
NESD Board Meeting Agenda
Tuesday, February 28, 2023
TIME: 1:30pm
LOCATION: Tisdale Recplex – Hanover Room

1. IN-CAMERA SESSION

2. CALL TO ORDER

3. LAND ACKNOWLEDGEMENT

4. DECLARATION OF CONFLICT OF INTEREST

5. ADOPTION OF AGENDA

- Proposed Motion: That the agenda be adopted (as presented) or (as amended).

6. ADOPTION OF MINUTES

- That the minutes of the [January 27, 2023 Regular Board Meeting](#) be adopted (as presented) or (as amended).

7. DELEGATIONS & SPECIAL PRESENTATIONS -

8. CONSENSUS AGENDA ITEMS

- Proposed motion: That the Board moved that the following consent items be approved as presented and that the Board receive the following items as information:
 - Suspensions
 - Correspondence

9. DISCUSSION/DECISION - BOARD DIRECTION

A. New Business

B. Monitoring and Reporting Items

1. [Transportation Report](#)
2. [Strategic Intent 1 & 4, Early Years Data, Reading, Writing, Math](#)

C. Board of Education Strategic Direction Items

1. [Endorsement of Provincial Education Plan](#)

*9. INFORMATION ITEMS

- CONFIDENTIAL [Suspensions](#)

*10. CORRESPONDENCE

11. SASKATCHEWAN SCHOOL BOARDS ASSOCIATION

- Spring Assembly - [AGENDA-Spring Assembly](#)
 - 6 rooms booked at the Delta Saskatoon Downtown
- [Affiliate membership Discussion](#)
- [Talking Points - SSBA Executive representation](#)

12. READINGS

13. IDENTIFICATION OF EMERGENT ITEMS FOR NEXT MEETING

14. ADJOURNMENT

15. TEN-MINUTE RECESS AND MEDIA INTERVIEWS (if necessary)

16. CLOSED SESSION ROUNDTABLE AND MEETING REVIEW

**NORTH EAST SCHOOL DIVISION
BOARD MEETING MINUTES
Friday, January 27, 2023**

MINUTES OF A MEETING: of the Board of Education of the North East School Division No. 200 of Saskatchewan, held on Friday, January 27, 2023, at 2:00pm at the Tisdale Recplex-Hanover Room in Tisdale, Saskatchewan.

PRESENT:

TRUSTEES:

Kathrene Bank
Kevin Graham – Chair
Sherri Hanson
Dustin Kelsey
Lori Kidney
Ted Kwiatkowski-Teams
Tyson Waldner
Marla Walton

NESD ADMINISTRATION:

Director of Education: Stacy Lair
Supt. of Business Admin.: Wanda McLeod

ABSENT: NONE

CALL TO ORDER at 2:10pm.

LAND ACKNOWLEDGMENT

Marla Walton provided the following land acknowledgement:

"I acknowledge that today we meet on the homeland of the Métis and on Treaty 6 territory.

This land, I call home, is an indigenous space and I as a newcomer recognize that I, my family, community, and school division benefit from this land, from the plant world and animal world that nurtured First Nations people for thousands of years before me.

I strive to recognize my responsibility in reconciliation as a leader in my division, community, and family roles. I also acknowledge that all of the benefits from this land have come at a cost to First Nation and Metis people."

ADOPTION OF AGENDA

2023-01-01 L. Kidney moved that the agenda be adopted as presented. CARRIED

MINUTES

2023-01-02 K. Bank moved that hat the minutes of the [November 22, 2022 Regular Board Meeting](#) be adopted as presented. CARRIED

2023-01-03 S. Hanson moved that the minutes of the [November 22, 2022 Organization Meeting](#) be adopted as presented. CARRIED

SPECIAL PRESENTATION:

- Arborfield Review – Alois Bronner and Chelsea Edwards

2023-01-04 M. Walton moved that - *CARRIED*

Whereas the Board of Education of the North East School Division No. 200 of Saskatchewan identified Arborfield School under Board Policy 114: School Viability Review as meeting the criteria for a school viability review;

And whereas the Board reviewed materials relevant to the closure of Arborfield School;

Therefore it is moved that pursuant to Section 61(1) of The School Division Administration Regulations, the Board will consider the potential closure of the Arborfield School in Arborfield, Saskatchewan or discontinuance of one or more grades taught in the Arborfield School, as the case may be; effective July 3, 2023.

CONSENSUS ITEMS

2023-01-05 M. Walton moved that the Board approve the following consent items as presented and that the Board receive the following items as information: *CARRIED*

- Correspondence.

STRATEGIC DIRECTION ITEMS

2023-01-06 K. Bank moved that the Board approves the submission of the following projects, in order of priority, to the Ministry of Education Infrastructure Branch by the North East School Division in the 2024-25 Application for Major Capital Project Funding: *CARRIED*

1. New replacement elementary school in Melfort (consolidate two or three schools)
2. Melfort and Unit Comprehensive Collegiate (modernization/renovation)
3. 3. L.P. Miller Comprehensive School (modernization/renovation).

S. Lair presented the NESD Strategic Intent 3 – OurSchool and Sprint Survey.

2023-01-07 T. Waldner moved that the Board of Education approve the draft 2023-2024 school year calendar and alternate school year calendars for distribution to seek feedback from School Community Councils and the NETA, Teamsters, and CUPE executives. *CARRIED*

NEW BUSINESS

2023-01-08 D. Kelsey moved that the Board approves the transfer of the title of Parcel NE 35-41-17-2 Ext. 7 (Blk/Par A-Plan 10178943 Ext. 7) in the RM of Pleasantdale No. 398 to Irvin Kjelshus. *CARRIED*

2023-01-09 L. Kidney moved that the Collective Agreement with the Teamsters Union Local No. 395 effective from September 1, 2022 to August 31, 2025 be ratified by the Board of Education of the North East School Division. *CARRIED*

2023-01-10 M. Walton moved that the Board approve the following projects for the 2024-25 Minor Capital Renewal Program applications: *CARRIED*

- Tisdale Middle and Secondary School (upgrades/renovations);
- Wagner School (upgrades/renovations).

MONITORING AND REPORTING ITEMS

2023-01-11 L. Kidney moved that the Board accept the financial report for the three months ending November 30, 2022. *CARRIED*

3:50 pm – L. Kidney excused herself from the meeting.

ADJOURNMENT

2023-01-12 T. Waldner moved that the Board Meeting adjourn at 3:52pm.

CARRIED

NESD Board Chair/Vice-Chair

Superintendent of Business Administration



NESD Board of Education

Meeting Date: February 28, 2023

Topic: Transportation Report: September 2022 to January 2023

| MEETING | AGENDA ITEM | INTENT |
|---|---|--|
| <input checked="" type="checkbox"/> Board Meeting | <input type="checkbox"/> New Business | <input type="checkbox"/> Information |
| <input type="checkbox"/> Committee of the Whole | <input type="checkbox"/> Board Strategic Direction | <input checked="" type="checkbox"/> Decision |
| | <input checked="" type="checkbox"/> Monitoring or Reporting Items | <input type="checkbox"/> Discussion |
| | <input type="checkbox"/> Information Items | |
| | <input type="checkbox"/> Correspondence | |

BACKGROUND

The Office of the Provincial Auditor (OPA) audited the safety of student transportation processes in six school divisions and the Ministry of Education for the 2011-12 school year. In the report: *Transporting Students Safely (Volume 2, Chapter 36)*, the OPA provided eight recommendations specific to the ministry related to the safe transportation of students. In March 2015 a working group was formed consisting of the Ministry and transportation managers/supervisors from six school divisions. As a result of the recommendations, school divisions were to provide boards quarterly transportation reports. A new directive from the Ministry and the Office of the Provincial Auditor requires reports to the boards only twice a year.

The first transportation report was provided to the Board at the January 24, 2017 Regular Board Meeting.

CURRENT STATUS

Please find attached the *North East School Division Transportation Report: September 2022 to January 2023*.

RECOMMENDATION

Proposed motion:

That the Board accept the *North East School Division Transportation Report: September 2022 to January 2023*.

| PREPARED BY | DATE | ATTACHMENTS |
|--|-------------------|---|
| Wanda McLeod, Superintendent of Business Administration Bryan Morgan, Manager of Transportation | February 22, 2023 | <i>North East School Division Transportation Report: September 2022 to January 2023</i> |

North East School Division Transportation Report: September 2022 to January 2023

TRANSPORTATION KEY RISKS

| Key Risk | Strategies Used |
|--|--|
| Driver Competence | <ul style="list-style-type: none"> • <i>Driver abstracts are reviewed the month following the driver's birthdate</i> • <i>Bus drivers are evaluated on a 3-year cycle - ride along program</i> • <i>Area meetings and driver in-services are held annually when possible</i> • <i>In-service held 31 Jan 2023.</i> |
| Student Behaviour | <ul style="list-style-type: none"> • <i>Registration form requires parents to agree that they have read the school bus safety rules. New families are sent a registration letter that highlights student expectations</i> • <i>Cameras are installed on 72% of all buses (94% of buses on regular routes). Each year 10 cameras are installed to reach the goal of 100% of all buses.</i> • <i>Some schools review school bus safety in early September.</i> |
| Vehicle Maintenance / Condition | <ul style="list-style-type: none"> • <i>A preventative maintenance program is in place and followed. Buses are serviced every 4,000 km</i> • <i>SGL school bus inspections by NESD SGI certified mechanics are completed annually. Expiration dates of the inspections are monitored.</i> |
| External Factors | <ul style="list-style-type: none"> • <i>Bus loading zones are monitored by schools during loading/unloading of students</i> • <i>Bus drivers have means of communication (two-way radios) in the event of trouble with vehicle or road</i> • <i>Use of standardized forms to document all collisions involving buses</i> • <i>Bus cancellation criteria for use during severe weather, including methods of communicating any cancellations</i> • <i>Require bus drivers to conduct and document evacuation drills with students at least twice a year</i> • <i>GPS on buses, used to track buses in case of emergency</i> |

Key Focus Areas:

Communication – Replacement of fleet two-way radios to further increase communications with drivers.

Recruitment – Currently have a standing advertisement for casual bus drivers that has had some success. Radio ads, and use of electronic billboards in some communities have been utilized.

North East School Division Transportation Report: September 2022 to January 2023

TRANSPORTATION PERFORMANCE INFORMATION

| Performance Indicator | 21-22 School Year | | | 22-23 School Year | | |
|--|---------------------|---------------------|-------|---------------------|---------------------|-------|
| | Period 1 Sep-Jan | Period 2 Feb-Jun | Total | Period 1 Sep-Jan | Period 2 Feb-Jun | Total |
| Total students transported | 2611 | 2631 | -- | 2582 | | |
| Number of transportation routes | 69 | 69 | 69 | 68 | | |
| Number of unfilled routes | 1 | 1 | 1 | 2 | | |
| Number of route cancellations: | 1507 | 935 | 2442 | 883 | | |
| Mechanical | 55 | 35 | 90 | 41 | | |
| Weather | 804 | 522 | 1326 | 301 | | |
| No substitute driver | 648 | 378 | 1026 | 539 | | |
| Other | -- | -- | -- | 2 | | |
| Average age of bus fleet | 7.6 years | 7.5 years | -- | 7.6 years | | |
| Capacity utilized on bus (average) | 73% | 71% | -- | 67% | | |
| Average one-way ride time (in minutes) | 27 | 28 | -- | 26 | | |
| Longest one-way ride time (in minutes) | 94 | 92 | -- | 86 | | |

Report Period 1

Number of unfilled routes: Two Melfort routes remain unfilled. Recruitment efforts in the Melfort area have increased using billboards and radio ads.

Route Cancellations: Each run, morning and afternoon are counted separately, (each route has two runs per day).

Route Cancellations – Weather: -40C temperatures account for 96 cancellations. Snow and blowing snow cancelled most areas due to impassable roads. This was compounded by warmer than season norms.

Route Cancellations – No substitute driver: Long-term absences are included in the count. Unfilled routes had some coverage where spare drivers were available.

Route Cancellations – Other: Following a morning cancellation, no students were at school for the afternoon run.

Report Period 2

Emerging issues:

Retirements and resignations have taken casual drivers from the pool, hampering the ability to cover other routes. The delays through SGI continue to be problematic due to lack of SGI coverage

North East School Division Transportation Report: September 2022 to January 2023

for our area. Radio communications and GPS hardware are beginning to fail. Areas have had no coverage, then would return on their own.

The two-way radios will be replaced during the 2022-23 fiscal year. The RFP process has begun to source potential suppliers.

For the 22-23 school-year, there are 68 routes.

**NESD
STRATEGIC INTENT I & 4**

February 2023

Strategy #4: The sustainable use of resources provides equitable opportunities.

NESD Key Actions

Support small school sustainability by developing shared opportunities with curricular co-planning with Arborfield and Star City.

Continue to support Kindergarten and Prekindergarten teachers with the administration of the Early Years Evaluation (EYE).

Continue to support Kindergarten and Prekindergarten teachers with designing developmentally appropriate interventions for deficit domains as identified within the Early Years Evaluation.

Continue to support Kindergarten and Prekindergarten teachers with the administration of Help Me Tell My Story (HMTMS)

Continue to administer and provide feedback on the Early Childhood Environmental Rating Scale – Revised (ECERS-3).

Review and renew the Enterprise Risk Management process of the school division.

Edsby, the new grading, communication and evidence collection software, will be implemented in all schools and grades in the fall of 2021

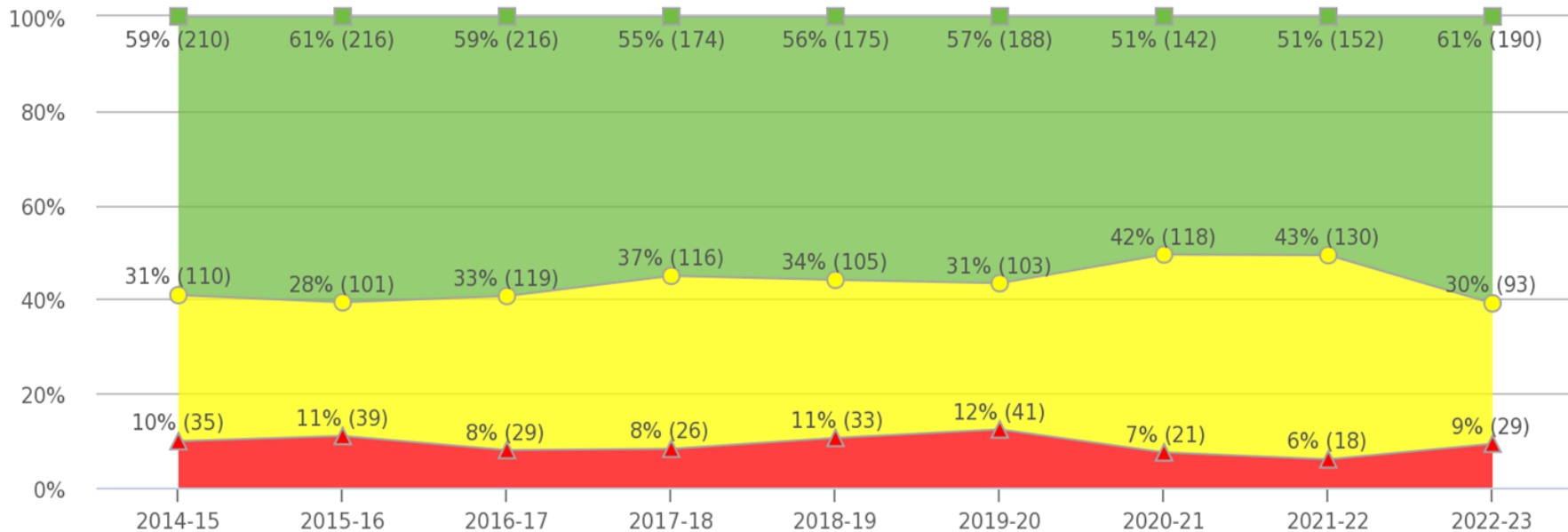
Purchase Fountas and Pinnell resources for all classrooms in Grades 1-5 to support students in their reading progressions.

Strategy #4: The sustainable use of resources provides equitable opportunities.

| NESD Metrics | Current Data | |
|---|---|-----------|
| Improvement Targets and Indicators | Result | Date |
| ECERS-3 – Kindergarten environments will average a score of 6 or higher in all categories of the ECERS-R scale. | 6.29 | May, 2019 |
| ECERS-3 – Prekindergarten environments will average a score of 6 or higher in all categories of the ECERS-R scale. | 6.63 | May, 2018 |
| EYE-TA Data – 90% of our students exiting Kindergarten with appropriate development, indicated by green, as measured by EYE-TA data results. | 80% | May, 2021 |
| Help Me Tell My Story – 80% of students in participating Kindergarten classes will score in the Level 3 or higher in all aspects of the rubric. | Speaking: 49% Sentences: 46% Content: 29% | May, 2019 |

Cognitive Skills: EYE-TA pre-assessment

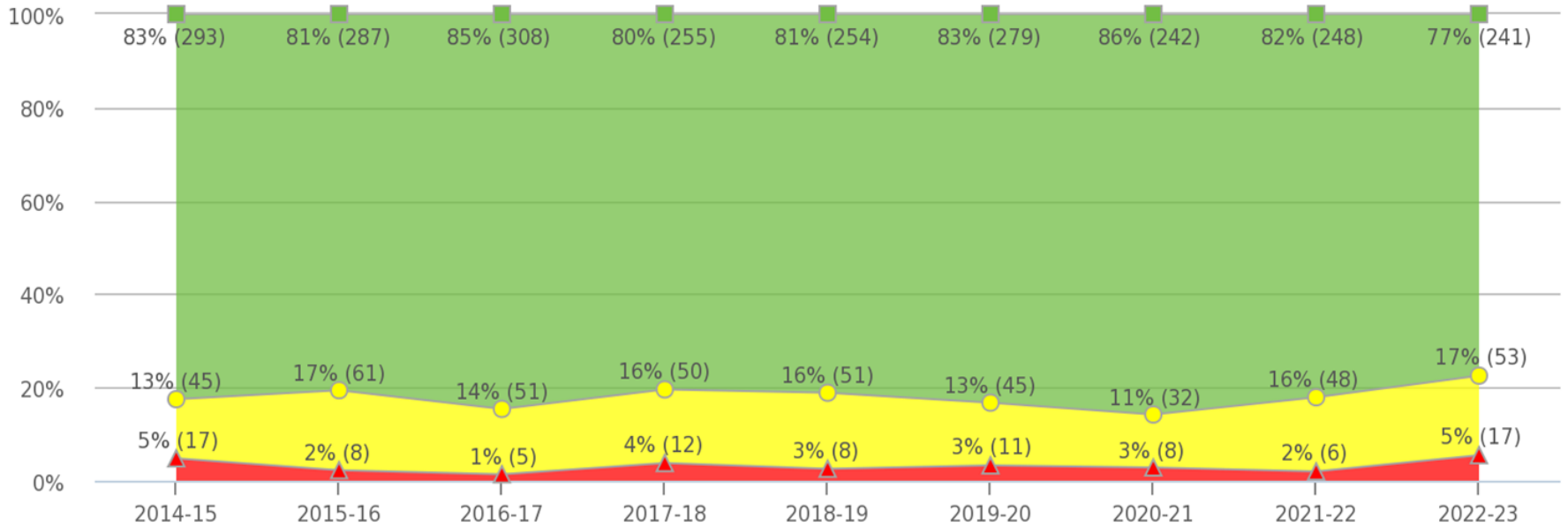
Annual results for North East SD 200



- Appropriate development
- Experiencing some difficulty
- Experiencing significant difficulty

Language and Communication: EYE-TA pre-assessment

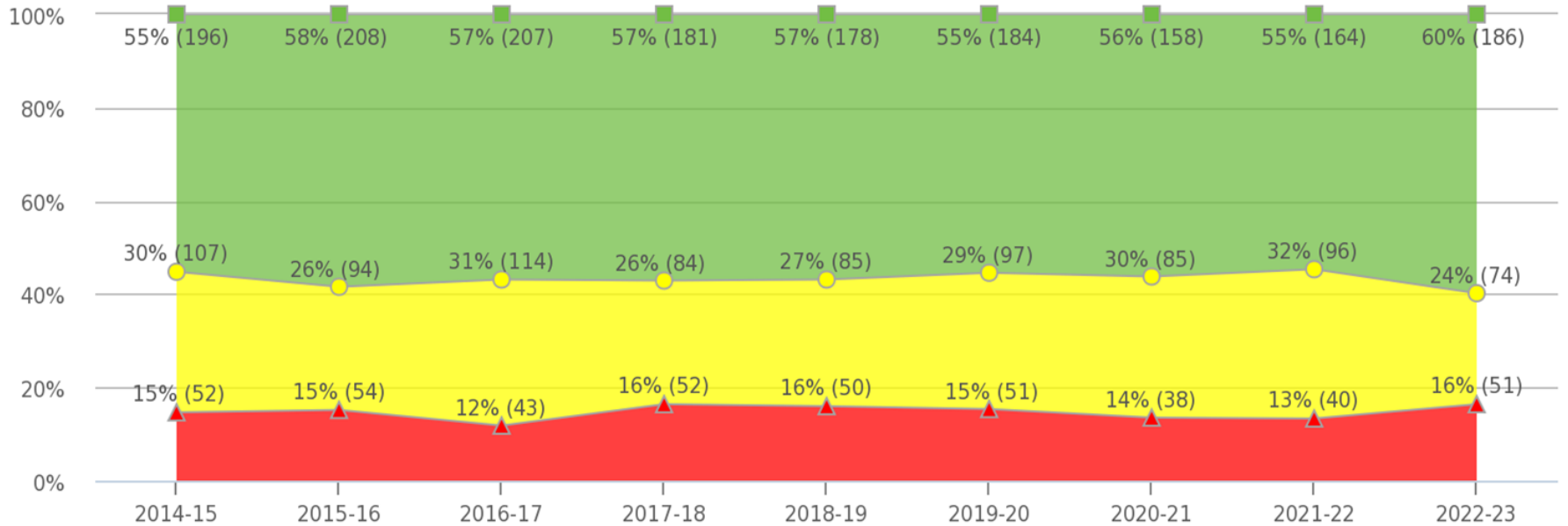
Annual results for North East SD 200



- Appropriate development
- Experiencing some difficulty
- Experiencing significant difficulty

RTI Category: EYE-TA pre-assessment

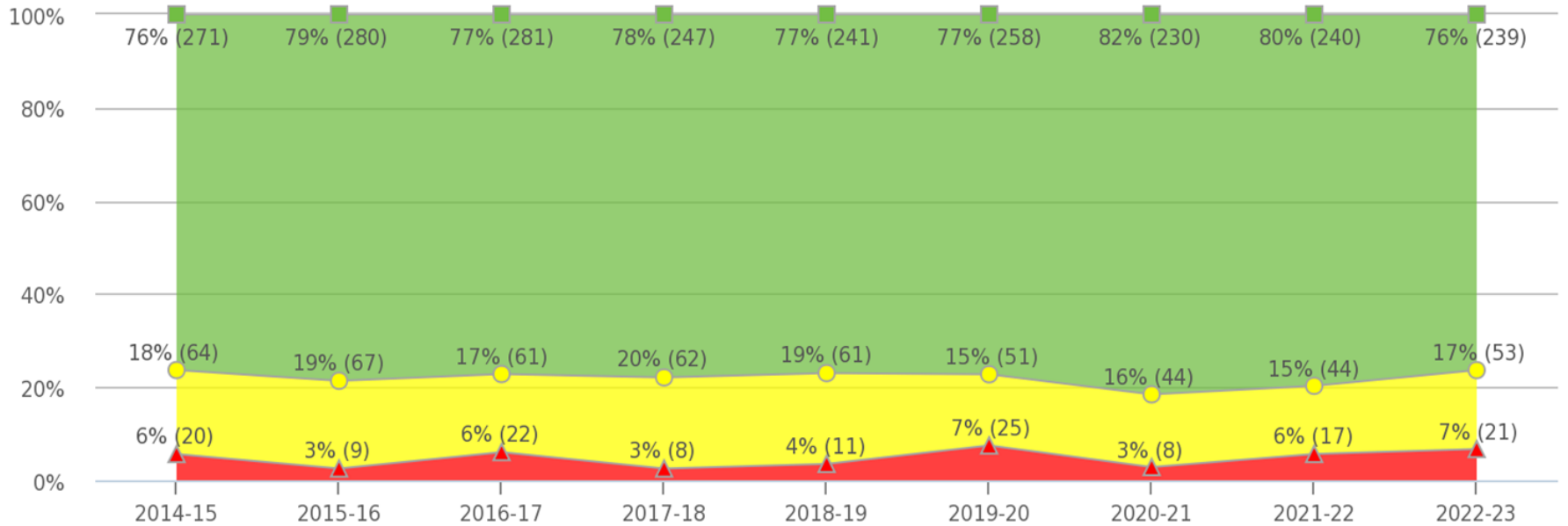
Annual results for North East SD 200



- Appropriate development
- Experiencing some difficulty
- Experiencing significant difficulty

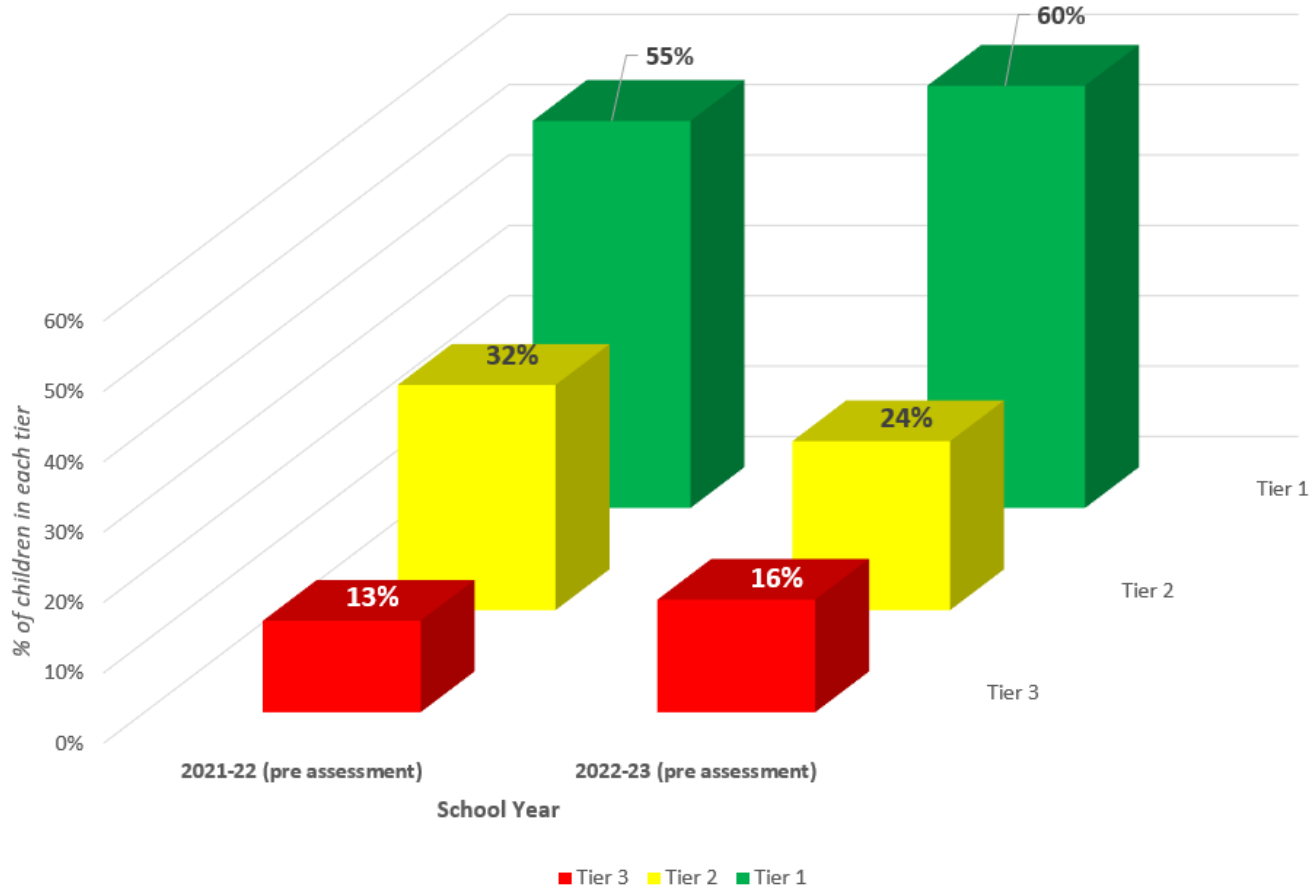
Social Skills and Approaches to Learning: EYE-TA pre-assessment

Annual results for North East SD 200



- Appropriate development
- Experiencing some difficulty
- Experiencing significant difficulty

RTI Results for North East SD 200



Strategic Intent #1: Curriculum is responsive, relevant and student-centered.

NESD Key Actions

Continue to unpack new curriculum and provide grade-level appropriate supports and resources to teachers.

Introduce teachers of the NESD to the new Sask Math Web Resource for use in 2021-22.

Continue to support schools response to report Grade 4, 7, 9 writing results, Grade 2, 5, 8 math results and Grade 3 reading results.

Facilitate and support the awareness and implementation of effective literacy instruction.

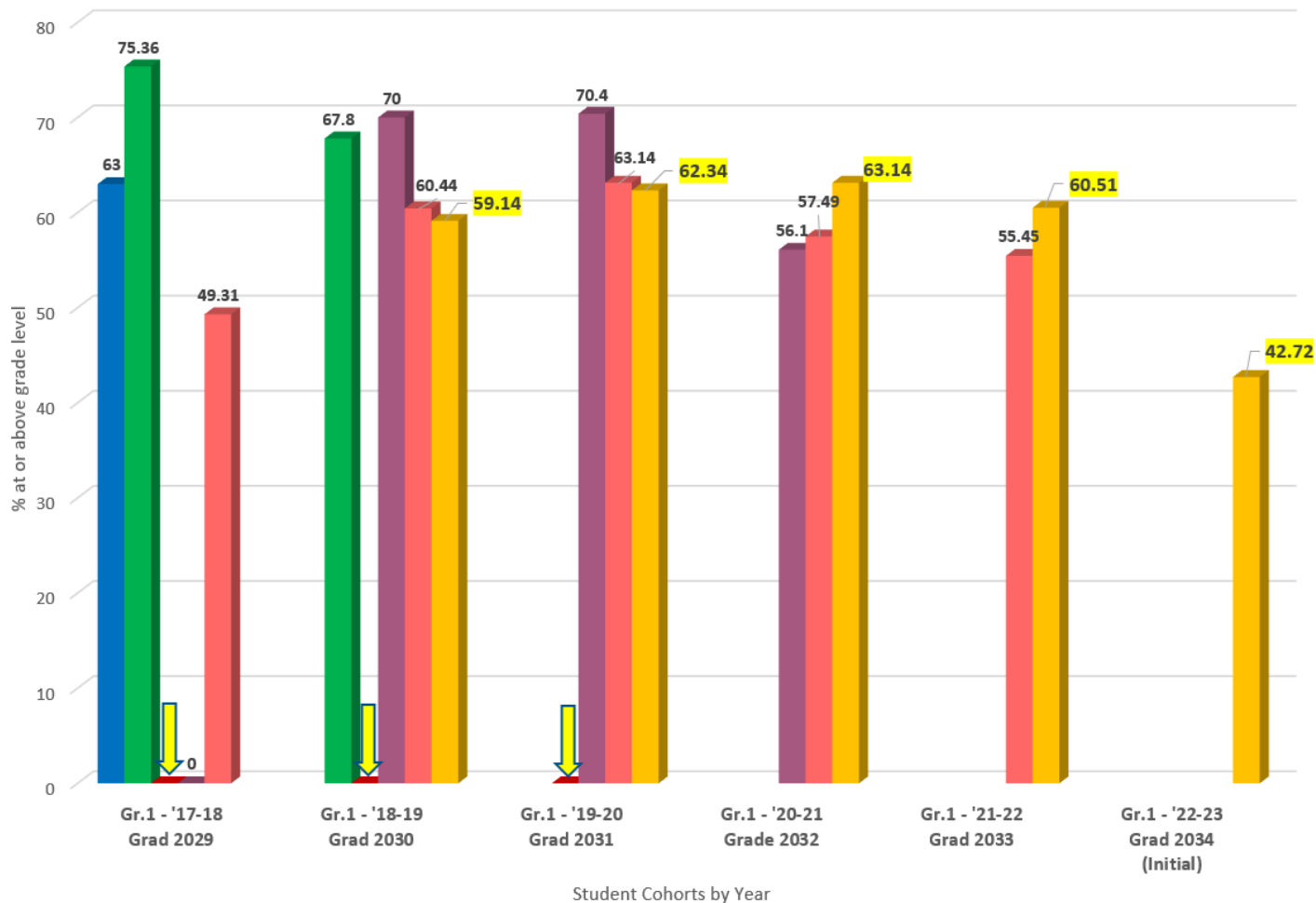
Implement Fountas and Pinnell resources for all classrooms in Grades 1 – 5 to support students as they transition through their reading progressions.

Citizenship Education will be investigated by a group of K-12 teachers in order to explore ways to support inquiry-learning related to citizenship curricular outcomes.

Strategic Intent #1: Curriculum is responsive, relevant and student-centered.

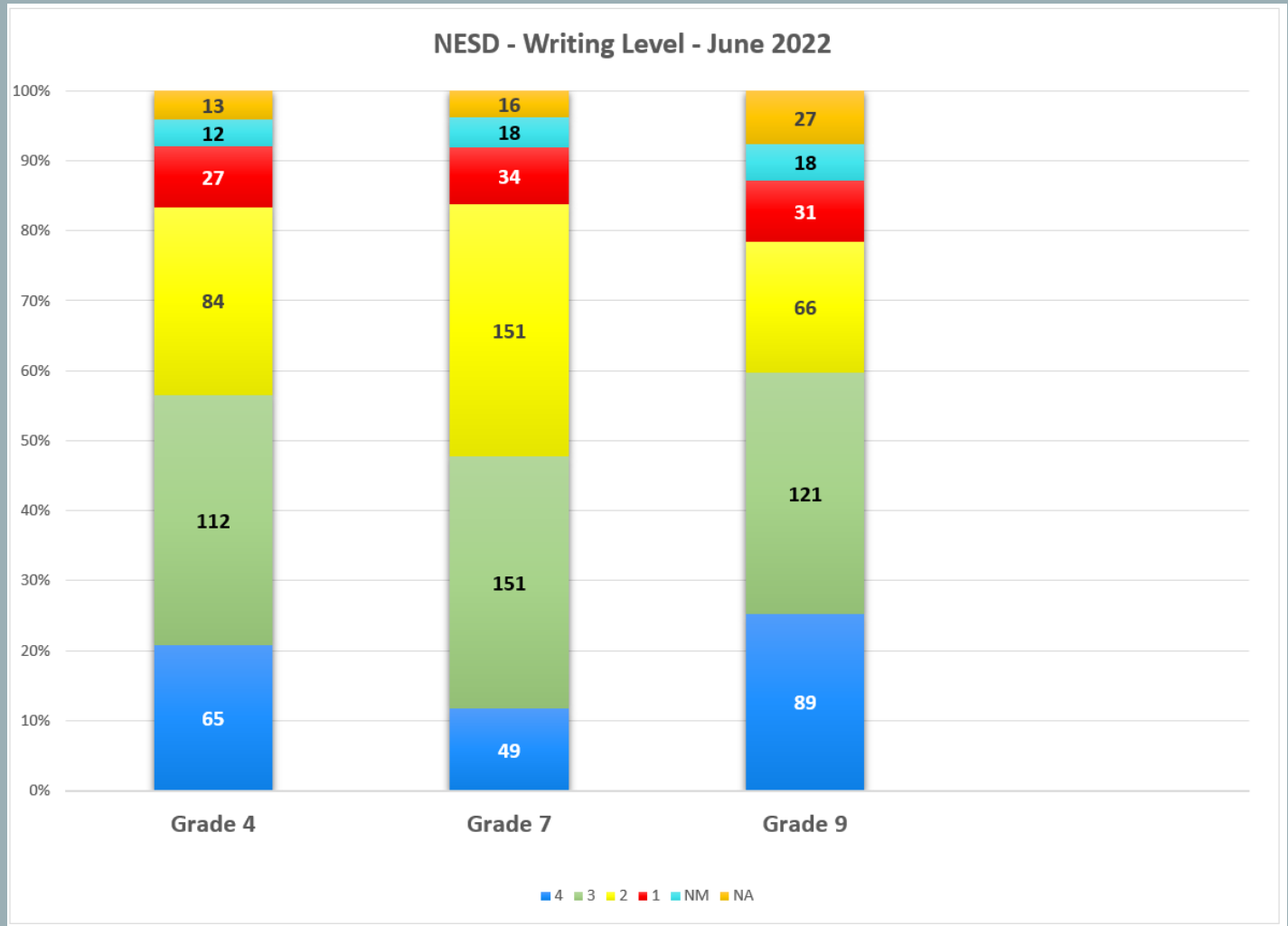
| NESD Metrics | Current Data | |
|---|-------------------------------------|----------------|
| Improvement Targets and Indicators | Result | Date |
| Diagnostic Levelled Reading – 80% of our Grade 1, 2, and 3 students will be reading at grade level. | Gr 1: 54% Gr 2: 68% Gr 3: 73% | March, 2022 |
| Reading – 80% of our Grade 1, 2, and 3 students will be at Fully Meeting (FM) or above on Comprehend & Respond as per NESD gradebook. | Gr 1: 47% Gr 2: 60% Gr 3: 74% | June, 2021 |
| Writing – 80% of our Grades 4, 7, and 9 students will be at Fully Meeting (FM) or above on Compose & Create as per NESD gradebook. | Gr 4: 56% Gr 7: 65% Gr 9: 74% | June, 2021 |
| Math – 80% of our Grades 2, 5, and 8 students will be at Fully Meeting (FM) or above on Number Strand as per NESD gradebook. | Gr 2: 70% Gr 5: 70% Gr 8: 75% | June, 2021 |

Cohort Reading Data - NESD

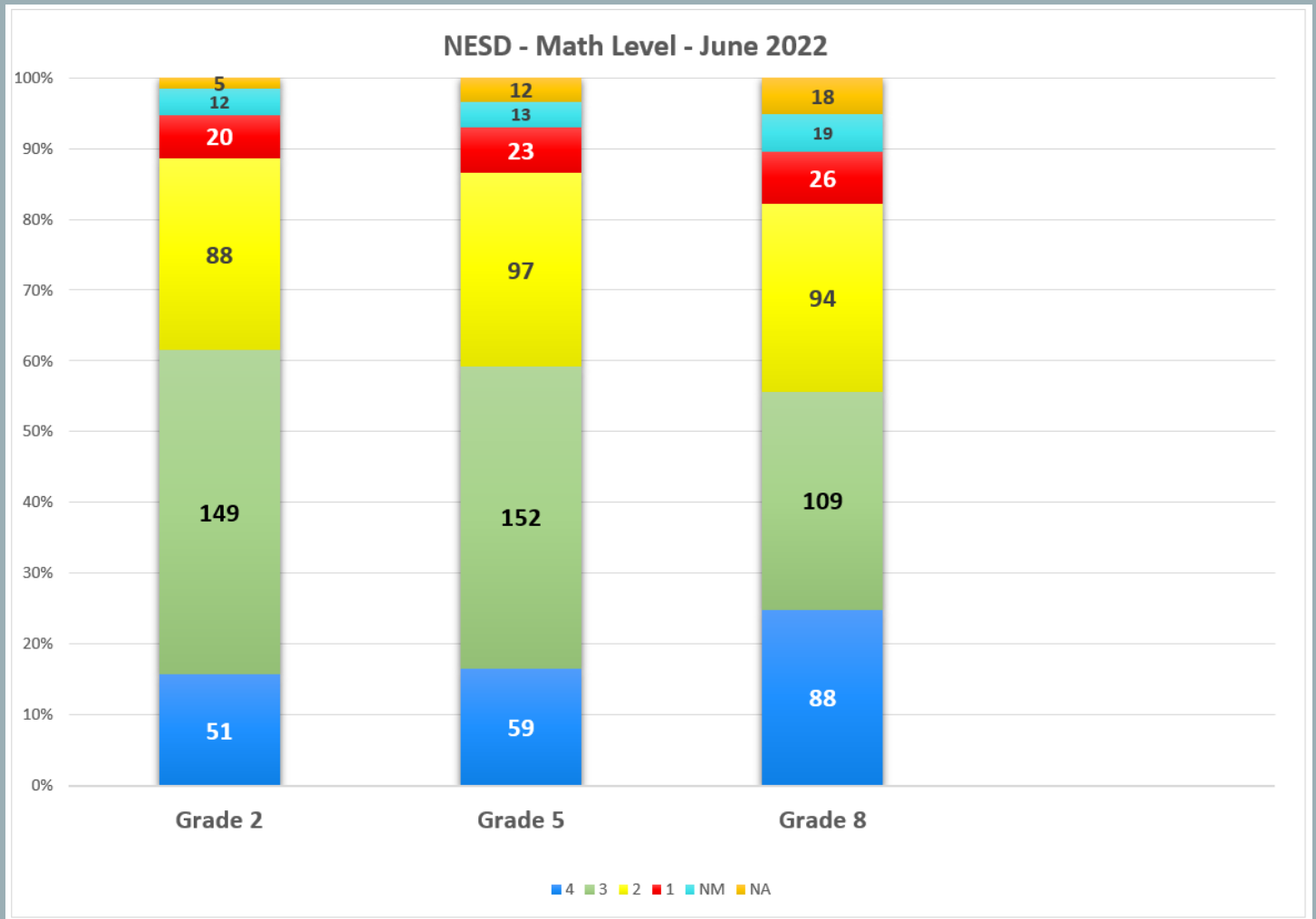


- In 2021-22, Gr. 1 students demonstrated an improvement of 15.8% from initial to final assessment

- 57% of Gr. 4 students are at or above grade level
- 48% of Gr. 7 students are at or above grade level
- 60% of Gr. 9 students are at or above grade level



- 62% of Gr. 2 students are at or above grade level
- 59% of Gr.5 students are at or above grade level
- 56% of Gr.8 students are at or above grade level





NESD Board of Education

Meeting Date: February 28, 2023

Topic: Provincial Education Plan NESD Board Endorsement

| MEETING | AGENDA ITEM | INTENT |
|---|---|--|
| <input checked="" type="checkbox"/> Board Meeting | <input type="checkbox"/> New Business | <input type="checkbox"/> Information |
| <input type="checkbox"/> Committee of the Whole | <input checked="" type="checkbox"/> Board Strategic Direction | <input checked="" type="checkbox"/> Decision |
| | <input type="checkbox"/> Monitoring or Reporting Items | <input type="checkbox"/> Discussion |
| | <input type="checkbox"/> Information Items | |
| | <input type="checkbox"/> Correspondence | |

BACKGROUND

In spring 2018, the Ministry of Education began to engage with education sector partners to co-construct a plan that would replace the Education Sector Strategic Plan, established in 2014.

The planning partners included: the Federation of Sovereign Indigenous Nations (FSIN), the League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS), the Métis Nation-Saskatchewan (MN-S)1/Gabriel Dumont Institute (GDI), the Ministry of Education, the Office of the Treaty Commissioner (OTC), the Saskatchewan Association of School Business Officials (SASBO), the Saskatchewan School Boards Association (SSBA) and the Saskatchewan Teachers' Federation (STF).

Early engagement resulting in a [high level framework](#). Utilizing the framework, to further develop the plan an **Education Council** made up of key education partner organizations provided strategic guidance. An **Implementation Team** made up of senior ministry officials and directors of education in provincial school divisions and interested First Nations and Métis education organizations established the outcomes, measures and key actions to operationalize the plan.

CURRENT STATUS

The Ministry of Education requests all Boards to endorse the draft Provincial Education Plan inclusive of the following Priority Actions and Milestones. Detailed action plans are intended to be complete for member organizations to create organization level plans in early May 2023

Priority Actions and Milestones

- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.
 - Develop a provincial assessment plan.
 - Implement the provincial assessment plan.
 - Identify and support responsive teaching strategies.
 - Align professional learning and response with the assessment cycle.
- Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation and determine a life pathway.
 - Establish a provincial understanding of family engagement approaches in Prekindergarten to Grade 12 education.
 - Partner with families and providers of early learning, child care and intervention programming (e.g. Headstart, ECIP, Prekindergarten) to identify and provide supports to young children and their families as they enter schools.
 - Identify and support student engagement at key transition points as students' progress through school.
 - Identify and extend opportunities that assist students to prepare for diverse career and life pathways through partnerships with post-secondary education and training, business, and industry.



NESD Board of Education

- Enrich and enhance mental health and well-being capacity in students.
 - Create shared understanding students, families, parents, teachers, administrators and others by:
 - developing common definitions of key terms and concepts; and,
 - providing professional development to teachers and administrators.
 - Explore an inter-agency mechanism, locally and provincially to increase access to mental health supports for urban and rural school systems
 - Identify and extend high-quality and culturally responsive programs and practices.
 - Create a self-reflection tool for school systems that can help to assess plans and progress at the system level.
- Actualize the vision and goals of *Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework*.
 - Assess and ensure that the policy goals of *Inspiring Success* are being implemented by:
 - developing a common understanding of terminology;
 - using the Indigenous Education Responsibility Framework for assessment and to create local action at the school system level;
 - providing professional development to teachers and administrators; and,
 - developing additional tools for measurement of progress toward the five goals of Inspiring Success
 - Create and implement an inclusive workforce strategy at all levels in the education sector.
 - Continue to include Indigenous voices in curriculum and resource development by engaging Métis and First Nations communities, Elders, and Knowledge Keepers.

RECOMMENDATION

Proposed motion:

That the Board endorse the initial priority actions and milestones for the long-term provincial education plan to 2030, with implementation dependent on funding.

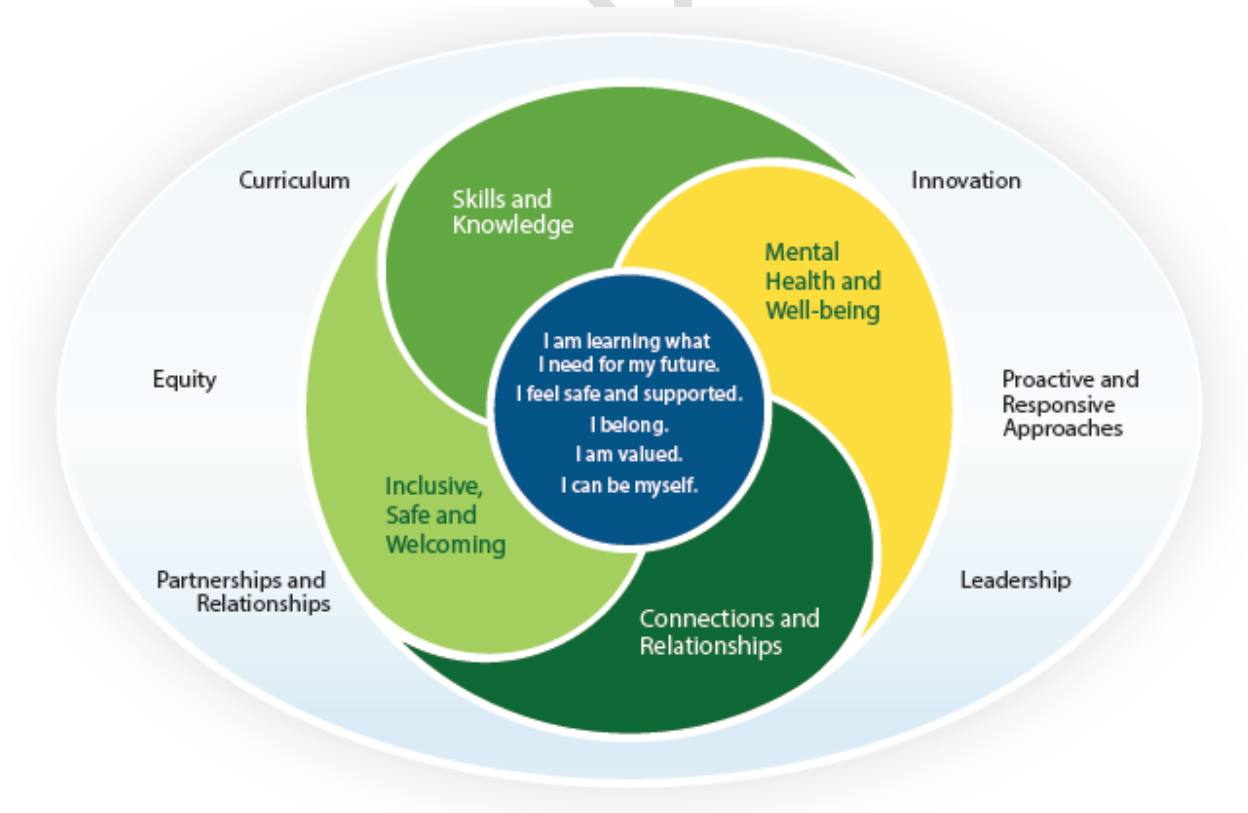
| PREPARED BY | DATE | ATTACHMENTS |
|-----------------------------------|-------------------|--|
| Stacy Lair, Director of Education | February 23, 2023 | Provincial Education Plan Working Document |

Provincial Education Plan Working Document

In November 2019, following extensive public and stakeholder consultations, the Provincial Education Planning Team, made up of representatives from the Federation of Sovereign Indigenous Nations, the League of Educational Administrators, Directors and Superintendents of Saskatchewan, the Métis Nation – Saskatchewan/Gabriel Dumont Institute, the Ministry of Education, the Office of the Treaty Commissioner, the Saskatchewan Association of School Business Officials, the Saskatchewan School Boards Association, and the Saskatchewan Teachers' Federation, released the Framework for the Provincial Education Plan. The framework is encompassed in the following visual and explained in the [Framework for a Provincial Education Plan 2020-2030](#).

The plan is intended to “reflect the diversity of the province and ensure the presence and voice of First Nations and Métis education organizations as part of the journey towards reconciliation. At the same time, it will respect and acknowledge First Nations jurisdiction over schools on reserve land” (Framework page 2).

Framework for the Plan



Goals:

At the centre of the visual are the goals for the students,

- I am learning what I need for my future.
- I feel safe and supported.
- I belong. I am valued. I can be myself.

Areas of Focus:

The student-focused goals are encompassed in four areas of focus for the plan. These areas of focus are interconnected.

- Skills and Knowledge for Future Learning, Life and Participation in Society;
- Mental Health and Well-being;
- Connections among people and relationships between systems and structures; and,
- Inclusive safe and welcoming learning environments.

Strategies:

The framework also provides strategies for how the work will be accomplished.

- Curriculum is responsive, relevant and student-centred.
- Partnerships and trusting relationships are developed and nurtured.
- Innovation is practiced throughout the education sector.
- Equity guides the education sector.
- Leadership is cultivated throughout the education sector.
- Proactive and responsive strengths-based approaches are taken.

Two structures were established for the work of the plan. The Provincial Education Council provides strategic guidance to the plan and the Provincial Education Plan Implementation Team develops province-wide actions, measures and targets.

Strategic Guidance for the Plan – Provincial Education Council

Recognizing the *Framework for a Provincial Education Plan 2020-2030* provides broad guidance for the development of the provincial education plan, the Provincial Education Council provided the following commitment statements and added emphasis to the areas of focus. The Council was guided by the wisdom of the *Following Their Voices* Elders, a review of research and e-scan information, and the components of the framework.

Commitment Statements

Within the context of the *Framework for a Provincial Education Plan 2020-2030*, the Provincial Education Council provided the following commitment statements as guides for the development of the long-term provincial education plan.

- From a strengths-based approach, create relevant and responsive family¹-centric models, inclusive of students, staff, parents, families, cultures and communities encompassing the entire framework.
- Deepen understanding of First Nations, Métis and Inuit histories, languages, contributions, values, ways of knowing and learning and cultures within all aspects of the education system.
- Develop deep relationships between and among people, land, curricula, systems and structures in order to enhance students' sense of cultural identity, belonging and security.
- Improve relationships among schools, educators, industry, employers, parents and families and co-construct teaching and learning to ensure the success and well-being of students.
- Value innovation so resources are used effectively to support transformative influential leaders in all aspects of the education system.
- Use a wholistic² (physical, mental, spiritual and emotional) approach in education, developing students' skills, knowledge and values.
- Honour and learn from Elders and Knowledge Keepers on an ongoing basis, respecting the guiding principles of:
 - Wâhkôhtowin – All things are related;
 - Wicîhitowin – Helping each other; and,
 - Wîtaskêwin – Living together on the land in harmony.

Areas of Focus

The Provincial Education Council added expectations to the areas of focus to provide greater direction to the development of actions, measures and targets:

Skills and Knowledge for future learning, life and participation in society

- Improve literacy and numeracy in early years and all grades through a variety of strategies inclusive of diverse languages, cultures and identities.
- Use authentic, meaningful and culturally relevant approaches to assessment that honour Indigenous ways of knowing in process and content.
- Encourage development of diverse skills and knowledge through experiential learning and provide alternative pathways to graduation.
- Nurture students' sense of self and purpose and develop competencies for an interconnected and interdependent world (for example, critical thinking, communication, creativity, problem solving, perseverance, collaboration, information literacy, technological literacy, financial literacy and digital literacy).
- Ease transitions to life beyond Grade 12 by providing more knowledge about diverse career pathways and encouraging partnerships with business and industry and social supports for students experiencing transitions.

¹ For the purposes of this document, the term **family** is inclusive of parents, extended family, and any other individuals connected to and caring for students.

² The term **wholistic** was intentionally chosen in this document over the alternative spelling, 'holistic' in order to emphasize the concept of the 'whole' person.

Mental health and well-being

- Improve student, parent, family and staff access to culturally responsive and wholistic supports for mental, spiritual, emotional and physical health and well-being, shaped by different worldviews in collaboration with other ministries, organizations and communities.
- Enhance mental health literacy³ among students, staff, parents and families to provide supportive environments in collaboration with other ministries, organizations and communities so that people who need access to mental health supports/resources can get it and feel safe in requesting help.
- Co-create supportive cultures and environments in schools where students, parents, families and communities can openly discuss and make use of tools to reduce stigma and enhance mental health.
- Implement trauma-informed⁴ practices.

Connections among people and relationships between systems and structures

- Deepen relationships with parents, families and community organizations to foster engagement, belonging and identity in education/schools.
- Enhance the overall achievement of all students by providing direct, culturally affirming wraparound support/services to students, parents and their families.
- Increase opportunities for students to strengthen their connection to the land through experiential land-based learning⁵.

Inclusive, safe and welcoming learning environments

- Support students, parents, families and communities in facilitating students' transitions throughout Prekindergarten to Grade 12 education and beyond so that children are safe, confident and welcomed.
- Improve transitions into school by decolonizing spaces and sharing knowledge, tools and skills between schools and families so that students are safe, confident, and successful throughout the entire educational journey.
- Support effective leadership (teachers, principals, administrators, school staff, students, parents, families, community and teacher educators) to facilitate a change in organizational culture from school-centric to family-centric in approach.
- Expand and/or embed a renewed approach and commitment to anti-racist and anti-oppressive education and practices for school staff, students, parents, families and community to enhance belonging.

³ **Mental health literacy** encompasses the knowledge, beliefs and abilities that enable the recognition, management or prevention of mental health problems with a range of benefits including early recognition and intervention, and reduction of stigma associated with mental illness.

⁴ **Trauma-informed practices** refers to strategies within school systems that create a shared understanding about how trauma can impact student behaviour and learning. This concept recognizes trauma can result from a number of sources including adverse childhood events such as abuse or witnessing violence, historical trauma and intergenerational trauma resulting from the impacts of residential schools.

⁵ **Land-based learning** supports the Indigenous-led passing of knowledge about cultural, physical and spiritual connections to the land and environment.

What will we do? Priority Actions

The Provincial Education Plan Implementation Team (PEPIT), with guidance from the Provincial Education Council, has established four priority actions to be undertaken in the plan. Each action will include milestones (or steps) that will be accomplished. These priority actions and milestones will be revised over the course of the plan as the work progresses and circumstances change.

There are four priority actions. **All four actions are of equal importance:**

- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.
- Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation, **and determine a life pathway.**
- Enrich and enhance mental health and well-being capacity in students.
- Actualize the vision and goals of *Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework*.

The following pages provide milestones and important guidance for the work in each of these priority actions. The milestones represent steps or packages of work to be accomplished to complete the priority action. Guidance for the development of detailed implementation plans is included. This guidance includes important considerations identified by the PEPIT. Connections have been made to the areas of focus developed by the Provincial Education Council, which provide high level guidance for the work.

Priority Action: Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.

| How will we get there? Milestones | Guidance for the development of the detailed implementation plan for this action |
|---|--|
| <ol style="list-style-type: none"> 1. Develop a provincial assessment plan: <ul style="list-style-type: none"> • establish the purpose for the plan; • review and critique current tools and practices (including provincial examinations); • determine areas to be assessed province-wide and define what success looks like; • develop a schedule for assessment development/renewal, piloting, field-testing and implementation; and, • determine a process and timeline for communication of results to teachers, administrators. 2. Implement the provincial assessment plan: <ul style="list-style-type: none"> • develop/renew, pilot and field test assessment tools and practices; • implement assessments as outlined in the plan; and, • define and report on baselines, targets and measures for each of the areas being assessed province-wide. 3. Identify and support responsive teaching strategies: <ul style="list-style-type: none"> • research effective strategies; and, • develop/recommend resources and professional learning. 4. Align professional learning and response with the assessment cycle | <ul style="list-style-type: none"> • Implement the provincial assessment plan with fidelity to “<i>Supporting Student Assessment in Saskatchewan 2022.</i>” This document: <ul style="list-style-type: none"> ○ articulates the purpose, principles and dimensions that support student assessment; ○ describes culturally inclusive and affirming classroom-based assessment; ○ provides research-based effective practices for classroom assessment; and, ○ reflects the spirit of continuous improvement. • Recognize that milestones two and three must be accomplished in tandem. • Bring together teachers, consultants and other specialists to develop assessments and instructional strategies to build upon and enhance the good work underway in the province (e.g., SaskMath and SaskReads). • Engage diverse Elders, Knowledge Keepers and others to provide guidance to the development of culturally appropriate tools and processes. • Engage the voices of parents and caregivers throughout the process of developing and implementing the assessment plan. • Align this work with principles of high-quality assessment found in documents such as: <ul style="list-style-type: none"> ○ Kindergarten to Grade12 curricula (recognizing curriculum will be renewed); ○ <i>Actualizing a Needs-based Model</i> (2015a); ○ <i>The Adaptive Dimension</i> (2017); ○ <i>Inclusive Education</i> (2021); and, ○ Supporting Diverse Writers, Responsive Instruction Modules 1 – 4. |

How will we know if we are making a difference? Targets and Measure

Targets and measures will be developed as part of the provincial assessment plan and could include areas such as literacy, numeracy, treaty learnings, early years developmental needs or pre-literacy skills.

This action aligns with the following areas of focus:

- Skills and Knowledge

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

| How will we get there? Milestones | Guidance for the development of the detailed implementation plan for this action |
|--|--|
| <ol style="list-style-type: none"> 1. Establish a provincial understanding of family engagement approaches in Prekindergarten to Grade 12 education: <ul style="list-style-type: none"> • develop a common understanding of terminology; • provide professional development to teachers and administrators. • determine benchmarks; and, • develop additional tools for measurement. 2. Partner with families and providers of early learning, child care and intervention programming (e.g., Headstart, ECIP, Prekindergarten) to identify and provide supports to young children and their families as they enter schools. 3. Identify and support student engagement at key transition points as students progress through school. 4. Identify and extend opportunities that assist students to prepare for diverse career and life pathways through partnerships with post-secondary education and training, business and industry. | <ul style="list-style-type: none"> • Engage parents/caregivers voices and insights to inform the work outlined in this action from Prekindergarten to grade 12. • Seek to understand and learn from Indigenous ways of knowing, being and doing. • Be inclusive of all cultures present in schools. • Respect roles, responsibilities and mandates of partners. • Support and encourage innovation. • Recognize that graduation requirements are being revisited and may change. • Engage diverse Elders, Knowledge Keepers and others to provide guidance to the development of tools and processes. • Align this work with documents such as: <ul style="list-style-type: none"> ○ <i>Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework</i>; ○ <i>Indigenous Education Responsibility Framework</i>; ○ Kindergarten to Grade 12 curricula (recognizing curriculum will be renewed); ○ <i>Inclusive Education</i>; ○ <i>Play and Exploration Learning Guide</i>; ○ <i>Leading to Learn</i>; ○ <i>Family Engagement in Prekindergarten</i> ○ Resources/literature on family-centric engagement; ○ Learnings from <i>Following Their Voices</i>; ○ Truth and Reconciliation Commission’s Calls to Action; and, ○ Kindergarten to Grade 9 Treaty Education Learning Resource. |

How will we know if we are making a difference? Targets and Measures

Targets and measures will be developed in relation to transitions into school, key transition points in the school experience, progress toward graduation. These targets and measures could include such areas as sense of belonging, connection to school or sense of safety for students. In addition, the development of measures and targets could be developed related to preparation for future learning and career development pathways. As well, there could be targets or measures developed as part of family-centric schools.

This action aligns with the following areas of focus:

- Skills and Knowledge
- Connections and Relationships
- Inclusive, Safe and Welcoming

Priority Action: Enrich and enhance mental health and well-being capacity in students.

| How will we get there? Milestones | Guidance for the development of the detailed implementation plan for this action |
|--|---|
| <ol style="list-style-type: none"> 1. Create shared understanding students, families, parents, teachers, administrators and others by: <ul style="list-style-type: none"> ○ developing common definitions of key terms and concepts; and, ○ providing professional development to teachers and administrators. 2. Explore an inter-agency mechanism, locally and provincially to support access to mental health supports for urban and rural school systems. 3. Identify and extend high-quality and culturally responsive programs and practices. 4. Create a self-reflection tool for school systems that can help to assess plans and progress at the system level. | <ul style="list-style-type: none"> • Utilize culturally responsive supports and resources that reflect: <ul style="list-style-type: none"> ○ the diversity of cultures in schools; and, ○ parent knowledge and insights. • Recognize that Indigenous practices and knowledge, including land-based learning and language are integral to supporting the mental health and well-being of students. • Use holistic approaches that: <ul style="list-style-type: none"> ○ encompass mental, spiritual, emotional and physical health and well-being; and, ○ are situated in the context of family and community. • Engage diverse Elders, Knowledge Keepers and others to provide guidance to the development of tools and processes. • Engage students in planning to ensure students' voices are incorporated. • Use strengths-based approaches, seeking to build resilience and knowledge and reduce stigma about mental health. • Understand Saskatchewan's language and cultural diversity will impact learning and programming. • Enhance mental health literacy⁶ among students, staff, parents and families to provide supportive environments. |

⁶ **Mental health literacy** encompasses the knowledge, beliefs and abilities that enable the recognition, management or prevention of mental health problems with a range of benefits including early recognition and intervention, and reduction of stigma associated with mental illness.

| How will we get there? Milestones | Guidance for the development of the detailed implementation plan for this action |
|-----------------------------------|--|
| | <ul style="list-style-type: none"> • Recognize students’ diverse life experiences, incorporating trauma-informed practice as appropriate. • Emphasize actions related to students at higher risk for mental health concerns (Indigenous students, low SES students, 2SLGBTQIAP+ students). • Support and enhance this work through relationships, communication and collaboration among ministries, school systems, Indigenous partners and other stakeholders. |

How will we know if we have made a difference? Targets and Measures

Targets and measures will be developed to assess results of this action.

| |
|--|
| <p>This priority action aligns with the following areas of focus:</p> <ul style="list-style-type: none"> • Mental Health and Well-being • Connections and Relationships |
|--|

Priority Action: Actualize the vision and goals of *Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework*.

| How will we get there? Milestones | Guidance for the development of the detailed implementation plan for this action |
|---|---|
| <ol style="list-style-type: none"> 1. Assess and ensure that the policy goals of <i>Inspiring Success</i> are being implemented by: <ul style="list-style-type: none"> • developing a common understanding of terminology; • using the Indigenous Education Responsibility Framework for assessment and to create local action at the school system level; • providing professional development to teachers and administrators; and, • developing additional tools for measurement of progress toward the five goals of Inspiring Success. 2. Create and implement an inclusive workforce strategy at all levels in the education sector. 3. Continue to include Indigenous voices in curriculum and resource development by engaging Métis and | <ul style="list-style-type: none"> • Work toward the five goals of <i>Inspiring Success</i>: <ol style="list-style-type: none"> 1. First Nations and Métis languages and cultures are valued and supported. 2. Equitable opportunities and outcomes for First Nations and Métis learners. 3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level. 4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes. 5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation. • Engage diverse Elders, Knowledge Keepers and others to provide guidance to the development of tools and processes. • Recognize that <i>Inspiring Success</i> will be renewed during the timeframe of the plan. |

| How will we get there? Milestones | Guidance for the development of the detailed implementation plan for this action |
|---|---|
| First Nations communities, Elders, and Knowledge Keepers. | <ul style="list-style-type: none"> Align this work with the Truth and Reconciliation Commission’s Calls to Action, such as inclusion of residential schools in curricula in an age-appropriate manner. |

How will we know if we have made a difference? Targets and Measures

Targets and measures will be developed in relation to the goals of *Inspiring Success*.

| |
|--|
| <p>This action aligns with the following areas of focus:</p> <ul style="list-style-type: none"> Skills and Knowledge Mental Health and Well-being Connections and Relationships Inclusive, Safe and Welcoming |
|--|

Working Document