



North East School Division
Small School Sustainability Study

FINAL REPORT

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EXECUTIVE SUMMARY

The Board of Education and Director of Education for the North East School Division understand the challenges and issues around sustaining small schools. Given that the review process often creates negative anxiety for schools and communities, the Board of Education desired to engage in a positive approach when doing its due diligence regarding the 2018-2019 reviews of the delivery of programs and service in four of the division's small rural schools. With this Board of Education decision, the Director of Education approached the Saskatchewan Educational Leadership Unit (SELU) in April 2018 to assist the division in the development of a two-phase North East School Division Small School Sustainability Study. Under the research lead of Dr. Dawn Wallin, and with coordination support from Randy Fox, SELU consultant, in-person and conference call planning meetings were held during May and September 2018 with the Director of Education to develop the goals, outcomes, and deliverables of the study.

It was determined that Phase One of the study would include the planning and facilitation of a provincial forum hosted by the North East School Division. The provincial forum was held at the College of Education, University of Saskatchewan, on September 27, 2018. The topic of the forum was *Small School Sustainability*. Directors of Education were invited to participate in case study analysis and facilitated discussions regarding strategies, practices, and policies that currently support the sustainability of small schools. Dr. Dawn Wallin concluded the forum with a presentation of Canadian and international small school sustainability research as well as links to peer-reviewed research materials.

Phase Two of the North East School Division Small School Sustainability Study was guided by an appreciative approach to determine stakeholders' viewpoints regarding their learning communities by inviting them to share current school strengths as well as what they viewed as the preferred future state for their learning communities. The community consultation process was co-constructed with the Director of Education and the SELU researcher and consultant.

The schools involved in the study included Arborfield School, Bjorkdale School, Gronlid Central School, and Star City School. A Phase Two work plan was created and implemented. The plan included having the SELU consultant work with the Director of Education and his central office

team, the Board of Education, the principals, and the School Community Councils (SCC) affiliated with the four schools involved in the study. During the period of February and March 2019, the SCC for each of the four schools engaged in various processes with the SELU consultant to determine the “*Strengths*” of the school in their communities, as well as the “*Preferred Future State*” for their schools.

The findings from the SCC and public community consultations report a consistent theme that all stakeholders wanted to see their local school continue to operate with the same grade configurations that currently exist. Community members were also supportive of developing a Project Based Learning Model or Personalized Learning Model that would enable students to enroll in a wide variety of subjects while attending a small school that would not otherwise be possible. It was their opinion that these innovative learning models could support a very good school program even with limited staff.

Another key finding of the study was the identification of concerns in the four schools of how their schools appear to be perceived by the Board of Education and how their schools are generally portrayed in the local media as deficient due to low enrolments. Rather, community members, parents/caregivers, and staff are proud of the programs they offer to local students. In the future, they want to see their schools receive positive media attention related to the number of ways teachers, staff and community members support students, rather than the negative attention that is often associated with small schools.

BACKGROUND AND PROJECT DEVELOPMENT

The North East School Division is comprised of 21 learning communities. It provides pre-kindergarten to Grade 12 learning services to approximately 5000 students. The division's vision is *"education in a culture of excellence."* Known for its commitment to the delivery of quality services to students, the division regularly reviews the services provided in each school community. During the 2018-2019 school year, the Director of Education and the Board of Education focused their attention on small school sustainability in four learning communities. The issue of small school sustainability is complex. It requires open communication, consultation, collaboration with stakeholders, and innovative customized solutions given that school closures in rural communities have far-reaching implications for families and community sustainability.

With this in mind, the Board of Education, the Director, Don Rempel, with input from SELU representatives, determined the following goals for the North East School Division Small School Sustainability Study:

- To move from a historic view of deficit thinking around school closure towards an appreciative approach on issues of small school sustainability;
- To co-create and confirm understanding around common factors that support sustainable rural schools; and
- To facilitate Board support for small schools within contextually responsive pre-determined criteria that empower communities to make informed decisions related to grade configurations, transportation, etc.

The outcomes for the Small School Sustainability Study were:

- To organize a provincial forum to facilitate a discussion with other Directors of Educations or designates on the topic of small school sustainability;
- To gather and share current educational research on the topic of small school sustainability with other school divisions;

- To develop a framework for developing criteria that inform appropriate and sustainable staffing and funding levels for small schools;
- To co-construct a consultation process with four school communities that engages the Board, School Community Councils (SCCs), and parents/caregivers in informed and constructive decision making regarding the future of these small schools; and
- To share findings from this project with other rural divisions who are facing small school sustainability challenges.

The purpose of this report is to outline the various components of the Small School Sustainability Study and the findings from the learning community consultations.

PHASE ONE: PROVINCIAL FORUM ON SMALL SCHOOL SUSTAINABILITY

The Provincial Forum on Small School Sustainability, hosted by the North East School Division, took place on September 27, 2019, at the College of Education, University of Saskatchewan. Nine rural school divisions were represented at the forum focused on small school sustainability. Provincial Directors of Education were invited to participate in case study analysis and facilitated discussions regarding strategies, practices, and policies that currently support the sustainability of small schools.

The outcomes for the Forum were identified as follows:

- To have collegial conversations that are appreciative and realistic in nature;
- To create understandings around common factors (strategies and policies) that have been effective in sustaining small schools in school divisions in Saskatchewan;
- To identify criteria that can be co-created and used as a tool when small school sustainability is studied; and
- To model processes that may be helpful for division staff when asked to facilitate a study of the sustainability of small schools.

Directors of Education and their delegates were invited to participate in case study analysis and facilitated discussions regarding strategies, practices, and policies that currently support

the sustainability of small schools. Dr. Dawn Wallin concluded the forum with a presentation of Canadian and international small school sustainability research.

A summary of group discussions that occurred at the Forum was provided to the North East School Division's Director of Education. Dr Dawn Wallin prepared a summary of rural education research articles on small school sustainability. Information regarding these research articles was also provided to participants.

Overall, the Forum was well received by participants. Participants unanimously shared an appreciation of the complexities and challenges that exist relative to sustaining small schools in Saskatchewan school divisions.

PHASE TWO: SCHOOL COMMUNITY CONSULTATION AND ENGAGEMENTS

Prior to engaging in discussions with the individual school learning communities, the SELU consultant reviewed documentation provided by the North East School Division. The documentation provided to the consultant included student enrolment, transportation of students, and school facility information individualized for each of the four small schools involved in the study:

- Arborfield School;
- Bjorkdale School;
- Star City School; and
- Gronlid Central School.

The SELU consultant also met with the Board of Education to review the goals, outcomes and planned processes for the Small School Sustainability Study on January 10, 2019. Following this meeting, the consultant facilitated a meeting of the Board of Education and the SCCs from the four schools on January 31, 2019. The meeting was held at the Star City School. At this meeting, the Board indicated its plan to support the Small School Sustainability Study as an alternative to placing schools under review for closure. The Board also indicated its plan was to

refrain from a review of any of the four small schools for at least three years. Follow-up meetings occurred with each of the SCCs in their respective communities during the months of February and March 2019. The SELU consultant met with the principals of the four schools and central office personnel regarding the Small School Sustainability Project and Project Based Learning February 13, 2019.

Parent/Caregiver/Public Stakeholder consultations, hosted by the individual SCCs occurred on the following dates:

- Arborfield School, February 28, 2019
- Star City School, March 19, 2019
- Gronlid Central School, March 20, 2019
- Bjorkdale School, March 26, 2019

The Board of Education will meet with each SCC on the following dates:

- Arborfield School, May 6, 4 pm
- Bjorkdale School, May 6, 7 pm
- Star City School, May 7, 4 pm
- Gronlid School, May 7, 7 pm

The final report on the study is to be presented to the Board of Education by SELU consultant Randy Fox, at the Board's regular meeting of May 28, 2019.

SCHOOL FINDINGS

ARBORFIELD SCHOOL FINDINGS

Arborfield School is a K-12 school in the North East School Division. The school enrolment as of September 2018, was 82 students. Like other schools of its size, it faces the possibility of closure due to low enrolment. The school is supported by an active SCC and school staff, and is viewed positively by the community it serves. This support for the school is reflected in the

“Strengths” of the school, and the “Preferred Future” of the school as identified by members of the SCC, parent/caregivers, and other community members of Arborfield that can be found in Appendix A.

The SELU consultant met with the Arborfield SCC and the principal on February 11, 2019. Prior to this meeting, the principal and SCC had discussed the “Strengths” and “Preferred Future” for the school, among themselves, and with staff members. This action was a result of the agreed upon consultation process that was discussed at the meeting of the Board, the Director of Education, the SCC, and the SELU consultant at Star City School on January 31, 2019.

ARBORFIELD SCHOOL: STRENGTHS

The information that the Arborfield SCC and principal shared with the SELU consultant on February 11, identified many school strengths summarized below that are more fully described in Appendix A:

- The staff is dedicated and committed to the school and to its students.
- The principal is very positive about the school and students.
- There is a close relationship between the school and the community.
- Benefits exist because of its small size. For example, there is less stress as students know each other, and young and older students interact within the building.
- There are more leadership opportunities for students because all students must pitch in to support initiatives.
- Students have opportunities to build relationships with many others in the school, rather than feeling a distance between themselves and other students they don't know as could be the case in a large school.
- Many school sports are offered, and all students have the opportunity to participate.

At the same meeting the SCC also shared the following school strengths that were identified by the Arborfield staff:

- Due to the small numbers of students, teachers are able to provide individualized attention to students and to deliver curricula based on the strengths and needs of the individual student.
- The relatively small staff easily collaborates to solve problems or address challenges that may exist.
- With small classroom enrolments, students are able to participate in classroom discussions and feel more comfortable offering ideas or answers because they know other students well, and the teacher knows each student on a social and academic level.
- With the small enrolment, individual student needs are more easily met.
- As a small school, students and parents always feel welcome.
- Community members are invited to school events, and communication with the parents and community takes place in a number of ways; i.e. social media, newsletters, the school sign, etc. As a result of the fact that parents feel welcome, parents and SCC members put forth a great deal of effort to support the school.
- The “family feel” in the school is evident at assemblies and community-school experiences. Functions such as these allow for student leadership, and opportunities for students to be positive role models for others.

ARBORFIELD SCHOOL: PREFERRED FUTURE STATE

At the meeting of February 11, the SCC and school principal also discussed the “Preferred Future” for Arborfield School. Below is a summary of the statements provided by members of the group that are more fully developed in Appendix A:

- The Preferred Future included the school continuing to offer a K-12 program. While acknowledging a possible staff reduction this spring, group members wanted to see the staff allocation remain status quo for the three year period that was noted earlier (schools would not be placed on review for grade discontinuance or closure for at least the next three years). Of note, the SCC identified that a number of young children had not been counted in the potential school enrolment. Including these children would

mean that the enrolment in 2023 would reach about 90 students, rather than the 73 projected.

- As part of the Preferred Future, the SCC and principal discussed a Personalized and Blended Learning Model for the school. In this model, teachers would plan four to six units of study per year based on student interest and/or place/community-based resources that integrated curriculum connections. North East School Division would assist with planning and professional development for teachers. The Model would be implemented in the following stages:
 - one teacher conducting a trial project during 2018-2019;
 - full elementary grades implementation in 2019-2020;
 - high school trial in 2019-2020, and;
 - full school implementation in 2020-2021.

Within this Model, students would work through curricula at their own pace, with a choice of learning experiences that supported their attainment of learning outcomes. To its advantage, the school currently has a staff member using this model to teach grades 7, 8 and 9 math. It was suggested that collaborative planning time between small schools using this model should be arranged.

- Particular to high school, the Preferred Future optimizes learning and increases future options by reducing the number of spare periods that students can have in their timetables. Students will be limited to one online class per day. A locally developed course would be designed, offering a work experience class utilizing multiple community/locally based experiences (e.g. the bee farm, local businesses, nursing home, etc.). Within a Project Based Model for high school, there would be the possibility of combining courses that are closely connected, such as Land Based Projects, Phys. Ed. 20/30, Environment Science, Native Studies, and ELA 20/30.
- The SCC also wishes to see the development of Community Partnerships. One potential partnership that was identified was with the local nursing home. This would include

establishing a senior volunteer group to assist with a variety of learning experiences at the school including Home Economics, Drama, Literacy, etc.

- As part of the Preferred Future, the SCC also stresses the importance of parent voice. Regarding this, the SCC wishes to improve communication to families who reside on the fringe of the Arborfield School attendance area, so that they have, and are clearly aware of, the choice to register their children at Arborfield School.
- There were also a number of current strategies that the SCC would like to see continue as part of the Preferred Future. This includes updating the school signage to reflect the School's mission and vision, revamping and renovating the student lounge, and reopening the school canteen has served students but also provides leadership opportunities for students and promotes a positive school culture.

ARBORFIELD SCHOOL: SCC PARENT/PUBLIC SMALL SCHOOL SUSTAINABILITY CONSULTATION

The Arborfield SCC hosted a Parent/Public meeting the evening of February 28, 2019. The meeting was well attended, with approximately 40 parents and other community members present. The format of the meeting included a welcome and an overview of the Small School Sustainability Study in the school gymnasium (Appendix A), followed by small group meetings in various rooms in the school. The SCC and principal engaged with parents and community members in these groups to hear and record their feedback on the "Strengths" and "Preferred Future" as previously identified by the SCC and staff noted above. The feedback gathered from these small group engagements aligned with the "Strengths" and "Preferred Future" outlined earlier in the report.

Of note, the parent and community feedback on the Project Based Learning Model was positive. It was viewed as a supportive option for students, even though parents believed there was more to be learned about the Model prior to implementation. Participants suggested that a blend of traditional learning with the Project Based Model provided students with variety in learning options while supporting them to meet learning outcomes. The feeling was that Project Based Learning should be centered around each student and would encourage

independent learning. Parents understood that implementing the Model might limit the number of spares students currently have in their timetables. The school might have to reconsider limiting the number of on-line courses to one per student in order to implement this model of learning.

Regarding community involvement or engagement in the school, feedback affirmed that work experience opportunities could be available in the community, as well as opportunities for students to learn through interactions with senior citizens.

Participants in the consultation also supported the aspect of maintaining the school grade configuration as K-12. Parents identified benefits for students in a small K-12 school, such as leadership and volunteering opportunities for students, and opportunities to learn from and with younger or older students. Those attending wished to see bussing for families committed to attending Arborfield School, even if those families live on the fringes of the attendance area. They also supported the idea of keeping staffing levels at the status quo in order to effectively implement the Project Based Learning Model.

ARBORFIELD SCHOOL: CONSULTATION SUMMARY

In summary, the following themes emerged during the consultations with the Arborfield SCC, school staff, parents and community members:

- Arborfield School continue to be configured as a K-12 school.
- Project Based Learning be pursued as a model of program delivery.
- The North East School Division support collaboration among small schools to support the development of alternate models of program delivery, such as Project Based Learning.
- Arborfield School pursue unique or innovative learning opportunities for students relative to place and community.
- School signage be updated to reflect the school's mission and vision.
- The North East School Division Board of Education review policies and practices relative to bussing and attendance boundaries. The Preferred Future state includes families who

reside on the edge of the attendance boundary having the choice to attend Arborfield School.

- Staffing levels be maintained for staff to effectively implement Project Based Learning.

BJORKDALE SCHOOL FINDINGS

Bjorkdale School is a K-12 School in the North East School Division. The school enrolment as of September 2018, was 53 students. Like other schools of its size, it faces the possibility of closure due to low enrolment. The school is supported by an active SCC and school staff and is viewed positively by the community it serves. This support for the school is reflected in the “Strengths” of the school, and the “Preferred Future” of the school as identified by the School Community Council and the parents and other community members of Bjorkdale that can be found in Appendix B.

The SELU consultant of this project met with members of the SCC, and the Bjorkdale School principal, on February 12, 2019. Prior to this meeting, the principal and SCC had discussed “Strengths” and their “Preferred Future” for the school among themselves, and with staff members. This discussion was a result of the agreed upon consultation process that was discussed at the meeting of the Board, the Director of Education, the SCC and the SELU consultant at Star City on January 31, 2019.

BJORKDALE SCHOOL: STRENGTHS

The information that the Bjorkdale SCC and principal shared with the SELU consultant at the February 12 meeting of the SCC and staff identified many school strengths as outlined below that are more fully described in Appendix B:

- The school has a flexible learning environment, which allows for greater independence, accountability, and empowerment.
- This environment provides more opportunities for teachers to identify challenges and develop strengths in students.

- The small class size lends itself to a positive, family-like environment in which teachers can spend time with individual students who need assistance without negatively impacting others. Students, well known to the teachers, are held to high learning standards.
- The school building is in good structural condition.
- The SCC described the school environment as inclusive, with students feeling a sense of belonging. There is a tradition of interest in and willingness to learn about other cultures and their traditions.
- Students are seen and heard, feel safe taking risks, and are able to develop a sense of self and gain confidence.
- There are a low number of behavior problems and problems are easily dealt with within this school.
- There is consistent staffing and as a result, staff members know the students well.
- Students have leadership opportunities, as older students become role models for younger ones, and there is an interaction between all grade levels.
- There is a wide and varied extracurricular program for students, with additional team sports offered through school co-ops, and through community organizations.
- There is a strong sense of community in the school. Parents and community members are involved in the school. Staff members live in the community and are involved in it. Community organizations and businesses work with the school. Students feel a sense of investment in the community as the community invests in the students. There is a tradition of school and community working together.

BJORKDALE SCHOOL: PREFERRED FUTURE STATE

At a meeting on February 12, 2019, the SCC and school principal also discussed the “Preferred Future” for Bjorkdale School. Below is a summary of the statements/comments they provided that are found in Appendix B:

- The Preferred Future has the school continuing to be configured as a K-12 school.

- Members of the SCC see value in opportunities for small schools to network and collaborate.
- Members believe in learning based on local resources and opportunities, such as learning opportunities through agriculture and/or local businesses or trades. They see the school continuing to welcome community support where such opportunities or resources now exist.
- The SCC wants to see the school offer the learning program through a Personalized Learning Model as described by the principal during this meeting. This Model would allow for a flexible learning environment conducive to learning focused on the individual student. Continuing to offer opportunities for students in extracurricular activities, and cross-grade or school-wide events are also considered important considerations in the Preferred Future.

BJORKDALE SCHOOL: SCC PARENT/PUBLIC SMALL SCHOOL SUSTAINABILITY CONSULTATION

The Bjorkdale SCC hosted a Parent/Public meeting on the evening of March 26, 2019. Approximately 20 people attended the meeting. The format of the meeting included a welcome and overview of the Small School Sustainability Study in a classroom (Appendix B), followed by small group meetings in various rooms in the school. SCC members and the principal engaged with parents and community members in these groups to hear and record their feedback on the “Strengths” and “Preferred Future” previously identified by the SCC and school staff. Those in attendance at the meeting were supportive of the aspects of school “Strengths”. They agreed that the school provides a flexible learning environment and added that the school pulls students up to the next level of learning, that it provides real-world learning, and that it prepares students for post secondary education by helping them learn time management and independence. Participants agreed with the noted benefits of small class size outlined earlier in the report. Participants also stated that they believe students in the school are very accepting of others and that this same acceptance is evident in the teachers whose approach is to see that no student feels left out or alone.

Regarding sense of community, participants added that the community and school share resources and that community members are willing to share their experiences, knowledge, and skills. As already stated, parents also feel the school provides a sense of belonging for students and that as a result, students have positive self-esteem. Parents feel students are respectful of others and that is reflected in the low number of behavioural problems. Parents had positive comments about the staff similar to those noted above but added that they believe that there exist strong, positive teacher/student relationships. Parents were in agreement with other “Strengths” of the school regarding such matters as school traditions, extra-curricular and leadership opportunities, and the viability of the school building.

Regarding the “Preferred Future” of the school, parents were once again supportive of the topics that had been identified by the SCC. Parents liked the Personalized Learning Plan Model for student learning. They believe it will better prepare students for post-secondary through the provision of real-world learning opportunities, and they appreciated the flexibility that the model provides.

Beyond the Personalized Learning Plan Model, parents commented on additional student opportunities they would like to see in the future. Parents requested more opportunities for students regarding the trades through Practical and Applied Arts classes or experiences, as well as through local people sharing skills and knowledge of their trades. Parents like the idea of agriculture-related learning experiences, and want to see learning opportunities continue to increase in the wider agriculture industry that addresses such questions around food security, local production and food processing.

Finally, the “Preferred Future” state for those in attendance included a shift in relations with the Board. Community members felt there is a need for more proactive thinking around small schools rather than reactive thinking. They also felt there is a need to repair the relationship between the Board and the Bjorkdale community. Part of this need for a shift in perspective may be attributed to the nature of school reviews that have taken place recently.

BJORKDALE SCHOOL: CONSULTATION SUMMARY

In summary, the following themes emerged during the consultations with the Bjorkdale SCC, school staff, parents and community members:

- Bjorkdale School continue to be configured as a K-12 school.
- The Personalized Learning Plan Model be pursued as a model of program delivery.
- The North East School Division support collaboration among small schools to support the development of models of program delivery, such as Personalized Learning Plans or Project Based Learning.
- Bjorkdale School pursue unique or innovative learning opportunities for students relative to place and community. This would include possibly a focus on the trades, as well as agriculture.
- Bjorkdale School continue to offer extracurricular opportunities for students, as well as opportunities for learning and leadership through cross-grade or school-wide events.
- The North East School Division Board of Education and Bjorkdale SCC seek opportunities to build a positive working relationship.

STAR CITY SCHOOL FINDINGS

Star City School is a K-12 school in the North East School Division. The school enrolment as of September 2018, was 76. Like other schools of its size, it faces the possibility of closure or grade discontinuance due to low enrolment. The school is supported by an active SCC and school staff and is viewed positively by the community it serves. This support for the school is reflected in the “Strengths” of the school, and the “Preferred Future” of the school as identified by the SCC and the parents and other community members of Star City that can be found in Appendix C.

STAR CITY SCHOOL: STRENGTHS

The information that the Star City SCC and principal shared with the SELU consultant, on February 11, 2019, identified many school strengths. Those attending this meeting were prepared to identify and discuss the Strengths of the school, as well as describe the Preferred

Future. This preparation was a result of the agreed upon consultation process that was discussed at the meeting of the Board, the Director of Education, the SCC and the SELU consultant at Star City on January 31, 2019.

Strengths identified related to key areas, such as school environment or climate, the educational benefits of the small school environment, and the relationship and support of the community.

- Regarding the school environment, a number of points were identified:
 - The SCC described the “family” atmosphere of the school and the sense of belonging students feel there.
 - Teachers know the community and the families.
 - The students know each other by name.
 - The interactions between and among students are positive.
 - The interactions between students and teachers are positive.
 - The school is described as warm, inviting and engaging.
 - Students feel safe in the school.
 - Values and life lessons receive school-wide attention; e.g. resilience, determination, focus (time management), collaboration, and respect.
 - Being configured as a K-12 school is considered an important aspect of building a sense of community in the school.
- The SCC identified strengths related to the education of students including the following:
 - Practical and Applied Arts courses such as small engines and construction, music and E-learning opportunities support life-long learning.
 - With relatively small enrolment, teachers are able to provide more one on one time to students.
 - The small staff works well together in collaboration for the benefit of students.
 - There is a flexible approach to finding credits for students and making needed accommodations.

- The Outdoor Education that is offered was noted as a strong aspect of the school program.
 - With split or combined classes, students have opportunities to work at various levels.
 - It was noted that there are many extracurricular opportunities for students. The school facility provides the space for various learning opportunities for students, such as the cooking lab, as well as space for teachers to use outside the regular classroom for a variety of lessons for students.
 - The school facility itself is in good condition and lends itself to a good school program for students.
- Relative to the support of the community, and the relationship of the school and community, the SCC identified the following:
 - There is very good community support for the school. Teachers know the families in the community, which lends itself to good communication and mutual support and respect. The parent-teacher relationship is facilitated because of this mutual support and respect.
 - The school spreads itself out into the community, just as community members are welcomed into the school. The seniors' home was given as an example of this interconnectedness.
 - There exists good parental support for hot lunches and the school milk program.
 - People in the community are available to support the school.
 - Community members and organizations are very comfortable using the school for local purposes.
 - The location of the community is considered a strength in that parents are able to work outside the home and continue to live in the community.

It should be noted that, at a later date, students were also asked to identify the strengths of their school. Their points of view are noted in Appendix C. The SELU consultant was provided with their feedback. Students identified similar points as had been described by the SCC. In particular, students stated that:

- Everyone knows each other, and it is easy to get along with others in this environment. Friendships are a key part of the school.
- Students are known as individuals, rather than a “number” or just another student.
- Students have solid class options, as well as opportunities for independent learning and work opportunities.
- There exist high expectations and a high level of accountability for student learning.
- Students feel comfortable in the school and feel that everyone “gets a chance”. They feel there is “less drama” than exists in a larger school.
- Strengths of the school include online classes, school trips, and teacher time.
- It is easy to work around the school responsibilities in order to do things outside the school, such as work part-time.
- The school offers students “room to grow”.

STAR CITY SCHOOL: PREFERRED FUTURE

At the meeting of February 11, the SCC and school principal also discussed the Preferred Future for Star City School that is detailed in Appendix C. Below is a summary of the information that SCC members provided:

- The Preferred Future included Star City School remaining configured as a K-12 school. While acknowledging that a possible staff reduction could occur this spring, SCC members wanted to see that the staff allocation remain status quo while teachers implement a model of Project Based Learning.
- The SCC felt the school should access people with special talents or training to support the school. A community survey could help identify such people.
- The SCC felt it important for the school to stay innovative, and for teachers to continue to collaborate in order to best access the strengths of teachers. Through such collaboration, teachers with appropriate skills or training could support things such as art, music, and drama. Through the integration of learning plans, such as happens with outdoor education now, students would have access to engaging learning opportunities.

- Extracurricular opportunities, such as archery, could possibly be tied to curricular outcomes.
- Support for students accessing technology, and learning new skills such as coding, were seen as important.
- As a rural community, the SCC felt it important that there be agriculture-based programming for students. This could happen through science, gardening, and building a connection to the land.
- The SCC discussed the opportunities that might exist for elite programming, such as a hockey program being offered through the use of the community arena in a school-community partnership. For older grades (7-12) the SCC suggested that optional models of delivery should be considered, such as the block system or cross-curricular opportunities through Project Based Learning.
- The SCC also saw, as part of the Preferred Future, opportunities for small schools to learn from each other and have opportunities to collaborate.
- The SCC also wished to see the values and life lessons mentioned in the Strengths section continue to receive school-wide attention (i.e. resilience, determination, focus [time management], collaboration, and respect). These should be considered by staff when planning.
- The SCC also referred specifically to one aspect of Board Policy, that being attendance boundaries. It is the SCC's vision that attendance boundaries be respected regarding bussing requests outside of the Star City attendance area.

STAR CITY SCHOOL: SCC PARENT/PUBLIC SMALL SCHOOL SUSTAINABILITY CONSULTATION

The Star City SCC hosted a Parent/Public meeting the evening of March 19, 2019.

Approximately 25 people attended. The format of the meeting included a welcome and overview of the Small School Sustainability Study (Appendix C) in the school gymnasium, followed by small group meetings in various rooms in the school. The SCC and several staff

members met with parents and community members in these groups to discuss and record feedback on the “Strengths” and “Preferred Future” as identified by the SCC and staff.

Parents and other community members offered feedback on school strengths that are further developed in Appendix C. Parents feel that the lower number of students mean fewer cliques, and fewer students feeling excluded. They feel each student can be an individual without being judged as they perceive happens to students in a larger school. They also feel staff can solve problems quickly, and get student supports or interventions in place faster. More individual one-on-one time is available from teachers for students. Because teachers know the students well, concerns related to student learning or achievement are addressed quickly. Parents and others feel that it is beneficial for a student to have the same teacher for a number of years because the teacher comes to know each student and his/her learning strengths and challenges.

Those in attendance at the meeting believe that students are exposed to a variety of opportunities through the school that promotes their interests beyond the school. They feel that student grades improve when students move to a smaller school from a large one because of the greater attention students are able to receive from teachers.

Relative to the school-community relations, parents and others feel that the community has many seniors who would be willing to come into the school to support learning, such as reading with students. They also feel that community members have skills, such as cooking or embroidery, that could be utilized in school.

Concerning the “Preferred Future”, much of the feedback mirrored that of the SCC and staff that is found in Appendix C. Parents and other stakeholders feel the school is doing a good job educating the children in the community, and they wish to see the school continue. They like the idea of using creative approaches to programming. They support the idea of tying learning to agriculture through such initiatives as visits to the College of Agriculture at the University of Saskatchewan, using land-based learning, and planting a school garden. They would like to see outdoor learning spaces created for students. They also suggest polling former students who have gone on to post secondary to find out what helped them succeed, and how prepared

students felt they were for post secondary education. Community members suggested they would like to see a second language offered in the school. They also felt it would be valuable to advertise the extracurricular opportunities that are available to students through team co-ops.

Those in attendance at the meeting provided feedback specific to Project-Based Learning. They felt it was similar to home-schooling models in that it could be more personalized for each student. Participants felt that Project-Based Learning could provide the hands-on learning most students enjoy and therefore would be very effective. Stakeholders liked the goal setting aspect of the learning, and the learning that could be achieved with the support of community people or others outside the community. They felt Project-Based Learning could be as effective as land-based learning for students, and that it could become something for which Star City School would be known, and draw potential students to the school looking for the opportunity for Project-Based Learning.

In the gymnasium following the small group discussions, participants raised several questions regarding Project-Based Learning. What grade levels would be involved? How do we get every student on board for the project? What is the plan for implementation? Would it be implemented next fall? The principal addressed these questions as was best possible at this time, although many specific decisions remain to be made.

There were a number of other comments offered at the Parent/Public meeting. One comment was that Melfort Comprehensive offers classes that Star City does not (such as cosmetology) regardless of Project-Based Learning. The question was asked, could students take a class such as cosmetology in Melfort, and take their remaining courses at Star City School? Another comment had to do with the team co-ops and decisions regarding what school to attend. For instance, one individual raised the point that if her daughter is already going to morning practice for a school sport in Tisdale or Melfort, should she have that daughter attend that school rather than Star City School?

STAR CITY SCHOOL: CONSULTATION SUMMARY

In summary, the following themes emerged during the consultations with the Star City SCC, school staff, students, parents, and community members:

- Star City School continue to be configured as a K-12 school.
- Project Based Learning be pursued as a model of program delivery.
- The North East School Division support collaboration among small schools to support the development of models of program delivery, such as Project-Based Learning. Star City School pursue unique or innovative learning opportunities for students relative to place and community including agriculture-related and outdoor education.
- Teachers continue to support values and life lessons regarding aspects identified such as respect, focus, resilience, determination, and collaboration.
- The North East School Division Board of Education review policies and practices regarding bussing and attendance boundaries. The Preferred Future state advocates for improved communication such that the opportunity and benefits of attending Star City School are made clear to families before they choose a school.
- Staffing levels be maintained for staff to effectively implement Project Based Learning.

GRONLID CENTRAL SCHOOL FINDINGS

Gronlid Central School is a K-8 school in the North East School Division. The school enrolment as of September 2018, was 35 students. Like other schools of its size, it faces the possibility of closure due to low enrolment. The school is supported by an active SCC and school staff, and is viewed positively by the community it serves. This support for the school is reflected in the “Strengths” of the school, and the “Preferred Future” of the school as identified by the SCC and the parents and other community members of Gronlid that can be found in Appendix D.

The SELU consultant of this project met with the Gronlid Central School SCC, and the principal, on February 12, 2019. Prior to this meeting, the principal and SCC had discussed “Strengths” and the “Preferred Future” for the school, among themselves, and with staff members. This action was a result of the agreed upon consultation process that was discussed at the meeting

of the Board, the Director of Education, the SCC and the SELU consultant at Star City on January 31, 2019.

Much of what came out of the discussion at the February 12 meeting and following the meeting at the Parent/Parent Consultation meeting, was based on the recent history of Gronlid School's recent grade discontinuance (moving from K-12 to K-8). As is noted, many school strengths were identified. The Future Preferred State tended to focus on Board Policy and practice, and the effect of these policies and practice on the school.

GRONLID SCHOOL: STRENGTHS

The information the Gronlid Central School SCC and principal shared with the SELU consultant fell into a number of categories: Learning and Success; Culture and Atmosphere, and; Other Strengths and Benefits.

The first category was Learning and Success. Within this category, SCC members listed the following strengths:

- Teachers acknowledge student learning and styles and teach to them.
- Land-based learning is a school strength; it includes cross-curricular planning and assessment.
- Social skills are taught explicitly, and instruction includes social issues.
- The North East School Division model of *Feed All Four* is evident in the school. Research indicates that supporting the body, mind, spirit, and emotions of an individual increase a sense of well-being, connectedness, and resilience, and improves student achievement.
- Learners have the opportunity to increase independence and become self-directed in multi-grade classrooms.
- Students are exposed to more content in multi-grade classrooms.
- The school program includes daily physical activity.
- Teachers use rotational teaching methods to see that each student receives individualized help.
- Students value their learning and engage in their learning.

- Enthusiastic teachers are willing to adapt to changes and use various resources and instructional strategies (woodshop, small motors, land-based learning, triple grades).
- Staff use data to demonstrate achievement.

The second category identified was Culture and Atmosphere. The following strengths were listed in this category:

- Family-based atmosphere.
- Increased student responsibility, sense of belonging and accountability.
- Student needs are taken care of with such things as breakfast and snack programs supported by the community.
- Staff see the needs of students and then meet them.
- There is a desire to have the school and community involved in events (e.g. turkey supper, grad, scholarships).
- Respectful student/staff relations exist.
- Traditions are valued.
- Cross grade interactions offer social and learning opportunities.
- Division's goals as described through the *Feed All Four* model are a way of life.
- Increased First Nations and Métis ways of knowing amongst students, staff and community.
- No one is left out.

The final category was Other Strengths and Benefits not otherwise considered. This category included items, although related to the first two, that may not have been directly stated. The items suggested were as follows:

- Less exposure to negative peer pressure.
- Grounded atmosphere for learning.
- Children learn and fit in—there are no negative distractions.
- Small teacher to student ratio.

- Bussing is safe, with shorter less exhausted bus riders; less exposure to maladaptive behaviors.
- Cross “pollination”-students travel to other schools throughout the year for opportunities, and parents take their children to extracurricular activities as they wish in Melfort. It is a parent’s choice versus being forced to go to Melfort.
- Part of the tradition is that students are excited and relate to upcoming events.
- Cross grade interactions (recess, family groups, classroom).

GRONLID CENTRAL SCHOOL: PREFERRED FUTURE STATE

Regarding the Preferred Future, the SCC tended to focus on Board policies and practices. The SCC listed several “Dream” statements that are more fully described in Appendix D. These “Dream” statements are as follows:

- By June 30, 2019, North East School Division will enforce transportation policy that supports sustainability of 100% of the schools within the division.
- By June 30, 2019, North East School Division will enforce boundary policy that creates balanced catchment areas resulting in no greater than 89% and no less than 10% enrolment capacity in all schools within the division.
- The final information presented, but not listed as a Dream statement, stated that North East School Division will work with the community, teacher/staff/ and SCC to provide localized knowledge and showcase positive aspects of rural education within the division.

As evident in the document “School Sustainability Plan” (Appendix D), the SCC had given thought towards, and had a discussion among its members regarding the Dream statements. Members of the SCC feel the school has not been treated fairly in the past, and that it receives very little, if any, positive press from the school division. This leads people in the attendance area to consider other schools outside the attendance area. Participants feel the school is not well maintained. They also feel that there is little or no opportunity to have meaningful

dialogue with the Board of Education regarding their concerns. In their Preferred Future State, these concerns will have been addressed.

GRONLID CENTRAL SCHOOL: OPEN HOUSE

On March 20, 2019, the Gronlid SCC hosted an open house. Approximately forty people attended. This open house included a supper, followed by an opportunity for those in attendance to visit teachers' classrooms to learn more about Gronlid Central School and its programming. Teachers gathered feedback from parents who visited their classrooms. The SCC also took the opportunity to provide a survey for those in attendance to complete.

The feedback to the teachers was very positive and can be found in Appendix D. Comments on the rotational teacher model, land-based learning, and hands-on learning were very complimentary. Some of these comments are listed below:

- "It's obvious that you are here to really educate these children."
- "I had to come and see because I didn't understand how you were doing things. This makes so much sense."
- "You are teaching and showing kids things that are going to stick with them forever. In 20 years, they aren't going to say they remember how we learned about animals in a textbook. These experiences are creating memories."
- "This is very powerful learning."
- "It's great to connect the kids with people in their community."
- "I knew you guys did all the land-based stuff, but everything you do is awesome."
- "This is great-you can catch things as they're happening and nip it in the bud."
- "I went to a much larger school and we didn't have split grades. I didn't know what that even looked like. Now I know and I can see how it works at this school."
- "I went to a one-room school house with 30 kids, all grades in the same room. I wish I could have learned like this."
- "I would have liked school if I could have learned in this way."
- "You guys are doing amazing things here."

- “I wish my kids could stay in this school until grade 12.”
- “It’s nice to see the ‘behind the scenes’ planning that goes into this.”

The “Sustainability Questionnaire” was a relatively brief survey that the SCC asked those in attendance to complete. The survey included questions relative to demographics, learning and success, and to the Board’s support of Gronlid Central School (Practice and Policy).

The following survey findings were shared with the SELU consultant. Of the surveys distributed, 20* surveys were collected. Of these, 13 participants identified as having children enrolled in the school (all grades were represented), six as parents whose children would enroll in the future, two unsure about enrolling their children in the future, and three community members with no children attending the school (*Four of those completing the survey checked two responses).

When asked if there was anything preventing them or their children from becoming involved in the school, four answered “No”, one answered “Child Care Needs”, and four answered “Transportation Issues”.

On the topic of Gronlid Central School’s learning and success, the following responses were reported by participants when asked what they liked most about the school:

- Land-Based Learning (n=19)
- Rotational Teaching (n=13)
- Hands-On Teaching (n=19)
- Culture and Atmosphere (n=16)

On the topic of other ways the school could help support children and learning, several respondents mentioned before and after school care. Other comments offered praise for the work the staff is doing in the school and for the “excellent job of educating my children”. On the topic of practice and policy, the first question asked if the respondent felt the Board should support attendance at underutilized and/or underpopulated schools like Gronlid Central School. The response included 19 with one survey left blank. When asked how respondents identified

issues related to boundaries, bussing outside of the attendance area, positive media coverage, and concern overcrowding in other schools.

The second question asked if the respondent would be supportive of the Board making changes to policies as they apply to small rural schools in a number of areas. Those areas and responses are listed below:

- Improve options to those who want to attend Gronlid Central School (transportation) (n=20)
- Encouraging students and families to attend Gronlid Central School (n=18)
- Regular review of attendance boundaries to minimize class sizes and improve student to teacher ratio (n=12)
- Gronlid School be more of a choice school for families out of our attendance area (n=16)
- Other (n=1) "Allow the community to have input on transportation when they know the area as well."

The final survey question asked if more could be done to maintain Gronlid Central School. The responses were as follows:

- Maintenance of the building (n=12)
- Educational programming (n=2)
- Daycare Opportunities (n=11)
- Before and After School Programs (n=10)
- Increase North East School Division Board presence and involvement in rural schools (n=8)
- Other (n=4). Concerns included such things as Board accountability to a small rural school, negative treatment as a small rural school, and the need for Board support and its employees to encourage people to have their children attend Gronlid Central School.
- Three surveys had none of the choices checked.

Survey respondents were invited to provide additional comments. Nine respondents wrote comments. Several of these complimented the school on the evening, on the wonderful

experience it provides children, and described it as a viable school that supports quality education that should be supported and encouraged. Others questioned the Board's support for Gronlid Central School, again referencing the Board's accountability to Gronlid Central School and its negative portrayal of the school in the media. Several respondents described their own positive experience attending Gronlid Central School, and the successes they have had in life based on the educational experience they were provided as students in this school.

The Gronlid Central School Open House was well received by those in attendance. Overall, the support for the school is very evident. However, as the survey findings report, it is also evident that the SCC and others believe the relationship with the Board of Education, and the support of the Board for the school needs to be addressed.

GRONLID CENTRAL SCHOOL: CONSULTATION SUMMARY

In summary, the following themes emerged during the consultations with the Gronlid Central School SCC, school staff, parents and community members:

- That Gronlid Central School continue to be configured as a K-8 school.
- The North East Board of Education and Gronlid Central School SCC seek opportunities to build a positive working relationship.
- Gronlid Central School continue to offer unique learning opportunities, such as land based learning.
- The Board of Education review policies and practices relative to the transportation of students, including transportation of students from James Smith First Nation and students out of the attendance area.
- Staff levels be maintained.

SCHOOL COMMUNITY COUNCIL BOARD MEETINGS

As SCCs worked through the Small School Sustainability Study, each SCC stated that a meeting with the Board of Education would be beneficial. The request to meet with the Board was made, and the Board met with each SCC. The Arborfield and Bjorkdale meetings took place on May 6, 2019 and the Star City and Gronlid meetings took place on May 7, 2019. Each SCC hosted the meeting with the Board in its school.

The meetings presented an opportunity for the SCC to speak directly to the results of the process, namely the Strengths and Preferred Future of the school. The meetings were positive and respectful, and certainly provided a forum for good discussion between the SCC and the Board. Each SCC voiced its appreciation for the meeting, and at each meeting the Board offered its support regarding the Preferred Future.

The SCC Board meetings are summarized below.

ARBORFIELD SCHOOL

This meeting included an excellent discussion and sharing of information relative to the Strengths of the school and the Preferred Future. The Board appreciated the sharing of information, and the Board Chair asked how the Board might help with the schools plans.

The SCC and Board also discussed communication regarding the school attendance area and the process for bussing requests outside the attendance area. There was agreement that there may be a need for an additional step in the process when families request transportation for students outside the attendance area; that being an opportunity for someone representing the school to meet with the family prior to any decision.

Revised enrolment numbers based on local knowledge were reviewed.

Considering staffing, there was discussion of a “trigger” enrolment number for a conversation regarding staffing. The SCC felt that 6.5 teachers would be the minimum for a K-12 school to implement a model of blended learning/personalized learning.

Finally, the Director of Education informed the SCC that the Board follow-up report will be available in fall.

BJORKDALE SCHOOL

There was an excellent discussion and sharing of information particularly regarding plans for the Flexible Learning Model. The Board Chair asked how the Board might assist the school. The SCC felt that the opportunity for schools to collaborate while developing programming options was important. The SCC also felt that communication from the Board following Board meetings would be beneficial, and, in wishing to know the Board better, SCC members stated that having biographical information about Board members would be helpful.

Besides explaining the plans for a Flexible Learning Model, the principal shared information about other aspects being considered such as rethinking extracurricular; e.g. forming a 3 on 3 basketball league. Ideas such as this were well received by the Board. There was also discussion of place-based opportunities such as pursuing agriculture courses and work experience opportunities for students.

The Board Chair asked the SCC about the school viability process it went through (re: Small School Sustainability Study). The response from the SCC was positive regarding this process, suggesting it was much more positive than the typical school review process as it allowed for more open communication about the future.

There was some discussion of staffing with the understanding that the Flexible Learning Model was based on 5.5 teachers.

The Director concluded the meeting by informing the SCC that a follow-up report would be available from the Board in the fall.

STAR CITY SCHOOL

This meeting included an excellent discussion about the school program and challenges for staff in moving to Project/Place Based Learning. The Principal shared ideas regarding place-based learning and a community garden, indicating that such things would provide richer learning experience for students.

The Board Chair asked how the Board might help with the school's plans. One response offered was the need for the Board to recognize the hard work of teachers and the needs of students regarding the support of educational assistants and other staff. The point was made that even with Project Based Learning there are a significant number of curricula outcomes per classroom, and this adds to teacher workload.

The Board and the SCC agreed that it is necessary to look at small schools in a positive way. The SCC felt it is necessary to promote small schools so parents may wish to have their children attend the small school rather than a large school in another community. The Board reported that it is reviewing the policy on attendance boundaries.

There was discussion of the three year commitment to the school. There was also discussion of communication from the Board, with the suggestion made that perhaps journalism students could report on board activities and meetings. The development of a promotion package for the school or SCC to use was also explored.

The topic of plans for tracking outcomes in a Project/Place based learning model was discussed.

As in previous meetings, the Director informed the SCC that a response from the Board regarding the report would be available in the fall.

GRONLID CENTRAL SCHOOL

There was excellent discussion throughout the meeting on a number of topics. Regarding the Strengths and Preferred Future, the SCC saw a need for support from the Board. It felt that the Board needed to portray school in a more positive way. The SCC indicated that they have many good things happening with limited staff, and were concerned that staff reduction might have a negative impact.

The SCC identified what it felt was a root cause of the school's low enrolment, that being lower numbers of students in rural Saskatchewan. Regarding Gronlid in particular, the SCC felt that parents who may wish to send students to Gronlid do not always have the chance, or are not invited to get to know what the school has to offer. Requests for bussing of children outside the attendance area are granted without parents considering Gronlid or learning about the school and its excellent program.

There was much discussion regarding the SCC concern over staffing levels. The SCC felt that losing another teacher, as is now planned, will result in parents choosing to send children to another school. The SCC felt the current school program offerings would be in jeopardy with fewer teachers available. The Board and Director addressed staffing and the process to determine staffing levels in schools. The Board felt that the school provides an excellent school experience for students now, and believed that would continue even with a staff reduction.

The SCC suggested that the Board develop a policy to grant bussing for children outside the attendance area if the school considered is under a 30% utilization rate. The SCC felt a review of boundaries should take place every four years and would include SCC and community members in the review process. The SCC felt the policy should prohibit or restrict the bussing of students to schools outside the attendance area of schools with a low utilization rate.

The meeting also included a discussion of pick up times of students from James Smith Reserve, as well as the bussing policy at White Fox School.

The Director of Education informed the SCC that a full response from the Board regarding the report would be available in the fall.

CONCLUSION AND RECOMMENDATIONS

Based on the findings from the review of documentation provided and the community engagement processes during the North East School Division's Small School Sustainability Study, the author offers the following recommendations:

1. That the four schools that participated in the Small School Sustainability Study continue with the current grade structure for the 2019-2020 school year.
2. That the North East School Division supports the development of Project-Based Learning or Personalized Learning Model in each of the schools and facilitate the opportunity for schools to collaborate on such initiatives.
3. That the Board of Education for the North East School Division review its policies and practices regarding bussing out of attendance areas of the four schools and maintain an ongoing dialogue with the learning communities to address concerns and to maximize potential opportunities.
4. That the four School Community Councils and the North East School Division Board of Education work together to build and maintain positive relationships.
5. That the North East School Division Board of Education continue to support each of its small schools while building an understanding with these SCCs that there are budgetary constraints that the Board faces in the performance of its fiduciary duties;
6. That the North East School Division Board of Education maintains its commitment that Arborfield School, Bjorkdale School, Star City School, and Gronlid Central School not be placed under review for school closure for at least three years.

On behalf of SELU, we would like to thank the North East School Division Board of Education, its Director of Education, the SCCs of the four schools, the principal and staff members of each school, and members of each learning community for their support throughout this study. The Board is to be commended for seeking an alternative to simply placing each or any of these schools under review for closure, and instead looking for a more positive approach to the

future of each school that includes visioning for innovative program offerings and school sustainability. The SCCs, along with principals and other staff members, worked to provide valuable feedback from each of their respective communities.

APPENDIX A: ARBORFIELD SCHOOL



NESD School Sustainability Data

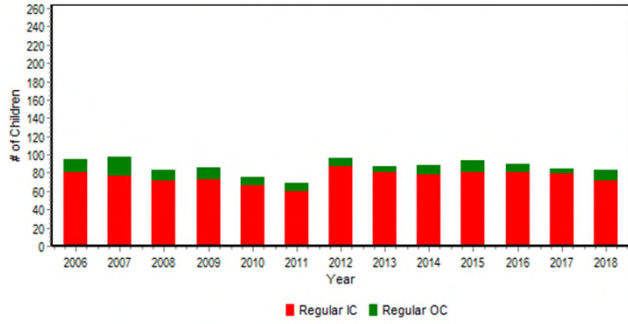
January 2019

Arborfield School

Data Sources

- NESD demographic data, calculated as of September 30th for each year
- the Provincial Birth Registry current and historic files (100% coverage)
- Canada Revenue Agency's current and historic Canada Child Benefit data bases, which was previously known as the Child Tax Benefit and Universal Child Care Benefit (98+% coverage based on Stats Canada audit).
- Census data is not used, as it is not accurate enough for these purposes. However, some Census data to identify one key variable, changes in the number of women of key ages.

Total Enrolment Patterns 2006 - 2018
Arborfield School



History – Population in Catchment

A History of the Number of Children in this Catchment

Age	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
1 to 4	27	42	37	37	45	37	42	37	37	37	47	47
5 to 8	42	37	37	32	27	37	51	43	46	38	37	37
9 to 12	53	41	41	42	45	37	32	37	32	42	42	38
13 to 16	78	68	63	58	41	48	38	37	40	37	32	42
1 to 16	200	188	178	169	158	159	163	154	155	154	148	164

History – Enrolment

Grade	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
K	3	7	2	10	5	5	6	4	4	3
1	6	2	7	3	8	5	5	9	4	8
2	7	6	1	7	3	9	5	5	11	3
3	7	6	5	1	5	4	10	5	5	11
4	5	7	6	6	2	7	3	11	7	4
5	5	6	6	9	6	3	7	3	10	6
6	6	3	6	7	10	6	4	7	3	10
7	4	6	4	9	6	11	6	3	8	3
8	8	3	7	8	8	7	12	7	3	6
9	7	6	3	10	8	8	7	13	6	5
10	8	7	8	6	11	9	8	7	11	6
11	10	8	6	10	5	12	8	7	6	12
12	10	8	8	10	10	3	12	9	7	6
1 to 6	36	30	31	33	34	34	34	40	40	42
7 to 8	12	9	11	17	14	18	18	10	11	9
9 to 12	35	29	25	36	34	32	35	36	30	29
K to 12	86	75	69	96	87	89	93	90	85	83
Total	86	75	69	96	87	89	93	90	85	83

Enrolment Projections – By Grade

Arborfield with 4 Year health Data and Local Knowledge

Grade	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
K	5	6	4	4	3	5	4	8	5	6	6	7	6	6	6
1	5	5	9	4	8	2	5	4	8	5	6	6	7	6	6
2	9	5	5	11	3	8	2	5	4	8	5	6	6	7	6
3	4	10	5	5	11	3	8	2	5	4	8	5	6	6	7
4	7	3	11	7	4	10	3	8	2	5	4	8	5	6	6
5	3	7	3	10	6	4	10	3	8	2	5	4	8	5	6
6	6	4	7	3	10	5	4	10	3	8	2	5	4	8	5
7	11	6	3	8	3	10	5	4	10	3	8	2	5	4	8
8	7	12	7	3	6	3	10	5	4	10	3	8	2	5	4
9	8	7	13	6	5	6	3	10	5	4	10	3	8	2	5
10	9	8	7	11	6	4	6	3	10	5	4	10	3	8	2
11	12	8	7	6	12	6	4	6	3	10	5	4	10	3	8
12	3	12	9	7	6	12	6	4	6	3	10	5	4	10	3
1 to 6	34	34	40	40	42	32	32	32	30	32	30	34	36	38	36
7 to 8	18	18	10	11	9	13	15	9	14	13	11	10	7	9	12
9 to 12	32	35	36	30	29	28	19	23	24	22	29	22	25	23	18
K to 12	89	93	90	85	83	78	70	72	73	73	76	73	74	76	72
Total	89	93	90	85	83	78	70	72	73	73	76	73	74	76	72

Enrolment Projection – Differences Per Grade Compared to 2018

Grade	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Total	89	93	90	85	83	78	70	72	73	73	76	73	74	76	72
Change from 2018:															
1 to 6						-10	-10	-10	-12	-10	-12	-8	-6	-4	-6
7 to 8						4	6	0	5	4	2	1	-2	0	3
9 to 12						-1	-10	-6	-5	-7	0	-7	-4	-6	-11
K to 12						-5	-13	-11	-10	-10	-7	-10	-9	-7	-11
Total						-5	-13	-11	-10	-10	-7	-10	-9	-7	-11

Facilities - Arborfield School

Grades K - 12
Built 1947 - addition in 1959, 1965 & 1982

Building Category	Total Deficiency
Envelope (roofing, windows, etc.)	\$371,185
Interiors (boot racks, ceiling tile, etc.)	\$500,846
Services – Mechanical (HVAC, etc.)	\$1,054,451
Services – Electrical (wiring, etc.)	\$619,651
Site Work, Equipment & Furnishings	\$33,800
Total	\$2,579,933

Cost per Student NESD 17 - 18 (Sorted Highest to Lowest)

School	Enrolment Sept 30, 2017 (Note 1)	Instruction Costs Per Student (Note 2)	Plant Operating Costs Per Student (Note 3)	Total Cost Per Student (Note 4)
Arborfield School	83	9,896	1,375	11,280
Star City School	81	9,395	1,172	10,763
Birkdale School	64	9,172	1,423	10,637
Carrot River High School	157	8,372	1,176	9,624
Carrot River Elementary School	88	8,396	1,068	9,480
Nipawin School	107	8,214	713	9,189
L.P. Miller Comp School	463	7,332	1,368	8,745
Nalcam School	194	7,582	1,114	8,702
White Fox School	98	7,114	908	8,662
Tisdale Middle & Secondary School	443	7,033	1,295	8,598
Hudson Bay Community School	340	7,239	1,062	8,316
Central Park School	275	7,044	1,033	8,145
Melfort Unit Comprehensive Collegiate	616	6,833	1,155	8,075
Porcupine Plain Community School	227	6,162	988	8,074
William Mason School	148	6,176	1,041	7,990
Maudie Burke School	189	7,116	674	7,823
Reynolds School	250	7,099	407	7,731
Tisdale Elementary School	163	6,761	407	7,379
Brunswick School	209	6,179	596	7,038
Star City Catholic School	23	6,951	-	6,951

Notes:

- Enrolment represents full time equivalent students (kindergarten at 0.5). Prekindergarten is excluded because the related costs are not included in instructional costs.
- Instruction includes decentralized school budgets and all staff at the school excluding all substitute costs and caretaking staff.
- Plant operating costs exclude substitute costs, minor renovations (varies too much from year to year) and amortization.
- Total costs per student includes the costs in the two previous columns plus tangible capital assets (excluding playground purchases).
- All costs are based on the information contained in the 2017-18 audited financial statements of the North East School Division.

Arborfield

- Option 1 – Modified calendar
- Option 2 – Dedicated route – Grades 9-12 to Carrot River

Arborfield – Option 1

- Bus routes remain the same
- Cross-load to 1 bus
- Offset bell time 20 minutes
- Add 20 minutes to bus stop timing
- School to school must be “express”

Distance and Time

From	To	Km	Min/Sec
Arborfield	Carrot River	25.0	17:58
Arborfield	TMSS	54.0	37:02

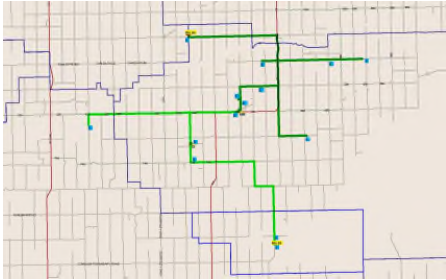
Current Bell Times

School	First Bell	Dismissal
Arborfield	8:55	3:19
CRHS	8:55	3:19

Arborfield – Option 2

- K-8 attending Arborfield
- No change to bell times
- New boundary for grades 9-12
- 2 buses may be at stops
- Extension of Tisdale, Carrot River and Nipawin current routes
- Cross boundary bussing not possible
- New route in to Carrot River

Arborfield – Option 2 – To Arborfield

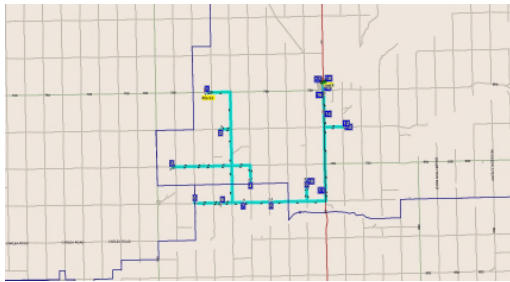


Arborfield – Option 2 – To Arborfield

Bus Stop Locations For 86-i Arborfield East Arborfield - Zenon Park Inbound			
7:44 am	START (1)	UNNAMED@SW-06-49-12-W2	2
8:01 am	STOP (2)	UNNAMED No Intersection	2
8:05 am	STOP (3)	UNNAMED @ NE-20-48-10-W2	1
8:15 am	STOP (4)	UNNAMED @ SE-25-48-12-W2	1
8:26 am	STOP (5)	SW-27-47-11-W2 (END)	2
8:36 am	STOP (6)	UNNAMED @ SE-13-48-12-W2	1
8:40 am	STOP (7)	SE-10-48-12-W2 (END)	1
8:42 am	STOP (8)	UNNAMED @ NW-02-48-12-W2	1
8:45 am	DEST (9)	Arborfield School	

Bus Stop Locations For 83-i Arborfield Southwest Arborfield - Zenon Park Inbound			
7:49 am	START (1)	UNNAMED@NW 07-46-11-W2	1
7:49 am	STOP (2)	UNNAMED @ SE-12-46-12-W2	4
8:06 am	STOP (3)	748 @ NW-07-47-12-W2	1
8:09 am	STOP (4)	ZP Post Office	11
8:27 am	STOP (5)	UNNAMED @ SE-34-47-14-W2	2
8:42 am	STOP (6)	325 @ SW-03-48-12-W2	3
8:45 am	DEST (7)	Arborfield School	

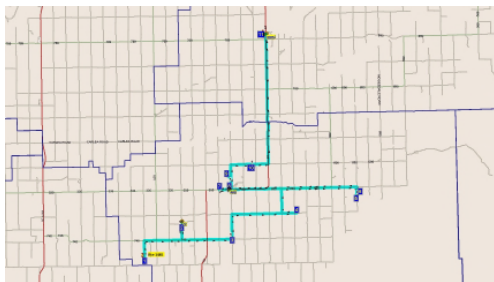
Arborfield – Option 2 – To Carrot River



Arborfield – Option 2 – To Carrot River

Bus Stop Locations For 61-i CARROT RIVER SW Carrot River Inbound			
8:08 am	STOP (5)	UNNAMED @ SW-06-49-12-W2	1
8:13 am	STOP (7)	UNNAMED @ SE-04-49-12-W2	1
8:40 am	STOP (17)	CARROT RIVER JR/SR HIGH	
8:45 am	DEST (18)	CRES BUS LOOP@CARROT RIVER ELEM	

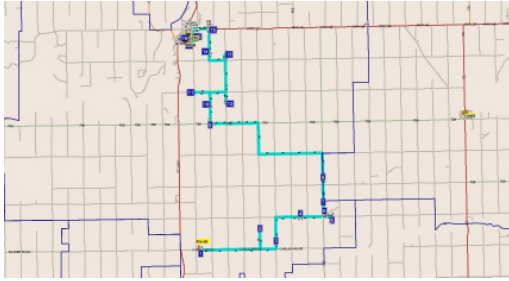
Arborfield – Option 2 – To Carrot River



Arborfield – Option 2 – To Carrot River

Bus Stop Locations For 1485-i Carrot River Inbound			
7:20 am	START (1)	UNNAMED@NW-03-47-13-W2	2
7:28 am	STOP (2)	PARK ROAD @ MAIN STREET	6
7:38 am	STOP (3)	UNNAMED @ SW-14-47-12-W2	1
7:47 am	STOP (4)	SW-27-47-11-W2 (END)	2
8:01 am	STOP (5)	SE-32-47-10-W2 (END)	1
8:01 am	STOP (6)	NW-33-47-10-W2 (END)	1
8:18 am	STOP (7)	SW-03-48-12-W2 (END)	2
8:21 am	STOP (8)	Arborfield School	7
8:26 am	STOP (9)	SE-10-48-12-W2 (END)	1
8:31 am	STOP (10)	UNNAMED @ SE-13-48-12-W2	1
8:45 am	DEST (11)	CARROT RIVER JR/SR HIGH	

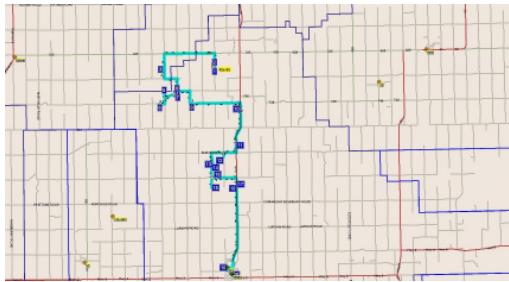
Arborfield – Option 2 – To Nipawin



Arborfield – Option 2 – To Nipawin

Bus Stop Locations For 68-4 Nipawin Aylsham Nipawin Inbound			
7:41 am	STOP (3)	UNNAMED @ SE 30-48-13-W2	1
8:37 am	STOP (16)	L. P. Miller Comprehensive School	
8:43 am	STOP (17)	Wagner Community School	59
8:55 am	DEST (18)	Central Park Elementary School	

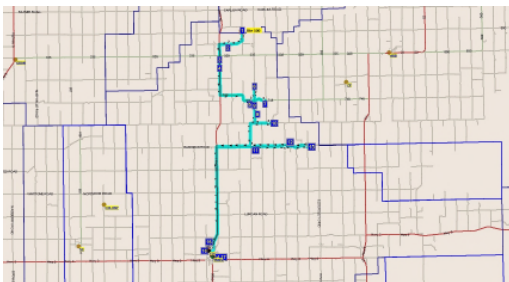
Arborfield – Option 2 – To Tisdale



Arborfield – Option 2 – To Tisdale

Bus Stop Locations For 85-4 RIDGEDALE TISDALE Tisdale Inbound			
7:42 am	STOP (2)	UNNAMED @ NW 36-47-15-W2	1
8:44 am	STOP (19)	TISDALE ELEMENTARY SCHOOL	
8:50 am	DEST (20)	Tisdale Middle & Secondary School	

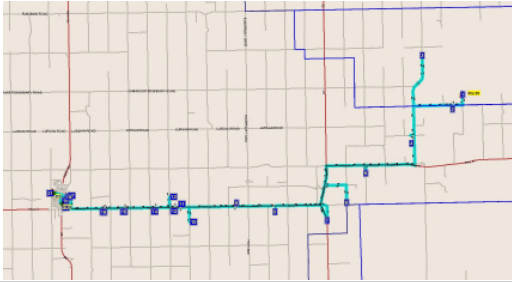
Arborfield – Option 2 – To Tisdale



Arborfield – Option 2 – To Tisdale

Bus Stop Locations For 100-4 Tisdale North Tisdale Inbound			
7:18 am	START (1)	UNNAMED@NE-10-48-14-W2	2
8:21 am	STOP (14)	Tisdale Middle & Secondary School	

Arborfield – Option 2 – To Tisdale



Arborfield – Option 2 – To Tisdale

Bus Stop Locations For 99-i Tisdale E & NE Tisdale Inbound			
7:36 am	STOP (2)	UNNAMED @ SE-32-45-11-W2	1
7:42 am	STOP (3)	UNNAMED @ SE-12-46-12-W2	1
8:37 am	STOP (20)	Tisdale Middle & Secondary School	

**ARBORFIELD SCHOOL COMMUNITY COUNCIL: SCHOOL SUSTAINABILITY
CONSULTATION MEETING**

Agenda

February 28, 2019

1. Welcome
2. Student Voices
3. Plans/Overview for this Evening
4. Break into small groups
5. Small group feedback to SCC members
6. Reconvene in Gym following small group activity
7. Reporting feedback
8. Next steps
9. Wrap up

ABORFIELD SCHOOL STRENGTHS

Date: February 28, 2019

STRENGTHS IDENTIFIED BY SCC:

1. The staff at the school is dedicated and committed. The principal is very positive;
2. There is a close relationship between the school and the community;
3. The enrolment looks steady for the next 10-15 years;
4. There are benefits to students in a small school, such as:
 - a. There is less stress as students know each other and see younger and older students in the same building;
 - b. There are more leadership opportunities for students;
 - c. Students have opportunities to make relationships with many others, rather than distancing themselves as might be the case in a larger school;
 - d. Almost all school sports are offered and all students have the opportunity to participate.

STRENGTHS IDENTIFIED BY THE STAFF:

1. Students receive more individualized attention; e.g. more feedback per student in ELA (reading) due to smaller numbers;
2. Teachers are able to deliver curriculum to each student;
3. Every student has an opportunity to give answers, participate in discussion (have voice) with small numbers. Everyone knows everyone and therefore students are more comfortable in taking risks. Teachers know students on a social and academic level;
4. Student needs are more easily met with small numbers;
5. The school has an open-door policy, so parents and students always feel welcome. Community is invited into the school for events. Parents and community are informed of upcoming events with the school sign, Facebook, newsletter, etc. SCC members and many parents put in a great deal of effort to support the school;
6. Staff collaborates to problem solve, etc.

7. The “family” feel in the school is seen at assemblies and community-school experiences. Such functions allow for leadership and role modelling opportunities.

PREFERRED FUTURE

- Arborfield School stays as a K-12 school.
- If our student numbers drop, we may see a staffing reduction. If staff is reduced, we propose:

A 3-YEAR STAFFING FREEZE:

- If we continue to see a decline in student population, Arborfield staff will remain status quo until the 3-year period has concluded.

TRIPLE GRADING:

Project-Based Learning:

- Teachers will plan 4-6 units per year based on student interest, place/community-based resources, or curriculum connections.
- The school division will assist in planning and professional development.
- Will be rolled out in stages — trial project this year (one teacher), full elementary 2019-2020, high-school trial next year 2019-2020, full school 2020-2021.

Personalized and Blended Learning (PeBL) Model (middle years)

- Students will work through the curriculum at their own pace, having choice in learning experiences.
- Currently have a staff member using this model to teach 7,8,9 Math (Ms. Warnock).
- Collaborative planning time between small schools using this model will be arranged.

High School:

- Students will be limited to 1 online class per day.
- Optimizing learning and increasing future options by reducing the number of spares students can have.
- Designing a locally developed course — offering work experience class utilizing multiple community/local based experienced (e.g. bee farm, local businesses, nursing home, etc.)

- Project-Based Model — possibility of combining courses that are closely connected. (e.g. Land-Based Project - Phys. Ed 20/30, Environmental Science, Native Studies, ELA 20/30)

COMMUNITY PARTNERSHIP

- Develop a partnership with the local nursing home. Establishing a senior volunteer group to assist with a variety of learning experiences at Arborfield School (Home Ec, Drama, Literacy, etc.)

PARENT VOICE

- Allowing families that reside on the fringe of our attendance boundary the choice to register their children at Arborfield School.

CURRENT STRATEGIES

- Updating school signage to reflect our school's mission and vision.
- Revamping and renovating the student lounge.
- Reopening our school canteen which will provide leadership opportunities for students as well as promote positive school culture.

ARBORFIELD SUSTAINABILITY PUBLIC MEETING

Date: February 28, 2019

7:00 pm called to order by Lina Ralph, introduction to Randy Fox, SCC, Mr. Thiessen

41 people in attendance, we broke off into 3 groups to discuss and gain feedback

Group 1:

- Remain K-12, do not want students split to different towns/schools
- Keep families in 1 community
- Very important to have a 3 year staffing freeze if numbers drop
- Project Based learning concern: are all credits & pre requisites met?
- Little concerned if PBL became too focused on only 1 main theme/idea
- Can flip flopping of curriculum be done? Some would prefer this option (a 5 year plan has been done before so that new teachers would know what's been taught and what needs to be taught.)
- Teachers may become overwhelmed with planning for all new projects
- Maybe a combo of flip flopping & PBL would work well
- High School – instead of limiting to only 1 online course change wording to “allow for more opportunity for some”. Some appreciate the online classes such as Pre-Calc and other interests that aren't offered in school. Instructional videos can be watched multiple times.
- Time/scheduling of spares can make a difference
- Work experience/locally developed course: would be great to get involved with the community. Might be difficult to organize or get companies involved. Liability would that be an issue? More success might be for a select few.
- PBL might provide better opportunity for those who learn better hands on
- Community Partnership- we should utilize the nursing home much more, students could go there & residents could come to the school
- The seniors love having students over to volunteer

- Parent Voice-Families on the fringe of the boundary should have the option of where they would like their children to attend.
- Busing should be supplied to those families committed to attending our school...those that have been attending for years but can't get busing to Arborfield.
- Intermurals could be brought back in to occupy students on breaks. Letting the younger kids play and develop skills and confidence as well as the older students. Maybe start with a 3 week program.

Group 2:

- Staffing freeze is a must for 3 years
- PBL could be great for triple grading or single grading allowing teachers to modify their programs for all students.
- Limiting online classes may not be a great option, fear of students not getting enough credits in order to apply for secondary education.
- Limit spares, try to encourage those students taking spares to take extra credit courses online if available.
- PBL would allow for the teachers to design projects and develop courses.
- Positives of Arborfield School: students wanting to take part in the SRC. Teachers being able to identify with students needs such as sending home left over meals on hot lunch days so those students families have an extra meal. Kids learn more conflict/resolutions with other students as it's not so easy to just walk away and ignore the problem. Major change for students coming from a larger school to Arborfield as they feel more welcome and have an easier time with learning as your classes involve lots of discussion as a whole group not just the teacher. Impressed with K-12 volunteering and helping each other out. Assembly videos are enjoyed by everyone, you get to see how the school family interacts month to month. Impressed that students are given the opportunity and ability to volunteer in setting that they would like to go into post secondary with...helping in the preschool room for those wanting to attend education.

Group 3:

- Students taking spares need to be encouraged to stay at the school and work on class work.
- Hoping with opening the canteen and lounge will allow these students the ability to volunteer and have a place to go during spare classes.
- Nursing home visits could be more often and more grades could attend to volunteer. This would allow more students the ability to see what goes on in a seniors care home and open up the opportunity for them to further their education into that area of education and work.
- Concern about teaching PBL, once explained that it can be modified for every student so no one falls behind they were more open to the idea.
- PBL and outcome learning allows students to get used to studying at their own pace and give them the success skills they will need in university or trades.
- PBL and outcome learning will encourage and build independent learners.
- Enthusiasm and success rate/perks for kids in PBL (Tisdale) gives lessons learned.
- With the possibility of limiting spares this could open up the option for Work Experience. Allows these students to gain another credit per year.
- Some worry about confidentiality with work experience.
- How would WE be organized?
- Students would really like to see the opportunity to do work experience.
- Parental support is needed both at home and within the school.
- Would in house project based work experience be a better option than students going to those businesses?

Main Large Group:

- Maybe needs to be a balance between traditional, blended and project based learning.
- K-12 benefits all students.
- Everyone agrees the community based learning is a good avenue.

- Sometimes online classes are good for those needing them for post-secondary education. Keep online to benefit those learners & hand based for others is a good blend.
- Nursing home use would benefit both students and elders.
- Project-based learning concerns are: too much stress on teachers to get kids involved in work experience, workers comp, confidentiality, bring work experience to the school instead of out

Meeting adjourned at 9:05 pm

APPENDIX B: BJORKDALE SCHOOL



NESD School Sustainability Data

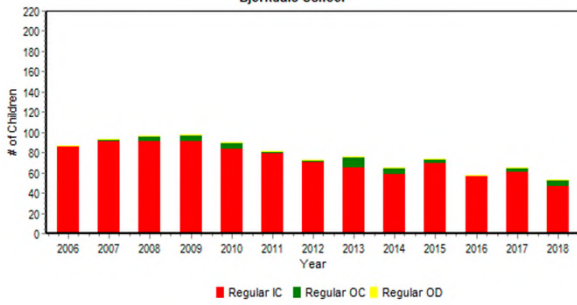
January 2019

Bjorkdale School

Data Sources

- NESD demographic data, calculated as of September 30th for each year
- the Provincial Birth Registry current and historic files (100% coverage)
- Canada Revenue Agency's current and historic Canada Child Benefit data bases, which was previously known as the Child Tax Benefit and Universal Child Care Benefit (98+% coverage based on Stats Canada audit).
- Census data is not used, as it is not accurate enough for these purposes. However, some Census data to identify one key variable, changes in the number of women of key ages.

Total Enrolment Patterns 2006 - 2018
Bjorkdale School



History – Population in Catchment

Age	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
1 to 4	20	20	10	15	10	10	10	15	15	20	20	20
5 to 9	20	20	25	25	20	15	10	15	20	20	20	15
9 to 12	25	25	25	25	20	25	20	20	15	10	15	15
13 to 16	35	35	30	20	25	25	25	25	15	15	15	20
1 to 16	100	100	90	85	75	75	65	75	65	65	70	70

History – Enrolment

Grade	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
K	7	8	3	2	5	3	10	4	4	3
1	11	3	6	3	2	5	6	9	4	4
2	5	8	4	6	4	3	6	7	9	4
3	5	7	9	5	6	4	3	4	6	8
4	7	4	5	8	6	6	4	2	5	6
5	7	6	3	5	7	4	6	4	3	4
6	13	8	6	3	5	7	4	6	5	2
7	4	11	8	6	3	4	7	4	6	5
8	7	5	12	7	8	3	3	5	5	4
9	5	7	3	12	5	6	2	2	8	5
10	9	5	8	3	12	5	6	1	3	5
11	10	8	4	9	4	12	5	5	2	2
12	7	10	10	4	9	3	12	4	5	1
1 to 6	48	36	33	30	30	29	29	32	32	28
7 to 8	11	16	20	13	11	7	10	9	11	9
9 to 12	31	30	25	28	30	26	25	12	18	13
K to 12	97	90	81	73	76	65	74	57	65	53
Total	97	90	81	73	76	65	74	57	65	53

Enrolment Projections – By Grade

Grade	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
K	3	10	4	4	3	6	5	5	3	2	3	2	3	2	3
1	5	6	9	4	4	4	6	5	5	3	2	3	2	3	2
2	3	6	7	9	4	4	4	6	5	5	3	2	3	2	3
3	4	3	4	6	8	4	4	4	6	5	5	3	2	3	2
4	6	4	2	5	6	8	4	4	4	6	5	5	3	2	3
5	4	6	4	3	4	6	8	4	4	4	6	5	5	3	2
6	7	4	6	5	2	4	6	8	4	4	4	6	5	5	3
7	4	7	4	6	5	2	4	6	8	4	4	4	6	5	5
8	3	3	5	5	4	5	2	4	6	8	4	4	4	6	5
9	6	2	2	8	5	4	5	2	4	6	8	4	4	4	6
10	5	6	1	3	5	5	4	5	2	4	6	8	4	4	4
11	12	5	5	2	2	5	5	4	5	2	4	6	8	4	4
12	3	12	4	5	1	2	5	5	4	5	2	4	6	8	4
1 to 6	29	29	32	32	28	30	32	31	28	27	25	24	20	18	15
7 to 8	7	10	9	11	9	7	6	10	14	12	8	8	10	11	10
9 to 12	26	25	12	18	13	16	19	16	15	17	20	22	22	20	18
K to 12	65	74	57	65	53	59	62	62	60	58	56	56	55	51	48
Total	65	74	57	65	53	59	62	62	60	58	56	56	55	51	48

Enrolment Projections – Differences Per Grade Compared to 2018

Grade	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Total	65	74	57	65	53	59	62	62	60	58	56	55	55	51	46
Change from 2018:															
1 to 6						2	4	3	0	-1	-3	-4	-8	-10	-13
7 to 8						-2	-3	1	5	3	-1	-1	1	2	1
9 to 12						3	6	3	2	4	7	9	9	7	5
K to 12						6	9	9	7	5	3	3	2	-2	-7
Total						6	9	9	7	5	3	3	2	-2	-7

Facilities - Bjorkdale School

Grades K - 12
Built 1959 - addition in 1964, 1975 & 1989

Building Category	Total Deficiency
Envelope (roofing, windows, etc.)	\$696,325
Interiors (ceiling tiles, lockers, flooring, etc.)	\$393,559
Services – Mechanical (fire alarm system, etc.)	\$576,729
Services – Electrical (fire alarm system, etc.)	\$86,924
Site Work, Equipment & Furnishings (casework, cabinets, etc.)	\$58,500
Total	\$1,812,037

Cost per Student NESD 17 - 18 (Sorted Highest to Lowest)

School	Enrollment Sept 30, 2017 (Note 1)	Instructional Costs Per Student (Note 2)	Plant Operation Costs (Note 3)	Total Costs Per Student (Note 4)
Grenfell School	47	10,786	1,333	12,119
Arbuckle School	81	9,836	1,275	11,111
Star City School	82	9,395	1,172	10,567
Bjorkdale School	64	9,172	1,423	10,595
Carroll River High School	157	8,273	1,176	9,449
Carroll River Elementary School	88	8,336	1,068	9,404
Walner School	157	8,334	733	9,067
L.P. Miller Camp School	482	7,232	1,558	8,790
Naticum School	194	7,582	1,114	8,696
White Fox School	88	7,534	528	8,062
Tisdale Middle & Secondary School	442	7,033	1,295	8,328
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Central Park School	275	7,044	1,031	8,075
McIntosh Comprehensive Collegiate	636	6,833	1,155	7,988
Porcupine Plain Community School	227	6,982	988	7,970
William Massey School	148	6,576	1,041	7,617
Maude Burke School	189	7,116	674	7,790
Reynolds School	220	7,099	607	7,706
Tisdale Elementary School	325	6,781	497	7,278
Brutuswick School	259	6,379	586	6,965
Star City Colony School	23	6,951		6,951

Notes:

- Enrolment represents full time equivalent students (kindergarten at 0.5). Prekindergarten is excluded because the related costs are not included in instructional costs.
- Instruction includes decentralized school budgets and all staff at the school excluding all substitute costs and caretaking staff.
- Plant operating costs exclude substitute costs, minor renovations (varies too much from year to year) and amortization.
- Total costs per student includes the costs in the two previous columns plus tangible capital assets (excluding playground purchases).
- All costs are based on the information contained in the 2017-18 audited financial statements of the North East School Division.

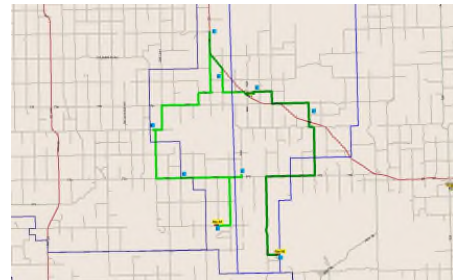
Bjorkdale

- Option 1 – Grades 9-12 to Porcupine Plain or Tisdale

Bjorkdale – Option 1

- K-8 attending Bjorkdale
- No change to bell times
- New boundary for grades 9-12
- 2 buses may be at stops
- Extension of Tisdale and Porcupine Plain current routes
- Cross boundary bussing not possible
- New route in to Porcupine Plain

Bjorkdale – Option 1 – To Bjorkdale

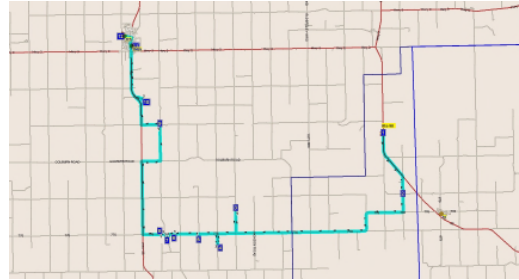


Bjorkdale – Option 1 – To Bjorkdale

Bus Stop Locations For 98-I BJ South & West Bjorkdale Inbound			
8:12 am	START (1)	NE-12-41-12- W2 (END)	1
8:33 am	STOP (2)	UNNAMED @ SW-10-43-11-W2	1
8:41 am	STOP (3)	776 @ NE-14-43-12-W2	2
8:45 am	DEST (4)	Bjorkdale School	

Bus Stop Locations For 87-I BJ South & East Bjorkdale Inbound			
7:54 am	START (1)	UNNAMED@NE-19-41-12-W2	3
8:02 am	STOP (2)	679 @ SE-16-42-13-W2	3
8:09 am	STOP (3)	773 @ NW 11-42-13-W2	2
8:18 am	STOP (4)	UNNAMED @ NE-32-42-13-W2	3
8:34 am	STOP (5)	23 @ NW 08-44-12 W2	1
8:39 am	STOP (6)	UNNAMED @ NE-20-43-12-w2	1
8:45 am	DEST (7)	Bjorkdale School	

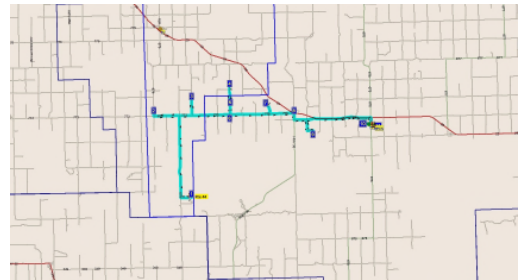
Bjorkdale – Option 1 – To Tisdale



Bjorkdale – Option 1 – To Tisdale

Bus Stop Locations For 90-I SYLVANIA TISDALE Tisdale Inbound			
7:50 am	START (1)	23 @ SE-07-44-12-W2	1
7:55 am	STOP (2)	UNNAMED @ NE-20-43-12-w2	1
8:44 am	STOP (11)	Tisdale Middle & Secondary School	
8:50 am	DEST (12)	TISDALE ELEMENTARY SCHOOL	

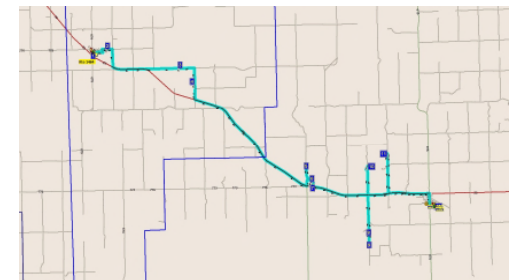
Bjorkdale – Option 1 – To Porcupine Plain



Bjorkdale – Option 1 – To Porcupine Plain

Bus Stop Locations For 44-I PORCUPINE PLAIN N Porcupine Plain Inbound			
7:39 am	START (1)	NE-12-41-12- W2 (END)	2
7:54 am	STOP (2)	679 @ SE-16-42-12-W2	1
8:00 am	STOP (3)	UNNAMED @ SE-24-42-12-W2	1
8:09 am	STOP (4)	UNNAMED @ SW-27-42-11-W2	1
8:45 am	DEST (11)	PPCS	

Bjorkdale – Option 1 – To Porcupine Plain



Bjorkdale – Option 1 – To Porcupine Plain

Bus Stop Locations For 1484-i Bjork to PP Porcupine Plain Inbound			
7:57 am	START (1)	Bjorkdale School	9
8:02 am	STOP (2)	775 @ NE-14-43-12-W2	1
8:08 am	STOP (3)	UNNAMED @ NW-09-43-11-W2	1
8:11 am	STOP (4)	UNNAMED @ SE-9-43-11-W2	1
8:22 am	STOP (5)	UNNAMED @ NE-17-42-10-W2	2
8:25 am	STOP (6)	RAILWAY AVE @ 1st Street W	3
8:26 am	STOP (7)	Lot 8 Block 1	1
8:33 am	STOP (8)	NW-36-41-10-W2	3
8:35 am	STOP (9)	UNNAMED @ SW 36-41-10-W2	1
8:40 am	STOP (10)	NW 13-42-10 W2 (END)	2
8:47 am	STOP (11)	UNNAMED @ NW-19-42-09-W2	2
8:55 am	DEST (12)	PPCS	

**BJORKDALE SCHOOL COMMUNITY COUNCIL: SCHOOL SUSTAINABILITY
CONSULTATION MEETING**

Agenda

March 26, 2019

1. Welcome
2. Student Voices
3. Plans/Overview for this Evening
4. Break into small groups
5. Small group feedback to SCC members
6. Reconvene in Gym following small group activity
7. Reporting feedback
8. Next steps
9. Wrap up

BJORKDALE SCHOOL STRENGTHS

FLEXIBLE LEARNING ENVIRONMENT

- Allows for greater independence, accountability, and empowerment
- Allows teachers more opportunities to identify struggles and develop strengths
- Pulls students up to the next level of learning
- Real-world learning
- Prepares students for university – time management, independent learning

SMALL CLASS SIZE

- Positive, family-like learning environment
- Teachers can spend additional time with students who need assistance without negatively impacting the class as a whole
- High learning standards
- Inclusive
- Students and staff are accepting

STRONG SENSE OF COMMUNITY

- Parents and community members are involved with school
- Community organizations and business work together with the school
- Shared resources
- Students feel invested in the community and the community invests in the students
- Community members are willing to share their experience, knowledge, and skills

SENSE OF BELONGING

- Students feel seen and heard
- Students feel safe taking risks
- Students are able to develop their sense of self and gain confidence
- Students have positive self-esteem

LOW NUMBER OF BEHAVIOURAL PROBLEMS

- Problems are easily dealt with

- Students are respectful

STAFF

- Consistent staffing
- Staff live in the community
- Staff are involved in the community
- Strong teacher/student relationships

BUILDING

- Good shape structurally

TRADITIONS

- Embrace traditions of the school and community
- Willing to learn about other cultures and their traditions

EXTRA-CURRICULAR

- Wide variety of activities offered not only through the school but also through community organizations
- Additional “team sports” opportunities offered through school co-ops

LEADERSHIP OPPORTUNITIES

- Interaction between all grades of students
- Older students become role models for younger students

BJORKDALE SCHOOL: PREFERRED FUTURE

1. Continue as a K-12 school.
2. Have opportunities to network and collaborate with other small schools.
3. Consider learning based on local resources/opportunities, such as learning opportunities through agriculture and/or local businesses or trades and continue to welcome community support where such opportunities or resources now exist.
4. Offer school program through a Personalized Learning Plan Model in a flexible learning environment.
5. Continue to offer opportunities for students in things such as extra curricular activities and cross grade or school wide events.

PREFERRED FUTURE COMMENTS FROM PARENT ENGAGEMENT MEETING

- Personalized Learning Plan Model in Flexible Learning Environment
 - Parents are excited about this plan
 - Parents believe it will better prepare students for post-secondary as well as real-world learning
 - Parents like the flexibility
- Board Relationships
 - Need more proactive thinking rather than reactive thinking
 - Need a new perspective regarding the school board – need to repair relationship between school board and the community
- Student Opportunities
 - Parents requested more opportunities for students regarding trades (would like to see industrial arts classes or experiences as well as local business persons sharing skills and knowledge of their trade)
 - Parents like agriculture-related experiences and would like to see that continue and increase (i.e. where does your food come from, how is it made, etc.)

APPENDIX C: STAR CITY SCHOOL



NESD School Sustainability Data

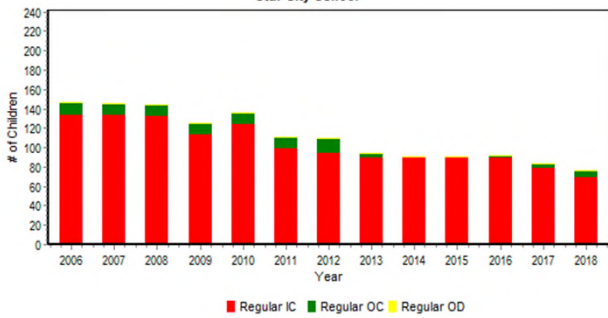
January 2019

Star City School

Data Sources

- NESD demographic data, calculated as of September 30th for each year
- the Provincial Birth Registry current and historic files (100% coverage)
- Canada Revenue Agency's current and historic Canada Child Benefit data bases, which was previously known as the Child Tax Benefit and Universal Child Care Benefit (98+% coverage based on Stats Canada audit).
- Census data is not used, as it is not accurate enough for these purposes. However, some Census data to identify one key variable, changes in the number of women of key ages.

Total Enrolment Patterns 2006 - 2018
Star City School



History – Population in Catchment

Age	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
1 to 4	32	38	38	38	33	29	28	28	38	33	39	34
5 to 8	51	47	48	48	43	43	39	34	29	34	34	29
9 to 12	59	60	59	58	61	56	51	49	38	38	34	34
13 to 16	69	60	53	58	53	60	52	48	56	48	51	48
1 to 16	211	205	198	202	190	188	170	159	161	153	158	145

History – Enrolment

Grade	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
K	6	7	1	6	2	4	1	11	4	5
1	5	9	7	2	8	2	5	1	10	3
2	12	6	8	7	1	8	4	5	1	7
3	11	14	9	8	6	1	8	4	7	1
4	11	13	13	9	7	4	2	8	4	6
5	18	11	13	14	7	7	4	2	7	6
6	13	16	9	13	14	6	7	4	2	9
7	12	14	14	10	11	14	6	7	6	2
8	8	12	9	13	9	12	15	6	7	7
9	3	7	10	9	11	8	12	15	6	8
10	10	7	9	8	8	15	9	10	11	6
11	10	8	2	5	5	5	13	7	10	8
12	6	12	7	6	5	5	5	12	8	8
1 to 6	70	69	59	53	43	28	30	24	31	32
7 to 8	20	26	23	23	20	26	21	13	13	9
9 to 12	29	34	28	28	29	33	39	44	35	30
K to 12	125	136	111	110	94	91	91	92	83	76
Total	125	136	111	110	94	91	91	92	83	76

Enrolment Projections – By Grade

Star City with 4 Year health Data and Local Knowledge

Grade	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
K	4	1	11	4	5	10	5	7	2	5	4	5	4	5	4
1	2	5	1	10	3	4	10	5	7	2	5	4	5	4	5
2	8	4	5	1	7	4	4	10	5	7	2	5	4	5	4
3	1	8	4	7	1	7	4	4	10	5	7	2	5	4	5
4	4	2	8	4	6	1	7	4	4	10	5	7	2	5	4
5	7	4	2	7	6	6	1	7	4	4	10	5	7	2	5
6	6	7	4	2	9	5	6	1	7	4	4	10	5	7	2
7	14	6	7	6	2	10	5	6	1	7	4	4	10	5	7
8	12	15	6	7	7	2	10	5	6	1	7	4	4	10	5
9	8	12	15	6	8	8	2	10	5	6	1	7	4	4	10
10	15	9	10	11	6	9	8	2	10	5	6	1	7	4	4
11	5	13	7	10	8	6	9	8	2	10	5	6	1	7	4
12	5	5	12	8	8	7	6	9	8	2	10	5	6	1	7
1 to 6	28	30	24	31	32	27	32	31	37	32	33	33	28	27	25
7 to 8	26	21	13	13	9	12	15	11	7	8	11	8	14	15	12
9 to 12	33	39	44	35	30	30	25	29	25	23	22	19	18	16	25
K to 12	91	91	92	83	76	79	77	78	71	68	70	65	64	63	66
Total	91	91	92	83	76	79	77	78	71	68	70	65	64	63	66

Enrolment Projections – Differences Per Grade Compared to 2018

Grade	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Total	91	91	92	83	76	79	77	78	71	68	70	65	64	63	66
Change from 2018:															
1 to 6						-5	0	-1	5	0	1	1	-4	-5	-7
7 to 8						3	6	2	-2	-1	2	-1	5	6	3
9 to 12						0	-5	-1	-5	-7	-8	-11	-12	-14	-5
K to 12						3	1	2	-5	-8	-6	-11	-12	-13	-10
Total						3	1	2	-5	-8	-6	-11	-12	-13	-10

Facilities – Star City School

Grades K - 12
Built 1958 - addition in 1961, 1964 & 1983

Building Category	Total Deficiency
Envelope (roof replacement, etc.)	\$789,800
Interiors (ceiling tile, flooring, etc.)	\$265,308
Services – Mechanical (HVAC, etc.)	\$988,645
Services – Electrical (fire alarm, etc.)	\$75,750
Site Work, Hazardous Material Removal, Equipment & Furnishings	\$103,666
Total	\$2,223,169

Cost per Student NESD 17 - 18 (Sorted Highest to Lowest)

School	Enrolment Sept 30, 2017 (Note 2)	Instruction Costs Per Student (Note 3)	Plant Operating Costs Per Student (Note 4)	Total Cost Per Student (Note 5)
Greenfield School	42	10,786	1,353	12,139
Arborfield School	81	9,836	1,275	11,111
Star City School	81	9,395	1,172	10,567
Berkdale School	64	9,172	1,423	10,595
Carroll River High School	159	8,271	1,176	9,447
Carroll River Elementary School	88	8,395	1,068	9,463
Wagner School	197	8,314	753	9,067
L.P. Miller Comp School	403	7,332	1,988	9,320
Naacem School	194	7,582	1,114	8,696
White Fox School	88	7,514	768	8,282
Tisdale Middle & Secondary School	443	7,033	1,295	8,328
Hudson Bay Community School	340	7,239	1,052	8,291
Central Park School	275	7,044	1,011	8,055
Melfort Unit Comprehensive Collegiate	636	6,833	1,155	7,988
Ponopapine Plain Community School	229	6,782	988	7,770
William Mabee School	148	6,576	1,041	7,617
Maudie Burke School	189	7,116	674	7,790
Reynolds School	282	7,009	607	7,616
Tisdale Elementary School	315	6,761	487	7,248
Brewards School	298	6,379	596	6,975
Star City Colony School	28	6,951		6,951

Notes:
 1. Enrolment represents full time equivalent students (kindergarten at 0.5). Prekindergarten is excluded because the related costs are not included in instructional costs.
 2. Instruction includes decentralized school budgets and all staff at the school excluding all substitute costs and caretaking staff.
 3. Plant operating costs exclude substitute costs, minor renovations (varies too much from year to year) and amortization.
 4. Total costs per student includes the costs in the two previous columns plus tangible capital assets (excluding playground purchases).
 5. All costs are based on the information contained in the 2017-18 audited financial statements of the North East School Division.

Star City

- Option 1 – Modified calendar – Grades 9-12 to Melfort or Tisdale
- Option 2 – Dedicated route – Grades 9-12 to Melfort or Tisdale

Star City – Option 1

- Bus routes remain similar (OOA)
- Cross-load buses (Melfort/Tisdale)
- Offset bell time 10 minutes
- Add 10 minutes to bus stop timing
- School to school must be "express"
- Distance and Time
- Current Bell Times

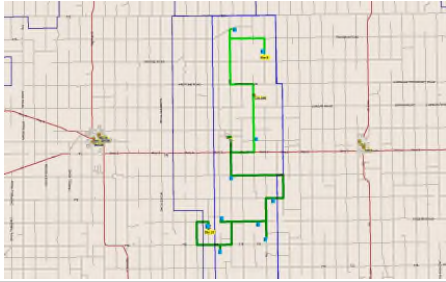
From	To	Km	Min/Sec
Star City	MUCC	23.8	19:46
	TMS	21.0	16:19

School	First Bell	Dismissal
Star City	8:45	3:25
TMS	8:55	3:19
MUCC	8:55	3:19

Star City – Option 2

- K-8 attending Star City
- New boundary for grades 9-12
- Extension of Tisdale and Melfort current routes
- New route in to Tisdale
- No change to bell times
- 2 buses may be at stops
- Cross boundary bussing not possible

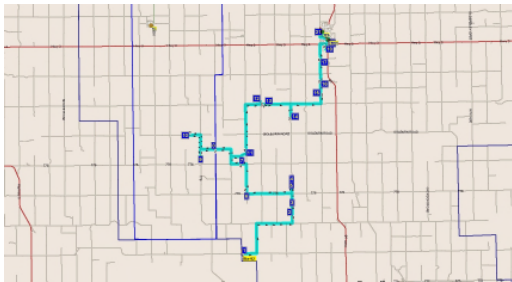
Star City – Option 2 – To SC



Star City – Option 2 – To SC

Bus Stop Locations For 274 Star City South Star City Inbound			
8:10 am	START (1)	UNNAMED@SE-34-43-17-W2	2
8:18 am	STOP (2)	UNNAMED (END)	1
8:25 am	STOP (3)	SW-01-44-17-W2 (END)	1
8:29 am	STOP (4)	UNNAMED @ SW-04-44-16-W2	1
8:33 am	STOP (5)	NE-28-43-16-W2 (END)	1
8:39 am	STOP (6)	UNNAMED @ SE-15-44-16-W2	2
8:49 am	STOP (7)	661 @ SW-30-44-16-W2	1
8:55 am	DEST (8)	Star City School	
Bus Stop Locations For 84 Star City West Star City Inbound			
8:14 am	START (1)	UNNAMED@NE-16-46-16-W2	3
8:22 am	STOP (2)	UNNAMED @ Brooksby	3
8:38 am	STOP (3)	UNNAMED @ NW-04-45-16-W2	2
8:45 am	DEST (4)	Star City School	

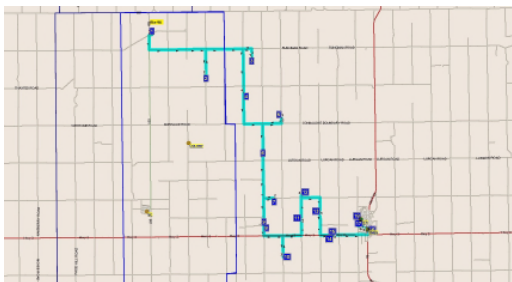
Star City – Option 2 – To Tisdale



Star City – Option 2 – To Tisdale, cont.

Bus Stop Locations For 924 TISDALE SW Tisdale Inbound			
7:59 am	STOP (9)	NE-28-43-16-W2 (END)	1
8:02 am	STOP (10)	UNNAMED @ SW-04-44-16-W2	1
8:40 am	STOP (20)	Tisdale Middle & Secondary School	

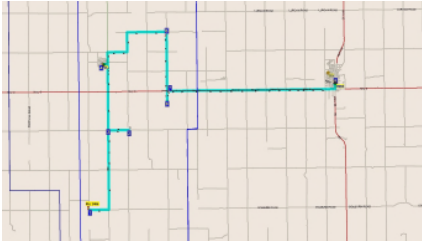
Star City – Option 2 – To Tisdale, cont.



Star City – Option 2 – To Tisdale, cont.

Bus Stop Locations For 964 VALPARASIO TISDALE Tisdale Inbound			
7:34 am	STOP (1)	Brooksby @ UNNAMED	2
7:41 am	STOP (2)	UNNAMED @ NE-16-46-16-W2	2
8:35 am	STOP (16)	Tisdale Middle & Secondary School	

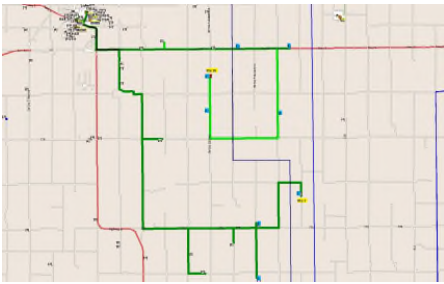
Star City – Option 2 – To Tisdale, cont.



Star City – Option 2 – To Tisdale, cont.

Bus Stop Locations For 1486 Tisdale Inbound				
8:06 am	START (1)	SW-01-44-17-W2 (END)		1
8:14 am	STOP (2)	UNNAMED @ SW-29-44-16-W2		1
8:16 am	STOP (3)	681 @ SW-30-44-16-W2		2
8:22 am	STOP (4)	Star City School		18
8:34 am	STOP (5)	NW 15-45-16-W2 (END)		2
8:40 am	STOP (6)	UNNAMED @ SW-34-44-16-W2		3
8:42 am	STOP (7)	Hwy 3 @ NE-34-44-16-W2		1
8:55 am	DEST (8)	Tisdale Middle & Secondary School		

Star City – Option 2 – To Melfort



Star City – Option 2 – To Melfort

Bus Stop Locations For 164 Melfort E and SE Melfort Inbound				
8:27 am	STOP (3)	UNNAMED @ SW-22-44-17-W2		1
8:32 am	STOP (4)	Hwy 3 @ SW-03-45-17-W2		1
8:35 am	STOP (5)	Hwy 3 @ SW 05-45-17-W2		1
8:52 am	STOP (10)	Melfort & Unit Comprehensive Colleg@DEWALK		
Bus Stop Locations For 74 Melfort SE Melfort Inbound				
7:53 am	START (1)	UNNAMED@SE-34-43-17-W2		1
8:51 am	STOP (11)	Melfort & Unit Comprehensive Colleg@DEWALK		

STAR CITY COMMUNITY COUNCIL: SCHOOL SUSTAINABILITY CONSULTATION MEETING

Agenda

March 19, 2019

1. Welcome
2. Plans/Overview for this Evening
3. Student Voices
4. Break into small groups
5. Small group feedback to SCC members
6. Reconvene in Gym following small group activity
7. Reporting feedback
8. Next steps
9. Wrap up

STAR CITY SCHOOL STRENGTHS

Date: February 11, 2019

STRENGTHS IDENTIFIED BY SCC:

1. Easy interaction among and between students and teachers
2. PAA: music, small engines, construction
3. K-12 is a strength: builds community
4. Very good community support
5. Small staff works well together: collaborate for students
6. There is a flexible approach for finding credits for students and making accommodations
7. More one on one time available
8. Split or combined classes: students have opportunities to work at all various levels
9. Teachers know community and families
10. School spreads out to community and vice versa (seniors home)
11. Facility has space to do things: cooking lab. Space to do different things outside of classroom
12. Parent-teacher relationship is easier in a small school
13. Before and after school care and outdoor education
14. Family-sense of belonging in the school
15. Positive interaction of students: know each other by name
16. Snack program, hot lunches, milk program (parental support)
17. Many extra curricular opportunities
18. Facility is warm and inviting, engaging
19. Community uses facility
20. Location of community good: allows opportunities for parents to work outside the home
21. Students (and parents) feel safe. Students are known to all in community
22. Community people are available to support the school.

23. Values and life lessons: resilience, determination, focus (time management)
collaboration, respect (school wide approach)
24. Good facility: school is in good shape
25. E Learning opportunity supports life long learning

STRENGTHS WHAT THE STUDENTS ARE SAYING:

1. Small groups are easy to get along with
2. Know everyone
3. You are known (you're not a number)
4. Independent learning/work opportunities
5. Easy to work around/do things outside of school (part time jobs)
6. Strong accountability
7. Flexibility (space to move around, sit, exist)
8. School Trips
9. Solid
10. Class options
11. Room to grow
12. Online classes
13. Comfortable
14. Teacher time
15. Friendships
16. Everyone gets a chance
17. Less drama

PREFERRED FUTURE

- Access people with special talents (trades people, etc.): survey community to determine who is available and what talent or skill they bring
- Coding opportunity
- Stay innovative
- Provide more focus on Arts and Music
- Teachers collaborate to access strengths of individual teachers; e.g drama, music
- Agriculture-based programming: science, school garden, connection to land
- Integration of plans; use of outdoor education
- Extra curricular opportunities; sports; e.g. archery: tie to curriculum outcomes
- Elite programming: is there a way to make use of the skating rink for programming?
- Values and life lessons: resilience, determination, focus (time management) collaboration, respect (school wide approach). These are strengths reflected in the school. School could consider these values and life lessons when planning.
- Older grades: explore models for delivery (e.g. Project-Based Learning, block system)
Cross curricular opportunities, scheduling of teachers
- Follow policies (attendance boundaries)
- Staff cuts: maintain staffing
- More opportunities` for schools, especially small schools, to learn from each other and collaborate

STAR CITY SCHOOL COMMUNITY COUNCIL PARENT MEETING

Date: March 19, 2019

PARENT FEEDBACK:

Strengths

- Parents appreciate the lower student numbers mean less cliques/left out people
- We can solve problems faster/get student support/ quick interventions
- More one on one time. Things don't slide
- A student can be more of an individual. Less judgement among students
- Community has many seniors. Many would be willing to come in and help (reading with students, etc.)
- Community members also have other skills (cooking/embroidery)
- Having the same teacher for several years in a row can be beneficial to a student. They don't have to start from scratch
- Students are exposed to a variety of opportunities to promote interests beyond school
- Improved grades when students come to a smaller school from a large school

Preferred Future

- School garden should be a must
- Just keep it going
- Like creative approaches
- Advertising the co-op extra curricular opportunities
- Hear from former students: what helped them in their post-secondary learning?
- Agriculture based community-tie it to our learning by visiting Agriculture department at U of S. Use farm land in our learning; e.g. Plant a garden/crop
- Create outdoor learning spaces
- Will students be prepared for post-secondary education when coming from a small school?
- Offer a second language

Feedback specific to Project Based Learning

- Kids work better hands on
- Very similar to home-schooling models
- More personal; not an assembly line style
- Very effective
- Anxious about teacher workload that comes with the planning
- Like the goal setting portion; transfers out of the school
- Like bringing in community people
- Parents feel fortunate it is here
- Online branding: draw people that way
- Like land-based learning
- What would transition from grade 9 to10 (high school) look like?
- What grade levels?
- If it is a project that the student does not like, he may hate it the entire time. How do we get every student on board for the project? Hopefully every project would provide something a student could enjoy and learn
- Melfort offers classes that we don't, regardless of what project
- What is the plan for implementing this philosophy? Will it be implemented next fall?

Other comments:

- Can a student go to another school to take a class, such as Cosmetology, but stay in Star City School?
- Driving student now to drop off for morning sports practice-student may as well attend that school

PROJECT/PLACE BASED LEARNING

RATIONALE:

- Provide meaningful project/place based programming to the students in small schools.
- Maximize finite numbers of teachers deliver to multiple grade classrooms.
- Aimed at uncovering outcomes across a wide selection of curricula.
- (cross curricular)

WHAT IS PROJECT/PLACE BASED LEARNING?

- Grouping outcomes that work well together. (i.e. PAA example)
- Students in multiple grade classrooms would complete the same themed projects, they would however still complete the outcomes from their specific grade.
- Projects will be the focus to help deliver many of the outcomes throughout the year.
- Those outcomes that do not have a good fit within any of the projects would be taught independently of the projects.

WHAT DOES PROJECT/PLACE BASED LEARNING LOOK LIKE?

- Geared more toward middle years but there are opportunities in High School and elementary.
- Students would need to work independently at times.
- Students would receive explicit instruction as needed.
- A project could take 6-8 weeks to complete.
- Students would potentially be outside of the school depending on the project.
- We could have people from the area coming into the school to share their knowledge and expertise. (dependent on project)
- Projects could be based around technology, agriculture, the arts, ...
- Multiple teachers facilitating a project.
- Students working on a project for greater portions of the day.
- Not all students are working on the same outcomes at any given time.
- Social, ELA, Art, Science together. Not separating subjects from one another.

- Real life experiences — Student Led Conferences, Christmas Program
- It could be large scale or small scale. (science experiment)

APPENDIX D: GRONLID CENTRAL SCHOOL



NESD School Sustainability Data

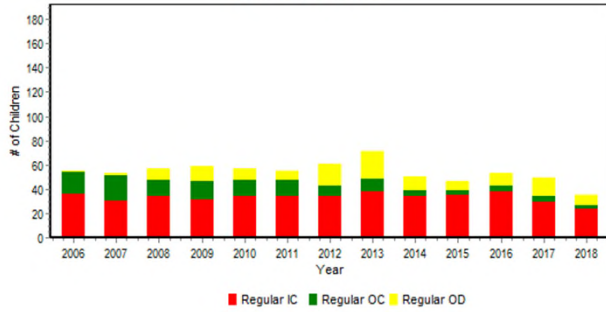
January 2019

Gronlid Central School

Data Sources

- NESD demographic data, calculated as of September 30th for each year
- the Provincial Birth Registry current and historic files (100% coverage)
- Canada Revenue Agency's current and historic Canada Child Benefit data bases, which was previously known as the Child Tax Benefit and Universal Child Care Benefit (98+% coverage based on Stats Canada audit).
- Census data is not used, as it is not accurate enough for these purposes. However, some Census data to identify one key variable, changes in the number of women of key ages.

Total Enrolment Patterns 2006 - 2018
Gronlid Central School



History – Population in Catchment

Age	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
1 to 4	10	10	10	15	15	10	10	10	10	10	15	10
5 to 8	10	10	15	15	15	15	20	15	15	15	10	15
9 to 12	15	15	10	15	10	15	20	15	15	15	15	15
13 to 16	20	25	15	15	15	10	10	10	10	10	15	15
1 to 16	55	60	50	60	55	50	60	50	50	55	55	55

History – Enrolment

Grade	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
K	6	4	3	5	9	4	8	8	4	5
1	10	7	5	6	8	8	3	8	9	3
2	4	10	8	8	6	6	7	4	7	8
3	7	4	11	5	10	5	5	7	5	6
4	4	7	4	9	10	5	4	6	5	3
5	5	3	8	3	8	6	5	5	5	2
6	9	5	3	9	5	6	6	5	5	3
7	8	8	5	7	9	2	6	6	2	3
8	6	9	8	9	6	8	2	4	7	2
1 to 3	21	21	24	19	24	19	15	19	21	17
4 to 6	18	15	15	21	23	17	15	16	15	8
1 to 8	53	53	52	56	62	46	38	45	45	30
K to 8	59	57	55	61	71	50	46	53	49	35
Total	59	57	55	61	71	50	46	53	49	35

Enrolment Projections – By Grade

Gronlid with 4 Year health Data and Local Knowledge

Grade	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
K	4	8	8	4	5	8	5	2	2	3	2	3	2	3	2
1	8	3	8	9	3	5	8	5	2	2	2	3	2	3	2
2	6	7	4	7	8	4	5	8	5	2	2	2	3	2	3
3	5	5	7	5	6	6	4	5	8	5	2	2	2	3	2
4	5	4	6	5	3	6	6	4	5	8	5	2	2	2	3
5	6	5	5	5	2	3	6	6	4	5	8	5	2	2	2
6	6	6	5	5	3	1	3	6	6	4	5	8	5	2	2
7	2	6	6	2	3	2	1	3	6	6	4	5	8	5	2
8	8	2	4	7	2	3	2	1	3	6	6	4	5	8	5
1 to 3	19	15	19	21	17	15	17	18	15	9	6	7	7	8	7
4 to 6	17	15	16	15	8	10	15	16	15	17	18	15	9	6	7
1 to 8	46	38	45	45	30	30	35	38	39	38	34	31	29	27	21
K to 8	50	46	53	49	35	38	40	40	41	40	37	33	32	29	24
Total	50	46	53	49	35	38	40	40	41	40	37	33	32	29	24

Enrolment Projections – Differences Per Grade Compared to 2018

Grade	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Total	50	46	53	49	35	38	40	40	41	40	37	33	32	29	24
Change from 2018:															
1 to 3						-2	0	1	-2	-8	-11	-10	-10	-9	-10
4 to 6						2	7	8	7	9	10	7	1	-2	-1
1 to 8						0	5	8	9	8	4	1	-1	-3	-9
K to 8						3	5	5	6	5	2	-2	-3	-6	-11
Total						3	5	5	6	5	2	-2	-3	-6	-11

Facilities - Gronlid School

Grades K - 8
Built 1959 - addition in 1963 & 1966

Building Category	Total Deficiency
Envelope (roof replacement, windows, stucco, etc.)	\$923,093
Interiors (flooring, etc.)	\$322,798
Services – Mechanical (air handler, etc.)	\$521,707
Services – Electrical (wiring, fire alarm, etc.)	\$367,502
Site Work, Equipment & Furnishings	\$166,000
Total	\$2,301,100

Cost per Student NESD 17 - 18 (Sorted Highest to Lowest)

School	Enrollment Sept 30, 2017 (Note 1)	Instruction Costs Per Student (Note 2)	Plant Operation Costs (Note 3)	Total Costs Per Student (Note 4)
Gronlid School	47	30,786	1,353	12,168
Arborfield School	83	9,836	1,275	11,280
Star City School	81	9,395	1,171	10,762
Biorokdale School	64	9,172	1,423	10,637
Carroll River High School	157	8,271	1,176	9,674
Carroll River Elementary School	88	8,396	1,068	9,480
Wagner School	107	8,314	753	9,100
L.P. Miller Comp School	463	7,326	1,358	8,745
Natsum School	104	7,583	1,114	8,702
White Fox School	88	7,514	926	8,661
Tisdale Middle & Secondary School	443	7,033	1,295	8,598
Hudson Bay Community School	340	7,239	1,052	8,336
Central Park School	275	7,044	1,031	8,147
Melfort Unit Comprehensive Collegiate	616	6,833	1,155	8,075
Pensivore Plain Community School	227	6,983	988	8,074
William Mason School	148	6,576	1,041	7,900
Maudie Burke School	189	7,116	674	7,829
Reynolds School	120	7,099	697	7,713
Tisdale Elementary School	315	6,761	497	7,379
Brunswick School	259	6,379	596	7,038
Star City Colony School	33	6,951	-	6,951

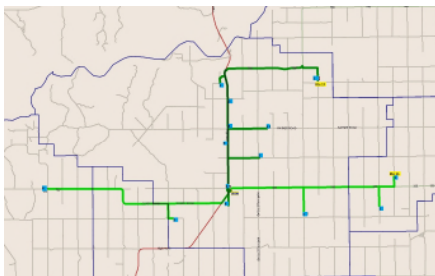
Notes:

- Enrolment represents full time equivalent students (kindergarten at 0.5). Prekindergarten is excluded because the related costs are not included in instructional costs.
- Instruction includes decentralized school budgets and all staff at the school excluding all substitute costs and caretaking staff.
- Plant operating costs exclude substitute costs, minor renovations (varies too much from year to year) and amortization.
- Total costs per student includes the costs in the two previous columns plus tangible capital assets (excluding playground purchases).
- All costs are based on the information contained in the 2017-18 audited financial statements of the North East School Division.

Gronlid

- Option 1 – Grades 7-12 to Melfort

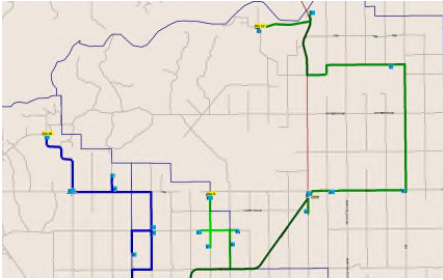
Gronlid – Option 1 – To Gronlid



Gronlid – Option 1 – To Gronlid

Bus Stop Locations For 25-1 Gronlid East Gronlid Inbound			
7:38 am	START (1)	UNNAMED @ NW-06-48-15-W2	4
7:40 am	STOP (2)	UNNAMED @ NW-25-47-16-W2	1
7:51 am	STOP (3)	681 @ SW-36-47-16-W2	1
8:17 am	STOP (4)	James Smith Stop	3
8:31 am	STOP (5)	SW-27-47-18-W2 (END)	1
8:40 am	DEST (6)	Gronlid School	
Bus Stop Locations For 17-1 Gronlid North Gronlid Inbound			
7:55 am	START (1)	UNNAMED @ SE-07-48-16-W2	3
8:07 am	STOP (2)	UNNAMED @ SE-07-48-17-W2	1
8:11 am	STOP (3)	Highway 6 @ NW-32-48-17-W2	1
8:13 am	STOP (4)	Highway 6 @ SW-29-48-17-W2	2
8:18 am	STOP (5)	RATNER ROAD @ SE-27-48-17-W2	1
8:24 am	STOP (6)	Highway 6 @ NE-18-48-17-W2	1
8:28 am	STOP (7)	UNNAMED @ SW-15-48-17-W2	1
8:34 am	STOP (8)	202 2nd Street	1
8:37 am	STOP (9)	UNNAMED @ NE-30-47-17-W2	1
8:40 am	DEST (10)	Gronlid School	

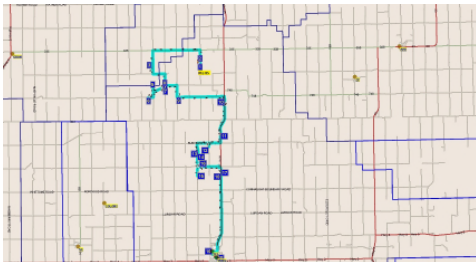
Gronlid – Option 1 – To Melfort



Gronlid – Option 1 – To Melfort

Bus Stop Locations For 184 Melfort NW Melfort Inbound			
7:52 am	STOP (2)	James Smith Stop	28
8:49 am	STOP (13)	Melfort & Unit Comprehensive Colleg@#DEWALK	
8:55 am	DEST (14)	Reynolds Central School	
Bus Stop Locations For 94 MELFORT NORTH Melfort Inbound			
8:10 am	STOP (4)	SW-22-47-18-W2 (END)	2
8:12 am	STOP (5)	UNNAMED @ SW-22-47-18-W2	2
8:52 am	STOP (14)	Melfort & Unit Comprehensive Colleg@#DEWALK	
8:55 am	DEST (15)	Reynolds Central School	
Bus Stop Locations For 134 Gronlid Melfort Inbound			
7:42 am	START (1)	UNNAMED@SE-14-49-18-W2	3
7:47 am	STOP (2)	UNNAMED (END)	1
7:57 am	STOP (3)	UNNAMED @ SW-01-49-17-W2	2
8:07 am	STOP (4)	681 @ NE 35-47-17-W2	1
8:12 am	STOP (5)	335 @ SW 04-48-17-W2	2
8:15 am	STOP (6)	Gronlid School @ 1ST ST	11
8:19 am	STOP (7)	UNNAMED @ NE-30-47-17-W2	1
8:40 am	STOP (8)	Highway 6 @ SW-18-45-18-W2	3
8:44 am	STOP (9)	CAIRNS AVE E @ Alley	22
8:49 am	STOP (10)	Melfort & Unit Comprehensive Colleg@#DEWALK	
8:55 am	DEST (11)	Reynolds Central School	

Gronlid – Option 1 – To Tisdale



Gronlid – Option 1 – To Tisdale

Bus Stop Locations For 85-I RIDGEDALE TISDALE Tisdale Inbound			
8:03 am	STOP (7)	POST OFFICE	3
8:44 am	STOP (19)	TISDALE ELEMENTARY SCHOOL	
8:50 am	DEST (20)	Tisdale Middle & Secondary School	

School Sustainability Plan

February 12, 2019
Gronlid Central School Community Council

1

Gronlid Central School Community Council Meeting Agenda

- 1) Introduction
- 2) Welcome Message from the Chairperson
- 3) Appreciative Enquiry
 - **Discovery (Strengths)** - What gives Gronlid School Life? What do we do better than everyone else? What do parents like about Gronlid School?
 - **Weaknesses and Threat** – What could improve? What do people see as our weakness? What factors create unsustainability? What obstacles do we face? What jeopardizes our sustainability?
 - **Dream** – What opportunities could build on our strengths and/or eliminate our weaknesses? What are the preferred future options for Gronlid School? (think outside the box)
 - **Design** – What strategies need to be employed to design that future?
 - **Destiny** – What actions will need to be taken to actualize that preferred future?

2

Appreciative Enquiry

STEP 1- DISCOVERY STRENGTHS


- What gives Gronlid School Life
- What do we do better than everyone else?
- What do parents like about Gronlid Central School?

3

Learning and Success

Presenter - Cassandra

- Teachers acknowledge student learning styles and teach to them
- Land Based Learning: Based on cross curricular planning and assessment
- Feed all four modal
- Explicit social skills/ social issue instruction
- Learners have opportunity to increase independence and become self-directed
- Exposure to more content in multi grade classes
- Daily physical activity
- Rotational teaching methods
- Students value their learning/engages
- Data Package (show achievement gains)
- Enthusiastic teachers willing to adapt to the changes (woodshop, small motors, land based learning, triple grades)



4

Culture & Atmosphere

Presenter - Shelly

- Family Based
- Increased Student Responsibility, sense of belonging and accountability
- Taken care of/ nurtures: breakfast, snack...
- Staff see the needs then meet them
- Desire to have school and community involved – Turkey supper, grad, scholarships
- Respectful student/staff relationships
- Traditions
- Cross grade interactions
- Feed all four model: Division goals and way of life for us
- Increased First Nations and Metis way of knowing
- No one is left out




5

SCC & Community Involvement

Presenter - Lindsay

- Focusing on community engagement and enhancing the learning
- Nutrition program
- New playground
- Archery
- Community Events – Christmas Santa, Bingo, Movie Nights
- Teacher Appreciation
- Grad Appreciation
- Grant Applications
- Pivotal in the Daycare Project
- Future State: Bring other schools to learn on the land with us (cross pollination, share our opportunities), create a forest room or land based learning room



6

Other Strengths & Benefits not otherwise considered

Presenter – Amy

- Less exposure to negative peer pressure
- Grounded atmosphere
- The only thing to do here is learn and fit in
- Small teacher to student ratio
- Bussing – Safe, shorter less exhausting bus rides, less exposure to misadventive behaviors
- Cross pollination students travel to other schools throughout the year for opportunities, and parents take their children to extra-curricular as they wish in the city (parent choice VS forced to go to Melfort)
- Tradition: Students excited and relate to upcoming events
- Cross grade interactions (recess, family groups, class)
- Increase First Nations and Metis way of Knowing
- No one is left out
- Respectful student/Staff relationships

STEP 2 - Threat, Dream, Design, Destiny

Dream - What opportunities could build on our strengths and/or eliminate our weaknesses? What are the preferred future options for Gronlid School? (think outside the box)

Threat - What could improve? What do people see as our weaknesses? What factors create unsustainability? What obstacles do we face? What jeopardizes our sustainability?

Design - What strategies need to be employed to design that future?

Destiny – What actions will need to be taken to actualize that preferred future?

Title: Transportation and Admissions Policy

Dream: By June 30, 2019, NESD will enforce transportation policy that supports sustainability in 100% of the schools within the division.

1. Problem Statement (Threat)

- 27% of students from Grades k-8 within Gronlid Boundary area have been awarded out of boundary attendance and/or transportation.
- According to the current 2019 student enrollment in Gronlid, 0% of k-8 students from out of Gronlid Boundary area have been awarded direct transportation to Gronlid School.
- As of current 2019 school enrollment, 2/35 students attending Gronlid are from out of Gronlid Boundary area and are required to transport their children to the nearest in boundary location for bussing to Gronlid.
- James Smith First Nations student population declined in Gronlid School due to wait times at the bus stop.
- Recently a family 1.5 km out of boundary area was denied bussing and was required to submit a letter and presentation to the Board of Directors. The request required signatures from neighboring land owners consenting to be in the Gronlid boundary.

2. Root Cause

- Younger siblings rely on older for childcare therefore, the division is accommodating families and awarding attendance and transportation to and from alternative school other than Gronlid due to two buses being in the same yard.
- We are not defined or "labeled" as a feeder school so current transportation and attendance policy does not apply to Gronlid Central School.
- Grade Discontinuance – Gronlid currently feeds grades 9-12 students to Melfort and Nipawin High School.
- Inconsistent responses and services - Division is taking the responsibility to accommodate needs of families going to Melfort but not the needs of families that need to stay or attend Gronlid (e.g., low socio-economic backgrounds, geographical location, educational requirements etc.). One-sided policy
- Families are recognizing permission being granted creating a "snowball effect" e.g., "My child(ren) peers have been awarded out of boundary attendance with transportation, then I should also!" or "My child is having difficulty with their teacher so I will just switch them to Melfort or Nipawin... problem solved"
- James Smith First Nations families have large wait times between Melfort bus and Gronlid bus.

3. Design

- Consistence and precise considerations made when awarding attendance and transportation; the impact of the school level loading and sustainability (overcrowding/underutilized)
- Local knowledge will be implemented in first draft of transportation (Bus routes). Bus drivers and SCC have knowledge of the area that can support efficiency.
- Increase considerations made for James Smith First Nations Families wishing to attend Gronlid Central School.
- Enforce an underutilization policy that allows out of boundary transportation to underutilized schools within a reasonable distance. (e.g., Ridgedale families allowed transportation to Gronlid without the whole community signing permission).
- Transportation planning to meet bus at James Smith First Nations bus stop within reasonable time of Melfort bus.

4. Destiny

- Board of Directors review current enrollment policy to include out of attendance area request to a school that is above 85% capacity will be denied, and the board will encourage and accommodate attendance at underutilized school.
- Board of Directors needs to review policy and practices to increase quality of choice in communities with underutilized schools, therefore attendance and transportation will be automatically awarded to the closest underutilized school within the closest proximity.
- Board of Directors will have policy that clearly states similar to White Fox in that, all schools who experience "Grade Discontinuance" be considered a feeder school and same attendance and policy apply.

Title: Boundary and Capacity Policy

Dream: By June 30, 2019, NESD will enforce boundary policy that created balanced catchment areas resulting in no greater than 89% and no less than 10% enrollment capacity in all schools within the division.

1. Problem Statement (Threat)

- In 2018 NESD requested relocatable classrooms, in order of priority, to the Ministry of Education for funding support; Brunswick School (2), Maude Burke (2), Tisdale Elementary School (2) and Central Park School (2).
- 2018/19 Enrollment Capacity for surrounding elementary schools are: Reynolds 94%; Maude Burke 93%; Brunswick 110%; Central Park 104%; Tisdale Elementary 91%.
- Under Capacity - Gronlid Central School Enrollment Capacity is at 15%; Star City (23%); Birkdale (22%); Adorfield (34%)
- Unbalanced Boundary Area – For Example: Melfort Boundary area expands out 25 km North towards Gronlid. Gronlid Boundary expands only 10 km South of Gronlid towards Melfort.
- Cost of portable to the division \$800,000 vs cost of Boundary Change

2. Root Cause

- Small catchment area (boundaries) with fewer people per square mile results in low density population in rural areas.
- Current boundaries are unbalanced creating overpopulations in urban centers and minimized population in rural centers (unbalanced catchment areas).
- Changes to boundaries are only adjusted when requested by stakeholders, whom require written consent from everyone in the community and/or land owners.
- Boundaries are not consistently reviewed and revised by the Board of Education to ensure balanced enrollment across the division.
- Urban centers with heavy loads are not reviewed on alternative cost saving options (e.g., how to adjust population) instead funds are used to increase building capacity
- Overtime rural population densities are decreasing, but rural attendance areas are also decreasing

NORTH EAST SCHOOL DIVISION SCHOOLS

Enrollment Capacity by School

School	Enrollment	Capacity	Percentage
Adorfield	100	290	34%
Birkdale	100	450	22%
Central Park	100	960	10%
Maude Burke	100	1070	9%
Reynolds	100	1060	9%
Star City	100	430	23%
Tisdale	100	1100	9%
Brunswick	100	900	11%
Gronlid	100	660	15%

Notes: * Capacity - Enrollment Capacity; ** Total Enrollment; *** Enrollment Capacity; **** Enrollment Capacity; ***** Enrollment Capacity; ***** Enrollment Capacity

<p>3. Design</p> <ul style="list-style-type: none"> Data collected on each catchment area: how many square miles in each catchment area; how many families reside in each catchment area; how many children are being transported or attending schools out of that catchment area; why are they choosing to attend a different school than the school in their catchment area; how many rural kids are being bussed into urban center; how many of those kids could be bussed closer to a rural school; etc The board will look at boundaries through a geographic lens vs status quo If a small school under capacity can go into review for viability and be consolidated why can't a large school over capacity go under review for viability and population be circulated elsewhere? Meaningful data collected once a school hits 80% capacity; classroom sized are over "x" amount of children; the ratio from students to teachers is "x"; successful and meaningful teaching is becoming difficult; data shows a decline in academic scoring; where does the children live; etc 	<p>4. Destiny</p> <ul style="list-style-type: none"> Policy changed that requires Board of Directors to make necessary changes to maintain sustainability across the division when a school is over a certain amount of capacity. Over capacity is <u>not</u> sustainable or viable as such, similar consequences to under capacity. Urban schools will not become overpopulated when there is schools in the division underpopulated. Boundaries changes with a grandfather clause allowing current students NOT to be forced to switch schools, however new families moving into the area will attend the school in their boundary area. The Board of Education, in its efforts to provide meaningful learning opportunities that reflect the Board's vision, mission and commitment for student learning, recognizes that it needs to maintain viable schools, classrooms and programs. Consequently, the Board will complete an analysis and revision of attendance area and implement change.
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Attendance Area

1. Choiceland
2. Gronlid
3. Star City
4. Mellfort
5. Nascom
6. White Fox
7. Nigawin
8. Tusdale
9. Carrot River
10. Astorfield
11. Bjorkedale
12. Porcupine Plain
13. Hudson Bay

14

15

16

Title: Stigma, Perceptions and Communication

Dream:

1) Problem Statement (Threat)

- Bad Mouting: Negative information and resources are being expressed by leaders, causing parents to feel they are acting in the best interest of their children to go elsewhere (e.g., further suggestions of grade discontinuance, transportation and out of boundary acceptance, media interviews)
- Current policy does not support open interaction and dialogue between the board, the administration, and the community.
- We are not properly represented on the board.
- Daycare was addressed as a need in the community, was accepted by the NESD, after 30 months of community fundraising and meeting with the Ministry of Education Early Childhood Branch to meet criteria, the division denied support with no reason attached and no further communication and dialogue
- Building Maintenance – Inconsistence deferred maintenance
- Deferred preventative maintenance of the smaller schools, based on unrealistic assumed costs of projects is causing an unnecessary perceived "backlog" of repairs
- Continual threat of review and school closure in the media
- Little to no relationship with the Board of Directors or Director, history of mistreatment leading to mistrust (i.e., communication and transparency)
- Community made formal request to have board attend community meeting (signed by over 50 community members) and was denied
- Board hired a facilitator instead of having direct dialogue (communication regarding project is being had with the Director but removed themselves from the SCC)

2. Root Cause

- Director of Educations and facilitators routinely express discontent of rural schools (populations, funding, facility condition, review, recommendations, etc)
- Media outlets and interviews with the Director of Education have been misleading, inaccurate and downplaying of Gronlid Central School.
- Assessments, graphs, review and information are deceptively portraying false impressions of Gronlid Central School.
- Deficit thinking vs Support
- NESD does not have a Communications Director
- Gronlid School continues to meet review criteria (low enrolment etc)
- Many students in our attending area are choosing other schools with approved transportation from the division.
- Positive elements of other schools are being shared and followed on social media outlets but never Gronlid (e.g., twitter and webpages)
- Rural schools like Gronlid have become a "choice" school.

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<p>3. Design</p> <ul style="list-style-type: none"> Increase community awareness beyond Gronlid of the positive ways of learning that happens in Gronlid. Website and social media be used by the NESD to showcase positive happenings in Gronlid Central School and other rural schools in the division. Walk the talk – Maintenance and upkeep of the building Positive collaboration with SCC (only communication is always bad communication) 	<p>4. Destiny</p> <ul style="list-style-type: none"> NESD will work with the community, teachers/staff and SCC to provide localized knowledge and showcase positive aspects of rural education within the division. Twitter, Facebook and NESD website can be used by the division to display positive elements of the rural schools (share our success stories and celebrate education in all cultures) Increase division presence and involvement in a positive manner within rural schools. Maintenance and upkeep of the building – make the building inviting Communications – Needs to be a vetted process (e.g., go through SCC or principal before going to the media) Board of Directors have a live feed of their Board Meetings
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18

School Review Revision Suggestions

As part of the regular sustainability process any school following these criteria will be also reviewed:

- A school within NESD exceeds 89% capacity utilization rate
- NESD requires portables or expansion to accommodate the increase in pupil enrolment
- NESD requires new school build
- Student to teacher ratio exceeds the current threshold
- Review threshold shall be based on numbers NOT including unoccupied grades

GRONLID CENTRAL SCHOOL OPEN HOUSE FEEDBACK

Date: March 20, 2019

This is some feedback that the teachers recorded from the stations they were leading at the open house.

ROTATIONAL TEACHING FEEDBACK:

- “I knew you guys did all the land-based stuff, but everything you do is awesome!”
- “This is great - you can catch things as they're happening and nip it in the bud.”
- “I went to a much larger school and we didn't have split grades. I didn't know what that even looked like. Now I know and I can see how it works at this school.”

LAND-BASED LEARNING FEEDBACK:

- “It's nice to see the behind the scenes planning that goes into this.”
- “I sure didn't get to learn like this when I was in school.”
- “I'm so jealous, I would have loved to come on that trip with you.”
- “It is so obvious that you are here to really educate these children.”
- “I had to come and see because I didn't understand how you were doing things. This makes so much sense.”
- “You are teaching and showing kids things that are going to stick with them forever. In 20 years they aren't going to say remember how we learned about animals in a textbook? These experiences are creating memories.”
- “I went to a one room school house with 30 kids, all grades in the same room. I wish I could have learned like this.”
- “You must be learning so much with the kids too.”
- “This is very powerful learning.”
- “It's great to connect the kids with people in their community.”

HANDS ON LEARNING FEEDBACK:

- "I would have liked school if I could have learned in this way."
- "You guys are doing amazing things here."
- "I wish my kids could stay in this school until grade 12."
- "You do sewing?! That's wonderful!"