was a full day of...

Our Journey Continues This May...



Welcome!
Tawâw!



**Indigenous
Ways of
Learning**

Roots & Recipes

May 25-29

Bannock Recipe

2 cups flour
1 tbsp baking powder
1/2 tsp salt
1/4 cup lard or melted butter
1 1/2 cups water

Directions

- Mix dry ingredients.
- Add lard/butter.
- Slowly mix in water.
- Knead lightly, form rounds.



**Join Us for a Week
Learning & Community**

We warmly invite you to participate in a week of meaningful Indigenous learning experiences.

Explore the individual event descriptions and choose the sessions you would like to attend.

Recommended age groups are provided to help guide your selections.

Registration Information

- Spaces are limited and filled on a first come, first-served basis.
- Some events may include a fee for materials or presenter honorariums.
- Registration costs are listed on each event page.

This year's theme is Roots and Recipes.



Roots and Recipes refers to traditional Indigenous knowledge and the ways it is shared and preserved through artistic expression – such as music, dance, cooking, and storytelling.

Our roots are where we come from. Our recipes are how we carry those teachings forward. When we remember both, we grow strong – like a tree with deep roots and branches that reach toward the future.

Roots & Recipes

Stories and Food That Nourish Us

Our opening gathering centers on the idea that food and stories both nourish the community. Just as recipes are passed down through generations, so are wisdom, traditions, and cultural identity. Students gather not just to eat, but to listen, learn, and connect across generations and cultures.

Monday
May 25th





Opening Gathering



Elder Alvin Francis

Elder Alvin Francis is from Nekaneet Cree First Nation on Treaty 4 Territory. Elder Alvin will open our week of Indigenous Ways of Learning by introducing our theme “Roots and Recipes”. He will help students understand that our roots represent where we come from (**our cultures**), while our recipes reflect the ways we carry those teachings forward (**our traditions**). By remembering both, we grow strong—like a tree with deep roots and branches reaching toward the future.



Storyteller, Elaine McArthur

Elaine is currently writing a novel about her mother's teachings that were passed down to her through the stories she would tell as they crushed chokecherries for freezing. As her mother worked, she shared stories with Elaine that taught many lessons. Some of the stories that Elaine will share are funny, scary and heartfelt, yet they all revolve around the task of crushing chokecherries. Her novel is tentatively titled "Crushing Chokecherries".

Monday
May 25th

Join us for
Bannock
and Soup

11:00 am -
1:30 pm
North Yard

[Register
Here](#)

Tuesday
May 26

Roots & Recipes

The Teachings That Nourishes Us

Recipes are more than instructions – they are teachings passed from one generation to the next. In the same way, traditional drum making is a living process of learning, where each step carries meaning:

- Selecting materials with gratitude
- Preparing them with care
- Assembling them with purpose
- Honoring the drum as more than an object, but a cultural relative

Students come to understand that the process itself is the lesson – not just the finished drum.



Session Times

Morning


10:00 - 11:00
11:00 - 12:00

Afternoon

1:00 - 2:00
2:00 - 3:00

[Register Here](#)

Traditional Indigenous Drums



Students will take part in a meaningful, hands-on learning experience by creating a drum using traditional Indigenous materials and processes. Just as recipes teach patience, care, and respect for ingredients, drum making teaches that cultural knowledge is built through intention, relationship, and responsibility.

Tuesday
May 26



Wednesday
May 27

Roots and Recipes



Rhythms that Nourish Us

Just as recipes pass down knowledge through taste, hoop dancing passes down teachings through movement and symbol. Each formation created with the hoops represents elements of life – animals, nature, cycles, and relationships – reminding viewers that culture is alive, expressive, and deeply connected to the world around us.

A hoop dancing performance offers students a powerful visual story of how culture, like nourishment, is shared, sustained, and celebrated across generations.

Watching the performance becomes an act of receiving a story, one told not with words or ingredients, but with motion, rhythm, and intention.

“The circle of life teaches us and reveals our sacred connections to the world around us, the energies in divine beings, and about balance of the universe.”

quote credit: www.dallasarcand.com

Dallas Arcand Three Time World Hoop Dance Champion

“Dallas Arcand is a veteran hoop dancer for the past 28 years dancing at many pow-wow’s, ceremonies, and traditional gatherings. Selected and awarded as the top 20 most influential artists in Alberta. He has danced extensively across Canada and parts of the USA as a head dancer, fancy dancer, hoop dancer, and as an ambassador to the treaty 6 territory. Dallas is well known in the pow-wow scene for his achievements as a world champion hoop dancer and for his musical talents as a multi-award-winning producer and musician.”

photo and write up credit: www.dallasarcand.com



Wednesday
May 27

Performance Times

Morning
9:30

Afternoon
1:30



**Wednesday &
Thursday
May 27 & 28**

Roots and Recipes

Stories That Nourish Us

Mary Harelkin Bishop

Just as recipes carry history through taste and tradition, books carry ancestral knowledge through language and lived experience. In this gathering, students and community members are invited to reflect on how storytelling nourishes cultural survival, resilience, and belonging.

The author's work becomes both a "meal" and a "map" — offering wisdom rooted in land, kinship, and community.
words

Mary Harelkin Bishop has lived in Saskatoon, Saskatchewan since she was 12 years old and considers herself a Prairie person. Writing has always been a very important aspect in her life. Mary began writing when she was nine years old. She cannot imagine life without writing. She is the author of the best-selling Tunnels of Time Adventure Series, as well as Seeds of Hope: A Prairie Story and Moving Forward: The Journey of Paralympian Colette Bourgonje, and Gina's Wheels, to name a few. Currently, Mary is working on revising and republishing the Tunnels of Moose Jaw Time Travel Adventure series as well as working on other writing projects. She enjoys talking to people of all ages about writing – their writing and her own.



Connect with Mary Harelkin Bishop

Wednesday &
Thursday
May 27 & 28



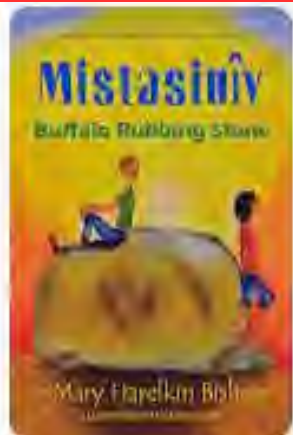
Join us for Book Talks & Tour with a
Saskatchewan Indigenous Author
Mary Harelkin Bishop

[Click here to order Mistasiniiy.](#)

Mistasiniiy

Book Talk

Wed.
May 28
9:30am



Mary has also written two stories she calls her Reconciliation stories - Mistasiniiy: Buffalo Rubbing Stone and Skye Bird and the Eagle Feather, which she feels are Calls to Action as we journey toward the Reconciliation of all Saskatchewanians and Canadians.



Tunnels of Time

Book Talk and
Tunnel Tour

May 27 &
May 28:
1:00-3:00pm



Drumming Preamble

For the purpose of our Indigenous Learning Day, all students – both female and male – will be included in the drum-making and drumming activities.

We recognize that in some Indigenous communities and traditions, females do not participate in ceremonial drumming. To approach this learning respectfully, we sought guidance from Elder Alvin, who shared that on his reserve females are welcomed and invited to participate in ceremonial drumming.

It is important to note that the purpose of our event is not ceremonial drumming.

This activity is designed as a musical and cultural learning experience, where students will have the opportunity to explore and play a variety of drums from different cultures. Through this experience, students will learn that traditions – like recipes – are shared in many ways.

Our goal is to build appreciation and respect for diverse cultures while creating an inclusive environment for all students to participate, learn, and connect.

The focus of this activity is learning, music, and shared cultural appreciation, not ceremony.

Roots and Recipes

Drumming: The Heartbeat that Nourishes Us

The Indigenous drumming workshop becomes a powerful, hands-on experience showing students that rhythm, like food and storytelling, is a form of nourishment – for spirit, memory, and community.

Just as traditional recipes carry culture through taste, drumming carries culture through sound and vibration. Each beat reflects connection:

- to the land
- to ancestors
- to community
- to shared identity

Students learn that drumming is not simply music – it is a living language, a form of storytelling without words, and a practice rooted in respect and relationship.

Friday
May 29



Student Drumming Workshops With the Buffalo Boys

Drumming
Sessions

Morning

10:15 - 11:15

Afternoon

12:45 - 1:45

[Register
Here](#)

Step into the heartbeat of tradition!

Students will explore the power of drumming to tell stories, share culture, and connect with each other. They will learn rhythms, play together, and discover how drums carry teachings through sound and movement.

Students will also participate in traditional Cree games.

Friday
May 29





Roots and Recipes

Friday
May 29

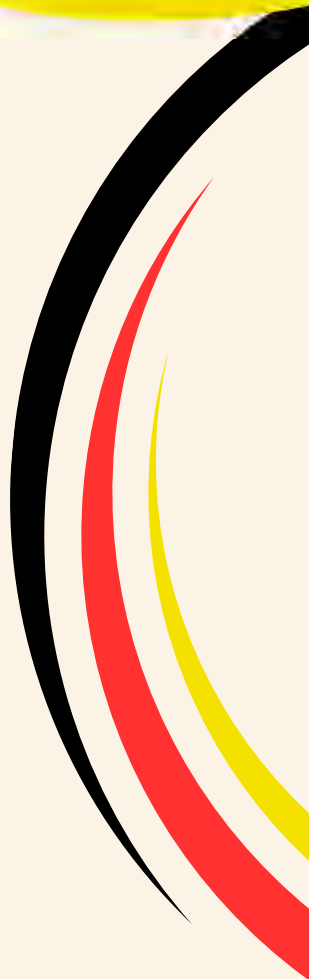


Celebrations that Nourish Us

The circle itself reflected our theme: just as recipes are passed from one generation to the next, so too are songs, teachings, and traditions.

The Round Dance becomes a living lesson in Indigenous Ways of Learning—where knowledge is carried through experience, relationship, and participation.

In the circle, students don't just learn about culture; they step into it. They discover that our roots nourish us the same way food does—through connection, story, movement, and shared celebration.



Indigenous Ways of Learning - Curriculum Connections

'Roots and Recipes' emphasizes identity, culture, and the passing of knowledge through generations. Students learn that our roots represent where we come from, and our recipes symbolize the teachings we carry forward. These experiences help students understand relationships, respect, and shared responsibility within Treaty lands.

These events connect students to Indigenous culture, oral traditions, and community teachings. The activities support Saskatchewan Treaty Education goals: Treaty Relationships (TR), Spirit and Intent of Treaties (SI), Historical Context (HC), and Treaty Promises and Provisions (TPP).

Grade	Treaty Outcome	Event Connection	Learning Connection
K	TRK1, SIK2	Storyteller, Hoop Dancer, Drumming, Round Dance	Students experience Indigenous culture through story, music, and dance while learning about community and connection.
1	TR11, HC13	Round Dance, Drumming Workshop, Drum Making	Students explore sharing, relationships, and how people traditionally used natural materials.
2	TR21	Storytelling, Round Dance	Students observe how cultural gatherings reflect respectful relationships and community sharing.
3	TR31, SI32	Storyteller, Drum Making, Hoop Dance	Teachings about land, identity, and the natural world are shared through cultural practices.
4	HC43	Book Talk, Community Tunnel Tour	Students explore community history and understand why relationships and agreements were important.
5	TR51, SI52	Storyteller, Drumming Workshop	Students learn how cultural teachings and symbols carry important values and traditions.
6	SI62	Drum Making, Storyteller	Students see how traditions and cultural practices preserve Indigenous knowledge and teachings.
7	SI72	Storyteller, Book Talk	Students explore oral tradition as a valid way of preserving knowledge and history.
8	TPP84	Community Tunnel Tour, Book Talk	Students connect local history and Indigenous perspectives to treaty relationships today.

**Thank You to our
sponsors!**



Thank You!

