

**THE REGULAR MEETING FOR THE BOARD OF EDUCATION OF THE
SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION**

**Board Room, Education Centre
545 – 11th Street East
Prince Albert, SK S6V 1B1**

**Monday, February 6, 2023
Time: 4:00 p.m.**

AGENDA (#23R-3)

- 1. Call to order by Board Chair Darlene Rowden**
- 2. Land acknowledgement**
- 3. Declaration of conflict of interest**
- 4. Motion to move into Closed Session**
- 5. Regular session convenes at 5:30 p.m.**
- 6. Adoption of the agenda**
- 7. Accountability reports**
 - (a) Transportation Services Accountability Report – *J. Pidborochynski*
- 8. Consent items**
 - (a) Adoption of the Regular meeting – January 23, 2023
 - (b) Administrative Procedures Changes
- 9. Business arising from the previous meeting**
- 10. New business (Board Committee Reports, Trustees' items and Notice of Motions)**
 - (a) Motions brought forward from Closed Session of February 6, 2023
 - (b) External Board Committees (if any)
 - (c) Provincial Update
 - (d) Saskatchewan Rivers Students for Change (SRSC) Report – *D. Zacharias / C. Horan*
 - (e) Report on SSBA Trustee Academy – January 26, 2023 – *D. Rowden*
- 11. Reports from administrative staff**
 - (a) 2023-2024 School Year Calendar – *R. Bratvold*
 - (b) Consideration of the Provincial Education Plan (PEP) – *R. Bratvold*

12. Notice of Motion

13. Three key messages for SCC/public from meeting

14. Board members' forum

15. Adjournment

CALENDAR OF EVENTS	
Wednesday, February 8, 2023 Time: 6:15 p.m.	Joint meeting with PAATA Executive – Education Centre, Board Room, 545 – 11 th Street East, Prince Albert
Monday, February 13, 2023 Time: 9:00 a.m. - 4:00 p.m.	Board Director Seminar, Board Room, Education Centre, 545 – 11 th Street East, Prince Albert
Monday, February 27, 2023 Time: 4:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK
Monday, March 6, 2023 Time: 4:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK
Monday, March 20, 2023 Time: 6:00 p.m.	PARCSD #3 Joint Meeting, Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK
Monday, March 27, 2023 Time: 4:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11 th Street East, Prince Albert, SK

2022-23 Board Annual Work Plan

February 2023

Events/Action

- Elders Council

March 2023

Events/Action

- Rural Congress

MEETING DATE: February 6, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	
Primary Policy Reference:	<u>2</u> _____	

FROM: J. Pidborochynski, Chief Financial Officer **ATTACHMENTS**

BACKGROUND

RE: TRANSPORTATION SERVICES ACCOUNTABILITY REPORT

The accountability report for transportation provides the Board with timely, sufficient, and relevant information on pupil transportation on a semi-annual basis.

The report has been appended for the review and information of the Board.

RECOMMENDATION:

That the Board approve the Semi-Annual Transportation Services Report as presented.

**Saskatchewan Rivers Public School Division #119
Semi-Annual Transportation Services Report**

Background Information:

Saskatchewan Rivers Public School Division (SRSD) offers transportation services to 31 of our 32 schools with Winding River Colony School being the exception. High school students from the Christopher Lake Area are also transported to St. Mary High School.

The following statistics are a summary of the transportation services as of January 31st, 2023 with a five-year comparison including January 31st, 2022, January 31st, 2021, January 31st, 2020, and January 31st, 2019.

Performance Indicator*	Results				
	Jan 31, 2023	Jan 31, 2022	Jan 31, 2021	Jan 31, 2020	Jan 31, 2019
Total students transported	3,179	3,368	3,210	3,879	3,855
Number of transportation routes	106 (25 contracted)	112 (25 contracted)	112 (25 contracted)	112 (25 contracted)	112 (25 contracted)
Number of unfilled routes	-	-	-	-	-
Number of cancellations (days):	350.50	739.50	470	202	400.5
Mechanical	5.0	16.5	3.5	10.5	7.5
Weather	326.50	685.5	452.5	183	390
No substitute driver	19	25.5	14	8.5	3.0
Covid related	-	12	-	-	-
Average age of bus fleet (years)	7	8	8	8	7.67
Capacity utilized on bus (average)	50%	51%	49%	59%	58%
Average urban one-way ride time (in minutes)	14	14	14	16	-
Average rural one-way ride time (in minutes)	29	27	25	26	27
Longest urban one-way ride time (in minutes)	80	50	48	55	-
Longest rural one-way ride time (in minutes)	95	95	90	90	90
Complaints of a serious nature	3	1	-	1	2

Emerging issues: Recruiting and hiring bus drivers continues to be challenging.

MEETING DATE: February 6, 2023

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<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Planning	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>8.8</u>	

FROM: R. Bratvold, Director of Education **ATTACHMENTS** [v]

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- January 23, 2023 Regular Minutes

RECOMMENDATION

That the minutes of the Regular meeting of January 23, 2023 be approved as presented.

NO. #2023R-2 (MONDAY, JANUARY 23, 2023)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, JANUARY 23, 2023 AT 4:00 P.M. IN THE BOARD ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee (absent)

MR. B. GEROW, Trustee (virtual)

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Trustee

MR. A. LINDBERG, Trustee

MR. A. NUNN, Vice-Chair

MS. D. ROWDEN, Board Chair

MS. J. SMITH-WINDSOR, Trustee

DR. M. VICKERS, Trustee

MR. B. YEAMAN, Trustee (absent)

SENIOR ADMINISTRATION

Mr. R. Bratvold, Director of Education

Mrs. G. Tebay, Superintendent of Schools

Mr. J. Pidborochynski, Chief Financial Officer

Mrs. J. Ward, Administrative Services Officer

D. Rowden, Board Chair, called the meeting to order.

D. Rowden stated the land acknowledgement for the school division.

Trustees were given an opportunity to declare a conflict of interest.

MOTION TO MOVE INTO CLOSED SESSION:

#23R-7

Moved by B. Hollick that the meeting move into Closed Session with Board and Administration present.

Carried.

Regular meeting resumed.

STUDENT TRUSTEE

D. Zacharias (absent)

C. Horan (left 6:18 p.m.)

ADOPTION OF THE AGENDA:

#23R-8

Moved by A. Lindberg that the agenda be approved as amended.

Carried.

INDUCTION OF STUDENT TRUSTEES FOR THE 2022-23 SCHOOL YEAR

- Courtney Horan (urban)

ACCOUNTABILITY REPORTS:

(a) SRPSD Inclusive Education Accountability Report

T. Michaud reviewed the Inclusive Education Accountability Report.

#23R-9

Moved by G. Gustafson that the Board confirm that the intent of Policy 13 and 14 and the Board's 2021-2024 Strategic Plan expectation for student learning, achievement, community engagement and professional development have been met and that Inclusive Education Accountability Report be referred to the Director Evaluation process.

CONSENT ITEMS:

#23R-10

Moved by B. Hollick that the following consent items be approved:

- (a) *Adoption of the Minutes for Regular of January 9, 2023;***
 - (b) *Administrative Procedures Changes;***
 - (c) *Correspondence;***
 - (d) *Board Committee Terms of Reference for 2022-2023 - SRSC.***
- Carried.***

NEW BUSINESS:

(a) Motions from the Closed Session of January 23, 2023

#23R-11

Moved by D. Rowden that the following motions be brought forward:

- 1. That the Board approve the request from East Central Public School Community Council and the East Central Community Rink Board to name the outdoor hockey rink at East Central Public School to the Matt Swaby Memorial Rink.***
Carried.
- 2. That D. Hoium be invited to facilitate a Board Facilitated Learning Session on April 14, 2023 with a focus on governance, committee structure/operations and the timeline to be determined.***
Carried.

(b) Saskatchewan Rivers Students for Change (SRSC) Report

The report regarding the recent SRSC Executive meeting was reviewed for information. Some topics that the Board would like the SRSC to discuss at a future session include Premier's Award for Excellence, 2023-24 budget feedback and vulnerable students.

REPORTS FROM ADMINISTRATIVE STAFF:

(a) Director's Update

R. Bratvold provided an update on:

- Student learning
 - The success of the Michif Language and Culture program at St. Louis Public Schools were highlighted.
 - Math achievement has been significantly disrupted by COVID and the math data has been problematic to analyse due to a number of factors.

- A detailed report of the OurSchool data will be shared at a future meeting.
- Process of renewing and revising Won Ska Cultural School programming and offering is beginning.
- Partnerships
 - The local PAATA is undergoing some changes and the current Vice President is Veronica Stewart will become the interim President for this school year.
 - We are nearing the final stages of negotiating an Education Services Agreement with East Central First Nation Education Authority and beginning the process with Ahtahkakoop First Nation.
 - We have updated and enhanced our The Elders Protocol for school and division events has been updated.
- OHS and Safety Update:
 - Annual asbestos management review has been completed. Provincial registry has been updated.
 - The WCB data to the end of December 2022 was summarized for information.
- Ministry and Provincial happenings:
 - The centralization of online learning is proceeding, but very few details are finalized. The information that has been obtained from the Ministry was shared.
 - The Provincial Education Plan continues to be refined. Whenever the Education Council approves the plan, it is anticipated that the plan will be provided to Boards and to the Minister of Education for consideration. Approval of the plan is expected in time for divisions to consider the Provincial Plan in their local planning for the 2023-24 school year.
 - The WCB data to the end of December 2022 was summarized for information.
- Budget and Related:
 - Some of the contextual factors that influence budget development include:
 - Rural depopulation and changing enrolment mean that our baseline budget is starting from a significant deficit position
 - The increasing need for intensive supports and for covid-disrupted learning recovery means there are pressures for staff and resources.
 - Inflationary pressures of everything from salaries to supplies will have impacts in many categories of budget allocation.

(b) French Immersion Designation – 2023-2024
#23R-13

Moved by B. Hollick that the Board request that the following schools be designated for French Immersion programming purposes for the 2023-2024 school year:

- *École Arthur Pechey Public School Grades K to 8*
- *École Vickers Public School Grades K to 8*
- *École Debden Public School Grades K to 8*
- *Carlton Comprehensive Public High School Grades 9 to 12.*

Carried.

THREE KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- Induction of new urban student trustee;
- Inclusive Education Accountability Report;
- East Central Outdoor Skating Rink.

BOARD MEMBERS' FORUM:

Trustees were given an opportunity to share information on items of mutual interest.

ADJOURNMENT:

#23R-12

Moved by A. Lindberg that the meeting adjourn. (7:15 p.m.)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: February 6, 2023

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<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2</u>	

FROM: R. Bratvold, Director of Education **ATTACHMENTS**

BACKGROUND

RE: ADMINISTRATIVE PROCEDURES CHANGES

The following Administrative Procedure has been developed.

- AP 318: Credit Completion

RECOMMENDATION

For Board information.

Administrative Procedure 318

CREDIT COMPLETION

Background

The Saskatchewan Rivers Public School Division believes that students should be offered multiple opportunities to complete a secondary level credit. Credit completion is an opportunity for students to earn an academic credit without repeating an entire course. The terms “credit completion” and “credit recovery” will be used interchangeably.

Credit completion strategies should be considered by teachers and students within the context of each student’s individual graduation plan. The strategy for credit completion is individualized and may vary from student to student.

It is essential that credit completion processes and expectations are clearly communicated to students and their parent/guardian by their teachers and/or principal/vice-principal so that students can exercise all options available to them in obtaining credits to graduate.

Definitions

- *Course Score (School Mark)* – refers to the overall score achieved and awarded by the teacher.
- *Credit Completion (Credit Recovery, Credit Extension)* – refers to an opportunity for a student to complete a 10, 20 or 30 course, after the end of the reporting period, without starting over from the beginning.
- *Credit Completion Nomination* – refers to the action taken by the original teacher to indicate to principal/vice-principal and/or designates that the original teacher supports that the time allotted for a student to complete the credit extends beyond the course end date. The credit completion nomination is completed via the report card process.
- *Credit Completion Plan* – refers to a document which includes a summary of achievement of outcomes and any relevant evaluation that has been done, commitment of the student, credit completion strategies, timeline, check ins, and support available for the student to complete the credit. The credit completion plan is co-constructed by the original teacher and the student. The original teacher, in consultation with the principal/vice-principal, will determine a reasonable timeline for credit completion.
- *Credit Completion Strategies* – refers to the ways in which students can show evidence of learning to earn a course credit. The credit completion strategies will include the learning task(s) and assessment criteria. The credit completion strategies should be co-constructed by the original teacher or their designate and the student. Strategies may include but are not limited to; completion of previously assigned evaluations, completion of evaluations that target outcomes where learning evidence has not been provided, scaffolding to support student’s time management, and/or availability of support from teacher or designate.
- *End of Course Date* – also known as “*course end date*”, refers to the date set in MySchoolSask (MSS) as the scheduled end of formal instruction of the course. End of course date may also be referred to as the “*end of the reporting period*”. Should a continuous intake (CI) transcript definition be used in MSS (TransDef>Name), the course end date is the date the final score is sent to the Student Data System (SDS).
- *Original Teacher* – refers to the teacher who nominated the student for credit completion.

- *Outcomes* – refers to what a student is expected to know and be able to do at the end of the secondary level course. It may also refer to objectives when curricular outcomes are not available in the curriculum for a course.
- *Provincial Departmental Exam* – refers to the test taken to determine 40% of a student's scores in a provincially examinable courses whereby a teacher is not accredited, the teacher chooses to have their students write the provincial examination, or a student/students choose to write the provincial examination.
- *Report Card Process* – refers to the workflow to create and publish a student's report card as well as export a student's final score to their transcript as per the division's current teacher gradebook and student information system software.
- *Transcript* – refers to a students record of academic achievement according to the Student Data System (SDS).

Eligibility for Credit Completion

1. The original teacher nominates the student for credit completion and will consider demonstration of learning, engagement in the learning process, exceptional circumstances, and the potential for success through the credit completion process.
2. Students who withdraw from a course but continue to complete other courses in the school are not eligible for credit completion in the withdrawn course.
3. Credit completion must be completed within the same academic year that the original course was taken. For courses that end in June, credit completion must be completed within the first 30 days of the next school year.

Procedure

For courses that do not require a provincial examination:

1. Prior to the end of the reporting term, the teacher and student will discuss the student's options for credit completion if the student is a candidate for credit completion.
2. The teacher notifies the student's parent/guardian of the student's credit completion status.
3. If the student does not complete the credit by the end of the reporting term, the teacher nominates the student for credit completion via the report card process.
4. The credit completion plan will be co-constructed by the teacher and the student.
5. Through the report card process, the principal/vice-principal and guidance/transition staff will be notified of the nomination for credit completion. The principal/vice-principal or designate will be required to approve or decline the nomination.
 - If the credit completion nomination is declined, the teacher, student, and the student's parent/guardian will be notified by the principal/vice-principal.
 - If the student's score is 48% - 49%, the student will be awarded a 50%. This aligns with section 3.1.1 Mark Adjustment of the Registrar's Handbook for School Administrators.
 - If the student's score is 44% or lower, no final score will be submitted to the SDS. The student's graduation plan will need to be amended accordingly.

- If the credit completion is approved, the teacher, student, and the student's parent/guardian will be notified and a credit completion strategy will be communicated to the student and their parent/guardian by the teacher.
 - If the credit is completed, the original teacher or designate will indicate the credit is completed and the final score earned through the report card process. The principal/vice-principal or designate will send the final score to the SDS within ten (10) business days.
 - In the event the original teacher is no longer employed at the school, the principal/vice-principal will determine the final score.
 - The school has 180 days from the course end date to submit an original final score for a student via the SDS.
 - If a final score was submitted to the SDS and a correction needs to be made, the school has 30 days from the course end date to submit a corrected score.
 - If it is more than 30 days past the course end date, the school is required to submit a Secondary Level Mark Correction form with a copy of the credit completion plan to the SRPSD IT help desk at ITHelpdesk@srsd119.ca. Division L1 staff will submit the documentation to the Ministry of Education.
 - If the credit is not completed, the teacher, student, and the student's parent/guardian will be notified.
 - If the original score was 48% - 49%, the student will be awarded a 50%. This aligns with section 3.1.1 Mark Adjustment of the Registrar's Handbook for School Administrators.
 - If the original score was 44% or lower, no final score will be submitted to the SDS. The student's graduation plan will need to be amended accordingly.
- The credit completion nomination form, completed, incomplete, or declined, should be printed and a copy kept in the student's cumulative record indefinitely.
- Credit attempt will be indicated in MySchoolSask (MSS) in the Student > Transcript. Credits that were attempted but were not earned will appear without a final score.

For courses that require a provincial examination, credit completion is not an option.

1. The student's course score, at the end of the reporting term, will be reported on the student's report card with a report card comment indicating that the score represents the school-based portion of the student's final score and that the remainder of the score will be determined by their achievement on the provincial departmental exam.
2. The student's final score, after factoring in the provincial departmental exam and as it appears on the student's transcript, should be reported to the student and their parent/guardian in a timely manner.

Documents/Forms

- Credit Completion Nomination Process – Edsby Work Flow Document
- Secondary Level Mark Corrections – Form 8

Reference: Sections 3 (1), (2)(a)(b), 4 (1)(f)(g), 87 (1)(aa), 88(1)(z), *The Education Act, 1995*; Sections 30,31,32, *The Education Regulations*, Registrar's Handbook for School Administrators, Credit Recovery Policy – Government of Saskatchewan

Approved:

MEETING DATE: February 6, 2023

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<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Planning	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board Chair</u>	<input type="checkbox"/> Consent Item

Primary Policy Reference: 2

FROM: D. Rowden, Board Chair

ATTACHMENTS

BACKGROUND

RE: REPORT ON SSBA TRUSTEE ACADEMY – JANUARY 26, 2023

G. Gustafson, A. Nunn and J. Smith-Windsor attended the Trustee Academy (virtual) that was held on January 26, 2023 and may want to share their feedback. The handout from session will be uploaded to the meeting folder 2023 02 06 Regular/Closed for information/reference.

RECOMMENDATION

For Board information.

MEETING DATE: February 6, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2.9.8</u>	

FROM: R. Bratvold, Director of Education **ATTACHMENTS**

BACKGROUND

RE: 2023-24 SCHOOL YEAR CALENDAR

Each year the Board reviews and approves the school year calendar for the upcoming school year. The calendar that the Board considers is developed by a committee that includes 2 teacher reps, 2 CUPE reps, 2 student reps and 2-3 SCC reps. Representatives are selected to provide a variety of perspectives from rural, urban, elementary and high school experiences. The usual process is outlined here:

1. At its initial meeting, the Calendar Committee:
 - a) reviews a calendar template and the various limitations/requirements of the calendar (below).
 - b) shares various perceptions, perspectives and ideas about the 2023-24 school year calendar.
 - c) arrives at a consensus for a draft calendar (or sometimes two options if we cannot settle on one).
2. The Committee's draft calendar recommendation is shared with Administrative Council (Superintendents, CFO, etc.) and with the Principals group for their review and feedback.
3. Administrative Council and Principal feedback is shared with the Calendar Committee, usually by email but sometimes a second meeting is needed for discussion.
4. The final recommendation from the Committee is brought to the Board by the Director.
5. The Board considers the Committee's recommendation and any accompanying notes and then decides to approve or amend the calendar or send it back to Committee for review.
6. The Board-approved calendar is sent to the Ministry for their staff to verify that it is compliant with Ministry requirements. Sometimes this takes a few days; often it takes weeks.
7. Finally, the Board-approved and Ministry-verified calendar is shared with the committee, all schools and the public.

NOTES on the essential limitations/requirements for calendar development are summarized below

- a) Regulation 28 requires 950 hours of instruction. SRPSD decided several years ago to provide 183 instructional days at 315min/day for 960.75 hours of instruction. Allows for 10.75 hours of non-instructional assemblies, activities etc. with students.
- b) Provincial Collective Bargaining Teachers Agreement stipulates that a teacher's work calendar cannot exceed 1044 hours. Our calendar traditionally provides 194 school days at 315min/day for a total of 1018.5 hours to allow additional time for exceptional circumstances.
- c) Regulation 24 requires vacation at Christmas starting no later than December 23 and ending no earlier than January 2; a spring vacation of no more than 5 consecutive days; and a summer vacation of at least 6 consecutive weeks.

- d) Regulation 23 requires no school on: Family Day, Good Friday, Victoria Day, Labour Day, Thanksgiving Day and Remembrance Day. When Remembrance Day falls on a Saturday or Sunday, the Monday following that day is to be observed as a holiday.
- e) CUPE agreement stipulates that Easter Monday is a holiday for CUPE staff and so no schools operate that day.
- f) There is no regulation for when the spring vacation occurs. SRPSD traditionally has two - one in February and one in April around Easter.
- g) There is no limitation for when we put PLC days or the Days in Lieu of PTIs. We can place them where they fit the needs of the schools for planning, but one at end of semester 1 really helps high schools with semester turnaround.
- h) It is helpful (necessary) to balance the number of instructional days in each semester. This provides balanced instruction between classes that are in both semesters.
- i) It is helpful to put a PLC right after the last departmental exam in Jan. and call that end of semester BUT a midweek PLC is often not appreciated by parents. High schools can determine semester end individually.
- j) It is helpful to have 1 of the "Days in Lieu of PTIs" in each semester so we can better manage the contract of teachers who work in only one of the semesters.

The Calendar Committee has met and developed a draft calendar that has been reviewed by Administrative Council and by Principals. The feedback from those groups has been considered by the Calendar Committee and its recommended calendar is attached.

RECOMMENDATION

That the Board approve the 2023-2024 school year calendar as presented and request administration to distribute the calendar following Ministry confirmation of legislative compliance.

September 2023						
Su	M	Tu	W	Th	F	Sa
			School Startup No Classes Aug. 30	PLC Day No Classes Aug. 31	PLC Day No Classes 1	2
	Labour Day	Classes Begin				
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Aug: - 2 days		0 Instr. Days		Sept: 20 days		19 Instr. Days

October 2023						
Su	M	Tu	W	Th	F	Sa
					PLC Day No Classes 6	7
1	2	3	4	5		
	Thanksgiving Day					
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
October: 21 days				20 Instr. Days		

November 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
	*	*	*	*	Remembrance Day	
5	6	7	8	9	10	11
	No Classes					
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
November: 21 days				20 Instr. Days		

December 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
	Christmas Day	Boxing Day	No Classes	No Classes	No Classes	
24	25	26	27	28	29	30
31						
December: 16 days				16 Instr. Days		

January 2024						
Su	M	Tu	W	Th	F	Sa
	New Year's Day	No Classes	No Classes	No Classes	No Classes	
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
	PLC Day No Classes					
28	29	30	31			
January: 18 days				17 Instr. Days		

February 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
	Family Day	No Classes	No Classes	No Classes	No Classes	
18	19	20	21	22	23	24
25	26	27	28	29		
February: 16 days				16 Instr. Days		

March 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
	*	*	*	*		
3	4	5	6	7	8	9
					Convention No Classes	
10	11	12	13	14	15	16
17	18	19	20	21	22	23
					Good Friday	
24	25	26	27	28	29	30
31						
March: 20 days				19 Instr. Days		

April 2024						
Su	M	Tu	W	Th	F	Sa
	Easter Monday	No Classes	No Classes	No Classes	No Classes	
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
	PLC Day No Classes					
21	22	23	24	25	26	27
28	29	30				
April: 18 days				16 Instr. Days		

May 2024						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
	Victoria Day					
19	20	21	22	23	24	25
26	27	28	29	30	31	
May: 22 days				22 Instr. Days		

June 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
				PLC No Classes	School End No Classes	
23	24	25	26	27	28	29
30						
June: 20 days				18 Instr. Days		

- 1 Start Up
- 1 School End
- 6 PLC
- 1 Teacher Convention
- 2 Day in Lieu of PTIs
- * Scheduled Departmental Exam

Days (Monthly total under each month)
 11 Non-instructional days (PLC, PTI, Start-up, School End, Convention)
 183 Instructional days
 194 total school days

MEETING DATE: February 6, 2023

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>1.4, 2.1, 2.3</u>	

FROM: R. Bratvold, Director of Education **ATTACHMENTS** [v]

BACKGROUND

RE: CONSIDERATION OF PROVINCIAL EDUCATION PLAN (PEP)

On December 7, 2022, the Provincial Education Council (the Council) considered the initial priority actions and milestones for the draft Provincial Education Plan 2023-2030, as recommended by the Provincial Education Plan Implementation Team (PEPIT).

The Council was pleased with the work of the PEPIT and has endorsed the priority actions and milestones. The next step in finalizing the long-term PEP is endorsement of the initial priority actions and milestones for the plan by boards of education and the Minister of Education. Please note that targets and measures for the plan will be developed by the PEPIT in February 2023, and that the plan is considered to be a living document that will continue to be revised and updated as necessary throughout the years of the plan to 2030.

The Ministry is requesting that the Board consider the PEP and use the attached endorsement form to notify the PEP Secretariat of the Board's decision of the long-term PEP by February 17, 2023.

The plan and the Ministry's endorsement form is attached.

RECOMMENDATION

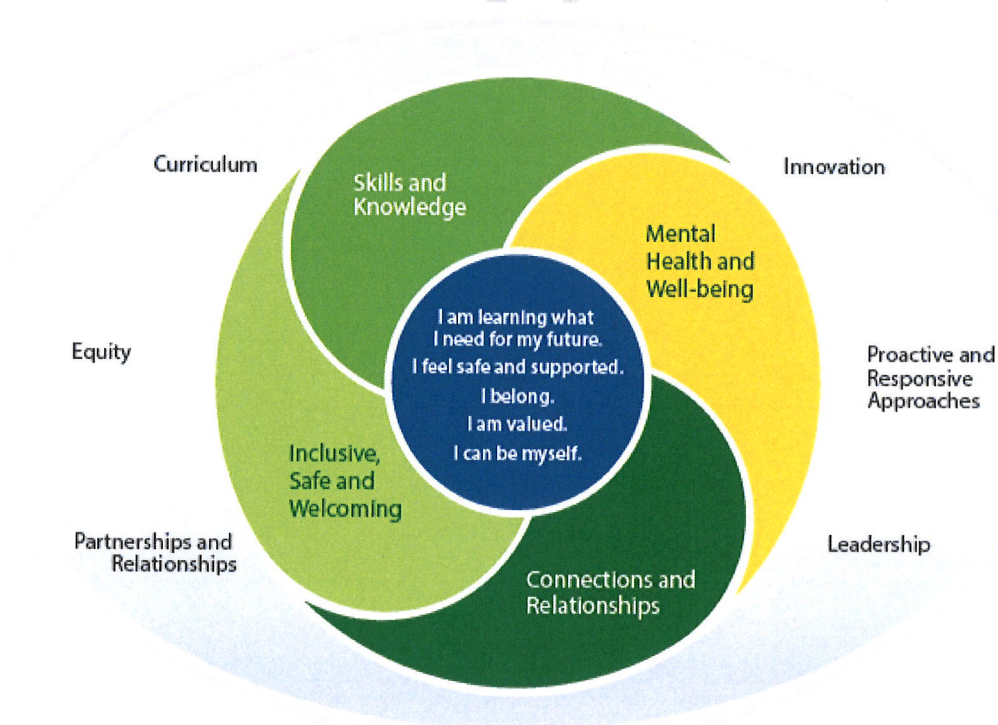
That the Board endorse the Provincial Education Plan as presented and convey to the Ministry that this endorsement is dependent on the Ministry's provision of the additional sufficient, stable and predictable funding that is necessary to effectively implement the PEP.

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.

<p>This action aligns with the following areas of focus:</p> <ul style="list-style-type: none"> • Skills and Knowledge
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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.

<p>This action aligns with the following areas of focus:</p> <ul style="list-style-type: none"> • Skills and Knowledge • Connections and Relationships • Inclusive, Safe and Welcoming
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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
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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 <u>Indigenous Education Responsibility Framework</u> 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 <i>Inspiring Success</i>. 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
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Working Document

Board of Education Endorsement Form

On _____, 2023, the
(day, month)

(name of Board of Education or Education Authority)

endorsed, or *did not endorse* the initial priority actions and milestones for the long-term provincial education plan to 2030.

(choose one)

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.

- 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.

Once completed, please return to the PEP Secretariat at pepsecretariat@gov.sk.ca.