

Prairie South Schools
BOARD OF EDUCATION

February 7, 2023

1:00 p.m.

Central Office, 1075 9th Avenue NW

Moose Jaw

AGENDA

- 1. Call to Order**
- 2. Adoption of the Agenda**
- 3. Adoption of Minutes**
 - 3.1. Regular Board Meeting January 17, 2023
- 4. Declarations of Conflict of Interest**
- 5. Decision and Discussion Items**
 - 5.1. Transportation Accountability Report 2021-2022
 - 5.2. Provincial Education Plan (PEP) Presentation, Amanda Olson
Board Endorsement of the Long-Term Provincial Education Plan (PEP)
 - 5.3. Monthly Tender Report
- 6. Delegations and Presentation**
 - 6.1. Mental Health Presentation, Amanda Olson
- 7. Information Items – NONE**
- 8. Committee Reports**
 - 8.1. Business, Infrastructure and Governance
 - 8.2. Human Resources
 - 8.3. Partnerships and Teambuilding
 - 8.4. Student Outcomes
- 9. Provincial Matters**
- 10. Celebration Items**
- 11. Identification of Items for Next Meeting Agenda**
 - 11.1. Notice of Motions
 - 11.2. Inquiries
- 12. Meeting Review**
- 13. Adjournment**

MINUTES OF THE REGULAR BOARD MEETING OF THE PRAIRIE SOUTH SCHOOL DIVISION NO. 210 BOARD OF EDUCATION held at the Central Office, 1075 9th Avenue North West, Moose Jaw, Saskatchewan on January 17, 2023 at 1:00 p.m.

Attendance:

Mr. R. Bachmann; Mr. J. Bumbac; Dr. S. Davidson; Ms. C. Froese; Mr. B. Hagan; Ms. J. Jukes; Ms. D. Pryor; Ms. G. Wilson; Mr. L. Young; D. Huschi, Superintendent of School Operations; D. Swanson, Superintendent of School Operations; D. Teneycke, Superintendent of School Operations; A. Johnson, Superintendent of Human Resources; R. Boughen, Director of Education; R. Purdy, Superintendent of Business; H. Boese, Director Assistant

Regrets:

Amanda Olson, Superintendent of Learning

Motions:

- | | | |
|-------------------|---|---------|
| 2023-01-17 – 3796 | Giselle Wilson took the chair and called the meeting to order at 1:01 p.m. | |
| 2023-01-17 – 3797 | That the Board adopt the agenda as presented.
- Jukes | Carried |
| 2023-01-17 – 3798 | That the Board adopt the minutes of the December 6, 2022 Regular Board Meeting.
- Bachmann | Carried |
| 2023-01-17 – 3799 | That the Board receive and file the Human Resources Accountability Report.
- Hagan | Carried |
| 2023-01-17 – 3800 | That the Board receive and file the First Quarter Financial Accountability Report.
- Froese | Carried |
| 2023-01-17 – 3801 | That the Board approve the disposal of records listed on the attached which are at or past their retention by shredding.
- Bumbac | Carried |
| 2023-01-17 – 3802 | That the Board allow mail-in ballots to be used for the By-Election for Subdivision #6 on March 9, 2023.
- Jukes | Carried |
| 2023-01-17 – 3803 | That the Board name the following polling places for the By-Election for Subdivision #6 in the City of Moose Jaw:
○ #1: Riverview Collegiate, 650 Coteau Street West
○ #2: A.E. Peacock Collegiate, 145 Ross Street East
○ #3: Sunningdale School, 530 Wood Lily Drive
- Froese | Carried |

- | | | |
|-------------------|---|---------|
| 2023-01-17 – 3804 | That the Board approve Central Collegiate and Peacock Collegiate's Grade 9-12 Band Trip to Edmonton, Alberta on March 10-12, 2023.
- Hagan | Carried |
| 2023-01-17 – 3805 | That the Board approve Central Collegiate's Grade 9-12 Ski Trip to Banff and Lake Louise, Alberta on April 6-9, 2023.
- Pryor | Carried |
| 2023-01-17 – 3806 | That the Board receive and file the tender report as presented.
- Bachmann | Carried |
| 2023-01-17 – 3807 | That the meeting be adjourned at 1:38 pm.
- Pryor | Carried |

G. Wilson
Chairperson

R. Purdy
Superintendent of Business

Next Regular Board Meeting:

February 7, 2023

Prairie South School Division, Moose Jaw

AGENDA ITEM

Meeting Date:	February 7, 2022	Agenda Item #:	05.1
Topic:	Transportation Accountability Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	According to the Board's yearly plan, a Transportation Accountability Report is to be presented to the Board of Education in February of each year.
Current Status:	Please see the attached Accountability Report.
Pros and Cons:	
Financial Implications:	
Governance Implications:	
Legal Implications:	
Communications:	

Prepared By:	Date:	Attachments:
Todd Johnson	January 27, 2023	Transportation Accountability Report

Recommendation:

That the Board receive and file the Transportation Accountability Report.

2021-2022 Transportation Accountability Report

Prepared by Todd Johnson, Transportation Manager

Introduction

Prairie South Schools provides transportation for students requiring access to school in accordance with Board Policy and Administrative Procedures, The Education Act and The Traffic Safety Act. Provision is also made for special use of buses to enable students to participate in educational and extracurricular activities. We strive to provide safe, efficient, and punctual transportation for students in both the rural and urban areas.

During the 2021-22 school year, Prairie South Schools provided daily transportation services to 2655 students, traveling 18,087 kilometers on 106 bus routes. The safety of students and staff is our number one priority.

Department Structure

Position	Number of Employees				
	2017-18	2018-19	2019-20	2020-21	2021-22
Regular Bus Drivers	113	105	107	107	106
Mechanic Helper/Assistant	2	2	2	2	2
Certified Mechanic	1	1	1	1	1
Journey-Person Mechanic	4	3	3	3	3
Shop Foreman (Journey-Person Mechanic)	2	2	2	2	2
Administrative Assistant	1	1	1	0	0
Assistant Managers	1	1	1	0	0
Routing Support Officer	0	0	0	1	1
Driver Safety Relations Officer	0	0	0	1	1
Manager	1	1	1	1	1
Sub-Total	125	116	118	118	117
Casual Bus Drivers	93	83	76	64	49
Total	218	199	194	182	166

Transportation Office Team consists of Todd Johnson-Transportation Manager (previously Lonny Holmes), Kara Stevens-Driver Safety Relations Officer, and Marla Cushway-Routing Support Officer. This team works together closely to recruit, retain, and train drivers. The transportation office also oversees fleet management, and vehicle maintenance for Prairie Souths 185 buses and other vehicles. The team strives for timely, safe routes working within Bus Planner for our 2655 transported students. We communicate the planning to senior administration, schools' staff, parents, and bus drivers to help coordinate all the extra curricular trips and keeping the 106 routes running efficiently every school day.

Bus Drivers provide safe, efficient, and punctual transportation of students. Drivers are provided a handbook outlining their responsibilities and a copy of the Saskatchewan School Bus Operating Regulations. To retain a school bus driver S Endorsement licence, a driver must re-test every five years (through SGI) and they must have a current satisfactory medical examination on file with SGI. Drivers' Abstracts are reviewed annually by the office staff Drivers are through the MySGI Online program and licenses are checked monthly using SGI's internet site.

<i>Rural Schools</i>	<i>No. of Routes</i>
Assiniboia	10
Avonlea	4
Bengough	4
Caronport	1
Central Butte	4
Chaplin	2
Coronach	4
Craik	2
Eyebrow	2
Glentworth	5
Gravelbourg	5
Kincaid	5
Lafleche	3
Lindale	21
Mankota	3
Mortlach	3
Mossbank	4
Rockglen	5
Rouleau	2

<i>Urban Schools</i>	<i>No. of Routes</i>
Holy Trinity Special Needs	1
CFB Base	1
Empire	1
King George	2
Palliser Heights	6
Peacock SAPP	0
Prince Arthur	3
Riverview Lifeskills	1
St. Mary	1
Sunningdale	6
Westmount/Sacred Heart	4
William Grayson	1

Two routes have additional runs, each with a student that requires a wheelchair lift (Palliser Heights, Riverview Lifeskills). Using staggered start times of our urban schools allows for increased efficiency; uses of double runs allow for one driver and one bus to complete transportation for schools. We have 11 drivers who do double routes in Moose Jaw.

Training For Drivers

Description	Number of Drivers
Training New Drivers	20
Refresher Training (Pre-Trip Inspection and/or on road assessment)	15
SGL Recertification	40
First Aid Recertification	10

New bus drivers receive training through our transportation office. Our Driver Safety Relations Officer provides circle checking training (pre-trip) and in-bus driver training. Driver Safety Relations Officer will meet with the drivers for a minimum of three hours and drivers are encouraged to come and practice driving on their own before their road test.

We also offer Circle Check Refresher Courses and other ongoing training for current bus drivers. First Aid/CPR Courses are also offered for bus drivers throughout the year.

In August of 2021 the PD Day was held in our Moose Jaw Shop on one day and the Assiniboia shop on another day. This was done to allow more drivers from each area to attend and increase participation in the PD Day. We reviewed our safety, cleaning, and student processes. Drivers were able to socialize and get their new route maps.

Students are expected to follow the same behaviour standards while riding school buses as are expected on school property or at school activities. Bus drivers communicate expectations and reinforce them appropriately. Additional supports and assistance are provided by the school principal or their designate. Student conduct rules are posted on all school buses and bus drivers review these rules periodically throughout the year.

Every year, parents receive a Student Transportation Guide which outlines our rules on the school bus. In August 2019 we jointly hosted First Rider program in Moose Jaw with the City of Moose Jaw, Moose Jaw Police Service and Holy Trinity School Division. This worked well and we have continued to host the First Rider Program this way. In August 2021, we offered 75 students a first ride over three days in both Moose Jaw and Assiniboia.

Transportation Regions

School Bus Transportation is divided into rural and urban areas.

Rural:

Assiniboia 7 th Avenue School	Eye brow School
Assiniboia Composite High School	Glentworth School
Assiniboia Elementary School	Kincaid Central School
Avonlea School	Lafleche Central School
Bengough School	Lindale School
Caronport Elementary School	Mankota School
Central Butte School	Mortlach School
Central Collegiate (Rural)	Mossbank School
Chaplin School	Peacock Collegiate (Rural)
Cornerstone Christian School (Rural)	Riverview Collegiate (Rural)
Craik School	Rockglen School
Coronach School	Rouleau School
École Gravelbourg School	St. Michael (Holy Trinity Rural)
École Palliser Heights (Rural French Immersion)	Vanier Collegiate (Holy Trinity Rural)
École St. Margaret (Holy Trinity Rural)	

Urban:

École Palliser Heights School	Sacred Heart School
Empire School	St. Mary School
Holy Trinity - Special Needs	Sunningdale School
King George School	Westmount School
Prince Arthur School	William Grayson School
Riverview – Lifeskills Program	

In 2021-22 we continued transporting Holy Trinity students on South Hill in Moose Jaw. Including those South Hill students and the Lindale students, we transported 170 Holy Trinity students and 24 Cornerstone Christian School students for a total of 194 students.

Student Transportation Information

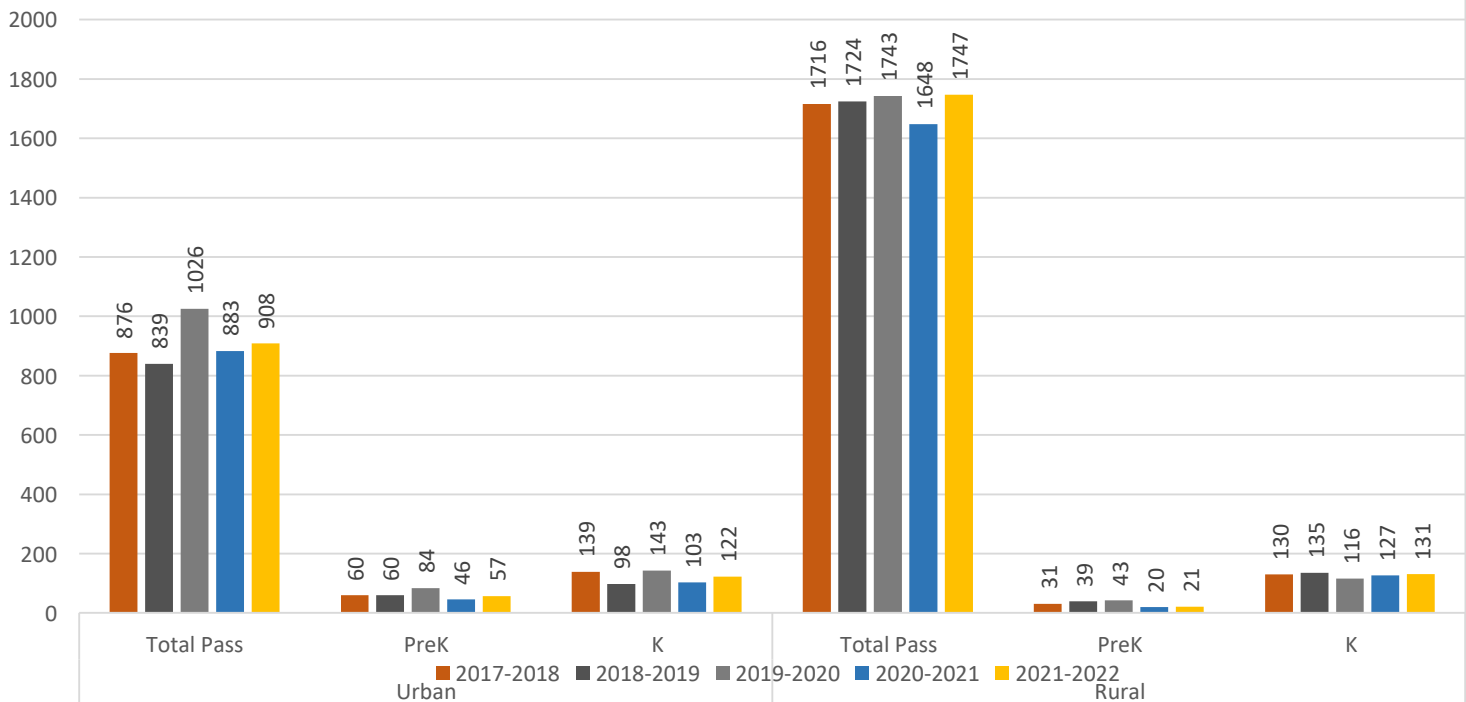
Number of Children Transported

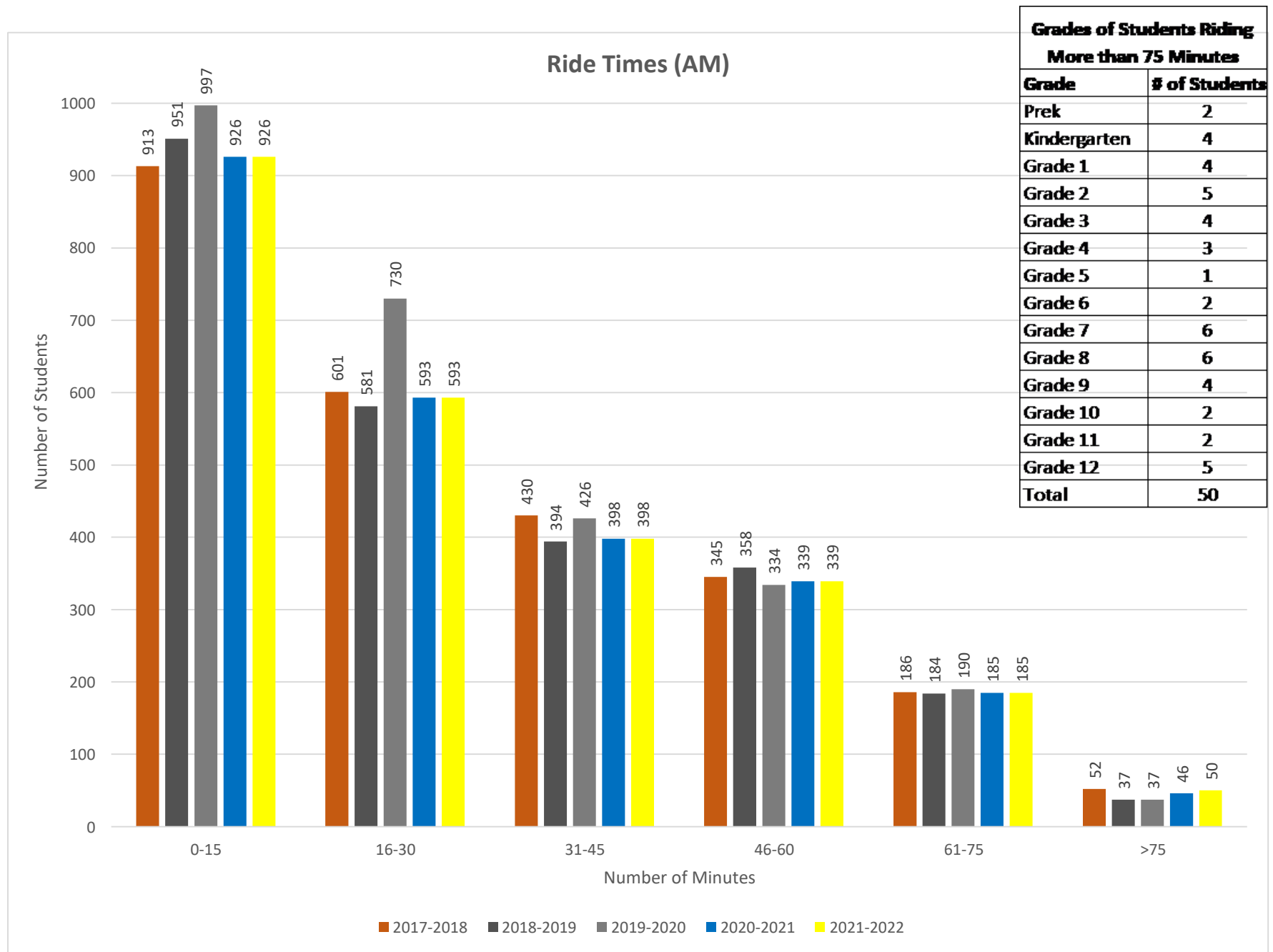
<i>School Year</i>	<i>Urban</i>	<i>Urban Noon</i>	<i>Rural</i>	<i>Total</i>
2021-2022	908	n/a	1747	2655
2020-2021	862	n/a	1729	2591
2019-2020	1026	n/a	1743	2769
2018-2019	839	n/a	1724	2563
2017-2018	876	n/a	1716	2592

Average Ride Times

<i>School Year</i>	<i>Urban</i>	<i>Rural</i>
2021-2022	15 minutes	33 minutes
2020-2021	15 minutes	33 minutes
2019-2020	13 minutes	33 minutes
2018-2019	10 minutes	34 minutes
2017-2018	9 minutes	35.5 minutes

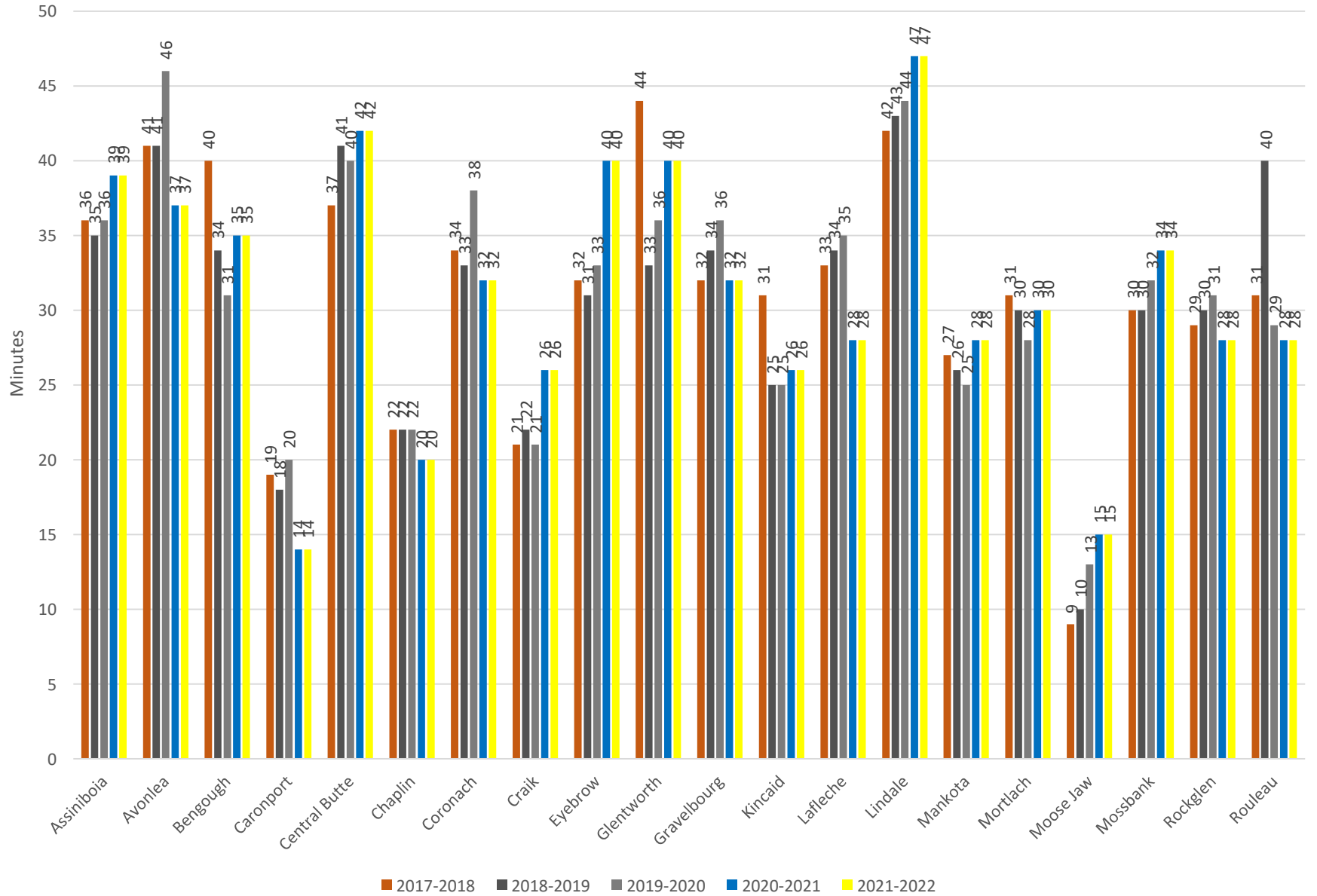
Number of Children Transported





Grades of Students Riding More than 75 Minutes	
Grade	# of Students
Prek	2
Kindergarten	4
Grade 1	4
Grade 2	5
Grade 3	4
Grade 4	3
Grade 5	1
Grade 6	2
Grade 7	6
Grade 8	6
Grade 9	4
Grade 10	2
Grade 11	2
Grade 12	5
Total	50

Average Minutes on School Bus (AM)



Passengers – Amount of Time on a School Bus (AM – in Minutes)

School	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
Assiniboia	2	86	4	91	5	86	2	93	2	93
Avonlea	2	90	9	81	8	77	4	69	4	69
Bengough	2	90	3	75	2	76	5	82	5	82
Caronport	7	27	2	29	8	32	7	45	7	45
Central Butte	1	68	4	80	3	78	8	80	8	80
Chaplin	6	55	7	49	8	41	7	39	7	39
Coronach	2	78	4	72	4	76	4	91	4	91
Craik	2	59	1	51	3	54	4	54	4	54
Eyebrow	2	74	10	57	10	66	6	70	6	70
Glentworth	3	78	4	63	5	68	5	76	5	76
Gravelbourg	2	74	2	74	4	80	4	81	4	81
Kincaid	2	73	3	63	3	67	2	60	2	60
Lafleche	3	64	7	74	4	77	3	59	3	59
Lindale	6	80	6	85	7	83	8	86	10	86
Mankota	3	71	3	60	4	54	3	66	3	66
Mortlach	4	70	7	59	8	63	7	56	7	56
Moose Jaw	1	25	1	37	2	41	1	66	1	38
Mossbank	4	74	5	68	5	93	3	89	3	89
Rockglen	1	80	1	65	1	75	1	76	1	76
Rouleau	3	60	8	72	6	48	5	50	5	50

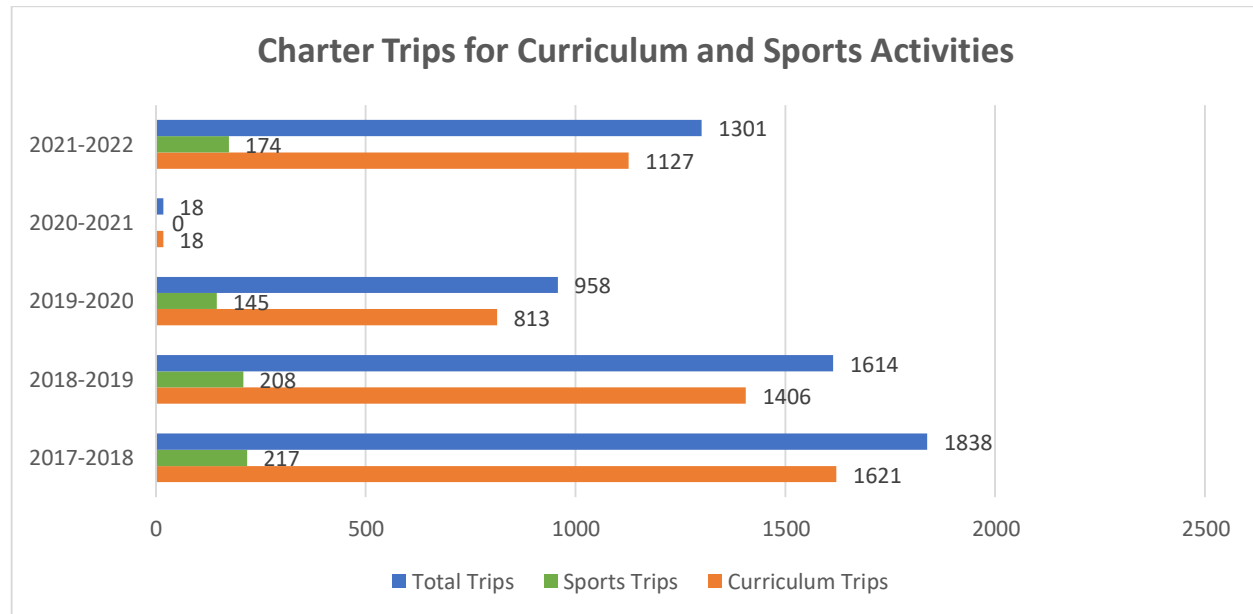
Conveyance

As per Administrative Procedure 556, there are circumstances where parents may be eligible for a Conveyance Allowance up to a maximum of \$50/day. Conveyance may be available to eligible students based on their particular need. Conveyance may also be available to French Immersion students residing outside of the Ecole Palliser Heights School and Ecole Gravelbourg School catchment areas. The actual amount of conveyance allowance is paid monthly and is calculated by multiplying the daily rate by the number of days the student attended school.

Family	No. of Students	Description	Daily Amount				
			2017-18	2018-19	2019-20	2020-21	2021-22
Family 1	1	Special Needs	\$10.20				
Family 2	1	Special Needs		\$0.90			
Family 3	2	French Immersion Program	\$15.60	\$15.60	\$15.60	\$15.60	\$15.60
Family 4	2	French Immersion Program	\$17.64	\$17.64	\$17.64	\$17.64	\$18.00
Family 5	1	French Immersion Program	\$10.80	\$10.80	\$19.20	\$19.20	\$19.20
Family 6	1	French Immersion Program	\$6.00	\$6.00			\$19.50
Family 7	2	French Immersion Program	\$15.00	\$15.00		\$15.00	
Family 8	2	French Immersion Program		\$9.60	\$9.60		
Family 9	1	French Immersion Program		\$37.20	\$37.20	\$37.20	
Total Daily Amounts			\$75.24	\$112.74	\$99.24	\$104.64	\$72.30

Charters

It is important to note that charter trips resumed at the start of the 2021 school year after Covid-19 restrictions were lifted.



Curriculum Charters: 2021-2022 School Year

Description	Month												Total
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
Rural School Local & Surrounding Area	6	0	1	4	8	6	1	0	6	46	0	0	78
Moose Jaw Local & Surrounding Area	66	94	105	58	63	57	157	27	104	119	0	0	850
Rural School to Moose Jaw	2	0	0	1	0	0	6	22	1	12	0	0	44
Rural School to Other Rural School	4	5	6	5	2	4	8	6	10	31	0	0	81
To Points Outside PSS	1	2	3	1	2	5	10	3	12	35	0	0	74
Total	79	101	115	69	75	72	182	58	133	243	0	0	1127

Sports Charters: 2021-2022 School Year

Description	Month												Total
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
Rural School Local & Surrounding Area	0	0	0	0	0	0	0	0	0	0	0	0	0
Moose Jaw Local & Surrounding Area	14	11	1	4	2	3	1	0	1	26	0	0	63
Rural School to Moose Jaw	2	2	0	0	0	6	3	0	21	10	0	0	44
Rural School to Other Rural School	7	7	1	0	0	3	1	1	0	13	0	0	33
To Points Outside PSS	9	8	4	2	0	0	7	1	1	2	0	0	34
Total	32	28	6	6	2	12	12	2	23	51	0	0	174

Fleet Information

The bus fleet consisted of 145 units; 106 units are used on routes. The other 39 units are spare buses replacing designated route buses for maintenance requirements and some of these buses may also be used for extra and co-curricular trips.

Year	Number of Units				
	2017-18	2018-19	2019-20	2020-21	2021-22
1998	1	1	1	1	0
1999	0	0	0	0	0
2000	0	0	0	0	0
2001	1	1	0	0	0
2002	2	1	1	1	0
2003	11	6	1	0	0
2004	1	1	1	0	0
2005	4	2	0	0	0
2006	0	0	0	0	0
2007	9	9	9	9	9
2008	19	11	9	6	6
2009	45	45	44	38	24
2010	2	2	2	1	1
2011	17	17	17	16	16
2012	0	0	0	0	0
2013	10	10	10	10	10
2014	4	4	4	4	4
2015	18	18	18	20	20
2016	6	6	6	6	0
2017	5	5	5	5	6
2018					3
2019					1
2020	0	11	11	11	11
2021	0	0	10	10	10
2022	0	0	0	14	24
Total	155	150	149	152	145

Bus Unit Capacities (Passengers)	Total Number	Wheelchair Accessible (Bus Year)
24 & Under	19	
34/35/36	28	2007, 2007
41/42/46/47/48	39	
52/53/54	39	2015, 2015,2022,2022
72	20	2007, 2022,2022
Total	145	9 Wheelchair Accessible

Other PSS Vehicles Maintained Including Trailers – 2021-22

Asset Unit #	Year	Description	Primary Location
99-02	1999	Small Bus Converted to Cargo Vessel	Moose Jaw Bus Shop
99-03	1999	Small Bus Converted to Service Vehicle	Moose Jaw Bus Shop
01-08	2001	15 passenger van	Assiniboia Bus Shop
01-09	2001	GMC Savana	Moose Jaw Bus Shop
05-03	2005	½ Ton Truck	Moose Jaw Bus Shop
05-04	2005	½ Ton Truck	Assiniboia Bus Shop
10-03	2010	Dodge Caravan	RVCI - Life Skills
11-16	2011	1 Ton Truck	Moose Jaw Bus Shop
T-01	1994	Canoe Trailer	Moose Jaw Bus Shop
T-02	1994	Canoe Trailer	Moose Jaw Bus Shop
T-04	2012	Canoe Trailer	Moose Jaw Bus Shop
T-05	2015	6 x 12 Cargo Trailer	Moose Jaw Bus Shop
T-07	2005	Canoe Trailer	Coronach School
T-09	1980	Utility Trailer	Assiniboia Composite High
T-10	2008	Canoe Trailer	Moose Jaw Bus Shop
T-12	2011	Canoe Trailer	Moose Jaw Bus Shop
T-13	2015	6 x 12 Cargo Trailer	Moose Jaw Bus Shop
T-14	2015	6 x 12 Cargo Trailer	Moose Jaw Bus Shop

We assist with the maintenance of 24 Facilities Department vehicles and those vehicles were serviced a total of 63 times in the 2021-22 school year.

Maintenance Standards

Prairie South has two bus garages: one in Moose Jaw and the other in Assiniboia. Both garages are licensed by Saskatchewan Government Insurance (SGI) as Vehicle Inspection Facilities for school buses.

SGI has a Carrier Profile System which is part of a national initiative to enhance safe-driving performance. The system collects information on the driving experience of our drivers, including traffic convictions, at-fault accidents, and on-road Commercial Vehicle Safety Alliance inspections. This information is the basis for measuring our safety performance. Our profile rating during this reporting period is satisfactory unaudited.

School buses are always required to be maintained to provincial standards and pass a formal comprehensive inspection annually. In Saskatchewan, school buses must undergo a “bumper to bumper” safety inspection every 12 months.

All school buses must be maintained to minimum acceptable equipment safety standards when operated on a public road, through the implementation of a continuous preventative maintenance program. Our maintenance program is designed to keep our buses safe and to reduce delays and limit costly repairs to a minimum.

In June of 2019 we started using Asset Planner, which is a great software tool to track all services and maintenance done to our school buses. We also have all our parts inventory added to Asset Planner which makes tracking and ordering parts efficient for our shop foreman in both of our shops.

Inspections & Maintenance	2017-18	2018-19	2019-20	2020-21	2021-22
Sgi Inspection	154	151	150	137	137
Regular Service Inspection & General Repairs	798	767	697	876	887
Total	952	918	847	1013	1024

Vehicle Accidents

Description	2017-18	2018-19	2019-20	2020-21	2021-22
Other person at fault	2	2	1	1	6
Bus struck another vehicle	3	1	2	2	3
Bus struck a fixed object	1	1	2	7	5
Animal strike	4	0	1	2	2
Unknown					1
Total	10	4	6	12	17

The total cost for damages assessed to the division was \$700. The majority of the damages did not compromise the integrity or safety of the bus, and the mechanics were able to fix them during the regular annual inspection, so no additional cost was associated with the accidents. There were no total loss bus accidents for this report.

Current & Future Initiative(s) and Administrative Considerations

- Continue holding Drivers' Committee Meetings to leverage local knowledge, identify emerging issues, promote professionalism amongst drivers and act as a forum for drivers to discuss things that are important to them.
- Review Conveyance Allowance AP (556) to respond to current shortages.
- Review Guest Rider
- Review -40 and inclement weather
- Continue to develop relationships with bus drivers, principals, and parents.
- Implement electronic student registration forms that include transportation requests.
- Streamline our charter forms.
- Continue using Asset Planner to its full potential. Look at breaking down fuel costs for the 2021-22 school year by gas, diesel, and propane.
- Try using Bus Planner to its full potential.
- Continue promoting the Parent Portal in BusPlanner.
- Recruitment of bus drivers is extremely important and continues to be an ongoing issue. We will be looking at retention and referral strategies.
- We will be doing a full review of all HR functions in every area within transportation.
- Creating our own Bus Driver's School
- Continue to do things that inform, connect with community and Celebrate Transportation. We will accomplish this through social media, participating in parades, and touch a truck event.

Recommended Motion

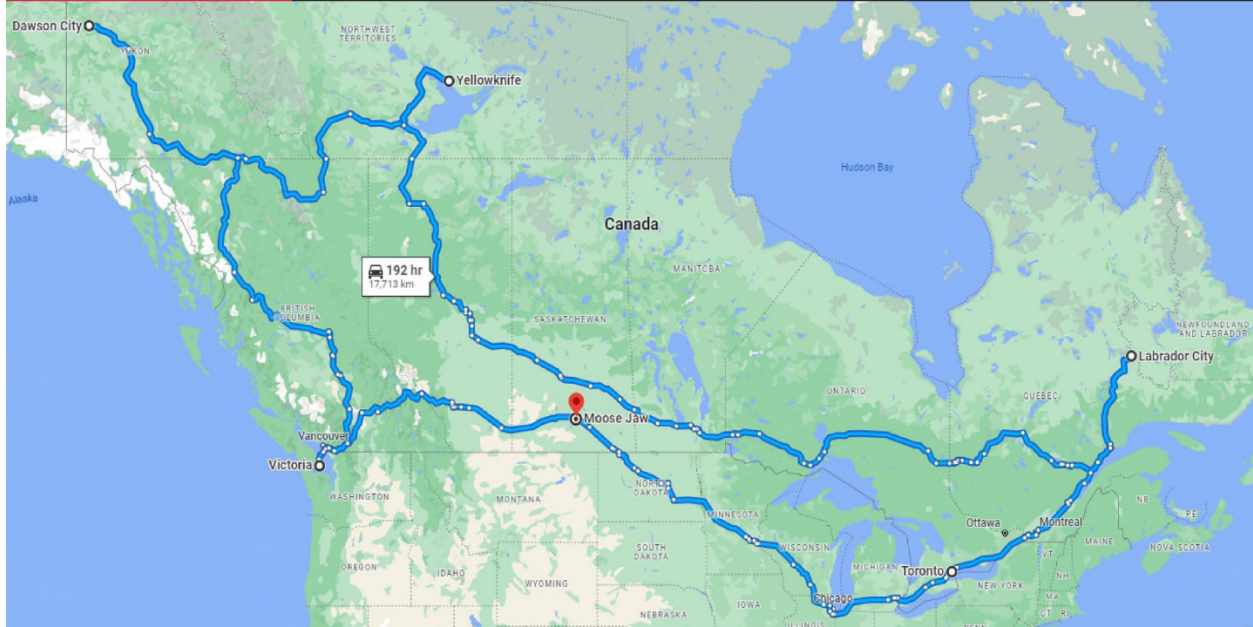
That the Board receive and file the Transportation Accountability Report.

**DID
YOU
KNOW?**

Prairie South buses travel over 18,000 km every day

Prairie
South
Schools **210**
Learning together.

That is the equivalent of driving from Moose Jaw, SK to Victoria, BC, up to Dawson City, YT, over to Yellowknife, NT, out to Labrador City, NL, down to Toronto, ON and back to Moose Jaw. Every single day. Check out the map below for a visual of the daily trip.



**107 routes
19 communities**

182 staff

**over 1000 annual
inspections**

**average ride time
=33 minutes rural**

**transport over 2500
students daily**

AGENDA ITEM

Meeting Date:	February 7, 2023	Agenda Item #:	05.2
Topic:	Board Endorsement of the Long-Term Provincial Education Plan (PEP)		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:	<p>On December 7, 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).</p> <p>The Council was pleased with the work of the PEPIT and has endorsed the priority actions and milestones. The attached package contains the full context of the provincial education plan.</p> <p>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.</p>
Current Status:	The Board must complete the attached endorsement form and notify the PEP Secretariat of the endorsement of the long-term PEP by February 17, 2023.
Pros and Cons:	
Financial Implications:	
Governance/Policy Implications:	
Legal Implications:	
Communications:	Administration will send in the endorsement form immediately following the Board Meeting.

Prepared By:	Date:	Attachments:
Ryan Boughen and Amanda Olson	January 27, 2023	1) Provincial Education Plan Working Document 2) Endorsement Form

Recommendation:

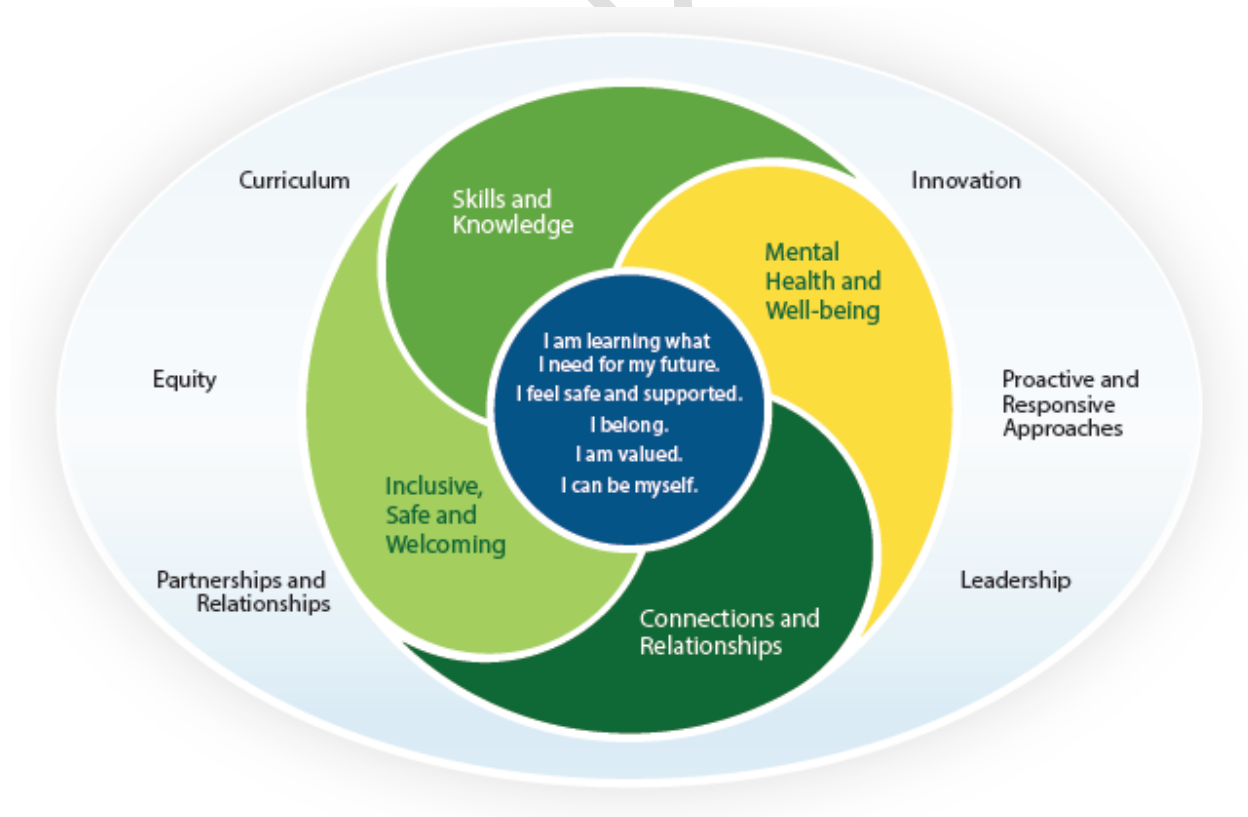
That the Board endorse the initial priority actions and milestones for the long-term provincial education plan to 2030.

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.

This priority action aligns with the following areas of focus:

- 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"> 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>. 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 	<ul style="list-style-type: none"> Work toward the five goals of <i>Inspiring Success</i>: <ol style="list-style-type: none"> First Nations and Métis languages and cultures are valued and supported. Equitable opportunities and outcomes for First Nations and Métis learners. 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. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes. 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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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.

AGENDA ITEM

Meeting Date:	February 7, 2023	Agenda Item #:	5.3
Topic:	Monthly Tender Report		
Intent:	<input checked="" type="checkbox"/> Decision	<input type="checkbox"/> Discussion	<input type="checkbox"/> Information

Background:

The Board has requested a monthly update regarding tenders awarded. AP 513 details limits where formal competitive bids are required. The procedure is as follows:

- The Board has delegated responsibility for the award of tenders to administration except where bids received for capital projects exceed budget. In this case the Board reserves the authority to accept/reject those tenders. A report of tenders awarded since the previous Board Meeting will be prepared for each regularly planned Board meeting.
- Competitive bids will be required for the purchase, lease or other acquisition of an interest in real or personal property, for the purchase of building materials, for the provision of transportation services and for other services exceeding \$75,000 and for the construction, renovation or alteration of a facility and other capital works authorized under the Education Act 1995 exceeding \$200,000.

Current Status:

This tender report covers the period from January 4, 2023 to February 1, 2023. The following competitive bids were awarded during the reporting period:

- A tender was issued for Controls Replacement at Rouleau School. The tender was awarded to Ainsworth Inc. of Regina for a cost of \$121,315 before taxes.
- A tender was issued for sidewalk repairs at Lafleche School. The tender was awarded to C+S Builders for a cost of \$19,950 before taxes.
- A tender was issued for sidewalk repairs at Peacock Collegiate. The tender was awarded to C+S Builders for a cost of \$31,200 plus taxes.
- A tender was issued for paving at Palliser Heights School. The tender was awarded to Leeville Construction for a cost of \$231,809 with a possible credit of \$60,500 depending on the condition of the sub-base.

Pros and Cons:

Financial Implications:

Gov/Policy Implications:

Legal Implications:

Communications:

Prepared By:	Date:	Attachments:
Ron Purdy	February 1, 2023	• n/a

Recommendation:

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