



Oskinîkisis Nîkâniwin

Youth Leads the Way

Lloydminster Catholic School Division

GOAL 1: *Build a Saskatchewan where each of us shares the obligations of Treaty People.*

GOAL 2: *Ensure that every teacher strives for a future built on the strengths of our Aboriginal children.*



2018 Premier's Board of Education Award for Innovation and Excellence in Education Application

Board Chair: Mrs. Paula Scott

Director of Education: Mr. Nigel McCarthy

September 28th, 2018

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kayāsk sicikiwin (History)

Raising Métis and Treaty 6 Flags this spring we asked, "Can a decade of work be encapsulated in the celebration of a day?" We believe in symbol and celebration, so we share this journey of success with you. We celebrate a 3 year 2016-2018 average graduation rate of 88% and no appreciable difference between the success of First Peoples and all students, we are taking note that in Reading our First Nations Students now outscore those who are not Aboriginal. This is innovation and dedication.



Read the letters of our students, in Appendices 14-19 and the road travelled becomes clear. Youth has led us. Their voice called us to begin and it is their success we share. Staff that has gathered this data, learned to listen to Elders and translate their hope into accomplishment, is the best of what we celebrate.

Please view: **HRHS Raises Métis and Treaty Flags** <https://vimeo.com/271750328>



wapāchikiwin (Overview)

Walking up to the doors of Holy Rosary High School five flags fly proudly. When Onion Lake Cree Nation said "we are ready" to raise the flags of the Métis and Treaty 6 we knew that our work had borne fruit. On May 16th, 2018, we welcomed, His Honour the Honourable Thomas W. Malloy, Lieutenant Governor of Saskatchewan to all of our LCSD Schools. He spoke of a Province where the commitments made to Treaty Peoples are fulfilled. He put forward that the ideals with which we are entrusted will have broad implication to the 'Province of the Future'. Together, we celebrated the partnerships that have made this possible.

Walk into the Career Center of our Holy Rosary High School (HRHS) and a photograph of Poundmaker hangs next to 32 National and International University flags, where our post graduates attend. It is no coincidence that Ms. Alicia Carter, of the class of 2016 began her Journey at Onion Lake and now attends University in Korea while acting as a Canadian Ambassador. She walks in 'two worlds', tutors English to Koreans and is defining what it means to be Saskatchewan Cree today.



Look locally and you see Ms. Leah Boyer who was with LCSD for 13 years and will graduate as an Aboriginal Teacher Educator in 2023. As a Dream Catcher she traveled to the National Student Commonwealth Forum in Ottawa five times. The Career Center weaves Aboriginal identity into life-changing experiences. As chief weaver Mr. Doug Abrosimoff, is a

member of the Heart of Treaty 6 Organization, which furthers the work of the Office of the Treaty Commission in Saskatchewan. He hangs the flag of each new University on the wall as a reminder of how far we have come but also to stand as a beacon for opportunity our teens have today.

Walk up the stairs at HRHS and the Office of our Aboriginal Coordinator and Junior Elder Mrs. Cynthia Young, overlooks the busiest hub of our high school. Young serves as a leader of students who follow the journey of all First Nations and Métis youth in our schools. Moreover, she leads our staff and delivers professional development across the School Division. The Board's decision to support this full time position in the High School was specific and targeted. A Junior Elder as Coordinator provides a unique path to young First Nations students who seek answers beyond those of the classroom. "We teach our students to chose to take the good things of our culture and embrace them while choosing to walk a good path in life," said Young. "In general, all our teachers are realizing now how important Native Education is for the development of our native students as well."



Teacher education is at the center of innovation for **Oskinikisis Nikāniwin**, more than 50 teachers spent the 2017-2018 year under Cynthia's tutelage. In these sessions, each teacher was trained and experienced information sessions, a blanket ceremony, inquiry into residential schools and historical overviews. All was offered through a lens to support meaningful and effective communication with our First Nations and Métis students. "We wanted our teachers to know what the flags meant, not just to hang the flags, but what the stories were that accompany those flags," said Young. "Staff needed to be aware of what struggles the Native People of Canada face on a day to day basis. The staff participated in a variety of presentations to assist in expanding their knowledge of Native Canadians and the true history." Professional Development raises the true flags of Métis and Treaty 6 at HRHS.

Direct Board Participation

The work done to partner with Onion Lake Cree Nation and Little Pine First Nation lies not only in the agreements and motions summarized in Appendix 1, they are sitting with Elders, attending ceremony and bringing the First Nations and Métis experience into the Board's day to day business. "Our partnerships are an extension of what we believe about all children, that they are special and their experiences make our education richer and more informed," said Mrs. Paula Scott, Board Chair of LCSD. The Board of Trustees receives a regular report on the success of First Nations and Métis students as well as a breakdown of the funds and specific outcomes for each school. "Our Aboriginal programs are focussed on the strength of what our Cree and Métis families have to teach all of us about the world. Our Board knows that in order to educate, we must first learn to work as partners." These partnerships include Aboriginal Mentorship, support for Band Economic development goals, hosting the First Nations Winter Games in 2016, Membership in the Fort Pitt Reconciliation Group, an annual program of events for Dream Catchers (Appendix 11), service agreements with First Nations and Métis and sitting together on the Heart of Treaty 6 Council.

Innovative Nature of Initiative

Oskinikisis Nikaniwin begins with the proposition that the youth must lead us rather than we lead them in an understanding of what will bring about the success of First Nations and Métis students. Too often we apply a strategy or system to a community that is asking us to recognize that the journey is to be Cree in a modern Saskatchewan. Those who know this best are Cree and Métis people. Our journey has been to create the conditions of success for each child who is on this journey and let those individual journeys guide the LCSD family.

Sustainability of the Innovation within the Present System or School

The Board has committed to continue the financial support for each of these programs. Innovation though is so much more than finance. For LCSD it is how the Board of Trustees sets the bar of success. Qualification means that the investment must be a choice made by School staff as a whole. In holding our schools to this standard, the Board has brought a key innovation to the Province. The components of the qualification model are teacher preparation, education on culture, history and training on ceremony as well as protocol. By setting the bar in this way, the Board of Trustees innovated in expectations. Raising the Treaty Flags now means accomplishment of a standard, a goal to which all schools in the Division aspire.

Our Elders tell us that raising a flag is a celebration of accomplishment for a school which has already completed the journey of Oskinikisis Nikaniwin. We listen.

Cost/Benefit Analysis

The cost benefit analysis is clear in on time graduation for 88% of our First Nations and Métis since 2015. Returning Grade 12 students have been reduced, and pathways to College have been opened. Instances of suspension and disciplinary action have also fallen across our schools. We estimate half of the graduation rate is due to the efforts of **Oskinikisis Nikaniwin**.

In effect a class of returning Grade 12's or non graduates is eliminated every year since 2016. The benefit incurred by the school division is approximately \$150,000 of funding, however the benefit to society in ensuring graduation is beyond measure.

The Board of Trustees committed to the ongoing funding of Mentors and Coordinators and Teacher Training initially funded through Grants from 2008 through to 2014. When the final expiry of the grants occurred in 2016, the commitment to fund these costs from operations was made.

Client (Teachers, Parents, Students, SGCs) Support for Innovation

Youth did not begin to lead us as the flags were raised. The realization came early on that working with students to address their deficits would not be enough. The vision of the Dream Catchers is to come together around the possibilities of where our students might go. Our Board, Senior Management, Administration, Coordinator and Teachers have worked extensively to foster both parent and student participation and leadership. Student one-on-one meetings, interviews, parent events and the inclusion of the Student Community Council have all generated information directly from students that was needed to support innovative initiatives and focuses each year.

The LCSD student journey has brought them to Colleges like Lakeland just a few blocks away all across our country to McGill University. It has sent students to Kelowna to audition for a Hollywood blockbuster movie and on to produce their own films. Students have annually raised not only tipis but expectations. Young people have not only stood up and spoken at the Indigenous Economic Summit but travelled to China to speak at the Global Vision Trade Mission. Nearly ten students have attended the National Student Commonwealth Forum in Ottawa held each May and over 50 have received certification for the Saskatchewan Young Worker Readiness Program. In Edmonton, students spoke at a Big Brothers and Big Sisters Provincial conference on their identity and the power of youth. LCSD's Annual Aboriginal Awareness Week is organized, facilitated and supported by our youth and the needs of our Division to foster an understanding of Indigenous ways. These stories are the result of diligence, hard work and dedication in our youth.

Our Dream Catchers are also no stranger to hosting in an effort to build skills and build awareness. Many events could not have ran as smoothly without parent and SCC support and volunteerism. Each Elder, great leaders, artists, singer, actor, expert and speaker supported students who continue to forge a pathway of resiliency, awareness, education for all and individual growth. In 2009 the Dream Catchers met and formed a relationship with Youth Empowerment presenter, Mr. Adrian LaChance. He traveled to Lloydminster to work closely with our Dream Catchers but also to share his talents with hundreds of HRHS students. Prior to 2012 we had Mr. Gordon Tootoosis serve as a mentor to many on our staff, students and he presented five times in five years. World Champion Hoop Dancer, Mr. Dallas Arcand joined us in 2013 and 2015 and our Dream Catchers led a showcase for hundreds of students and the general public. In 2015 and coming again in 2018 is G.O.I.N.G. Miles facilitator, actor, mentor and special guest Mr. Dakota House. These are only a few of the snapshots of youth driven presentations within our School Division and community. Dream Catchers have built this body of work and taken pride in work to share the story with their peers, teachers, parents and the public.

Studies on Dream Catcher success began in 2009 with Saskatchewan Education Leadership Unit. They were welcomed by the Board of Trustees to review the project and give their perspective on building Aboriginal pride in our School Division. Success was further recognized in 2011 when the Alberta Mentoring Partnership began a study to document the success of the students. Each study was shared with youth programs, other school divisions, and Government across Alberta and Saskatchewan. Both studies gave students voice, some of which is captured in the attached letters (Appendices 14-19). In their voice, the innovation comes to life.

Partnerships in Support of the Innovation

Students and schools could not have completed this journey alone. There have been many stakeholders to this success. Each of them has listened to the story and supported of our children. We are thankful to:

***Youth Leads the Way would not be possible without the following partners and countless secret angels who have offered support over the last decade. Thank you to our parents, staff, students and other partners:**

St. Anthony's Catholic Church	Mr. Gordon Tootoosis	Seekaskootch Drum Group
Ministry of Education	Mr. Mike Young	Kihew Waciston Cree Immersion
Government of Saskatchewan	Mrs. Linda Bordeau Semaganis	Staples Business Depot
Dr. Richard Starke (MLA)	Mr. and Mrs. Noel and Evelyn	Libbie Young
Mrs. Colleen Young (MLA)	Kadachuk	Safeway
Big Brothers and Big Sisters	Father Holland	Sobeys
Onion Lake Cree Nation	Mrs. Bertha McKay	Newcap Television
Chief of Onion Lake, Mr. Wallace Fox	Mr. and Mrs. Jeff and Kathleen	CIBC
Director of Operations of Onion	Coleclough	Affinity Credit Union
Lake, Mr. Philip Chief	Mr. Dakota House	Meridian Booster
Elders Council of Onion Lake	Mr. Clarence Whitstone	Lloydminster Source
City of Lloydminster	Mr. Adrian LaChance	Wal-Mart
Office of the Treaty Commissioner	Mrs. Wanda Budd	Subway
Saskatchewan Tourism	Mrs. Christy Ann Dumas	Silverwood Toyota
Lloydminster Area and Drug	Mr. Nathaniel Arcand	Lloydminster District Co-op
Strategy	Mrs. Margo Hines	Cinnamon Twist
Urban Aboriginal Grant Program	Mrs. Cathy Wilson	Haute Cuisine Catering
Multicultural Council of	Mr. Brent Dillon	James Brothers
Saskatchewan	Mr. Joe Nahtowhow	Kiertin Consulting
Lloydminster Métis Housing	Mrs. Martha Cardinal	Ironjet
Lloydminster Friendship Center	Mrs. Rose Nahtowhow	Neechie Gear- Mr. Kendal Netmaker
University of Saskatchewan	Ms. Lorna Garnier	She Native- Ms. Devon Fiddler
Midwest Family Connections	Mr. Dallas Arcand	Olive Tree
Slim Thorpe Recovery Center	Mr. Milton Tootoosis	Lloydminster RCMP and Fire
Lakeland College	Mr. Hector Quinney	Department and many more...

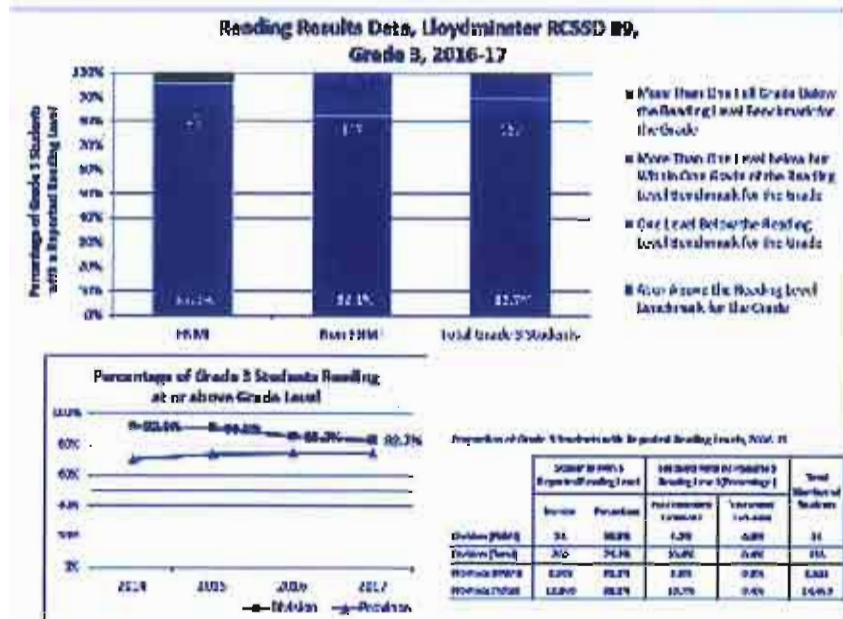
Without a decade of support from corporations to artists, Government to entrepreneurs, Chiefs, Elders and young people our youth could not have walked so far. Those who have walked this journey with our students have each played a different role. They have built the foundation of our work.

We begin September with a Premiere Screening of *Elder in the Making*, and shared our theme and focus for the school year, centering around the theme of *Entrepreneurs*. Nearly 30 students will attend the Indigenous Economic Partnership Summit in October of 2018. Also, this November, LCSD will partner once again with Lakeland College to support families in applying for Treaty Rights or declaring their Métis Status. Our Cree 10/20/30 classes continue to grow and we welcome many Elders and special guests throughout the year from neighbouring First Nation's and across Saskatchewan to Cumberland House First Nation. We will round out 2019 with our 11th Annual Aboriginal Awareness Week and dream that on May 16th, 2019 we will host our first Pow Wow.

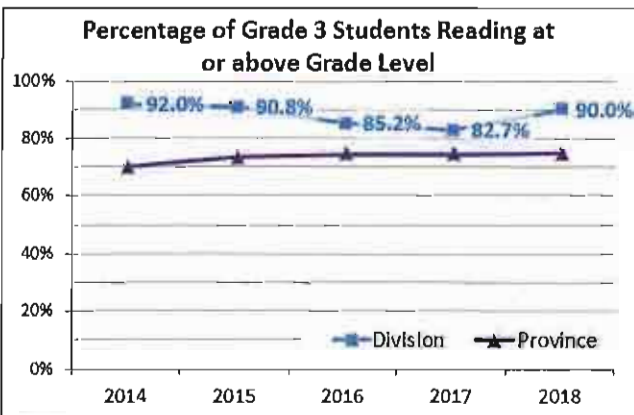
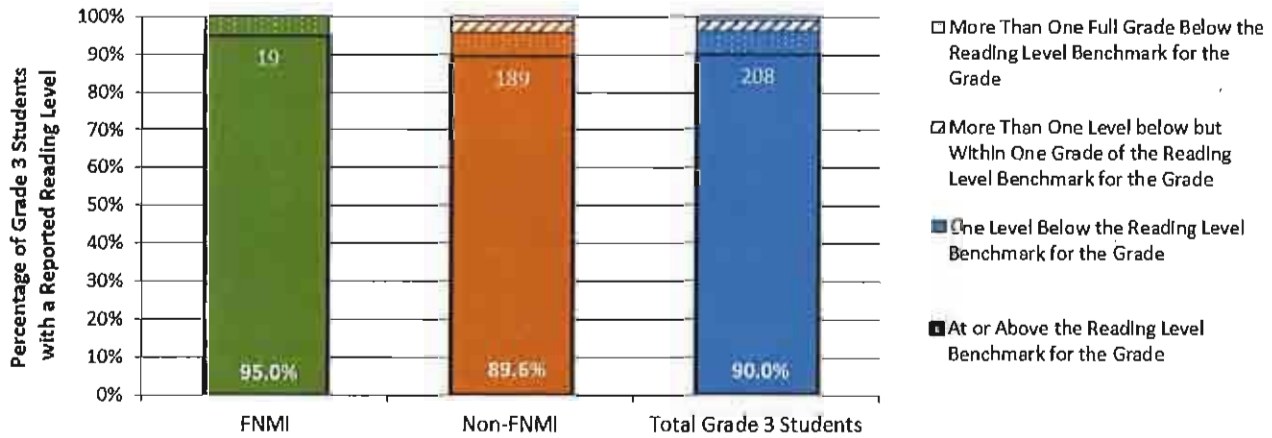
This year, we build on the Board's vision with their Little Pine First Nation Land Sharing Agreement (2016), High School Sharing Agreement (2016) with Onion Lake Cree Nation, the Saskatchewan First Nations Winter Games (2016) Agreement, and Pipe Ceremonies (2017-2018), by seeking common purpose with our local Nations.

Improved Student Achievement

We are focused on whether our students graduate, not when. In 2016 a new trend began, First Nations student's success in Grade 3 reading levels now exceed those of non First Nations students. Though we were told that this goal would not be sustainable, we are now celebrating the 3rd year where the results of our First Nations readers exceed those of our non First Nations students.



Reading Results Data, Lloydminster RCSSD 89, Grade 3, 2017-18



Category	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	20	100.0%	0.0%	0.0%	20
Division (Total)	231	85.9%	14.1%	0.0%	269
Province (FNMI)	2,433	93.5%	4.2%	2.3%	2,601
Province (Total)	13,146	88.9%	10.1%	1.0%	14,793

In 2016 our First Nation's students graduation rate was higher than those who are not Cree or Métis. This is the tipping point in our own understanding of the potential of this project.

	3 year graduation rate	4 year graduation rate	5 year graduation rate
2010	64%	64%	64%
2011	77%	77%	77%
2012	65%	81%	81%
2013	75%	75%	75%
2014	79%	83%	83%
2015	77%	77%	92%
2016	100%	100%	100%
2017	94%	100%	-

There are two real accomplishments highlighted in the data over the last decade. The first is an increase in the rate of achievement. The second is that our children do not get lost after a grade 12 year. Our work is to ensure that we pursue student success even after graduation. We are not letting go of children, rather we ensure that they get there at 19 or 20 years of age if they did not achieve the mark when they were 18.

In 2013-2014 the Dream Catchers goals were brought into regular class time, optional and available for every student at Holy Rosary High School. This learning block spread Aboriginal awareness comprehensively. The efforts of the Dream Catchers are day to day at HRHS. With 1600 minutes of instruction in 40 minute blocks each week it promotes the lessons of the program on a larger scale. This coincided with the steady acceleration of graduation rates. It means that today's graduate has been introduced to the dream we are catching.

ēkosi (In Closing)

We believe the words of one of our HRHS Alumnus, and recent McGill Graduate perfectly encapsulated our vision when he said *"I believe that cultural awareness is one of the most important aspects in education, as it allows for students to gain a better sense of self, and become more confident in their studies. In a nation where pluralism is one of the most illuminating aspects of our society, it's important that we celebrate our differences and promote diversity in our schools."* **-Spencer Bossear**

Oskinīkisis Nīkāniwin

Board Chair: Mrs. Paula Scott

Director of Education: Mr. Nigel McCarthy

September 28th, 2018



Motions of Lloydminster Catholic School Division Board of Education

2009 to current	The Board of Education celebrates with all LCSD schools each year honouring Aboriginal Awareness Week. The week is complete with activities, education, special guests, presenters, hands on learning and experiential opportunities that further staff and student understanding and appreciation for Aboriginal history, culture and traditions.
August 26, 2009	The Board of Education instructs Provincial (AB/SK) Aboriginal Education Studies.
2009-2018	The Board of Education receives and reviews regular details on the Aboriginal Mentorship Program, the Dream Catchers and works with personnel to ensure individual student needs are met and there is a strong Aboriginal education component at all LCSD schools.
February 26, 2014	The Board of Education instructs LCSD to continue to ensure Aboriginal Mentorship program meets the needs of our students to assist them in achieving their potential. This work continues today.
January 13, 2016	The Board of Education instructs Holy Rosary High School to facilitate a rental agreement for March 28, 2016 to April 1, 2016 Saskatchewan First Nations Winter Games 2016.
June 8, 2016	The Board of Education instructs Little Pine First Nation Agreement clause drafted by a lawyer employed with City of Lloydminster to have the agreement signed by the end of June.
June 22, 2016	The Board of Education approves the revised Joint School Board Agreement between Little Pine Band, Lloydminster Catholic School Division and Lloydminster School Division.
June 22, 2016	The Board of Education approves the Service Agreement for School Board Agreement between Little Pine Band, Lloydminster Catholic School Division and Lloydminster Public School Division and the City of Lloydminster.
October 25, 2017	The Board of Education discussion of Government of Saskatchewan.
February 28, 2018	The Board of Education motioned to purchase Treaty 6 Symbol's for each school and one for the Division Office.
February 28, 2018	The Board of Education moved to support LCSD participation as a partner in the Heart of Treaty 6 Reconciliation Group.
May 9, 2018	A Pipe Ceremony presentation by Junior Elder Cynthia Young to the Board of Education was held at the Committee of Whole meeting.
May 11, 2018	The Board of Education Trustees along with Senior Management attended the Fort Pitt Reconciliation Group Signing held on April 18, 2018 at Lakeland college.
June 4, 2018	The Board of Education instructs to return the Treaty 6 symbols previously ordered and replace with a stainless dibond printed directly onto the black dibond displaying the coin side by side.



Heart Of Treaty 6 Reconciliation

Commitment to Relationships and Trust

The partners of Heart of Treaty 6 Reconciliation are committed to travelling together on a path of reconciliation. In the spirit of Treaty 6 entered into at Fort Pitt in 1876, we agree on the need to develop stronger relationships and trust among the communities, organizations and individuals making their home in the Heart of Treaty 6 territory.

To develop these relationships, we will prioritize two areas of work:

1. Education and awareness:
 - o About the past and its effect on the present and the future
 - o About the strength and resilience of our cultures in the region
2. Healing from the effects of colonization:
 - o Maintaining strong cultural identities
 - o Nourishing hope in our communities, families, and ourselves

Heart of Treaty 6 Reconciliation members commit through their work to:

- Get to know each other;
- Create community, build trust;
- Build and support strong leadership;
- Provide cultural safety, preserve cultural identity;
- Create hope, opportunity and quality of life for all - jobs;
- Provide education on Canada's history of assimilation, Indian Residential Schools, and holistic Indigenous approaches.

The Working Principles for Heart of Treaty 6 Reconciliation are:

- A personal and organizational commitment of time and resources;
- Collective short/long-term goals and passion, action oriented;
- Diversity and inclusiveness: all voices are heard, strengths of individuals are leveraged;
- An established common language and safe spaces for discussion, and listening;
- Taking care of each other, personal relationships, and honesty;
- Patience with each other;
- Open mindedness with an awareness of our own biases;
- Understanding issues and celebrating successes.

Together, we want to...

- Focus on action and making progress;
- Continue meeting regularly as a means to achieve our goals;
- Continue expanding the circle to include other stakeholders;
- Explore joint planning for events, programs and policies that advance our goals of building relationships and trust.

Vision for Reconciliation:

Vision for Reconciliation: Heart of Treaty 6 Reconciliation uses a working definition of reconciliation, based on the work of the Office of the Treaty Commissioner to build consensus around a vision of the future. Members commit to evaluating their own Reconciliation work against this vision. The Heart of Treaty 6 Reconciliation is working together to create a new, shared future for our children and grandchildren. It is a generational journey that strives for a society based on four elements:

- A Shared Understanding of Our History: We will have acknowledged, honoured, achieved justice, and healed from the truth and history of this land;
- Authentic Relationships: Strong relationships, partnerships and trust will exist among all people;
- Strong Cultures and Interwoven World Views: Our cultures will be strong, world views respected and our social experiences will have been woven together;
- Social, Economic and Political Change: Our institutions and systems will represent and benefit us all.

Brenda Robinson
By Brothers By Sisters of Lloydminster

David Walker
City of Lloydminster

Michelle
Frog Lake Cree Nation

[Signature]
St. Peter's United Church

Daniel H. Haycock
Lakeland College

Randa Scott
Lloydminster Catholic School Division

[Signature]
Lloydminster Chamber of Commerce

Marlene Gustin
Lloydminster Native Friendship Centre

Honoreson
Lloydminster Public Library

[Signature]
Lloydminster Public School Division

Sue
Lloydminster Women Warriors

Karen Collis
Métis Nation of Alberta

[Signature]
Office of the Treaty Commissioner

Almona Bellis
Frog Lake Cree Nation

Alton Post
Frog Lake Cree Nation

Lakulata Hamilton
Saskatchewan Health Authority

Gyllian Davies
St John's Anglican Church

Jess Wack
Startup Lloydminster



**A Message from His Honour
The Lieutenant Governor of Saskatchewan**

It is my sincere pleasure to extend greetings on behalf of Her Majesty Queen Elizabeth II, Queen of Canada, to everyone gathered for the Flag-raising Ceremony in Lloydminster.

This exciting event is the culmination of a journey led by the Lloydminster Catholic School Division (LCSD) and their partners. I thank you, all, for helping your students to achieve success, and for embracing opportunities to share cultural knowledge and to grow in friendship by cultivating understanding. Flags are important symbols that connect us to our history and to our shared pride. As you raise the Treaty 6 and Métis flags today, may this act represent your shared vision for a bright future for all.

Please accept my very best wishes for a joyous and memorable celebration.

A handwritten signature in blue ink, consisting of a stylized 'W' followed by a large loop and a small arrow pointing upwards.

W. Thomas Molloy
Lieutenant Governor
Province of Saskatchewan



**Message from the
Lieutenant Governor of Alberta**

As Her Majesty the Queen's representative in Alberta, it's my pleasure to join you in honouring the First Nations of Treaty 6. This flag raising ceremony is a meaningful step in ongoing work to ensure that our schools are welcoming and inclusive places where First Nations youth enjoy every opportunity to learn, to share the best of who they are, and to realize their dreams for the future.

I'd like to recognize everyone who has come together to create this important moment. I'd also like to thank the hard working teachers and staff of the Lloydminster Catholic School Division for your commitment to reconciliation and your dedication to ensuring that every student enjoys the opportunity to reach their fullest potential.

Enjoy this special day and best wishes to all for continue success!

A handwritten signature in cursive script that reads "Lois Mitchell". The ink is dark and the signature is fluid and elegant.

Her Honour, the Honourable Lois E. Mitchell, CM, AOE, LLD
Lieutenant Governor of Alberta



Office of the Chief

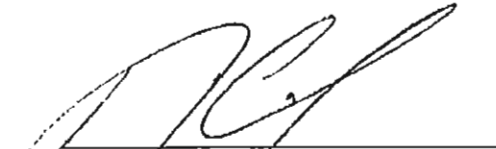
May 8, 2018

Re: Message for the programs

To Cynthia Young

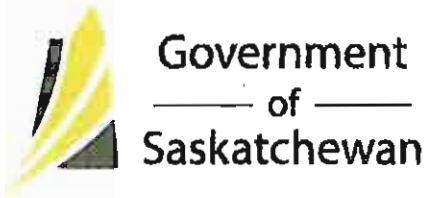
"It is our vision to create more education and awareness to our neighbours whom we share Treaty No. 6 Territory. The Onion Lake Cree Nation has maintained our culture and traditions throughout time and we are very honored that Lloydminster Catholic School Division are interested and participating in keeping the knowledge and our traditions alive. Our members are also students of your vibrant schools and we look forward to continuing forth in building relationships with Lloydminster Catholic School Division; our Nation is proud to have our Treaty No. 6 flag flying at City Hall and now Holy Rosary High School. This reaffirms the relationship we have built with Lloydminster"

In the spirit of partnership and commitment to the future
For and on Behalf of Chief Wallace Fox, Onion Lake Cree Nation



Philip Chief, Director of Operations,
Onion Lake Cree Nation





**A Message from Assistant Deputy Minister of Education
Clint Repski**

On behalf of the Government of Saskatchewan, I would like to commend Lloydminster Catholic School Division and Holy Rosary High School for taking the initiative to raise these flags, recognizing their commitment to building positive relationships with Indigenous people, the joining of cultures and honouring the spirit and intent of treaties.



The Ministry of Education is committed to reconciliation and continues to look for ways to build on successes, such as teaching about treaties and First Nations and Métis ways of knowing in the classroom, the Invitational Shared Services Initiative partnerships and *Following Their Voices*.

Congratulations on the official raising of both the Treaty 6 and Métis flags.

Sincerely,

Clint Repski

Clint Repski
Assistant Deputy Minister of Education



First Nations of Treaty 6

It is my privilege to once again gather and celebrate our friends in the First Nations of Treaty 6. As the Mayor of Lloydminster, I have had the pleasure to attend many economic and cultural summits with our regional Indigenous partners.

I take each gathering as an opportunity to understand the history of our land more deeply and to hear perspectives on how we may better collaborate and create a more inclusive and equitable future.

Flag-raising events like today provide a valuable space for cultural visibility and interaction. Thank you to the Lloydminster Catholic School Division (LCSD) Holy Rosary High School and your partners for your vision and leadership.

The future belongs to our youth and as we raise the Treaty 6 and Metis Flags we send the message that we are stronger when we walk forward together in friendship and understanding.

Gerald S. Aalbers
Mayor
City of Lloydminster

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Lloydminster Treaty Six and Metis Flag Ceremony

May 16, 2018

Good morning special dignitaries and guests,

It is my pleasure to offer my congratulations to all of you here today as you gather on traditional Treaty 6 lands, to officially raise the Treaty Six and Metis Flags here at Holy Rosary High School. I regret I am unable to join you in person as the Alberta Legislature continues its Spring session.

Ceremonies such as this one today are instrumental to the ongoing process of reconciliation and for teaching future generations. We must recognize and learn from our shared past and build a relationship to truly understand, reconcile and celebrate the culture of Indigenous peoples here and across Canada.

It is also important to recognize the opportunities this will bring. The opportunity to work together - to have a conversation of healing and respect. It is those conversations that will, over time, lead to reconciliation and a culture of teaching and empowerment for our children.

As MLA for Vermillion-Lloydminster I congratulate you once again on this momentous occasion.

Sincerely,

Dr. Richard Starke
MLA Vermillion-Lloydminster



2602 59 Avenue
Lloydminster, Alberta
Canada T9V 3N7

1 800 661 6490
www.lakelandcollege.ca

February 3, 2016

Margo Hines
Business Facilitator
Lakeland College
Lloydminster, AB

Dear Grant Committee Members:

Once again, I would like to write a letter of support for the Dream Catcher program at the Holy Rosary School in Lloydminster. Lakeland College has partnered with the Dream Catcher program for several years to promote aboriginal awareness in the community, particularly with our youth and young adults. Aboriginal students attending Lakeland College often face a culture shock and face many barriers to succeed in their education. The College fosters inclusive learning, honors and respects cultural traditions and offers personal and academic support to these learners. In partnership with the Dream Catcher program and other partners we are able to promote student success in relationship to cultural differences and learning preferences. This year, Lloydminster Public School Division (LPSD) and the Lloydminster Native Friendship Centre have agreed to partner with us as we plan for upcoming events and support which allows us to offer more events and activities for our students.

Events and activities offered in partnership with the Dream Catcher program include:

- Visits from elders
- Tea and bannock day
- Information session from the AB Aboriginal Employee Initiative program
- Teepee Raising (annual event)
- Dallas Arcand: World Champion Hoop Dancer and Motivational Speaker
- Pipe Ceremony
- Aboriginal craft workshop
- Hockey day in Canada Involvement
- Christmas Play by the SK Native Theatre Co. – In 2013 and 2014 – students love this event
- Aboriginal Athletic Awareness Event
- HRHS has the highest graduation rate in SK

Lakeland College values this partnership and appreciates having a high school (HRHS) that is willing to encourage students to further their education at Lakeland College.

Sincerely,
Margo Hines
Margo Hines

Mission: To inspire learner success and community development through innovative learning in an inclusive and diverse environment.

Vision: Ever to excel in a global society.

Values: We value learner achievement, academic excellence and personal growth founded on our longstanding principles of people-centred and respect, accountability and integrity, inclusiveness and collaboration, continuous self-improvement, innovation and pride.

Roman Catholic Diocese of Prince Albert

The Truth and Reconciliation Commission has invited us to take different steps in building bridges for a new society and renewed relationships between Indigenous peoples and Canadians that is based on mutual understanding and respect.

It is in doing small steps together that Truth and Reconciliation comes to life in our daily lives. The raising of flags expresses our commitment in cultivating a respect of each other's cultures, forging a better understanding between all.

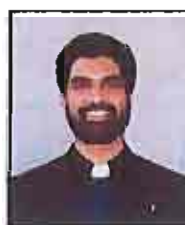
The Lord asks us to "to build bridges; not walls" and it is very apparent that the communities of Lloydminster and area are in the process of fulfilling this ministry.

On behalf of the Diocese of Prince Albert, we would like to congratulate the Lloydminster Catholic School Board and Holy Rosary School for having taken the initiative and inspired our communities that will be celebrated in the Treaty 6 and Metis Flag Raising Ceremony today.

May the Spirit of God continue to enlighten us and guide us on these new paths of reconciliation and community building!



Most Rev. Albert Thévenot, M. Afr.
Bishop of Prince Albert



Rev. Sebastian Kunnath
Director of Indigenous Ministry

**First Nations and Métis Education Achievement Fund
September 1, 2017 to June 30, 2018
Lloydminster Catholic School Division
Executive Summary**

The Lloydminster Catholic School Division has been able to continue its work in ensuring equitable outcomes and high levels of achievement for our First Nations and Métis students in the 2017-18 school year. In part due to funding made available by the Ministry of Education. The focus of our work continues to align with division goals within our strategic plan as well as those laid out in the Education Sector Strategic Plan. These two guiding documents have better enabled us to form an action plan that fits the needs of the students in a way that is congruent to others in the Province.

In the 2017-18 school year, we have continued to focus on building necessary supports for students and families that would better enable the students to achieve the levels that are set. Our division has shown improvements in using the Response to Intervention structures to support learning. Though this structure has been in place for a few years, we have enhanced our ability to reflect on the whole child and use additional people to work as a team to ensure any identified barrier can be negated for these students. Our Family School Liaison Workers have played a key role in this, sitting in on more meetings, providing insight and intervention ideas that go beyond the classroom. These pieces can be forgotten at times, when working through these pieces moves us closer to root cause of the issues being presented. Implementing the plans also include some unique actions that occur inside as well as outside of a school setting. Using our Cultural Advisor in some of these situations has been key in having students receive what they need to assist them in their schooling. Our admin teams have formed strong relationships with our Cultural Advisor and Aboriginal Education Coordinator to a point that they are first contacts at times to help problem solve. This is a great growth piece, as we have moved ahead to a point where we are not just focused on academic interventions but look at other areas of a student's life to see what can be done.

An added plus this year, is our continued work in the "Heart of Treaty Six" group. As part of this, we have been able to place additional focus on the Truth and Reconciliation process, which led to a May 16th Flag Raising Ceremony at Holy Rosary. Though this was a great day, it was the process that started in the fall that was key. We were able to partner with Onion Lake First Nation to work with our school to be better prepared for the day. A series of activities and educational pieces were implemented into staff meetings and professional learning sessions as part of this preparation. Though this was a staff piece, we believe that this had tremendous spinoffs for our students. In reflection, having the students be a part of the planning and implementation of this process was great. It helped build leadership skills, collaboration skills and allowed the students to make decisions that ultimately led to changes in the school. Our partnership with Onion Lake First Nation continues with students interacting with each other and working on projects together. We see this moving forward in the future.

The vast majority of the 2017-18 funding allotment was assigned to support staff (Cultural Advisor, FSLW, Aboriginal Education Coordinator). With the division wide structures, we have in place, we saw the need to enhance our support staff to be part of our team that leads student achievement. We see this trend continuing into the future as we continue to enhance our work in this area.

Facility Use Agreement

This Agreement is made by and between the Board of Education of the Lloydminster Roman Catholic Separate School Division No. 89 of Saskatchewan, hereinafter referred to as the **School Division**, and Onion Lake Cree Nation Chief and Council hereinafter referred to as the **User**.

PREAMBLE

THAT WHEREAS, the School Division owns certain educational facility described in this Agreement which, from time to time, are available for use by other parties; and

WHEREAS, the User desires to use those premises for the purposes herein described;

NOW THEREFORE, in consideration of the mutual covenants and conditions herein contained, the School Division and the User agree as follows:

1.0 GRANT:

The School Division hereby grants permission to the User to use certain designated areas of the following described facility:

Holy Rosary High School

hereinafter referred to as the **Facility**, for the purpose of serving as venues for the Saskatchewan First Nations Winter Games 2016.

2.0 TERM AND USE:

- 2.1 The User shall be permitted to use and occupy the **Facility** from Monday, March 28, 2016 to Friday, April 1, 2016 ("**Use Period**") for the purpose stated above.
- 2.2 The User shall have access to the **Facility** during the times and dates that are set out in Schedule "A" and will strictly adhere to these times. The User will ensure that only the designated areas, as well as any common areas the User will have access to, as shown in Schedule "A" are used by the User, its employee, volunteers and invitees. Only the activities listed in Schedule "A" are authorized.
- 2.3 The Use Period shall not be extended for the occupancy or use of the premises or for the installation or removal of equipment without the written permission of the Director of Education, Doug Robertson (or Melanie Stelmaschuk, Superintendent of Administration), hereinafter referred to as **Manager**; and all additional time and related costs shall be paid for according to the fees established by the School Division.

17.0 ENTIRE AGREEMENT:

This Agreement and its Schedules constitute the entire agreement between the parties with respect to the subject matter herein, and supersedes all previous negotiations and documents and understandings, written or oral, related to this Agreement. Other than as expressly set out in this Agreement, all alterations or changes to this Agreement must be in writing and duly signed by the authorized representatives of both parties.

18.0 SEVERABILITY:

If one or more clauses of this Agreement are declared illegal, void, or unenforceable, the validity of the remaining portions of this Agreement shall not be affected.

19.0 WAIVER:

No delay, neglect or forbearance of either party in enforcing against the other party any term, condition or obligation under this Agreement shall be interpreted as a waiver of that right or in any way prejudice the rights of such party under this Agreement.

20.0 SURVIVAL OF TERMS

All provisions which expressly or by their nature survive the termination of this Agreement will continue in full force and effect after any termination of this Agreement.

21.0 SIGNATURES

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the 15 day of Jan 2016.

**THE BOARD OF THE LLOYDMINSTER ROMAN CATHOLIC
SCHOOL DIVISION NO. 89 OF SASKATCHEWAN**

By Lloydminster Catholic School Division

Name: DOUG ROBERTSON

Title: Director of education

NAME OF USER

By Saskatchewan First Nation Winter Games.

Name: Renetta Morningstar

Title: Games manager.

**FEES & CHARGES
ACCESS TIMES
DESIGNATED AREAS**

LCSD CONTACTS:

Doug Robertson / Melanie Stelmashuk
Director of Education / Superintendent of Administration
Lloydminster Roman Catholic Separate School Division No. 89
Phone: 780-808-8585

ACCESS TIMES / DESIGNATED SPACE / AUTHORIZED ACTIVITY

Facility	Activity	Date	Daily Access	Areas of Usage * see maps	Equipment	Other	Parking
Holy Rosary High School	Facility Readiness/ Set Up	Mar 27	7 a.m. - 7 p.m.				North student parking lot
Holy Rosary High School	Volleyball	Mar 28- Apr 1	7 a.m. - 7 p.m.	<p>Commons area - for gathering & fans</p> <p>Main entrance - only point of entry for athletes & fans</p> <p>Washrooms in Commons - for fans</p> <p>Athlete change rooms & washrooms (M/F)</p> <p>Officials Room (Learning Centre off gym)</p> <p>Gymnasium - entire floor main bleachers only</p>		<p>Floors will be tarped for fans to access the bleachers</p> <p>No access to track that goes around gym on second floor</p>	North student parking lot
Holy Rosary High School	Facility Strike/Final Clean-up	Apr 2	7 a.m. - 7 p.m.				North student parking lot



April 10, 2011

Dear Sir/Madam,

I am writing this letter of endorsement for the Holy Rosary High School Dream Catchers Youth Program. Dream Catchers was one of the pilot sites for the Alberta Mentoring Partnership (AMP) research that focused on identifying how to better serve Aboriginal youth through non-traditional mentoring programs. As the researcher for AMP I had the opportunity to visit the program twice as well as review all documentation connected to the program. My research found that it is a very successful program in terms of providing support to Aboriginal youth and ensuring successful high school completion. The project does not only focus on successful high school completion, it also works with students to develop post-high school academic and/or career paths. Such work includes their very successful partnership with Lakeland College where students are provided with multiple opportunities to engage with the College in order to build their confidence and comfort with post-secondary education institutions. The program also builds connections with local businesses and professionals as a means to develop work experience opportunities and mentoring relationships for the students. Overall, this is a very innovative, student-centred program that is having tremendous success with students that have been historically marginalized and alienated from traditional school programs. Being able to support the Dream Catchers Program to continue to provide this necessary support to Aboriginal students is very important and in terms of return on investment, it is a very cost effective way to ensure these young people are successfully launched into adulthood.

Sincerely,

A handwritten signature in black ink, appearing to read 'C Schissel'. The signature is fluid and cursive, with a large initial 'C'.

Catherine Schissel
Senior Associate
CAT Research & Professional Services

To: Whom It May Concern;

The Dreamcatcher Program is an important part of Holy Rosary, and my life. My name is Alisha Carter, I am Plains Cree from the Onion Lake Cree Nation. Three years ago I decided to move off my reserve to pursue a better quality of education. Which I found at Holy Rosary, however it wasn't until I joined the Dream Catcher program that I felt like I belonged. Aboriginal youth in Canada face many hardships in their lives, many feel like schools and education isn't for them. They feel lost trying to live in two different worlds, one where they try to keep their traditions and connections to their people alive, and the other simply trying to survive in a vastly changing world.

For the numerous children that the Dreamcatcher program touches and influences regardless of where they are from is an important part of the community. The Aboriginal children find a place to call their 'home' away from home. They are nurtured and encouraged to do their best in school and whatever endeavors they choose to pursue. They find family within the other members of Dream Catchers, that understand them and their struggles as an Aboriginal youth. The program also reaches outward to other parts of the community to help educate and create connections between Aboriginal people and non-aboriginal people.

Mrs. Young is amazing, without her the program would have fallen apart long ago. Many of my accomplishments wouldn't have happened with her continued support in my life. If anything came up she wouldn't hesitate to drop what she was doing to help me. Be it driving me to the post office to mail transcripts and documents to beat deadlines. Thanks to her support, I was able to be accepted to attend Korea University for the summer of 2016 for their International Summer Campus. Thus becoming the youngest Canadian to attend the most prestigious University in Korea and Asia. I saw and learned so much about the world. It was an honor to be able to both represent Aboriginal peoples and Canadians as a whole to everyone I met.

It was because of Mrs. Young's continued and unquestioning support in me and my dreams that I am who I am today.

Sincerely,

Alicia Carter

Holy Rosary student wins award



By Simon Aronow
Tuesday, January 10, 2016 2:52:20 MST PM



Holy Rosary High School Grade 11 student Leah Boyer, will be going to Europe in April for having won the Vimy Pilgrimage Award.

Letter of recommendation from Leah Boyer herself, WHO JUST WON THE FEBRUARY RAIDE OF THE MONTH AWARD at Holy Rosary High School! She is the single candidate awarded this honour out of 850+ students:

At 14 years old, I took a leap of faith and even when I didn't reach the age requirement, was encouraged to apply for the National Student Commonwealth Forum held in Ottawa each May. After attending as a delegate that year, I am now a second year planning team member and recruitment officer for the Program. This past summer, I spent three weeks in China as a Junior Team Canada Ambassador and was a guest speaker for the Youth Indigenous Economic Partnership Summit upon my return. I have recently been awarded the Vimy Pilgrimage Award and have won a free trip to France and Belgium on the basis of community, provincial, and national leadership. How have I got to where I am today one may wonder, because I, Leah Boyer, am a Dream Catcher.

As a member of the Holy Rosary High School Dream Catchers for the past three consecutive years, the program has been an integral component of my highschool life. Whether it is the unparalleled mentorship, the countless opportunities bestowed, or the "family" that has resulted from it, the Dream Catchers has allowed me to push myself to my full potential, exercise my Aboriginal culture, and most importantly, feel safe, secure, and supported. Although the program is attributed to Holy Rosary High School, the hours extend far beyond the 9-3 school day. The Dream Catchers are a network of individuals that strive for academic, athletic, and personal success; in whatever capacity that means for a particular individual. Have a football game? No doubt there will be a fellow Dream Catcher in the stands cheering them on!

Being that the core leadership team of the Dream Catchers consists of three of the most dedicated, supportive, and goal-oriented individuals I have had the pleasure of knowing, the Dream Catcher program is built on a foundation that oozes with potential. Jessie Mann, Cynthia Young, and Doug Abrosimoff, collectively, make the Dream Catchers not only possible, but explore every avenue to allow its members to flourish. Although too numerous to account on paper, the opportunities available to Dream Catchers are both impactful and challenging. Workshops, guest speakers, forums, plays, Aboriginal showcases- anything that a member of the Dream Catchers aspires to do, or take part in, our adult mentors make it happen.

Although it is ideal to highlight the positives, it is no secret that many youth, Aboriginal youth especially, endure many hardships that they carry with them day to day. As Dream Catchers, support isn't just celebrating successes, it is being there when the going gets tough- really tough. No matter what the obstacle; school related, job related, personal, financial, spiritual, etc. The Dream Catcher program is a safe zone. More often than not, the majority of its members are experiencing the same things, and that's the beauty of the Dream Catchers- the potential for peer mentorship.

In conclusion, I take great pride in being a member of the Holy Rosary High School Dream Catchers. Programs like this aren't just something you can whip together; they take time, trial, and tough skin. For myself and my peers alike, these programs aren't just a luxuries, they are a necessity. For that reason, and because of the void it has filled in my system of support, I hope that the Dream Catcher program can continue to expand and flourish in the years to come!

Leah Boyer

RE: Recent letter of recommendation/comments from Aboriginal Student/Mentor/Role Model, Spencer Bossear. (June 2014)

Spencer will be attending McGill University in the fall in his hopes of one day becoming a lawyer. Spencer completed a university credit at Lakeland College in Sociology while still in high school and received a 98% in the course.

As an aboriginal student, it's amazing to know I always have a safe haven to escape to, whether I'm working on an assignment, or just looking to distress. I think that the office's location in the library not only lets a student concentrate on their work, but experience the intimacy of a smaller workspace as well. In the end, the bird's nest provides both aboriginal and non-aboriginal students with an environment that allows for ease of communication while promoting productivity.

Honestly, without the support of Miss Mann and Mrs. Young, I most likely wouldn't be attending McGill University this fall! Having a support network as open and communicative as theirs not only gave me the confidence to plan my future, but the motivation necessary in order to carry out a successful high school career.

As an off reserve aboriginal, I was entirely unaware of aboriginal funding before I met and became acquainted with Miss Mann. Not only did she introduce me to the process, she also called up my band office (Waterhen Lake FN) and had them fax the appropriate paperwork. Without her assistance, I wouldn't have known the extents to which my aboriginal heritage could benefit my educational aspirations. Now, as I prepare to depart to Montreal, I couldn't be more confident!

I believe that having mentors cater directly to aboriginal students not only increases their chances of excelling in high school, but breaks many of the unfortunate stereotypes that define today's First Nations. Any lack of mentorship perpetuates the high drop out rates and crime that exist in today's high school, and ignores aboriginal potential.

After I finish my Bachelor of Arts, I plan on attending law school for the sole purpose of pursuing a career in constitutional law. As such, I would love to work for the aboriginal cause by lobbying not only for the sustainability of our aboriginal culture, but also for the fundamental principles embedded within Canadian legislature. For me, honoring my cultural background involves a progressive, modern approach to the inequality that's plagued this nation for hundreds of years.

I believe that cultural awareness is one of the most important aspects in education, as it allows for students to gain a better sense of self, and become more confident in their studies. In a nation where pluralism is one of the most illuminating aspects of our society, it's important that we celebrate our differences and promote diversity in our schools.

I have no doubt that Holy Rosary does an amazing job at representing aboriginal culture in our community. Coming from a public high school, I can tell you that Holy Rosary excels at how it deals with its aboriginal students. Whether its helping a student deal with problems at home, or offering them information on a post-secondary institution, our school goes the extra mile to make sure their needs are met.

RE: Letter of recommendation from DreamCatcher: Terri Lynn Croteau
(May 22, 12)

Mentors have brought out the best in me, and showed me that I can accomplish anything if I set my mind to it. Through them I have also learned to be the best role model and leader I can be. With these teachers that I can trust, I now feel better about going to school and my desire to learn has grown. Words cannot express how truly thankful I am that I have such a great support system that never fails to help me whenever needed.

Through Dream Catchers I have had the opportunity to become more and more educated on the Aboriginal culture. I believe that as a Canadian citizen, it is important to understand our history, in which aboriginals play a key role. The culture is very misunderstood by many, so I want to take the time to actually fully understand their lifestyle. I want to be knowledgeable on the subject so I can not only support aboriginals, but have facts to back up my opinions. I also believe that to be a mentor in an Aboriginal group, I must understand the culture of the people I am working with. I am always willing and eager to learn as much as I can, so I feel blessed to have such an amazing opportunity to further my understanding of the culture through Dream Catchers.

The field trip to Wanuskewin was educational, unforgettable and an experience beyond words. Throughout the trip we had the chance to grasp and understand who aboriginals really are and how they lived and survived. Unlike learning from a book or the Internet, we got to experience the life of an aboriginal first hand. We went on hikes, ate aboriginal food, and slept in tipis. Going into the field trip, I was unsure of what to expect, especially considering I didn't know most of the other students attending. To my surprise, it turned out to be an excellent way to connect with my classmates and teachers. I felt like I was able to shine a positive light on the people around me, and I strived to make their trip to Wanuskewin as memorable as mine. I got to see the growth within shy, negative, or misunderstood students who developed into totally different people by the end of the trip. This field trip has definitely opened my eyes to the true meaning of the aboriginal culture, and how it feels to have a positive impact on those around me. I feel like I have truly grown and benefited from this field trip, and hope that there are more to come in the future.

I am unbelievably excited for next fall and Raider Time with the Dream Catchers. The past couple months have been some of the best, and it's all thanks to this amazing group of people. I look forward to growing as a leader and mentor and hope to have a positive impact on those around me. Ms. Mann holds high expectations of me as a leader, and challenges me to be the best person I can be. I feel that having her by my side next year through Raider Time, I will have the push I need to meet my goals academically and personally. Not only am I excited for the educational aspect of next year, but I think that it will be a blast. I am happy that I get this unreal opportunity and I hope to meet some new people throughout the course of the year.

I think that this is going to be a good idea for a number of reasons. I think that the Raider time class is an excellent way to become educated on Aboriginal culture, while still meeting other Raider Time requirements. It will be awesome to have the chance to get out of the school and connect with our peers and the community. It is an incredible opportunity for us older students to practice our leadership skills and give the younger students someone to look up to. Together, the Dream Catchers will get the chance to become closer with one another and to understand each other for who they really are. When you are working amongst a group of people you are comfortable with, there is more success when it comes to learning. We will be able to grow together, and help each other along the way. This Raider Time class will without a doubt be an amazing experience full of learning and relationship building.

RE: Letter of recommendation from DreamCatcher: Shelby Gadwa

May 20, 2012

Dear To Whom It May Concern,

To me, being able to make a change in someone's life is so important. It means I've made a positive impact and have had the ability to change how what their outlook in life is. It helps me understand who they are really and I believe it breaks down barriers to things they never would have tried on their own.

It's so important to me knowing I had an impact on a person younger than me. I never really realized how much people at a younger age actually look up to me and watch what I do. Being a mentor and being myself help me want to change to be a better person for those who need guidance.

It allows us to have opportunities of a lifetime! It provides us with experience like no other and gives us insight into our native culture.

I believe the program, The Dream Catchers, empowers so many people to embrace their culture. I love that when we all get together, nothing else matters and judgments aren't made because we are all equal and we become a family. Being a native and being proud of who I am makes me so much more confident about being different. I love seeing people who change who they were in a positive way. Like 'Tree'(nickname) for an example. She was a troubled girl in school and outside of school. I never realized how different she was from the beginning of our trip to Wanuskewin right up until now! She is a more respectful and confident girl and I love seeing the changes I was able to make in her. It's awesome!

I feel like I'm almost invincible! I feel like being a leader or a mentor is what makes me excited to do things inside and outside of school. I believe in myself more and I'm more confident in helping people in positive ways. I love looking up to people like Mrs. Young who dedicate themselves to helping families get better. I feel like she has influenced me to do the same. I like helping people and I am beginning to see who I want to be.

Sincerely, Shelby Gadwa

The Dream Catchers Mentorship program proudly presents...

"Getting a Job, Keeping a job"

With the help of Lakeland College, the Holy Rosary Dream Catcher Mentorship program will hold six information sessions for students that help to not only assist them in getting the job they want but keeping the job and being successful. Each session will teach students the skills they need, both in and outside the work place, to succeed within a demanding job market. Other dates and events have been listed that correspond with job readiness training and post secondary education awareness events that will be fostered through Holy Rosary High School.

The Dream Catchers mentorship program is a group of Aboriginal students (anyone can join, at any time) that are committed to celebrating their culture, spreading First Nations awareness and that are dedicated to working towards catching their dreams.

OCTOBER

October 1, Tentative date for the local Try-a-Trade fair (Lloydminster)

October 2, NAIT open house (Edmonton)

1. October 8, 2009 held at Lakeland College in Room 2012 from 9:30 - 11:00 with Safeway Manager, Jason [REDACTED]

"Finding the job"

- what are you interested in
- applying process
- resumes

October 8, Throughout lunch we will be making Dream Catchers in Room 138.

October 16-18 Dream Catcher conference (Edmonton) (We will be taking 4 students)

October 16, Experience US (Saskatoon)

October 20, Lakeland College Tour (Vermilion)

October 21, Lakeland College Tour (Lloydminster)

2. October 26, 2009 held at Lakeland College in Room 2012 from 9:30 - 11:00 with Safeway Manager, Jason [REDACTED]

"The Interview"

- what to wear, what to do, what not to do, what to say and what not to say
- job safety
- questioning

NOVEMBER

November 3, College Day at LCHS (Lloydminster)

3. November 5, 2009 held at Lakeland College in Room 2012 from 9:30 - 11:00 with Danny [REDACTED]

(Toyota)"Keeping the job"

- make the boss proud
- keep up with school work and home life demands

November 20, 2009 Canada Career Week Fair (Edmonton)

4. November 26, 2009 held at Lakeland College by Doug [REDACTED] Tressa [REDACTED] and Danni [REDACTED] in Room 2012 from 9:30 - 11:00.

"Oh, Time Fly's"

- time management
- school success
- academics, extra curricular
- Yes you can have it all

DECEMBER

5. December 8, 2009 held at Lakeland College with Michelle [REDACTED] in Room 2012 from 9:30 - 11:00.

"Raking In the Cash"

- Money Management

JANUARY

6. January 28, 2010 held at Lakeland College instructed by Maria [REDACTED] and Michelle [REDACTED] in Room 2012 from 9:30 - 11:00.

"When things just go wrong"

- yelled at by a customer
- fight at school
- fight at home

May

May 17-20 (Aboriginal Awareness Week)

Anyone can get involved at any time to help plan and implement this.

Announcements will be made closer to the date.

Completion of four out of the six offered mini sessions will give students the opportunity to then take part in a work exploration Initiative where they will be partnered up with a professional in a field of their interest once a month. It is here that they will learn all the tricks-of-the-trade of a job that interests them. Learning the ins and outs will give students insight into discovering if this particular job or career option is right for them.

Permission slip for Aboriginal Mentorship Job Readiness Information Sessions

Your child has expressed interested in becoming a part of the Aboriginal Mentorship program this year! We are thrilled at the opportunity to have your student involved in such a new and exciting opportunity. We will be hosting 6 job readiness sessions and holding a variety of different events both inside and outside of the school throughout this school year.

On:

October 8

October 26

November 5

November 26

December 8

January 28

Your child will be excused from classes for the morning portion of their school day. We will travel to Lakeland College where they will receive information relating to job and career readiness. These interactive, informative but fun and engaging sessions will help them learn a variety of different skills. Door prizes, lunches, certificates and more will all be a part of this process.

If you give them permission to take part in these sessions and travel to Lakeland on the above dates please sign below.

I _____, grant _____ permission to take part in the Aboriginal Mentorship Program Job Readiness Sessions for the above listed dates.

WHAT IS UP?

Well well well, what a year we have in store for us!
Mr. A, Mrs. Young and I, Miss Mann have so many ideas for the Dream Catchers and Aboriginal themed classes it's crazy.

"With the help of Lakeland College, the Holy Rosary Dream Catchers Mentorship program will hold six information sessions for students that help to not only assist them in getting the job they want but keeping the job and being successful. Each session will teach students the skills they need, both in and outside the work place, to succeed within a demanding job market. Other dates and events have been listed that correspond with job readiness training and pose secondary education awareness events that will be fostered through Holy Rosary High School."

September

Interviews will be held with students throughout the school with Miss Mann to find out what everyone is up to and would like to do this year!

October

October 1, 2009. Local Try-a-trade fair (Lloydminster)

October 2, 2009. Nait open house (Edmonton) (Leanne, April, Dayne and Ty made the trek to Edmonton!)

2 information sessions will be held and certificates handed out to those completing the course successfully

October 8, 2009. Session 1: "Finding the Job" @ Lakeland College in room 2010 from 9:30-11:00 taught by Jason [REDACTED], manager of Safeway.

Following this session we will be eating lunch together and hand crafting Dream Catchers with the help of Mrs. Young and her daughter Tinisha.

(What a fantastic turnout and awesome experience. 15 Dream Catchers came out in full force and what a success. On to session #2!)

Check out pictures online on our wikil

Fallen and Tyler [REDACTED], Tinisha [REDACTED], Dayne [REDACTED], Ty [REDACTED], Leanne [REDACTED]

Michelle [REDACTED], April [REDACTED], Denea [REDACTED], Redemica [REDACTED], Riley

[REDACTED], Sakara [REDACTED], Josh [REDACTED], Rayna [REDACTED], Cherise [REDACTED], Mrs.

Young, Mr. A, and Miss Mann were all in attendance and representing!

October 13-14, 2009. SELU was in interviewing staff, parents and students about all of our Aboriginal success here at LRCSSD! Thanks to all those that helped out and took the time to go through the 2 hour interviews! Well done, reports will be out in December for us to take a look at.

October 16, 2009. Experience Us (Saskatoon)

October 16-19, 2009. Dream Catcher Conference

October 20, 2009. Lakeland College (Vermilion)

October 21, 2009. Lakeland College (Lloydminster) <4 Dream Catchers were out and about Lakeland once again!>

October 22, 2009. Step Ahead Project Nursing Group met today. Redemica was out to check things out on her path to working one day in the Cardio health field!

October 26, 2009. Session 2: "The Interview" @ Lakeland College in room 2010 from 9:30-11:00 taught by Jason [REDACTED], manager of Safeway.

Newcomers to the mentorship program, Amanda [REDACTED] and Abbi [REDACTED] joined

Leanne [REDACTED], Denea [REDACTED], Morgan [REDACTED], Fallen [REDACTED], Tyler [REDACTED]

Rayna [REDACTED], April [REDACTED], Riley [REDACTED], Dayne [REDACTED] and Cherise [REDACTED]

We also teamed up with Mrs. Young and Mr. A to eat some pizza and work on our DreamCatchers. Great day guys, your portfolios look outstanding and your new certificates are in. Stop by a take a look. You should be proud.

Also, welcome Elder Rose Naytowhow back to a Dream Catcher event. Rose was out last year and we are thrilled to get her involved this year!

November

November 3, 2009. College Day (LCHS)

November 5, 2009. Session 3: "Keeping the Job" in Room 2010 from 9:30-11:00 with Toyota's Danny [REDACTED] We spent the entire morning and part of lunch at Lakeland today. What a great way to spend the day. We ate in the cafeteria and let's face it Danny's presentation was fantastic. Thanks to Danny and thank you to you guys!

November 17, 18, 19, 2009. BE THE CHANGE! Holy Rosary High School will be hosting three full day Challenge Day workshops. Many of our Dream Catchers are already signed up and have been involved in the implementation of this fantastic event! Mrs. Young will be an adult facilitator the Tuesday and Miss Mann the Wednesday. Can't wait to see all our Dream Catchers there!

April, Leanne, Bradon, Rayna, Tinisha and more all took part!

November 20, 2009. 2009 Canada Career Week (Edmonton)

Mid November also involved plucking geese to prepare for our sweat on January 23 and tutoring began. Well done!

November 20, 2009.

Past DreamCatcher and Alberta's Honourable mention for the Great Kids Awards, Lacey [REDACTED] received \$1,500

2 information sessions will be held and certificates handed out to those completing the course successfully.

November 26, 2009. Session 4: "'Oh Time Fly's" in Room 2010 from 9:30-11:00 with HRHS Grade 12 student, Tressa [REDACTED] and Mr. Abrosimoff

December

1 information session will be held and certificates handed out to those completing the course successfully

December 8, 2009. Session 5: "Raking in the Cash" in Room 2010 from 9:30-11:00. (Michelle Green?)

January

1 information session will be held and certificates handed out to those completing the course successfully.

January 28, 2009. Session 6: "When things just go wrong" in Room 2010 from 9:30-11:00 with HRHS counsellors Maria [REDACTED] and Michelle [REDACTED]

February

Students will begin to be partnered up with 'mentors' in a job that interested them.

March

Students will continue working within their field of interest with their mentor.
Grant McEwan Experience Us (Edmonton)

April

Students will continue working within their field of interest with their mentor.

May

May 17-20, 2009. Holy Rosary and the DreamCatchers Aboriginal Awareness Week (Tentative)

Aboriginal Awareness Week will be organized and held by those wanting to get

involved.

We hope to host Kakwa leaders Jeff and Kathleen Coleclough, actor Gordon Tootoosis and Adrian LaChance again as well as invite new people to our school to share in our mission of creating Aboriginal Awareness.

June

A celebration for students completing the Job Readiness training and the mentorship program will be held. Certificates will be handed out for personal portfolios and awards handed out to those participating. Gifts and a dinner celebration will be held for those Aboriginal/Dream Catcher mentors/students graduating.

~~~~~

*"Completion of five of the six offered mini sessions will give students the opportunity to then take part in a work exploration/step ahead initiative where they will be partnered up with a professional in a field of their interest once/twice a month. It is here they will learn all the tricks-of-the-trade of a job that interests them. Learning the ins and outs will give students insight into discovering if this particular job or career option is right for them."*



This Memorandum of Agreement dated for reference this 6 day of July, 2016.

**SCHOOL BOARD AGREEMENT**

**BETWEEN:**

**LITTLE PINE BAND**

(hereinafter referred to as "Entitlement Band")

**-and-**

**LITTLE PINE BUSINESS DEVELOPMENTS INC.  
OR ITS ASSIGNEE OR A HEAD LESSEE  
BEING A LITTLE PINE ENTITY**

(hereinafter referred to as "Business Developments")

**-and-**

**THE BOARD OF EDUCATION OF THE LLOYDMINSTER  
PUBLIC SCHOOL DIVISION NO. 99 and  
THE BOARD OF EDUCATION OF THE LLOYDMINSTER ROMAN CATHOLIC  
SEPARATE SCHOOL DIVISION NO. 89**

(hereinafter referred to as the "School Boards")

**WHEREAS** Business Developments is wholly-owned and controlled by the Entitlement Band and is the registered owner of the lands in the City of Lloydminster, in the Province of Saskatchewan, and comprised of the following properties:

Lot 13, Block 5, Plan 102084454, Extension 0, civically described as 3915 - 44 Street,  
and

Lot 14, Block 5, Plan 102084454, Extension 0, civically described as 3910 - 41 Street,  
(hereinafter referred to as the "Lands")

**AND WHEREAS** the School Boards are school divisions within the City of Lloydminster, in the Provinces of Saskatchewan and Alberta;

**AND WHEREAS** the Entitlement Band is the sole owner and beneficial shareholder of Business Developments, which holds the Lands in trust for the Entitlement Band;

**AND WHEREAS** Business Developments and the Entitlement Band desire to have the Lands set apart under the 1992 Saskatchewan Treaty Land Entitlement Framework Agreement (hereinafter referred to as the "Framework Agreement") as an Entitlement Reserve for the use and benefit of the Entitlement Band.



**NOW, THEREFORE,** it is agreed as follows:

1. Business Developments and the School Boards agree that the Entitlement Band will apply

DATED this 16 day of July, 2016.

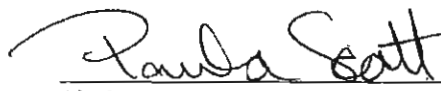
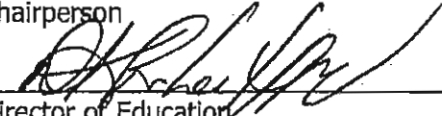
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**THE BOARD OF EDUCATION OF THE LLOYDMINSTER PUBLIC SCHOOL DIVISION NO. 99**

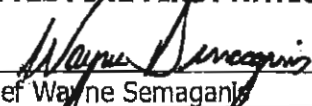
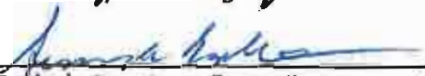
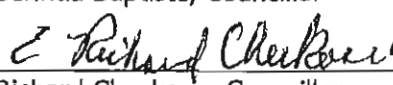
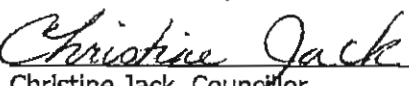
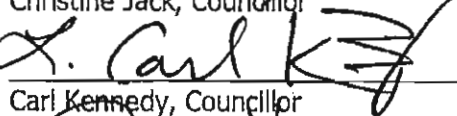

  
Chairperson  
  
Director of Education

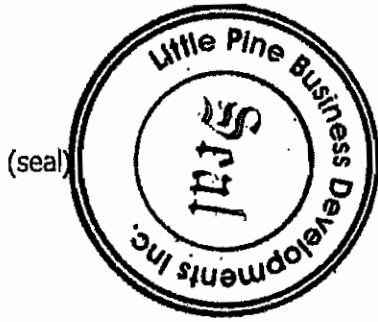
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**THE BOARD OF EDUCATION OF THE LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89**

  
Chairperson  
  
Director of Education

**LITTLE PINE FIRST NATION (quorum 4)**

  
Chief Wayne Semaganis  
  
Serinda Baptiste, Councillor  
  
Richard Checkosis, Councillor  
  
Christine Jack, Councillor  
  
Carl Kennedy, Councillor  
  
Russell Kennedy, Councillor



**LITTLE PINE BUSINESS DEVELOPMENTS INC.**

Per: *Allyson Somogyi*

Per: *[Signature]*

Log # 4220

**SERVICES AGREEMENT****BETWEEN**

HER MAJESTY THE QUEEN in the Right of the Province of Saskatchewan represented by the Minister of Education (hereafter called the "Minister")

-and-

The Board of Education of the Lloydminster Roman Catholic Separate School Division No. 89 of Saskatchewan  
(hereafter called the "Contractor")

**INTRODUCTION**

The Minister enters this Services Agreement with the Contractor under the authority of Section 3 of *The Education Act, 1995* and Section 17 of *The Government Organization Act*.

**1.0 SERVICES**

- 1.1 The Contractor shall provide the services described in Appendix "A" attached to and forming part of this Agreement (hereafter called "Services") in a professional and timely manner, according to this Agreement and such instructions and directions the Minister may give and to the Minister's reasonable satisfaction.
- 1.2 The Contractor will provide status reports for Services completed as required by the Minister from time to time.



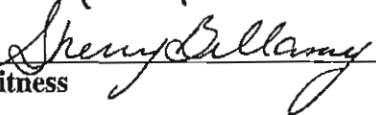
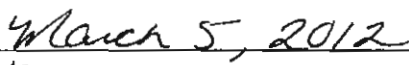
**2.0 TERM AND TERMINATION**

- 2.1 The term of this Agreement shall be from the 1<sup>st</sup> day of July, 2011 and unless earlier terminated, to the 30<sup>th</sup> day of June, 2012.
- 2.2 This Agreement may be terminated by either the Minister or the Contractor
- a) For cause immediately upon serving written notice thereof on the other, or
  - b) Without cause, by serving written notice thereof on the other 30 days prior to the date of termination.
- 2.3 The Minister or the Contractor shall be deemed to have served written notice on the other when a copy is delivered to the other's street address; or 3 business days after the party mails a copy addressed to the other's postal address; or when an electronic copy in readable format is received at the other's e-mail address.





- 7.4 The Contractor agrees to comply with all federal, provincial, and municipal legislation and other laws and procedures which relate to the Services and to the Contractor's employees and facilities.
- 7.5 The Contractor shall not, without prior consent of the Minister, assign this Agreement or any right or obligation under this Agreement.
- 7.6 The section headings used herein are for convenience of reference only and shall not affect the interpretation of this Agreement.
- 7.7 Sections 5 and 6 of this Agreement shall survive the expiration or termination hereof.
- 7.8 This Agreement, including Appendix "A", constitutes the entire Agreement between the Contractor and the Minister and may be amended only by a further document signed by both parties.

**8.0 EXECUTION**

The Deputy Minister or a properly appointed person of The Ministry of Education signs this agreement in place of or on behalf of the Minister.

|                                                                                              |                                                                                               |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <br>_____ | <br>_____  |
| Minister or designate                                                                        | Position with Ministry                                                                        |
| <br>_____ | <br>_____ |
| Witness                                                                                      | Date                                                                                          |

The Contractor signs this Agreement before a witness either as an individual or if a corporation, by its proper office or employee.

|                                                                                              |                                                                                               |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <br>_____ | <br>_____ |
| Contractor                                                                                   | Position with Contractor                                                                      |
| <br>_____ | <br>_____ |
| Witness                                                                                      | Date                                                                                          |

**"A" FORMING PART OF SERVICES AGREEMENT**

**DESCRIPTION OF THE SERVICES**

The Contractor shall provide services including the following:

- evaluate the impact of a student liaison position that will work with students and teachers in developing a plan to acquire missed concepts and skills which will lead to improved attendance, positive experiences, and improved achievement in numeracy and literacy;
- hire and evaluate the impact of a mentorship coordinator who will identify students at risk for not completing school and develop a plan of action; and,
- with the assistance of a career counselor, focus on developing (with students) and appraise the value of a transition plan for post-secondary education.

The services may be updated and revised periodically in consultation with the Minister and become part of this Agreement when signed by the Minister and Contractor.

**MILESTONES**

On or before March 31, 2012 – the contractor shall submit an interim report outlining progress to date to the Minister.

Within 30 days of receipt of interim report – first payment (90%).

On or before June 30, 2012 – the contractor shall submit the final report to the Minister.

Within 30 days of approval of submitted final report – final payment (10%).